

**English Composition III& IV: Chreia and Maxim
Stages**

By

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Composition Curriculum

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Progymnasmata: Stage Three and Four

Chreia & Maxim

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Introduction: Chreia and Maxim

These two sets of exercises, chreia and maxim, would correspond to an expository essay in modern composition theory. The students are learning how to structure their thought and, thus, their communication process, when explaining or setting forth an idea or concept. The eight “heads” or paragraphs that make up these exercises or essays are essential elements in the rhetorical process that must become second nature in the mental processes of our students. The art of Grammar instructs us to use imitation and repetition in our quest to master facts. This essay form, taught through the following exercises, must be repeated week after week for at least a full semester and then a wise teacher will integrate this form along with the other forms into a weekly in-class essay in order to ensure the student's continued mastery of these skills. As an aside, the fourteen forms of the Progymnasmata lend themselves to integrating the various subjects through composition and may be used across the curriculum.

Aphthonius writes the following on the Chreia. *An anecdote is a concise reminiscence aptly referring to some person. It is called anecdote [chreia] because it is useful [chreiôdes].*

An anecdote may be logical, practical or mixed. The logical is that which discloses its moral in words (e.g.: Plato used to say that the seedlings of virtue are grown by sweat and toil); the practical is that which indicates an action (e.g.: Pythagoras, asked how long human life is, let himself be seen for a moment and then hid, making the length of his appearance the measure of life). The mixed consists of both word and action (e.g.: Diogenes, seeing a youth misbehaving, struck the boy's slave attendant and said, 'Why do you teach such things?'). That is the division of anecdote.

You will develop it under the following heads: encomium, paraphrase, cause, converse, analogy, example, testimony of ancients, brief epilogue.

Aphthonius does not explain the heads but does give an example chreia that the students are to imitate. In the following explanations we give Aphthonius' model for the specific head at the end of the paragraph. The entire model is repeated at the end of this section.

The encomium is a praise of the sayer. One of the best presentations of praise occurs in Aristotle's The Art of Rhetoric¹, in which he states:

Consequently, whenever you want to praise any one, think what you would urge people to do...There are, also, many useful ways of heightening the effect of praise. We must, for instance, point out that a man is the only one, or the first, or almost the only one who has done something, or that he has done it better than any one else; all these distinctions are honorable. And we must, further, make much of the particular season and occasion of an action, arguing that we could hardly have looked for it just then. If a man has often achieved the same success, we must mention this; that is a strong point; he himself, and not luck, will then be given the credit. So, too, if it is on his account that observances have been devised and instituted to encourage or honor such achievements as his own: thus we may praise Hippolochus² because the first encomium ever made was

¹ Aristotle, Rhetoric, translated by W. Rhys Roberts, 1984, Random House, Inc; pages 61-62.

² Of Hippolochus nothing is known.

for him, or Harmodius and Aristogeiton³ because their statues were the first to be put up in the market-place. And we may censure bad men for the opposite reason.

Again, if you cannot find enough to say of a man himself, you may pit him against others, which is what Isocrates used to do owing to his want of familiarity with forensic pleading. The comparison should be famous men; that will strengthen your case; it is a noble thing to surpass men who are themselves great.

We have included three lines in the student worksheet to be filled in with actions the student would admonish the writer of the particular chreia to accomplish. These actions are then compared with what the student knows of the author and/or the chreia. If the actions align with the reality then the student praises the author or chreia for those things in the encomium. For example, in the first lesson the student must imagine himself given an opportunity to admonish George Washington. What would he tell President Washington to do, or think, or say? The student might wish to tell Washington that he must always put the nation before his own interests; that he must always tell the truth, that he must always learn from the experiences God leads him into; and use that knowledge to instruct other; and so on. With these four ideas the student would construct a praise paragraph that might go something like the following:

The most prudent and wise (ethopoeia) first President of the United States, George Washington, should be praised for his commitment to putting his responsibilities to the nation ahead of his own personal gain. He was man we can admire for his rigorous insistence on the truth in all situations, and his wisdom in constantly learning from the experiences of the past—both his own and others. For these reasons we must listen with great attention and care to his wise words on the relationship between preparedness and peace.

The usual figures of description used in the encomium will be ethopoeia and chorographia but a student is not limited to these. If the sayer of the chreia is well known the exercise of admonishment should be relatively straightforward. If the sayer is not well known then some discovery or “research” may be necessary. In each lesson we have given information which may be given to the students as the basis for the admonishment exercise. The purpose of the encomium is to allow the reading or hearing audience to give an attentive ear to what we have to say. We are not yet presenting our explanations of the chreia but rather we are giving the audience a reason to consider what we have to say. In any communication event we must gain the attention of our audience. The praise begins to ingrain this task in the students’ composition. We do not need the assent of our audience at the beginning of the communication event but we do need their attention. The encomium begins to habituate our students’ minds to first focusing on gaining the favorable focus of the audience before anything else. Aphthonius’ model follows:

It is right to admire Isocrates for his art, for he gave it a most glorious name and proved its greatness by his practice of it; he made the art famous, he did not owe his fame to it. To go

³ Harmodius and Aristogeiton were famous tyrannicides. Their attempt to kill the sons of Peisistratus in 514 B.C. only partly succeeded.

through the benefits he conferred on human life by giving laws to kings and advice to individuals would be too long; I will speak only of his wise saying on education.

The paraphrase is saying the same thing in different words, i.e., The paraphrase restates the idea of the chreia by varying the vocabulary. How often we would increase the success of communication if we simply were in the habit of saying the same thing in a different way. Paraphrase is creative repetition and we all recognize the benefits of repetition. When we paint two separate and distinct word pictures of the same idea we are paraphrasing. The weekly sentence variation exercise is a variation exercise that we recommend throughout the Trivium years.

'The lover of education,' he says, 'labors at first, but those labors end in profit.' That was his wise saying; and we shall show our admiration in what follows.

The cause explains the facts that gave rise to the truth expressed in the chreia. We often think of this as the setting but a better way to consider this heading is that of narrating or explaining the facts which underlie the truth of the saying. The students should complete the narrative section worksheet that calls for an answer for all six of the questions. As a form or type of narrative the student should “construct” the paragraph by answering the six questions; who, what, when, where, how, and why. In the following example you will notice the figure of description ephrasis—the conventional description of schoolmasters, attendants, fathers, and of boys. In each lesson we will require that the students use at least one figure of description but our goal is for the students to use as many figures as necessary to create a vivid image and engage the imagination of the reader. Here in the cause paragraph the skills mastered in the Fable and Narrative stages will be called upon and the teacher should continually review and build upon those skills.

The lovers of education are enrolled with the leaders of education, whom it is fearful to approach though to desert them is foolish; fear always waits on boys, both when they are present and in anticipation. From teachers the attendants take over, fearful to behold, more fearful when inflicting punishment. Fear precedes the experience and punishment follows on fear. What the boys do wrong they punish; what the boys do well they take as a matter of course. Fathers are harsher than attendants, examining their ways, telling them to make progress, viewing the market place with suspicion; and if punishment is needed they take no account of human nature. But by these experiences the boy, when he reaches adulthood, is crowned with virtue.

The contrast should be developed out of the cause paragraph. In this case the cause paragraph states that only through the rigorous and often harsh experience of education do young people attain to the goal of virtue. The contrast then will state simply that those who seek to avoid the rigors of education will never achieve virtue.

But if someone, because he fears these things, flees from his teachers, absconds from his parents, avoids his attendants, he is utterly deprived of eloquence; along with his fear he has set aside eloquence. All these things swayed Isocrates' judgement when he called the root of education bitter.

In the first lesson the contrast to Washington's saying would be based upon, as we indicated upon the cause paragraph which is as follows:

History is littered with examples of aggressive nations deciding to war based solely on their belief of a quick victory over their unprepared upon their neighbors. George Washington knew a future conflict with England was likely. As an astute statesman, and well-educated citizen, he also knew from history that today's allies might well be tomorrow's foes if we lapsed into military weakness and depended solely upon diplomacy for peace. France could be trusted only to look after her own interests, which might mean US assets in the New World, if we depended upon words alone and did not maintain a powerful army and navy. So he appealed to the Legislative branch of our New Republic to adequately fund our military as a means of preserving the peace.

The contrast would focus upon the mistaken desire for peace based solely on words and diplomacy. For example:

But if a nation, because it believes in the ability of reason and diplomacy to prevent war, flees from its responsibilities, absconds from its self interest, and avoids hard decisions, it will be utterly deprived of the peace it seeks. The immediate abhorrence of war and its violence will actually create an environment where war will become inevitable. All these things swayed Washington's judgment when he called upon Congress to maintain a strong military.

If, however, a student focused in the cause paragraph on the desire to avoid the cost of a standing army instead of a reliance on diplomacy as above, then the contrast paragraph would also be different and might look something like this:

But if a nation, because it fears the costs of military preparedness, flees from its responsibilities, absconds from its self interest, avoids hard decisions, it will be utterly deprived of the prosperity it seeks. The immediate but lesser cost of a prepared military will give way to the future but debilitating payment war demands. All these things swayed Washington's judgment when he called upon Congress to maintain a strong military.

The students must develop the contrast paragraph from their cause paragraph, which means that the essays may differ depending upon how the individual student understands the meaning and purpose of the chreia. The teacher may decide to consciously “limit” the purpose of the chreia to a single cause, which he will direct the students toward in the class discussion, or he may allow the students to develop several different causes limited only by the logic and truth of each proposed cause.

Day Two: Compose the final four paragraphs. The analogy is often the most difficult head to develop. Remind students that an analogy discovers similarities in dissimilar objects or events. In the following example from Aphthonius the sweet fruit of education and of farming, which are the effects, are the similarities while the two causes, education and farming, are dissimilar.

For just as those who work the land laboriously sow the seed in the earth and gather the crops with greater joy, in the same way those who strive for education by their toil acquire the subsequent renown.

We have found success by having the students set up a diagram with the chreia’s cause in the upper left-hand corner and an arrow pointing down to the lower left-hand corner, which contains the effect. Now we draw an arrow across the bottom from the left to the lower right-hand corner and write the similar effect we seek in the analogy. Drawing an arrow across the top to the upper right-hand corner I put a question mark and we begin to brainstorm dissimilar causes which produce the effect we seek. Here are two examples of what we mean; one of which is found in the section on teaching procedure:

Hard education marathon)	>	??? (training for a
*		*
*		*
*		*
sweet fruit	>	sweet fruit

AND

Achilles	>	??? (a writer)
*		*
*		*
*		*
sword or professional tool	>	professional tool (a writer’s pen)

In the first example Aphthonius uses a farmer. As we brainstorm in class we may identify training for a marathon, the years of training a basketball team goes through in order to win a national title or the generation of engineering needed to produce the Space Shuttle. In the second example we may come up with an author who would hold up a

pen when asked how he won the Nobel Prize in Literature or a father might hold up a bible when asked how his children turned out so well and so on.

The example is typically the easiest to understand for our students but if they do not clearly understand the idea expressed by the chreia the examples may be off. A key for the examples is that the students find well known figures and do not rely on their Uncle Joe or their neighbor friend, Billy. Examples should be immediately recognizable. Biblical figures are excellent. Notice in the example that Aphthonius uses Demosthenes who was universally recognized as the greatest orator ever. If your students are not certain everyone knows who their example is then a sentence or two explaining who the example is and the validity of this example may be wise.

Consider Demosthenes' career, which was more devoted to toil than that of any orator and more glorious than that of any. So great was his commitment that he even deprived his head of its adornment, thinking the best adornment is that from virtue. And he devoted to toil what others devote to enjoyment.

Testimony should also be well-known individuals and not a family member or a local pastor who is not a recognized authority for the audience. Again, a biblical testimony is ideal for our purposes but students should recognize that not all audiences would recognize the Bible as a source of authority. Notice the reference given in this heading. Citing the appropriate source increases the authenticity and believability of the testimony and should always be included by the student.

For this reason one must admire Hesiod, who said that the road to virtue is hard but the summit easy [Works and Days 286-92], expressing the same wise judgement as Isocrates. For what Hesiod represented as a road Isocrates called the root; both disclosed the same opinion, though in different words.

Finally, a brief epilogue, which calls the audience to acknowledge the truth of the anecdote, concludes the essay. This call should generally identify the audience and generally challenge their response. The epilogue does not summarize the arguments, but rather admonishes belief and requires assent.

Those who consider these points must admire Isocrates for his outstandingly wise saying on education.

Here then is Aphthonius' entire chreia:

Logical anecdote: Isocrates said that the root of education is bitter, its fruit sweet

It is right to admire Isocrates for his art, for he gave it a most glorious name and proved its greatness by his practice of it; he made the art famous, he did not owe his fame to it. To go through the benefits he conferred on human life by giving laws to kings

and advice to individuals would be too long; I will speak only of his wise saying on education.

'The lover of education,' he says, 'labors at first, but those labors end in profit.' That was his wise saying; and we shall show our admiration in what follows.

The lovers of education are enrolled with the leaders of education, whom it is fearful to approach though to desert them is foolish; fear always waits on boys, both when they are present and in anticipation. From teachers the attendants take over, fearful to behold, more fearful when inflicting punishment. Fear precedes the experience and punishment follows on fear. What the boys do wrong they punish; what the boys do well they take as a matter of course. Fathers are harsher than attendants, examining their ways, telling them to make progress, viewing the market place with suspicion; and if punishment is needed they take no account of human nature. But by these experiences the boy, when he reaches adulthood, is crowned with virtue.

But if someone, because he fears these things, flees from his teachers, absconds from his parents, avoids his attendants, he is utterly deprived of eloquence; along with his fear he has set aside eloquence. All these things swayed Isocrates' judgement when he called the root of education bitter.

For just as those who work the land laboriously sow the seed in the earth and gather the crops with greater joy, in the same way those who strive for education by their toil acquire the subsequent renown.

Consider Demosthenes' career, which was more devoted to toil than that of any orator and more glorious than that of any. So great was his commitment that he even deprived his head of its adornment, thinking the best adornment is that from virtue. And he devoted to toil what others devote to enjoyment.

For this reason one must admire Hesiod, who said that the road to virtue is hard but the summit easy [Works and Days 286-92], expressing the same wise judgement as Isocrates. For what Hesiod represented as a road Isocrates called the root; both disclosed the same opinion, though in different words.

Those who consider these points must admire Isocrates for his outstandingly wise saying on education.

Definition of terms

Action—corresponds to the question “what?”

Agent—corresponds to the question “who?”

Analogy—resemblance of relations or attributes as a ground of reasoning.

Anecdote--a concise reminiscence aptly referring to some person. It is called anecdote [*chreia*] because it is useful [*chreiôdes*].

Cause—corresponds to the question “why?” in a narrative; or a heading in the Chreia essay.

"Chreia" (from the Greek *chreiodes*, "useful") is "a brief reminiscence referring to some person in a pithy form for the purpose of edification." It takes the form of an anecdote that reports either a saying, an edifying action, or both.

Contrast or Converse—a object, idea or action which is the exact opposite of another.

Copia--a full body or plethora of language which has been internalized and is, as a result, available to the writer.

Encomium—a formal expression of praise.

Epilogue—the concluding part of an oration, speech, or written discourse, in which the speaker or writer sums up; any rhetorical conclusion to a speech; a summary. The concluding part of a literary work.

Example—a typical instance; a fact, etc. that forms a particular case of a principle, rule, state of things, or the like; a person or thing that illustrates a quality.

Manner—corresponds to the question “how?”

Paraphrase--retelling the fable or narrative in a student’s own words while amplifying through figures of description, rearranging the sequence of events, or changing characters, place, or time.

Place—corresponds to the question “where?”

Progymnasmata⁴-- pro-gym-nas'-ma-ta from Gk. pro "before" and gymnasmata "exercises". A set of rudimentary exercises intended to prepare students of rhetoric for the creation and performance of complete practice orations (gymnasmata or declamations). A crucial component of classical and renaissance rhetorical pedagogy.

⁴ from "Silva Rhetoricae" (<http://humanities.byu.edu/rhetoric/silva.htm>)

Many progymnasmata exercises correlate directly with the parts of a classical oration. These 14 Progymnasmata from Aphthonius are listed below. Similar progymnasmata are grouped together. The exercises are in general sequential and are as follows:

Fable

Narrative

Chreia

Proverb

Refutation

Confirmation

Commonplace

Encomium

Vituperation

Comparison

Impersonation

Description

Thesis or Theme

Defend / Attack a Law

Testimony—personal or documentary evidence or attestation in support of a fact or statement; hence, any form of evidence or proof.

Time—corresponds to the question “when?”

Teaching Procedure

Note: The first eight steps are used in the initial lesson or if a review of Aphthonius' model is necessary. Thereafter brainstorming takes the place of a close reading of the model.

1. Read to the students Aphthonius' introduction. Explain these lessons are exercises and they are learning how to explain an idea and make its meaning clear. If our students are to be effective communicators they must be able to understand how to explain an idea in a variety of ways. This skill does not come naturally and must be taught through imitation and repetition.
2. Do not define or explain the terms in Aphthonius' third paragraph at this point but rather make clear these terms represent the structure of the essay exercise. Understanding the ideas of the essay will come as the students work through the examples.
3. Point out to the students that any explanation of an idea will include one or more of these heads of development.
4. Read the chreia "Isocrates said that the root of education is bitter, its fruit sweet." Identify it as a logical chreia. Discuss with the students the meaning of the saying.
5.

Twenty Five Steps Follow

Grading Sheet

Student:
Chreia Title:

Points

Encomium

_____/10

Logic/Clarity
Vocabulary/Diction
Grammar/Spelling

Paraphrase

_____/10

Logic/Clarity
Vocabulary/Diction
Grammar/Spelling

Cause

_____/10

Logic/Clarity
Vocabulary/Diction
Grammar/Spelling

Converse

_____/10

Logic/Clarity
Vocabulary/Diction
Grammar/Spelling

Analogy

_____/10

Logic/Clarity
Vocabulary/Diction
Grammar/Spelling

Example

_____/10

Logic/Clarity
Vocabulary/Diction
Grammar/Spelling

Testimony of others _____/10

Logic/Clarity
Vocabulary/Diction
Grammar/Spelling

Brief epilogue _____/10

Logic/Clarity
Vocabulary/Diction
Grammar/Spelling

Oral Presentation _____/10

Persuasiveness _____/10

Total _____/100

Comments:

Lesson 1: George Washington, *To be prepared for war is one of the most effectual means of preserving peace*— (Five days)

Goal: To equip each student with all the skills necessary to effectively communicate through written composition and to prepare them for Rhetoric.

Purpose: To master the third stage of the Progymnasmata, Chreia, by learning, understanding and utilizing the eight steps of constructing the explanatory essay entitled the anecdote.

To review the skills mastered in Narrative.

To review the skills mastered in Fable.

Objectives:

- Students will listen and read along as the teacher reads the anecdote.
- Students will circle or underline key words and phrases as the teacher reads the anecdote. The teacher will go over vocabulary with students.
- Students will correctly identify the anecdote as logical, practical or mixed.
- The teacher will call on individual students to retell the anecdote in their own words or students will pair up and retell the anecdote to one another.
- Students will correctly praise the sayer or doer, or praise the chreia itself using discovery.
- Students will correctly paraphrase of the theme.
- Students will correctly say why this was said or done using the six narrative questions and at least one figure of description.
- Students will correctly introduce a contrast.
- Students will correctly introduce a comparison.
- Students will correctly give an example of the meaning.
- Students will correctly support the saying/action with testimony of others.
- Students will correctly conclude with a brief epilog or conclusion.
- Students will vary figures of anemographia: creating an illusion of reality through description of the wind; and astrothesia: a vivid description of stars.

Chreia:

To be prepared for war is one of the most effectual means of preserving peace—**George Washington**, speech to both houses of Congress, Jan. 8, 1790.

Discovery:

- Founding Father
- Hero of Revolutionary War
- Laid down his commission at the end of the War

- First President of United States

Testimonies:

Clear undeniable right; clear undeniable might: either of these once ascertained puts and end to battle—Thomas Carlyle, *Chartism* (1839), 1.

Peace, like war, can succeed only where there is a will to enforce it, and where there is available power to enforce it—Franklin D. Roosevelt, speech at the Foreign Policy Association, New York City, Oct. 21, 1944.

Arms alone are not enough to keep the peace. It must be kept by men--John F. Kennedy, State of the Union Message, Jan. 14 1963.

Better beans and bacon in peace than cakes and ale in fear—Aesop, *Fables*.

Day One: Compose the first four paragraphs.

The encomium will praise George Washington. One of the best presentations of praise occurs in Aristotle's The Art of Rhetoric⁵, in which he states:

Consequently, whenever you want to praise any one, think what you would urge people to do...There are, also, many useful ways of heightening the effect of praise. We must, for instance, point out that a man is the only one, or the first, or almost the only one who has done something, or that he has done it better than any one else; all these distinctions are honorable. And we must, further, make much of the particular season and occasion of an action, arguing that we could hardly have looked for it just then. If a man has often achieved the same success, we must mention this; that is a strong point; he himself, and not luck, will then be given the credit. So, too, if it is on his account that observances have been devised and instituted to encourage or honor such achievements as his own: thus we may praise Hippolochus⁶ because the first encomium ever made was for him, or Harmodius and Aristogeiton⁷ because their statues were the first to be put up in the market-place. And we may censure bad men for the opposite reason.

Again, if you cannot find enough to say of a man himself, you may pit him against others, which is what Isocrates used to do owing to his want of familiarity with forensic pleading. The comparison should be famous men; that will strengthen your case; it is a noble thing to surpass men who are themselves great.

We have included three lines in the student worksheet to be filled in with actions the student would admonish the writer of the particular chreia to accomplish. These actions are then compared with what the student knows of the author and/or the chreia. If the actions align with the reality then the student praises the author or chreia for those things in the encomium. For example, in the first lesson the student must imagine himself given an opportunity to admonish George Washington. What would he tell President Washington to do, or think, or say? The student might wish to tell Washington that he must always put the nation before his own interests; that he must always tell the truth, that he must always learn from the experiences God leads him into; and use that knowledge to instruct other; and so on. With these four ideas the student would construct a praise paragraph that might go something like the following:

The most prudent and wise (ethopoeia) first President of the United States, George Washington, should be praised for his commitment to putting his responsibilities to the nation ahead of his own personal gain. He was man we can admire for his rigorous insistence on the truth in all situations, and his wisdom in constantly learning from the experiences of the past—both his own and others. For these reasons we must listen with great attention and care to his wise words on the relationship between preparedness and peace.

⁵ Aristotle, Rhetoric, translated by W. Rhys Roberts, 1984, Random House, Inc; pages 61-62.

⁶ Of Hippolochus nothing is known.

⁷ Harmodius and Aristogeiton were famous tyrannicides. Their attempt to kill the sons of Peisistratus in 514 B.C. only partly succeeded.

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The paraphrase is saying the same thing in different words, i.e., the paraphrase restates the idea of the chreia by varying the vocabulary. Paraphrase is creative repetition, which the students have become quite skilled with through the first two stages of the curriculum. When we paint two separate and distinct word pictures of the same idea we are paraphrasing. The weekly sentence variation exercise is a variation exercise that we recommend throughout the Trivium years. *Example:*

A most certain means of maintaining peace with our neighbors is to be ready at a moment’s notice for any conflict.

The cause explains the facts that gave rise to the truth expressed in the chreia. We often think of this as the setting but a better way to consider this heading is that of narrating or explaining the facts which underlie the truth of the saying. The students should complete the narrative section worksheet that calls for an answer for all six of the questions. As a form or type of narrative the student should “construct” the paragraph by answering the six questions; who, what, when, where, how, and why. In the following example you will notice the figure of description chorographia—nation. In each lesson we will require that the students use at least one figure of description but our goal is for the students to use as many figures as necessary to create a vivid image and engage the imagination of the reader. Here in the cause paragraph the skills mastered in the Fable and Narrative stages will be called upon and the teacher should continually review and build upon those skills. *Example:*

History is littered with examples of opportunistic, aggressive nations (chorographia) deciding to war bases solely on their belief of a quick victory over their unprepared upon their neighbors. In January of 1790 George Washington knew a future conflict with England was likely. As an astute statesman, and well educated citizen, he also knew from history that today’s allies might well be tomorrow’s foes if we lapsed into military weakness and depended solely upon diplomacy for peace.

France could be trusted only to look after her own interests, which might mean US assets in the New World, if we depended upon words alone and did not maintain a powerful army and navy. So he appealed to the Legislative branch of our new Republic to adequately fund our military as a means of preserving the peace.

The contrast should be developed out of the cause paragraph and would focus upon the mistaken desire for peace based solely on words and diplomacy. For example:

But if a nation, because it believes in the ability of reason and diplomacy to prevent war, flees from its responsibilities, absconds from its self interest, and avoids hard decisions, it will be utterly deprived of the peace it seeks. The immediate abhorrence of war and its violence will actually create an environment where war will become inevitable. All these things swayed Washington's judgment when he called upon Congress to maintain a strong military.

If, however, a student focused in the cause paragraph on the desire to avoid the cost of a standing army instead of a reliance on diplomacy as above, then the contrast paragraph would also be different and might look something like this:

But if a nation, because it fears the costs of military preparedness, flees from its responsibilities, absconds from its self interest, avoids hard decisions, it will be utterly deprived of the prosperity it seeks. The immediate but lesser cost of a prepared military will give way to the future but debilitating payment war demands. All these things swayed Washington's judgment when he called upon Congress to maintain a strong military.

The students must develop the contrast paragraph from their cause paragraph, which means that the essays may differ depending upon how the individual student understands the meaning and purpose of the chreia. The teacher may decide to consciously “limit” the purpose of the chreia to a single cause, which he will direct the students toward in the class discussion, or he may allow the students to develop several different causes limited only by the logic and truth of each proposed cause.

Day Two: Compose the final four paragraphs.

The analogy is often the most difficult head to develop. Remind students that an analogy discovers similarities in dissimilar objects or events. In the following example being prepared for war and being prepared for a soccer game are dissimilar causes, are and the effects, peace on the one had and sense of accomplishment on the other are similar in that they are desirable ends.

For just as those who develop their soccer skills laboriously on the practice fields and gather the praise of a well played matches with great joy, in the same way those nations which strive for military preparedness by their toil and sacrifice acquire the subsequent blessings of peace.

We have found success by having the students set up a diagram with the chreia's cause in the upper left-hand corner and an arrow pointing down to the lower left-hand corner, which contains the effect. Now we draw an arrow across the bottom from the left to the lower right hand corner and write the similar effect we seek in the analogy. Drawing an arrow across the top to the upper right hand corner I put a question mark and we begin to brainstorm dissimilar causes which produce the effect we seek. Here are two examples of what we mean; one of which is found in the section on teaching procedure:

Military preparedness skills)	>	???	(develop soccer skills)
*		*	
*		*	
*		*	
sweet fruit of peace	>	sweet fruit of	praise

The example is typically the easiest to understand for our students but if they do not clearly understand the idea expressed by the chreia the examples may be off. A key for the examples is that the students find well known figures and that they do not rely on their Uncle Joe or their neighbor friend, Billy for this paragraph. Examples should be immediately recognizable. Biblical figures are excellent. If students are not certain everyone knows who their example is then a sentence or two explaining who the example is and the validity of this example may be wise.

Consider the history of our own country, which was not prepared for the surprise attack at Pearl Harbor in December, 1941 which precipitated our entry into World War II. If we had been prepared for such an attack the Japanese High Command would never have risked so dangerous a mission and we would not have been forced to enter into the war.

Testimony should also be well know individuals and not a family member or a local pastor who are not recognized authorities for the audience. Again, a biblical testimony is ideal for our purposes but students should recognize that not all audiences would recognize the Bible as a source of authority. Notice the reference given in this heading. Citing the appropriate source increases the authenticity and believability of the testimony and should always be included by the student.

For this reason one must admire Presidents Truman and Eisenhower, who built up a powerful nuclear force to act as a deterrent to future aggression. The result has been the longest period of peace between dominant powers in the history of Western civilization. Their testimony has influenced each succeeding President to take Washington's wise words to heart.

Finally, a brief epilogue which calls the audience to acknowledge the truth of the anecdote concludes the essay. This call should generally identify the audience and generally challenge their response. The epilogue does not summarize the arguments, but rather admonishes belief and requires assent.

Those who consider these points must admire Washington for his outstandingly wise saying on preparing for peace.

Day Three: Peer Edit in class using grading sheet and return for rewrite. The editor will be graded based upon the grading sheet

Day Four: Write Final Draft to be turned in with attached rough draft and grading sheet the next day.

Day Five: Variation exercises.

Teacher's Essay Outline

Encomium (Praise the sayer or doer, or praise the chreia itself)

List at least three actions or thoughts you would admonish the author to do or have:

1. Place the needs of the country before his own personal desires or gain

2. Speak persuasively and eloquently to the Congress

3. Model for future generations what a good statesman should do and say

It is right to admire George Washington for his words about government and the preservation of our country. He gave the best years of his life to the establishment of this most glorious republic and proved his greatness by his governance of it as our first President. To go through the benefits he conferred on all the future generation of Americans would take much to long; I will speak only of his wise saying on preparedness.

Paraphrase (Paraphrase of the theme)

A most certain means of maintaining peace with our neighbors is to be ready at a moment's notice for any conflict.

Cause (Say why this was said or done)

Identify:

Agent (who) ___ God, President Washington, both houses of Congress, entire nation_____

Action (what) ___ Attempt to persuade Congress to fund a strong standing military—both Army and Navy_____

Time (when) _____ January, 1790_____

Place (where) ___ Washington D.C., North American, and Europe_____

Manner (how) ___ A speech to both Houses_____

Cause (why) ___ Fear of the US becoming a second rate nation dominated by the powers of Europe_____

History is littered with examples of opportunistic, aggressive nations deciding to war bases solely on their belief of a quick victory over their unprepared upon their neighbors. In January of 1790 George Washington knew a future conflict with England was likely. As an astute statesman, and well educated citizen, he also knew from history that today's allies might well be tomorrow's foes if we lapsed into military weakness and depended solely upon diplomacy for peace. France could be trusted only to look after her own interests, which might mean US assets in the New World , if we depended upon words alone and did not maintain a powerful army and navy. So he appealed to the Legislative branch of our New Republic to adequately fund our military as a means of preserving the peace.

Converse (Introduce a contrast)

But if a nation, because it fears the costs of military preparedness, flees from its responsibilities, absconds from its self interest, avoids hard decisions, it will be utterly deprived of the prosperity it seeks. The immediate but lesser cost of a prepared military will give way to the future but debilitating payment war demands. All these things swayed Washington's judgment when he called upon Congress to maintain a strong military.

Analogy (Introduce a comparison)

For just as those who develop their soccer skills laboriously on the practice fields and gather the praise of a well played matches with great joy, in the same way those nations which strive for military preparedness by their toil and sacrifice acquire the subsequent blessings of peace.

Example (Give an example of the meaning)

Consider the history of our own country, which was not prepared for the surprise attack at Pearl Harbor in December, 1941 which precipitated our entry into World War II. If we had been prepared for such an attack the Japanese High Command would never have risked so dangerous a mission and we would not have been forced to enter into the war.

Testimony of Ancients (Support the saying/action with testimony of others)

For this reason one must admire Presidents Truman and Eisenhower, who built up a powerful nuclear force to act as a deterrent to future aggression. The result has been the longest period of peace between dominant powers in the history of Western civilization. Their testimony has influenced each succeeding President to take Washington's wise words to heart.

Brief Epilogue (Conclude with a brief epilog or conclusion)

Those who consider these points must admire Washington for his outstandingly wise saying on preparing for peace.

Worksheet

Aphthonius' Model for imitation

Logical anecdote: Isocrates said that the root of education is bitter, its fruit sweet

Encomium (Praise the sayer or doer, or praise the chreia itself)

It is right to admire Isocrates for his art, for he gave it a most glorious name and proved its greatness by his practice of it; he made the art famous, he did not owe his fame to it. To go through the benefits he conferred on human life by giving laws to kings and advice to individuals would be too long; I will speak only of his wise saying on education.

Paraphrase (Paraphrase of the theme)

'The lover of education,' he says, 'labors at first, but those labors end in profit.' That was his wise saying; and we shall show our admiration in what follows.

Cause (Say why this was said or done)

The lovers of education are enrolled with the leaders of education, whom it is fearful to approach though to desert them is foolish; fear always waits on boys, both when they are present and in anticipation. From teachers the attendants take over, fearful to behold, more fearful when inflicting punishment. Fear precedes the experience and punishment follows on fear. What the boys do wrong they punish; what the boys do well they take as a matter of course. Fathers are harsher than attendants, examining their ways, telling them to make progress, viewing the market-place with suspicion; and if punishment is needed they take no account of human nature. But by these experiences the boy, when he reaches adulthood, is crowned with virtue.

Converse (Introduce a contrast)

But if someone, because he fears these things, flees from his teachers, absconds from his parents, avoids his attendants, he is utterly deprived of eloquence; along with his fear he has set aside eloquence. All these things swayed Isocrates' judgement when he called the root of education bitter.

Analogy (Introduce a comparison)

For just as those who work the land laboriously sow the seed in the earth and gather the crops with greater joy, in the same way those who strive for education by their toil acquire the subsequent renown.

Example (Give an example of the meaning)

Consider Demosthenes' career, which was more devoted to toil than that of any orator and more glorious than that of any. So great was his commitment that he even deprived his head of its adornment, thinking the best adornment is that from virtue. And he devoted to toil what others devote to enjoyment.

Testimony of Ancients (Support the saying/action with testimony of others)

For this reason one must admire Hesiod, who said that the road to virtue is hard but the summit easy [*Works and Days* 286-92], expressing the same wise judgement as Isocrates. For what Hesiod represented as a road Isocrates called the root; both disclosed the same opinion, though in different words.

Brief Epilogue (Conclude with a brief epilog or conclusion)

Those who consider these points must admire Isocrates for his outstandingly wise saying on education.

Chreia:

To be prepared for war is one of the most effectual means of preserving peace—**George Washington**, speech to both houses of Congress, Jan. 8, 1790.

Discovery:

- Founding Father
- Hero of Revolutionary War
- Laid down his commission at the end of the War
- First President of United States

Testimonies:

Clear undeniable right; clear undeniable might: either of these once ascertained puts and end to battle—Thomas Carlyle, *Chartism* (1839), 1.

Peace, like war, can succeed only where there is a will to enforce it, and where there is available power to enforce it—Franklin D. Roosevelt, speech at the Foreign Policy Association, New York City, Oct. 21, 1944.

Arms alone are not enough to keep the peace. It must be kept by men--John F. Kennedy, State of the Union Message, Jan. 14 1963.

Better beans and bacon in peace than cakes and ale in fear—Aesop, *Fables*.

Essay Outline

Encomium (Praise the sayer or doer, or praise the chreia itself) List at least three actions or thoughts you would admonish the author to do or have:

1. _____

2. _____

3. _____

Paraphrase (Paraphrase of the theme)

Cause (Say why this was said or done)

Identify:

Agent (who) _____

Action (what) _____

Time (when) _____

Place (where) _____

Manner (how) _____

Cause (why) _____

Converse (Introduce a contrast)

Analogy (Introduce a comparison)

Example (Give an example of the meaning)

Testimony of Ancients (Support the saying/action with testimony of others)

Brief Epilogue (Conclude with a brief epilog or conclusion)

Variation Exercises

Vary in Word and/or Idea

- A. A strong wind rattled the windows.
- B. The summer breeze puffed half-heartedly through the oak.
- C. The stars sparkled diamond-like in the arctic sky.
- D. “Look at the heavens and count the stars-if indeed you can count them.” Genesis 15.5