

...an iron curtain has descended across the Continent.

...SLIP THE SURLY
BONDS OF EARTH...

...THE LUCKIEST MAN ON
THE FACE OF
THE EARTH.

Women's rights are human rights.

I have a dream today...

...an iron curtain has descended across the Continent

THE ONLY THING WE HAVE
TO FEAR IS FEAR ITSELF.

Mr. Gorbachev, tear down this wall.

...give me liberty, or give

Ain't I a woman?

The Art
of

Stephen E. Lucas

Public Speaking



...give me death.

FOUR SCORE AND SEVEN
YEARS AGO...

...make solitude of self...

Tenth Edition

BLOOD, TOIL, TEARS, AND SWEAT...

The Art of **Public Speaking**

TENTH EDITION

STEPHEN E. LUCAS

University of Wisconsin–Madison



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Bangkok Bogotá Caracas Kuala Lumpur Lisbon London Madrid Mexico City
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Higher Education

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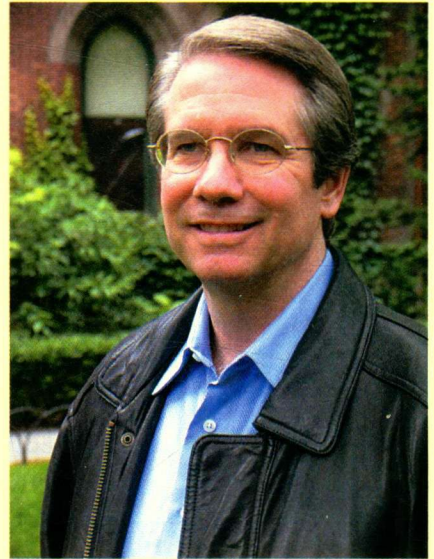
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Professor Lucas has been recognized for his work as both a scholar and a teacher. His first book, *Portents of Rebellion: Rhetoric and Revolution in Philadelphia, 1765–1776*, received the Golden Anniversary Award of the National Communication Association in 1977 and was nominated for a Pulitzer Prize. His major articles include “The Schism in Rhetorical Scholarship” (1981), “The Renaissance of American Public Address: Text and Context in Rhetorical Criticism” (1988), “The Stylistic Artistry of the Declaration of Independence” (1990), and “The Rhetorical Ancestry of the Declaration of Independence” (1998), for which he received the Golden Anniversary Monograph Award of the National Communication Association. His most recent book is *Words of a Century: The Top 100 American Speeches, 1900–1999* (2009).

Professor Lucas has received a number of teaching awards, including the Chancellor's Award for Excellence in Teaching at the University of Wisconsin and the National Communication Association's Donald Ecroyd Award for Outstanding Teaching in Higher Education. His lecture course on “The Rhetoric of Campaigns and Revolutions” is among the most popular on campus and has twice been selected for statewide broadcast in its entirety by Wisconsin Public Radio. Professor Lucas is featured in the Educational Video Group's program on the history of American public address, and he has appeared on the History Channel's documentary on the Declaration of Independence.

Professor Lucas has directed the introductory public speaking course at the University of Wisconsin–Madison since 1973. Over the years he has been responsible for numerous teaching innovations and has supervised the training of hundreds of graduate assistants. In addition to participating in public speaking workshops and colloquia at schools throughout the United States, he has served as a judge for the major national English-language public speaking competitions in China, has lectured at numerous Chinese universities, and has conducted workshops for Chinese instructors on teaching public speaking.

Stephen Lucas and his wife, Patty, live in Madison, Wisconsin, and have two sons, Jeff and Ryan. His interests include travel, sports, art, and photography.



Preface

I could not have imagined when I wrote the first edition of *The Art of Public Speaking* the extraordinary response it would receive. As the book enters its tenth edition, I am deeply appreciative of the students and teachers who have made it the leading work on its subject at colleges and universities across the United States and around the globe.

In preparing this edition, I have retained what readers have identified as the main strengths of previous editions. The book continues to be informed by classical and contemporary theories of rhetoric but does not present theory for its own sake. Keeping a steady eye on the practical skills of public speaking, it offers full coverage of all major aspects of speech preparation and presentation.

As in previous editions, I have followed David Hume's advice that one "who would teach eloquence must do it chiefly by examples." Whenever possible, I have tried to *show* the principles of public speaking in action in addition to describing them. Thus you will find in the book a large number of narratives and extracts from speeches—set off from the text in a contrasting typeface. There are also many speech outlines and sample speeches. All these are provided so students can *see* how to formulate specific purpose statements, how to analyze and adapt to audiences, how to organize ideas and construct outlines, how to assess evidence and reasoning, how to use language effectively, and so forth.

Because the immediate task facing students is to present speeches in the classroom, I have relied heavily on examples that relate directly to students' classroom needs and experiences. The speech classroom, however, is a training ground where students develop skills that will serve them throughout life. Therefore, I have also included a large number of illustrations drawn from the kinds of speaking experiences students will face after they graduate—in their careers and in their communities.

I have also been guided by the belief that a book intended for students who want to speak more effectively should never lose sight of the fact that the most important part of speaking is thinking. The ability to think critically is vital to a world in which personality and image too often substitute for thought and substance. While helping students become capable, responsible speakers, *The Art of Public Speaking* also seeks to help them become capable, responsible thinkers.

Features of the Tenth Edition

Given the enthusiastic response to previous editions, I have kept the basic philosophy and approach of the book intact. At the same time, I have taken this edition as an opportunity to examine everything with a fresh eye. In addition to making content changes in response to advances in technology and the evolving needs of students and instructors, I have edited each chapter in the interest of economy, clarity, and precision. The result, in combination with a

dynamic new design and a pathbreaking technology program, is a sleeker, more streamlined book that retains the comprehensive coverage and stylistic accessibility of its predecessors.

Other features include:

Developing Confidence

Stage fright is a universal phenomenon that has been studied by scholars in multiple academic disciplines, including communication, psychology, theatre and drama, sociology, and medicine. The research shows unequivocally that stage fright transcends cultural boundaries, age, sex, occupation, and socioeconomic standing. Everyone is affected by it to some degree or another. Consequently, one of the first tasks in any public speaking book is to help students develop a positive attitude toward the subject and confidence in their abilities to succeed as speakers.

I have always covered this subject in Chapter 1, but I have expanded and updated the discussion in this edition to help students understand both the universality of stage fright and the methods they can use to control it. I have also added a Checklist for Speaking with Confidence. Modeled on the checklists that were such a popular feature of the ninth edition, it is designed to help students as they move toward becoming more poised and confident speakers. Like all checklists for this edition, it is also available at connectlucas.com, which is explained on pages xx–xxii.

Internet Research

For all the time they spend on the Internet, many students do not understand how to use it systematically for research. There is a vast difference between browsing the Web and using it to conduct focused, efficient searches. Accordingly, in Chapter 6, I have thoroughly updated the treatment of Internet research to account for the changing capabilities of search engines, the consolidation of information-oriented Web sites, and the continuing growth of virtual libraries.

I have also expanded the section on Evaluating Internet Documents. The biggest challenge for many students is not finding information on the Internet, but thinking critically about the information they do find. To assist them, I discuss authorship, sponsorship, and recency as criteria for assessing the quality of Internet documents. In addition, I have added a Checklist for Evaluating Internet Documents.

Citing Sources Orally

The bibliography that students include with a speech outline identifies the sources they used in constructing the speech. But listeners do not have access to that outline. For them, the speaker needs to identify his or her sources orally during the speech. This is partly a matter of providing the information listeners need to gauge the quality and reliability of a speaker's sources. It is also a matter of blending citations skillfully into the texture of the speech. As with other aspects of speechmaking, the Internet poses special challenges here as well. Too often, students are inclined to say something like "As I found on the Web" or "As the Internet states."

In Chapter 7, I have added a new section titled Citing Sources Orally that helps students with all these challenges. It deals with both print and online sources, and it includes a checklist that students can apply as they construct their speeches. In addition, connectlucas.com includes a collection of sample oral citations that supplement those in the book.

PowerPoint

In the eighth edition, I added an appendix following Chapter 13 explaining how to use PowerPoint without either dominating a speech or enfeebling it. The response to this appendix has been extremely favorable, and I have updated it in this edition to keep pace with changes in PowerPoint. In addition, because PowerPoint is a visual medium, the DVD of student speeches that accompanies this edition includes several presentations that illustrate how to use PowerPoint to best advantage. Finally, for students who need more guidance than can be provided in the book, connectlucas.com includes step-by-step tutorials for PowerPoint 2003 and PowerPoint 2007.

Taken together, all these resources provide the most comprehensive set of teaching materials for PowerPoint available with any speech textbook. They give the kind of guidance students need to use PowerPoint effectively and responsibly—in the classroom and beyond.

Introductions, Conclusions, and Visual Aids DVD

Because speeches are performative acts, students need to be able to view speakers in action as well as read their words on the printed page. In conjunction with this edition, I have developed a new video program titled *Introductions, Conclusions, and Visual Aids*. Part One of this 30-minute DVD uses excerpts from a wide range of speeches to illustrate the principles of effective introductions and conclusions. Part Two contains examples of speakers using a variety of visual aids and presentation media.

Introductions, Conclusions, and Visual Aids is based on the principles of visual learning and provides an exciting resource that instructors can use to help students understand and apply the principles discussed in the book.

Student Speeches for Analysis and Discussion DVD

In addition to *Introductions, Conclusions, and Visual Aids*, this edition includes a DVD of 24 student speeches for analysis and discussion, all with an option for closed captioning. Eight of the speeches are new to this edition. All together, there are seven introductory speeches, eight informative speeches, five persuasive speeches, and four commemorative speeches. Thirteen of the speeches are printed in the book; texts of the others are available in the *Instructor's Manual*.

The speeches reflect the diversity of today's society and college classroom. They are presented by speakers of many backgrounds, deal with a wide range of topics, and employ several kinds of visual aids. All, however, are meant to illustrate the principles of organization, audience analysis, supporting materials, creativity, and language that are discussed throughout the book and that are central to effective public speaking in any context.

The DVD also includes three sets of paired Needs Improvement and Final Version speeches. In addition to "The Hidden World of Chili Peppers," which

was so popular in the ninth edition, the new DVD includes a speech of self-introduction titled “Pot, Soil, Water” and an informative presentation on “Securing Yourself Online.” In all three cases, the needs improvement version contains many of the flaws that typically appear in student presentations early in the term—inadequate preparation, underdevelopment of ideas, sloppy organization, ineffective use of visual aids, and the like. My aim is to show students—rather than just tell them—the things to avoid if they want to craft a successful speech. Once students have seen the needs improvement version, instructors can show the final version, in which the flaws have been corrected.

Connect Lucas

Although I find it a bit strange to write about a feature that has my name in the title, I could not be more pleased with the content of *Connect Lucas*. A revolutionary digital resource, it provides online access at a single site to all the teaching and learning materials available with *The Art of Public Speaking*. These materials incorporate everything that was on the Student CD-ROM in previous editions—plus a lot more. Specially marked icons in the book direct readers to appropriate items at connectlucas.com. Those items include:

- *Video Clips*: More than 60 clips demonstrate the principles of public speaking in action. Running from 20 seconds to a minute and a half in length and accompanied by a text introduction, each clip is fully integrated with the book, offers the option of closed captioning, and has been carefully chosen to illustrate a particular aspect of public speaking.
- *Full Speeches*: There are 21 full student presentations, including six introductory speeches, six informative speeches, five persuasive speeches, and four commemorative speeches—all with a closed-captioning option. Each is accompanied by an audio introduction and an outline of the speech, as well as by critical-thinking questions that can be used for classroom discussion or for out-of-class assignments.
- *Speech Outliner*: This innovative learning tool guides students systematically through the process of organizing and outlining their speeches. Tutorial screens explain the organizational methods involved in composing each part of the speech, and the outliner automatically formats the speech in accordance with proper outlining principles. It also allows students to save, revise, and print their work.
- *Interactive Outline Exercises*: Six exercises present scrambled outlines that students can rearrange in the correct order by using standard drag-and-drop procedures. As with other features at connectlucas.com, the aim of these exercises is to put online technology to the best possible pedagogical use.
- *Bibliography Formats and Bibliomaker*: Covering more than 30 types of source material—from books, essays, and newspaper articles to government publications, television programs, and Internet documents—the Bibliography Formats provide a comprehensive set of sample citations for both Modern Language Association (MLA) and American Psychological Association (APA) formats. The accompanying Bibliomaker automatically formats bibliographic entries according to the citation style chosen by the student.

- *Interactive Study Questions*: Entirely different from the questions in the *Test Bank*, the study questions are designed both to gauge students' knowledge and to help them learn. After students enter their answer for each question, they receive not just an indication of whether the answer is right or wrong, but *feedback* that explains the correct answer.
- *Interactive Key-Term Flashcards*: A set of electronic flashcards for each chapter helps students study key terms and concepts from the book. In addition to being fully interactive, the flashcards allow students to do a self-quiz that tests their comprehension of key terms.
- *Speech Preparation Checklists*: All 17 checklists in the book are also available at connectlucas.com. In addition to helping students keep on track as they prepare their speeches, the checklists can be printed or e-mailed in case instructors want students to submit them with their speeches.
- *Worksheets*: New to this edition, more than 20 worksheets deal with such topics as listening, audience analysis and adaptation, library and Internet research, informative and persuasive speech preparation, and out-of-class speech observations. Students can print the worksheets or complete them electronically and e-mail them to their instructor.
- *Speech Self-Assessments*: Also new to this edition, self-assessment forms for the introductory, informative, persuasive, and commemorative speeches direct students in reflecting on their presentations and what they need to work on in the future. Like other elements of *Connect Lucas*, the self-assessments are designed for online courses as well as for traditional classrooms.
- *Speech Capture*: This cutting-edge tool lets students upload video recordings of their speeches, which instructors can watch and grade online. Instructors can insert comments at any point in the video, thereby allowing for precise, pinpointed feedback. The Speech Capture tool can also be used for peer review and in conjunction with the student self-assessment forms discussed above.
- *Top 100 Speeches*: Available in the online Research Library at connectlucas.com, texts of the top 100 American speeches of the 20th century provide another valuable resource. When possible, audio or video links are also provided. The speeches can be incorporated into class by having each student give an informative presentation about one of the top 100. Students often find this a fascinating assignment that broadens their horizons beyond the classroom.
- *Audio Abridgement*: This highly popular "book on tape" is now available online. Each chapter runs about 20 minutes, focuses on key concepts, and allows listeners to review when commuting, working out, or just sitting down to study. As with other audio and video resources at connectlucas.com, the audio abridgement can be downloaded to iPods, iPhones, and other MP3 and MP4 players.
- *Course Management System*: Another advantage of *Connect Lucas* is that it allows instructors to create, administer, and grade assignments completely online. It also provides a single site for posting syllabi, course announcements, assignments, grades, and discussion forums.

The only way to gain a full appreciation of all the resources provided at connectlucas.com is to visit the site and explore it yourself. But I hope this summary has made clear why I am so excited about it. Firmly grounded in the principles of speech pedagogy and taking full advantage of advances in instructional technology, it is a 21st-century resource that far surpasses what is available with any other public speaking textbook.

Connect Lucas Plus

Connect Lucas Plus contains everything available with *Connect Lucas*, but goes beyond it to provide a media-rich electronic version of the textbook itself. Identical in content to the print version of *The Art of Public Speaking*, it embeds in the text all the teaching and learning resources discussed on the preceding pages as part of *Connect Lucas*. Rather than switching between the printed page and *Connect Lucas*, students can read the book online and link instantly to everything available at connectlucas.com.

Given the traditional image of online books as one dreary PDF page after another, it is important to stress that the electronic version of *The Art of Public Speaking* has been created specifically for the online environment. Colorful, dynamic, and visually appealing, it draws students into the book by using the same innovative technology and design techniques as high-quality sites across the Web.

Although designed primarily to meet the needs of students and instructors in online courses, the electronic *Art of Public Speaking* is also perfectly suitable for use in traditional classes. Students can choose the print version or the electronic version based on their personal preferences. In either case, they will receive the same content and the same access to all the resources integral to this edition.

Resources for Instructors

The Art of Public Speaking has an exceptional set of instructional resources. Some are found in the book itself; others are supplemental to it. Taken together, they provide a fully integrated teaching and learning system. In addition to those described in the sections on *Connect Lucas* and *Connect Lucas Plus*, they include the following:

Annotated Instructor's Edition

The *Annotated Instructor's Edition* provides a wealth of teaching aids for each chapter in the book. These aids include video resources, speech assignments, instructional strategies, class activities, discussion questions, and related readings. The *Annotated Instructor's Edition* is also cross-referenced with *Connect Lucas*, the *Instructor's Manual*, the Instructor's Resource CD-ROM, and other supplements that accompany *The Art of Public Speaking*.

Instructor's Manual

Running close to 500 pages, the *Instructor's Manual* provides a comprehensive guide to teaching from *The Art of Public Speaking*. It contains outlines for each chapter of the book; discusses the end-of chapter exercises; furnishes

supplementary exercises and classroom activities; offers suggested course outlines and speaking assignments; and provides 37 additional speeches for discussion and analysis.

Test Bank

The *Test Bank* furnishes 2,236 examination questions based on *The Art of Public Speaking*; 289 questions are new to this edition. As a special feature, the *Test Bank* offers preconstructed true-false quizzes for each chapter in the book, as well as three complete final examinations. The quizzes are also available with *Connect Lucas* and *Connect Lucas Plus*, where they can be assigned and graded.

The *Test Bank* is also available electronically in McGraw-Hill's EZ Test program. In addition to reproducing questions from the *Test Bank*, this program allows instructors to add their own questions, to create multiple versions of a single exam, and to export exams for use with course management systems such as WebCT or BlackBoard. An EZ Test Online service helps instructors administer online exams and quizzes that have been created with EZ Test.

PowerPoint Slides with Video Clips

There is also a collection of 480 slides for instructors who use PowerPoint in their lectures and discussions. Fully revised for this edition, the slides include photographs, illustrations, and video clips as well as text. Instructors can use the slides just as they are, or they can modify them to fit the special needs of individual classes. The slides can be found on the Instructor's Resource CD-ROM described below, as well as at connectlucas.com.

Instructor's Resource CD-ROM

For the convenience of instructors, the *Instructor's Manual*, *Test Bank*, and PowerPoint slides are all available on the Instructor's Resource CD-ROM. The CD also includes *Selections from the Communication Teacher*, *Teaching Public Speaking*, *Teaching Public Speaking Online*, and the *Handbook for Teachers of Non-Native Speakers of English*—all of which are described below.

- *Selections from the Communication Teacher*: Over the years, I have compiled six volumes of selections from the *Communication Teacher* to accompany *The Art of Public Speaking*. All six are available on the Instructor's Resource CD-ROM. They cover a host of topics related to the teaching of public speaking, including audience analysis, critical thinking, diversity and multiculturalism, informative speaking, persuasion, and general instructional methods. Taken together, they reprint more than 380 brief articles that offer a wealth of practical ideas for classroom use.
- *Teaching Public Speaking*: Written primarily for beginning instructors, *Teaching Public Speaking* reprints my essay of the same title from *Teaching Communication: Theory, Research, and Methods* (Lawrence Erlbaum Associates). This essay presents an overview of the pedagogical philosophy behind *The Art of Public Speaking* and discusses a number of practical classroom issues.
- *Teaching Public Speaking Online*: Written by Professor Jennifer Cochrane of Indiana University and Purdue University at Indianapolis, *Teaching Public*

Speaking Online has been fully updated for the tenth edition. It is available on the Instructor's Resource CD-ROM and at connectlucas.com, and it provides a wealth of practical guidance for instructors who are using *The Art of Public Speaking* in an online course. It draws upon Professor Cochrane's pioneering experience with online instruction to explore how one can teach an intellectually rich, practically rewarding public speaking course via the Web.

- *Handbook for Teachers of Non-Native Speakers of English*: Developed for instructors who have ESL students in their public speaking classes, this 60-page handbook focuses on the central issues that should be considered when working with students from different linguistic and cultural backgrounds. It is available on the Instructor's Resource CD-ROM.

Video Introduction to *The Art of Public Speaking*

In this new 25-minute DVD, I provide an overview of the tenth edition and explain how instructors can integrate its many features—print and electronic alike—into their courses.

Acknowledgments

"'Tis the good reader," said Ralph Waldo Emerson, "that makes the good book." I have been fortunate to have very good readers indeed, and I would like to thank the reviewers and symposium participants whose names appear on page xxvi for their many helpful comments and suggestions.

In addition, I would like to express my gratitude to the students at the University of Wisconsin whose speeches provided the material for so many of the examples in the text; to Erik Goddard, who assisted with the research for this edition; to Jim Ferris, who provided a valuable sounding board on numerous issues; and to members of the Communication Arts 100 teaching staff at the University of Wisconsin, who helped me by collecting sample speeches and by identifying rough spots in the ninth edition.

Special thanks go to Amy Slagell for doing a marvelous job generating new questions for the *Test Bank*; to Jennifer Cochrane for her splendid supplement on using *The Art of Public Speaking* in an online course; and to Sue Vander Hook for her expert formatting of the *Instructor's Manual*, *Test Bank*, and *Student Workbook*. Above all, I am indebted to Paul Stob, who worked with me throughout the revision process. It is because of him that the book is appearing on schedule, despite the fact that I was out of commission for two months with a broken elbow.

I am grateful to Carl Burgchardt for his contributions to the appendix on "Giving Your First Speech"; to Randy Fitzgerald and Paul Porterfield for helping me secure the videotape of Sajjid Zahir Chinoy's "Questions of Culture"; and to Nie Lisheng, Editor-in-Chief of *21st Century*, for permission to use video excerpts from speeches presented at China's national English-language public speaking competition sponsored by *China Daily* and *21st Century*.

I also owe many thanks to *The Art of Public Speaking* team at McGraw-Hill. It was once again my privilege to work with Rhona Robbin, whose expertise, professionalism, and unflagging commitment to the book have helped sustain

it through four editions. Leslie Oberhuber is in her third edition as the book's marketing manager, and she deserves no small share of credit for its success during that span. Publisher Frank Mortimer and Executive Editor Katie Stevens joined the book in this edition. Both have a strong commitment to excellence, and both have been indispensable to keeping *The Art of Public Speaking* fresh and creative.

Anyone who has worked with online projects knows that they are exceedingly complex. After taking time to begin a family, Jessica Bodie Richards returned to the book on this edition, and I cannot imagine anyone else being as successful in coordinating the myriad details involved in the development of *Connect Lucas*. Aoife Dempsey and Sarah Hegarty have also been indispensable. Their vision of the possibilities of online learning, combined with their extraordinary work translating that vision into reality, have helped make *Connect Lucas* and *Connect Lucas Plus* benchmarks for the use of instructional technology in college publishing.

Brett Coker was another key member of the book team. As project manager for this edition, he did a spectacular job getting the book through production on the tightest of schedules, notwithstanding vicissitudes that might have driven someone of lesser ability (and patience) into another profession. Laurie Entringer oversaw the design with skill and imagination, Barbara Salz did a superb job of photo research, and Erika Lake helped in numerous ways. Rich DeVitto, Louis Swaim, and Ron Nelms helped steer the book and supplements through the final stages of production. I would be remiss if I did not also thank Mike Ryan, Steve Debow, and Ed Stanford, all of whom helped drive the innovative spirit of this edition.

As always, my biggest debt is to my wife, Patty, whose love and support have sustained me through the years.

Stephen E. Lucas
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PART

SPEAKING AND LISTENING