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## Set & Drift

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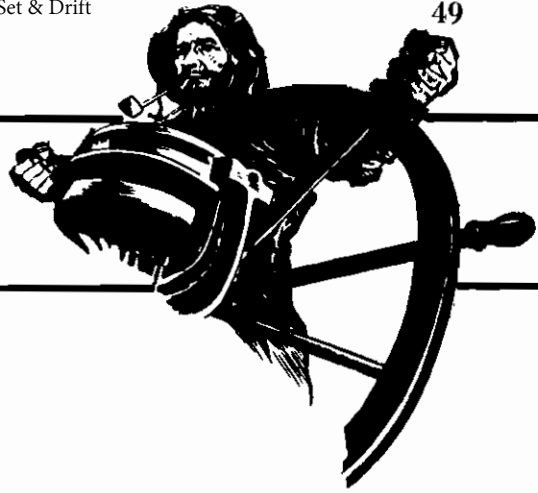
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# SET AND DRIFT



## NAVAL WARFARE VISITS UNITED NATIONS

The School of Naval Warfare's annual field trip to the United Nations took place from 13 to 15 November and will again be remembered as one of the year's highlights. In addition to providing a much needed break for students buried deeply in the routines of thesis research, committee studies, and required reading, the tour realistically supports and adds depth to the senior School's studies of international relations and national strategy.

The agenda was both informative and stimulating and began with a guided tour of the United Nations. Briefings by Vice Admiral Jackson, Vice Chairman of the U.S. Delegation to the United Nations Military Staff Committee, and Ambassador B.F. Pedersen, Deputy Representative of the United States in the Security Council, discussed the organization of the U.N. and current problems affecting the United States. Mr. George Sherry, Political Adviser from the Office of the Secretary General, addressed the role of the U.N. Secretariat in peacekeeping operations.

Four foreign ambassadors to the U.N. also spoke to the group. The Ambassadors from Ceylon, Jordan, and Yugoslavia summarized the positions in the world community of their respective nations, and then each opened his session to questions from the floor. Their candid remarks and forthright critiques

of U.S. foreign policy were both provocative and stimulating. The Ambassador from Malta, whose government introduced the resolution concerning peaceful use of the seabed, explained fully his nation's views on this most controversial issue. All who attended enjoyed and benefited from these sessions.

One hundred faculty and student wives accompanied their husbands to New York. Although they did not participate in the formal program, many wives did take advantage of the regular tourist tours of the U.N., and nearly all joined their husbands for lunch in the Delegates' Dining Room at least once during the trip. Evenings were left free to enable everyone to take advantage of the big city's bright lights and fine cuisine.

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## RESEARCH IN

### COMMUNICATIVE ARTS

Consistent with the concept of the Cooperative Curricula of the Naval War College, the School of Naval Command and Staff is initiating a research thesis in the area of rhetorical criticism of military personnel. The Syllabus for Cooperative Curricula proposes that, "students embark into areas of thought and

speculation which are beyond their current knowledge or experience." Further, "the research effort is conceived as a unique effort or opportunity for individual pursuit of professional excellence." Such a philosophy of educational objectives places the study of rhetorical criticism of military personnel in a singular position at the Naval War College. It shall provide an opportunity to go beyond an evaluation of policy and decisionmaking to an analysis of the person and the vehicle used in policy and decisionmaking. It is the purpose of this discussion to outline avenues of approach which may be used in determining the overall effectiveness of the military speaker. Additionally, a rationale for such inquiry should become obvious in light of the educational objectives of the Cooperative Curricula.

The requisites of a critic demand an inquiring mind, objectivity in evaluation, and, above all, knowledge in his sphere of inquiry. Assuming the first two requisites to be qualities of the Naval War College student, our concern shall be with the mode of investigation used in rhetorical criticism.

The act of speaking or communicating ideas involves four distinct aspects: speaker, subject, audience, and occasion. In attempting to determine the effectiveness of a speaker, we must consider these factors as legitimate areas of inquiry. Within these areas, investigation and evaluation should consider such things as textual accuracy, the speaker's background and preparation, the setting in which the speech occurred, the organizational structure of the speech, the logical, emotional, and ethical proof employed in the speech, the delivery and style, and finally, an overall evaluation and interpretation of the communicative situation. Needless to say, such inquiry may be devoted to a single speech or to more than one and may likewise be concerned with an issue of import.

**Textual Accuracy.** Textual accuracy would appear to be a very simple problem in terms of validation. However, in these days of "ghostwriters," even authorship may be questioned. No small amount of money is expended yearly by congressional Members in staffing professional speechwriters. Of more significance, however, is the observation of variations among texts of a given speech. The investigation here would be an attempt to arrive at the most probable text used by the speaker. Congress provides an excellent example of pitfalls in textual accuracy facing the critic. *The Congressional Record* may well not be "THE" record of the Congress since its Members have the prerogative of editing their texts before it is placed in that volume. What a speaker intends to say, what he says, and what he is recorded to have said are entirely different matters. It is the concern of the critic to evaluate such sources of credibility as observations by those who heard the speech, comments from the speaker himself, manuscripts, stenographic reports, publications of the speech, recordings, and video-tape recordings. Such investigation should result in the probable text of the speech.

**Speaker's Background and Speech Preparation.** A speaker's background and his method of speech preparation are intrinsically woven. His educational, social, economic, and religious background may well contribute to his ultimate product and to his speech preparation. For example, the military officer raised in such a milieu since childhood might be influenced on a particular issue in a very positive way. On the other hand, someone outside that milieu may approach the issue from an entirely different point of view. Association with a particular problem over a long period of time may well dictate a definitive line of thinking as opposed to someone more recently affected by the problem. Our concern would be to

investigate those factors in a person's background which would affect his approach to the problems of our times.

Needless to say, investigation of how a speaker prepares his speeches and how this preparation contributes to his effectiveness is a legitimate area of inquiry. At this particular point we see the relationship between background and preparation. The speaker, skilled in debate, may recognize opposing points of view and proceed in his preparation to refute such points of view as being irrelevant or inconsequential. One might ask the question, "Did the speaker's outlining before the speech contribute to its organizational sequence?" Oral preparation would indicate the importance a speaker placed on a particular communicative situation. The more we know about a speaker's background and his method of preparation, the more likely we are to make a valid critical judgment.

**Setting of the Speech.** The setting of the speech should be analyzed from points of view including the subject, the audience, the occasion, and the physical setting of the speech. Is the subject worthy of investigation because of its place in the historical, economic, religious, social, or military conditions prevailing at that time? The audience is evaluated from the points of view of composition, values, and attitudes. Was the audience mixed or homogeneous? What values seemed dominant in the group? What attitudes of the audience influenced its adaptation to the subject, speaker, and the speaker's purpose? Would identification of the occasion lead us to influences on the subject, the speaker, and the audience? Finally, did the physical setting determine the aspects of delivery used by the speaker? It is obvious that the setting of the speech involves far more than the physical aspects involved.

**Organization of the Speech.** Generally, one thinks of the organization of

a speech in terms of introduction, body, and conclusion. However, Monroe suggests such factors as attention, need, satisfaction, visualization, and action as an organizational sequence consistent with the speaker's purpose and ultimate response. Regardless of the pattern used, one should be able to determine the purpose of the structural outline of the speech. The critic should examine what functions were performed by the speaker in his initial remarks. Was empathy established between the speaker and his audience? How did the speaker associate the subject to the audience and the occasion? Did he imply or summarize his main ideas? Did he merely recognize the audience and the occasion?

In the body of the speech itself, did the speaker support the idea suggested in the introduction? What use was made of ethical, logical, and emotional appeal? Beyond his supporting material, was the speaker able to refute opposing points of view? Does he indicate a positive result in following his suggestions or does he present a negative result if his suggestions are ignored?

In concluding his remarks, one might question the adequacy of summation in an informative speech, a call to action in a speech to activate, or an appeal in a speech to stimulate. Generally speaking, we are concerned with a continuity of organization that leads to an identification of the speaker's purpose and the means he uses to fulfill that purpose. Essentially, has he organized the speech in such a manner that it leads to his desired response?

**Logical Means of Proof.** Accustomed as we are to speeches of emotional and ethical appeal, we sometimes neglect the logical presentation of facts using sound modes of support. Such modes of support give credence to the thesis of the speech and enhance the possibility of audience acceptance and fulfillment of the specific purpose of

the speech. In defining terms, the speaker is required to be accurate in the sense of limiting the subject. Examples should be accurate, typical, and subject to perusal for exceptions. The use of testimony should meet standards of evaluation in terms of credibility and acceptability. Causal reasoning should be analyzed according to the general tests used in logic. Comparison or analogy is scrutinized for the similarities which are fundamental. Statistical proof should be substantiated by other forms of proof, as well as meeting the demands of sampling, currency, and appropriateness. Our ultimate concern is to analyze the use of these means of support, their validity, and their effect in attaining the speaker's objective.

**Emotional Proof.** No speech, if it is to affect society, lives in a vacuum of logic. By his nature, man is not only logical but emotional as well. Recognizing this in our fellow human beings, attempts are made to convince and stimulate through appeals to emotion. Appeals to love, hatred, preservation, economic welfare, and so many more are legitimate means of influencing behavior. The critic's responsibility includes the recognition of such appeals in a speech, the rationale for their use, the overabundance or lack of their use, and their effects on the behavior of the immediate and subsequent audiences. The skillful speaker often applies such appeals in subtle forms, and the critic should recognize their inclusion.

**Ethical Proof.** Ethical proof refers to the observable references in a speech that tend to indicate the character and the integrity of the speaker. Needless to say, a speaker of reknown may well bring a positive or negative ethical appeal to the communicative situation. Beyond this, however, by the content of the speech you may judge him. Is the speaker excessively direct in his personal references? Does he indicate a mastery of his subject matter through valid

supportive material as opposed to his personal opinion? How does he show his concern for the audience in terms of informing, convincing, or activating? Essentially, we try to determine the values he cherishes for himself and his audience.

**Delivery.** Delivery is concerned with two areas of evaluation; voice and bodily action. The critic will evaluate such factors as rate, volume, pitch, quality, and general vocal variety. To be effective, these aspects must be consistent with the ideas being expressed. The physical part of speech involves the use of gesture and movement. Ultimately, we should attempt to make an overall evaluation of delivery in terms of what it added or detracted from achieving the speaker's purpose. Unless the critic is physically present, such analysis must be based on records, tapes, and accounts.

**Style.** Style is intrinsically woven to the effect the speaker desires. Basic to the analysis of style is the evaluation of credibility of words used in the current idiom. Clarity of style demands freedom from ambiguity and ease of understanding. The critic should be concerned with style in terms of its relationship to the speaker, subject, audience, and occasion. Of necessity, one should be aware of language and its use. The eloquence of a Churchill may not be appropriate for the situation we are evaluating. Ultimately, we attempt to determine the use of a particular style and its value in achieving the speaker's purpose.

**Final Evaluation.** To this particular point, the critic has concerned himself with rather specific material. Praising and evaluating the aforementioned areas is necessary before value judgments may be made on the overall effect of the speech. He may wish to analyze the effect a particular speech or series of speeches might have had within the societal setting of the times. Was

there an immediate response that proved to be a significant change in societal attitudes, goals, and aspirations? Was the speaker more concerned in affecting society from a long-range point of view? Likewise, the critic will ask himself poignant questions regarding the artistry of the speech itself. Finally, he will concern himself with the ethical standards of the individual and their consistency with the good of society.

**Conclusion.** The rationale suggested in this discussion provides a vehicle of intellectual curiosity consistent with a disciplined search for truth. It requires of the student a considered

judgment in the importance of communication as a social force. It provides an opportunity for searching analysis and interpretive acumen designed to meet the research requirements of the Naval War College. Lastly, it provides the student a more comprehensive base from which to make his value judgments.

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It is difficult to know whether a man is a good administrator because he is so busy, or a bad one for the same reason.

*Leo Rosten: Captain Newman, M.D., 1961*