A COMPARATIVE ANALYSIS OF THE MAJOR RHETORICAL TREATISES OF
PLATO, ARISTOTLE, CICERO, AND QUINTILIAN, TOGETHER WITH
TABULAR OUTLINES AND DIAGRAMS OF THEIR THEORIES

A Thesis
Presented in Partial Fulfillment of the Requirements
for the Degree Master of Arts

By
HERBERT LEE JAMES, B.A.
The Ohio State University
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Approved by:

[Signature]
Adviser
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A COMPARATIVE ANALYSIS OF THE MAJOR RHETORICAL TREATISES OF
PLATO, ARISTOTLE, CICERO, AND QUINTILIAN, TOGETHER WITH
TABULAR OUTLINES AND DIAGRAMS OF THEIR THEORIES

CHAPTER I

THE PROBLEM DEFINED

I STATEMENT OF THE PROBLEM

It was the purpose of this study to reproduce the
major rhetorical theories of Plato, Aristotle, Cicero,
and Quintilian in tabular outline form; next, to repre-
sent these rhetorical theories diagrammatically; and
finally, to observe the basic similarities and dissimi-
larities of these rhetorical theories as revealed through
a comparison of the outlines and diagrams.

II IMPORTANCE OF THE STUDY

It is generally understood that explanations are
clearer when they are supplemented by visual aids. The
outlines and the diagrams of rhetorical theories included
in this study represented these abstract theories as com-
pact and concrete units; thus by visual helps the writer
was enabled to see the comparative relationships more
readily. This study may suggest the consideration of the
method used here as a way of clarifying the abstract theories of classical rhetoric.

III PREVIOUS STUDIES

Several scholars of the classical theorists, some of whom have translated the Greek and Latin editions, have presented digests of the rhetorical theories. These digests have appeared in various forms. In his introduction to The Rhetoric of Aristotle Lane Cooper followed the method of an abstract. J. E. C. Welldon's translation of Aristotle included an analysis which essentially followed the method of briefing. One of the most scholarly treatments appeared in E. M. Cope's an Introduction to Aristotle's Rhetoric containing a comprehensive outline and paraphrasing of difficult passages. The Loeb Classical Library's translation, titled as Cicero De Oratore, is accompanied by an introduction by H. Rackham. This is essentially an abstract. An even more condensed abstract prefaces the translation of De Oratore by J. S. Watson.

Too numerous to mention are those studies which have endeavored not only to summarize the theories but also to critically interpret them. Any digest necessarily relies upon the judgment of the writer to select the essence of the material being digested. That there would
be some difference among authors is obvious for the reason that any body of material is seldom weighed equally by any group of individuals; however there is a second reason. This reason is derived from the clarity with which the original treatise was written and the accuracy of the translation. In spite of these factors there is general agreement among the scholars of the rhetorical theorists of antiquity who have presented digests of their theories. That these digests are of inestimable value to the student of ancient rhetoric is evinced from the frequency with which they accompany English translations. To the knowledge of this writer little has been done to represent rhetorical theory visually, that is to say, through the medium of a diagram. It is hoped that the two methods of analysis incorporated in this study, tabular outlines and diagrams, will, when presented jointly, serve as an effective means for imparting rhetorical theory to others.
CHAPTER II

PROCEDURE AND OUTLINE OF THE PROBLEM

I TRANSLATIONS USED

For the purpose of this study the writer used Lane Cooper's\(^1\) translation of the *Phaedrus* and the *Gorgias*, Lane Cooper's\(^2\) translation of *The Rhetoric of Aristotle*, J. S. Watson's\(^3\) translation of Cicero's *De Oratore*, and H. E. Butler's\(^4\) translation of *The Institutio Oratoria of Quintilian*.

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1 Lane Cooper, *translator*, *Plato* (London: Oxford University Press, 1938).


II METHODS OF ANALYSIS AND DIAGRAMMING USED IN DISCOVERING THESE THEORIES

The analysis and synthesis of rhetorical theories included in this study has been accomplished through the method of outlining. In some cases these outlines are topical. In others they are sentence outlines. From these outlines diagrams approximately six feet long and three feet wide were drafted. These diagrams were photographed and reduced in size to the prints included in this study. Lantern slides which can be projected on screens for instructional purposes were also made from these diagrams. The outlines, together with the diagrams, constitute the basis for the comparative analysis which appears in the succeeding chapters.

III OUTLINE OF THE REMAINDER OF THE STUDY

Chapter III includes outlines and diagrams of the rhetorical theories of Plato, Aristotle, Cicero, and Quintilian based on the translations cited above. Chapter IV identifies some comparative relationships existing between them. The concluding chapter summarizes the findings of chapter IV and indicates the limitations of this study.
CHAPTER III

THE RHETORICAL THEORIES IN TABULAR AND DIAGRAMMATICAL FORM

I Rhetoric as Presented in Plato's The Phaedrus and The Gorgias

I True Philosophical Rhetoric

A. Definition

1. Rhetoric is the art of winning the soul by discourse, arguments not only in the courts of justice and public councils but in private conferences as well (P 47-48)

2. Rhetoric is always intrinsically honorable if it is right rhetoric (P 47-48)

B. Source of persuasive power

1. Knowledge of the truth (P 46)

2. Justice (G 179, 205)

C. Purpose

1. To become an expert in the art of eloquence one must utter what is pleasing to the Gods and to act in the way that will please them (P 64)

---

The numbers in the outline refer to page numbers in Lane Cooper's translation. The letter 'P' and 'G' refer respectively to the Phaedrus and the Gorgias.
D. Aim

1. Instruction in right and wrong to serve the end of justice (G 179)
   a. To be ignorant of what is right and wrong, of what is good and bad, cannot escape from being blameful, not even if the entire mob were to approve it (P 69)

E. Preliminaries to the true art of rhetoric (P 54-58)
1. Proem; 2. Narrative-testimony; 3. evidence; 4. probabilities; 5. confirmation; 6. sur-confirmation; 7. refutation; 8. sur-refutation; 9. recapitulation; (Accepted as principles of the false rhetoric)

F. Method

1. Prerequisites (P 58)
   a. Natural ability
   b. Understanding
   c. Practice

2. A man will acquire knowledge first before taking up the art of making speeches. The man who knows not the art but knows the truth is not the nearer to a mastery of persuasion (P 46)

3. The mind must be cognizant of the truth about the matters under-discussion (P 45)
a. Know the truth to present the truth

1) The rhetorician who knows not what good and evil are and speaks to persuades an equally ignorant state by recommending evil as if it were good will not reap harvest for the art of rhetoric (p 48)

b. Know the truth to avoid being deceived (p 48)

1) Rhetoric enables a man to find resemblances between one thing and another and when another man deceptively makes the same assimilations to bring the matter into light, for

a) Deception occurs more readily in things where the difference is slight

b) In passing from one thing to the opposite detection is more readily escaped if you move by small gradation than by leaps

c. Know the truth to deceive others (p 48)

1) He who deceives another must have an accurate and thorough knowledge of the basic similarity and differences of things, for
a) If he is ignorant of the truth he cannot discern the similarity in other things which they have to the thing unknown

b) When people form opinions at variance with reality, the deception filters in through resemblances

4. Methodically distinguish between the class of things in which most persons waver and the class where they do not (p 50)
   a. Define terms when the subject is debatable

5. Synthesize and analyze (p 53)
   a. Clarity results when the manifold and scattered items are combined in one idea and the particulars are defined
   b. One must be able to divide by natural species according to the natural formation

6. There must be a logical basis for arrangement (p 51)
   a. Every discourse has a beginning, a middle, and an end - all composed in such a manner that they are related to each other and the whole.

7. Analyze the nature of the soul (p 59-61)
a. Describe the soul with precision determining whether by nature it is one or is multiform

b. Comprehend how the soul acts on something or is acted on by something

c. After classifying the types of speeches and the types of soul with their emotional reactions, understand why a given type of argument effects persuasion in a given type of soul and does opposite in another
   1) Observe these matters in practice

8. Motivate the soul (P 61)
   a. Know the proper times for speaking and refraining
   b. Understand the opportune time for using the forms of discourse

9. Draw the citizens by persuasion or constraint to that which would improve their character (G 194)

G. Virtues

1. Rhetoric should be used to accuse oneself in order that he may suffer what is just (G 146)
   a. Suffering what is just prepares the individual to pursue what is good and beautiful and to destroy iniquity
2. Rhetoric should be used to damage an enemy
   a. By deed and word prevent him from giving satisfaction

II False Sophistoc Rhetoric

A. Definition (G 112)
   1. Rhetoric is persuasion that effects belief, but not instruction, with respect to what is right and wrong

B. Source of power
   1. The man who does not know the existing facts is more convincing among the ignorant than the one who does (G 117)
   2. Tyranny (G 126)
   3. False witness (G 133)
   4. Natural law (G 150)
   5. Limited knowledge of philosophy (G 151)
   6. Public opinion (G 152)
      a. The orator aims to gratify the citizens with no concern for their well-being

C. Purpose (P 62)
   1. Utter what will be believed (probability)
      a. To be competent as a speaker one need not possess the truth in questions of justice, or goodness with respect to actions or men
D. Aim

1. Personal freedom and power in the individual over others in his community (G 108)

2. Actually conveys power to the ignorant orator over the ignorant masses (G 117) and false freedom resulting from an unsound soul (G 145)

E. Method

1. In a state of flux (P 54-56)
   a. Determined by school and teacher
   b. Need not know truth (P 62)
   c. Directed toward gratifying the citizens (G 152)
      1) Emphasis on giving pleasures
      2) No concern for the goodness of the act

F. Faults

1. Belief arise without knowledge (G 112)

2. Promotes selfish gain (G 114)

3. Rhetoric produces what is pleasant not what is best (G 124)

4. The wrongdoer who escapes punishment is not happy (G 133)

5. No defense for being wronged
   a. Protection against suffering wrong is less important than keeping one from doing wrong.
      Doing wrong is worse than suffering
II THE RHETORIC OF ARISTOTLE

I Scope of Rhetoric

A. Definition

1. Rhetoric is the counterpart of Dialectic BI CI
2. Rhetoric is the faculty of discovering in the particular case what are the available means of persuasion BI C2

B. Uses BI CI

1. Through rhetoric truth and justice maintain their natural superiority
2. Rhetoric instructs when scientific instruction is of no avail
3. Rhetoric enables one to argue on either side of a question in order that no aspect of the case may escape him, and if an opponent makes unfair use of the arguments be able to refute them
4. Rhetoric is a means of defense

C. Subject Matter BI CI--2

1. Common knowledge not belonging to anyone science
2. Study of Ethics and Politics

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Roman and Arabic numerals refer to book and chapter of Lane Cooper's translation.
II Kinds of hearers corresponding to kinds of oratory

A. Deliberative - audience seeking advice

1. Aims BI C3
   a. Advantage and injury
   b. Expediency and inexpediency

2. Time BI C3
   a. Future

3. Divisions BI C3
   a. Exhortation; b. Dissuasion

4. Subject matter
   a. Advice concerns happiness BI C5

   1) Constituents of happiness
      a) Good birth  b) Good children
      c) Many children  d) Good friend
      e) Many friends  f) Health
      g) Beauty  h) Strength
      i) Stature  j) Good old age
      k) Athletic ability  l) Wealth
      m) Honor  n) Fame  o) Good fortune
      p) Virtue  q) Power (and opposite to be avoided)

   b. Objects of deliberation

   1) Admitted goods
      a) Happiness  b) Virtue of the soul
c) Excellences of body  d) Wealth
e) Friends  f) Honor - reputation
g) Power in speaking  h) Power of action
  i) Natural ability
j) Memory  k) Aptness in learning
l) Quickness of thought
m) Arts and sciences  n) Life
o) Justice

2) Disputable goods

c. Deliberations BI C4
  1) Ways and means
  2) War and peace
  3) National defense
  4) Imports and exports
  5) Legislation

d. Forms of government BI C8
  1) Democracy - end is freedom
  2) Oligarchy - end is wealth
  3) Aristocracy - end is discipline
  4) Monarchy - end is self-protection

B. Forensic - audience seeking justice

1. Aims BI C3
   a. Justice
   b. Injustice
2. Time BI C3
   a. Past

3. Divisions BI C3
   a. Accusation
   b. Defense

4. Subject matter
   a. Human actions
      1) Causes BI C10
         a) Involuntary
            (1) Chance  (2) Nature
            (3) Compulsion
         b) Voluntary
            (1) Habit  (2) Reason
            (3) Passion (4) Desire

2) Aims of voluntary action
   a) Good or apparent good BI C10
      (1) Release from evil
      (2) Substitution of lesser evil
   b) Pleasant or apparently pleasant
      BI C11
      (1) Perception of present
      (2) Memory of things to come
      (3) Anticipation of things to come
      (4) Revenge  (5) Victory  (6) Games
(7) Sportive contests  
(8) Debate  
(9) Honor and reputation  
(10) Friends (11) Change  
(12) Learning and wonder  
(13) Confer benefits  
(14) Artistic imagination  
(15) Reversals of fortune  
(16) Escapes from danger  
(17) Congeners  
(18) Likeness to oneself  
(19) Wisdom  
(20) Authority  
(21) Ludicrous (opposites are painful)  

b. Nature of wrong-doing  

1) Conditions under which wrongs are committed BI C12  
   a) Criminal action possible, and possible for wrong-doer  
   b) Escape detection  
   c) Escape - penalty if detected  
   d) Penalty less than the satisfaction derived from wrong-doing  

2) Persons likely to be wronged BI C12  
   a) Those possessing things wrong-doer lacks
b) Distant persons.
c) Persons near at hand
d) Persons not cautious
e) Easy-going persons
f) Retiring
g) Persons never wronged
h) Persons frequently wronged
i) People subject to calumny
j) Friends of wrong-doer
k) Enemies
l) Lacking friends
m) Lacking ability to speak
n) Those who can't afford to wait trial
o) Those who committed crimes
p) Those desiring to do mischief
q) Those unjust
r) Those whom many would like to wrong
c. Special law BI Cl3
   l) Written
d. Universal law
   l) Unwritten (equity)
      a) Unusual measure of virtue or vice
      b) Remedy for deficiency of written law.
C. Epideictic-audience seeking praise

1. Aims BI C3
   a. Honor
   b. Dishonor

2. Time BI C3
   a. Present

3. Divisions BI C3
   a. Praise
   b. Blame

4. Subject matter
   a. Virtues BI C9
      1) Justice 2) Courage 3) Temperance
      4) Magnificence 5) Magnanimity
      6) Liberality 7) Gentleness
      8) Prudence 9) Wisdom
   b. Noble acts which derive their effect from virtue BI C9
      1) Act of courage 2) Just deeds
      3) Honor 4) Unselfish deeds
      5) Absolute goods 6) Gifts of nature
      7) Goods for after life
      8) Goods done for others
      9) Goods not beneficial to doer
     10) Deeds in opposite of shame
11) Concern without fear
12) Virtues of a class
13) Gratification for others
14) Avenge against an enemy
15) Victory
16) Memorable things
17) Unique possessions
18) Non-yielding possessions
19) Special characteristics of a people
20) Distinctive marks of habit
21) Independence
22) Opposites will be blamed

III The Elements of Persuasion

A. Basic ideas

1. Sources

a. Substantive items

Regions containing arguments common to all branches of knowledge

1) Common places BII C19
   a) Possible and impossible
   b) Past fact
      (1) Necessity (cause and effect)
      (2) Probability
   c) Future fact
   d) Size (greatness and smallness)
   e) More and less
Regions containing arguments pertaining to particular branches of knowledge

2) Special BI C2

a) Philosophy b) Ethics
c) Politics d) Physics
e) Other special sciences

b. Lines of argument

1) Materials of enthymemes BII C25

a) Probabilities b) Examples
c) Infallible signs
d) Ordinary (fallible) signs

2) Universal

a) Genuine topics BII C23

(1) Opposites
(2) Inflections of the same stem
(3) Correlative terms
(4) Fortiori - more or less
(5) Time
(6) Opponents utterances turned against him
(7) Definition
(8) Ambiguous terms
(9) Logical divisions
(10) Induction
(11) Existing decisions
(12) Parts to the whole
(13) Simple consequences
(14) Contrary alternatives
(15) Inward thought and outward show
(16) Proportional results
(17) Identical results: identical antecedents
(18) Altered choices
(19) Altered motives
(20) Incentives and deterrents
(21) Incredible occurrences
(22) Inconsistencies in fact
(23) Slander
(24) Cause to effect
(25) Course of action
(26) Actions compared
(27) Previous mistakes
(28) Meaning of names

b) Spurious topoi BII C24

(1) Diction
   (a) Final statement made to pass for conclusion of logical process
   (b) Homonyms

(2) Fallacious combination and separation
(3) Use of indignation
(4) Sign
   (a) Single instance used as logical proof
(5) Accidental treated as if essential
(6) Fallacious argument from consequences
(7) Post hoc for propter hoc
   (a) Treating as a cause what is not a cause
(8) Omitting reference to time and manner
(9) Substituting the absolute for the particular

2. Proof
   a. Inartistic BI C15
      1) Laws
         a) Written  b) Universal
      2) Witnesses
         a) Ancient  b) Recent
      3) Contracts
         a) Covenants  b) Compacts
         c) Bonds  d) Deeds
e) Written agreements
f) Recorded promises

4) Tortures
   a) Tortures proper
   b) Tests
   c) Inquisitions

5) Oaths
   a) Tender an oath and take
   b) Do neither
   c) Tender but not take
   d) Take and not tender

b. Artistic proof

1) Ethos (the character of the speaker is a cause of persuasion when the speech is so uttered as to make him worthy of belief BI C2
   a) Intelligence BII C1
      (1) Based on a knowledge of virtues
   b) Character
      (1) Based on a knowledge of virtues
   c) Good will
      (1) Based on a knowledge of emotions

2) Pathos (Persuasion as effected through the audience when they are brought by the speech into a state of emotion favorable to the attainment of the
objective of the speaker  BII C2

a) Emotions  BII C 2-11
(1) Anger - mildness
(2) Love - hatred
(3) Fear - boldness
(4) Shame - shamelessness
(5) Benevolence
(6) Pity
(7) Indignation
(8) Envy
(9) Emulation - contempt

b) Means of analysis  BII C1
(1) Mental state of doer
(2) Recipients of emotion
(3) Objects creating emotion

c) Audience adaptation  BII C 12-18
(1) Periods of life
   (a) Youth  (b) Prime of life
   (c) Old age
(2) Varieties of fortune
   (a) Good birth
   (b) Wealth  (c) Power

3) Lagos
a) Kinds of Enthymemes (Rhetorical syllogisms)

(1) Demonstrative BII C22
   (a) Draw conclusions from consistent propositions

(2) Refutative BII C22
   (a) Draw conclusions from inconsistent proposition

(3) Maxims BII C21
   (a) Some have no reason subjoined since accepted truth
   (b) Some have no reason subjoined since truth seen at first glance
   (c) Some are part of an enthymeme
   (d) Some have nature of enthymeme but are not part of one

(4) Sham BII C24
   (a) Look genuine but are not

b) Refutation of enthymemes BII C25
   (1) Counter-syllogism
   (2) Bringing an objection
(a) Attack opponents premise
(b) Adduce another premise like it
(c) Adduce another premise contrary to it
(d) Adduce previous decisions

c) Kinds of examples (rhetorical induction) BII C20
   (1) Historical
   (2) Invented parallel
      (a) Comparison or parable
      (b) Fable

B. Arrangement

1. Proem BIII C14
   a. Function
      1) Make clear the end and object of the speech
      2) Serves as antidote
         a) Removing or exciting prejudice
         b) Securing good will or arousing emotions
         c) Engaging or diverting attention
   b. Nature
      1) Panegyric
a) Entrance alien or akin to theme
b) Knit poem to theme
c) Subjects include praise, blame, advice, and appeal for indulgence
d) Should seem to include bearer

2) Forensic
   a) State the subject
   b) Appeal for indulgence

3) Deliberative
   a) Poem rare as subject is known
   b) Excites or removes prejudice
   c) Magnify or diminish the importance of fact
   d) Poem may be incorporated only for adornment

2. Statement (essential) BIII C16
   a. Function
      1) Reveal facts
      2) Depict character
      3) Reveal traits of emotion
   b. Nature
      1) Panegyric
         a) Intermittent
2) Deliberative
   a) Refresh memory
   b) Narration least important
3) Forensic
   a) Observe proper mean
   b) Include ethical appeal
   c) Narration brief in defense
   d) Narration is continuous

3. Argument (essential) BIII C 17-18
   a. Function
      1) To prove
      2) To refute
      3) To interrogate BIII C 18
         a) When the opponent has already made an admission, and another will make the absurdity complete
         b) When one premise is already obvious, and it is plain that the conclusion will be granted by the adversary when we put it to him
         c) When we propose to show that the arguments of the adversary are paradoxical or inconsistent
         d) When the opponent cannot answer except by a reply that has a sophistical air
4) To reply III C18
   a) Meet ambiguous questions by a reasonable definition of terms
   b) In a seeming contradiction, explain the difficulty at outset of reply before opponent has put the next question or drawn conclusions
   c) When opponent shapes a conclusion as a question, add the reason for the answer
   d) Ruin opponents earnestness with laughter. Irony is more liberal than buffoonery.

b. Nature

1) Forensic
   a) Euthymemes best adapted
   b) Interweave ethical and pathetic appeals
   c) Determine the status
      (1) Act not committed
      (2) Act not harmful
      (3) Harm less than alleged
      (4) Act was justified
2) Deliberative
   a) Example best adapted
   b) Less interweaving of matter other than proofs
   c) Determine the issue
      (1) Act can't be done
      (2) Act unjust
      (3) Act will be harmful
      (4) Act will be of minor importance

3) Panegyric
   a) Amplification best adapted
   b) Interweave argument with bits of eulogy
   c) Proof of facts rarely given

4. Epilogue BIII Cl9
   a. Function
      1) Make audience well-disposed to self, ill-disposed to opponent
      2) Magnify or depreciate
      3) Excite emotions of hearers
      4) Recapitulation
         a) Direct contrast
         b) Natural order
C. Style

1. Choice of words BIII C 1-4
   a. Lucidity BIII C2
      1) Use rare and compound words sparingly
      2) Use proper or ordinary names of things
      3) Metaphors
   b. Propriety BIII C 2-3
      1) Metaphors must be appropriate
         a) Proportionate
         b) Homogeneous
         c) Not farfetched
         d) Beautiful in themselves
   c. Vividness BIII C 2,4
      1) Metaphors  2) Epithets
      3) Diminutives  4) Similes

2. Sentence-movement BIII C 5-12
   a. Purity (Idiomatic) BIII C5
      1) Connecting words
      2) Specific words
      3) Avoid ambiguity
      4) Proper gender
      5) Correct number
   b. Dignity BIII C 6, 10, 11
      1) Describe objects
      2) Metaphor and epithets
3) Plurals
4) Repeat definite article
5) Connective particles
6) Negatives
7) Antithesis
8) Actuality
9) Deceptive surprise

c. Appropriateness (of movement) BIII C 7
   1) To moral habit of audience
   2) To emotion of occasion
   3) To theme

d. Prose - rhythm BIII C 8-9
   1) Loose movement
      a) No end in itself except as its subject-matter runs out
   2) Compact movement (Periodic)
      a) Compact, conscious, concluded point by point
         (1) Satisfies ear by being heard as a definite rhythm
         (2) Satisfies mind by being intended as a definite unit of thought
      b) Pasos rhythm ideal
D. Delivery BIII C1

1. Voice - placing and volume
2. Pitch
3. Rhythm

(Human frailty of hearers makes delivery important)
The RHETORIC OF ARISTOTLE

Rhetoric is the counterpart of dialectic (1-1). Rhetoric is the faculty of discovering in the particular case all the available means of persuasion (1-2). The functions of rhetoric are to make truth prevail, to instruct, to debate, and to defend, (1-1).
III CICERO'S *DE ORATORE*3

Definition: He is an orator who will say whatever falls to him for presentation with wise forecast of the whole, with skill in arrangement, with command of enhancing words, with sure memory, with dignity of delivery. BI C15

I Invention

A. Pre-requisites

1. Natural gifts BI C25
   a. Active mind
   b. Volubility of tongue
   c. Vocal quality
   d. Strong lungs
   e. Vigor
   f. Physique
   g. Grace and wit BI C5

2. Practice BI C33
   a. Similar cases
   b. Writing
   c. Verbal paraphrases of poetry and prose BI C34

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Roman and Arabic numerals refer to Books and chapters of J. S. Watson's translation.
d. Training voice and gesture

3. Broad knowledge BI C5
   a. Emotion
   b. History
   c. Example
   d. General laws
   e. Civil laws
   f. Philosophy BI C15
   g. Politics BI C15

4. Theory or art BI C 35

B. Case analysis
   1. Investigate facts BI C24
   2. Status rationalis BI C24-26
      a. Conjecture
      b. Definition
      c. Quality

C. Objectives of persuasion
   1. Ethical proof (conciliate) BI C43
      a. Elements
         1) Dignity 2) Actions - achievements
         3) Character
b. Qualities
   1) Good nature  2) Liberality
   3) Gentleness  4) Piety
   5) Pleasing disposition  6) Probity
   7) Humility  8) Integrity  9) Virtue

c. Means
   1) Soft tone of voice  2) Modesty
   3) Gentle language

2. Pathetic proof (move) BII C42-53

a. Emotions BII C44
   1) Hate  2) Anger  3) Love
   4) Envy  5) Benevolence  6) Fear
   7) Hope - joy - anxiety  8) Desire
   9) Abhorence  10) Grief  11) Pity
   12) Severity

d. Rules
   1) Analyze audience BII C44
   2) Feel emotions BII C45
   3) Consider causes BII C51
   4) Begin slowly BII C53
   5) Avoid brevity BII C53
   6) Animated delivery BII C53

3. Logical proof (prove) BII C27

a. Inartistic proof - evidence not invented
by the orator
1) Deeds 2) Testimony  
3) Covenants 4) Contracts  
5) Examinations 6) Laws  
7) Acts of Senate 8) Precedents  
9) Decrees 10) Opinions of lawyers  

b. Artistic proof - orator's reasoning and arguments C27  
c. Sources of arguments BII C39-40  

(Commonplaces)  
1) Adjuncts 2) General views  
3) Particulars 4) Similarity  
5) Dissimilarity 6) Contraries  
7) Subsequent circumstances  
8) Concurrent circumstances  
9) Antecedent circumstances  
10) Repugnant circumstances  
11) Causes 12) Effects  
13) Stronger instances  
14) Similar instances  
15) Weaker instances  

D. Humor BII C 54-71  
1. Continuous irony C 54  
   a. Inborn  
2. Occasional joke's C 55
a. Wit of words  C 63-65
   1) Unexpected  C63
   2) Ambiguity  C 63
   3) Slight change in a word  C63
   4) Interpretation of a name  C63
   5) Verses  C 64
   6) Proverbs  C 64
   7) Literal interpretation  C 64
   8) Allegory, metaphor, irony  C 65
   9) Antithetical expression  C 65

b. Wit of things
   1) Narrative  C66
   2) Similitude  C66
      a) Comparison
      b) Bodily representation
   3) Exaggerated hyperboly  C66
   4) Ironical dissimulation  C67
   5) Trifling joke  C68
   6) Assumed simplicity  C68
   7) Concealed ridicule  C69
   8) Morose jests  C69
   9) Patient humor  C69
  10) Exposing folly  C69
  11) Misrepresentation of fact  C69
  12) Utterance contrary to expectation  C70
  13) Union of discordant particulars  C70
14) Friendly criticism of implied mistake C70
15) Friendly admonition by way of advice C70
16) Indicating individual characteristics
17) Personal retorts
18) Yielding points which were intended to distract
19) Sententious utterance
20) Wishing for the impossible
21) Calm unexpected reply to teasing

3. Humor is appropriate BII C58
   a. Wins goodwill
   b. People admire acuteness
   c. Overthrows adversary
   d. Shows orator to be a man of taste, learning or polish

II Arrangement BII C 72-85
A. That which the nature of the causes dictates C76
   1. Exordium C 78-79
      a. Propitiate and attract audience
         1) Commence gently and gracefully
      b. Derived from essence of cause
      c. State the matter to be advanced or introduce and support the cause or present
some ornamentation C79

d. Sources for subject matter
   1) Client  2) opponent
   3) Subject  4) audience

2. Narration  BII C80
   a. Avoid brevity
   b. Avoid obscurity
   c. Avoid digressions
   d. Adhere to time order
   e. Narration is sometimes omitted
      1) If facts are known
      2) If facts are narrated by opponent
      3) Minimize points causing suspicion

3. Argument  BII C81
   a. Requires confirmation and refutation

4. Conclusion  BII C81
   a. Amplify
   b. Excite or calm the emotions

B. That which is suggested by the orator's judgment
   and prudence  BII C76

1. General rules  BII C 76-77
   a. Avoid trifling arguments
   b. Avoid arguments with inherent defects
   c. Avoid advantageous but prejudicial arguments.
   d. Avoid weaker arguments
e. Profess only to instruct  C 77
f. Diffuse solicitation and excitement
g. Digression to excite passions is advantageous
h. Place strong arguments first and last
i. Plan exordium last

2. Specify rules for types of speeches

a. Deliberative  BII C 81–82
   1) Advocate expediency
      a) Expediency enumerates advantage of peace, wealth, power, revenue, military strength whose enjoyment is estimated by utility
   2) Advocate dignity
      a) Example of past glorious achievements attended with danger
      b) Magnify the value of memory with posterity
      c) Glory engenders advantage
   3) Consider possibility and necessity
b. Popular assembly  BII C83
   1) Causes for unpopularity
      a) Fault in speech
      b) Personal annoyance
c) Unpopular subject

d) public excited

2) Remedies for unpopularity

a) Reproof

b) Admonition

c) Plead for hearing

d) Apology

e) Humor

c. Panegyric

1) Acts of virtue subject to greatest praise BII 085

a) Acts which merit praise

   (1) No reward

   (2) Attended with danger

   (3) Exceptional greatness

   (4) Novelty

   (5) Singular in kind

III Style BIII C10

A. Qualities

1. Correctness BIII C 10-11

   a. Speak pure Latin

   b. Use current words

   c. Preserve construction

   d. Pronunciation
2. Clearness BIII C13
   a. Speak good Latin
   b. Common words
   c. Avoid ambiguous words
   d. Avoid long sentences
   e. Avoid incoherency of thought
   f. Avoid wrong tense, person and order

3. Ornateness BIII C37
   a. Separate words
      1) Proper words C 37
      2) Unusual words C 38
      3) New words C 38
      4) Metaphorical words C 39-42
   b. Combination of words C 43
      1) Arrangement BIII C 43
      2) Rhythm and balance C 44-51
   c. Embellishment
      1) Figures of thought BIII C53
      2) Figures of speech BIII C54

4. Propriety BIII C55
   a. Adaptation of style
      1) To subject
      2) To audience
      3) To speaker
      4) To occasion
B. Kinds of style BIII C52
   1. Full
   2. Plain
   3. Middle

IV Memory BII C 86-88
   A. Memory is attained by the creation of imaginary figures, aptly arranged, to represent particular heads, so that we may recollect thoughts by images, and their order by place.

V Delivery
   A. Vocal variety BIII C 57, 60, 61
      1. Pitch
      2. Rate
      3. Volume
      4. Quality
   B. Gesture BIII C 59
      1. Good posture
      2. Arm extended
      3. Hand actions follow words
      4. Stamp foot only in most vehement efforts
      5. Eyes most expressive
IV THE INSTITUTIO ORATORIA OF QUINTILIAN

DEFINITION: Rhetoric is the science of speaking well BII CXV

OUTLINE

I Elementary Education

A. Pre-school education B.I C.1
   1. Educated parents
   2. Educated nurse
      a. Speak correctly
      b. Of good character
   3. Thoroughly educated Pedagogi
   4. Good companions

B. Public School B.I C2
   Early teachers of high quality
   a. Child analysis B.I C3
      1) Power of memory
      2) Power of imitation
      3) Disposition
   b. Child treatment
      1) Relaxation
      2) Avoid flogging

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Roman and Arabic numerals refer to books and chapters of H. E. Butler's translation.
c. Early lessons BI C2
   1) Directions for teaching:
      Spelling; writing; reading;
   2) Teaching Greek preferably
   3) Memory exercises
   4) Practice in pronunciation

2. Teacher of Literature and Languages BI C4
   a. Rules for speaking correctly BI C5
      1) Correct pronunciation
      2) Avoid barbarisms
      3) Avoid solecisms
      4) A discourse on language and its basis BI C6
   b. Rules for interpretation of authors BI C8
      1) Lecture on poetry
      2) Student must read aloud and understand content
   c. Oral and written composition BI C9
      1) Retelling fables
      2) Paraphrasing poetry
      3) Character sketches
      4) Moral essays
      5) General propositions
   d. Related studies in music, geometry, astronomy BI C10
e. Training voice and gesture from actor

BI C11

II  Studies with Rhetor

A. Early rudimentary studies

1. The teacher as an example  BII C 1-3
2. Oral composition  BII C 4
   a. Narratives
      1) Fictitious
      2) Realistic
      3) Historical
   b. Refutation and confirmation
      1) Fiction and stories
      2) History
   c. Praise and blame
      1) Compare merits of characters
   d. Commonplaces
   e. Theses
3. Rhetor's analysis of models  BII C 5
4. Speech development from outlines  BII C 6-7
5. Teaching adapted to individual differences  BII C 8
6. Speech of hypothetical cases resembling truth  BII C 10
B. Rules of rhetoric

1. Survey
   a. Nature and end of rhetoric BII C 15-21
      1) Art; 2) Useful 3) Virtue
      4) Material is all and every subject that might come up for treatment
   b. Origin and development BIII C1
      1) Greek and Roman rhetoricians
   c. Kinds of oratory BIII C4
      1) Laudatory; 2) Deliberative;
      3) Forensic
      All dependent on one another
   d. Means of perfecting skill BIII C5
      1) Nature; 2) Art; 3) Practice;
   e. Aims of oratory
      1) Instruct; 2) Move; 3) Charm;

2. Invention
   a. Status
      1) Questions BIII C5
         a) Law or fact
      b) Definite or indefinite
      2) Basis or nature of case BIII C 6-10
         a) Law
            (1) Letter of law or intention
            (2) Contradictory laws
(3) Syllogism
(4) Ambiguity

b) Reason
(1) Conjectural
(2) Definitive
(3) Qualitative

b. Parts of speech
1) Exordium BIV C1
   a) Subject matter varied with case,
      time, place, audience, and judge
   b) Purpose:
      To secure goodwill
      To create anticipation
      To cause readiness
   c) Be brief

2) Narration BIV C2
   a) Concise but not obscure
   b) Begin at point where facts concern
      judge
   c) Enough details for plausibility

3) Digression BIV C3
4) Propositions BIV C4
5) Partitions BIV C5
6) Proof BIV C1-7
a) Artificial

Decisions of previous courts
Rumors
Evidence extracted by torture
Documents
Oaths
Witnesses

b) Artificial

(1) Types of artificial proof

BY C9

(a) Indications
(b) Enthymeme
(c) Examples

(2) Sources for enthymemes BY C10

(a) Signs or indications
(b) Probabilities
(c) Things established by law or custom
(d) Things admitted by either party

(3) 'Places' of arguments BY C10

(a) Accidents of persons
(b) Things

(4) Enthymemes BY C10
(a) Proposition with reason
(b) Conclusion of argument
drawn from denial of
consequents or from in-
compatibles

(5) Argument from similitude BV C9
(a) Like, unlike, or con-
trary
(b) Greater to less - less
to greater

(6) Rules for proof BV C12
(a) Based on certainty
(b) Some things adduced
as proof require proof
themselves
(c) Use strong arguments
singly
(d) Mass weak arguments
(e) Some arguments must be
supported

7) Refutation BV C13
a) Avoid strong emotional appeal
b) Accusation easier
c) To defend deny facts either abso-
lutely or alleged nature
d) Attack arguments en masse if weak

e) Avoid amplifying opponents arguments

f) Attack counsel personally

g) Attack enthymeme BV C14

e) Peroration BV C 1-11

a) Arouse and dispel pity

b) Emotional appeal strongest

c) Enumerate arguments

d) Be brief

c) Pervasive elements BV C2

l) Emotional appeals

a) Stronger than proof

b) Classes:

(1) Pathos - violent, anger, dislike, fear, hatred, pity

(2) Ethos - calm

Excite pleasure and affection

Good character

Courtesy

Possess virtue

Use intermediate style

c) Vivid imagination generates emotion

in speaker
2) Humor BVI C5
   a) Depends largely on nature and opportunity
   b) Applied to oratory
      (1) Weakens opponents arguments
      (2) Self-inflicted humor
      (3) Taking words in different sense
   c) Sources
      (1) Physical appearance
      (2) Character revealed through words and actions
      (3) External sources

3) Debate BVI C4
   a) Rules similar to cross examination

4) Judgment BVI C5
   a) Not taught
   b) Sagacity teaches adaptation of speech to time, place, persons

3. Arrangement BVII C1
   a. Defined - distribution of things and parts to places which it is expedient that they should occupy BVII C1
   b. Rules of arrangement
1) Prosecution - 1st argument strong
   last argument strongest

2) Defense - strongest argument first

3) Relating to conjecture BVII C2
   Fact, intention, alibis

4) Relating to definition BVII C3
   What a thing is
   Whether it is the thing under consideration

5) Relating to quality BVII C4
   a) Line in defense
      (1), (2), (3), (4), (5), (6)
   b) Kinds - Simple and comparative
   c) In relation to law BVII C 5-9

6) Arrangement of whole determined by circumstances

4. Style BVIII-IX
   a. Kinds
      1) Plain - best adapted to facts
      2) Grand - best adapted to moving feelings
      3) Florid - best adapted to conciliate
   b. Elements
      1) Choice of words
         a) Correctness
(1) Individual words BVII C1
Latin, clear, elegant, well-adapted

(2) Groups of words
Correct, aptly placed, adorned with figures

b) Clearness (perspicuity) BVII C2
(1) Propriety
(2) Order straightforward
(3) Conclusion of periods not long postponed

(b) Ornament BVII C3
(1) Literal ornamentation
   (a) Vivid illustration
   (b) Similes
   (c) Emphasis
   (d) Amplification and attenuation B VIII C4
   (e) Sententia (striking thought) BVIII C5

(2) Tropes BVII C6
   (a) To express meaning
      1,2,3,4,5,6,7,8
   (b) To adorn style
      1,2,3,4,5,6
(3) Figures BIX C1
   (a) Thought BIX C2
   (b) Speech BIX C3
Different classes discussed

2) Sentence movement (artistic structure)
BIX C4
a) Parts of style
   (1) Phrases (2) Members
   (3) Periods
b) Particulars of composition
   (1) Order (2) Junction
   (3) Rhythm

C. Facility BX, XI
1. Reading and hearing to acquire words BX C1
   a. Poetry, b. History, c. Philosophy,
   d. Orations
2. Imitation of authors BX C2
   a. Words b. Thought
3. Writing BX C3
   a. Stores resources
   b. Rules:
      1) Slow and accurate
      2) Search for best order, thought, rhythm
      3) Reflective thinking
4) Correct and revise
5) Use method C4
6) Silence and seclusion desired

4. Translations and exercises BX C5
   a. Foreign authors
   b. Poetry into prose
   c. Paraphrasing great orations
   d. Amplification of thoughts
   e. Writing declamations
   f. Writing history, dialogues, verse
   g. Recall in writing public performances

5. Meditation BX C6

6. Extemporaneous speaking BX C7

7. Adaptation of style BXI C1
   a. To speaker
   b. Occasion
   c. Time and place

8. Memory BXI C2
   a. Owes existence chiefly to nature
   b. Exercise improves faculty
   c. Quintilian's method:
      1) Learn speech in parts
      2) Use symbols for parts not easily retained.
3) Memorize from tablet on which speech was composed
4) Learn aloud

9. Delivery BXI C3
   a. Voice
      1) Development
         a) Strength of body
         b) Throat in good condition
         c) Moisture
         d) Avoidance of fatigue
      2) Rules
         a) Distinct enunciation and proper phrasing
         b) Polished pronunciation
         c) Tone sustained
         d) Variety in force and pitch
         e) Even, free breathing
         f) Quality adapted to audience
   b. Gesture
      1) The head most important
         a) Eyes most expressive
      2) Avoid shrugging shoulders
      3) Moderately extended arm and fingers opening as hand advances
III The Ideal Orator

A. Qualifications

1. Be a good man
   a. All excellences of character
   b. A good man knows which of two courses is best BXII C1

2. Natural gifts Pr. BI
   a. Talent
   b. Good voice
   c. Robust lungs
   d. Sound health
   e. Powers of endurance and grace

3. Thorough mastery of art Pr. BI
   a. Skillful teaching
   b. Persistent study
   c. Practice in writing, reading, speaking

4. Knowledge BXII C 2-4
   a. Philosophy
   b. Civil law, customs, religion
   c. Examples old and new

B. Advice to orator BXII C 5-9

1. Display firmness and presence of mind C6
2. Plead in court when strength developed C6
3. Seek harmony in theory and practice
4. Plead that which is just C7
5. Accept fees sufficient for needs C8
6. Examine case of client thoroughly C9
7. Cause more important than self praise in pleading C9
8. Adapt style to speech C10
9. Retire at pinnacle of achievement C11
10. Occupation after retirement C11
    a. Write history
    b. Interpret the law
    c. Write treatise on oratory
    d. Teach eloquence
CHAPTER IV

THE OUTLINES AND DIAGRAMS OF THE RHETORICAL THEORIES COMPARED AND CONTRASTED

This chapter seeks to identify some of the basic contributions of the rhetorical theories presented in outline and diagrammatical forms in chapter III.

I THE SCOPE OF RHETORIC

Definitions of rhetoric. Plato saw rhetoric as the art of winning the soul; thus a strong moral concept was fundamental to rhetoric. Aristotle saw rhetoric as the faculty of discovering in a particular case all the available means of persuasion; thus the systematic pursuit of arguments was fundamental to rhetoric. Cicero did not define rhetoric; however he implied that rhetoric was proficiency in the five classical canons of rhetoric. Quintillian viewed rhetoric as the science of speaking well and an orator as a good man skilled in speaking. This was the first time rhetoric was referred to as a science in the definition, although Aristotle and Cicero looked upon rhetoric as a science. The 'good man' concept was implicit in Plato's definition, fundamental to Aristotelian ethos, and significant in Cicero's discussion of the character of the speaker.
Aims and purposes. Plato considered the aim of true rhetoric to be instruction in right and wrong to serve the ends of justice. The purpose of rhetoric was to use it as a means of pleasing the gods. Aristotle accepted the aims which Plato espoused; however he went beyond him. He said there were additional aims: (1) rhetoric could instruct where scientific instruction was of no avail, and (2) rhetoric is a means of self defense. This second function is alien to Platonic principles which hold that protection against suffering wrong is less important than keeping one from doing wrong, or when wrong is committed to suffer what is just. Cicero differed from this in only one respect. He conceived of the functions of rhetoric as ends in speaking; thus where Aristotle viewed the functions of rhetoric as audience responses, Cicero viewed them as speaker objectives. Quintilian basically coincided with Cicero; however where Cicero neglected the Platonic approach, Quintilian renewed the concept that only a good man knew which of two courses was best.

II CANONS OF RHETORIC

Invention. Plato made no specific reference to invention; however he implied that rhetoric was concerned with the subject matter of philosophy. Aristotle saw
rhetoric as embracing common knowledge not belonging to anyone science but including philosophy. Cicero agreed with Aristotle that broad knowledge was requisite. Quintilian, too, believed that the material of rhetoric was any subject that might come up for treatment.

Plato made no attempt to demonstrate where knowledge could be found. Aristotle discussed copiously the sources or regions of arguments, which he called topoi. His definition implied the importance of going to those regions for material. Cicero's conception was primarily the same as Aristotle's. Quintilian's analysis of sources was similar but inferior to Aristotle.

The concept of status received its first attention from Aristotle, although this understanding is not common. Cicero expanded it. Quintilian was even more thorough than Cicero.

The ethos of the speaker was developed by Plato, who emphasized intelligence and character as persuasive agents. Aristotle added the element of good will as an integral part of ethos. Plato would deny the use of good will in rhetoric as unethical. To him the speaker must utter what is best for the people, ignoring what at times seems more pleasant to them. Aristotle saw ethos as artistic only when it was created by the speech itself rather than by
any antecedent impression. Cicero viewed ethical proof as an end in speaking. He emphasized qualities similar to Aristotle but differed from him in two respects. First, one's achievements in life were important in winning good will, even in speaking situations. Second, ethical proof was considered closely related to the mild emotions. Quintilian supported Cicero's position that ethos was synonymous with the class of calm emotions. Quintilian added the significance of courtesy as an element of ethos.

Plato mentioned the importance of pathos briefly, and sanctioned its use. Aristotle surpassed Plato by treating the nature of the emotions systematically. Cicero more nearly associated pathos with violent emotions and an animated delivery. His analysis of the emotions was not as comprehensive as Aristotle's. Quintilian followed Cicero's classification of the emotions. His contribution was negligible.

Logos did not receive systematic treatment from Plato. Aristotle's treatment was thorough. By comparison Cicero was inferior to Aristotle. Quintilian surpassed Cicero but contributed little to the Aristotelian analysis.

Plato declared the importance of the speaker's knowledge of the audience. Beyond this reference no analysis
was presented. Aristotle analyzed the character of the audience. The treatises of Cicero and Quintilian treated the subject in a most cursory way.

The divisions of proof into the inartistic and the artistic created by Aristotle, remained unaltered by Cicero and Quintilian. The analysis of inartistic proof as treated by these three rhetoricians was almost identical.

Humor was first treated systematically by Cicero, Quintilian was second in emphasizing it. Aristotle's examination of the ludicrous was superficial. Plato made no mention of it.

The qualifications of the ideal orator were most thoroughly described by Cicero and Quintilian. In their treatises the importance of natural gifts and practice was stressed. Plato and Aristotle said nothing of these qualifications in the treatises discussed.

Arrangement. Plato viewed a discourse as having three parts—a beginning, middle and end—each related to one another and the whole. Aristotle considered only narrative and argument as essential parts of a speech, but admitted proem and epilogue. His examination was more definitive than Plato's, including the functions of each part of a speech and the nature of each with respect to
the kinds of speeches. Advancing beyond an examination of the natural order, Cicero viewed arrangement as dependent upon the orator's judgment and prudence. In this respect he excelled Aristotle. Quintilian accepted this two-fold order; however he added several divisions to the natural order and considered them as an integral part of invention. Quintilian's analysis generally paralleled Cicero's.

**Style.** Plato made but slight mention of this canon. Aristotle treated it as less important, rhetorically, than invention. He considered style as choice of words and sentence-movement. This concept became traditional with Cicero and Quintilian, who treated it more thoroughly than Aristotle. Cicero introduced three kinds of style comprehensively. Quintilian indicated the appropriate kind of style to be employed for the ends of speaking and incorporated suggestions for acquiring a facility in style.

**Memory.** Plato and Aristotle omitted all discussion of memory. Cicero introduced this canon but treated it sparingly. Quintilian contributed a full and original method for memorizing a speech. In contrast to Cicero he discouraged the use of symbols in memorizing material except for parts not easily retained.
Delivery. Plato made no reference to delivery. Aristotle restricted his analysis of it to the voice. Cicero accepted Aristotle's constituents of vocal variety. He contributed the importance of gesture. Quintilian restated Cicero's analysis of delivery but added suggestions for developing the voice.

III OTHER RHETORICAL CONTRIBUTIONS

Not only did Plato contribute to a better understanding of true rhetoric, but he also exposed false rhetoric as he observed it in practice. When the two are contrasted the meaning and importance of the true philosophical approach to rhetoric may more readily be comprehended.

The contribution of Quintilian's treatise consists fundamentally in its pedagogical implications which comprised four of his twelve books. This teaching manual embraced the training and development of the ideal orator from birth through retirement. A glance at the outlines and diagrams emphatically reveal this well-known fact.
IV SUMMARY EVALUATION

Considering each of the rhetoricians with respect to the particular canon he developed most adequately, the writer submits the following evaluation:

1. Plato treated the inventive process more systematically and comprehensively than the other canons.

2. Aristotle followed Plato in emphasizing the inventive process as of first importance in rhetoric; however, he recognized the importance of delivery due to the depravity of human nature.

3. Cicero discussed with approximately equal emphasis invention, disposition, and style.

4. Quintilian emphasized equally invention and style over the other rhetorical canons.

Analysis of the outlines and diagrams would seem to validate the following conclusions:

1. Invention was most thoroughly developed by Aristotle of the rhetoricians considered in this study.

2. Style was most thoroughly developed by Cicero
and Quintilian.¹

3. Disposition was most thoroughly developed by Cicero.

4. Memory and delivery were developed most thoroughly by Quintilian.

¹ Cicero reserved his main discussion of style for The Orator which is not included in this study.
CHAPTER V

SUMMARY AND CONCLUSIONS

I SUMMARY

Through the medium of outlines and diagrams this study has presented the essential elements of the rhetorical theories of Plato, in the *Phaedrus* and the *Gorgias*, *The Rhetoric of Aristotle*, Cicero's *De Oratore* and *The Institutio Oratoria* of Quintilian. This author has maintained that through this medium an understanding of the similarities and dissimilarities of rhetorical theories may more readily be comprehended. It was suggested that outlines of these theories and slides from their diagrammatical representations might serve as a core for instructional purposes or as a basis for further investigation.

It was observed that each of these rhetoricians advanced the continuum of rhetorical theory. In addition to exposing the moral weaknesses of false rhetoric as he observed it in practice, Plato, as a philosopher, laid the foundation for a true rhetoric. Upon this foundation, Aristotle, Cicero and Quintilian built the structure of classical rhetorical theory. Approaching
rhetoric as a scientist and analyst Aristotle contributed most to the study of invention. Cicero as an orator contributed greatly to an analysis of disposition and style. Presenting what may well be termed a manual for the teaching of rhetoric, Quintilian not only offered sound instruction for the training of an orator from birth through retirement, but he also made a valuable contribution to the theories of memory, delivery and style.

II CONCLUSIONS

Since certain limitations must be imposed in the scope of any study, the comparative analysis of the rhetorical theories of Plato, Aristotle, Cicero and Quintilian was restricted to two Platonic dialogues and a single treatise by the remaining three rhetoricians. These men imparted rhetorical concepts in other writings some of which are extant. Investigation of additional treatises by these men would necessarily supplement and amplify the rhetorical concepts revealed in this study. A second limitation of this study appeared in the efforts of the writer to discuss only the basic contributions of these theorists. A more thorough and penetrating comparative analysis of these areas would be a major contribution to the continuum of rhetorical theory.
SELECTED BIBLIOGRAPHY


