

Remarks at the Dedication of the Aerospace Medical Health Center

Speech by John F. Kennedy



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VIDEO TRAILER



KEYWORD: HML7-976

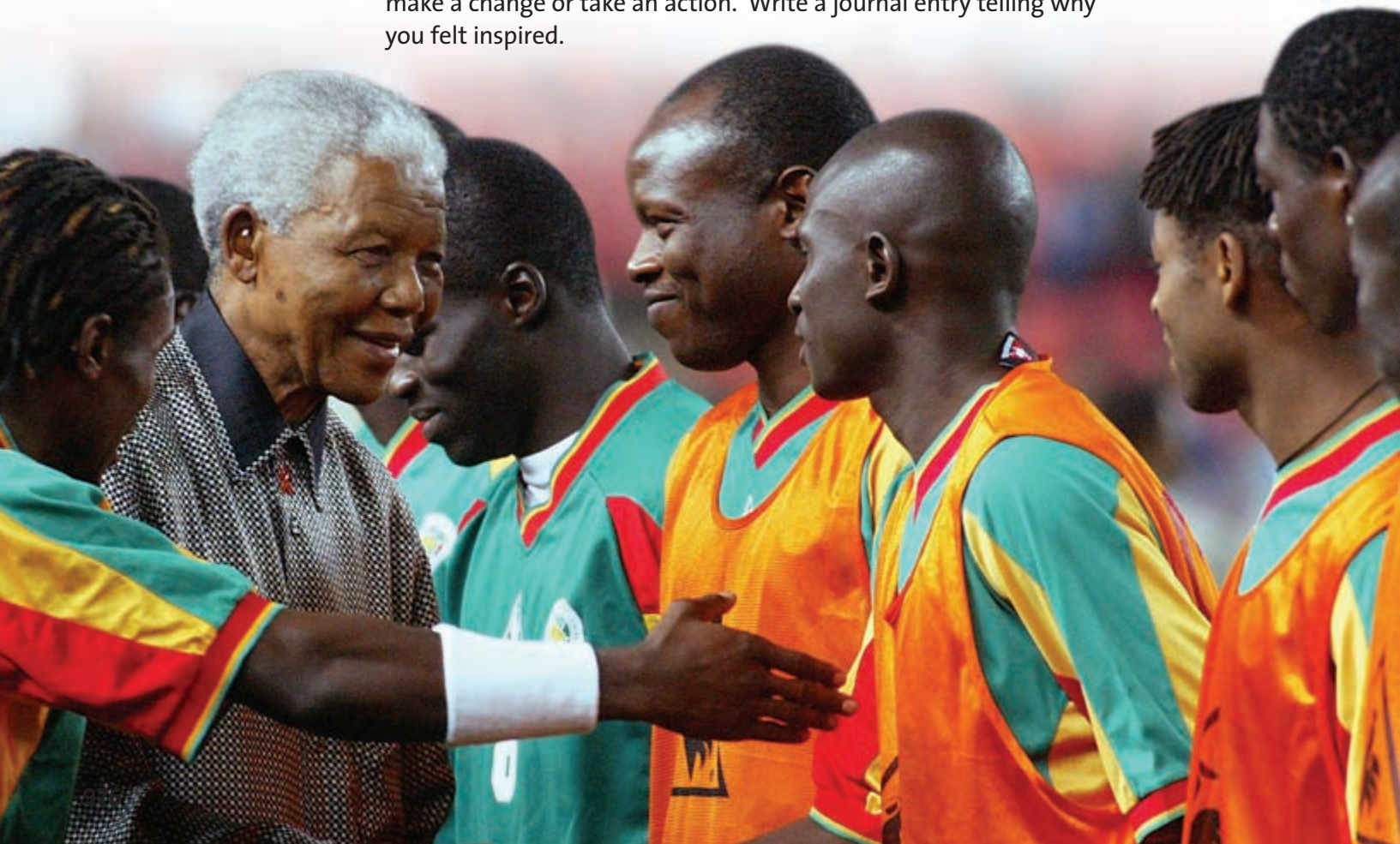
What INSPIRES people?

COMMON CORE

RI 4 Analyze the impact of a specific word choice on meaning and tone. **RI 8** Trace and evaluate the argument and specific claims in a text.

Every once in a while, a leader emerges who can inspire people to break through their fear and think of new ways to make our society the best it can be. You're about to read a speech by one such leader—President John F. Kennedy.

QUICKWRITE Think about a time when someone convinced you to make a change or take an action. Write a journal entry telling why you felt inspired.



● TEXT ANALYSIS: ARGUMENT IN SPEECH

An effective written argument delivers a claim, support, and a counterargument. An argument in a policy speech has the same elements. A **policy speech** is a speech that recommends guidelines, rules, or a plan of action to address an issue. In his policy speech, President Kennedy develops his argument with **analogies**, or the comparison of things that are alike in some, but not all, ways.

As you read Kennedy's speech, identify his central argument, the method he uses to develop it, and the type of evidence he uses to support it.

■ READING SKILL: IDENTIFY PERSUASIVE TECHNIQUES

After reading the speech silently, read it aloud. Listen closely for the persuasive techniques and sound devices listed in the following chart. Use a chart like this to note examples.

Persuasive Techniques and Devices	Examples from the Speech
evoking strong feelings (emotional appeal)	
appealing to the desire to belong (appeal by association)	
sound devices such as repetition and alliteration	first paragraph repeats "era"

▲ VOCABULARY IN CONTEXT

The boldfaced words helped Kennedy communicate the importance of space research. Restate each sentence using a different word or words for the boldfaced term.

1. It is a **partisan** law that only benefits the rich.
2. This is a noble **endeavor** that will eventually succeed.
3. The pilot observed the spacecraft on **radar**.
4. She experienced **disorientation** in the space lab.
5. Exercise helped the patient increase his **metabolism**.
6. He has a temporary **impairment** and needs to use crutches.
7. Cheap land was a great **impetus** for the new settlers.
8. Studying the chart is a **tedious** task.

John F. Kennedy

1917–1963

U.S. President

John F. Kennedy, the 35th president of the United States, set out to lead the way into a future filled with scientific discoveries and improvements in society. Wanting to bring democracy and freedom to the world, Kennedy asked that all American citizens join him in this New Frontier.

A Race to Space

In 1957, the country then known as the Soviet Union launched *Sputnik I*, the first satellite to orbit the earth. After becoming president in 1961, Kennedy was determined to surpass the Soviets' knowledge of space. He said, "No nation which expects to be the leader of other nations can expect to stay behind in this race for space." Before Congress in 1961, Kennedy called for plans to send astronauts to the moon. The United States achieved this goal on July 20, 1969.

An Inspirational Speaker

A line from Kennedy's inaugural address is often quoted: "Ask not what your country can do for you—ask what you can do for your country." You are about to read the speech he made on November 21, 1963. The following day, November 22, 1963, John F. Kennedy was assassinated.



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Complete the activities in your Reader/Writer Notebook.



Remarks at the Dedication of the Aerospace Medical Health Center

President John F. Kennedy

Mr. Secretary, Governor, Mr. Vice President, Senator, Members of the Congress, members of the military, ladies and gentlemen:

For more than 3 years I have spoken about the New Frontier. This is not a **partisan** term, and it is not the exclusive property of Republicans or Democrats. It refers, instead, to this Nation's place in history, to the fact that we do stand on the edge of a great new era, filled with both crisis and opportunity, an era to be characterized by achievement and by challenge. It is an era which calls for action and for the best efforts of all those who would test the unknown and the uncertain in every phase of human

10 **endeavor**. It is a time for pathfinders and pioneers. **A**

I have come to Texas today to salute an outstanding group of pioneers, the men who man the Brooks Air Force Base School of Aerospace Medicine and the Aerospace Medical Center. It is fitting that San Antonio should be the site of this center and this school as we gather to dedicate this complex of buildings. For this city has long been the home of the pioneers in the air. It was here that Sidney Brooks, whose memory we honor today, was born and raised. It was here that Charles Lindbergh and Claire Chennault,¹ and a host of others, who, in World War I and World War II and Korea, and even today have helped demonstrate American mastery of the skies, trained at Kelly

20 **Field and Randolph Field**,² which form a major part of aviation history. And in the new frontier of outer space, while headlines may be made by others in other places, history is being made every day by the men and women of the Aerospace Medical Center, without whom there could be no history.

Many Americans make the mistake of assuming that space research has no values here on earth. Nothing could be further from the truth. Just as the wartime development of **radar** gave us the transistor, and all that it made possible, so research in space medicine holds the promise of

1. **Sidney Brooks . . . Charles Lindbergh . . . Claire Chennault** (shen'olt): Sidney Brooks was a young flyer killed in a training accident. Charles Lindbergh was the first transatlantic solo pilot, and Claire Chennault was an important figure in the development of air-war theories.

2. **Kelly Field and Randolph Field**: airfields in the San Antonio area where many military pilots were trained.

partisan (pär'tī-zən) *adj.*
relating to or in support
of one political party

endeavor (ĕn-dĕv'ər)
n. purposeful or serious
activity; enterprise

A PERSUASIVE TECHNIQUES

Reread lines 3–10.
Speech writers often
use **repetition** and
alliteration, or the
repetition of consonant
sounds at the beginning
of words, to create
memorable phrases.
Find an example of both.

radar (rā'dār) *n.* a
method of detecting
distant objects through
the use of radio waves

substantial benefit for those of us who are earthbound. For our effort in space is not, as some have suggested, a competitor for the natural resources that we need to develop the earth. It is a working partner and a coproducer of these resources. And nothing makes this clearer than the fact that medicine in space is going to make our lives healthier and happier here on earth. **B**

I give you three examples: first, medical space research may open up new understanding of man's relation to his environment. Examinations of the astronaut's physical, and mental, and emotional reactions can teach us more about the differences between normal and abnormal, about the causes and effects of disorientation, about changes in metabolism which could result in extending the life span. When you study the effects on our astronauts of exhaust gases which can contaminate their environment, and you seek ways to alter these gases so as to reduce their toxicity, you are working on problems similar to those we face in our great urban centers which themselves are being corrupted by gases and which must be clear. **D**

And second, medical space research may revolutionize the technology and the techniques of modern medicine. Whatever new devices are created, for example, to monitor our astronauts, to measure their heart activity, their breathing, their brain waves, their eye motion, at great distances and under difficult conditions, will also represent a major advance in general medical instrumentation. Heart patients may even be able to wear a light monitor which will sound a warning if their activity exceeds certain limits. An instrument recently developed to record automatically the impact of acceleration upon an astronaut's eyes will also be of help to small children who are suffering miserably from eye defects, but are unable to describe their impairment. And also by the use of instruments similar to those used in Project Mercury, this Nation's private as well as public nursing services are being improved, enabling one nurse now to give more critically ill patients greater attention than they ever could in the past. **C**

And third, medical space research may lead to new safeguards against hazards common to many environments. Specifically, our astronauts will need fundamentally new devices to protect them from the ill effects of



B ARGUMENT IN SPEECH

Reread lines 34–37. What claim does President Kennedy make about medical space research?

disorientation
(dīs-ôr'ē-ĕn-tā'shən)
n. mental confusion or impaired awareness

metabolism
(mĭ-tăb'ə-lĭz'əm) *n.* all the processes a living thing uses to continue to grow and live

D GRAMMAR IN CONTEXT

Notice in line 38 that a **colon** introduces the first example that President Kennedy uses to support his central argument.

impairment
(ĭm-pâr'mənt) *n.* the condition of being damaged, injured, or harmed

C PERSUASIVE TECHNIQUES

Reread lines 58–61. Notice that President Kennedy refers to “small children who are suffering.” What persuasive technique is he using?

D ARGUMENT IN SPEECH

The strength of an argument can depend on its **structure**, or the arrangement of the reasons and evidence. President Kennedy develops his argument with **analogies**, or comparisons, to show the benefits of medical space research. Reread lines 38–69. Find and explain an analogy that he makes.

impetus (ĩm'pĩ təs)
n. a driving force; a motivation

tedious (tē'dē-əs) *adj.*
tiresome; boring

E PERSUASIVE TECHNIQUES

In this paragraph, President Kennedy appeals to people's desire to belong. To what group does he hope people feel an association or loyalty?

radiation which can have a profound influence upon medicine and man's relations to our present environment. **D**

70 Here at this center we have the laboratories, the talent, the resources to give new **impetus** to vital research in the life centers. I am not suggesting that the entire space program is justified alone by what is done in medicine. The space program stands on its own as a contribution to national strength. And last Saturday at Cape Canaveral I saw our new Saturn C-1 rocket booster,³ which, with its payload,⁴ when it rises in December of this year, will be, for the first time, the largest booster in the world, carrying into space the largest payload that any country in the world has ever sent into space.

I think the United States should be a leader. A country as rich and powerful as this which bears so many burdens and responsibilities, which
80 has so many opportunities, should be second to none. And in December, while I do not regard our mastery of space as anywhere near complete, while I recognize that there are still areas where we are behind—at least in one area, the size of the booster—this year I hope the United States will be ahead. And I am for it. We have a long way to go. Many weeks and months and years of long, **tedious** work lie ahead. There will be setbacks and frustrations and disappointments. There will be, as there always are, pressures in this country to do less in this area as in so many others, and temptations to do something else that is perhaps easier. But this research here must go on. This space effort must go on. The conquest of space must
90 and will go ahead. That much we know. That much we can say with confidence and conviction.

Frank O'Connor, the Irish writer, tells in one of his books how, as a boy, he and his friends would make their way across the countryside, and when they came to an orchard wall that seemed too high and too doubtful to try and too difficult to permit their voyage to continue, they took off their hats and tossed them over the wall—and then they had no choice but to follow them.

This Nation has tossed its cap over the wall of space, and we have no choice but to follow it. Whatever the difficulties, they will be overcome.
100 Whatever the hazards, they must be guarded against. With the vital help of this Aerospace Medical Center, with the help of all those who labor in the space endeavor, with the help and support of all Americans, we will climb this wall with safety and with speed—and we shall then explore the wonders on the other side. **E**

Thank you.

3. **booster**: a rocket used to launch a spacecraft.

4. **payload**: the load carried by a rocket or other vehicle.

Comprehension

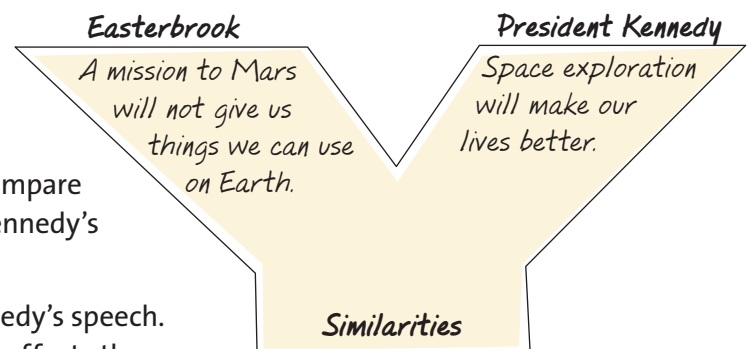
1. **Recall** Who is in the audience that President Kennedy is speaking to?
2. **Clarify** Why does President Kennedy believe that the United States needs to be a leader?
3. **Summarize** According to President Kennedy, what are three ways that medical research in space can make life on Earth better?



RI 4 Analyze the impact of a specific word choice on meaning and tone. **RI 7** Compare and contrast a text to an audio version of the text (e.g., how the delivery of a speech affects the impact of the words). **RI 8** Trace and evaluate the argument and specific claims in a text.

Text Analysis

4. **Identify Audience** Reread lines 11–23. What does President Kennedy say to the audience members to make a strong connection with them?
5. **Identify a Counterargument** Reread lines 24–37. President Kennedy anticipates that his opponents will argue that research in space medicine competes for the natural resources we need to develop the earth. What counterargument does President Kennedy give?
6. **Examine Persuasive Techniques** Review the chart that you made while you read. Which persuasive technique do you think President Kennedy uses most successfully? Give an example of how he uses this technique to inspire people.
7. **Evaluate an Argument in a Speech** President Kennedy uses three **analogies** to develop the central argument in his speech. Do you think the structure of his argument is successful? Why or why not?
8. **Compare Opinions** Both Gregg Easterbrook, author of “Why We Shouldn’t Go To Mars,” and President Kennedy try to influence people’s beliefs about funding space-related programs. Use a Y chart to compare and contrast Easterbrook’s and President Kennedy’s reasons for their differing opinions.
9. Listen to an audio version of President Kennedy’s speech. How do you think his delivery of the speech affects the impact of his words?



What INSPIRES people?

What could you do to inspire a friend? Describe how you could inspire someone with words, actions, or both.

Vocabulary in Context

▲ VOCABULARY PRACTICE

Choose the word from the list that best completes each sentence.

1. Sending people to the moon was a difficult ____.
2. I would rather do anything else than that ____ job.
3. The wrestler used his ____ as an excuse to forfeit the match.
4. The senator was not reelected because of his ____ voting record.
5. The quest for advancement in medicine was a(n) ____ for space research.
6. The plane flew under the ____.
7. The astronaut's ____ grew worse as the rocket disappeared into space.
8. It is important to have a healthy ____ to live and grow.



ACADEMIC VOCABULARY IN SPEAKING

• area • domain • hypothesis • objective • resolve

Easterbrook makes a convincing argument against space programs while President Kennedy makes a convincing argument for them. Imagine that you and your classmates have to make a decision about space travel based on these arguments. How would you **resolve** this issue? Discuss your ideas with a small group. Use the Academic Vocabulary words in your discussion.

VOCABULARY STRATEGY: ANALOGIES

Analogies are comparisons. In an analogy problem, a comparison is made using two groups of words. The relationship between the first pair of words is the same as the relationship between the second pair of words. Two relationships that are often expressed in analogies are **part to whole** and **whole to part**. The following examples show two ways that each relationship in an analogy can be expressed.

Part to Whole

juror : jury :: soldier : army

Juror is to jury as soldier is to army.

Whole to Part

jury : juror :: army : soldier

Jury is to juror as army is to soldier.

PRACTICE Choose a word from the left column to complete each analogy problem. Then identify the relationship as part to whole or whole to part.

- | | |
|---------------|--|
| 1. era | a. desk : classroom :: grass : _____ |
| 2. laboratory | b. universe : Earth :: United States : _____ |
| 3. yard | c. day : month :: year : _____ |
| 4. spacecraft | d. heart : body :: researcher : _____ |
| 5. Texas | e. engine : car :: booster : _____ |

COMMON CORE

L 5b Use the relationship between particular words (e.g., analogy) to better understand each of the words. **L 6** Acquire and use accurately grade-appropriate general academic words.

Interactive
Vocabulary



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Language

GRAMMAR IN CONTEXT: Use Colons Correctly

Colons have many uses. They indicate that a **list** follows (*I need to get the following groceries: bread, milk, and butter*). They are used after a **formal greeting** in a business letter (*Dear Madam:*). They also are used **between numerals** in expressions of time (*5:45*). When using a colon to introduce a list, avoid placing the colon directly after a verb or a preposition.

Original: Our new school provides: better opportunities, newer computers, and many activities.

Revised: Our new school provides **the following:** better opportunities, newer computers, and many activities.
(Inserting the following makes use of the colon correct.)

PRACTICE In the following sentences, insert or delete colons where needed.

- 1. Some of the activities include the following an art club and a school newspaper.
- 2. We will meet at 11 00 A.M. today to discuss more of these activities.
- 3. We should be proud of: the support we’ve received, the high quality of our students, and the new facilities.
- 4. Please join me at 1 30 P.M. tomorrow to celebrate our new school.

For more help with using colons correctly, see page R50 in the *Grammar Handbook*.

READING-WRITING CONNECTION



Explore the ideas presented in President Kennedy’s speech by responding to the prompt. Then use the **revising tip** to improve your writing.

WRITING PROMPT	REVISING TIP
<p>Short Constructed Response: Letter</p> <p>Write a one-paragraph letter to a congressional representative or senator arguing your position on funding space research with tax dollars.</p>	<p>Review your letter. Did you list several reasons for your position? To make your reasons stand out, you may need a colon to introduce them.</p>

COMMON CORE

L2 Demonstrate command of the conventions of standard English punctuation. **W1** Write arguments to support claims with clear reasons.

Interactive Revision

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