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**A Stylistic Analysis of the Use of Repetition in Selected Speeches by  
Abraham Lincoln**

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Fulfillment for the Requirements of the Master Degree in Sciences of Languages

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## **Dedication**

I would like to dedicate this work to my beloved parents Said and Rahima for their support and encouragement, to my sisters Karima and Khadija, especially my sister Khadija who has been with me through the entire dissertation, to my brothers Youghourta and Ibrahim, and to my niece Sara Rahma.

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## **Abstract**

This dissertation tries to analyze the use of repetition in selected speeches of Abraham Lincoln. Therefore, this study is an attempt to find out whether Lincoln used one type of repetition superior to the other types. Thus, this dissertation is based on the hypothesis that Abraham Lincoln had used one type of repetition more frequently than the other types as it has stylistic significance. Moreover, it aims at analyzing the three selected speeches which are: House Divided speech, Gettysburg Address, and Second Inaugural speech that are considered as the most formal and ceremonial addresses that he had deliberated. A descriptive method has been adopted because it is qualitative and quantitative in nature and it suits the topic. In the first chapter, we try to see how language has significance on political speeches like persuading, as well as to look for the functions of rhetoric. The second one addresses an overview on the definition of repetition, the types of repetition, and its function and uses in political speeches. The third chapter tries to find the different types of repetition that has been used by Lincoln and it also deals with the analysis of the selected speeches and gathering data in order to discover the most used type of repetition. The results of the analysis prove that Abraham Lincoln has tendency to use one type of repetition more than the others which is alliteration.

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## **General Introduction**

### **1. Background of the Study**

Language is a means of communication for expressing ideas and feelings. Also, it can influence many areas in life and one of these is politics. Politics existed since the human beings started to live together in order to correctly manage an entire nation, and it is the politician who can help both the people and the country to grow. Thus, a politician is a political figure who acts as manipulative to gain power over people, and with his language and his words can form an effective political speech that can make a nation to follow his party. Therefore, political speeches can play a major role in persuading the population to have the same opinions and agreement. For instance, Abraham Lincoln ran his nation in the very dark era of American history where there were slavery and civil war, when trying to draw the people's attention to his speeches he used distinctive rhetorical devices to emphasize his rhetorical purpose such as repetition.

The use of rhetorical devices has a main purpose and significance in holding attention and in effecting the language of politics. Therefore, Abraham Lincoln, who led his nation and guided it through the dark time America had gone through, used rhetorical devices that can make an effective political speech in order to make a nation follow his party. Hence, this paper is precisely studying the significance behind the use of various types of repetition and discovers the most used type of repetition in selected speeches by Abraham Lincoln.

### **2. Statement of the Problem**

The use of repetition in a political speech can be beneficial in constructing a functioning political speech. This study intends to make an investigation in order to find out the stylistic significance of using various types of repetition in selected speeches by Abraham Lincoln and whether he has tendency to use one type of repetition more than the other type.

### **3. The significance of the Study**

This research paper could be important because it gives more information about the effect of language on political discourse, and it sheds light on the various kinds of repetition used in a number of Abraham Lincoln's selected speeches and it analyses their stylistic significance.

### **4. Aims of the Study**

The main purpose of this study is to look at the use of repetition as rhetorical device in political discourses and throughout this research paper we will try to:

- Explain and identify the meaning of the language of politics and language of persuasion.
- Denote the use of repetition in political speeches
- Point out the different types of repetition used in Abraham Lincoln selected speeches and discover the most used type of repetition in those speeches.

### **5. Research Questions**

This research paper is designed to answer these questions:

- What is the kind of relationship between politics and language?
- How does the use of repetition affect the political speeches?
- What are the types of repetition used in the selected speeches by Abraham Lincoln and what is their significance? And which type has been used the most?

### **6. Hypotheses**

Repetition is commonly used by politicians in their speeches; Abraham Lincoln tends to vary in his selection of the types of repetition that he used. Therefore, the variety of selecting different types of repetition may result in using one type more frequently than the other types which may have significance in his political discourses.

## **7. Methodology of the Study**

Our choice of the methodology depends on the nature of the problem. This research paper will be descriptive study; it will describe and analyze the types of repetition used in Abraham Lincoln selected speeches and to look for their stylistic ideological political function. This study will be a mixture between two methods; we will use both qualitative and quantitative analysis. Qualitative analysis attempts to select samples of each discourse that we will be using, and tries to analyze their stylistic significance behind the use of repetition, and the quantitative analysis tries to find out the frequencies and to quantify the number of uses of the repeated words used in those discourses. Therefore, we are going to describe and analyze the data, and interpret the results.

In order to test our hypothesis and gather data we will use a library research. Also we will deal with some samples of Abraham Lincoln selected speeches.

## **8. Literature Review**

This field of study, which deals with the relation between repetition as rhetorical device and political discourse which in general is the relationship between language and political discourse, has been studied before by numerous researchers and authors and their findings are highly relevant for my dissertation.

Language is system of communication that enables humans to connect with each other and exchange ideas and express emotions, and also it has the power to effect and persuade one's mind and thinking. Relating language to political discourse can be seen as that language has power in influencing the reader and listeners.

Robert (Roberts, 2005/BC4) stated that rhetoric is mainly used for persuasion, he declared that persuasion is achieved by what the speakers' characters are and what he says, not

by what people think of his character before he begins to speak, and that some of persuasion belongs to the art of rhetoric.

Halliday and Hasan's *Cohesion in English* book (1976) discusses the various types of rhetorical devices that link one part of a text with another such as the lexical repetition. They see a text as a semantic unit rather than a structural one. Therefore, they do not see a text as just structure but as semantic unit. Moreover, Halliday and Hassan (1976) believe that reiteration as a form of lexical cohesion which involves the repetition of a lexical item, and they believe that repetition has cohesive effect on the structure.

Norman Fairclough (1989) speaks about how language in maintaining changing power relations in modern society and language in relation to ideology and power.

Cockcroft and Cockcroft (1992) used the word rhetoric to relate to all forms of human communication, the word is used more frequently to refer to a speech and specifically to a certain type of formal public speaking. Besides, they aim to clarify the complexities of persuasive language both written and spoken and to enable students to develop their own rhetorical skills.

Adrian Beard (2000) states that observing the language of politics is significant as it helps our understanding of how the language is used by politicians for achieving power. He also defines politics as any social activity that has its own particular code which is language. Moreover, according to Adrian Beard (2000), language is used in television, news, , reports and will decide the image we get, he also claims that language is important part of the wider process of political speech in that the politician is trying to convince and persuade their people to vote and elect him by using his words and in his written and spoken texts.

Joseph (2006) believes that language is political from top to bottom whether considered at the level of speaker's choice of language or style of discourse with others or at the level of rhetoric. He states that language is a political-linguistic-rhetorical-construct.

Heinrichs (2007) confirms that repetition is used in political speeches and texts and believes it has effect on the listeners such as making the words stick in their minds

In addition Wales (2011) believes that the use of repetition in political speeches is useful, she claims that it has many functions like persuading and drawing attention to the words repeated.

Consequently, most of these findings confirm that language can be related to politics and it has effect on it in a way that politicians use the language to persuade people by using certain rhetorical devices such as repetition and its types which we will see in this study.

## **9. Limitation of the Study**

We have decided not to involve all the speeches of Abraham Lincoln in our study; instead we have limited it into three political speeches to analyze due to the time fetter.

## **10. Structure of the Research:**

This piece of paper is divided into three chapters the first chapter will be devoted to the literature review and the second chapter will be a theoretical framework; the third one will be a practical chapter which consists of both the qualitative and quantitative analysis.

The first chapter will be devoted to literature review. In which we will try to find out the nature of the relationship between language and politics and try to give further information about how language of persuasion can influence the political discourse. Moreover, we will see some of great public speakers who used linguistic devices to influence their people. It will also give an introduction to rhetoric and rhetorical devices including repetition which will be discussed in the second chapter.

In the second chapter we will discuss the views and theory of Halliday and Ruqaiya about to what extent repetition has an effect on the cohesion of the text. In addition, this chapter will deal with different types of repetition and their functions in the political speeches.

The third chapter will describe the selected speeches by Abraham Lincoln, and analyze the statistics and interpret the results of the use of repetition in the three speeches.



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## **Introduction**

Human beings use language as a means of communication as well as a way to express and exchange opinions, feelings, beliefs, history, and arts in its written or spoken form. The first chapter of this research paper deals with the relationship between the language of persuasion and politics, since language can also be an instrument for manipulation; a person can use a language as a persuasive means as it comprises some linguistic components to help influence the other person's mind such as the use of different types of repetition. It will also talk about politics, which concerns the various activities that have relation to the government and the citizens. Besides, it will look at the use and function of rhetorical devices in texts. In addition, it discusses the historical and contextual background of political discourses. In order to interpret the intended meaning of the speeches the politicians make, we need to study the context and social background in which the speeches were delivered. We will also see some of the politicians who had powerful speeches; who use a wide range of rhetorical devices in order to persuade their audience, some of these rhetorical devices are: repetition anaphora, metaphor, alliteration, allusion, parallelism.

### **1.1. Language and Politics**

#### **1.1.1. Language of Persuasion**

Atkinson (2004, p.21) states that at first when we are trying to talk, we make normal conversation, but then we develop our speaking skills in our conversation, we start having conversational techniques. In addition, Atkinson (2004, p. 285) claims that most English speakers have the tendency to speak with unique manner, although they speak the same language, they ought to be using different linguistic techniques which contributes in forming a language of persuasion, therefore, a language of public speaking.

Furthermore, Cockcroft & Cockcroft (2005) claim that language has been a means of persuasion in discourse for a long time. Besides, Atkinson (2004, p. 179) confirms that the rhetoric has been used by the Greeks and is still used nowadays on account of its effectiveness in public speaking. He states that they used to employ rhetoric devices in their arguments, debates and controversies.

In addition, he claims that the language of persuasion develops and grows with the support of these rhetorical devices. Furthermore, Cockcroft & Cockcroft (2005, p. 3) state that Aristotle listed three means of persuasion that helps make a good speaker which are ethos, pathos, and logos. They also added that a speaker is able to persuade an audience if he already knows the audience, situation and the context he is in. In addition, they claim that due to the language 'stylistic capacity, much attention is given to the style a speaker uses in order to persuade his readers or listener, they believe that language of persuasion lies on the style and elements of the language that are used.

Cockcroft & Cockcroft (2005, p.1) believe that persuasion needs to be done within a certain circumstances and for various purposes as they present examples of different persuasion for different aims: John Keats's poetry and John F. Kennedy's speeches in which one of them tries to create tragic emotion and the other to gain political aim. Furthermore, Beard (2004) confirms that rhetoric plays role in the manipulative and persuasive language; he agrees with Cockcroft & Cockcroft (2005) in that rhetoric is powerful persuasive tool in public speaking and that it has been used by the ancient Greeks, yet politicians nowadays do not use the traditional techniques of persuasion, instead they use another techniques for persuasion which he mentions: the rule of three, parallelism, pronouns. Moreover, Beard (2003, pp. 36 -50) claims that politicians tend to employ rhetoric for the sake of gaining power as he confirms that the Greeks studied rhetoric as language of persuasion. Moreover, he confirms that political speeches are old as politics which he considers has relation to rhetoric. He states that political campaigns use

language for a certain purpose. For example, a politician would use language to persuade their audience to vote for them. Additionally, Beard (2003, pp. 50-5) claims that politicians nowadays try to use repetition in their speeches which in his opinion is a good technique to persuade their audience. He gave an example of a play written by Shakespeare in which he used repetition in the speech. Besides, Beard (2003) believes that the only purpose behind using repetition is persuasion.

### **1.1.2. Politics**

Roberts (Roberts, 2005/BC4) states that politics is a practical science in which a city is directed in order to promote the living situation of its citizens. Thus, A politician who holds a political position and in charge of the political issues of his nation uses a certain powerful persuasive language in his political speeches to accomplish his intentions. Besides, he uses language to achieve a certain goal which is influencing the people and leading them in his direction aiming for a better life for the nation. Politics is one social domain which is mostly concerned with the management of the affairs of the nation or a country; scholars have studied politics from different perspectives. Plato has identified politics as ‘nothing but corruption’ (Cited in Beard, 2000, p. 4) from that we can understand that there is no justice in the political actions and that only the powerful and the strongest who is going to win in the state. Moreover, Aristotle said: “the political instinct is implanted in all men”; it means we are all politicians in nature and that all human beings can be or act as a politician. (Cited in Jowett, 1999, p.6)

Geis (1987), for example, sees politics as language activity. Therefore, language has a notable role in politics and in political discourse; it is important in educating and convincing the others about their countries’ political issues. However, Chilton& SchäVner (2003) claims that to be politician requires you to be desirable in the community. He also views politics in two ways: the first is politics as power, but in the conflict between the ones who are attempting to gain it

and the ones who are trying to resist it and the second is politics as a way to resolve society's problems.

Politics from the perspective of Chilton (2004) is solving the issues and conflicts of the society and the government or trying to dominate and impose power over people. We can say that politics is where there is a certain kind of power over people or in another way, it is the control of the politician over the citizens. Moreover, if politics is viewed only institutional politics, political parties, and speeches, thus, the study of political discourse can be restricted, yet politics can be seen to some as the everyday conflicts between authoritative people over normal people; however, it is also meant to be the conflict between two political parties. In addition, Chilton (2004) also claims that politics is interested mainly in distinguishing between the people and the society.

In addition, Joseph (2010) views politics into two aspects: first the politics as a republic and politicus, second is what the different elements of the state hold. He also claims that politics is what the politician does in order to correctly govern the state. Moreover, he agrees with Aristotle that politics comes from the Greek word polis which indicates city or state. Furthermore, Beard (2000) talks about politics as it is related to the people who live under one organized community.

Max Weber point of view of politics:

Politics the concept is extremely broad that comprises any kind of independent leadership in action. One speaks of the currency policy of the banks, of the discounting policy of the Reichsbank, of the strike policy of a trade union; one may speak of the educational policy of a municipality or a township, of the policy of the president of a voluntary association, and, finally, even of the policy of a prudent wife who seeks to guide her husband. (Weber, 1972, p.21)

From his viewpoint we can say that politics is policy that is between two people such as the citizen and the government.

## **1.2. Political Context**

To study and interpret any political speech we should consider the context in which the speech has been delivered. Thus, to study the speeches of Abraham Lincoln we have to study the political context, the setting, and the events in which the speeches were delivered. America went through dark, tense, and unpleasant history during the 19<sup>th</sup> century. There was much hate toward the coloured people as well as between the citizens; white people were the dominant the controlling people in the state; they had much power to perform over the black people, who were the weak people within the society and were treated like slaves without human rights at that time.

According to Zinn (2007), it was Abraham Lincoln who freed the slaves, gave them freedom, and stood for their rights. Black people had been slaves for a very long time in America, especially in the south more than in the north and Caribbean islands, the largest slave revolt took place in New Orleans.

Genovese states that during the 1850's slavery spread over Canada, Mexico and other foreign regions by escaping from their owner and from the government for some short period (Cited in Zinn, 2007, p. 158) In order to make improvement in their lives and gain what they always wanted to achieve, i.e. freedom; black people should fight for their independence and stand for themselves that could cost them much moral and physical struggle. Therefore, the black people should fight for themselves for that no one will fight for their independence. Instead, Abraham at that time was absolutely against slavery when he said "I AM NATURALLY ANTI-SLAVERY. If slavery is not wrong, nothing is wrong. I cannot remember when I did not so think, and feel" (Cited in Foner, 2010, p.1). Moreover, Zinn (1980) believes that Lincoln's main

objective at that time was to free the slaves and send them to Africa, where they came from, and to abolish slavery.

Lincoln brought the idea of putting an end to slavery in 1858; he delivered a speech in which he declared: “let us discard all these things and write as one people throughout that all men are created equal” (cited in Foner, 2010, p.1)

When Abraham Lincoln became a president in March 1861, more than 7 states most southern left the Union creating their own Republican Party and they were against freeing the slaves. Consequently, most of the southern states left the union; the civil war was on, it was one of the bloodiest in human history: up to 600,000 dead on both sides (cited in Zinn 1980)

Abraham Lincoln’s most concern was to convince the republic party to join the union , to free the slaves, and end the war. Lincoln, Stern, & Nevins (1940) says that the American people at that time cherished his words as he spoke about peace, freedom, and they remember him always as a man of peace and his speeches still have the political power and value.

### **1.3. An Introduction to Rhetoric**

Rhetoric is considered a strategy that speakers or writers use to provoke or lead the audience to one intended point and to accept their argument. It also shapes the writer’s style of writing. Many of the ancient politicians and leaders used rhetorical devices as a way to influence their people and to persuade them to agree with their point of view.

#### **1.3.1. Rhetoric According to Aristotle**

According to Roberts (1954/BC4) Aristotle views rhetoric as the speaker’s capacity or the ability of persuading people as well as to convince them follow his lead.

“Rhetoric is the counterpart of Dialectic. It is a subject that can be treated systematically.” (Cited in Aristotle & Roberts, 1954) He also thinks that people may use rhetoric

against its proper use and it results in injustice. Moreover, he believes that rhetoric can manipulate the people's mind negatively.

Aristotle described rhetoric as the monitoring of the possible ways of persuading people; most political leaders see rhetoric related to political discourse and politicians for the reason that political leaders are trying to convince or manipulate the audience to follow his party or point of view (Cited in Roberts, 1954/BC4). He also explained that the function of rhetoric would be more than just persuade people; it is also to discover and identify the means of persuading. Moreover, he sees rhetoric functions the same as dialectic's. Nevertheless, the rhetorician is different than the dialectician as he claims: "the term 'rhetorician' may describe either the speaker's knowledge of the art, or his moral purpose. In dialectic it is different: a man is a 'sophist' because he has a certain kind of moral purpose, a 'dialectician' in respect, not of his moral purpose, but of his faculty" (As cited in Aristotle & Roberts, 1954). From that we can say that a rhetorician is to have the ability to convince others using the art of persuading; however, a dialectician is to gain the people's power by debating.

Roberts (1954/BC4) discovered and developed the three components of rhetoric which are logos, pathos and ethos. Logos is kind of persuasive argument that uses reason and logic in persuading the audience. Ethos is another argument, it is the power to convince the audience and that the characteristic of the persuader to have the quality of trustworthy, credible, and good moral. Pathos, the third argument, is the ability to move the audience emotions in order to win an argument (cited in Jay Heinrichs, 2007). Heinrichs (2007) included three arguments that are logic, character and emotion of the audience to be the three important effective means of persuasion in that logic is to be reasonable to the audience and the character is to be trustworthy and the emotion let the audience act in the way they like; accordingly they usually work together.



### **1.3.2. According to Gorgias**

Gorgias was a Greek philosopher, sophist, rhetorician and an author of oratorical. Cooper & Hutchinson (1997) in their book “Gorgias” claimed that Gorgias is more interested in teaching the public speaking. Thus, Gorgias saw rhetoric as an art that serves human and gives them freedom to rule over others. Although Socrates claimed that rhetoric is not an art, rather it is kind of a skill that a speaker uses for flattery and compliment. He also declared that rhetoric serves politics with justice and good and also agreed that it’s kind of persuasion. (Cited in Nichols, 1998)

Nichols Jr. (1998) says in his book that rhetoric has something to do with possessing skills, with art or science of speaking and he said that rhetoric is necessary for political issues as result politician cannot really affect his audience without using rhetoric.

### **1.3.3. According to Cicero**

Cicero defines rhetoric as “one great art comprised of five lesser arts: inventio [usually translated as invention but I prefer discovery], dispositio, elocutio, memoria, and pronuntiatio. It is speech designed to persuade” (Cited in Booth 2004, p.4). Therefore, rhetoric is an art which is used in speeches to persuade.

### **1.3.4. According to Polus**

Polus who was a student of Gorgias views rhetoric as to hold the power in order to provoke and persuade people’s minds without considering the negative aspect that result from it. (Cited in Cooper & Hutchinson, 1997)

### **1.3.5. The Modern Rhetoric:**

Rhetoric has become more considered among higher education; it has been developed since the 4<sup>th</sup> century and it is narrowed to specifically the political affairs and it had been important until 18<sup>th</sup> and 19<sup>th</sup> century. Rhetoric is considered as a theory of eloquence as cited in Booth's *The Rhetoric of Rhetoric*:

The theory and practice of eloquence, whether spoken or written, the whole art of using language to persuade others; false, showy, artificial, or declamatory expression; rhetorical: oratorical; inflated, over-decorated, or insincere in style; rhetorical question: a question in form, for rhetorical effect, not calling for an answer (Cited in Booth, 2004, p. x)

This indicates that rhetoric is the ability to use language for the purpose of persuading others.

The philosopher Booth (2004, p.4) claims that: "Rhetoric was often confined to the oratory of males; usually it was the range of resources for winning in politics." That suggests that male orators were more dominant in using rhetoric and it was mainly used for winning in political affairs. He also mentions that scholars and teachers emphasized the teaching of rhetoric.

Rhetoric as Heinrichs (2007) defines encompasses oratory and it is the art of arguments that leads to social power and an art of persuasion and eloquence. He claims that the ancient looked at rhetoric as an important linguistic skill to powerfully lead a nation and they consider it significant to teach in higher education; rhetoric to them is the ability to influence the others by using spoken or written language.

### **1.4.Types of Rhetorical Devices According to the Greeks and Romans**

In order to persuade the audience speakers or writers use language in an effective way. Rhetorical devices are techniques made in order to influence the public. According to the Roman philosopher and politician Cicero, rhetorical devices are divided into two categories which are

figures of speech and figures of thought (as Cited in Murphy 1981). Figure of speech is a stylistic device which one uses to reach the language influence; for example, conjunction, elimination, epanaphora, isocolon, metaphor, reduplication, Synecdoche, and synonymy. Figures of thought such as: Antithesis, comparison, dialogue, distribution, emphasis, simile, understatement, and vivid description.

### **1.5.A Short History of Political Discourse**

The skilful use of language in political texts is commonly used by politicians in order to manipulate their audience. Therefore, language is thought to be a powerful tool for politicians to convince their public. Political leaders use a wide range of rhetorical devices in their political discourse in order to influence the audience and persuade them into their political aim.

According to Haaften (2011, p. 61) the language of political discourse should be considered to its users as he claims: “One of the most fundamental rules the ancient speaker had to keep in mind was to adapt and modulate melody and rhythm. Indeed, since Antiquity, musicality in political discourse has been considered as essential for persuasion.” He states that musicality and rhythm can play a great role in the political discourse in terms of persuasion.

Some of the most famous politicians and political leaders who were popular by their rhetoric are Cicero, Julius Caesar, and Daniel Webster.

#### **1.5.1. Marcus Tullius Cicero**

Marcus Tullius Cicero was Roman philosopher and politician and orator; he was born in January 3<sup>rd</sup>, 106 BC. According to Everitt (2001) Cicero had been raised when there were much art, sport, theatre, fashion, parties, literature, poetry and Cicero said politics was: “conducted with a familiar blend of private affability and public invective” (cited in Everitt, 2001, p. 1).

In addition, Billows (2008) claims Marcus Tullius Cicero was the most important author, orator, and most powerful politician during his time in the Roman history. Lovano (2015) also says that Cicero is mostly known for his mastery in oratory, and that he had his own style of public speaking. Moreover, Haaften (2011) claims that Cicero's works were mixed between music, emotions, and persuasion; according to Cicero speeches should be delivered using musical words and it should have rhythmic properties, such as rhyme.

Haaften (2011) believes that eloquence is being used by ancient Greeks and Romans as a way to persuade the audience; Cicero claimed in his book that to be a real orator you should be aware of the human studies and should have the linguistic competence. Moreover, he states that the orator is about speaking with a good style at the same time knowing all the aspects of the subject matter.

Therefore; Cicero's writing is characterized by organization of word and well formed sentences that are full and rich with sentiment side.

### **1.5.2. Julius Caesar**

Julius Caesar was born on July 100 BC in Rome, Italy. Billows (2009, p. ix) confirms that "Caesar is a historical figure who has never failed to fascinate." Julius, therefore, is one of the greatest orators and politicians; Caesar, as Kamm (2006) states, was one of the most hardworking leader and idealist and manipulator who could persuade people with his words. He became renowned as an eloquent and powerful orator himself.

Furthermore, Lovano (2014) believes that during the time of Caesar, the public speaking was more important to a statesman than managing a conflict; Caesar is skillfully talented in terms of giving a public speech due to the rhetorical training that they had in the Late Republic. Moreover, he was considered as one of the greatest rhetorician at his time. Caesar was famous by his mastery of eloquence and rhetoric in order to defeat his enemies and it was not by being just

as a commander of men, but by being a master of public speaking. Therefore, Caesar became famous by his stylistic oration and his special way of speaking and his gestures as well. In addition Billows (2009) describes the speaking way of Caesar as follows:

He spoke and wrote in a style that was instantly intelligible to every hearer and/or reader, with words carefully chosen to convey his meaning exactly and accurately, sentences that were skillfully constructed and relatively brief – and so easy to follow – and an overall emphasis on making clear and exact sense. He avoided any affectations, and sought elegance through being concise and understandable – the elegance of simplicity and lucidity...Yet he was superbly skilled at manipulating the details of a case so as to make his argument seem reasonable and persuasive, even when he was in fact being highly partisan. (p. 194)

That indicates that Caesar has his own style of writing, he is able to make his listeners and readers enjoy his writing and that because of the skillful use of language as well as the clarity of his speech. Thus, he is capable of persuading them.

### **1.5.3. Daniel Webster**

Daniel Webster was born in 1782 New Hampshire. Smith (2005) states that he had higher skills in terms of oration; besides, he wrote outstanding speeches. His style of persuasion based on the use of arguments. Moreover, Webster was very literate and educated about the history and literature and that helped him in persuading people and make him more credible and reliable; his use of Aristotle's kind of argument "pathos" gave him strong and powerful speeches that moved the audience's emotions and made them even cry.

In addition, Whipple (1923) states that what made him a great orator and magnificent rhetorician is that he owned such a power of forming statements that are comprehensible to the

audience. Furthermore, he had the power to influence the audience's sentiments and also the ability to put his arguments in a well structured and logical way.

According to Whipple (1923. p.32) Daniel Webster was: "the greatest "stump" orator that our country has ever seen". He confirms that his speeches are powerful due to the rhetoric along with the use of images and metaphors; besides, he mentions that he was famous as poet.

Smith (2005) also agrees that Webster was considered a poet due to his use of imagery and his knowledge of literature; Webster encouraged Rhetoric and considered a good orator the one who has the power to change people's mind. Therefore, an orator should be aware of all the aspects of literature, history, and style. Webster made sure that his speeches will save his reputation or make other opposite parts follow him; he treated language as an important weapon in conflicts.

#### **1.5.4. Abraham Lincoln**

Abraham Lincoln is one of the greatest presidents of the USA; he got famous because of freeing the slaves and making all the American citizens equal. Moreover, Lincoln, Stern, & Nevins (2000) said that Abraham Lincoln writing was similar to Shakespeare and Tom Hood in that they carry the same features of combining humor, poetry, sensitive emotions. In addition, he said that Abraham was not of great rhetorician and that his words were more direct, honest, and clear; he borrowed some of his vocabulary from The Bible and Shakespeare in order to achieve his main object which was to affect his readers.

In short, through looking into the history of the political discourse and from the most famous orators we can see that politician tends to use more of rhetoric, eloquence and of different components of language in the political texts and political discourse as well as to make a better impact on their audience.

As in the current time, political speeches have not changed much in manipulating the audience as Orwell (1949) says:

In our time, political speech and writing are largely the defense of the indefensible. Things like the continuance of British rule in India, the Russian purges and deportations, the dropping of the atom bombs on Japan, can indeed be defended, but only by arguments which are too brutal for most people to face, and which do not square with the professed aims of the political parties. Thus political language has to consist largely of euphemism, question-begging and sheer cloudy vagueness.

The language of politics is used in political speech in order to defend the indefensible, by that we mean that the politicians use such a cruel language to corrupt our thoughts. Besides he argues that English language is used in political speeches in order to brainwash the audience thoughts in order to gain their trust.

## **Conclusion**

In conclusion, from what we have discussed, language is a tool that is used in political discourse since a long time ago so as to persuade the public. Moreover, language is commonly used between political leaders since it is powerful and effective instrument .Therefore, politicians tend to employ the different components of language and rhetoric which is, the art of public speaking and persuading and also it is a good manner to reach the desired effect on the readers and listeners, in order to guide their audience to their interest, achieve their political action, or to win an argument. Most of the famous orators and politicians such as Cicero, Julius Caesar, Daniel Webster, and Abraham Lincoln were very skillful and eloquent and have had delivered powerful speeches and that is due to their respect of the rhetoric. Thus, a politician must have the characteristics of the orator and rhetorician so as to accomplish his political goal.

## Chapter Two: Theoretical Framework

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## **Introduction**

The use of various types of repetition in discourse has been used by many political leaders such as Abraham Lincoln. The aim of this chapter is to give a clear idea about cohesion, text, and repetition in discourse. Thus, this chapter will first provide definitions given by some linguists and writers. In addition, it will discuss the positive as well as the negative effect of the use of repetition in discourse; it will also identify some types and forms of repetition. Finally, politicians tend to use repetition for the purpose of producing cohesive text, persuading, emphasizing their desired points; hence, we will mention the functions behind using repetition in discourses.

### **2.1. Cohesion and Text:**

Before studying about the repetition in discourse and its functions in texts we should first review the cohesion of the text.

#### **2.1.1. Cohesion**

Halliday & Hasan (1976, p. 5) admit that cohesion is found where there is a relation between the elements of the text and one element is dependent on that of the other. Moreover, Halliday and Hasan (1976, p. 10) wrote: "Cohesion refers to the range of possibilities that exist for linking something with what has gone before." This explains that some elements of the texts are connected to what has been mentioned before in the text. In addition, they say that lexical repetition contributes in the cohesion of the text. (p.283)

Halliday and Hasan (1976, p. 1-2) suggests that to study cohesion in discourse, we must include three components which are: the text, texture, ties, and cohesion. First, we will have a look at what text is in their perspective; a text as we already mentioned is more than just a group of sentences that are grammatically linked together rather they say: "A text is a unit of language

in use.”(1976, p.1)Therefore, a text is linked together with lexical devices such as repetition. Reiteration as they believe is the repetition of the same items by using general word as well as the use of a synonym, near-synonym, or superordinate as long as the grammatical and lexical items are constructed in consistency that creates cohesion within the sentences.(Halliday and Hasan 1976, p.278) Texture as they claim is: “entirely appropriate to express the property of 'being a text'...It derives this texture from the fact that it functions as a unity with respect to its environment” that is to say a text is of a unified group of sentences that carry some linguistic features and linked by cohesive relations within the sentence that create a texture. A tie is, as Halliday and Hasan (1976p. 4) inform “term to refer to a single instance of cohesion, a term for one occurrence of pairs of cohesively related items” which are the links that connect the part of sentences and by which they are dependent on each other.

### **2.1.2. Text**

Halliday & Hasan argue that the text structures are not related, yet they are connected through cohesive relations. Besides, they claim that the concept of cohesion is explained as how the meaning of the sentences is related to each other, in other words, to interpret the meaning of text you should pay attention to the other elements of the text, (1976, p. 10) Furthermore, they state that a text is not only the linguistic structure and not just the structural size, hence it is a semantic entity consisting of the unified meaningful structure of sentences and it can be spoken or written. Thus, to construct a text we give much importance to its cohesion as Halliday and Hasan (1976) confirm that the meaning of a text is associated with what being said in its environment.

Furthermore; Tanskanen (2006, pp. 32-33) says that cohesion is concerned with the relationship between the grammatical and lexical elements of the text. In short, Cohesion,

according to Halliday and Hasan (1987) is all about the consistency of the text and the relation within the sentences, thus, they are linked together and dependent on each other.

## **2.2. Negative and Positive Effects of Repetition in Discourse**

Cacioppo and Petty (1989) have shown that the strategy of repetition can have a positive effect on peoples' attitudes. Besides, they show that moderate repetition of the same communication seems to generate understanding of the message argued and a better attitude towards the message. In addition, Atkinson (2005, p. 87) argues that repetition lay positive effect on the listeners, as a result, repetition is not seen as a bad effect on the spoken form, but on the written form. In contrast, leech and short (2007, p. 199) state that it is better to avoid overuse of repetition as it becomes tedious to the text, yet less repetition may lead to unclear text.

In addition, Burchfield (2006, p.668) claims that excessive use of repetition result in boring, tentative text. Accordingly, Burchfield (2006) claims that when the repetition is used unintentionally it will result in producing very dull statements. Thus, it should be avoided. Osborn, Osborn, and Osborn (2009, p. 198) confirm that the use of repetition in discourse benefits in embedding the ideas into the mind of the audience along with making it easy for them to recall. In addition, using repetition is considered as an easy way to make the audience stay attentive and get attracted to the words, due to its emphasizing function in the discourse. Therefore, it will benefit the speaker who is trying to persuade his speakers, especially in political campaigns as they mentioned some examples of the most famous speech by the former American presidents: Abraham Lincoln and John F. Kennedy, they inform that repetition is “a powerful tool for simplifying speeches that it has been built into the standard speaking format” (p.198).

Additionally, using repetition in discourse is very functional in political speeches in order to make the hearer recalls the parts he missed. On the other hand, Burchfield (1996) adds that

repetition can be undesirable if the same words are repeated too closely to each other and will result from lack of care. Besides, he claims that: “Repetition of unconnected lexical items, then, re-petition of phrases which perform no significant Operation on their originals...and finally, repetitions predominantly reflecting the exigencies of face-to face conversation.” These would not draw much attention nor create sufficient cohesion, nor involve in progress of a conversation. Moreover, Peters (2000, p. 471) believes that repetition may have been seen uninteresting and suggest to avoid it using alternative words and vary in the use of grammar.

### **2.3. An Overview of Repetition**

#### **2.3.1. Overview of Repetition in Discourse**

Mazur (2005) explains that repetition is a way of linking the semantic parts of the text and helps in interpreting the text. Moreover, the recurrence of images, words, concepts, and figures creates “a rhythm—temporal and spatial—which underlies reassuring moments of recognition” Tannen (1989) claims that the use of repetition is found in conversation and it is used automatically by the speakers and that can benefit the conversation and leads to cohesive series of sentences, in addition she confirms that repetition : “is the central linguistic meaningmaking strategy, a limitless resource for individual creativity and interpersonal involvement” (Tannen p.101) which means that it is considered as the basic of linguistic that is able to create meaning as well as it is the origin of creative conversation. Besides, Wales (2011, p. 167) states that the use of repetition helps drawing the reader’s attention.

Leech and Short (1981, p. 244) describe formal repetition as repeated use of an expression (morpheme, lexical item, proper name, phrase, etc.) which has already occurred in the context. Thus, it is the reoccurrence of utterances that has been already existed in the text. Tannen (2007) agrees with Jefferson when he said “a repeat” is “an object that has as its product-item a prior occurrence of the same thing, which performs some operation upon that product-item.” (Cited in

Tannen, 2007, p. 62) This explains the same definition by Leech and Short (1981) which is the restatement of items in the text.

### **2.3.2. Repetition and Political Speeches**

In his book “Language and Politics”, Beard (2003) mentions some political speeches that have used repetition, which in his opinion is used to give the text a good cohesive text. Moreover, Heinrichs (2007 p.112) informs that repetitions are used by politicians in order to make their ideas stick in the mind of their audiences. He gave an example of the former American president Bush when he used repetition in some of his speeches: “You don’t have to repeat yourself to attach a label to an issue. Just define your side with a term that contrasts with your opponent”. He also claims that repetition is rhythmic and good to listen to, as he wrote: “Repetition acts like a football cheer or the refrain to a song, or a protest chant, making people feel part of a group—a group headed by you.” Consequently, politicians in order to make memorable and magnetic speeches they may need to use repetition.

Additionally, Reynolds (2008) defines it as effective device which helps in making of speeches and presentation that provides the text with cohesion as well the listener with a clear understanding. Furthermore, Johnstone’s work (1996) in the field of conversation analysis notes that repetition is often used to create rhetorical presence, as a linguistic foregrounding of an idea, which can make it persuasive even without logical support, leading to a reasoning flaw. Besides, Thomas and Wareing (2004, p.39) and Salkie (1995) agree that repetition is a cohesive device which helps make the text more coherent and unified.

Wales (2011, p.366) claims that repetition in conversation has bad effects those are seen as redundancy and dull, however, she argues that repetition is significant when it is used in a good way as it gives emphasis. Moreover, lexical repetition, she claims, such as anaphora, epistrophe, symplote, epizeuxis, and plocé are used in literary writing and political speeches

since it shows more emotion and draw the people's attention to an argument in political speech. On the other hand, Popescu, Lupea, Tătar, & Altmann (2015) argue that the figures of repetition are common in public speaking.

## **2.4.Types of Repetition:**

### **2.4.1. Lexical Repetition:**

According to Halliday and Hasan (1976) lexical repetition is the relationship between parts of the text i.e. they are related in meaning. In addition, Halliday& Hasan (1976) mention two types of cohesive ties, which by mean are cohesive devices.

Grammatical cohesion refers to the structural content as they claim includes devices such as reference, substitution, ellipsis, and conjunction; Hoey (1991) consider them lexical repetition when it comes to text analysis (cited in He, 2014). Halliday and hasan (1976) explained these lexical repetitions as follows: reference, the cohesive tie, is used when an item is used to refer to another term in the passage which helps to interpret the sentence and they reveal two different types of reference: which are exophora or exosphoric reference; we could contrast itwith endophoric as a general name for reference within the text. Substitution is another type of ties in which Halliday and Hasan (1976 p. 88) define it: when we replace an item with another which creates linguistic relation. The other tie is ellipsis, they call it "substitution by zero" the omission of items in the text, and it functions as providing a grammatical relation between the structures of the text. Conjunction, which Halliday and Hasan (1976) explain, is another cohesive tie, which links clauses and sentences to form semantic unit; they "express certain meanings which presuppose the presence of other components in the discourse (p.236). On the other hand, Hoey (1991) consider these grammatical cohesive devices as a kind of repetition except conjunctions, since they contribute in the semantic relation between sentences in the text. (Cited in He, 2014)

The other type of cohesion in Halliday and Hasan (1976) perspective is lexical cohesion which they define it as “the cohesive effect achieved by the selection of vocabulary” includes reiteration; they claim it is a kind of a form of lexical cohesion in which some words are repeated or general words are used to refer to another lexical item this explains that one lexical item refers back to another, that is related by having a common referent which it is not the repetition of the same word. In addition, they claim that a reiterated item may be a “repetition, a synonym or near-synonym, a superordinate, or a general word; and in most cases it is accompanied by a reference item” (Halliday & Hasan 1976, p. 278). Collocation, Halliday and Hasan (1975) state, is a cohesive device achieved through the association of lexical items that regularly co-occur. Moreover, collocation covers two or more words which can be said to go together in the sense of frequency of occurrence. Also it is the co-occurrence of the linguistic terms in the sentence, but unlike reiteration it does not use any kind of referent.

#### **2.4.2. Anaphora**

Unlike assonance and alliteration, anaphora is the repetition of a word or a whole sentence at the beginning of clauses or structure; not just sounds and vowels and letters Wil (2014). In addition, Wales (2011, p.20) states that anaphora is from a Greek origin which means carrying back. It is used in verse and prose for emotional and descriptive effect, but it is mostly used in public speaking such in political speeches in order to win their emotions and approval; she presented an example of Winston Churchill: “. . . we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.”



### 2.4.3. Epizeuxis

Epizeuxis is a figure of repetition that functions as emphasis device Quinn (2010, p.80) Furthermore, Wales and Fahnestock (2011, 2011, pp. 142-231) clarify that epizeuxis occurs when a phrase or a word is repeated immediately without intervening. Fahnestock (2011) gave an example: “History shows us, demonstrates that **nothing, nothing** prepares the way for tyranny more than the failure of public officials to keep the streets safe from bullies and marauders. (Goldwater; Safre 1997, 901)” (cited in Fahnestock 2011, p. 231)

### 2.4.4. Diacope

The repetition of same word or phrase at the beginning as well at the end of the sentence or clause involving words in between such as: adjectives or adverb in between Quinn (2010) and Fahnestock (2011, pp. 82-231) For example: “The people **everywhere**, not just here in Britain, **everywhere**—they kept faith with Princess Diana. (Blair1997; edited versions omit the second *everywhere*)” (Cited in Fahnestock 2011, p.231).

### 2.4.5. Epanalepsis

Fahnestock (1999, p.158) and Morgan (2017) clarify that it is the repetition of a word or clause in the beginning and at the end of the sentence. In other words, it is ending a sentence with the same word of the beginning Quinn (2010). “An example would be from John F. Kennedy: **Mankind** must put an end to war—or war will put an end to **mankind**. (John F. Kennedy 1961)” (cited in Fahnestock p. 158)

### 2.4.6. Anadiplosis

Quinn (2010) and Fahnestock (2011, p.158) state that Anadiplosis is the recurrence of the same word or phrase that occurs at the end of a sentence or at the beginning of the next sentence.

Again with an example from John Kennedy given by Fahnestock (p. 231): For we can afford all these efforts, and more—but we cannot afford *not* to meet this **challenge**. And the **challenge** is not to us alone. (Kennedy; Windt 1983, 29)

#### 2.4.7. Sympolce

Wales (2011, p.409) defines it as rhetorical device which consist of both anaphora and epistrophe. Moreover, Fahnestock (2011) explains that it is the repetition of the same structure of the beginning and ending in successive sentences, for example, **When there is talk of hatred, let us stand up and talk against it. When thereis talk of violence, let us stand up and talk against it.** (Clinton 1995) (Cited in Fahnestock 2011, p.231)

#### 2.4.8. Parallelism

Parallelism is usually found in idiomatic constructionn such asproverb; the repetition of the semantic meaning (Alm-Arvirus, 2003, p. 180). In addition, Corbett (1965, p. 428) claims that it is the repetition of the structure of pairs of sentence. Besides,he considers it significant in grammar and rhetoric, for that it helps in building a equivalent structure which they must be pairs of nouns, prepositional phrases with prepositional phrases and so on. Therefore, it has functions in providing coherence to the text as well as the well structured grammatical structures.

Dlugan (2017) says that parallelism which he calls parallel structure is a significant technique in writing; Abraham Lincoln used this type of rhetoric in his Gettysburg Address : “government of the people, by the people, for the people...” and another example: “... We cannot dedicate, we cannot consecrate, and we cannot hallow this ground.”

He claims that the most important of parallelism lies in the clarity of the text especially for the speeches, it makes them organized and comprehensible to the audience, thus, they do not

have to re-read the sentence again. Besides, it gives a pleasing sound to the audience's ears and a rhythm which makes it more memorable in the speech.

#### **2.4.9. Epistrophe**

Corbett (1965) defines it as the recurrence of the same word or groups of words at the end of the sentence. He claims that epistrophe is used not only to give the text a rhythm but also 'special emphasis'. Wales (2011, p.141) demonstrates an example from the president Abraham Lincoln whereby he used this kind of repetition in his Gettysburg address (1863): 'government of the people, by the people, for the people . . .' Fahnestock (p. 231) argues that this kind of repetition helps the speaker in pressing and emphasizing particular points in their audience's mind.

#### **2.4.10. Phonological Repetition:**

##### **2.4.10.1. Rhyme**

Wales (2011, p. 371) confirms that rhyme is phonological repetition whereby the same sounds are repeated more common at the end; mostly found in poetry. In other words, it is the repetition of the same sound at the end of two verses. Furthermore, Baldick (2001, p. 218) claims the most popular in rhyme devices are alliteration, assonance, and consonance.

##### **2.4.10.2. Alliteration**

Poets can call attention to certain words in a line of poetry by using alliteration. Wil (2014) claims that alliteration is mostly used in poetry; poets use it to get readers and listeners' attention as well as to leave a good rhythmic impression on them. In addition, Padgett (1987, p.9) defines it as the repetition of the same sound at the beginning of words. It is also generally made by consonants. Besides, he claims that alliteration is similar to rhyme except that the repeated

sound in rhyme is concerned with repetition of syllables, whereas alliteration consists of only sound unit repetition. He mentions that alliteration is strong effective device if used well he gave an example, when alliteration is used in its best:

...Yet my call came a whisper, my sentence an arabesque,  
my song falsetto. Put the book back on the shelf.  
Gone goodness. Dear mother, dead father, what burlesque  
of feeling phonied us, what made you make me hate myself? (1987,  
p.9)

Padgett (1987) also sees alliteration is used that is to add to the mood of a poem, or to create more drama or danger. According to Galperin (1977, p.120) writers tend to use alliteration to give the text a rhythm, melodic, and musical effect to the text, yet he said it could be irritating if it is used inappropriately.

#### **2.4.10.3. Assonance**

Assonance is another figure of speech; Wil (2014) resembles assonance to the alliteration as it also involves the repetition of sounds, except here is concerned with vowel sound repetition that creates a rhythm within the words. Moreover, Alm-Arvius (2003, p. 177) as well defines it as the repetition of a vowel and not necessarily at the beginning of a structure.

Padgett (1987) claims that it has a good effect in poems since it gives it true rhyme, he confirms that poets would use a combination of alliteration and assonance to create a harmony and a beauty to the poem. An example which he presented of Shakespeare's twelfth sonnet:

When I do count the clock that tells the time  
And see the brave day sunk in hideous night,  
When I behold the violet past prime

And sable curls all silvered o'er with white;  
When lofty trees I see barren of leaves  
Which erst from heat did canopy the herd,  
And summer's green all girded up in sheaves,  
Borne on the bier with white and bristly beard  
Then of beauty do I question make,  
That thou among the wastes of time must go,  
Since sweets and beauties do themselves forsake  
And die as fast as they see others grow.  
And nothing 'gainst Time's scythe can make defense  
Save breed, to brave him when he takes thee hence.  
(Padgett, 1987, p.16)

#### **2.4.10.4. Consonance**

Wales (2011, p. 82) states that consonance is a Latin word which means to harmonize which denotes the “half rhyme or end-alliteration consonantal assonance” in which the repetition of the consonants is used at the end of the word, regardless to the preceding vowel. In other words, Baldick (2001, pp.50-51) defines it is as the repetition of the same consonants. It is also considered a parallel to assonance because they both involve the repetition of the same sound. Moreover, Alm-Arvius(2003) states that consonance is the repetition of the consonant within the word and the rhyme is not necessarily used, for instance, “On Sunday Clifford wanted to go into the wood. It was a lovely morning, the pear-blossom and plum had suddenly appeared in the world in a wonder of white here and there.(D H Lawrence 1961:186)”

## **2.5. Function of Repetition**

Repetition has many functions since writers and speakers tend to use it in their discourse, we have seen that various forms of repetition can be very effective when we are speaking. In addition, Atkinson (2005) claim that even though it is something we try to avoid when writing for readers, using repetition in texts shows many functions such as cohesion in text, persuading, emphasizing, and clarity. Corbett (1965) argues that repetition is used on purpose for the sake of providing the text with rhythmic utterances in order to produce emotional effect.

### **2.5.1. Mean of Persuasion and Emphasis**

Fahnestok (2011) Orators since antiquity have drawn on the power of repetition for emphasis and emotional heightening. Moreover, Atkinson (p. 88-89) states repetition does not only function as clarifying the intended message of the text, but also as emphasizing and getting that message heard and achieved. Moreover, Fahnestock, & Secor (1982, p.341) consider repetition as manipulative and persuading device since it is used to flattering the audience and force them to act as they want them to. Johnstone (1987) points out that “repetitions make things believable by forcing them into the affective field of the hearer and keeping them there” i.e. the use of repetition has the ability to effect the listeners’ attitudes. Fahnestok (2011, p. 231) states that the use of repetition creates sets of related items in a structure. Therefore, it creates related meanings in a text. These sets have persuasive consequences. Besides, Peters (2004, p.471) argues that the use of repetition in writing attract the readers a attention.

Atkinson (2005, p.88) confirms that repetition has the ability to embed the desired message on the audience and to make the speech more emphatic.

### **2.5.2. Repetition for Cohesion**

Atkinson (2005, p.87) confirms that using repetition has positive impact on the listeners; it creates connection between the sentences. In addition, Corbett (1965, pp.434-435) claims that the significant role of repetition is to connect structures with each other since it creates a musical accordance which he called “euphony” in the text. Furthermore, Salkie (2001, p.8) and Peters (2004, p.471) agree with that repetition is cohesive device which helps make a text more coherent and unified.

Mazur (2005) claims that using repetition in text plays a role in shaping our minds as it creates more attention of what we read; it has the ability to give a rhythm to a text or a speech. Furthermore, she confirms that repetition is cohesive tool that is the repeating of a term or image or terms which has been mentioned before in the text. As a result, it creates a semantic unit in the text.

In addition, she claims that repetition of the same word does not produce the same function which is only unifying but also as decoration of the text. Furthermore, Repetition Altmann and Köhler (2015) claim that repetition is an important device in forming a cohesive sentences and texts, in which results in well unified text.

Moreover, Tannen (2007) agrees with the poet W. H. Auden in that the repetition is by means is a source of boredom and apathy, though Auden sees repetition as greatly needed in poetry and literary texts.

### **Conclusion**

In conclusion, according to what we have seen about using the repetition in discourse, employing different types of repetition plays significant role in the discourse, particularly the spoken discourse. In addition, this chapter indicates that repetition is used in the political speeches. Moreover, it claims that each type of repetition tends to improve the text as well as

making the speech more appealing, interesting, and cohesive. Thus, repetition has the ability to affect the audience's state of mind. Therefore, many politicians are using repetition in their speeches in order to produce efficient discourse and to persuade their audience.



## Chapter III: Analysis of the Speeches

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## **Introduction:**

Repetition in political discourse has a significant effect such as persuasion. Abraham Lincoln is one of the famous presidents who used repetition in his political speeches as a device to persuade his audience and as well as to reach his political aim which was the abolition of slavery and encourage human equality. He did not use only one type of repetition rather he used different types of repetition. Moreover, he tended to use one type of repetition superior to the others. Therefore, this chapter tries to quantify the various types of repetition and the number of frequencies of the repeated patterns that is used by Abraham Lincoln in the selected speeches. Besides, it will measure and evaluate these types of repetition. Hence, we will find out the most used type of repetition and we will discover the reasons behind his use of this repetition.

### **3.1. Background of the Selected Speeches**

The speeches that this chapter will discuss are: The House Divided Address, the Second Inaugural Address, and the Gettysburg Address. Abraham Lincoln tended to use various types of repetition in those speeches; in particular, his use of one type of repetition more than other types. We will analyze his intentions behind his use of repetition.

#### **3.1.1. The House Divided Speech**

The House Divided Speech was delivered on June 16, 1858 in Springfield; it was about the Dred Scott case, in which United States decided that no slave can be an American citizen. Besides, there was a conflict between the Southerners, who were with the slavery and the Northerners, who were with abolishing slavery; upon accepting the Illinois Republican Party's nomination as that state's United States senator. In this speech, Lincoln was trying to warn his

nation that the issues of slavery may divide the country. Thus, he tried to convince them to work against the division.

### 3.1.2. The Gettysburg Address

Abraham Lincoln delivered this speech during the American Civil War, on November 19<sup>th</sup>, 1863, in in Gettysburg, Pennsylvania. Four and a half months after the Union armies defeated those of the Confederacy at the Gettysburg. The united state was in crisis at the moment.

### 3.1.3. Second Inaugural Address

Second Inaugural Address was a speech by Abraham Lincoln; it was delivered on March 4, 1865, in Washington, D.C, for his second presidential inauguration. By then, Slavery and the Civil War were about to end.

## 3.2.Types of Repetition Used in Abraham Lincoln’ Selected Speeches

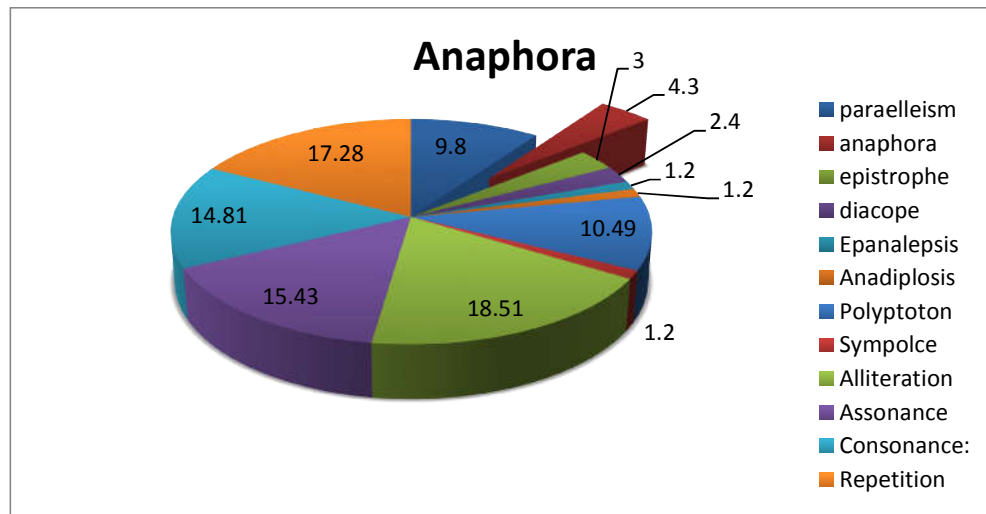
### 3.2.1. Anaphora

Type of repetition	Repeated passages and words	Frequency
Anaphora	<b>I do not expect</b> the Union to be dissolved — <b>I do not expect</b> the house to fall — but I do <b>expect</b> it will cease to be divided. <b>Let us</b> be more specific--- <b>let us</b> amend the bill so as to expressly declare that the people of the territory may exclude slavery. But in a larger sense, <b>we cannot</b> dedicate, <b>we</b>	4 times in the House Divided Speech 3 times in the Second Inaugural Address Once in

	<p><b>cannot</b> consecrate, <b>we cannot</b> hallow this ground.</p> <p><b>With</b> malice toward none, <b>with</b> charity for all, <b>with</b> firmness in the right.</p> <p><b>Let</b> anyone who doubts carefully contemplate that now almost complete legal combination -- piece of machinery, so to speak -- compounded of the Nebraska doctrine and the Dred Scott decision. <b>Let</b> him consider, not only what work the machinery is adapted to do, and how well adapted, but also, <b>let</b> him study the history of its construction and trace, if he can, or rather fail, if he can, to trace the evidences of design and concert of action among its chief architects, from the beginning.</p> <p><b>He</b> is not now with us---<b>he</b> does not pretend to be---<b>he</b> does not promise to ever be. <b>Neither</b> party expected...has already attained. <b>Neither</b> anticipated that the cause...itself should cease.</p> <p><b>seeking</b> to destroy it without war, <b>seeking</b> to dissolve the Union and divide effects by negotiation</p>	<p>Gettysburg Address.</p>
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**Table 3.1: The Repeated Passages of Anaphora in Abraham Lincoln Selected**

**Speeches**



**Figure 01: The frequencies of using Anaphora**

From the figure 3.1 and table 3.1, we can see that anaphora has been used by Abraham Lincoln frequently. Abraham used this type of repetition every so often in order to make his speeches more appealing and memorable. As we can see in the next passages:

“**I do not expect** the Union to be dissolved — **I do not expect** the house to fall — but I do **expect** it will cease to be divided.” (Lincoln, Avrashow, p.2) In this passage, from the house divided address 1858, Lincoln was trying to emphasize his side by repeating the expression: “I do not expect”. Therefore, Lincoln here is making his audience believe in him and trust him because after the “I do not expect” he mentioned the issues and the matter that the American people are afraid of and that is the collapse or the fall down of the nation, at the end he expressed his hopes that it will not be divided.

Another example of his use of anaphora in the same speech is: “**let us** be more specific--**let us** (Lincoln, Avrashow, p.3); in this passage Lincoln probably is trying to attract his audience’s attention in which “let us” is more appealing. Thus, Lincoln is trying to make his audience notice his intention to work together as united citizens.

Abraham also used anaphora to emphasize his ideas, for instance, in the Gettysburg address he repeated the clause “**we can not**” (Lincoln, Avrashow, p.57); from the passage in

the table 01 we can see that the use of that repetition is more likely to demonstrate that no one can give such sacrifices to the nation as they did in this battlefield.

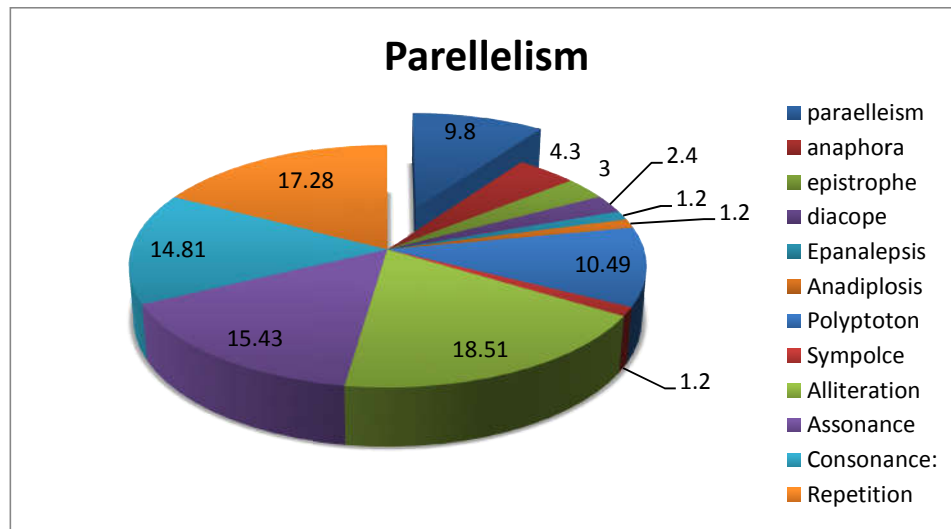
In addition, he used anaphora as well in the Second Inaugural when he repeated: “**seeking**” and “**with**”. In both examples Lincoln attempted to create rhythm to his speech and dramatic effect in order to make the issue more important, to convince his people to sacrifice for the nation, and to unify it as he wishes. Besides, he tried to convince his people that he does not feel any anger towards them, instead he believed in all of them. Moreover, he repeated the word “with” three times that will result in getting the people’s attentiveness.

### 3.2.2. Parallelism

Type of repetition	Repeated passages and words	Frequency
Parallelism	<p><b>Old as well as new—North as well as South.</b></p> <p>Echoed back upon <b>the people the weight and authority of the indorsement.</b></p> <p>Why <b>the people of a territory and the people of a state</b> are therein lumped together.</p> <p>Under the constant hot fire of <b>disciplined, proud, and pampered</b> enemy.</p> <p>Our cause, then, must be intrusted to and conducted by its own undoubted friends.</p> <p>any nation <b>so conceived and so dedicated</b>, can long endure.</p> <p>The world <b>will little note, nor long remember</b> what we say here; while it <b>can never forget</b> what they did here.</p>	<p>10 times in House Divided speech</p> <p>2 times in Second Inaugural address</p> <p>5 times in Gettysburg Address.</p>

	<p><b>We cannot dedicate, we cannot consecrate, we cannot hallow, this ground.</b></p> <p>New nation, <b>conceived in Liberty, and dedicated to the proposition.</b></p> <p><b>Government of the people, by the people, for the people.</b></p> <p><b>All dreaded it-- all sought to avert it</b></p> <p>Both <b>read the same bible and pray the same God.</b></p> <p>Judge <b>what to do, and how to do it,</b></p> <p>Half slave and half free.</p> <p>All one thing all the other.</p> <p><b>Had not been overlooked; but had been provided.</b></p> <p>The law case <b>came to, and was argued in.</b></p> <p>“...frame exactly <b>fitted and prepared</b>”</p> <p>The people of the territory and the people of the state therein.</p>	
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**Table 3.2: The parallelism passages in Abraham Lincoln selected speeches**



**Figure 3.2: The frequencies of using Parellelism**

The use of similar structure is very frequently used in Abraham Lincoln’s speeches. He mostly used parallel structure to demonstrate the similarities between both parties of the nation and that they both belong to the same nation. That we will see in his House Divided speech, Gettysburg Address, and Second Inaugural address.

He tried to convince his audience that the two nations are of equal rights when he said: “old as well as new—**North as well as South**” (Lincoln, Avrashow, p.2 ) which indicates the north side of the country is has the same value to Lincoln and that should be to all American people. In addition, he said in his speech: “echoed back upon **the people the weight and authority** of the indorsement.” (Lincoln, Avrashow, p.2) On the other hand, he used parallelism here in order to keep his listeners interested and following his words as he speaks. Thus, parallelism is used to give rhythm.

Another two passages from the House Divided speech is: “Why **the people of a territory and the people of a state** are therein lumped together” (Lincoln, Avrashow, p.8), from that passage we can understand that he made the concept of being in a nation should work on unity. The other passage is: “under the constant hot fire of **disciplined, proud,** and



**pampered** enemy” (Lincoln, Avrashow, p.10) Lincoln here is perhaps trying to clarify that the enemy is tough enemy.

In most of his use of parallelism above he made his audience attentive to what he is saying.

In another passage from the Gettysburg Address Lincoln repeated the same structure which is: “**so conceived and so dedicated**” (Lincoln, Avrashow, p.57) which refers to the nation, he tried to make clear that the nation is all what he wants the people to work on.

Moreover the quotation “The world **will little note, nor long remember** what we say here; while it **can never forget** what they did here.” (Lincoln, Avrashow, p.57) indicates his use of parallelism. that is to make the idea clear, that his words worth nothing compared to the sacrifices of the men who lost their lives here. Another passage from the Gettysburg Address: “But in a larger sense, **we cannot dedicate, we cannot consecrate, we cannot hallow**, this ground.” (Lincoln, Avrashow, p.57) Lincoln made his attitude more clear and comprehensible that the dead men have done by their sacrifices to the nation than the living.

From the famous quote: “Four score and seven years ago our fathers brought forth on this continent a new nation, **conceived in Liberty, and dedicated to the proposition** that all men are created equal” and the last sentence in the Gettysburg speech: “that government **of the people, by the people, for the people.**” (Lincoln, Avrashow, p.58) We conclude that Lincoln’s use of parallel structure in these two passages is used to create balanced ideas of equal meaning; conceived and dedicated are followed by the same idea which is freedom and equality; in the second passage he is trying to emphasize that the nation is owned by the people.

Another quote from the Gettysburg Address: “**All dreaded it-- all sought to avert it**” (Lincoln, Avrashow, p.59) from this quote we can see that the use of parallelism here helps Lincoln to make resemblance to the two terms dread and avert. Therefore, it shows that both

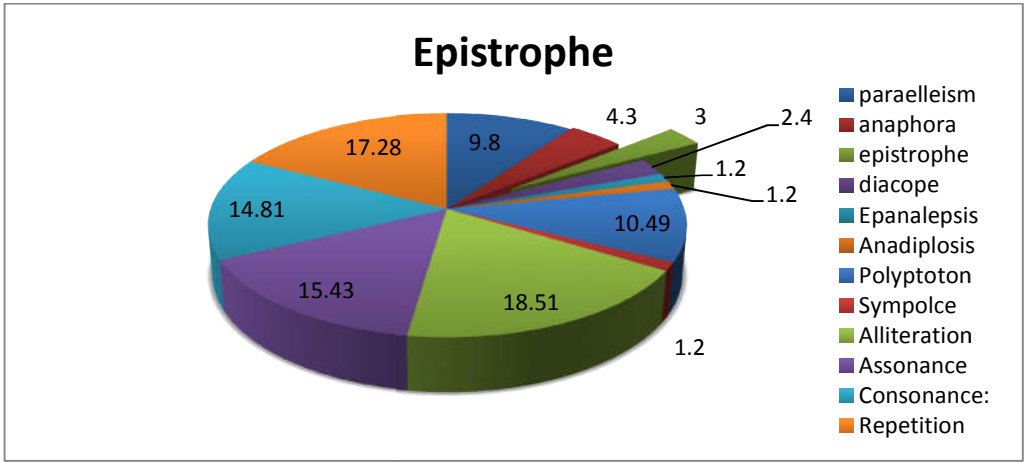
sides avoided the war. Moreover, parallelism is more pleasurable to the audience which makes his words stick in the memory of the people.

In the Second Address: Lincoln is persuading his audience by using parallelism in which he mentioned that both parties of the nation are not different from each other and that no one is better than the other when he said: “Both **read the same bible** and **pray the same God**” (Lincoln, Avrashow, p.60) ; besides, they even have the same beliefs.

### 3.2.3. Epistrophe (Epiphora)

Type of repetition	Repeated passages and words	Frequency
<b>Epistrophe</b>	Government of <b>the people</b> , by <b>the people</b> , for <b>the people</b> . But also, <b>let</b> him study the history of its construction and trace, <b>if he can</b> , or rather fail, <b>if he can</b> , the world will little note, ,or long remember what we say <b>here</b> , but it can never forget what they did <b>here</b> . With firmness in the <b>right</b> , as God gives us to see the <b>right</b> . The prayers of both could not be <b>answered</b> ; that of either has been <b>answered</b> fully.	Once in the House Divided speech Twice in the Second Inaugural Address Twice in the Gettysburg Address.

**Table 3.3: The Epistrophe passages in Abraham Lincoln selected speeches**



**Figure 3.3: The Frequencies of Using Epistrophe**

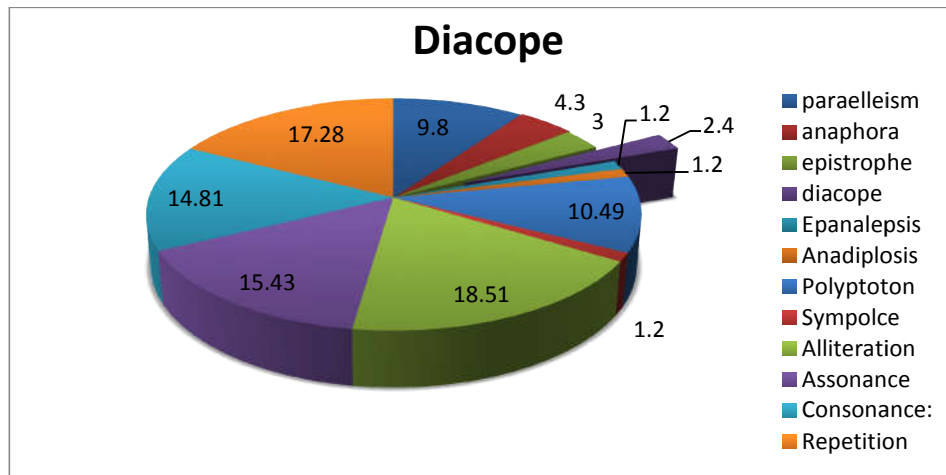
Epistrophe as we have seen it earlier in the 2.6.1. Subtitle in second chapter, it is used to make more emphasis. Hence, Abraham Lincoln used it in his Gettysburg speech for example: “and that government of **the people**, by **the people**, for **the people**, shall not perish from the earth” (Lincoln, Avrashow, p.58) that means that the object is directed to the people and there is no one superior to the other. Therefore it shows his humility which leads the people to trust him more. Besides, it makes ideas clear and memorable,

**3.2.4. Diacope:**

Type of repetition	Repeated passages and words	Frequency
diacope	With firmness in the <b>right</b> , as God gives us to see the <b>right</b> . its construction and trace. <b>If he can</b> , or rather fail, <b>if he can</b> , U.S. Constitution, is left an open <b>question</b> , precisely as the same <b>question</b> .  The same constitution permits a <b>state</b> , or the people of a <b>state</b> .	4 times in the House Divided speech  3 times in the Second Inaugural Address

		Once in Gettysburg Address.
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**Table 3.4: The diacope passages in Abraham Lincoln selected speeches**



**Figure 3.4: The frequencies of using Diacope**

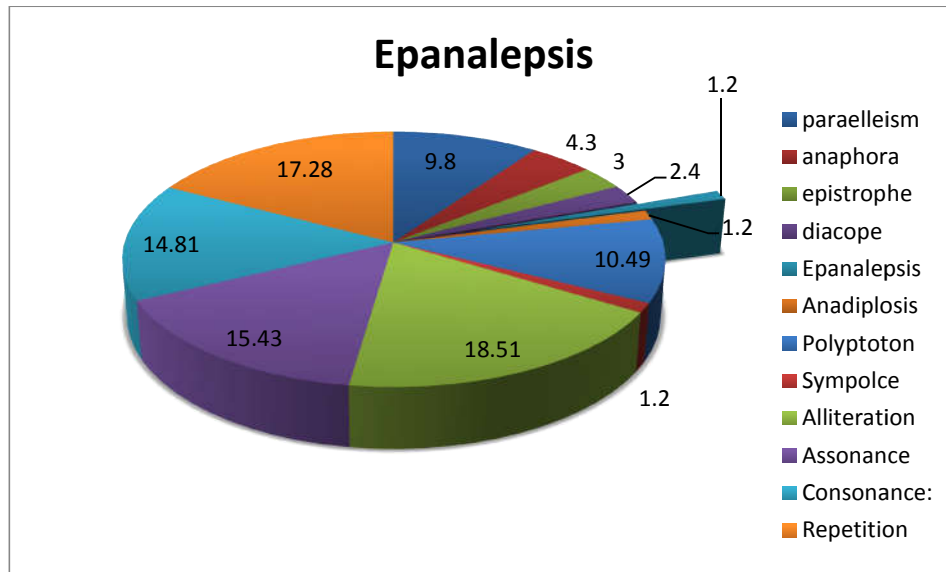
Lincoln used diacope as well so that to draw attention to his repeated words. For example, U.S. Constitution is left an open **question**, precisely as the same **question”** (Lincoln, Avrashow, p.6) as we see here Lincoln tried to put attention to the word question and to clarify that the same case is not solved yet. Besides the word question would attract the audience ‘attention that gives them the notions to look for the answer.

### 3.2.5. Epanalepsis

Type of repetition	Repeated passages and words	Frequency
Epanalepsis	<b>We shall not fail</b> if we stand firm, <b>we shall not fail</b> . But let us <b>judge</b> not that we be <b>judged</b> .	Once house divided Once in second

		<i>Inaugural Address</i> Twice in the Gettysburg Address
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**Table 3.5: Epanalepsis in Abraham Lincoln selected speche**



**Figure 3.5: The frequencies of using Epanalepsis**

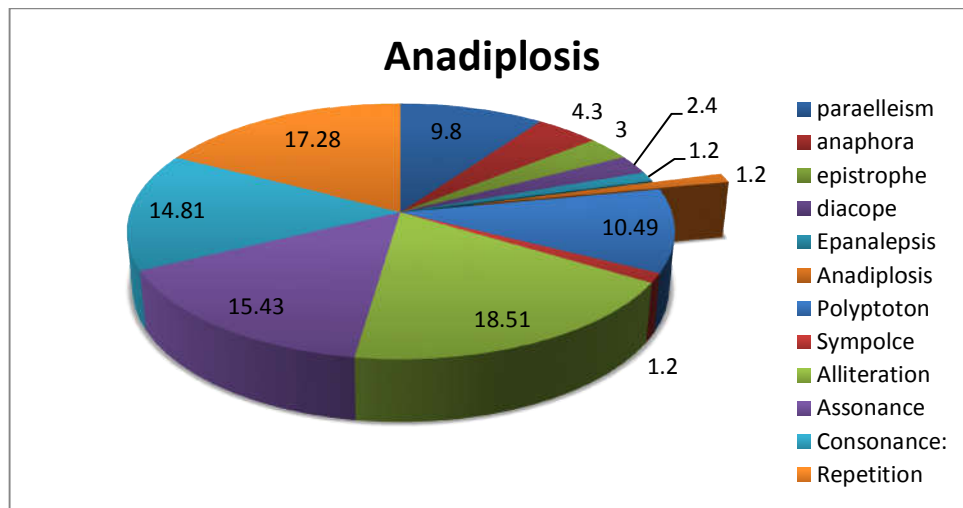
The table 3.5 and the figure 3.5 show that Epanalepsis does not have a great quantity; it is only used twice and of 1% percentage.

Lincoln used epanalepsis twice; the first was in the House Divided address: he repeated “**We shall not fail**” (Lincoln, Avrashow, p.10) We can see that he also used the pronoun, “we” and that would put good impression on the people, as he is tried to convince them that working all together will take them to a better place. The second use of epanalespsis was in the second inaugural address and it was when he repeated “judge”. The whole sentence refers to the biblical lines which means it is religious expression. Thus, his words are more persuading and credible; plus, he is emphasizing the idea that we should not judge either side.

### 3.2.6. Anadiplosis

Type of repetition	Repeated passages and words	Frequency
Anadiplosis	The people were to be left perfectly free, subject only to the <b>constitution</b> . What the <b>constitution</b> had to do with it.  The decision of it was deferred until after the <b>election</b> . Still before the <b>election</b> , Senator Trumbull on the floor of the senate	Twice in the House Divided speech

**Table 3.6: Anadiplosis passages in Abraham Lincoln selected speeches**



**Figure 3.6: The frequencies of using Anadiplosis**

The figure 3.6 shows that Lincoln used small proportion of 1%

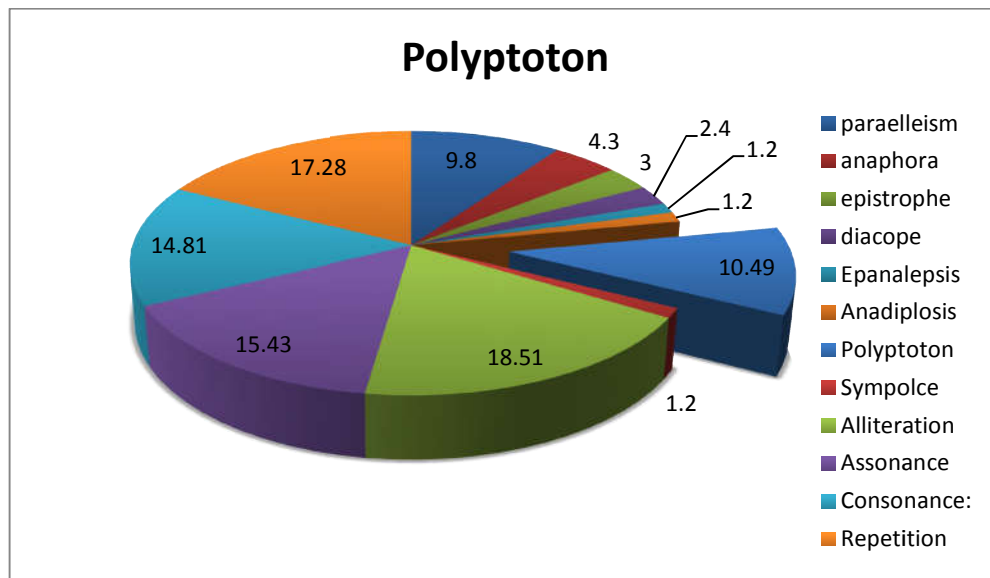
The table 3.6 lists the two examples from the House Divided Speech.

Lincoln repeated the word constitution at the beginning of the next sentence to put emphasis to it. It also shows his concern to the government. In the other example, the repetition was on the word election to draw attention to his speech since election and voting were the issue at that time.

### 3.2.7. Polyptoton

Type of repetition	Repeated passages and words	Frequency
Polyptoton	Right, rightful; live, lives; field, battlefield; presidential, president; dedicate, dedicated; dedication; inauguration, inaugural; slave, slavery; consecrate, consecrate; dead, died; judge, judged; declaration, declares; free, freedom; squatted, squatter;; welcome, unwelcome; infer, inference; production, producer; oppose, opposition.	11 times in the House Divided speech Once in the Second Inaugural Address 5 times in the Gettysburg Address

**Table 3.7: Polyptoton words in Abraham Lincoln selected speeches**



**Figure 3.7: The frequencies of using Polyptoton**

Table 3.7 and Figure 3.7 show that Lincoln used polyptoton for several times in his speeches; with number 17 of repeated words and percentage of 10%.

For the purpose of giving the speech a connection between its sentences, Lincoln used polyptoton in the speech such as: right, rightful; congress, congressional; presidential, president; inauguration, inaugural; squatted, squatter; declaration, declares; slave, slavery; free, freedom; welcome, unwelcome; production, producer; oppose, opposition; infer, inference. (Lincoln, Avrashow, p.57) And from the table 3.7, we see that most of the polyptoton words are referring to the one and only subject matter that is concerning the nation.

### 3.2.8. Sympolce

Type of repetition	Repeated passages and words	Frequency
<b>Sympolce</b>	<b>All dread it, all sought to avert it.</b>	Once in the House Divided speech
	<b>He does not pretend to be. He does not promise ever to be</b>	Once in Second Inaugural Address

Table 3.8: Sympolce passages in Abraham Lincoln selected speeches

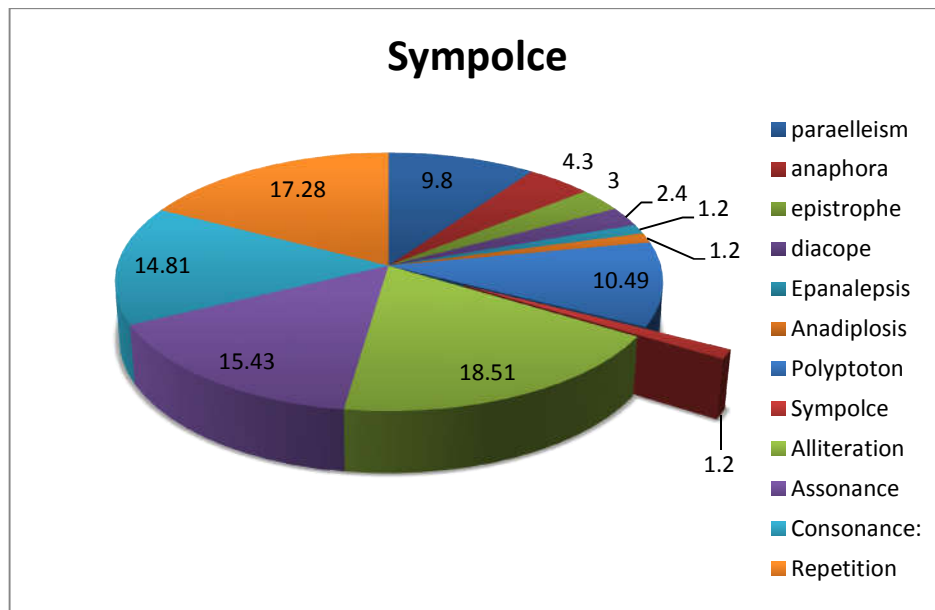


Figure 3.8: The frequencies of using Sympolce



From the table 3.8 and figure 3.8 we can see that Lincoln had used sympolce seldom, only twice and with percentage of 1, 2 %.

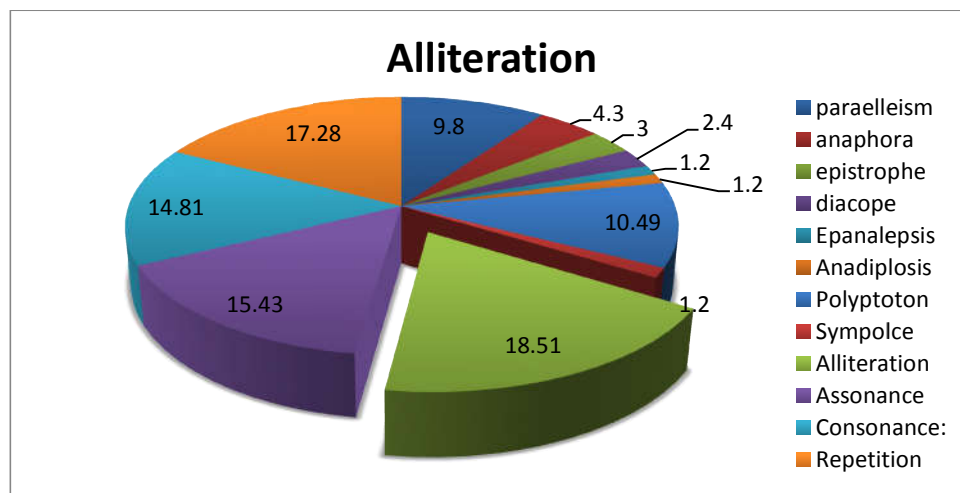
The two examples in table 3.8 are from the second address and House Divided Speech; the repetition was used to clarify that both sides avoided the war. Besides, the other example is from the passage: “I hope to have interposed no adventitious obstacle. But clearly, he is not now with us **He does not pretend to be. He does not promise ever to be.**” (Lincoln, Avrashow, p.10) He refers to the senator Douglas; Lincoln is trying to convince his audience that his rival Douglas is not qualified and capable of ruling the nation as he repeated: “He does not” and “to be”.

### 3.2.9. Alliteration

Type of repetition	Repeated passages and words	Frequency
Alliteration	<b>Half slave and half free, Free freedom, the law case came to, Douglas democratic, carefully contemplate, case came, unless the power of the present political dynasty, name now, of which he, himself, has given, squabble springs, Squatter Sovereignty, squatted out, patting and petting, unlimited power in the people, On one occasion, from the four, proud and pampered enemy, a slave state, slave State, draft drawn up, new nation, poor power, work which, world will, here have, continent conceived. Statement somewhat, fondly do we hope, fervently do pray, mighty scourge of war may speedily. Without war, high hope, All dreaded it 2<sup>nd</sup>,</b>	20 times in House Divided speech 8 times in the Second Inaugural Address 7 times in the Gettysburg Address

	<p>all sought to avert it. Cause of the conflict 2<sup>nd</sup>,  peculiar and powerful. Of the people, by the people,  for the people, shall not perish from the Earth.</p>	
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**Table 3.9: Alliterated words in Abraham Lincoln selected speeches**



**Figure 3.9: The frequencies of using Alliteration**

Table 3.9 and figure 3.9 indicate that Abraham Lincoln used alliteration very often in his speeches with 30 alliterated words. Also, it took the highest percentage number with 18.51%.

Abraham Lincoln used alliteration frequently in his three speeches. For example, in his House Divided speech we can mention: **F**ree **f**reedom, **D**ouglas **d**emocratic, unless the **p**ower of the **p**resent **p**olitical dynasty shall be met and overthrown, of which **h**e, **h**imself, **h**as given no, **s**quabble **s**prings, **s**quatter **s**overeignty, **p**roud, and **p**ampered enemy, by the courts of any **s**lave State the negro may be forced into by the master. (Lincoln, Avrashow)

The purpose of using it is in order to catch the audience’s attention and also to add rhythm to the speech and makes it more appealing. Thus, it is enjoyable to listen and easy to remember, such as free freedom; as if he is trying to give good hope to the slaves.

In addition, we can see that he used considerable numbers of alliterated words in the Gettysburg address such as: “**n**ew **n**ation” (Lincoln, Avrashow, p.57) which gives a good impression on the people, because the people would like to believe that their nation is worth fighting for, and especially after the war that had happened in Gettysburg. In the example “Our **p**oor **p**ower” (Lincoln, Avrashow, p.57) Lincoln was trying to show the people how grateful he is for the people who sacrificed here, and that he considered them powerful.

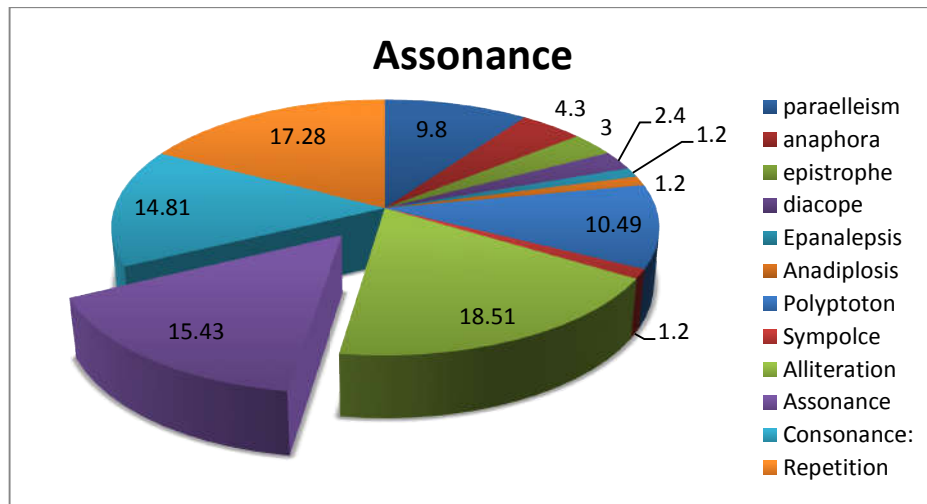
In the Second address he used more words that indicate better future, and belief in no war. For instance **f**ondly do we hope, **f**ervently do we pray, **m**ighty **s**courge of war **m**ay speedily, without **w**ar, and **h**igh **h**ope. (Lincoln, Avrashow)

### 3.2.10. Assonance

Type of repetition	Repeated passages and words	Frequency
Assonance	Chase and mace- case came- slave state- of any slave State the negro may- free freedom- as the woe <b>due to</b> those by <b>whom-</b> insurgent agent. Let us amend the bill so as to expressly declare that the people pf the territory may exclude slavery.  Both parties deprecated war; but one of them would <b>make</b> war rather than let the <b>nation</b> survive; <b>Four</b> score, so nobly. Brought forth on, <b>conceived in</b> liberty; created <b>equal</b> . To <b>be</b> dedicated here. <b>Who</b> fought. Cause for they <b>gave</b> . Phase for the <b>great</b> . <b>Reasonably</b> satisfactory .prediction <b>in</b> regard. <b>All</b>	5 times in House Divided speech 10 times in Second Inaugural Address 8 times in the Gettysburg Address

	<p>thoughts...all sought. In the city seeking. With charity for all. God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds</p>	
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**Table 3.10: Assonant words in Abraham Lincoln selected speeches.**



**Figure 3.10: The frequencies of using Assonance**

From the Table 3.10 and Figure 3.10 we conclude that assonance is used very often with number of usage of more than 20 times and percentage of 15%.

Abraham as well used the repetition of the vowel sound in his speeches, such in House Divided Speech so that he gets his audience's attention. As well as to make his words memorable, for example, Chase and Mace, case came, slave state, made in the case, of any slave State the negro may, free freedom(Lincoln, Avrashow); his usage of assonance is to make his listeners and readers attentive as well to increase the musicality effects on the audience. Thus, it creates pleasure when listening or reading.

It is also used for emphasis; for example, "The United States courts will not decide, but will leave to be decided by the court of any slave State the negro may be forced into by the master" (Lincoln, Avrashow, p.6) He is emphasizing the slavery subject matter. Also in the

example of “slave state” he is in a way making a connection between slave and state, i.e. slaves have the same rights as the other American citizens since they belong to the same state.

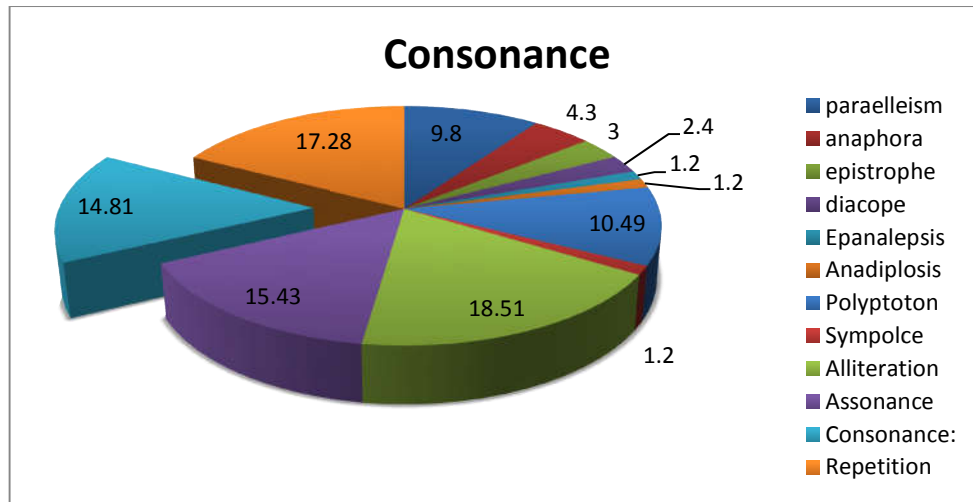
Furthermore, in the Gettysburg address he used assonance for magnetic effect also; for instance, “**four score**” in which he repeated the vowel sound o: even though he could have used eighty seven years instead of “**four score**” in order to make it more enjoyable to read or to listen. We also found his use of assonance in the Second Inaugural Address, such as insurgent agent, as the woe **due to** those by **whom** the offence came, in this sentence he repeated the sound vowel o: to make his words memorable.

### 3.2.11. Consonance

Type of repetition	Repeated passages and words	Frequency
Consonance	<p><b>we</b> could first know <b>where we</b> are and <b>whither we</b> are tending- since policy, <b>till</b> it shall become alike <b>lawful</b> in <b>all</b> the state- he, <b>himself has-</b> upon a common plan- we shall not <b>fail if</b> we stand <b>for</b>, we shall not <b>fail-</b> this shows exactly <b>where we</b> now are- <b>whithier we</b> are tending- But <b>when we</b> see a lot of framed timbers- different portions of <b>which we</b> know. “half slave- under the contant hotfire of a <b>disciplined proud and pampered</b> enemy- <b>Free freedom- Four score</b> and seven years ago our <b>fathers</b> brought <b>forth-</b> upon this <b>continent</b>, a <b>new nation-</b> The <b>brave men</b>, living <b>and dead</b>, who <b>struggled here</b>, have consecrated it, far above our poor power to <b>add or detract - “insurgent agent”</b> “until <b>all</b> the wealth piled; It is</p>	<p>11 times in the House Divided speech 3 times in Second Inaugural Address 8 times in Gettysburg Address</p>

	<p>rather for us to be here dedicated to the great task  remaining before us - seeking to destroy...seeking to  dissolve the union-carefully contemplate that now  almost complete legal combination</p>	
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**Table 3.11: Consonant words in Abraham Lincoln selected speeches.**



**Figure 3.11: The frequencies of using Consonance**

The table 3.11 and figure 3.11 demonstrate that Lincoln had used consonance 24 times with percentage of 14%.

Abraham Lincoln used consonance very often in his speeches as we are going to see some examples from the selected speeches: “upon a common plan” (Lincoln, Avrashow, p.7) The repeated sound **n** here is used so that to give the speech a rhythmical effect; the other examples are : “If we could first know where we are and whither we are tending, could then better judge what to do and how to do it” and ““this shows exactly where we now are; and partially, but when we see a lot of framed timbers, different portions of which we know” (Lincoln, Avrashow, pp.1-6-7) The repetition of the sound **w** and **m** here is to make the speech more appealing to the audience.

Another example from the House Divided Speech is: “Free freedom” (Lincoln, Avrashow, p.6) In this example consonance is used by Lincoln mostly in order to give the

speech rhythmical effect that results in more appealing speech. For instance, free freedom is catchy and attentive for the listeners. Besides, freedom is all what the slaves and black people want to hear at that time. Furthermore, it gives emphasis to the words themselves, such as in the example: “till it shall become alike lawful in all the state” (Lincoln, Avrashow, p.2) Lincoln tended to use the letter **I** for the purpose of attracting his audience to the sentence and thus to avoid boredom.

In Gettysburg Address he used this type of repetition in many occasions such as: “four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty and dedicated to the proposition that all men are created equal” (Lincoln, Avrashow, p.57) the repetition of “r” and “f” and “n” within this sentence is used for a rhyming effect. Since it is more poetic device it attracts the readers and listeners. Moreover, he is stressing this sentence to inform the American people and make them aware about the American ancestors who encouraged freedom and liberty in the country.

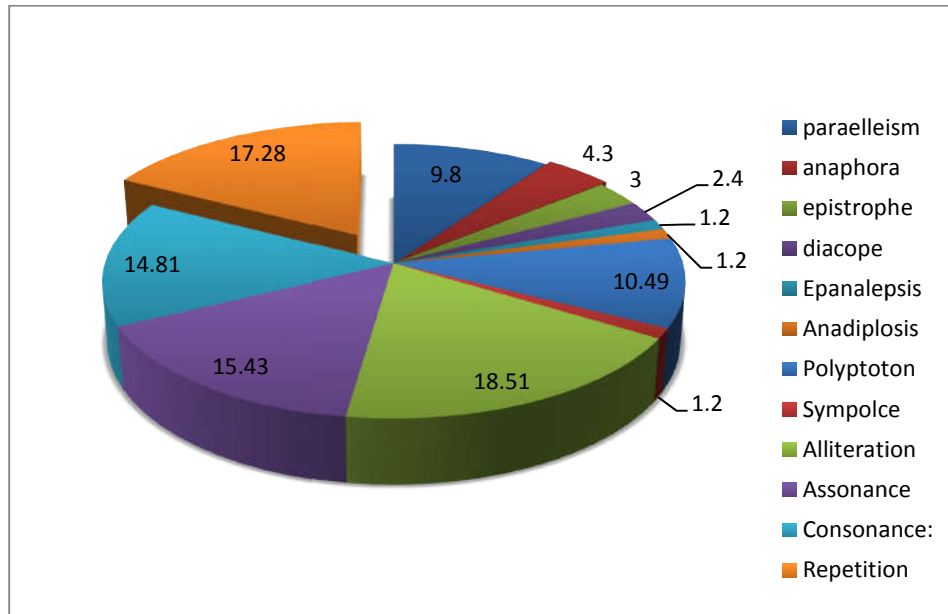
He used consonance in the Second address as well; for instance, “seeking to destroy it without war, seeking to dissolve the Union and divide effects by negotiation.” (Lincoln, Avrashow, p.60) From this example we presume that Lincoln’s use of consonance is to create rhyme as we can see from the above example: “seeking to destroy [...] seeking to dissolve the union”

### 3.2.12. Repetition of Single Words

The Gettysburg Address	Second Inaugural Address	House Divided speech
dedicated 6 times, here 6 times, people 3 times, nation 5 times, great 3 times, devotion twice, living twice, dead 4 times, war twice	Union 5 times, conflict twice, war 13 times right 4 times, pray 3 times, hope 3 times	Slave/slaver 21 times, voted 14 times state 26 times, free 14 times, freedom twice, power 8 times, judge 5 times, negro 7 times, us 11 times, we 31 times, constitution 19

		times, united states 13 times, people 21 times territory 11 times, right 10 times
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**Table 3.12: Repetition of single words in Abraham Lincoln selected speeches.**



**Figure 3.12: The frequencies of the repetition of single words**

Abraham Lincoln tended to use repetition in different forms; one of them is repetition of words. From the table 3.12 we can see that most repeated words in the House Divided speech refer to the need of equal rights, for instance, “state” which was repeated 26 times. The word state has been repeated for a reason; Lincoln has purpose in repeating the word state, in order to indicate that the state is all what matters to him. The terms “slave” and “slavery” was repeated 21 times; of course at that time the slavery was a big issue to the American people. Thus, Lincoln used the words slavery and slaves for the reason that it would draw his audience’s attention; it also has the powerful impact on the both sides of the nation; since slavery was sensitive subject at that time.



The word “free” had been repeated 14 times and freedom twice. Free and freedom were all what the slaves wanted. It also means that there should be human equal rights in the entire nation and every citizen should be independent.

In addition, he repeated “power” to indicate that to fulfill equality there should be a power. He also uses the repetition of the word “Negro” to draw attention to all the citizens black or white, in order to show that all lives matter to him. “Us” and “we” were repeated more than 10 times. They refer to the American people Abraham Lincoln among them which indicate that they should work all together and cooperatively and that he is willing to work with them as well.. Moreover, the word “people” was repeated for 21 times. It also gives the emphasis that all the members of the nation are of his interest and also the word right would imply the human, equality

In the Second Inaugural Address he repeated words that are more related to the war and the conflict such as: war, conflict, union, the main use of repetition of these words is to make his people realize how big the division issue is. On the other hand, there are the repeated words: right, pray, and hope more than twice. He is emphasizing the idea that they should trust him and believe in a better future.

In addition, we can find more repeated words in the Gettysburg Address that are related to the nation again and also the war. For example, dead and war were repeated in order to make people feel sorrow for the dead people. Moreover, dedicated here, people, nation, great, and devotion. He repeated those words to make clear idea that he is devoted to the nation and to the people more than anything else. They all contributes to making the speech connected and coherent

From what we have seen above, the most used repetition by Abraham Lincoln is the phonological repetition, such as alliteration, assonance, and consonance. They were all repeated more than 20 times, due to the many functions it has, for instance, making the speech

more memorable, clarifying a viewpoint, giving a pleasing utterances, and persuading the audience.

### **Conclusion:**

In conclusion, from what we have seen in the third chapter, Abraham Lincoln has used a wide range of repetition in the selected speeches which are: House divided speech, Gettysburg Address, and Second Inaugural Address. Furthermore, he used various types of repetition such as: epistrophe, alliteration, anaphora, parallelism...etc. Lincoln tended to use one type of repetition more than the others which phonological repetition and alliteration in particular. From the results of the analysis we found that he used it over than 30 times in the three speeches for the purpose of making the speeches more memorable, attracting people's attention, and persuading them.

### **Recommendations for further studies**

This work has examined the use of various types of repetition used in three speeches by Abraham Lincoln. The findings of this analysis therefore might not be reflective of the use of the repetition in all the speeches of Abraham Lincoln. Moreover, this study did not cover all the functions of the use of repetition in Abraham Lincoln speeches because it consumes more time. Thus, other future studies can investigate the following aspect:

- The stylistic analysis of the use of various types of repetition used in all of Abraham Lincoln speeches
- The rhetorical functions of the use of various types of repetition in Abraham Lincoln political speeches.
- The semantic analysis of the use of repetition in Abraham Lincoln speeches.
- The role of the use of repetition in Abraham Lincoln speeches on the cohesion of the speeches.

## **General conclusion**

The current study was conducted to determine whether Abraham Lincoln has tendency to use one type of repetition more than the other types in the House Divided Speech, Gettysburg address, and Second Inaugural Address. Besides, it looks for the reasons behind using that type of repetition. Therefore, the first and the second chapter were concerned about the language of the political speeches.

From the first chapter it has confirmed that language is persuasive tool for the public speaking and in the political speeches. Furthermore, rhetorical devices are very significant in the political speeches including repetition. As we have seen some successful political leaders such as Julius Caesar, Cicero, Webster, and Lincoln, have used rhetoric in order to reach their political goal.

The second chapter clarifies that repetition is used in political speeches and it has both negative and positive effects. It also shows that the use of various types of repetition has been used in political texts such as: anaphora, epistrophe, parallelism, alliteration, assonance, etc. It also indicates that repetition is useful in political speeches since it has many functions like making the speech more appealing and persuading. Hence, repetition has been used by many political leaders such as Abraham Lincoln. It also offers some types of repetition, such as the phonological, lexical, and the syntactical repetition. In addition, this chapter approves the idea that repetition is very functional in public speaking. Furthermore, the use of repetition helps the political speaker in which it makes the speech persuasive, clear, more enjoyable, and memorable.

The third and last chapter concerns the analysis of the various types of repetition that is used by Abraham Lincoln in House Divided Speech, Gettysburg Address, and Second Inaugural address. Through the results of this study, it could be concluded that the most used type of repetition was one of the phonological repetition which is alliteration. Lincoln used

this type of repetition for the reason that alliteration has magnetic and appealing functions and characteristics. Therefore, it draws the people's attention, it gives emphasis on particular points, and also enjoyable when listening or reading. Thus, it is more memorable and contributes in giving the speech rhythmic effect that makes the speech more pleasurable.

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## Appendix

### A House Divided Speech

June 16, 1858

Mr. President and Gentlemen of the Convention. If we could first know where we are, and whither we are tending, we could then better judge what to do, and how to do it. We are now far into the fifth year, since a policy was initiated, with the avowed object, and confident promise, of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only, not ceased, but has constantly augmented. In my opinion, it will not cease, until a crisis shall have been reached, and passed. "A house divided against itself cannot stand." I believe this government cannot endure, permanently half slave and half free. I do not expect the Union to be dissolved -- I do not expect the house to fall -- but I do expect it will cease to be divided. It will become all one thing or all the other. Either the opponents of slavery, will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward, till it shall become alike lawful in all the States, old as well as new -- North as well as South. Have we no tendency to the latter condition? Let any one who doubts, carefully contemplate that now almost complete legal combination -- piece of machinery so to speak -- compounded of the Nebraska doctrine, and the Dred Scott decision. Let him consider not only what work the machinery is adapted to do, and how well adapted; but also, let him study the history of its construction, and trace, if he can, or rather fail, if he can, to trace the evidence of design and concert of action, among its chief architects, from the beginning. But, so far, Congress only, had acted; and an indorsement by the people, real or apparent, was indispensable, to save the point already gained, and give chance for more. The new year of 1854 found slavery excluded from more than half the States by State Constitutions, and from most of the national territory

by congressional prohibition. Four days later, commenced the struggle, which ended in repealing that congressional prohibition. This opened all the national territory to slavery, and was the first point gained. This necessity had not been overlooked; but had been provided for, as well as might be, in the notable argument of "squatter sovereignty," otherwise called "sacred right of self government," which latter phrase, though expressive of the only rightful basis of any government, was so perverted in this attempted use of it as to amount to just this: That if any one man, choose to enslave another, no third man shall be allowed to object. That argument was incorporated into the Nebraska bill itself, in the language which follows: "It being the true intent and meaning of this act not to legislate slavery into any Territory or state, not to exclude it therefrom; but to leave the people thereof perfectly free to form and regulate their domestic institutions in their own way, subject only to the Constitution of the United States." Then opened the roar of loose declamation in favor of "Squatter Sovereignty," and "Sacred right of self-government." "But," said opposition members, "let us be more specific - - let us amend the bill so as to expressly declare that the people of the territory may exclude slavery." "Not we," said the friends of the measure; and down they voted the amendment. While the Nebraska Bill was passing through congress, a law case involving the question of a negroe's freedom, by reason of his owner having voluntarily taken him first into a free state and then a territory covered by the congressional prohibition, and held him as a slave, for a long time in each, was passing through the U.S. Circuit Court for the District of Missouri; and both Nebraska bill and law suit were brought to a decision in the same month of May, 1854. The negroe's name was "Dred Scott," which name now designates the decision finally made in the case. Before the then next Presidential election, the law case came to, and was argued in, the Supreme Court of the United States; but the decision of it was deferred until after the election. Still, before the election, Senator Trumbull, on the floor of the Senate, requests the A House Divided leading advocate of the Nebraska bill to state his opinion whether the people

of a territory can constitutionally exclude slavery from their limits; and the latter answers: "That is a question for the Supreme Court." The election came. Mr. Buchanan was elected, and the indorsement, such as it was, secured. That was the second point gained. The indorsement, however, fell short of a clear popular majority by nearly four hundred thousand votes, and so, perhaps, was not overwhelmingly reliable and satisfactory. The outgoing President, in his last annual message, as impressively as possible, echoed back upon the people the weight and authority of the indorsement. The Supreme Court met again; did not announce their decision, but ordered a re-argument. The Presidential inauguration came, and still no decision of the court; but the incoming President, in his inaugural address, fervently exhorted the people to abide by the forthcoming decision, whatever might be. Then, in a few days, came the decision. The reputed author of the Nebraska Bill finds an early occasion to make a speech at this capital indorsing the Dred Scott Decision, and vehemently denouncing all opposition to it. The new President, too, seizes the early occasion of the Silliman letter to indorse and strongly construe that decision, and to express his astonishment that any different view had ever been entertained. At length a squabble springs up between the President and the author of the Nebraska Bill, on the mere question of fact, whether the Lecompton constitution was or was not, in any just sense, made by the people of Kansas; and in that squabble the latter declares that all he wants is a fair vote for the people, and that he cares not whether slavery be voted down or voted up. I do not understand his declaration that he cares not whether slavery be voted down or voted up, to be intended by him other than as an apt definition of the policy he would impress upon the public mind -- the principle for which he declares he has suffered much, and is ready to suffer to the end. And well may he cling to that principle. If he has any parental feeling, well may he cling to it. That principle is the only shred left of his original Nebraska doctrine. Under the Dred Scott decision, "squatter sovereignty" squatted out of existence, tumbled down like temporary scaffolding -- like the

mould at the foundry served through one blast and fell back into loose sand -- helped to carry an election, and then was kicked to the winds. His late joint struggle with the Republicans, against the Lecompton Constitution, involves nothing of the original Nebraska doctrine. That struggle was made on a point, the right of a people to make their own constitution, upon which he and the Republicans have never differed. The several points of the Dred Scott decision, in connection with Senator Douglas's "care-not" policy, constitute the piece of machinery, in its present state of advancement. This was the third point gained. The working points of that machinery are:- First, that no negro slave, imported as such from Africa, and no descendant of such slave, can ever be a citizen of any State, in the sense of that term as used in the Constitution of the United States. This point is made in order to deprive the negro, in every possible event, of the benefit of that provision of the United States Constitution, which declares that: "The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States." Second, that "subject to the Constitution of the United States, "neither Congress nor a Territorial legislature can exclude slavery from any United States Territory. This point is made in order that individual men may fill up the Territories with slaves, without danger of losing them as property, and thus to enhance the chances of permanency to the institution through all the future. Third, that whether the holding a negro in actual slavery in a free State makes him free, as against the holder, the United States courts will not decide, but will leave to be decided by the courts of any slave State the negro may be forced into by the master. This point is made, not to be pressed immediately; but, if acquiesced in for a while, and apparently indorsed by the people at an election, then to sustain the logical conclusion that what Dred Scott's master might lawfully do with Dred Scott, in the free State of Illinois, every other master may lawfully do with any other one, or one thousand slaves, in Illinois, or in any other free State. Auxiliary to all this, and working hand in hand with it, the Nebraska doctrine, or what is left of it, is to educate and mold public opinion, at

least Northern public opinion, not to care whether slavery is voted down or voted up. This shows exactly where we now are; and partially, also, whither we are tending. It will throw additional light on the latter, to go back, and run the mind over the string of historical facts already stated. Several things will now appear less dark and mysterious than they did when they were transpiring. The people were to be left “perfectly free,” subject only to the Constitution. What the Constitution had to do with it, outsiders could not then see. Plainly enough now, it was an exactly fitted niche, for the Dred Scott decision to afterward come in, and declare the perfect free freedom of the people to be just no freedom at all. Why was the amendment, expressly declaring the right of the people, voted down? Plainly enough now: the adoption of it would have spoiled the niche for the Dred Scott decision. Why was the court decision held up? Why even a Senator’s individual opinion withheld, till after the presidential election? Plainly enough now- the speaking out then would have damaged the perfectly free argument upon which the election was to be carried. Why the outgoing President’s felicitation on the indorsement? Why the delay of a re-argument? Why the incoming President’s advance exhortation in favor of the decision? These things look like the cautious patting and petting of a spirited horse, preparatory to mounting him, when it is dreaded that he may give the rider a fall. And why the hasty after-indorsement of the decision by the President and others? We cannot absolutely know that all these exact adaptations are the result of preconcert. But when we see a lot of framed timbers, different portions of which we know have been gotten out at different times and places, and by different workmen- Stephen, Franklin, Roger, and James, for instance-and when we see these timbers joined together, and see they exactly matte the frame of a house or a mill, all the tenons and mortices exactly fitting, and all the lengths and proportions of the different l pieces exactly adapted to their respective places, and not a piece. too many or too few,-not omitting even scaffolding-or, if a single piece be lacking, we see the place in the frame exactly fitted and prepared yet to bring such piece in-in such a case we find

it impossible not to believe that Stephen and Franklin and Roger and James all understood one another from the beginning and all worked upon a common plan or draft drawn up before the first blow was struck. It should not be overlooked that, by the Nebraska Bill, the people of a State, as well as a Territory, were to be left “perfectly free,” “subject only to the Constitution.” Why mention a State? They were legislating for Territories, and not for or about States. Certainly the people of a State are and ought to be subject to the Constitution of the United States; but why is mention of this lugged into this merely Territorial law? Why the people of a Territory and the people of a State are therein lumped together, and their relation to the Constitution therein treated as being precisely the same? While the opinion of the court, by Chief-Justice Taney, in the Dred Scott case and the separate opinions of all the concurring judges, expressly declare that the Constitution of the United States neither permits Congress nor a Territorial legislature to exclude slavery from any United States Territory, they all omit to declare whether or not the same Constitution permits a State, or the people of a State, to exclude it. Possibly this is a mere omission; but who can be quite sure, if McLean or Curtis had sought to get into the opinion a declaration of unlimited power in the people of a State to exclude slavery from their limits, just as Chase and Mace sought to get such declaration, in behalf of the people of a Territory, into the Nebraska Bill-I ask, who can be quite sure that it would not have been voted down in the one case as it and been in the other? The nearest approach to the point of declaring the power of a State over slavery is made by Judge Nelson. He approaches it more than once, using the precise idea, and almost the language, too, of the Nebraska Act. On one occasion, his exact language is, “except in cases where the power is restrained by the Constitution of the United States the law of the State is supreme over the subject of slavery within its jurisdiction.” In what cases the power of the States is so restrained by the United States Constitution is left an open question, precisely as the same question, as to the restraint on the power of the Territories, was left open in the Nebraska Act

Put this and that together, and we have another nice little niche which we may ere long see filled with another Supreme Court decisions declaring that the Constitution of the United States does not permit a State to exclude slavery from its limits. And this may especially be expected if the doctrine of “care not wether slavery be voted down or voted up,” shall gain upon the public mind sufficiently to give promise that such a decision an be maintained when made. Such a decision is all that slavery now lacks of being alike lawful in all the States. Welcome, or unwelcome, such decision is probably coming, and will soon be upon us, unless the power of the present political dynasty shall be met and overthrown. We shall lie down pleasantly dreaming that the people of Missouri. are on the verge of making their State free, and we shall awake to the reality instead, that the Supreme Court has made Illinois a slave State. To meet and overthrow the power of that dynasty is the work now before all those who would prevent that consummation. This is what we have to do. How can we best do it? There are those who denounce us openly to their own friends and yet whisper us softly, that Senator Douglas is the aptest instrument there is with which to effect that object. They wish us to infer all from the fact that he now has a little quarrel with the present head of the dynasty; and that he has regularly voted with us on a single point, upon which he and we have never differed. They remind us that he is a great man, and that the largest of us are very small ones. Let this be granted. But “a living dog is better than a dead lion.” Judge Douglas, if not a dead lion, for this work, is at least a caged and tooth. less one. How can he oppose the advances of slavery? He does not care anything about it. His avowed mission is impressing the “public heart” to care nothing about it. A leading Douglas Democratic newspaper thinks Douglas’s superior talent will be needed to resist the revival of the African slave trade. Does Douglas believe an effort to revive that trade is approaching? He has not said so. Does he really think so? But if it is, how can he resist it? For years he has labored to prove it a sacred right of white men to take negro slaves into the new Territories. Can he possibly show that it is less a sacred right to

buy them where they can be bought cheapest? And unquestionably they can be bought cheaper in Africa than in Virginia. He has done all in his power to reduce the whole question of slavery to one of a mere right of property; and as such, how can he oppose the foreign slave trade-how can he refuse that trade in that "property" shall be "perfectly free"-unless he does it as a protection to the home production? And as the home producers will probably not ask the protection, he will be wholly without a ground of opposition. Senator Douglas holds, we know, that a man may rightfully be wiser today than he was yesterday-that he may rightfully | change when he finds himself wrong. But can we, for that reason, run ahead, and infer that he will make any particular change, of which he, himself, has given no intimation? Can we safely base our action upon any such vague inference? Now, as ever, I wish not to misrepresent Judge Douglas's position, question his motives, or do aught that can be personally offensive to him. Whenever, if ever, he and we can come together on principle so that our cause may have assistance from his great ability, I hope to have interposed no adventitious obstacle. But clearly, he is not now with us-he does not pretend to be-he does not promise ever to be. Our cause, then, must be intrusted to, and conducted by, its own undoubted friends-those whose hands are free, whose hearts are in the work-who do care for the result. Two years ago the Republicans of the nation mustered over thirteen hundred thousand strong. We did this under the single impulse of resistance to a common danger, with every external circumstance against us. Of strange, discordant, and even hostile elements, we gathered from the four winds, and formed and fought the battle through, under the constant hot fire of a disciplined, proud, and pampered enemy. Did we brave all them to falter now?-now, when that same enemy is wavering, dissevered, and belligerent? The result is not doubtful. We shall not fail-if we stand firm, we shall not fail. Wise counsels may accelerate, or mistakes delay it, but, sooner or later, the victory is sure to come.



## **Dedication of the Cemetery at Gettysburg**

November 19, 1863

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we Dedication of the Cemetery at Gettysburg say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

## **Second Inaugural Address**

March 4, 1865

At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first. Then a statement, somewhat in detail, of a course to be pursued, seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the

great contest which still absorbs the attention, and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself; and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured. On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil war. All dreaded it--all Second Inaugural Address 60 sought to avert it. While the inaugural [sic] address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war--seeking to dissole [sic] the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would make war rather than let the nation survive; and the other would accept war rather than let it perish. And the war came. One eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the Southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union, even by war; while the government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war, the magnitude, or the duration, which it has already attained. Neither anticipated that the cause of the conflict might cease with, or even before, the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces; but let us judge not that we be not judged. The prayers of both could not be answered; that of neither has been answered fully. The Almighty has his own purposes. "Woe unto the world because of offences! For it must needs be that offences come; but woe to that man by whom the offence cometh!" If we shall

suppose that American Slavery is one of those offences which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South, this terrible war, as the woe due to those by whom the offence came, shall we discern therein any departure from those divine attributes which the believers in a Living God always ascribe to Him? Fondly do we hope--fervently do we pray--that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue, until all the wealth piled by the bond-man's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash, shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord, are true and righteous altogether" With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan--to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all nation.

## ملخص البحث

تحاول هذه الدراسة الحالية تحليل استخدام التكرار في مجموعة من خطابات الرئيس الأمريكي أبراهام لينكولن. حيث تساءلنا عما إذا كان لينكولن يستخدم نوعا واحدا من التكرار متفوقا على الأنواع الأخرى. ولذلك فإن هذه المذكرة تقوم على فرضية أن أبراهام لنكولن قد استخدم نوعا واحدا من التكرار أكثر من الأنواع الأخرى كما له أهمية الأسلوبية. وبالتالي، فإنه يهدف إلى ثلاث خطابات مختارة وهي: خطاب البيت المقسم، خطاب جيتيسبورغ، والخطاب الافتتاحي للعهد الثانية التي هي من أكثر العناوين الرسمية والاحتفالية التي ألقاها. وقد تم اعتماد أسلوب وصفي وتحليلي لأنه نوعي وكمي في طبيعته ويناسب الموضوع. في الفصل الأول، نحاول أن نرى كيف أن اللغة لها دلالة في الخطابات السياسية مثل الإقناع وأيضا للبحث عن وظائف البلاغة فضلا عن الأدوات البلاغية مثل التكرار. ويتناول الفصل الثاني نظرة عامة على تعريف التكرار وأنواع التكرار، ووظيفته واستخداماته في الخطابات السياسية. أما الفصل الثالث فيحاول العثور على أنواع التكرار المختلفة التي استخدمها لينكولن، كما يتناول تحليل الخطابات المختارة وجمع البيانات من أجل اكتشاف نوع التكرار الأكثر استخداما. نتائج التحليل تثبت أن إبراهيم لنكولن لديه ميل لاستخدام نوع واحد من التكرار أكثر من غيرها والتي هي السجع الابتدائي لكونها تتصف بإعطاء الكلمات ترابط معنوي.

