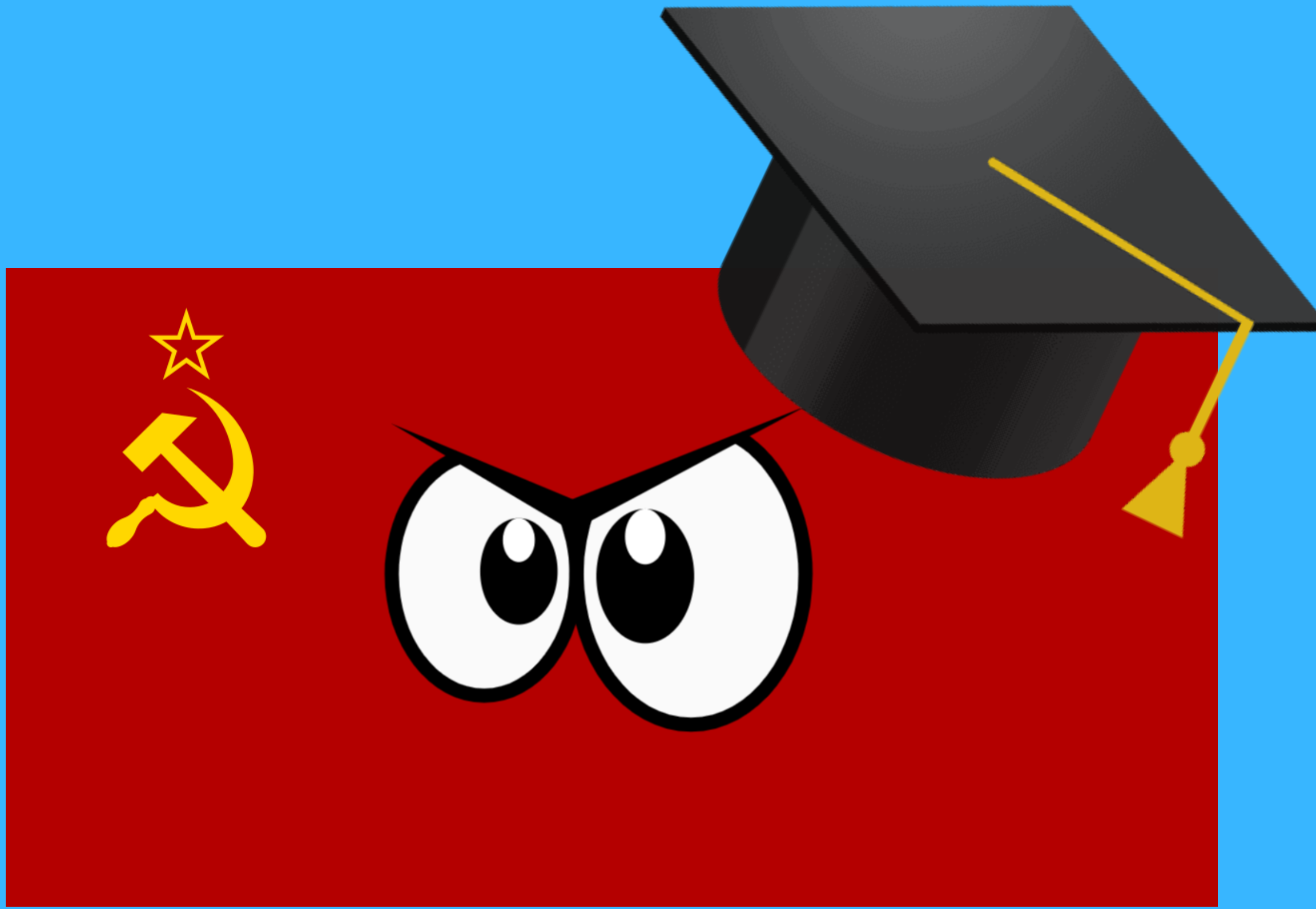
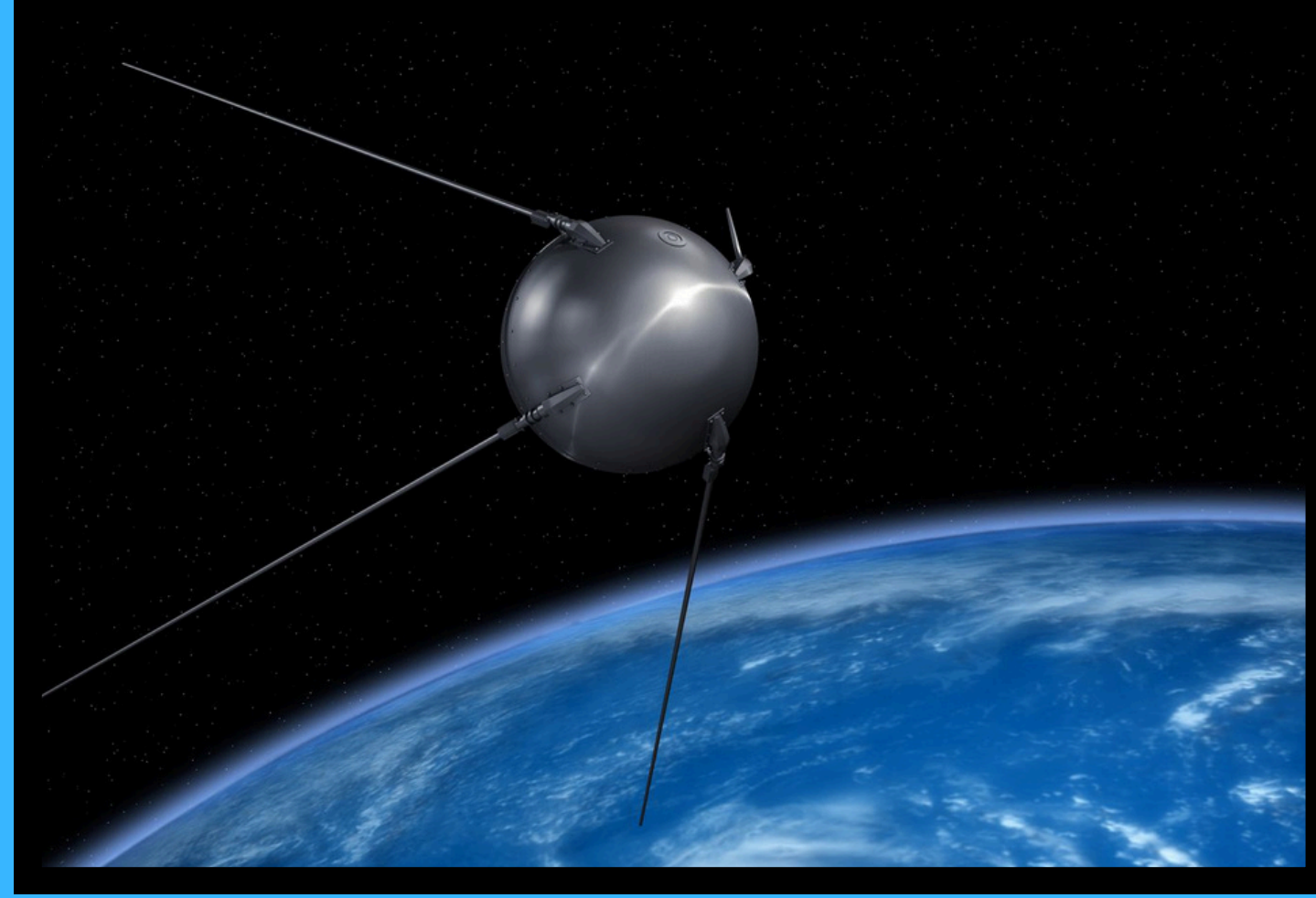
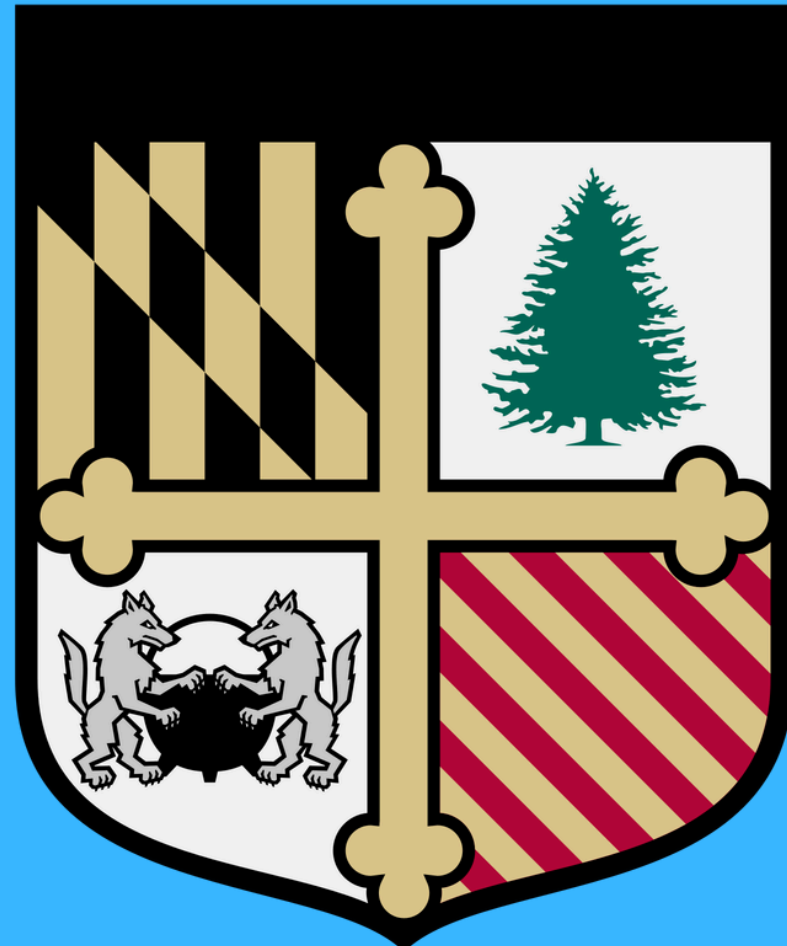


# Call the Roll: Analyzing John F. Kennedy's Epideictic Advocacy at Loyola College for Educational Reform in the United States



### My Study

In this study, I examined the rhetoric of a relatively unknown JFK speech, his remarks at the Loyola College Annual Alumni Banquet. This was done to determine how the senator utilized epideictic rhetoric to persuade his audience of the necessity of educational reform in the United States.



### Method

To conduct this study, I utilized generic criticism, a form of rhetorical criticism, to understand epideictic rhetoric as a specific rhetorical genre and thus analyze the language choices that Kennedy utilized in his speech at Loyola College.

### Findings

- 1) To be more convincing, Kennedy established himself in a pedagogical role.
- 2) He utilized epideictic progression through an ongoing dissociation between myth and reality to portray the U.S.'s intellectual deficit in the Cold War. He then presented educational reform as the means to catch up in the conflict.

### Implications

- 1) This study demonstrates that Kennedy's reliance on epideictic and dissociation was not just a tool of his presidential rhetoric as is often examined in scholarly work, but was also a feature of his senatorial rhetoric.
- 2) This project contributes to rhetorical theory by offering additional analysis into how epideictic progression functions and how epideictic rhetoric can be an incredibly effective persuasive tool.

**By**  
Henry Schneiderman

**Advised by**  
Dr. Denise Bostdorff  
Department of  
Communication Studies