

A RHETORICAL STUDY OF PRESIDENT JOHN F. KENNEDY'S
CEREMONIAL SPEAKING

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CHAPTER I
INTRODUCTION

On December 11, 1963, Senator George Smathers of Florida spoke these words during the memorial services in the Senate of the United States: "John Fitzgerald Kennedy will be a living force in generations unborn, through his idealism, his eloquence, and the terrible circumstances of his death."¹ It is with one of the less well known aspects of that eloquence that this work will deal.

Prior to being elected President, Kennedy helped introduce a new medium to political campaigning--face-to-face television debates with his opponent, Richard M. Nixon.² Many people probably think of Kennedy's public speaking in terms of persuasive political oratory. Various rhetorical studies have been conducted in this area of his speaking and have been reported in Speech Monographs. Some of these are "A Study In Political Persuasion, The Kennedy-Nixon Debates," by Jerome B.

¹John Fitzgerald Kennedy: Memorial Addresses in the Congress of the United States (Washington, 1964), p. 9.

²Glenn F. Capp, Famous Speeches In American History (Indianapolis and New York, 1963), p. 231.

Polisky;³ "Alfred E. Smith and John F. Kennedy: The Religious Issue During the Presidential Campaigns of 1928 and 1960," in which an analysis was made of the methods of persuasion by William David Smith;⁴ and "Ethos in the Presidential Campaign of 1960," by Paul Rosenthal.⁵

President Kennedy's speaking, like the speaking of any President, was not limited to persuasive or political speaking. Due to the office and its prestige, presidents are often involved in ceremonial occasions. The speeches delivered on these occasions are usually not too well remembered. Of course, an exception to this would be Lincoln's Gettysburg Address, which was ceremonial, but most of the great oratory is of the deliberative nature because deliberative speeches deal with ideas that make a difference in the affairs of men and state. Ceremonial speeches are given more for a particular occasion. However, since the time of Aristotle, ceremonial oratory has been recognized as an important part of rhetoric. A great interest was aroused in President Kennedy's handling of this type oratory while studying a few samples of

³Max Nelson, "Abstracts of Theses in the Field of Speech," Speech Monographs, XXXIII (August, 1966), 250.

⁴Clyde W. Dow, "Abstracts of Theses in the Field of Speech," Speech Monographs, XXXII (August, 1965), 282.

⁵Clyde W. Dow, "Abstracts of Theses in the Field of Speech," Speech Monographs, XXXI (August, 1964), 257.

ceremonial speaking in course work at North Texas State University. This interest was followed up, and it was found that rhetorical studies were lacking in this area of Kennedy's speaking. The inaugural address has been the only work thus far studied. A study of it was made by Donald L. Wolforth, which he entitled, "John F. Kennedy in the Tradition of Inaugural Addresses."⁶

Therefore, it was felt that a contribution could be made by analyzing samples of President Kennedy's speeches delivered on special occasions in order to describe what he used in such situations and where possible to attempt to explain why he used these devices. This study will be done in light of principles given by some classical and modern rhetoricians concerning the ceremonial speech. The specific criteria will be the rhetorical canons of invention, disposition, and style.

Aristotle and Cicero will be used as sources from the classical period--Aristotle because he is probably the most highly esteemed figure in classical rhetoric and the author of The Rhetoric, generally considered the most important single work in literature of speechcraft; and Cicero, who represents the best of Roman rhetoric, has been selected because of his work in elaborating upon the ceremonial speech and style.

⁶Donald L. Wolforth, "John F. Kennedy in the Tradition of Inaugural Addresses," Quarterly Journal of Speech, XLVII (April, 1961), 130.

The modern writers and the works to be considered are William Norwood Brigance, Speech, Its Techniques and Disciplines In A Free Society; Alan H. Monroe and Douglas Ehninger, Principles and Types of Speech; William Hayes Yeager, A Speech For Every Occasion; William E. Gilman, Bower Aly and Hollis White, The Fundamentals of Speaking.

Speech Criticism, by Lester Thonssen and A. Craig Baird, will be used to set up a format for the description and evaluation.

An attempt has been made to select speeches from a variety of ceremonial occasions, and at the same time to draw from situations that are fairly common. Seven such speeches will be used as representatives. The titles of the speeches and a brief background of each follows.

"The Inaugural Address"

This address was delivered January 20, 1961 in Washington, D. C. The speech followed Kennedy's narrow victory over Richard Nixon. He won by a small margin of approximately 120,000 popular votes and an electoral college majority of 303 to 219.⁷ The inauguration day was bitter cold and severe snowstorms of the two previous days cut down on the attendance at the open air ceremony. In addition to those present, millions viewed the speech

⁷Capp, p. 234.

over national television and other millions heard it over the radio.⁸

"Address At North Carolina Upon
Receiving An Honorary Degree"

This speech was given October 12, 1961. The occasion was a "University Day Convocation." He spoke, immediately after receiving an honorary degree of Doctor of Laws, to more than 30,000 students, faculty members and townspeople.⁹

"Address In New York At The National Football
Foundation And Hall Of Fame Banquet"

Kennedy addressed 1,500 football devotees assembled on December 5, 1961. Prior to speaking, he accepted the fifth Gold Medal Award of the National Football Foundation and Hall of Fame. Being the third chief executive to be so honored, he was honored as a former football player, on the freshman and junior varsity team at Harvard, and as a man who had carried his identification with the American sport of football to the pinnacle of American public life.¹⁰

⁸Ibid.

⁹New York Times, October 13, 1961.

¹⁰Ibid., December 6, 1961.

"Commencement Address At San
Diego State College"

Prior to delivering this speech on June 6, 1963, Kennedy was awarded an honorary Doctor of Laws Degree, and a citation which read, "He looks to the potential of the future rather than the achievements and frustrations of the past."¹¹

"Remarks Of Welcome To The President Of
Pakistan At Andrews Air Force Base"

The President of the United States quite often has the responsibility of welcoming official guests to this country. One occasion in which Kennedy performed this task occurred on July 11, 1961. At that time, he welcomed President Ayub Khan of Pakistan.

"Remarks At The Dedication Of The
Delaware-Maryland Turnpike"

Another common duty of the President is that of delivering speeches of dedication. The one that will be used in this study was given at the dedication of the Delaware-Maryland Turnpike, November 14, 1963.

"Remarks At The Ground Breaking For The Robert
Frost Library At Amherst College"

On this occasion, Kennedy actually fulfilled two purposes in speaking. He briefly eulogized Robert Frost

¹¹Ibid., June 7, 1963.

and also signified the importance of the ground breaking for the new library. The speech was given October 26, 1963.

The texts for the speeches to be studied have been taken from The Public Papers of the Presidents. In the preface of the 1961 volume the following statement is found:

Addresses and speeches have been printed as actually delivered. In a few instances the White House issued advance releases, based on the prepared text of addresses or remarks, which differ from the text as actually delivered. Such releases have been properly noted.¹²

(None of the speeches being used have been thus noted.)

People in responsible positions, who are engaged in numerous speaking situations, usually employ speech writers to help in the preparation of their speeches. When speech writers are employed, they are usually selected because they reflect the same basic ideas as the person for whom they will write. In most cases, speeches that are developed by writers are done so after the principal figure has suggested certain main ideas.

It is a well known fact that Kennedy had a large staff, which he had selected very carefully. He had great respect for the individuals who made up his staff

¹²Public Papers of the Presidents (Washington, 1961), p. ix. (Henceforth this work will be referred to as P. P. P.)

and worked with them very closely. Therefore, when "Kennedy" is referred to in this work, the real meaning will be "Kennedy and staff."

The Man

John Fitzgerald Kennedy was fortunate to be born to the family of Joseph P. Kennedy, a Harvard graduate and bank president on the scent of millions in Boston, Massachusetts, on May 29, 1917. His mother was Rose Fitzgerald Kennedy, of a prominent political family in Boston.¹³

John Kennedy grew up in a political environment. Both of his grandfathers, Patrick J. Kennedy and John Fitzgerald, were well known in Massachusetts politics, having held various public offices. His father was deeply interested in politics and was appointed United States Ambassador to Great Britain in 1937 and served until 1940. John was first introduced to political campaigning at the age of five when his grandfather Fitzgerald, who was running for Governor, took him on a stumping tour.¹⁴ In spite of his political background, John gave little indication of becoming a politician. His older brother, Joseph Jr., was considered the most likely politician in the family. Joseph was

¹³James Playsted Wood, The Life and Words of John F. Kennedy (Elm Grove, Wisconsin, 1964), p. 13.

¹⁴Flora Strousse, John Fitzgerald Kennedy: Man of Courage (Chicago, 1964), p. 11.

the sociable outgoing type, whereas John was quiet and reserved. His family thought John would become a writer or a teacher, but when Joseph was killed in World War II, John decided on a political career.¹⁵ Fourteen years after entering his first political race he attained the Presidency of the United States.

The elder Kennedy encouraged in his nine children a lively competitiveness and a deep interest in public affairs. John Kennedy stated during the 1960 presidential campaign, "I grew up in a very strict house, and one where there were no free riders, and everyone was expected to give their best to what they did."¹⁶ The home influence carried over into Kennedy's personal philosophy of life for he further stated, "There is no sense in trying to do anything unless you give it your maximum effort. You may not succeed, but at least the effort and dedication and interest should be there."¹⁷

Joseph Kennedy assured his children of financial independence by endowing each with a trust fund of more than \$1,000,000. The reason the elder Kennedy gave for doing this was that the Kennedy brood might be free from mundane labors, so it could devote itself to public service.¹⁸

¹⁵Wood, p. 14.

¹⁶Ibid., p. 13.

¹⁶Ibid.

¹⁸Eric Sevareid, editor, Candidates 1960 (New York, 1959), p. 188.

John Kennedy never attended a public school, but was sent to the best private schools. When he was thirteen, John left home for the first time. He was sent to Canterbury School, a Catholic school run by laymen, in New Milford, Connecticut. Sports were fine at Canterbury, but John's grades were not. The next year, after recovering from an appendectomy, John transferred to Choate Academy in Wallington.¹⁹

The years Kennedy spent at Choate were somewhat disappointing to his father. Living in the shadow of his older brother, Joe, John's grades were average while Joe's were superior, and John failed to make the varsity football squad while Joe was a star. John was admonished by the authorities for the many innocent boyish pranks in which he was involved with his friends. But he did make the cheering squad and for two years was a competent business manager of the yearbook.²⁰

At Choate he became a leader in after-lights-out bull sessions, for he loved to argue and, once he was convinced that he was right, he would never change his mind. He loved history, but languages and science bored him. He spelled badly and constructed his themes awkwardly, but

¹⁹Wood, p. 19.

²⁰James MacGregor Burns, John Kennedy (New York, 1960), p. 26.

his English master found talent in his work. He thought that if John Kennedy could ever learn to apply himself he might become a writer.²¹

Kennedy graduated from Choate in 1935 at the age of eighteen. Scholastically he was sixty-fourth in a class of one hundred and twelve. Yet his classmates voted him the man most likely to succeed in later life. Somehow they were aware of qualities in him which neither his grades nor his athletic prowess showed.²²

Since the elder Kennedy was a Harvard graduate and since Joe was making a good record for himself at Harvard, it seemed natural that John would go to Harvard. However, he insisted on going to Princeton with his friends from Choate. Although displeased by the decision, Mr. Kennedy acquiesced.

The summer before John was to enter Princeton he was dispatched to London to study under Harold Laski, the renowned socialist theorist. Joe had been sent earlier to study under Laski. Mr. Kennedy's motive for sending his sons to London was an extension of his attitude toward secular education. He wanted his sons to understand the philosophy of those opposing the free enterprise system, which he advocated.²³ Before John had a real opportunity to study with Mr. Laski, he was stricken with an attack of jaundice

²¹Wood, p. 20.

²²Ibid.

²³Burns, p. 30.

and had to be rushed home. In December he entered Princeton late, but jaundice struck again, and he left for Arizona to recover his health.²⁴

In the fall of 1936, he enrolled at Harvard. John was too light for varsity football, but he played on the junior varsity. In a practice scrimmage he suffered a spinal injury that for years afterward endangered his political career and his life. He excelled in swimming, and with brother Joe won the intercollegiate sailing title.²⁵

Academically his record was undistinguished the first two years. He got slightly better than a "C" average during this time. Kennedy's interest in foreign affairs came alive while on a European tour in the summer of 1937. In the second semester of his junior year he took a leave of absence to spend six months in the American embassies of London and Paris.²⁶ During this period he gathered material which he later used in his senior thesis. This travel and study in Europe helped Kennedy gain a general knowledge that later served him in many ways, including his ceremonial speaking. As Cicero stated, "A knowledge of many matters must be grasped without which oratory is but an empty and ridiculous swirl of verbiage."²⁷

²⁴Ibid., p. 31.

²⁵Ibid.

²⁶Ibid., p. 32.

²⁷Cicero, De Oratore, translated by E. W. Sutton, Vol. I of 2 vols. (Cambridge, Mass., 1884), p. 233.

To make up for the semester in Europe, he took extra courses his senior year, all either in government or economics, and he made B grades in all of them. Because of his extra work, he became a candidate for a degree with honors in political science. To gain such honors he needed to submit an undergraduate thesis, and this was Kennedy's main intellectual effort during his senior year. His subject for the thesis was "Appeasement at Munich."²⁸

John graduated in 1940 from Harvard cum laude in political science and received magna cum laude on his thesis. In England, the elder Kennedy was proud both of his son's graduating from Harvard College with honors and of his thesis. In long letters to his son he discussed the ideas John had put forward, and the idea of rewriting and polishing the thesis into a possible book. The elder Kennedy suggested editorial advisors, literary agents and possible publishers. John Kennedy did more research--adding substance to his work--and more writing. On the advice of one of his father's friends, Arthur Krock of the New York Times, he changed the title to Why England Slept. Henry Luce, publisher of Time and Life and another of his father's friends, wrote an introduction for the book. It was accepted and published.²⁹

²⁸Burns, pp. 39-40.

²⁹Wood, p. 26.

Why England Slept was a surprising success. It sold 40,000 copies in the United States and a like number in Britain, and won a gratifying reception from critics. Reviewers were intrigued that a twenty-three-year-old could marshal his material so skillfully, make his judgments so temperately, and relate his conclusions so tellingly to America's situation.³⁰ This first public work helped Kennedy develop a style which was later used in other writing works as well as his public speaking.

For a year following the summer of 1940, Jack Kennedy marked time. He first planned to go to Yale Law School, but changed his mind and attended business school at Stanford for six months. Restless, he gave this up and took a long trip through South America.³¹

With war drawing near, John tried to become directly involved. However, due to his back injury received at Harvard, Kennedy was rejected by all branches of the armed services. Vexed at not being able to prove his mettle, he set about, under the direction of physical training instructors, to alter the situation. He went through five months of strengthening exercises and then managed to pass a Navy fitness test.³² Kennedy's extra work to qualify himself for the Navy points out his strong feeling for involvement in worthwhile endeavors.

³⁰Ibid., p. 45.

³¹Ibid.

³²Ibid., pp. 47-49.

Kennedy's first assignment was a desk job and it looked as if he would remain at a desk even after the United States became officially involved in the war. He appealed to his father to use his influence with the Navy Department to insure that he would get sea duty. His father successfully pulled some strings, and John was assigned to a PT squadron and was commissioned an ensign. He was assigned to patrol duty in the South Pacific off the Solomon Islands. On August 2, 1942, his boat was cut in two by a Japanese destroyer. Three crewmen were killed and the other ten, after clinging all night to the wreckage, swam to a nearby island. In spite of an injured back, Kennedy spent five hours towing a wounded crewman ashore. Five days later he and his crew were rescued. This emotional experience helped Kennedy to understand people in dire circumstances. For his heroism, Kennedy received the Navy and Marine Corps medals as well as the Purple Heart.³³

In the spring of 1944, Lieutenant Kennedy was forced to enter the hospital for a disc operation on his spine. While on weekend leave from the hospital at Hyannis Port, news came that Joe Jr. had been killed. John was numbed, because Joe had been his ideal. This tragedy coupled with Kennedy's previous experience with danger on the

³³Burns, pp. 47-49.

Solomon Islands helped to make him a more sincere and humble speaker.

During his period of recovery from surgery, John wrote his second book. It was not a best seller and it was not meant to be. It was a privately printed memorial volume, As We Remember Joe, to which the family and a few of Joe's closest friends contributed twenty essays.³⁴

Following his discharge from the Navy in 1945, John gravitated towards the only occupation for which he had some training and credentials--writing. Through friends of his father, he joined Hearst's International News Service as a special correspondent. He found reporting too passive, and his editors were unimpressed with his work. He soon drifted out of journalism and began thinking about a career as a college teacher, but that meant a return to academic discipline and years of additional study, an unpalatable prospect for a restless young man.³⁵

John Kennedy had been bred in the atmosphere of politics, and had emerged from Harvard a skilled observer of politics on an international scale. In the Navy he had proved, most importantly to himself, that he had a capacity for leadership, and he saw politics in terms of leaders. In 1946 the fabled James M. Curley, a long-

³⁴Ibid.

³⁵Richard J. Whalen, The Founding Father, (New York, 1964), p. 392.

time mayor of Boston and Governor of Massachusetts, was serving in Congress. Curley decided to run for mayor again, thus leaving the Democratic nomination for Representative from the Eleventh Massachusetts Congressional District open.³⁶

Kennedy declared himself a candidate and went to work. Learning campaigning as he campaigned, he slowly developed a style of direct, informal, simple speaking, without high-blown rhetoric or bombastic exaggeration, that to some of his listeners was a happy contrast to the oratory of the old-fashioned politicians.³⁷

David F. Powers, who started campaigning with Kennedy in 1946, later related that the experience Kennedy received from the campaign greatly aided his speaking ability. He recalled that Kennedy went to the three-decker houses around Bunker Hill and knocked on all doors and talked and joked with the families in their own language and about their problems. Powers concluded that this helped to shape Mr. Kennedy's words and also to develop his sharp topical wit.³⁸

Kennedy won the Democratic nomination with more than twice as many votes as his nearest rival. In the fall he

³⁶Wood, p. 35.

³⁷Barns, p. 67.

³⁸Tom Wicker, "Kennedy as a Public Speaker," New York Times Magazine, February 25, 1962, p. 14.

was elected to the United States House of Representatives. He was re-elected Representative in 1948 and again in 1950.³⁹

After serving three terms in the House of Representatives, John Kennedy announced that he would run for the United States Senate against Henry Cabot Lodge in 1952. Lodge was considered too well-known and experienced as an opponent for Kennedy, but after an active campaign, Kennedy won by a narrow margin of 70,000 votes. In 1953, he was re-elected Senator.⁴⁰

John Kennedy married Jacqueline Lee Bouvier in September of 1953. The two influenced each other; she perfected her knowledge of American history, and John became more appreciative of symphonic music and arts.⁴¹

During the summer of 1954, Kennedy suffered pain in his back that was almost unbearable. He went into a New York hospital for a double fusion of discs in his spine, in October of that same year. In February, he had to undergo a second operation. While convalescing in the hospital and later in Florida, John was reading many biographies of famous Americans. He decided to write a book about certain statesmen, whose spirit of gallantry he admired.⁴² His admiration for such men can be attributed to personal stress

³⁹Strousse, p. 119.

⁴⁰Ibid.

⁴¹Ibid., p. 121.

⁴²Ibid.

placed on accepting challenges and participating in worthwhile endeavors. In this work, which Kennedy entitled Profiles In Courage,⁴³ he stated the belief that courage can be shown equally by opponents.⁴⁴

Kennedy's aides in Washington did much of the preliminary research, and the Library of Congress sent him parcels of books for his own research.⁴⁵ Kennedy also relied heavily upon his knowledge of history acquired in formal schooling and through his own extensive reading.

When Profiles In Courage was published in 1956 by Harper and Brothers, it became at once a best seller and then was awarded the Pulitzer Prize for biography.⁴⁶ Kennedy's experience in writing two best sellers certainly helped to develop his oratorical ability. As Cicero expressed, writing is the most excellent modeller and teacher of oratory.⁴⁷

Following his recovery, he began to make up for lost time in the Senate. Through his writing and his speaking, he became one of the most prominent members of his party.

⁴³Strousse, p. 121.

⁴⁴Wood, p. 44.

⁴⁵Ibid.

⁴⁶Strousse, p. 122.

⁴⁷Cicero, I, 33.

At the Democratic National Convention that assembled in Chicago in 1956, he delivered the speech renominating Adlai Stevenson for President, and Stevenson was renominated. Kennedy just missed obtaining the Vice-Presidential nomination; it went to Senator Estes Kefauver.⁴⁸

By 1958 Kennedy was becoming a national celebrity. Over one hundred speaking invitations a week streamed into his office. He accepted as many as he could of those that were politically profitable. Kennedy was very quiet about his plans for 1960, but his admirers suffered no such inhibitions.⁴⁹

Senator Kennedy announced that he was a candidate for the Democratic nomination for President on January 2, 1960. The following months were spent making speeches and entering primaries.⁵⁰

More than 4,500 delegates attended the Democratic National Convention in Los Angeles in 1960. Senators Hubert Humphrey, Stuart Symington and Lyndon Johnson were Kennedy's opponents. Kennedy beat them all, winning on the first ballot. After winning the nomination, he selected Lyndon Johnson as his running mate.⁵¹

⁴⁸Wood, p. 45.

⁴⁹Burns, p. 210.

⁵⁰Wood, p. 48.

⁵¹Capp, p. 234.

The campaign of 1960 saw a new medium introduced to political campaigning--face-to-face television debate, in which Kennedy and his Republican opponent, Richard Nixon, participated. The television debates served to bring Kennedy before millions of American people whom he otherwise would not have reached.⁵²

Kennedy's experiences in political campaigning for Representative, Senator, and President helped him to develop as an individual and especially as a speaker. Coming in contact with people from all walks of life, Kennedy learned their various needs and values and how to talk on their levels.

After a very hard-fought campaign, John Kennedy became the youngest man to be elected to the office of President and the first Catholic to hold the office.

Conclusion

Kennedy's preparation for speaking came from all aspects of his life. In the first place, he had the favor of being born into a wealthy, cultured family. Due to family wealth, he was able to attend the best schools and travel extensively. These things helped provide him with the general knowledge needed by a speaker. In addition to his formal education, Kennedy was an avid reader of all types of literature, especially

⁵²Ibid.

history. His reading supplied him with a storehouse of information to be drawn upon in his speaking.

His political campaigning also helped Kennedy in his speaking for he got to know people and what they liked and disliked. Serving as a congressman and a Senator, Kennedy was engaged in many speech situations and spoke on many different subjects.

Kennedy was also a writer. He produced two best sellers, Why England Slept and Profiles In Courage. The latter won a Pulitzer Prize. Writing is recognized as a tremendous aid in developing style. In ceremonial speaking style is considered to be of great importance because the speaker must say things in a pleasing way. Therefore his career as a writer should be considered as a very important aspect of his preparation for ceremonial speaking as President.

Although Kennedy was favored in some aspects of life, he also encountered some emotional experiences that helped to make him sincere and humble. His older brother, Joe, was killed in World War II, and his favorite sister died in an airplane crash. Even the Kennedy family was not exempt from tragedies. Due to back injuries, he had to undergo a series of operations and at times it did not appear that he would live. After surgery, he had to learn to live with pain throughout his life.

All of these experiences played a part in helping him to develop as a ceremonial speaker.

CHAPTER II
PRINCIPLES OF CEREMONIAL SPEAKING

Man as a social being has developed an etiquette for ceremonial speaking. The use of the ceremonial speech goes back to the beginning of public speaking. Aristotle, in composing the first systematic arrangement of the art of public speaking, divided speeches into three types: political, forensic, and the ceremonial oratory of display.¹

Political speaking urges us either to do or not to do something: one of these two courses is always taken by private counsellors, as well as by men who address public assemblies. Forensic speaking either attacks or defends somebody. The ceremonial oratory of display either praises or censures somebody. These three kinds of rhetoric refer to three different periods of time. The political orator is concerned with the future: it is about things to be done hereafter that he advises, for or against. The party in a case at law is concerned with the past; one man accuses the other, and the other defends himself, with reference to things already done. The ceremonial orator is, properly speaking, concerned with the present, since all men praise or blame in view of the state of things existing at the time, though they often find it useful also to recall the past and to make guesses at the future.²

The Greeks called the ceremonial speech the ceremonial oratory of display. They were not ashamed to say that it

¹Aristotle, The Rhetoric And The Poetics of Aristotle, edited by W. Rhys Roberts (New York, 1954), p. 32.

²Ibid.

was ceremonial and that its purpose was display. In their practice this type of speech was devoted to praise or blame and consisted chiefly of commemorative addresses upon their Gods, upon men, cities, places, or public works. The Romans used ceremonial oratory but not to the extent the Greeks did. Cicero referred to it as panegyrics and stated:

We Romans do not much practice the custom of panegyrics. The Greeks have constantly thrown off masses of panegyrics, designed more for reading and for entertainment or for giving a laudatory account of some person, than for the practical purposes of public life with which we are concerned.³

In modern times this form of speaking is still used, but instead of referring to it as the ceremonial oratory of display, we refer to it as speaking on special occasions. Without changing the nature of the speech, the scope has been enlarged to include the introducing of speakers, presenting or receiving awards, welcoming guests, and responding to welcomes, formal farewells, commemorating anniversaries and events like graduation, eulogies, nominating candidates, inaugurating terms of office, and speaking appropriate words at social occasions like banquets.⁴

³Cicero, I, 461.

⁴William Norwood Brigance, *Speech, Its Techniques and Disciplines In a Free Society*, 2nd edition. (New York, 1961), p. 490.

Occasional speaking is not a new genus of speaking, but rather a new variety developed from old cultures. The ancient techniques and methods are still valid, although some of the techniques have become more important, such as clear thought patterns, vivid supporting materials, vigor and grace of style, and humor. The dominant influence comes from the occasion itself, which prescribes an etiquette of its own.⁵

According to Brigrance, the form and content of the occasional speeches have little similarity to one another, but they do have a common quality, which is art. They should please. They should say the fitting thing. They should have grace and beauty.⁶ They may have some utility, which is a part of motivative speaking, to cultivate thought, modify opinion and promote action. But, they are expected to have art.⁷

Rhetoricians have not specified exact rules that the ceremonial speech must follow, but they have given some principles and suggestions. Aristotle doubted the advisability of setting up formal rules, and his emphasis upon the variable nature of the speaker, subject, and

⁵Ibid.

⁶Ibid.

⁷Ibid., p. 491.

audience is adequate evidence to reveal this point of view. He did not conceive of the speaking art as a stereotyped system, but rather he saw in it an instrument for making many and diverse adjustments to the multitude of social conditions.⁸

Neither did Cicero think of the ceremonial speech as having to fit into a certain pattern.

To my mind not everything that we say need be reduced to theory and rule. For from those same sources, whence the rules of speaking were derived, we shall also be able to set off a funeral oration without feeling the want of those scholastic rudiments, since even though no one were to teach these, is there a man who would not know the good points of a human being?⁹

The purpose of this chapter is to consider the principles and suggestions for ceremonial oratory in connection with three of the five original canons of oratory. Cicero explained the functions of the five canons as follows:

All the activity and ability of an orator falls into five divisions. I learned that he must first hit upon what to say; then manage and marshall his discoveries, not merely in orderly fashion, but with a discriminating eye for exact weight as it were of each argument; next go on to array them in the adornments of style; after that keep them guarded in his memory; and in the end deliver them with effect and charm.¹⁰

The three canons to be considered are invention, disposition, and style, in that order.

⁸Lester Thonssen, and A. Craig Baird, Speech Criticism, (New York, 1948), p. 72.

⁹Cicero, I, 231.

¹⁰Ibid., p. 99.

In modern as well as in classical theory, invention is chiefly concerned with the selection and handling of material. The selection of material or ideas for an occasional speech is greatly aided by a knowledge of the occasion and the audience (e. g., someone speaking in behalf of the founding of an institution is expected to impress the audience with its achievements.) Some occasions may be so common that they suggest no vital topic, but the occasion may suggest a related idea.

Since the common plane for ceremonial speaking is saying the proper thing, the speaker must analyze his topic in terms of motives, qualities, ends, and accomplishments approved by the audience. Thus Cicero stated: "It is obvious that it is impossible to praise a good man appropriately and fully without a knowledge of the virtues."¹¹

Aristotle enumerated the following forms of virtue: justice, courage, temperance, magnificence, magnanimity, liberality, gentleness, prudence, and wisdom.¹²

If virtue is a faculty of beneficence, the highest kinds of it must be those which are most useful to others, and for this reason men honor most the just and the courageous, since courage is useful to others in war, justice both in war and in peace. Justice is the virtue through which everybody enjoys his own possessions in accordance with the law; its opposite is injustice through which men enjoy the possessions of others

¹¹Cicero, II, 463.

¹²Aristotle, p. 57.

in defiance of the law. Courage is the virtue that disposes men to do noble deeds in situations of danger, in accordance with the law and in obedience to its commands; cowardice is the opposite. Temperance is the virtue that disposes us to obey the law where physical pleasures are concerned; incontinence is the opposite. Liberality disposes us to spend money for other's good; illiberality is the opposite. Magnanimity is the virtue that disposes us to do good to others on a large scale; its opposite is meanness of spirit. Magnificence is a virtue productive of greatness in matters involving the spending of money; the opposite is smallness of spirit. Prudence is the virtue of the understanding which enables men to come to wise decisions.¹³

Genius, diligence, and achievement may be added to the list of virtues given by Aristotle. The person with extraordinary ability to create, organize, or bring a project to completion is praised as a genius. This attribute usually suggests exceptional intelligence, insight, and judgement as well.¹⁴

Diligence also commands respect though it may be on a lower plane. The person whose patience, persistence, and close application to his task have won him recognition in his field gains the admiration of his fellows, even though he may not have been brilliant.¹⁵

The achievements of an individual likewise command respect for they determine the estimate most people make

¹³Aristotle, p. 57.

¹⁴Wilbur E. Gilman, Bower Aly and Hollis L. White, The Fundamentals of Speaking, 2nd ed. (New York, 1964), p. 282.

¹⁵Ibid., p. 283.

of the individual. If the achievements are not only important but also difficult of attainment, they become even more objects of respect.¹⁶

In addition to having a knowledge of virtues, the speaker who plans to give a speech of praise must have a knowledge of the favors of fortune, for he must deal fully with them. These are the advantages of race, wealth, connections, friendships, power, good health, beauty, vigor, talent, and other attributes that are either physical or eternally imposed. In praising an individual, the speaker must explain that the person commended made a right use of these benefits if he possessed them, managed sensibly without them, if they were taken from him.¹⁷

Although a knowledge of the virtues and the knowledge of the favors of fortune are important, the ceremonial speaker also needs a good general knowledge. In reference to this type knowledge, Cicero theorized that it should show an understanding of many things. Without a general knowledge, Cicero felt that oratory would become empty.¹⁸

It is important for the ceremonial speaker to have a knowledge of the virtues, a knowledge of the favors of fortune, and a good general knowledge, but for the listeners

¹⁶Ibid.

¹⁷Cicero, I, 233.

¹⁸Ibid., p. 15.

to fully appreciate the significance of an idea it must be kept before them long enough for them to understand it. The method of doing this is referred to as amplification, which is the enlargement or extension of an idea. If a speaker wants to impress his listeners with a remarkable exploit, he explains its various unusual aspects and shows in detail what makes it remarkable. The specific methods of amplification include estimation, augmentation, similarity, and cumulation.¹⁹

Amplification by estimation offers several possibilities. Ideas may be developed by the unique, the first, the difficult, the unexpected, the frequent, the continuous, the appropriate, the beneficial, the popular, the honored, the superlative, or the last.²⁰

Another form of amplification is augmentation, which heightens the consequence of an act or adds dignity to what might otherwise be treated as commonplace. This may be done by giving the testimony of those whose competence the audience recognizes; by citing apt references; by drawing parallels from Biblical, legal, and literary sources; and by associating the theme with people or institutions approved by the listeners.²¹

¹⁹Gilman, Aly and White, p. 286.

²⁰Ibid., pp. 287-289.

²¹Ibid., pp. 289-291.

Similarity or dissimilarity is also a common method of amplification. Using this device the speaker makes his character or institution appear to advantage by comparing or contrasting it with another that is highly regarded.²²

Amplification by cumulation depends chiefly upon language. The speaker simply repeats an idea in different words and builds steadily to a climax that rises to a high point of intensity.²³

The general principles of invention for a ceremonial speech call for a good knowledge of the occasion and the audience, a knowledge of the virtues that the audience approves, a knowledge of the favors of fortune that bear upon the topic, and the use of amplification to stress the significance of the ideas presented.

Brigance states that the contents of occasional speeches have little similarity.²⁴ Thus it seems important to consider each of the kinds of occasional speeches this study will analyze and to notice the various suggestions given concerning the content of each.

Brigance classifies the speech of dedication, the inaugural address, the commencement address, the anniversary speech, and the eulogy as types of commemorative

²²Ibid., p. 293.

²³Ibid., p. 294.

²⁴Brigance, p. 491.

speeches.²⁵ The purpose of these speeches is to pay tribute; thus the speaker does not have the task of changing the listener's attitude or promoting action. The speaker simply wants to testify to the achievement and honor, and to uplift the sentiments of the audience.²⁶

Special consideration will now be given to the invention for the types of commemorative speeches.

The Dedication

Opening new buildings and public centers, laying cornerstones, and unveiling monuments and memorials--all from long tradition are occasions for ceremony and for speeches of dedication.²⁷

The invention for a speech of dedication should be closely related to the object of the dedication--its history, present status, and possible future. The speaker's duty is to impress his hearers with the planning, labor, or generosity required to create what is being dedicated.²⁸ The speech of dedication may also be concerned with the tasks ahead to which the members of the audience should devote themselves.

²⁵Ibid., p. 498.

²⁶Ibid., p. 499.

²⁷Ibid., p. 501.

²⁸Gilman, Aly, and White, p. 299.

The Inaugural Address

Inaugural addresses are usually classified as ceremonial addresses although some deliberative aspects are usually present. However, audiences do not attend the ceremony for the installation of new officers to hear legislative plans debated, laws interpreted, or moral systems compared. They attend such ceremonies to observe and to celebrate the assumption of duties they believe are important.²⁹ This follows the theory of Aristotle, which states that the speech situation consists of three elements--speaker, subject, and person or persons addressed; and the third element, the person or persons addressed, determines the kind of speech a speaker would deliver.³⁰

The theme for the inaugural address flows from the occasion. There is a change of administration. The old one departs with dignity, and usually with honor. The new administration takes up its task with buoyance and hope. The occasion imposes one or more of four major duties upon the speaker: (1) To express appreciation to those who put him in office. (2) To unite the group, heal the wounds of the campaign if any, and to make clear

²⁹Carroll C. Arnold, Douglas Ehninger and John C. Gerber, The Speaker's Resource Book (Chicago, 1961), p. 256.

³⁰Aristotle, pp. 31-32.

the new administration represents not only a faction, but the whole group. (3) To affirm the officer's determination. (4) To present the broad outline of a program for the coming term.³¹

Commencement Address

The commencement address is a principal feature of graduation exercises at most schools and colleges. Usually the address is partly ceremonial, in that the speaker congratulates the graduates, their parents, and their friends, and partly deliberative in that he counsels them.³²

Traditionally the speaker's responsibility is twofold: First, he congratulates the graduates on their achievement and pays tribute to its importance. This particular practice is not done as much now as in the last century. Second, the main theme of the address looks at the state of affairs that faces the graduates-- problems such as the intellectual and emotional adjustment to the world as it is, opportunities for young people of the day to carry on with education out of school, making use of education, the duty of educated people in public life.³³

Listeners on such occasions as this probably agree in principle with the speaker; so there is no need for

³¹Brigance, pp. 501-502.

³²Gilman, Aly and White, p. 299.

³³Brigance, p. 504.

argument. The main objective of the speaker is to stir them up. To do this the speaker may rely on striking phraseology, use of a slogan as the keynote, concreteness, contrast, strong motivation, and vivid imagery.³⁴

The Anniversary Speech

The invention for this type speech comes from a review and inventory of the past, and an incentive for the future. Lines of thought usually come from reviewing the event or beginning of the institution being commemorated, re-enacting the ideals and values of the institution as illustrated in the character of men and women, interpreting the influence of the event or action, and defining the lessons to be drawn from it for present and future conduct.³⁵

The Eulogy

The eulogy is a very prominent type of occasional oratory usually given a sufficient time after the death of an individual to permit the preparation of a detailed treatment.

The basic purposes of the eulogy are to pay tribute to the person, usually deceased, and to secure appreciation.

³⁴Alan H. Monroe and Douglas Ehninger, Principles and Types of Speech (Glenview, Illinois, 1967), p. 446.

³⁵Brigance, p. 501.

of the commendable traits or accomplishments of the person praised.³⁶

Invention for the eulogy comes directly from the eulogized person's life and may consist of (1) the person's attainments, in light of the handicaps under which he started, the obstacles he faced, and final achievements; (2) his life purposes--why he was led to make effort; (3) his qualities of character; and (4) his influence during his lifetime and on later times.³⁷

Skill in the making of eulogies is dependent upon a knowledge of human virtues in general. In addition to this knowledge, the eulogist must have opportunities to observe in action the person who is to be praised, or to study carefully prepared reports of what he did and said.³⁸

Another factor in the invention of the eulogy is the audience's view. The eulogist needs to discover what virtues and actions the audience approves in the particular individual.³⁹

Another classification of ceremonial speeches made by Brigrance is the speech of courtesy. It is usually

³⁶Monroe and Ehninger, p. 527.

³⁷Brigrance, p. 499.

³⁸William Hayes Yeager, Effective Speaking For Every Occasion (New York, 1940), pp. 84-85.

³⁹Ibid., p. 83.

designed to give the necessary information and attempt to cultivate appreciation and promote good will. These speeches do not have to be entirely solemn, but rather may be refreshing and stimulating. In this category, Brigance places the address of welcome and the speech of acceptance.⁴⁰

Special consideration will now be given to the invention of these speeches.

The Address of Welcome

The formal reception of an important person or group calls for an appropriate speech. The object of the speech is to say with tact and taste, "We are glad you are here," and to make the person or group feel at home. This may be done by making them feel that the host regards the visit as important and by showing that there is a sincere desire to establish friendly relations and to make the visit a success.⁴¹

The Acceptance Speech

Under our cultural patterns of society, a formal presentation usually calls for a formal acceptance, the main theme of which is to show gratitude. In developing the speech, the speaker may praise the spirit of those

⁴⁰Brigance, pp. 491-492.

⁴¹Yeager, p. 180.

who presented the gift, and if it is of interest, he may explain the purpose or method by which the attainment was won.⁴²

Now that the invention for ceremonial speeches has been considered, the next canon to be discussed, with reference to ceremonial speaking, is disposition. The classical concept of disposition included arrangement, orderly planning, and movement of the whole idea. The modern concept of disposition consists mainly of arrangement. In this case, arrangement is used to note not only order in which main ideas are presented, but the division of a speech into parts.

Since Aristotle and Cicero wrote primarily with deliberative and forensic oratory in mind, their treatments of arrangement for ceremonial oratory followed the same procedure as that for deliberative and forensic speeches. Cicero stated, "There seems to be no reason why we should keep separate the rules that are to be imparted on the subject of advisory speeches or of panegyrics, as they are for the most part common to both."⁴³

Aristotle believed there were only two indispensable parts of a speech--the statement of the case and the proof. He added, however, that if other parts were necessary the

⁴²Brigance, p. 497.

⁴³Cicero, I, 451.

total number should not exceed four: the exordium, exposition, or statement of the case, proof, and the peroration.⁴⁴ The functions of these parts are almost explained by their names. The introduction or exordium, which Aristotle said conformed to the prologue in poetry, is intended to enlist the attention and interest of the listeners, to render the audience well disposed toward the speaker, and to prepare the way for the ideas to come. The statement of the case sets forth clearly and concisely the nature of the subject presently to be developed. The proof contains the elaboration of subject matter through which the idea or ideas are enforced. The peroration or conclusion purports to inspire the audience and to recall facts to their memory.⁴⁵

Cicero followed the same line of thought that Aristotle presented on disposition, except to add two more parts to the division of a speech. The six parts that Cicero gave to speech are: the exordium, narratio, divisio, confirmatio, confutatio, and conclusio. Like Aristotle, he felt there were two main parts--stating a case and proving it. However, he stated that some parts of a speech may have to be used for purposes other than proving a point such as persuading and arousing emotions. The most appropriate place for this information appears to be in the

⁴⁴Aristotle, pp. 197-200.

⁴⁵Ibid., p. 217.

introduction or conclusion; also it is often useful to digress from the subject one is dealing with for the purpose of arousing emotions.⁴⁶

The importance of the introduction or peroration was stressed by both Aristotle and Cicero.

One's opening remarks, though they should always be carefully framed and pointed and epigrammatic and suitably expressed, must at the same time be appropriate to the case in hand; for the opening passage contains the first impression.⁴⁷

In reference to the narration or body of the speech Cicero believed that the strongest point should come first.

In regard to arrangements, I censure the people who place their weakest points first. As in the choice of speakers the best man on each occasion should come first, so in arrangement of the speech the strongest point should come first, provided that the rule be kept to reserve one's outstanding resources to the actual peroration, while collecting into a general medley in the middle any points of moderate importance.⁴⁸

Aristotle believed that narration was mainly a part of forensic oratory, but when narration occurred in ceremonial oratory it would be intermittent rather than continuous.

There must, of course, be some survey of the actions that form the subject matter of the speech. The speech is a composition

⁴⁶Cicero, I, 437.

⁴⁷Ibid., pp. 437-439.

⁴⁸Ibid., p. 437.

containing two parts. One of these is not provided by the orator's art, the actions themselves, of which the orator is in no sense author. The other part is provided by his art, namely, the proof that the actions were done, the description of their quality or of their extent, or even all of these three things together. The reason why sometimes it is not desirable to make the whole narrative continuous is that the case thus expounded is hard to keep in mind. Show, therefore, from one set of facts that your hero is brave, and from other sets that he is able. A speech thus arranged is comparatively simple, instead of being complicated and elaborate.⁴⁹

As to the length of the narration, Aristotle felt that long narrations were not necessary. The best approach consisted of saying just as much needed to make the facts plain, or to lead the hearer to believe that certain things have happened.⁵⁰

The final portion of the speech, the exordium, was designed by Aristotle to consist of four purposes: (1) to make the audience well-disposed toward the speaker and ill disposed toward the opponent, (2) to magnify or minimize the leading facts, (3) to excite the required state of emotion in the hearers, and (4) to refresh memories.⁵¹

Most modern writers use the traditional division of a speech which includes the introduction, body and conclusion. However, Monroe and Ehninger use the motivated

⁴⁹Aristotle, p. 207.

⁵⁰Ibid., p. 208.

⁵¹Ibid., p. 217.

sequence, which consists of the attention step, need step, satisfaction step, visualization step, and action step.⁵² The attention step is equivalent to the introduction, and the action step is equivalent to the conclusion. The other parts are equivalent to the body.

The introduction or attention step is designed to get the attention of the audience, create good will, and orient the audience to what is to follow. Some introductions may accomplish all of these things, but in some cases all are not needed.

The body of the occasional speech as in any other type speech provides the main ideas. These ideas may fall into certain patterns such as the time pattern, space pattern, classification pattern, cause-and-effect pattern, problem-solution pattern, or topic pattern.

The conclusion is designed to give a lasting effect to what has been said. This is usually done very quickly and may take the form of a challenge, quotation, summary, or appeal.

Although some occasional speeches do not require a full use of all the parts of a speech, the principles of various parts still apply to occasional speaking. Since attention was given to the invention of the individual occasional speeches, attention will also be given to the

⁵²Monroe and Ehninger, p. 267.

disposition of the individual types of occasional speaking under consideration.

The speech of dedication, the inaugural address, the commencement address, the anniversary speech, and the eulogy have previously been classified as speeches of commemoration. When an introduction for speeches such as these is used, it is usually directed toward those characteristics or accomplishments which are considered important. In some cases, these speeches will not contain introductions. The reason for this is that the members of the audience already know what the meeting is for and what the speaker proposes to do.⁵³

The body of the speeches of commemoration is where the tribute is really given. In this part of the speech incidents and facts are recited to show that there is reason for a celebration or a commemoration. Perhaps the most common pattern of organization used in the body is the past-present-future plan.⁵⁴

Often in speeches of commemoration the conclusion is omitted. When it is used, it varies with the occasion. Usually the conclusion consists of a high note of praise or an appeal to high aspirations.⁵⁵

⁵³Yeager, p. 219.

⁵⁴Ibid., pp. 219-220.

⁵⁵Brigance, p. 499.

The organization for the speech of courtesy, which in this study includes the welcome and acceptance speeches, is streamlined. Due to their brevity they usually have no formal division into introduction, body, and conclusion.⁵⁶ If a formal division of organization is used, the introduction usually consists of an expression of pleasure and a reference to the occasion. The body of the speech usually consists of complimentary facts about the guests being welcomed or the hosts.⁵⁷ The conclusion usually consists of a brief repetition of pleasure.⁵⁸

The organization that has been suggested is intended to be quite inclusive. Many times all of the listed elements will not be used. Therefore the plan of organization will simply vary with the situation.

The third canon for consideration is style. Under its older title of "elocutio", style was regarded as the third part of rhetoric. It referred chiefly to the way in which the speaker clothed his ideas with language, but, like the other parts of rhetoric, it is closely interrelated with correlative members. Style and invention play interacting roles, since the conception of thought and its expressions are virtually inseparable. The arrangement given ideas is in itself a stylistic consideration, for the position an

⁵⁶Ibid., p. 491.

⁵⁷Monroe and Ehninger, p. 509.

⁵⁸Yeager, p. 169.

idea occupies in the total discourse may influence the way the language is employed to express it.⁵⁹

In ceremonial speaking style has a vital role for the aim of this kind of speaking is to say the fitting thing with grace and beauty. Aristotle emphasized the importance of saying things properly by commenting: "It is not enough to know what we ought to say; we must also say it as we ought."⁶⁰

In their discussions, rhetoricians have treated style more in a descriptive than a prescriptive way, because it is much easier to tell what someone has done than to tell someone how to do it. It is impossible to prescribe a style for a speaker in a certain situation because the speaker probably reveals himself in his style more than in any other aspect of his speech procedure.

Cicero classified style under three headings. His three classifications were the plain, the moderate or middle, and the grand style. The classifications arose from what the speaker was attempting to do: the plain style when attempting to please, and the grand style when attempting to move. Cicero emphasized that the skilled orator should be able to do all three thus

⁵⁹Thonssen and Baird, p. 406.

⁶⁰Aristotle, p. 164.

indicating that the speaker's style should be appropriate to his cause.⁶¹

Aristotle recognized a distinction in types of expression. In the third book of Rhetoric, he stated that "to each kind of rhetoric is adapted a peculiar style."⁶² However, he did not go as far as classifying the styles according to the divisions.

The modern writers do not attempt to classify style under any headings; they simply describe the various qualities of style in general. Some of the qualities may take on special significance in certain speech situations. The purpose of this section will be to describe the main elements of style. These qualities are suggested by rhetoricians because they have been used in speeches that have been termed successful.

Correctness: Aristotle believed correctness of language to be the foundation of all good style. He listed as an element of correctness proper use of connecting words, use of specific rather than general words for things, avoidance of ambiguity and correct expression of plurality.⁶³

Another word to indicate the same quality is accuracy. This applies both to choice of words and grammatical accuracy.

⁶¹Cicero, II, 55.

⁶²Aristotle, p. 173.

⁶³Ibid., p. 174.

As Cicero said: "Nobody ever admired an orator for correct grammar, they only laugh at him if his grammar is bad, and not only think him no orator but not even a human being; no one ever sang the praises of a speaker whose style succeeded in making his meaning intelligible to his audience, but only despised one deficient in capacity to do so."⁶⁴

Simplicity: No matter how accurate a word or phrase may express the speaker's meaning, it is useless if the audience cannot understand. Thus expression must not only be exact, but must be clear and simple.⁶⁵ Quintilian expressed the need for simplicity or clearness by saying, "The true end of style is that the judge not only understands us, but that he may not be able not to understand us."⁶⁶

Appropriateness: Public speaking is intended for a particular audience in a particular place at a particular time; therefore style should be appropriate to the subject and situation.⁶⁷ Aristotle confirmed this doctrine. He stated, "When weighty matters are being discussed, the casual manner of expression should not be used; when trivial topics are being considered, there should not be a manner of solemnity."⁶⁸

⁶⁴Cicero, I, 41-42. ⁶⁵Monroe and Ehninger, p. 320.

⁶⁶Quintilian, Institutes of Oratory, III, translated by H. E. Butler (London, 1856), p. 211.

⁶⁷Monroe and Ehninger, p. 321. ⁶⁸Aristotle, p. 168.

Ornateness: This quality of style refers principally to a certain elevation or grandeur in discourse. It results from the artistic handling of words, sentences, and figurative elements.⁶⁹ Ornateness depends heavily upon what Thonssen and Baird call the constituents of style. These include choice of words, composition, and embellishment.⁷⁰ The choice of words deals with the selection of the best possible words for the task. This is a very individual matter that will vary with circumstances. Composition ranges from the molding of words into units to elaborations that aim primarily at nicety.⁷¹ The third constituent of style, embellishment, has the function of adorning or elevating through the use of figures and tropes.⁷² Modern writers usually do not make any distinction between figures and tropes. They are usually both considered under the heading of figures.

Some of the most commonly used figures in public address are the metaphor, the simile, allegory, personification, synecdoche, metonymy, irony, and hyperbole.

A very practical question that must be considered when appraising the embellishment of a speech is, do the figures contribute to the speaker's aim and objective? The purpose

⁶⁹Thonssen and Baird, p. 416.

⁷⁰Ibid., p. 417. ⁷¹Ibid.

⁷²Ibid.

of figures is to reinforce thought, but they are not the real thought themselves.⁷³

A speaker may also embellish his style through the use of vivid or lively language. This can be done best through the use of imagery. We receive our impressions of the world around us through our senses of sight, smell, hearing, taste, and touch. Therefore a speaker may feel a need to appeal to the senses.⁷⁴ Monroe and Ehninger list the types of imagery as follows: visual imagery (appealing to sight), auditory imagery (appealing to sound), gustatory (appealing to taste), olfactory (appealing to smell), tactual (appealing to touch), kinesthetic (appealing to muscle strain), and organic (appealing to internal sensations).⁷⁵

As previously stated, style is a very individual thing. Rhetoricians do not attempt to prescribe a style just for ceremonial speaking. It must be assumed, then, that the general qualities of style apply to ceremonial oratory.

Summary

The use of ceremonial speaking goes back to the beginning of public speaking. The Greeks and Romans

⁷³Thonssen and Baird, p. 423.

⁷⁴Monroe and Ehninger, p. 321.

⁷⁵Ibid.

utilized this form of speaking for praise or blame. In modern times this form of speaking is still used, in an even greater variety of situations, which include the introducing of speakers, presenting or receiving awards, welcoming guests, responding to welcomes, formal farewells, commemorating anniversaries and events like graduation, eulogies, nominating candidates, inaugurating terms of office, and speaking appropriate words on social occasions.

Although the form and content of various sorts of occasional speeches have little similarity, they do have a common plane, art. They are designed to say the fitting thing with grace and beauty. On some occasions, they may cultivate thought, modify opinion and promote action, but they are still expected to have art.

The invention for ceremonial speaking stems from a knowledge of the occasion, a knowledge of the virtues approved by the audience, a knowledge of the favors of fortune, a good general knowledge, and the use of amplifying materials.

The disposition for ceremonial speaking follows the same pattern as any other type of speaking. For this study the traditional division of a speech, which includes introduction, body and conclusion, will be used. Some of the occasional speeches do not require a full use of all the divisions.

Style plays a vital role in ceremonial speaking, for the aim of this type of oratory is to say the fitting thing with grace and beauty. However, rhetoricians do not prescribe a certain style for ceremonial speaking. It is thus assumed that the general qualities of style are acceptable in this type of oratory. The qualities of style that have been considered in this chapter are correctness, simplicity, appropriateness, and ornateness. Since this type of oratory is supposed to be artistic, ornateness takes on a special significance.

CHAPTER III
INVENTION IN PRESIDENT KENNEDY'S
CEREMONIAL SPEAKING

As was pointed out in the previous chapter, invention is chiefly concerned with the selection and handling of materials. The selection of ideas for a ceremonial speech is greatly aided by a knowledge of the occasion and audience. This principle is true of any speech situation, but it is especially true of ceremonial speaking since the speaker's purpose is to please by saying the fitting things. All the speeches of Kennedy which are here under consideration reveal that the speaker had a knowledge of the occasion and the audience.

When Kennedy welcomed the President of Pakistan, he revealed his knowledge of the occasion and audience by giving specific reasons why he and the American people were glad to welcome the President. The thought of the speech could not have been used in the welcoming of just anyone; it was developed especially for a particular audience and a particular occasion. Kennedy realized that he was not only speaking for himself, but also for the Nation. Therefore, as he expressed his words of welcome, he expressed some of his personal feelings as well as those of the American people.

It is a great pleasure and great honor for me to welcome our distinguished visitor, the President of Pakistan.¹

We are glad to have you here because Americans in private and in their public life appreciate the value of friendship and the constancy of friends.²

Most of all, we're glad to have you here because you come as the head of an important and powerful country which is allied with us in SEATO, which is associated with us in CENTO, which represents a powerful force for freedom in your areas of the world.³

In his address at the National Football Foundation and Hall of Fame Banquet, he revealed a good knowledge of his audience by referring to some of them personally.

I'm so glad to be here tonight with some men who also gave me some of the most exciting moments of my life. Clint Frank, who I understand is sitting down there, whom I saw score 5 touchdowns against Princeton. Tom Harmon who scored 21 points on my 21st birthday in the first half of a game against California. Cliff Battles who made George Marshall look good at Boston way back in the thirties. And Jay Berwanger who's here tonight, who, when Chicago was tenth in the Big Ten, was on everyone's All-American.⁴

In the same speech Kennedy indicated a knowledge of the interests of those present by speaking about his physical fitness program for youth. Although the information

¹John F. Kennedy, "Remarks of Welcome to the President of Pakistan at Andrews Air Force Base," July 11, 1961, P. P. P., p. 500.

²Ibid.

³Ibid.

⁴Kennedy, "Address in New York City at the National Football Foundation and Hall of Fame Banquet," December 5, 1961, P. P. P., p. 771.

contained in the speech was of interest to many other Americans, the people present had a special interest, being associated with athletics.

I do see a close relationship between sports and our national life and I sometimes wonder whether those of us who love sports have done as much as we should in maintaining sports as a constructive part of this country's existence.⁵

Another example of Kennedy's knowledge of the occasion and the audience is evident in his speech of dedication of the Delaware-Maryland Turnpike. Mr. Kennedy spoke about the highway and what it symbolized.

It symbolizes the partnership between the Federal Government and the States, which is essential to the progress of all of our people; and secondly, it symbolizes the effort we have made to achieve the modern interstate highway system in the world, a system which, when completed, will save over 8000 lives a year and \$9 billion in cost. And third, it symbolizes the effort which we are giving and must be giving to organizing an effective communication system here in the United States of America.⁶

By being familiar with the occasion and the audience, Kennedy was able to develop his ideas in relation to them. This emphasis on knowing the audience and the occasion sprang from his personal philosophy of giving everything the maximum effort.

⁵Ibid.

⁶Kennedy, "Remarks at the Dedication of the Delaware-Maryland Turnpike," November 14, 1963, P. P. P., p. 854.

If a ceremonial speaker has knowledge of his audience, he will be able to use the various virtues which the particular audience approves. Aristotle enumerated nine virtues that a speaker might use, and to this list Gilman, Aly, and White in The Fundamentals of Speaking add three. Kennedy used the virtue of achievement more than any other, but he also used courage and magnanimity rather heavily. Some of the virtues mentioned by the rhetoricians were not used by Kennedy. The next part of this chapter will be devoted to describing Kennedy's use of the virtues mentioned in Chapter Two.

The virtue of courage was used by Kennedy on several occasions. One example occurred in his speech at the University of North Carolina. In discussing the rich heritage of the state, Kennedy reminded the audience that:

North Carolina provided a fourth of all of the Confederate soldiers who made the supreme sacrifice in those years. And it won the right to the slogan, "First at Bethal. Farthest to the front at Gettysburg and Chichamauga. Last at Appomattox."⁷

As Kennedy inaugurated his term as President of the United States, he appealed to the virtue of courage in stating his stand and the stand of the majority of the American people for liberty.

⁷Kennedy, "Address at the University of North Carolina Upon Receiving an Honorary Degree," October 12, 1961, P. P. P., p. 66³.

Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans--born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage--and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any hardship, support any friend, oppose any foe, in order to assure the survival and success of liberty.⁸

Kennedy realized that both of the audiences just cited would value courage because of the past involvements. Although the ceremonial speaker mainly looks for the virtues which the audience values, he must also have esteem for them himself, if he is going to be sincere. It is not difficult to observe from the life of John Kennedy that he valued courage. He displayed courage when he entered the service during World War II because he could have been exempt due to a back injury. Kennedy also displayed courage when his PT boat was destroyed. Through the numerous operations on his back, he continued to show great courage. Kennedy also loved to read about men of courage, and this desire prompted him to write his Pulitzer Prize winner, Profiles in Courage. Thus it can

⁸Kennedy, "The Inaugural Address," January 20, 1961, P. P. P., p. 1.

be seen that courage was considered important by the audiences and by Kennedy.

Another virtue Kennedy utilized in his ceremonial speaking was magnanimity, which implies doing good to others on a large scale. In his remarks of welcome to the President of Pakistan this virtue was used. It was fitting because the President had altered his plans to come to America earlier than scheduled.

The President originally had intended to come in November, but after the Vice President's trip there, he suggested that we impose upon the President and ask him to move his trip ahead, because of the importance of consultation on great issues during these summer months. He was kind enough to do it, and I want to say, Mr. President, that we appreciate your coming now.⁹

Another example of magnanimity is found in the address at the University of North Carolina.

North Carolina has long been identified with enlightened and progressive leaders and people, and I can think of no more important reason for that reputation than this University, which year after year had sent educated men and women who have had a recognition of their public responsibility, as well as in their private interests.¹⁰

It is easy to see that both of the audiences just referred to would value magnanimity. The audience present for the welcoming ceremony would certainly value the

⁹Kennedy, "Welcome to the President of Pakistan," 1961, P. P. P., p. 501.

¹⁰Kennedy, "Address at the University of North Carolina," 1961, P. P. P., p. 666.

magnanimity of an official who would change his schedule to come to this country for an official visit. The audience at North Carolina would also feel very grateful toward the men and women who had performed public service for the benefit of other people.

This virtue also had a place in Kennedy's personal life. As was stated in Chapter One, Joseph P. Kennedy endowed each of his children with a trust fund of more than \$1,000,000. The reason he gave for this was so that they would be free from mundane labors and could devote themselves to public service. Kennedy's experiences during the war show his magnanimity as well as his work in public office as United States Representative, Senator, and President.

The virtue of liberality was used in Kennedy's commencement address at San Diego State College. In praising California for its great leadership in education, he mentioned the liberality of the citizens in reference to education.

In this fortunate State of California the average current expenditure for a boy and girl in the public schools is \$515, but in the state of Mississippi it is \$230. The average salary for classroom teachers in California is \$7,000, while in Mississippi it is \$3,600.¹¹

¹¹Kennedy, "Commencement Address at San Diego State College," June 6, 1963, P. P. P., p. 446.

Wisdom is another virtue utilized by Kennedy. He praised the citizens of California for their wisdom in recognizing the importance of education.

One of the most impressive, if not the most impressive accomplishment of this great Golden State has been the recognition by the citizens of this State of the importance of education as the basis for the maintenance of an effective, free society.¹²

In the remarks at the dedication of the Delaware-Maryland Turnpike the virtue of genius, was praised. "Because people several years ago made the plans and took the initiative, this highway is now being dedicated."¹³

Kennedy praised the President of Pakistan for his diligence in undertaking the many tasks that confront a leader of a country. In praising this virtue Kennedy stated:

We are looking forward to having a chance to talk with you on the great issues which face both of our countries. Your leadership in your country, your stand for freedom, your efforts to build a better life for your people, your efforts to harness science in order to defeat nature, in the whole effort to reclaim your land and make it fruitful. All these things have made you a figure which causes us to be extremely grateful to have you here.¹⁴

¹²Ibid.

¹³Kennedy, "Dedication of the Delaware-Maryland Turnpike," 1963, P. P. P., p. 354.

¹⁴Kennedy, "Welcome to the President of Pakistan," 1961, P. P. P., p. 500.

Due to the various occasions on which Kennedy spoke, the most commonly used virtue was achievement. This particular virtue was also an important part of Kennedy's life. In his childhood, his father stressed the importance of it, and his older brother, Joe, also highly valued this virtue. After Kennedy was discharged from the Navy, he tried writing, which turned out to be too passive for him. He wanted to achieve something, but journalism was not the answer. This led to his entrance into politics. This field gave him the challenge he needed to achieve distinction. Throughout his campaign for President, Kennedy stressed the lack of achievements in such things as foreign policy and caring for the poor at home. The adopted campaign slogan, "The New Frontier," was also consistent with Kennedy's desire for achievement.

In his speech of dedication at the Delaware-Maryland Turnpike, Kennedy praised the achievement by saying:

It is a pleasure for me to join the citizens of Delaware and Maryland in opening this new highway. This highway has been built by two States, and it joins a great interstate highway which represents a cooperative effort between the United States Government and the people of the various States, through which this long ribbon will pass.¹⁵

Addressing the National Football Foundation and Hall of Fame Banquet, Kennedy praised the achievement of various

¹⁵Kennedy, "Dedication of the Delaware-Maryland Turnpike," 1963, P. P. P., p. 854.

athletes in the audience and also praised the achievement of school children participating in the physical fitness program. Before mentioning the achievement, he first had to describe the deficiency of the students before participating.

The results so far show the effectiveness of what can be done and the extent of the need. In Muskogee, Oklahoma, 47 per cent of the students failed a minimum physical fitness test. Only a fraction of those who qualified could pass the more comprehensive test of physical capability. Yet only 6 weeks of participation in a daily 15 minute program of vigorous exercise brought about a 24 per cent improvement among those who failed the first test.¹⁶

Throughout the country we have found -- equally discouraging examples of deficiency-- and equally encouraging examples of progress.¹⁷

Achievement was praised again in the address at the University of North Carolina. In drawing a relationship between great leaders and scholars, he praised the versatility in achievements of three great Americans, Thomas Jefferson, John Quincy Adams and Daniel Webster.

A contemporary described Thomas Jefferson as a "Gentleman of 32 who could calculate an eclipse, survey an estate, tie an artery, plan an edifice, try a cause, break a horse, dance the minuet, and play the violin." John Quincy Adams, after being summarily dismissed by the Massachusetts Legislature from the United States Senate for supporting Thomas Jefferson, could become Boylston Professor

¹⁶Kennedy, "Address in New York," 1961, P. P. P., p. 772.

¹⁷Ibid.

of Rhetoric and Oratory at Harvard University, and then become a great Secretary of State.

And Senator Daniel Webster could stroll down the corridors of the Congress a few steps, after making some of the greatest speeches in the history of this country, and dominate the Supreme Court as the foremost lawyer of his day.¹⁸

From the examples that have been cited it can be observed that Kennedy used most of the virtues mentioned in Chapter Two. The virtues that were not used in this sample of speeches include temperance, magnificence, gentleness, and prudence. Achievement, magnanimity, and courage were the most common ones in the speeches with liberality, wisdom, genius and diligence being used more sparingly.

Cicero believed that a ceremonial speaker needed another kind of knowledge in addition to the knowledge of virtues approved by the audience. He believed that a speaker who was going to praise needed a knowledge of the favors of fortune, and then in his speeches of praise show how the person being praised used them or got along without them.¹⁹

The favors of fortune are used lightly in this sample of Kennedy's ceremonial speaking. Cicero thought of a ceremonial speech as one delivered either to praise or blame an individual. Much of Kennedy's ceremonial speaking deals with broader topics which do not lend themselves readily

¹⁸Kennedy, "Address at the University of North Carolina," 1961, P. P. P., p. 661.

¹⁹Cicero, I, 233.

to favors of fortune. However, some use is made and a few examples of such will be considered.

Kennedy referred to a favor of fortune in his commencement address at San Diego State College, and used it in attempting to motivate the graduates of the college.

I am sure that the graduates of this College recognize that the effort of the people of California--the Governor, the legislature, the local communities, and faculty--that this concentrated effort of mind and scholarship to educate the young citizens of this State has not been done merely to give this school's graduates an economic advantage in the life struggle. Quite obviously, there is a higher purpose, and that is the hope that you will turn to the service of the State, the scholarship, the education, the qualities which society has helped develop in you.²⁰

Here Kennedy referred to the favor of connections which the students had with considerate people of the state and also to the talents which the students had been able to develop because of the opportunities afforded by the people. This was used in the speech to allow the graduates to know how the people who helped them achieve their education expected them to show their gratitude.

In the address at the University of North Carolina, Kennedy used the favor of connections in much the same way. On this occasion he appealed to the traditions of the state in attempting to motivate the audience to follow in the rich heritage.

²⁰Kennedy, "Commencement Address," 1963, P. P. P., p. 446.

North Carolina has long been identified with enlightened and progressive leaders and people, and I can think of no more important reason for that reputation than this university, which year after year has sent educated men and women who have had a recognition of their public responsibility as well as in their private interest.²¹

It is my hope, in a changing world, when untold possibilities lie before North Carolina, and indeed the entire South and country, that this university will still hew to the old line of the responsibility that its graduates owe to the community at large--that in your time, too, you will be willing to give to the State and country a portion of your lives and all of your knowledge and all of your loyalty.²²

This same favor of fortune, connections with a rich heritage, is found in the Inaugural Address.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans--born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage--and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.²³

Thus it can be seen that Kennedy used the favors of connections and talent in his speeches. He did not show how they had been used or misused, but rather he utilized them as motivational power in his speeches.

²¹Kennedy, "Address at the University of North Carolina," 1961, P. P. P., p. 666.

²²Ibid.

²³Kennedy, "The Inaugural Address," 1961, P. P. P., p. 1.

In addition to a knowledge of the virtues and the knowledge of the favors of fortune, Cicero states that a ceremonial speaker needs a good general knowledge. "A knowledge of many matters must be grasped, without which oratory is but an empty and ridiculous swirl of verbiage."²⁴

Kennedy revealed his knowledge of different matters in this selection of his speeches, which certainly helped to develop his ethos.

Kennedy revealed a unique knowledge in his remarks of welcome to the President of Pakistan, when he referred to the Khyber Pass which he visited as a boy.²⁵ This bit of knowledge came from the fortune he had of being born into a rich family and thus having the opportunity to travel.

Another display of unique knowledge is found in the address at the National Football Foundation and Hall of Fame Banquet. In this speech Kennedy recalled some of the most exciting moments of his life as a spectator of football and adapted these to some of the former stars who were present.²⁶

The main displays of knowledge are seen in his use of history, literature, the facts surrounding the needs for

²⁴Cicero, I, 233.

²⁵Kennedy, "Welcome to the President of Pakistan," 1961, P. P. P., p. 500.

²⁶Kennedy, "Address in New York City," 1961, P. P. P., p. 771.

administrative programs and the plans for implementing them.

In considering Kennedy's use of history in his ceremonial speeches, it can be observed that he referred to world history as well as American history. An example of world history came in his speech at the National Football Foundation and Hall of Fame Banquet.

In speaking about the danger of overemphasis on professional athletics, he quoted from Gibbon. "Gibbon wrote two centuries ago that professionalism in amateur sports was one of the early evidences of the decline and fall of the Roman Empire."²⁷

Another example of Kennedy's reliance on world history occurred in his speech of welcome to the President of Pakistan.

The Khyber Pass, the fact that Alexander's troops moved through your country so many years ago in extending their control into the far reaches of the known earth, the great struggles of the 19th and 20th century on your frontiers--all this had a great effect upon at least one young American growing up.²⁸

The references from American history are numerous, being found in four of the seven speeches studied. Delivering the commencement address at San Diego State College, Kennedy spoke of the history of education.

²⁷Ibid.

²⁸Kennedy, "Welcome to the President of Pakistan," 1961, P. P. P., p. 500.

Education, quite rightly, is the responsibility of the State and the local community, but from the beginning of our country's history, from the time of the Northwest Ordinance, as John Adams and Thomas Jefferson recognized, from the time of the Morrill Act at the height of the Civil War, when the land grant college system was set up under the administration of President Lincoln, from the beginning it has been recognized that there must be a national commitment.²⁹

In his speech at the University of North Carolina, Kennedy utilized the history of the state along with the history of America.

There is, of course, no place in America where reason and firmness are more clearly pointed out than here in North Carolina. All Americans can profit from what happened in this state a century ago. It was this state, firmly fixed in the traditions of the South, which sought a way of reason in a troubled and dangerous world. Yet when the War came, North Carolina provided a fourth of all the Confederate soldiers who made the supreme sacrifice in those years.³⁰

Kennedy's references to history appear to be very appropriate when used. They were not used just to show the speaker's knowledge of history. They were also used to amplify. This kind of knowledge was a natural for Kennedy due to his great interest in history.

Next to be considered will be some examples of Kennedy's use of literature. These examples are not nearly as plentiful in his speeches as are the examples from history. In the speech at San Diego, Kennedy used Francis Bacon's famous

²⁹Kennedy, "Commencement Address," 1963, P. P. P., pp. 447-448.

³⁰Kennedy, "Address at the University of North Carolina," 1961, P. P. P., p. 418.

statement, "Knowledge is power."³¹ Speaking at the University of North Carolina, Kennedy took a short statement from Goethe.³²

The man who holds the office of President of the United States takes every opportunity possible to get his administration's policies before the people. In five of the speeches under consideration information is given concerning needs and the administrations answer to the needs. Although the speech situations being considered are all of ceremonial nature, some deliberative aspects are present in them as Kennedy appealed to the high aspirations of the people spoken to.

After Kennedy was presented a gold medal signifying honorary membership in the Football Hall of Fame, he addressed the audience concerning the need for physical fitness programs in our schools. He showed a knowledge of the need for such a program by referring to statistics from the Selective Service and from the city of Muskogee, Oklahoma. After showing the need, he pointed out the progress made in six weeks of participation in a fitness program.³³

³¹Kennedy, "Commencement Address," 1963, P. P. P., p. 446

³²Kennedy, "Address at the University of North Carolina," 1961, P. P. P., p. 413.

³³Kennedy, "Address in New York City," 1961, P. P. P., p. 772.

An additional example of Kennedy's knowledge of a problem is found in the remarks at the dedication of the Delaware-Maryland Turnpike. He pointed out the need to make preparation for increase in population of that particular area.

By the year 2000, these States will need to find housing and parks for 23 million more people, an increase of roughly 50 percent in less than 40 years. They will need schools for 6 million more of your children. They will need hospital and nursing homes for some 6 million men and women over the age of 65, compared to 4½ million today. They will need to provide an additional 2 billion gallons of water every-day.³⁴

The remedy for this particular need was also provided.

These are some of the facts which the people of the Northeast must face, and the State governments must face with them, and the Federal Government must take the lead.³⁵

In order for the main ideas of a speech to be effective, they need to be kept before the audience long enough for the audience to understand. This is the process of amplification. The methods of amplification mentioned in Chapter Two are estimation, augmentation, similarity, and cumulation. In this sample of speeches we find estimation and augmentation utilized. There are several ways by which a speech may be amplified with estimation; some of these will be considered.

³⁴Kennedy, "Dedication of the Delaware-Maryland Turnpike," 1963, P. P. P., p. 354.

³⁵Ibid.

In praising the people of California for their recognition of the importance of education, Kennedy amplified this praise by referring to them as being unique. "I do not believe that any State in the Union has given more attention in recent years to educating its citizens to the highest level, doctoral level, in the State colleges, the junior colleges, the high schools and the grade schools."³⁶

As Kennedy welcomed the President of Pakistan, he pointed out that one reason for the great pleasure in having him visit America was that his country had shown America friendship. This point was heightened by Kennedy's amplification through estimation by referring to Pakistan as being among the first to come to our assistance.

It is a fact which is remembered by every citizen of this country, that during the difficult days which faced our country at the time of the war in Korea, one of the first to offer us assistance was your country.³⁷

Another use of amplification by estimation is seen in the Inaugural Address. In outlining the various pledges, Kennedy promised help to those people living in huts and villages and struggling to break the bonds of misery.³⁸ He then amplified the promise by saying it was the appropriate thing to do.

³⁶Kennedy, "Commencement Address," 1963, P. P. P., p. 446.

³⁷Kennedy, "Welcome to the President of Pakistan," 1961, P. P. P., p. 500.

³⁸Kennedy, "The Inaugural Address," 1961, P. P. P., p. 2.

We pledge our best efforts to help them help themselves, not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.³⁹

Going now from amplification by estimation to amplification by augmentation, we observe in Kennedy's speeches one principal kind of this form, the testimony of those competent. In the address given at the National Football Foundation and Hall of Fame Banquet, Kennedy referred to six individuals who would be considered competent authorities. One of the authorities referred to in the speech was General Hershey, the head of the Selective Service. His testimony gave weight to the point Kennedy was projecting about the lack of physical fitness among our young people.⁴⁰

This same type of amplification is also found in the speech given at the University of North Carolina. Kennedy amplified his point stressing the need for college trained students to render service to their state and country by quoting from Woodrow Wilson and Prince Bismarck of Germany. Both of these men testified concerning the connection between the educated and those people capable of leading a nation.⁴¹

³⁹Ibid.

⁴⁰Kennedy, "Address in New York City," 1961, P. P. P., p. 772.

⁴¹Kennedy, "Address at the University of North Carolina," 1961, P. P. P., p. 667.

Thus the main kinds of amplification Kennedy used were estimation and augmentation.

Now that the general aspects of invention for ceremonial speaking have been considered, attention will be given to the specific invention of each speech since Brigance states that in content, speeches for special occasions have little similarity.⁴²

The invention for a speech of dedication is usually closely related to the object of dedication and is designed to impress the hearers with the planning and labor. This particular speech may also present a challenge for the audience.

In his speech of dedication at the Delaware-Maryland Turnpike, Kennedy followed these basic principles of invention. The entire speech was closely associated with the turnpike. He praised the dedicated effort of the citizens involved, and he pointed out the significance of the accomplishment.

The latter part of the speech issued a challenge to the members of the audience. Kennedy pointed out the tremendous growth of population that could be expected in the area, and then he challenged the people to take the initiative in meeting the needs.

Thus, Kennedy followed very closely the suggestions for this kind of speech.

⁴²Brigance, p. 491.

The invention for the inaugural address flows from the occasion. Brigrance states that the speaker has four duties. These consist of expressing appreciation for those who put him in office, uniting the group and healing wounds if any, affirming the officer's determination, and presenting a broad outline for the coming term.⁴³

In his inaugural, Kennedy did not express appreciation for those who put him in office. This was probably omitted due to the dignity of the occasion and since an inaugural address is such a universal speech. Also, since Kennedy was trying to unite the American people, a statement of appreciation might be taken to be rather partisan.

It appears that Kennedy made a special effort to unite the American people. Terms used which indicate this include "fellow citizens," "we observe today not a victory of party, but a celebration of freedom," and "we dare not forget today that we are heirs of that first revolution."⁴⁴ It was especially important for Kennedy to attempt to unite the people and to build his ethos because the election had been won only by 120,000 popular votes and an electoral college majority of 303 to 219.⁴⁵

⁴³Ibid., pp. 501-502.

⁴⁴Kennedy, "The Inaugural Address," 1961, P. P. P., p. 1.

⁴⁵Capp, p. 234.

Kennedy also affirmed his determination toward the tasks. This was expressed in collective terms.

Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans--born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage--and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.⁴⁶

A broad outline was also given for the coming term in the form of pledges. Thus, Kennedy followed most of the suggestions given for the invention of an inaugural speech. The only one he omitted was the expressing of appreciation to those who put him in office.

The content of the commencement address usually consist of congratulation and advice for the graduates. In Kennedy's commencement address at San Diego State College, he spent very little time congratulating those who had just finished their college education. He talked on a broader scale and praised the people of California for their emphasis on education.

Kennedy drew his topic from the occasion. Those who were present would naturally be interested in education and this was what he spoke on. In speaking on this subject, Kennedy issued a challenge to the graduates as well as a challenge for all people interested in upgrading

⁴⁶Kennedy, "The Inaugural Address," 1961, P. P. P., p. 1.

education to build a better America. The matter of projecting a challenge is recognized as a part of the commencement address, but also simply characteristic of Kennedy, who thrived on participation and achievement.

The invention for an anniversary speech usually comes from an inventory of the past and a challenge for the future. Kennedy delivered such a speech as this at the University of North Carolina on Founder's Day. On this same occasion, he received an honorary degree. In his speech, Kennedy performed both ceremonial functions. First he expressed his appreciation for the honorary degree, then he talked about the institution. Kennedy recalled some of the outstanding leaders of the state who had been associated with the university and then challenged his audience to carry out the tradition that had long existed.

In the latter part of this speech, Kennedy deviated slightly from the ceremonial occasion. At the time this speech was given, some of Kennedy's opponents were beginning to advocate "total victory" in the various skirmishes which the country was involved. It appears that Kennedy took this public occasion to reply to such slogans. Kennedy stated:

In times past, a simple slogan described our policy: "Fifty-four-forty or fight." "To make the world safe for democracy." "No entangling alliances." But the times, issues, and the weapons,

all have changed--and complicate and endanger our lives.⁴⁷

Peace and freedom do not come cheap, and we are destined, all of us here today, to live out most if not all of our lives in uncertainty and challenge and peril.⁴⁸

Other than this slight deviation, Kennedy followed the basic suggestion for the anniversary speech.

Invention for a eulogy comes directly from the person's life and usually consists of the person's attainments, his life purposes, his qualities of character, and his influence during his lifetime and on later times.

Kennedy delivered a short eulogy of Robert Frost at the ground breaking for the Robert Frost Library on the campus of Amherst College. In developing the eulogy, Kennedy dwelt on the quality of toughness in Frost's character. This might seem like a strange quality for a poet to possess, but Kennedy explained it like this:

I was impressed by a good many qualities but also by his toughness. He gives the lie, as a good many other poets have, to the fact that poets are rather sensitive creatures who live in the dark of the garret. He was very hardboiled in his approach to life, and his desires for our country.⁴⁹

⁴⁷Kennedy, "Address at the University of North Carolina," 1961, P. P. P., p. 668.

⁴⁸Ibid.

⁴⁹Kennedy, "Remarks at the Ground Breaking for the Robert Frost Library at Amherst College," October 26, 1963, P. P. P., p. 818.

For a eulogy to be meaningful, it is necessary for the speaker to have had opportunities to observe the person in action. Kennedy had known Frost only for about four or five years, but during this time they evidently had spent some time together. As Kennedy developed the point about the toughness of Frost's character, he referred to a personal conversation. "He once said to me not to let the Harvard in me get to be too important. So we have followed that advice."⁵⁰

Kennedy also referred to the influence which the poet would continue to have on Americans and especially upon the people associated with Amherst College.

Libraries are memories and in this library you will have the memory of an extraordinary American; much more than that, really--an extraordinary human being.⁵¹

Thus, in the eulogy Kennedy spoke about an individual whom he had had the opportunity to observe, developed a quality of character and pointed to the lasting influence of the poet.

The object of the address of welcome is to make the person or persons being welcomed feel at home. Kennedy delivered a speech of this nature when he welcomed the President of Pakistan. The content of the speech consisted of reasons why Kennedy and the American people were glad to extend their welcome.

⁵⁰Ibid.

⁵¹Ibid.

Another type of speech under consideration is the acceptance speech. The theme of this speech usually shows gratitude and praises the spirit of those presenting the gift or the award. Kennedy delivered a speech of this nature after accepting the National Football Foundation's gold medal.

Kennedy performed his ceremonial function by expressing appreciation for the award. In expressing his appreciation, Kennedy spiced things with a little humor.

I want to express my thanks to you for this award. Politics is an astonishing profession . . . It has enabled me to go from being an obscure member of the junior varsity at Harvard to being an honorary member of the Hall of Fame.⁵²

In addition to performing the ceremonial function, Kennedy also discussed the subject of physical fitness. This was a deviation from the suggestions given for the acceptance speech, but certainly the audience would not expect the President to attend just to accept an award.

Basically the seven speeches of Kennedy followed the suggestions made by modern writers for each type of speech. The only real deviations occurred in his anniversary speech at the University of North Carolina and his acceptance speech at the Hall of Fame Banquet.

Summary

The following generalizations may be drawn concerning Kennedy's use of invention in ceremonial speaking.

⁵²Kennedy, "Address in New York," 1961, P. P. P., p. 771.

- (1) He displayed a good knowledge of the occasions and the audiences.
- (2) Through a knowledge of the audiences he was able to use the virtues which each audience would value. Of the twelve virtues mentioned in Chapter Two, Kennedy made use of all but three. The two most heavily used virtues were achievement and magnanimity. One virtue used by Kennedy, which was not mentioned in Chapter Two, was toughness. In his eulogy of Robert Frost, he referred to toughness as a quality by which many people knew Frost.
- (3) Kennedy utilized only two of the favors of fortune mentioned in Chapter Two and these were ascribed to members of the audiences, in attempts to motivate.
- (4) A general knowledge was displayed by Kennedy especially in his use of pertinent facts from history.
- (5) The main forms of amplification used were estimation and augmentation.
- (6) It can, then, be reported that John F. Kennedy's choice of materials and ideas for his ceremonial speeches was in close accord with both classical and modern advice. His invention tended to focus on ideas which reflected his broad knowledge of history, his extensive travels, and his own acquaintance with courage. In terms of invention, Kennedy must be regarded as a superior ceremonial speaker.

CHAPTER IV
DISPOSITION IN PRESIDENT KENNEDY'S
CEREMONIAL SPEAKING

Believing good organization to be essential in a speech, classical rhetoricians designated it the second part of rhetoric. They termed it disposition. To them it covered the concept of arrangement, orderly planning, and movement of the whole idea. The modern concept of disposition consists mainly of arrangement. This term is used to note the order in which ideas are presented and the division of the speech into parts.

Aristotle believed there were two indispensable parts of a speech, the statement of the case and the proof. He later stated that if other parts were necessary the total number should not exceed four: the exordium, statement of the case, proof, and the peroration.¹ The modern division of a speech has come to be introduction, body, and conclusion. These three parts accomplish everything that Aristotle's four were designed to do.

Some occasional speeches do not require a full use of all the parts of a speech, because of their brevity;²

¹Aristotle, pp. 199-200.

²Brigance, p. 491.

however, the principles of the various parts apply to occasional speaking.³

The first thing for consideration under disposition will be Kennedy's use of the introduction. Although the sources being used for this study state that some ceremonial speeches do not use introductions, it is clearly discernable that Kennedy used an introduction in every speech being studied.

The functions of the introduction are stated by Monroe and Ehninger as being to win attention, to gain good will and respect, and to pave the way for the body of the speech.⁴ The other authorities considered in this study agree upon these functions.

Kennedy did not utilize his introductions to get attention. It appears that this was not necessary because the audiences to which he spoke on ceremonial occasions were certainly interested in the occasion or they would not have been present. In addition to this, the mere fact that Kennedy was the President of the United States gained attention itself. Therefore such things as starting statements, quotations, and rhetorical questions, which are commonly used to get attention, are absent from Kennedy's introductions.

³Cicero, I, 451.

⁴Monroe and Ehninger, p. 242.

The main function for which Kennedy used the introduction was to gain good will and respect. It appears that he felt it was very important for him to establish something in the introduction that would be common between himself and his audience. The reason for this may be because Kennedy was the youngest man to ever be elected President and therefore was trying to establish himself with the people. It is also a known fact that Kennedy was very conscious of his image and thus highly valued establishing a good relationship with his audiences.

Kennedy attempted to establish a good relationship with his audience while speaking at the National Football Foundation and Hall of Fame Banquet. He first established a common ground by referring to his football playing days at Harvard. In doing this, he pointed out that through politics he was able to climb from being an obscure member of the junior varsity at Harvard to being an honorary member of the Football Hall of Fame. To further establish good will, Kennedy referred to various members of the audience whom he had watched play the game.

I'm glad to be here tonight with some men who gave me some of the most exciting moments of my life. Clint Frank, who I understand is sitting down there, whom I saw score 5 touchdowns against Princeton. Tom Harmon who scored 21 points on my 21st birthday in the first half of a game against California. Cliff Battles who made George Marshall look good at Boston way back in the thirties. And Jay Berwanger who's here tonight, who when Chicago was tenth

in the Big Ten, was on everyone's All-American.⁵

Another good example of Kennedy establishing good will and building his ethos occurred in the remarks of welcome to the President of Pakistan. Kennedy had the privilege of visiting Pakistan as a boy; thus a reference to this experience would appear to be a natural thing to do in welcoming someone from that country. Kennedy stated:

I do not know if he realizes that many generations of young boys, of which I was one in this century, found the same excitement in his country that young men, young boys find in my own country in Laramie, Fort Dodge, Tombstone, and all the rest.⁶

Speaking at the University of North Carolina, Kennedy again used his introduction to establish good will and a common ground. In this case the thing that he and members of the audience had in common was a degree from the university. He further established his ethos by stating that he felt it was a proud symbol.

I am pleased to receive in the short space of 1 or 2 minutes the honor for which you spend over 4 years of your lives. But whether the degree be honorary or earned, it is a proud symbol of this university and State.⁷

⁵Kennedy, "Address in New York City," 1961, P. P. P., p. 771.

⁶Kennedy, "Welcome to the President of Pakistan," 1961, P. P. P., p. 500.

⁷Kennedy, "Address at the University of North Carolina," 1961, P. P. P., p. 418.

The introduction of the inaugural address provides another example of the establishment of good will and common ground. In his introduction Kennedy emphasized that it was not just a party celebration but a celebration for all of the American people.

We observe today not a victory of party, but a celebration of freedom--symbolizing an end as well as a beginning--signifying renewal, as well as change. For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three-quarters ago.⁸

In delivering the remarks at the ground breaking for the Robert Frost Library, Kennedy established a common ground by referring to his association with Frost. This was important because the people at Amherst College knew Frost well as Amherst had been his home for sometime. Kennedy stated: "I knew Mr. Frost quite late in his life, in really the last 4 or 5 years, and I was impressed, as I know all of you were who knew him."⁹

At the commencement exercise of San Diego State College, Kennedy received an honorary degree and then spoke. He again established good will in his introduction by saying:

I want to express a very warm sense of appreciation for this honor that you have given me today, to be an instant graduate of this distinguished college. It is greatly

⁸Kennedy, "The Inaugural Address," 1961, P. P. P., p. 236.

⁹Kennedy, "Ground Breaking for the Robert Frost Library," 1963, P. P. P., p. 818.

appreciated and I am delighted to participate in what is a most important ceremony in the lives of us all.¹⁰

From the preceding examples, it can be determined that Kennedy characteristically employed his introductions, in his ceremonial speeches, to establish good will. This was usually done by referring to the occasion and then presenting a link between the speaker and his audience to establish a common ground. Some of the references used to establish common ground came from his past experiences. These were particularly evident in the remarks of welcome to the President of Pakistan and the speech before the National Football Foundation and Hall of Fame Banquet. Some of the other links came from references to the occasions showing how Kennedy and the audience shared the meaning of the event. This was exemplified by the introductions in the speech of dedication for the Delaware-Maryland Turnpike, the inaugural address, the commencement address at San Diego State College, and the speech at the University of North Carolina. Other links came from common knowledge as in the remarks at the ground breaking for the Robert Frost Library, the North Carolina speech and the commencement address at San Diego State College.

A third function of the introduction, according to the authorities, is to pave the way for the body of the

¹⁰Kennedy, "Commencement Address," 1963, P. P. P., p. 446.

speech. In most of the ceremonial occasions, a simple reference to the event in the introduction served this purpose. However, in a few instances in which Kennedy spoke on subjects related to the event he did provide additional information necessary for understanding the body of the speech. One such occasion was the speech at the National Football Foundation and Hall of Fame Banquet. After Kennedy had accepted his award and established good will, he then prepared his audience for the discussion of physical fitness.

I will not enter into a debate about whether football or baseball is our national sport. The sad fact is that it looks more and more as if our national sport is not playing at all--but watching. We have become more and more not a nation of athletes but a nation of spectators.¹¹

Thus it appears that Kennedy fully realized the value of good introductions even in ceremonial speeches, and used them effectively to establish good will and to pave the way for the main discussion in his speeches.

The next aspect of Kennedy's arrangement for consideration will be his plan of development in the body of his speeches. The body of an occasional speech, as in any other speech, provides the main ideas. The body for speeches of commemoration, which include the speech of dedication, the inaugural address, the commencement address,

¹¹Kennedy, "Address in New York City," 1961, P. P. P., p. 771.

the anniversary speech, and the eulogy, usually contain incidents and facts that show there is reason for a celebration or commemoration.¹²

Kennedy followed the description of the body of a commemorative speech very closely in his speech dedicating the Delaware-Maryland Turnpike. In the speech, he gave reasons why the people of the area should be celebrating. This he did by speaking of what the highway symbolized.

It symbolizes, first of all, the partnership between the Federal Government and the states and secondly it symbolizes the effort we have made to achieve the most modern interstate highway system in the world and third it symbolizes the effort which we are giving and must be giving to organizing an effective communication system here in the United States of America. Finally, this highway symbolizes a coordinated effort which we must have to the problems in this section of the United States.¹³

The body of the eulogy which Kennedy gave on Robert Frost provided reasons why Kennedy felt that Frost was worthy to be honored by Amherst College and to be remembered by all people. Thus, it also followed the pattern previously suggested.

The address at the University of North Carolina was likewise characterized by providing reasons for the celebration. On this occasion, they were celebrating Founder's

¹²Yeager, p. 219-220.

¹³Kennedy, "Dedication of the Delaware-Maryland Turnpike," 1963, P. P. P., p. 854.

Day. However, Kennedy did not stay strictly with this pattern of development throughout the speech. He attempted to stimulate his audience to render service to the state and nation, and he also spoke about present world problems which had been brought up by his political opponents. Thus, it can be seen how closely invention and disposition are related. In the previous chapter, it was stated that part of the invention of this speech was used to refute some claims made by opponents. The disposition just carried out what he felt was necessary to say. Although this deviation was made by Kennedy, the overall continuity does not appear to suffer.

Kennedy's commencement address at San Diego State College, and his inaugural address also deviated from pattern of giving reasons for the celebration. In these cases, Kennedy mentioned the occasions in the introductions and then used the body of the speeches to inspire his audiences. The reason for the deviation probably was due to the situations. The audiences listening to these particular speeches were probably already convinced that there were reasons for celebration, and they were likely expecting something else from the speaker, such as a broad outline of the administrative program in the inaugural address. This Kennedy did by stating pledges to five groups and a request for a sixth.

(1) To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends.

(2) To those new states whom we welcome to the ranks of the free, we pledge our words that one form of colonial control shall not have passed away merely to be replaced by a far greater iron tyranny.

(3) To those peoples in the huts and villages across the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves.

(4) To our sister republics south of our border, we offer a special pledge--to convert our good words into deeds, in a new alliance for progress.

(5) To that world assembly of sovereign states, the United Nations, we renew our pledge of support.

(6) Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request, that both sides begin anew a quest for peace.¹⁴

In his commencement address at San Diego State College, Kennedy presented the reality of inequality in education and what should be done about it, as he attempted to inspire his listeners to dedicate themselves to the cause.

Monroe and Ehninger state that if speeches of courtesy have a formal division into introduction, body, and conclusion the body usually consists of complimentary facts about the guests being welcomed or the hosts.¹⁵ Kennedy's speech of welcome to the President of Pakistan and his acceptance speech at the National Football Foundation and Hall of Fame Banquet fall into this category.

¹⁴Kennedy, "The Inaugural Address," 1961, P. P. P., pp. 1-2.

¹⁵Monroe and Ehninger, p. 509.

The speech of welcome reveals a clear list of complimentary facts about the President of Pakistan and his country.

We are also glad to have you here because Americans in private and in their public life appreciate the value of friendship and the constancy of friends and it is a fact which is remembered by every citizen of this country, that during the difficult days which faced our country at the time of the war in Korea, one of the first to offer us assistance was your country. . . .

Thirdly we are glad to have you here because even in my short months as President of the United States I have had my own opportunity to make a judgement of the vigor, of the friendship, of the people of your country. And during the difficult days which we have already had, the support and friendship which your country has extended us has caused you to be especially welcome today.

Most of all, we're glad to have you here because you come as the head of an important and powerful country which is allied with us in SEATO, which is associated with us in CENTO, which represents a powerful force for freedom in your area of the world.¹⁶

Speaking at the National Football Foundation and Hall of Fame Banquet after accepting his gold medal award, Kennedy gave his complimentary remarks about the hosts in the introduction of his speech. The body of the speech was then devoted to the development of the need for physical fitness.¹⁷

The bodies of Kennedy's ceremonial speeches basically conform to the suggestion of citing incidents, facts, and

¹⁶Kennedy, "Welcome to the President of Pakistan," 1961, P. P. P., p. 500.

¹⁷Kennedy, "Address in New York," 1961, P. P. P., pp. 771-772.

reasons for celebration in the speeches of commemoration and providing complimentary facts in the speeches of courtesy. Occasionally, Kennedy deviated from these patterns, probably due to the demands of the situations. On such occasions the organization was still easy to follow. Therefore, it could be said that the main parts of Kennedy's speeches were well organized.

The last part of the order of arrangement is the conclusion. The principal function of this part is to focus the thought and feeling of the audience on the central theme developed during the course of the talk.¹⁸ Some of the methods most commonly used to end a speech are a summary, a quotation, an illustration, and a challenge or appeal.¹⁹

Generally, Kennedy's conclusions contained material designed to excite challenges. This was done in the sense of intensifying and actuating rather than trying to change beliefs. This use of the conclusion was consistent with Kennedy's whole philosophy. He was reared in a home where challenges were welcomed and throughout his life he accepted them. In his Presidential campaign, he stressed the need to look ahead and accept the challenges which lay before. This

¹⁸Monroe and Ehninger, p. 268.

¹⁹Ibid.

was exemplified by his campaign stress on "The New Frontier."

And so my fellow Americans, ask not what your country can do for you: ask what you can do for your country. My fellow citizens of the world: ask not what American will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.²⁰

Kennedy's speech at North Carolina was also concluded with an appeal to the emotions to excite a challenge.

We must distinguish the real from the illusory, the long-range from the temporary, the significant from the petty, but if we can be purposeful, if we can face up to our duty undeterred by fanatics or frenzy at home or abroad, then surely peace and freedom can prevail. We shall be neither Red nor Dead, but alive and free--and worthy of the traditions and responsibilities of North Carolina and the United States of America.²¹

In concluding the speech before the National Football Foundation and Hall of Fame Banquet, Kennedy used a quotation from Theodore Roosevelt that also served as an appeal to the emotions to encourage participation in physical activity.

²⁰Kennedy, "The Inaugural Address," 1961, P. P. P., p. 2.

²¹Kennedy, "Address at the University of North Carolina," 1961, P. P. P., p. 668.

The credit belongs to the man who is actually in the arena--whose face is marred by dust and sweat and blood . . . who knows the great enthusiasms, the great devotions--and spends himself in a worthy cause--who at best if he wins knows the thrills of high achievement--and if he fails at least fails while daring greatly--so that his place shall never be with those cold and timid souls who know neither victory nor defeat.²²

The same kind of conclusion was found in the speech at San Diego State College. On this occasion he used a personal observation with emotional appeal.

I have traveled in the last 24 hours from Washington to Colorado to Texas to here, and on every street I see mothers standing with two or three or four children. They are going to pour into our schools and our colleges in the next 10 or 20 years and I want this generation of Americans to be as prepared to meet this challenge as our forefathers did in making it possible for all of us to be here today. We are the privileged, and it should be the ambition of every citizen to express and expand that privilege so that all of our countrymen and women share it.²³

As Kennedy concluded his remarks at the dedication of the Delaware-Maryland Turnpike, he praised the initiative of the people in the past who planned the highway then issued a challenge to those of the present day.

Because people several years ago made the plans and took the initiative, this highway is now being dedicated. I hope in the year 1963 we will again take stock of the needs of the country over the next decade and we will begin today, this year, this decade, the things which

²²Kennedy, "Address in New York City," 1961, P. P. P., p. 495.

²³Kennedy, "Commencement Address," 1963, P. P. P., p. 448.

will make this country a better place to live in for the rest of this century.²⁴

Following the same pattern of conclusions, Kennedy concluded his remarks at the ground breaking for the Robert Frost Library by appealing to emotions to excite a challenge.

Libraries are memories and in this library you will have the memory of an extraordinary American; much more than that, really--an extraordinary human being. And also you will have the future, and all the young men who come into this library will touch something of distinction in our national life, and, I hope, give something to it.²⁵

Therefore, the characteristic thing about Kennedy's conclusions was that they were designed to excite challenges. Even though, in a few occasions quotations or summaries were used, yet the thing that remains outstanding is the challenge.

Summary

The following generalizations may be drawn concerning Kennedy's disposition in ceremonial speaking.

- (1) Kennedy's ceremonial speaking was characterized by the use of an introduction, body, and conclusion. Although the authorities often mention that some occasional speeches do not require a full use of all the parts, it appears that

²⁴Kennedy, "Dedication of the Delaware-Maryland Turnpike," 1963, P. P. P., p. 354.

²⁵Kennedy, "Ground Breaking for the Robert Frost Library," 1963, P. P. P., p. 318.

Kennedy used all the parts because he often did more with his speeches than was required by the ceremonial occasion.

- (2) Kennedy characteristically used his introductions to establish good will. This was usually done by referring to the occasion and then presenting a link between the speaker and the audience.
- (3) Kennedy also used his introductions to pave the way for the bodies of his speeches. Often this was done by simple reference to the occasion. However, in some speeches additional information was given to help the audience prepare for the body.
- (4) In most cases, the bodies of Kennedy's ceremonial speeches conformed to the suggestions of the authorities. They stated that in speeches of commemoration the bodies would usually contain incidents, facts, and reasons for celebration. In speeches of courtesy, they suggested that the body contain complimentary facts. Kennedy occasionally deviated from this. Some occasions probably demanded that he say more than just the necessary things for the ceremonial occasion.
- (5) Generally, Kennedy's conclusions contained appeals to the emotions in attempts to excite challenges.

- (6) Kennedy used a very tight order of arrangement, in that there were no superfluous points or expressions.
- (7) It may be concluded that John Kennedy's order of arrangement in his ceremonial speaking was in close accord with classical and modern advice. Probably the most interesting thing about Kennedy's arrangement is that he tended to open with charm and close with inspiration.

CHAPTER V
STYLE IN PRESIDENT KENNEDY'S
CEREMONIAL SPEAKING

Speech style has always been of concern to rhetoricians, critics, and public speakers. Authorities agree that it is not enough to know what to say, but a speaker must be able to say it in an appropriate manner. In the various discussions of style that have been considered for this study, writers have treated it in a descriptive way more than a prescriptive way. Therefore, this chapter will primarily describe what Kennedy did with style in ceremonial speaking and where possible explain why he used certain devices.

For many years rhetoricians have analyzed the concept of style in terms of its qualities. The classical tradition generally accepted such features as correctness, clearness, appropriateness, and ornateness.¹ Modern writers generally use the same features or a variant classification. The outline used by Thonssen and Baird in Speech Criticism will be followed in this chapter with amplifications taken from other sources.

The first quality for consideration will be correctness, which is referred to as accuracy by Monroe and Ehninger.²

¹Thonssen and Baird, p. 410.

²Monroe and Ehninger, p. 313.

Believing this to be the core of all good style, Aristotle considered correctness as the proper use of connecting words, use of specific rather than general words for things, avoidance of ambiguity, and correct expression of plurality.³

In considering Kennedy's correctness of style, it might be kept in mind that he was a graduate of Harvard, the author of two books that became best sellers, the winner of a Pulitzer Prize for literature and a seasoned speaker.

The correctness in this sample of speeches is very obvious. In his use of connecting words, Kennedy on occasions went so far as to enumerate first, second, third, etc. This was true of his speech of welcome to the President of Pakistan. After he had mentioned the first two reasons for the pleasure in welcoming the President, he stated: "Thirdly, we are glad to have you here because even in my short months as President of the United States, I have had my own opportunity to make a judgement of the vigor, of the friendship, of the people of your country."⁴

In dedicating the Delaware-Maryland Turnpike, Kennedy again enumerated his points. This time pointing out what the turnpike symbolized. "It symbolizes first of all . . .

³Aristotle, p. 174.

⁴Kennedy, "Welcome to the President of Pakistan," 1961, P. P. P., p. 506.

and secondly it symbolizes . . . And third it symbolizes . . . Finally it symbolizes . . ."⁵

The commencement address at San Diego State College also contained an enumeration of the points. "The first question, and the most important--does every American boy and girl have an opportunity to develop whatever talents they have? The second question relates to the quality of our education."⁶

Appropriate connecting words were also used in the inaugural address. After stating, "We shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe," he made connection with the next part of his speech by saying: "This much we pledge--and more."⁷

In the conclusion of the inaugural speech, Kennedy connected his speech with his final appeal. "Finally, whether you are citizens of America or citizens of the world, ask of us the same high standards of strength and sacrifice which we ask of you."⁸

From the preceding examples, it can be seen that Kennedy exercised correctness in his use of connecting

⁵Kennedy, "Dedication of the Delaware-Maryland Turnpike," 1963, P. P. P., p. 854.

⁶Kennedy, "Commencement Address," 1963, P. P. P., p. 446.

⁷Kennedy, "The Inaugural Address," 1961, P. P. P., p. 1.

⁸Ibid., p. 3.

words and phrases. In the previous chapter on disposition, it was pointed out that Kennedy's overall arrangement was very easy to follow. The proper use of connecting words and phrases certainly contributed to this. The use of connecting words and phrases might also be considered a part of disposition, thus it can be seen how the canons of speech are interrelated.

Another aspect of correctness in style is the use of specific rather than general words. Kennedy's choice of language was unimpaired by colloquialism, archaisms, and word coinages. Kennedy did coin one word in his speech at the National Football Foundation and Hall of Fame Banquet. In talking about the lack of participation by the average citizen in athletics, Kennedy stated: "The result of this shift from participation to, if I may use the word 'spectation,' is all too visible in the physical condition of our population."⁹

It can be noted that Kennedy handled this ethically by signifying to the audience that he was actually using the word to fit his own meaning.

A third aspect of correctness is the avoidance of ambiguity. Ambiguous terms do not exist in this sample of Kennedy's speaking. On occasions he even supplied explanatory expressions which kept some words from being ambiguous.

⁹Kennedy, "Address in New York City," 1961, P. P. P., p. 772.

In his speech at the ground breaking for the Robert Frost Library, Kennedy referred to his relationship with Frost: "I knew Mr. Frost quite late in his life."¹⁰ He then clarified this by saying: "in really the last 4 or 5 years."¹¹ In the same speech, Kennedy avoided ambiguity while speaking about Frost when he said: "He was not particularly belligerent in his relations,"¹² to this he added: "his human relations."¹³

Another example of avoiding ambiguity is found in the speech at San Diego State College after mentioning the term segregation, Kennedy then clarified it. "We must recognize that segregation and education, and I mean de facto segregation in the North as well as the proclaimed segregation in the South, brings with it serious handicaps to a large proportion of the population."¹⁴

Therefore, Kennedy's style in ceremonial speaking was very correct. The quality was acquired by clear connecting words and phrases, the use of specific rather than general terms, and the avoidance of ambiguity. Aristotle believed these things to be the core of all good style.¹⁵

¹⁰Kennedy, "Ground Breaking for the Robert Frost Library," 1963, P. P. P., p. 818.

¹¹Ibid. ¹²Ibid.

¹³Ibid.

¹⁴Kennedy, "Commencement Address," 1963, P. P. P., p. 447.

¹⁵Aristotle, p. 174.

The second quality of style listed by Thonssen and Baird is clearness. The same quality is closely related to correctness, and it implies that if the audience cannot understand the speaker all of his correctness is in vain. Kennedy achieved clearness in his speeches by being plain-spoken and saying things as precisely as possible. Some of Kennedy's sentences were somewhat lengthy; however, the thought still came through clearly. The clearness of Kennedy's style stands out as an outstanding factor contributing to his success as a speaker.

Another quality of style for consideration is appropriateness. This particular quality is also known as propriety. For a style to be appropriate, consideration must be given to the subject matter, the audience, the speaker himself, and the particular occasion. Kennedy made adaptations in his style for the various situations. The most formal speech, in this sample, was the inaugural address. The occasion itself was extremely formal; thus the choice of language needed to correspond. It was also evident that more care had been given in working out the wording for this speech. This would be natural for a President to do since this would be his first official speech as President. In some of the speeches, Kennedy was very informal. A good example of this occurred in the speech at the National Football Foundation and Hall of Fame Banquet. On this occasion, Kennedy made reference to a number of players

and ex-players who were present. On the same occasion, Kennedy used some humor in comparing politics with football. "Some Republicans have been unkind enough to suggest that my election, which was somewhat close, was somewhat similar to the Notre Dame-Syracuse game. But I'm like Notre Dame, we just take it as it comes and we're not giving it back."¹⁷

Another example of Kennedy's informal style occurred in the welcome speech to the President of Pakistan. In this speech Kennedy not only expressed the feeling of the American people, but he also expressed his personal feelings. "I do not know if he realizes that many generations of young boys, of which I was one in this country, found the same excitement, the same adventure in the history of his country, that young boys find in my own country."¹⁸

Although the speeches being considered are of ceremonial nature, they also contained a large amount of information. The handling of style thus becomes somewhat different than what might be expected in ceremonial speaking. Kennedy commonly started out by making references to the occasions or to awards, and then deviated to talk about some need and then issue a challenge. This was evident in

¹⁷Kennedy, "Address in New York City," 1961, P. P. P., p. 771.

¹⁸Kennedy, "Welcome to the President of Pakistan," 1961, P. P. P., p. 500.

such speeches as the North Carolina speech, the commencement address at San Diego State College, the remarks at the dedication of the Delaware-Maryland Turnpike, and the address at the National Football Foundation and Hall of Fame Banquet.

The make-up of the audiences for this group of speeches consisted mainly of average or above average people in intelligence. Three of the speeches were given on college campuses. These include the speech at the University of North Carolina, the commencement address at San Diego State College and the remarks at the ground breaking for the Robert Frost Memorial Library at Amherst. Throughout the speeches, there was very little difference in the complexity of language; therefore it can be concluded that the speaker regarded his audiences to be similar.

Therefore the main adaptation Kennedy made in reference to appropriateness was to the formality of the occasion.

The last of the qualities to be considered is ornateness, which refers to a certain elevation or grandeur in discourse. It is a distinctive quality which depends upon the artistic handling of words, sentences, and figurative element.¹⁹

Liveliness and embellishment might be classified under the quality of style. Liveliness can best be achieved through the use of imagery.²⁰ Embellishment is achieved through tropes and figures.²¹

¹⁹Thonssen and Baird, p. 416

²⁰Monroe, p. 321.

²¹Thonssen and Baird, p. 419.

Liveliness through the use of imagery was almost non-existent in this selection of speeches. The only forms of imagery were visual, and organic. One use of visual imagery is found in the conclusion of the speech before the National Football Foundation and Hall of Fame Banquet. The imagery was actually produced by a quotation taken from Theodore Roosevelt. "The credit belongs to the man who is actually in the arena--whose face is marred by dust and sweat and blood."²²

Visual imagery was also used in Kennedy's inaugural address. As he was outlining pledges to various groups around the world, he stated: "To those peoples in huts and villages across the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them to help themselves."²³

A third example of visual imagery occurred in the commencement address at San Diego State College. In concluding the speech, Kennedy used a personal observation to point out the problem of the climb in population. Kennedy stated: "I have traveled in the last 24 hours from Washington to Colorado to Texas to here, and on every street I see mothers standing with two or three or four children."²⁴

²²Kennedy, "Address in New York," 1961, P. P. P., p. 772.

²³Kennedy, "The Inaugural Address," 1961, P. P. P., p. 2.

²⁴Kennedy, "Commencement Address," 1963, P. P. P., p. 448.

Another form of imagery, organic, occurred in the quotation Kennedy used from Theodore Roosevelt, which has been previously referred to. This kind of imagery appeals to the inner sensation. The quotation used made reference to the man who participates. He is a man "who knows the great enthusiasms, the great devotions--and spends himself in a worthy cause--who at best if he wins knows the thrills of high achievement--and if he fails at least fails while daring greatly."²⁵

Although a large amount of imagery might be expected in ceremonial speaking, since the major purpose is to impress, it was not present in Kennedy's speaking of this nature. Kennedy did not circle around ideas or back into them, but rather he went straight into them. Since Kennedy was such an advocate of clearness or simplicity, he would certainly not throw in such things as forms of imagery just to put himself on exhibit. Therefore, since the material did not demand imagery, Kennedy did not use it extensively.

Embellishment of language occurs more often in Kennedy's speaking than liveliness through imagery. The primary function of embellishment is to adorn or elevate through the use of tropes and figures.²⁶ Although the classical writers

²⁵Kennedy, "Address in New York City," 1961, P. P. P., p. 773.

²⁶Thonssen and Baird, p. 419.

made a distinction between tropes and figures, modern writers do not. For the purpose of this study they will be considered together. The metaphor is a figure that occurred with some frequency in Kennedy's speaking. In the speech of dedication at the Delaware-Maryland Turnpike, Kennedy called the highway a ribbon.

This highway has been built by the dedicated effort of the citizens of these two states, and it joins a great interstate highway which represents a cooperative effort between the United States Government and the people of the various states, through which this long ribbon will pass.²⁷

Speaking at the University of North Carolina, Kennedy used a quotation from Goethe which was a metaphor. In asking students to serve their country he stated: "I ask you to decide, as Goethe put it, whether you will be an anvil or a hammer."²⁸

A metaphor was used by Kennedy at the ground breaking for the Robert Frost Library at Amherst College. He referred to libraries as memories in this way. "Libraries are memories and in this library you will find the memory of an extraordinary American, much more than that, really an extraordinary human being."²⁹

²⁷Kennedy, "Dedication of the Delaware-Maryland Turnpike," 1963, P. P. P., p. 854.

²⁸Kennedy, "Address at the University of North Carolina," 1961, P. P. P., p. 667.

²⁹Kennedy, "Ground Breaking for the Robert Frost Library," 1963, P. P. P., p. 818.

Another metaphor occurred in Kennedy's speaking at San Diego State College. He quoted from Francis Bacon, and the metaphor appeared in the quote--"Knowledge is power, as Francis Bacon said 500 years ago, and today it is truer than it ever was."³⁰

A very practical question raised by Thonssen and Baird when appraising the embellishment of style is, do the figures contribute to the speaker's aim and objective?³¹

It is very obvious that the metaphors Kennedy used were used simply to reinforce thought. They do not call attention to themselves but appear to be an important part of the content. Thus, it must be concluded that they were used effectively.

Personification was another kind of figure which occurred in some of Kennedy's speeches. This figure gives human attributes to objects. Two examples of this figure were used in Kennedy's inaugural address. "And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor."³² The second: "With a good conscience our only sure reward, with history the final judge of our deeds."³³

³⁰Kennedy, "Commencement Address," 1963, P. P. P., p. 668.

³¹Thonssen and Baird, p. 423.

³²Kennedy, "The Inaugural Address," 1961, P. P. P., p. 3.

³³Ibid.

Personification also occurred in the speech given at the University of North Carolina. On this occasion Kennedy gave the nation's symbol, the American Eagle, human qualities. "The American Eagle on our official seal emphasizes both peace and freedom, and as I said in the State of the Union Address, we in this country give equal attention to its claws when it in its left hand holds the arrows and in its right the olive branch."³⁴

Kennedy's use of personification coincides with his use of metaphors in that they do not call undue attention to themselves.

Another stylistic device found in Kennedy's ceremonial speeches is repetition. Some authorities also classify this as a figure, although it might also be a part of clearness. Kennedy used this in the speech of welcome for the President of Pakistan. The possessive pronoun, your, was repeated to heighten the praise for the President, and to show that he was welcome.

Your leadership in your country, your stand for freedom, your efforts to build a better life for your people, your efforts to harness science in order to defeat nature, in the whole effort to reclaim your land and make it fruitful--all these things have made you a figure which causes us to be extremely grateful to have you here.³⁵

³⁴Kennedy, "Address at the University of North Carolina," 1961, P. P. P., p. 668.

³⁵Kennedy, "Welcome to the President of Pakistan," 1961, P. P. P., p. 501.

In another speech a play was made upon the word, facts. In the last part of his speech dedicating the Delaware-Maryland Turnpike, Kennedy stressed the facts that he felt had to be faced.

So we must clean these rivers and we must get fresh water from salt water. These are some of the facts which the people of the Northeast must face, and the State governments must face them, and the Federal Government must take the lead. They may be facts which some would prefer to ignore. They may be facts which some would prefer to forget.³⁶

Another example of repetition is found in the speech at the University of North Carolina. A whole statement is repeated and is also stated in the form of a rhetorical question.

Would you have counted him a friend of ancient Greece, as George William Curtis asked a body of educators a century ago, would you have him a friend of ancient Greece who quietly discussed the theory of patriotism on that hot summer day through whose hopeless and immortal hours Leonidas and the three hundred stood at Thermopylae for liberty?³⁷

Kennedy also used repetition in his speech at the National Football Foundation and Hall of Fame Banquet. In stressing the need for involvement in a physical fitness program Kennedy stated:

I urge every parent to support the program and his own children's participation in it. I urge our colleges and Universities to lay down

³⁶Kennedy, "Dedication of the Delaware-Maryland Turnpike," 1963, P. P. P., p. 854.

³⁷Kennedy, "Address at the University of North Carolina," 1961, P. P. P., p. 667.

basic standards of physical fitness. I urge the Nation's community recreation centers to provide more opportunity for those who are no longer attending school. And finally, I urge organizations such as this, to help establish more programs for participation by American youth.³⁸

Kennedy often used a parallel or balanced statement in his speeches, which is also referred to by some authorities as a figure. This was used at the University of North Carolina as he referred to the two opposing powers having the capacity to destroy each other. "While we do not intend to see the free world give up, we shall make every effort to prevent the world from being blown up."³⁹

In the same speech a challenge was issued, "We must distinguish the real from the illusory, the long range from the temporary, the significant from the petty."⁴⁰

This type of structure was used repeatedly in the inaugural address. An example follows. "Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty."⁴¹

³⁸Kennedy, "Address in New York City," 1961, P. P. P., p. 772.

³⁹Kennedy, "Address at the University of North Carolina," 1961, P. P. P., p. 666.

⁴⁰Ibid., p. 669.

⁴¹Kennedy, "The Inaugural Address," 1961, P. P. P., p. 1.

Kennedy's use of repetition and parallel statements was primarily used for emphasis. The repetition that was used was certainly not overdone so as to become tiring, but rather was used in good taste. The parallel statements, which were used temperately, helped to add variety while embellishing the style.

Thus, it can be concluded that in Kennedy's use of ornateness he exercised good taste in not overworking this particular quality. His use of this quality would be consistent with what the authorities said about not substituting form for reason.

Summary

From the preceding discussion the following generalizations may be drawn about Kennedy's style in ceremonial speaking:

- (1) The correctness of Kennedy's style is very evident. This might be expected since he was a college graduate and a writer, but it appears that Kennedy put forth special effort in his speaking to maintain this quality.
- (2) The clearness of style in Kennedy's speeches is outstanding. Kennedy's experience as a campaigner and as a writer both contribute to this quality. Kennedy said things plainly and as precisely as possible.

- (3) The appropriateness of the style was easy to see in the various situation--a formal situation such as the inaugural was given a formal treatment of language. The more informal situations were treated with a relaxed form of language. Although the language was relaxed, it was still appropriate.
- (4) Kennedy's style was elevated through the use of imagery and figures. Some of the figures commonly used were the metaphor, personification, and repetition. The language was also often arranged in parallel or balanced structure. Kennedy used this quality temperately and to enhance his reason.
- (5) Modern writers do not prescribe a definite kind of style for ceremonial speaking. They do suggest some things that should be avoided, such as a series of flowery platitudes, high sounding phrases, bombastic oratory, and obvious silliness.⁴² It is obvious that Kennedy avoided all of these things.

Thus, it can be concluded that Kennedy's style was excellent for ceremonial speaking.

⁴²Monroe, p. 530.

CHAPTER VI

CONCLUSION

Man, as a social being, has long felt the need for ceremonial speaking. Realizing this need, Aristotle, in putting together his systematic arrangement of the art of public speaking, named it as one of the three types of oratory, the other two being deliberative and forensic.

To the Greeks the purpose of ceremonial speeches was simply to display. Their ceremonial speeches consisted of praise or blame upon their Gods, upon men, cities, places, or public works.

This form of speaking is still used today, but rather than considering it as oratory of display, it is now considered as ceremonial speaking or speaking on special occasions. The scope of this type of oratory now includes the introducing of speakers, presenting or receiving awards, welcoming guests, formal farewells, commemorating anniversaries and events like graduation, eulogies, nominating candidates, inaugurating terms of office, and speaking appropriate words at social occasions.

Authorities agree that occasional speeches have little similarity in form and content. However speeches of this nature are expected to please, say the fitting thing, and have grace and beauty.

The invention for ceremonial speeches usually comes directly from the occasion. In case the occasion does not suggest a vital topic, the speaker may rely upon an idea related to the occasion.

The invention for the ceremonial speech is also greatly aided by the speaker having a knowledge of the audience. By having a knowledge of the audience, the speaker can then use the virtues they most admire. The virtues that are commonly used in ceremonial speaking are justice, courage, temperance, magnificence, magnanimity, liberality, gentleness, prudence, wisdom, genius, diligence, and achievement.

The favors of fortune also play a part in the invention of ceremonial speaking. The favors of fortune that a speaker may deal with include advantages of race, wealth, connections, friendships, power, good health, beauty, vigor, talents, and other attributes that are either physically or eternally imposed.

Another contributing factor to the invention of ceremonial speaking is general knowledge. It is important in any kind of speaking that the speaker be able to relate his knowledge of other things to the particular situation.

The invention for ceremonial speaking is also greatly aided by a use of the methods of amplification. For listeners to appreciate the ideas presented they must fully understand them. Amplification helps to keep the ideas

before the audience longer. The specific methods of amplification include estimation, augmentation, similarity, and cumulation.

The disposition for ceremonial speaking follows the same pattern as for any other type speaking. Modern writers suggest that quite often speeches of this nature will omit an introduction or a conclusion because of their brevity.

When introductions are used in ceremonial speaking, they may be used for the same purposes they would be used in other forms of speaking. These include gaining attention, creating good will, and orienting the audience for what is to follow.

The bodies of the special occasion speeches carry the main ideas as the body of any kind of speech. However, in this situation the body usually consists of incidents or facts to show there is reason for celebration, or complimentary facts.

The conclusions for ceremonial speeches are designed to give a lasting effect. This often takes the form of a challenge, quotation, summary, or appeal.

Style is important in any kind of speaking, but it appears to take on a special significance in ceremonial speaking because the over-all purpose is to please. In discussing style, rhetoricians have done so in a descriptive way rather than a prescriptive way. The reason for

this is that it is almost impossible to prescribe a style for a speaker to follow in a certain situation. It is thus assumed that the general qualities of style are acceptable in this type oratory. The qualities that have been considered in this paper are correctness, simplicity, appropriateness, and ornateness.

Since this study is designed to describe and evaluate John F. Kennedy as a ceremonial speaker, various things may be pointed out as being typical of his speeches of this nature.

His invention revealed a very accurate knowledge of the occasion and the audience. This knowledge was shown by various statements in his speeches about the occasions and the audiences.

Because of his knowledge, he was able to use the virtues which the audience approved. Kennedy used most of the virtues listed by rhetoricians, but he made an especially heavy use of the virtues of achievement, courage, and magnanimity. Although these virtues were things of which the audiences would approve, they were also things that were very prevalent in the life of John F. Kennedy. Achievement was a very integral part of Kennedy's home life, and it was also a very important part of his personal philosophy. Magnanimity, which Kennedy praised, was also connected with his personal life. Kennedy's father encouraged this quality in his children by endowing

each with a trust fund of more than \$1,000,000. The purpose of this endowment was to insure the children of financial security while they devoted themselves to public service. Kennedy's war experiences and his experience in public office also contributed to his knowledge of this virtue. Kennedy also often praised courage. It is very easy to determine that Kennedy valued courage. He displayed courage in joining the service during World War II because he could have been exempt due to his back injuries. Kennedy also displayed courage during the war when his PT boat was destroyed. Throughout the many operations that were required on his back, Kennedy continued to show great personal courage. During the time he was recuperating, he read about great men of courage in American history and then wrote his book about men of courage entitled, Profiles in Courage.

Although classical rhetoricians emphasized that ceremonial speakers should use the favors of fortune in delivering speeches of praise, this particular aspect of invention was not very prevalent in Kennedy's ceremonial addresses. The classical writers usually thought of a ceremonial speech as one delivered basically upon a person. Modern ceremonial speaking takes on a broader implication. Therefore, much of Kennedy's ceremonial speaking deals with broader topics that do not lend themselves readily to favors of fortune. The only way that Kennedy used this particular aspect of invention was to show members of the audience how they

had been favored by their forefathers and thus attempt to motivate them to carry out the tradition.

Kennedy's invention was also characterized by a broad knowledge of many matters. This knowledge came from his personal experiences, his understanding of history and literature, and his insight into various problems that confront the American people.

Kennedy amplified his speeches through the use of estimation and augmentation.

In short, the invention in all of Kennedy's speeches on ceremonial occasions followed very closely the suggested forms of invention mentioned by modern writers for the various occasions.

The disposition of Kennedy's speeches was characterized by the inclusion of an introduction, body, and conclusion, although many of the writers maintain that ceremonial speeches do not need to use all three of these.

The opening remarks usually established good will. In doing this, Kennedy always referred to the occasion and then usually presented some experience that would link himself and his audience. Possibly, the introduction also provided the audience with some needed information for a better understanding of the body of the speech. This was especially true if Kennedy were speaking on some topic that did not come directly from the occasion but was related.

When Kennedy gave a speech of commemoration, the body of the speech contained incidents, facts, and reasons for celebration. When he gave a speech of courtesy, the body consisted mainly of complimentary facts.

As might be expected, Kennedy deviated a little from this pattern on some occasions. This was true in situations which demanded that the President say more than just what was necessary to fulfill the ceremonial occasion.

Kennedy concluded his ceremonial speeches with a summary or a quotation, but whatever he used it contained appeals to the emotions in attempts to excite challenges. This again reflects a very close relationship between the personal life of John F. Kennedy and his ceremonial speaking.

Generally Kennedy's disposition followed the suggestions of classical and modern writers, and his thoughts flowed in a very orderly fashion.

The style for Kennedy's ceremonial speeches was very correct. Kennedy used clear and distinct connecting words or phrases. He used specific words, thus avoiding colloquialisms, archaisms, and word coinages. If necessary, Kennedy used some qualifying statements to avoid being ambiguous.

Kennedy's style was very clear. This he achieved by being very plain-spoken and exercising economy in language.

Kennedy's style was always appropriate. In achieving this quality, Kennedy considered his audience, his message, and himself.

Kennedy elevated his disposition through the skillful handling of words and figurative elements. However, Kennedy did not overdo this aspect to the degree of allowing content to suffer. He used the stylistic features to reinforce the thought, and they did not call undue attention to themselves.

Although one might expect a heavy use of imagery in ceremonial speaking, this was not found in Kennedy's speaking.

The main types of figures found in Kennedy's speaking were metaphors, some examples of personification, repetition, and parallel structure of statements.

Kennedy was not guilty of the common error committed by many ceremonial speakers who have a tendency to use excessive high sounding words.

Generally it can be said that Kennedy's use of invention, disposition, and style was in very close accord with the suggestions given by classical and modern rhetoricians for ceremonial speaking.

If John F. Kennedy were alive today, and an individual went to hear him speak at some ceremonial occasion, one

could, from what this paper has said, expect a certain type of speech. It would open with a reference to the occasion, and the listener would find that Kennedy was in some way connected with him and/or the situation. The speech would show considerable knowledge of the history and meaning of the occasion; one would feel that he was hearing a man who understood history and had gone to the trouble of learning specific facts about the particular situation. There would be considerable reference to the qualities an individual would find admirable, with specific attention to magnanimity, courage, and achievement. The speech would close with some sort of challenge to one to be worthy of the occasion being honored. Listening to such a speech, one might not be aware that the style was correct, clear, and occasionally colorful, for Kennedy was not prone to use language that called attention to itself. The student of rhetoric would find in Kennedy's speech a close correlation with what he had learned about ceremonial speaking from both classicists and modern writers; he would also find a close reflection of the kind of man Kennedy was, and the kind of background from which he emerged.

Since Kennedy followed the advice of the authorities in the field, and since he exhibited in his ceremonial speaking those qualities that made him so liked and admired by the American people, it would seem safe to say that John F. Kennedy was at least as good in ceremonial speaking as he

is generally acclaimed to be in other types of public address.

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