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# Introduction

## Maxims

Maxims originate from the traditional and collective wisdom of mankind. They are memorable, concise, sensible words of wisdom:

*All's well that ends well.*

*Practice makes perfect.*

Maxims originate in the common and in the wise. The common has often been documented by the wise, and words written by the wise have often been liked and freely used by commoners. Every day experiences of woodcutters, seamstresses, farmers, and housewives are often the root of the creation of maxims.

Many English maxims owe their origin to the Bible:

*Pride goeth before a fall.*

*A soft answer turneth away wrath.*

Several maxims have their origin in the works of William Shakespeare. It is difficult to be certain whether these proverbs were truly invented by Shakespeare, or if they were already in existence before or around his time:

*The devil can cite Scripture for his purpose.* (The Merchant of Venice)

*A rose by any other name would smell as sweet.* (Romeo and Juliet)

Many famous authors have also coined maxims:

*A little learning is a dangerous thing.*  
~Alexander Pope (Essay on Criticism)

*A penny saved is a penny earned.*  
~Benjamin Franklin

Many English proverbs have their origin in other languages like French or Latin.

*Caveat emptor.* (Latin)

*Cave canem.* (Latin)

*Carpe diem.* (Latin)

## Overview

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Maxims

Instructions

Progymnasmata

How to use this Book

Commonplace Book

Answer Key

Terminology

◆◆◆◆◆◆◆◆

[A MAXIM IS]  
AN ESTABLISHED  
PRINCIPLE OR  
PROPOSITION; A  
PRINCIPLE GENERALLY  
RECEIVED OR  
ADMITTED AS TRUE.  
IT IS NEARLY THE  
SAME IN POPULAR  
USAGE, AS AXIOM  
IN PHILOSOPHY  
AND MATHEMATICS.  
~ FRANCIS BACON

Maxims are to be interpreted in two ways: literally and metaphorically.

Literal maxims are of this type:

*Hope for the best and prepare for the worst.*

*Better late than never.*

Metaphorical maxims are of this type:

*A bird in the hand is worth two in the bush.*

*Hammer while the iron is hot.*

In this book you will read many maxims, interpret them, and write essays explaining why they are wise. The essays will be written based on the ancient outlines for the progymnasma maxim.

## **The Progymnasmata**

The classical Greek *progymnasmata*, or preliminary rhetorical exercises, provide the central core around which Classical Writing is organized.

The progymnasmata are a series of writing patterns that show how to put thoughts together and arrange them for a given rhetorical purpose. Students benefit from learning to write through the progymnasmata because:

1. Each exercise addresses a specific occasion. You do not just choose to write an essay and begin writing more or less randomly. The progymnasmata comprise a list of specific projects. By choosing a specific project, you can more effectively shape your composition by knowing the audience, the occasion, the tone, and the style required for the occasion.
2. The progymnasmata contain within them wisely crafted outlines as an aid to invention (developing the topics and arguments of the essay) and arrangement. Once you have chosen a subject, the progymnasma outline helps you consider your subject from every possible angle: virtue, morality, expediency, legality, personal circumstances, physical possibilities, motivational probabilities, and so forth.

Maxim is the first exercise in the progymnasmata sequence where you will write an essay. In it, a maxim is amplified through a series of topics from a fixed outline. The aim of the exercise is to show why the maxim is wise and praiseworthy.

Along with its twin-progymnasma chreia, the maxim exercise explains the meaning of a concept or idea. Amplifying a maxim is, in terms of content, a simple exercise. You are easily able to generate rhetorical support for the wise saying because its lesson is familiar and commonsensical. The pedagogical brilliance of this exercise is that you are able to concentrate your efforts, instead, on how to say what you want to say, while the content of the exercise is fairly easy to write about.

## **How to Use this Book**

*Diogenes: Maxim* is the third book in the Classical Writing series. It is designed for the student who has completed *Homer* and emphasizes work on the third progymnasma *Maxim*. As Aesop was our mascot for fables, Homer was our mascot for narratives, now Diogenes is our mascot for maxims.

## Diogenes of Sinope

Diogenes (circa 400 BC) was a Cynic philosopher of Sinope, a seaport on the Black Sea in Asia Minor. His father, Icesias, a banker, was convicted of debasing the public coin, and was obliged to leave the country. Diogenes went to Athens, where he became a disciple of Antisthenes, the head of the Cynics. Renouncing every worldly ambition, Diogenes distinguished himself by his contempt of riches and honors and by his invectives against luxury. He wore a coarse cloak, carried a wallet and a staff, and relied on charity for his daily bread. He lived in a large tub in the Metroum. Diogenes practiced self-control and a most rigid abstinence. He is famous for his maxims (pithy expostulations of wit) as well as for his unusual actions and insightful reactions to questions posed to him.

## Organization

The book is divided into five units. Each unit focuses on teaching the outline points of the progymnasma maxim through theory, analysis and imitation, and a writing project. The fifth unit focuses on application of maxim to modern essay writing.

## Theory, Analysis, and Imitation

Each unit begins with theory. The theory is the study of concepts and basic principles taken from rhetoric or from grammar. The rhetorical theory lessons are rooted in Graeco-Roman tradition. In the analysis and imitation units, you apply the theory you have learned to “models”, excerpts of literary works or essays. After learning the theory and applying it to models, the writing projects teach you how to write complete essays, using the concepts learned in theory and analysis & imitation.

## Lessons

This book should be studied straight through from beginning to end. That is, start at the first unit with the first lesson and work your way through until you get to the last lesson of the last unit. This change in the Classical Writing format is intended to make the use of these books easier.

This book should take as long as it takes the student to become comfortable with the material. Generally, we expect that a student in 7th grade or higher would finish this book in a school year. Younger students may take longer. The amount of repetition of any lesson (if you choose not to use the workbooks) is up to student and teacher. There are extra model suggestions throughout the text to reinforce the concepts of any lesson. Our suggestion is that you take a minimum of one hour per day to work on the *Diogenes: Maxim* lessons and writing projects.

To repeat lessons and complete additional practice of analysis & imitation concepts as well as writing projects, we have provided suggestions at the end of each unit. You will need to print models and make additional copies of tables to do this.

## Student Guide

The optional student guide by Kathy Weitz provides daily and weekly assignments to complete this book. Extra study notes, an answer key, and models for additional reinforcement of all concepts in this book are also included. Wherever you see the student guide logo, the exercise can be completed in the tables provided in the SG.



## Who should use this Book

*Diogenes: Maxim* is for students who are beginning basic argumentative writing. We go through the ancient outline of the progymnasma maxim and apply grammar and other theory as we explain and practice writing the different paragraph headers from the outline. We then show how this applies to writing a simple modern five paragraph essay.

## Reference Works

For this course you should concurrently be going through a grammar theory course, such as one of *Harvey's Grammars*, *Rod and Staff 7*, or another equivalent grammar program.

In addition you should have at hand

- a dictionary (preferably one that lists word etymology and Greek and Latin roots)
- a thesaurus

## Answer Key

We have given examples for each imitation exercise and writing project at the end of each lesson or writing project unit. An answer key with discussion question answers and grammatical analysis of suggested sentences is included in the student guide.

## Literature Choices

The literature passages (models) we use this year have been chosen at a certain level of difficulty, specifically to increase the student's vocabulary and his ability to read short passages of challenging texts.

A passage is challenging for a student if:

1. The topic or content is difficult.
2. The vocabulary and diction is complex.
3. The passage is long.

If for a specific model all of the above is true, most students will become discouraged. In our choices of models the passage is usually short, and either the topic is simple or the vocabulary not so difficult. We aim for passages where no more than two of the above three points are true.

It is important to steep students in the more difficult language for the training of the ear. It is like this: The more you read of Shakespeare or watch his plays, the easier it is to understand him. Students who are used to watching Shakespeare plays since age ten can just sit down and understand most Shakespeare dialogue with ease. Students to whom the language is unfamiliar struggle to understand him. The same is true for the writings of the 18th and 19th century writers. Students who are college-bound need to be in tune with the more sophisticated language of the Great Books, and it is done by analysis of short but difficult models. We can all take whatever time it takes to decipher the meaning of one or two short paragraphs in a language arts session each day, even if reading the whole book would be tortuous.

## Terminology

The word 'maxim' can refer to either the exercise of writing an essay amplifying the wisdom of a maxim (proverb) or a short pithy saying itself, a proverb.

One of the paragraph headers of the progymnasmata is 'example'. A paragraph labeled 'example' is a paragraph that gives a narrative example of why the maxim is wise. We have labeled the example paragraphs 'example (paradigm)'.

## Commonplace Book

A COMMONPLACE BOOK is a book in which 'commonplaces' or passages important for reference are collected, usually under general headings; a book in which one records passages or matters to be especially remembered or referred to, with or without arrangement.

*Oxford English Dictionary. Oxford: Oxford University Press, 1971.*

### Who

The copybook now gives way to the commonplace book. Commonplace books are hand-written compilations of striking passages garnered from one's reading. Keeping a commonplace book was a fashionable habit among educated men and women during the 16th and 17th centuries. We recommend that both student and teacher keep a commonplace book.

### What

'Commonplacing' is the act or art of selecting important phrases, lines, and/or passages from texts and writing them down. The commonplace book is the notebook in which a reader has collected quotations from works he has read. They are frequently indexed so the reader can locate quotations related to particular topics or authors.

Similar to copybook, the act of copying selected passages into a commonplace book, albeit laborious and at times tedious, is time well spent interacting with that author's ideas and expressions; it is a time to note choices of words, turns of phrases and sentences, use of rhyme and meter, as well as the spatial arrangement of a piece of writing. A commonplace book will help you retain a storehouse of internalized phrases and sentence constructions which will be useful when you attempt your own compositions of poetry or prose.

### When

Any time you find a passage, poem, you would like to record in your commonplace book, do so. In addition, the lessons in each unit will prompt you to record certain passages in your commonplace book and remind you to look for other examples to include in the book as well.

When an assignment includes commonplace book, this logo



will appear in the left column.

### How

Usually commonplace books are divided into subheadings of interest. The headings for commonplace books vary depending on the interests and purpose of their writers. For the

purposes of this curriculum we recommend using headings which encourage you to look for and find examples of the figures, sayings, and type of writing studied in this book. Your commonplace book will be a bound composition book divided into four major sections. Specific instructions for one method of constructing and keeping a commonplace book can be found in the *Diogenes: Maxim Student Guide*.

Here is a list of the major divisions and what to record where:

- 1. Maxims and Chreiai:** Record any maxims (short sayings or proverbs) you come across during this course. Chreiai will be covered in our next book.
- 2. Progymnasmata Headers:** These are the paragraph titles that we will work with in this course. You will have a page for each of these (definition and examples of the type of paragraph): Encomium, Paraphrase, Cause, Opposite, Analogy (Comparison), Example (Paradigm), Testimony, Epilogue.
- 3. The Canons of Rhetoric (for writing)**
  - Canon of Invention:** Definition, Comparison, Relationship, Circumstance, Testimony
  - Canon of Style:** Figures of speech, Diction
  - Canon of Arrangement:** Record here the outline for each progymnasma
- 4. Special Topics:** Judicial, Ceremonial, and Deliberative Rhetoric
- 5. The Three Appeals:** Ethos, Logos, and Pathos
- 6. Favorite Passages:** record any passage for a commonplace book assignment that does not fit under any other division of the commonplace book.

## Unit 1

# THEORY

## *The Maxim*

### Introduction

Theory work supports the writing projects in that you complete most of your paragraph writing work in a theory unit. You then pull the paragraphs together during your writing project time so that they form a complete essay.

In the theory units throughout this book, you will keep a commonplace book.

### Overview

◆◆◆◆◆

Rhetoric

Progymnasmata

Grammar

Additional Practice

◆◆◆◆◆

LITTLE BY LITTLE  
DOES THE TRICK.  
~ AESOP



# Rhetoric

## Lesson 1 - What is a Maxim?

### Goal

Learn the definition and characteristics of a maxim.

### Introduction

A maxim or proverb (*gnome*) is a short saying with a moral to it. It is usually one sentence long and often uses metaphorical or figural language to be pithy or charming. It is a general statement that dissuades or exhorts, often by saying what something is or does in terms of its nature, qualities, or consequences.

*Haste makes waste.*

*Don't count your chickens before they hatch.*

*The early bird gets the worm.*

*He who hesitates is lost.*

### Maxims

1. are short, usually one sentence,
2. often use figures of speech, particularly metaphors,
3. are general statements (applicable to many cases),
4. dissuade or exhort,
5. say what something is or does in terms of its nature, qualities, or consequences.

**Note 1** - Figures of speech and metaphors will be discussed in Lesson 2

**Note 2** - Maxims can also be 'double', for example: "You will be taught good things from good men; but if you mingle with the bad, you will lose the wit you have". The Bible often imparts wisdom using a chiasmic structure: that is, a crossing or intersecting of two different ideas in the same maxim. "The fear of the Lord is the beginning of knowledge: but fools despise wisdom and instruction." (Proverbs 1:7)

### Exercise

Work with the maxims given in this lesson. Affirm the characteristics of each. The first maxim has been done for you in the table which follows.

<i>Maxim:</i> <b>Haste makes waste.</b>	
How many sentences, how many words? Is it short?	One sentence, three words (short)
Is there metaphorical or figural language used? (Explain)	'Haste' rhymes with 'waste'.

Is it a general statement (applicable to many cases)?	Meant to apply to anyone who hurries. (He is likely to 'waste').
Does it dissuade or exhort? Dissuades from what? Exhorts to what?	Dissuades from going too fast (being careless).
Is something said to be or do something? What?	Haste is said to 'make' waste (consequences).

Examples of maxims are:

*Don't count your chickens before they hatch.*

*The early bird gets the worm.*

*He who hesitates is lost.*

*Slow and steady wins the race.*

*Never trust flatterers.*

*Little by little does the trick.*

*Pride goeth before a fall.*

*Many are called, but few are chosen.*

*Blessed are the pure in heart, for they shall see God*

*Better late than never.*

*Early to bed and early to rise, makes a man healthy, wealthy, and wise*



Add two or three maxims to your commonplace book under the division of maxims.

For non-biblical chiasma, see:

<http://www.chiasmus.com/>

For a scholarly study of chiasma in the Bible, see John Breck, *The Shape of Biblical Language*. (ISBN 0881411396)

Sources of maxims: Aesop's morals, biblical Book of Proverbs, on-line lists or books of proverbs, quotations and quips of famous people, Hirsch books (*What Your \_\_\_\_\_ Grader Needs to Know*).

## Lesson 2 - Metaphorical & Literal Maxims

### Goal

Learn the two types of maxims.

### Introduction

There are two types of maxims:

1. Literal maxims
2. Metaphorical\* maxims

Literal maxims are maxims such as:

*Haste makes waste.*

*Better late than never.*

*Early to bed and early to rise makes a man healthy, wealthy and wise.*

Literal maxims do not mention specific situations, professions, or activities. They mean precisely what they say.

*Haste makes waste* means that if you hurry, you might lose or destroy what you are doing in the process.

Metaphorical maxims are maxims that draw an analogy to something in an everyday situation, profession, or activity to make their point. Metaphorical maxims must be applied more broadly to see their wisdom.

Examples of metaphorical maxims are:

*A bird in the hand is better than two in the bush. (from nature)*

*Hammer while the iron is hot. (from blacksmithing)*

*A stitch in time saves nine. (from sewing)*

These maxims are metaphorical because they have a specific place, profession, or action in mind (nature, blacksmithing, sewing), but the principles behind them are meant to be applied broadly as universal prescriptions for how we ought to be, think, or act.

*A stitch in time...* as a general principle means that if you repair something early, the damage will not be so extensive. The principle could be applied to repairing a leaky pipe before the basement is flooded, or it could be pulling the occasional weed before your garden becomes a jungle.

*A bird in the hand...* means that anything you own, that is securely yours, is to be preferred over something that is only tentatively yours—a promise or a hope. This maxim exhorts you not to count on a future paycheck but rather to count only on the money that you currently have in cash.

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\* The metaphorical maxim is a maxim that acts like a metaphor. A metaphor compares two things which are alike in some respects but not in others, to paint a picture in the reader's/hearer's imagination. The things that are compared are not normally associated with one another. Examples of metaphor: Life is a beach. A blanket of snow fell through the night. Pharaoh had a heart of stone.

*Hammer while the iron is hot...* refers to a state of readiness. It means that when everything is ready to go for a project or action, make as much of that state of readiness as you possibly can because it will not persist. The opportunity might not come again. Eventually the iron will become cold and need heating again. This could refer to your having talked another person into doing something. He or she has finally agreed. Get him into action before he changes his mind.

## Exercises

Fill in the table below.

- First decide whether the maxim is metaphorical or literal.
- If you can, give the metaphorical analogy of the maxim. That is, tell what area of life the maxim comes from: fishing, traveling, cooking, farming, etc.
- Finally, give the general principle or meaning of the maxim.

<i>Maxim</i>	<i>Metaphorical or literal?</i>	<i>If metaphorical, from what? (nature, profession, activity)</i>	<i>Meaning</i>
<b><i>Beware of flatterers.</i></b>			
<b><i>One swallow does not make a summer.</i></b>			
<b><i>The early bird gets the worm.</i></b>			
<b><i>You reap what you sow.</i></b>			
<b><i>Slow and steady wins the race.*</i></b>			
<b><i>A stitch in time saves nine.</i></b>			

\* If the maxim contains any metaphorical components, it is classified as metaphorical.



### Lesson 3 - The Meaning of a Literal Maxim

#### Goal

Find the meaning of a literal maxim.

#### Introduction

To find the meaning of a literal maxim, look at the meanings of its significant words, one by one. For a review of vocabulary skills, see *Homer Day 2, Skill Level 2*.

Example: *He who hesitates is lost.*

The two significant words are *hesitates* and *lost*.

1. Determine each word's part of speech as used in the model.
2. Look up each word in the dictionary and find the correct definition; test the definition.
3. List synonyms (from a thesaurus if necessary).

Word	Part of Speech	Dictionary Definition	Synonyms
<b>hesitates</b>	active verb, subject 'who'	to hes·i·tate (intransitive verb) <ul style="list-style-type: none"><li>• to be slow to act, speak, or decide.</li><li>• to pause in uncertainty; waver.</li><li>• to be reluctant.</li></ul>	to wait, be reluctant, be unwilling, defer, delay, demur, doubt, falter, linger, think twice, vacillate, waffle, waver
<b>lost</b>	subject-complement (adjective) describing 'he'	lost (adjective) <ul style="list-style-type: none"><li>• To be deprived of something</li><li>• Not knowing where one is going</li></ul>	to be adrift, forfeit, lacking, without direction

*He who hesitates is lost* would be explained via its dictionary definitions as something like:

He who is slow to act, uncertain, wavering, or reluctant is deprived, left behind, or in some other way fails to win.

**Note** - (Optional) For a difficult maxim that employs archaic or unusual language (whether it be a metaphorical or literal maxim) you may want to perform a word analysis using Aristotle's Ten Categories. See *Poetry For Beginners, Day 2, Imitation, Skill Level 2, Lesson 2*.

Exercise



Fill in the following table, defining key words and paraphrasing the meaning of the maxim.

<i>Maxim</i>	<i>Key Words and Definitions</i>	<i>Meaning of Maxim</i>
<b><i>Haste makes waste.</i></b>	haste - waste -	
<b><i>Nothing ventured, nothing gained.</i></b>	ventured - gained -	
<b><i>Imitation is the sincerest form of flattery.</i></b>	imitation - sincerest - flattery -	
<b><i>Practice what you preach.</i></b>	practice - preach -	
<b><i>Better late than never.</i></b>	better - late - never -	



## Lesson 4 - The Meaning of a Metaphorical Maxim

### *Goal*

Find possible meanings of a metaphorical maxim.

### *Instructions*

Here, you will learn how to decipher the meaning of a metaphorical maxim. We will give an example with a specific metaphorical maxim and show how to find the meaning of any metaphorical maxim.

Once you have established that your maxim is a metaphorical maxim, you need to ask yourself three questions:

- *When is it true?*
- *In what sense is it true?*
- *How can it analogously be true in other situations?*

### *When is it true?*

Most metaphorical maxims apply to many situations, but not to all. For example, *Don't count your chickens before they hatch* is first of all literally true in the sense that not all eggs will hatch a chicken. It is also true in that one should not count on something until it can truly be counted on.

### *In what sense is it true?*

The word 'count' can be understood in two ways. The first is a literal counting: 1, 2, 3... The second meaning is that of depending or relying on some kind of income or benefit. The latter meaning is the one with universal application. Never count on something until it is secured.

### *How can it analogously be true in other situations?*

The meaning of this maxim is not limited to poultry farming. The maxim can be used as a saying whenever someone might be counting on the potential of something before that potential has been fully realized.

A similar Scandinavian maxim states *Don't sell the skin until the bear has been shot*. The analogy is clear. If you are making money on your bear skin before you actually have a bear skin to sell, you might find yourself in financial trouble if you never do shoot that bear.

### *Exercise*

Choose four metaphorical maxims from the next page. Go through the steps in the table to analyze their meaning. Summarize your analysis for each maxim in one paragraph.

<i>The Steps for Analysis of a Metaphorical Maxim</i>	
<b>1. What is the maxim warning to do or be, or NOT to do or be? (be specific)</b>	
<b>2. When is it true?</b>	
<b>3. In what sense is it true?</b>	
<b>4. How can it analogously be true in other situations?</b>	

Suggested metaphorical maxims for practice are:

*Slow and steady wins the race.*

*A bird in the hand is better than two in the bush.*

*Do not throw rocks if you live in a glass house.*

*You can lead a horse to water, but you cannot make him drink.*

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# Progymnasmata

## Lesson 5 - The Progymnasmata

### *Goal*

Learn the basic list of the progymnasmata exercises.

### *Introduction*

The progymnasmata, also known as the preliminary rhetorical exercises, are traditionally broken down into fourteen exercises.

Each exercise (progymnasma) covers a specific type of writing. The first progymnasma, fable, teaches a student to retell one of Aesop's fables; the second, narrative, teaches him to retell any story. The sequence of all fourteen progymnasmata is listed in the following table.

<i>Progymnasma</i>	<i>Purpose</i>
<b>Fable</b>	Retells a fable, usually from Aesop
<b>Narrative</b>	Retells a short narrative
<b>Maxim</b>	Amplifies a wise saying
<b>Chreia</b>	Amplifies an anecdote about a wise person (something he or she said or did)
<b>Refutation</b>	Argues against a particular version of a narrative event
<b>Confirmation</b>	Argues for a particular version of a narrative event
<b>Commonplace</b>	Elaborates on, praises, or blames a certain type of person, or a certain virtue or vice
<b>Praise (Encomium)</b>	Praises a person
<b>Blame (Invective)</b>	Blames a person
<b>Comparison</b>	Compares a given subject with another subject (using praise/blame)
<b>Description</b>	Describes an event or place vividly
<b>Characterization</b>	Invents a monologue which a person might have made on a specific occasion
<b>Thesis</b>	Inquires into a debatable question that argues a general point
<b>Law</b>	Argues for or against a legislative proposal in general terms

The outlines for maxim and chreia are nearly identical. This book focuses on maxims and amplifies their wisdom. *Diogenes: Chreia*, the next book, focuses on chreiai.

*Exercise*



Record the list of the fourteen progymnasmata in your commonplace book under the canon of arrangement.

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## Unit 3

# THEORY

## *Cause and Opposite*

### Introduction

This unit introduces you to the headers of cause and opposite.

Cause and opposite discuss the reasons behind the maxim. What are the consequences of the maxim?

### Overview

◆◆◆◆◆◆◆◆

Introduction

Rhetoric

Progymnasmata

Grammar

◆◆◆◆◆◆◆◆

BECAUSE GOD MADE  
THE STARS TO SHINE,  
BECAUSE GOD MADE  
THE IVY TWINE,  
BECAUSE GOD MADE  
THE SKY SO BLUE,  
BECAUSE GOD MADE  
YOU,  
THAT'S WHY I LOVE  
YOU.  
~ ANONYMOUS

# Rhetoric

## Lesson 1 - The Three Kinds of Rhetoric

### Goal

Learn about the three basic kinds of rhetoric (kinds of speeches one can make).

### Introduction

From Aristotle's *Rhetoric* (Book I, Chapter 3), we read that:

*Rhetoric falls into three divisions, determined by the three classes of listeners to speeches... The hearer must be either a judge, with a decision to make about things past or future, or an observer... there are three divisions of oratory: (1) deliberative, (2) judicial, and (3) ceremonial oratory of display.*

In this book we will list the three special topics in order of a timeline: past, present, future.

Judicial (forensic) rhetoric deals with an "event of the past", as a particular action or deed done by a particular person or persons. That is, somebody is attacked or defended because of a specific past action. It is like a court case where someone is judged innocent or guilty.

Ceremonial rhetoric is aimed at praising someone. Usually it is praise, whereas judicial rhetoric is usually an attack. Ceremonial rhetoric occurs in the present (for example, a birthday speech or a funeral oration). It is a praise of a person for his heritage, his person, and his accomplishments over a lifetime. In contrast to judicial rhetoric, ceremonial rhetoric is a general praise of the whole person, not a praise of a specific action or deed.

Deliberative rhetoric is rhetoric of the future. It usually concerns itself with future action, and it tends to deal with political issues. Should we or should we not pass this or that law? Ought we do this or that?

### Examples

Type of Rhetoric	Aristotle Says	Example
<b>Judicial</b> (Judging an event of the past)	Judicial oratory either attacks or defends somebody.	<i>Repel this man and his companions from your altars and from the other temples - from the houses and walls of the city - from the lives and fortunes of all the citizens; and overwhelm all the enemies of good men, the foes of the republic, the robbers of Italy, men bound together by a treaty and infamous alliance of crimes, dead and alive, with eternal punishments.</i> ~ Cicero, "Against Catiline"
<b>Ceremonial</b> (Epideictic, celebrating a person)	Ceremonial oratory either praises or censures a person.	<i>First in war, first in peace, first in the hearts of his countrymen.</i> ~ Henry Lee, about George Washington
<b>Deliberative</b> (Political, aiming at future action)	Deliberative oratory urges us either to do or not to do something.	<i>Censer Carthaginem esse delendam. (I declare that Carthage must be destroyed.)</i> ~ Cato the Elder, 234-149 BC

*Exercise*



Record instances of all three types of rhetoric in your commonplace book. Look to your reading and history studies for examples.

**N**ote - The concepts learned in this lesson will be applied to speeches later in the book.

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# Progymnasmata

## Lesson 2 - The Cause Paragraph

### Goal

Learn the definition, use, and structure of the cause paragraph.

### Introduction

So far, in the progymnasma maxim we have covered the paragraphs of paraphrase, encomium, example (paradigm), and epilogue. Now, we add, the cause paragraph to our outline. In what follows we explain what its purpose is.

The two sentences

*He who does not work shall not eat,*

and

*The love of money is the root of all evil,*

are maxims. Maxims are statements, but not statements that are true or false. There is no way to assess the truth value of a maxim. A maxim is a wise saying, a piece of wisdom that has to be applied. Wisdom is a different critter from truth. Truth is something we can assert universally, but wisdom has to be applied to a particular situation with discernment. A maxim cannot be applied to all situations at all times. To apply the wisdom of a maxim requires consideration of the implication of each individual situation, and as well as an initial assessment as to whether it is appropriate to apply it at all.

This leads us to the cause paragraph, which helps us why and when the maxim is considered a wise saying.

The definition of 'cause paragraph' is as follows:

A **CAUSE** paragraph tells the hearer of the maxim reasons why and when he would do well to pay attention to the wisdom the maxim advocates.

Header	Definition	Use	Place in outline
<b>Cause</b>	A cause paragraph explains the wisdom of the maxim.	To explain the reason for or the consequence of the wisdom of the maxim.	After the Paraphrase

Take the maxim *He who does not work shall not eat*. A person who does not work will have no earnings from his labor and hence will have no money with which to buy food. This maxim goes with Aesop's fable *The Ant and the Grasshopper*, where the Grasshopper plays all summer, while the Ant is busy storing food for winter. As winter comes, the Grasshopper has nothing to eat. The maxim has a straightforward cause and effect relationship.

Likewise in the maxim *The love of money is the root of all evil*, we have another cause and effect related to the maxim. A person who loves money will hoard it. He will neglect

giving to the poor, fail to thank God, and fear that others will want to take his riches. He might become suspicious, paranoid, and tempted to do all manner of evil deeds (lie, cheat, steal, or embezzle) to continue to expand his bank account. Examples of that might be *Mr. Scrooge* in Dickens' *A Christmas Carol* or the character of Silas Marner in the beginning of the novel of that same name by George Eliot.

### Ancient Examples of Cause

Maxim	Cause
<b>"To sleep all night ill suits a counselor on whom the folk rely, whose cares are many."</b> <b>~Homer</b>	<i>It is the proper concern of the man who has the burden of the folk resting on his shoulders to give counsel and to carry out his counsel according to this concern. But above all he must keep watch against the treachery of his opponents, not only by day, but especially by night, so that when he has offered counsel his personal affairs will prosper, and he may inflict defeat on his enemies by making his own people victor over these enemies.</i> ~ Nikephoros Kallistos Xanthopoulos, in Hock and O'Neil, <i>The Chreia and Ancient Rhetoric: Classroom Exercises</i> .
<b>"Every blessing depends on wisdom alone."</b> <b>~ Chaeremon</b>	<i>The person who is adorned with wisdom is admired for standing by his friends and esteemed for fighting his enemies, advising the former on what will be advantageous and causing the latter harm. And in time of peace he does not pay undue attention to any matter of personal concern. When party strife erupts in many places among the citizens, he himself brings about the peace. And using wisdom as a guide, he relieves the swelling and inflammation with a stern rebuke, and he exalts what is unreasonably humbled by being humble along with it. And in a word, he possesses those blessings by which a person, once he has been equipped with the rational faculty, is viewed as positively rich.</i> ~ George Pachymeres, in Hock and O'Neil, <i>The Chreia and Ancient Rhetoric: Classroom Exercises</i> .

The two examples above show how the ancients would explain the wisdom of a maxim. Xanthopoulos says that the proper concerns of a man whom people rely on are not his own comforts (sleep) but to be vigilant and on guard against opponents, especially at night. Pachymeres says that the person who has wisdom is gifted on all occasions.

### Exercise

Record the definition of a cause paragraph. Begin to record examples of cause paragraphs that you find in this book, your reading, or elsewhere.

Memorize the complete definition of cause.