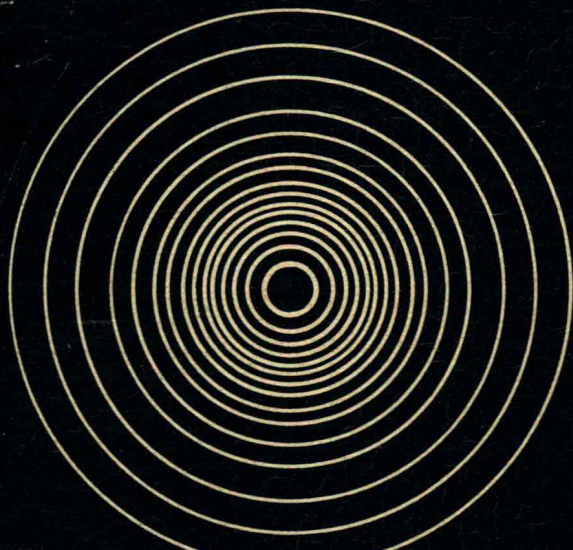


PRINCIPLES AND TYPES OF SPEECH

SIXTH EDITION • MONROE • EHNINGER



PRINCIPLES AND TYPES OF SPEECH

SIXTH EDITION

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Preface

To the student

The primary purpose of *Principles and Types of Speech* is to help you become an effective speaker. In a democratic society, effective speech is extremely important. It is crucial in today's world that must—if it expects to survive—*talk* out rather than *fight* out its differences. Indeed, as Thomas Mann has one of his characters say in *The Magic Mountain*, "Speech is civilization itself. The word, even the most contradictory word, preserves contact—it is silence which isolates."

To help you become an effective speaker, this book explains and illustrates the general *principles* of speech composition and delivery and then relates them to special as well as basic types of speeches.

In presenting these principles and types, it draws upon modern research in communication theory, because one of its basic tenets is that effective speech is effective *communication*. And in the course of presenting the principles and types, it points up the fact that the study of speech is a humane discipline—that speech is, in fact, "civilization itself." The main emphasis of *Principles and Types of Speech*, however, is not on communication theory or on speech as a humane discipline. Although the authors believe that these emphases are important and useful, we are convinced that the primary purpose of a first course in public speaking should be to help students become effective speakers. Oh, then, someone may ask, this book is planned for a skills course? Yes, skills are certainly necessary for effective speech. But also necessary are self-confidence, knowledge, and, above all, integrity. To the development of these qualities, as well as to the development of skills, this book is devoted.

The approach. *Principles and Types of Speech* takes a functional approach to the development of effective speech. Because men speak primarily to com-

municate their ideas and feelings to others, audience analysis and adaptation are stressed throughout the book. In Part Two, for example, the principles of vocal and bodily delivery are treated not as ends in themselves but rather as means which the speaker employs to win a response from his listeners. Similarly, in Part Three the standard devices of speech composition—transitions, illustrations, motive appeals, and the like—are viewed as methods for evoking a desired audience reaction.

Throughout Parts Four and Five, audience analysis and adaptation continue to be emphasized. In Part Four, in order to emphasize the dynamic relation between speaker and listener, the conventional names for the divisions of a speech are replaced by terms which describe functionally the role that each division plays in achieving a desired goal. Thus, instead of introduction, body, and conclusion, a speech is viewed as a succession of *attention*, *need*, *satisfaction*, *visualization*, and *action* steps. Together, these steps form a *motivated sequence*—a sequence which, because it is patterned after the process men naturally follow in arriving at choices and decisions, motivates an audience to respond affirmatively to a speaker's purpose. Depending upon the general or specific response you hope to obtain from your listeners, you may use the motivated sequence in its complete form or may omit one or more of the steps. On some occasions, you may even discard it entirely in favor of a more traditional pattern of organization. When the motivated sequence is used, however—in class assignments and practice-speaking situations, for example—it will serve as a constant reminder that the purpose of a speech is to communicate and, in order to achieve cogent communication, you may adapt your ideas and proposals to the thought processes of your listeners.

Organization and development. Part One provides a perspective on the study of speech and offers directions for planning and presenting your first classroom talks. Part Two emphasizes speech delivery—the use of your body and voice to communicate your ideas and feelings to others. Part Three explains how to plan and organize your speeches, and Part Four shows you how to adapt the structure and style of your speech to a particular audience.

Part Five considers the purpose, content, organization, and delivery of the *basic types of speeches* (speeches to entertain, inform, convince, stimulate, and actuate) and the problems involved in answering questions and objections raised by listeners. Part Six relates these basic types to the *special types of speeches* (speeches of courtesy, good will, and tribute), and also provides general instructions for broadcasting a talk. Finally, Part Seven presents the elementary principles of discussion and conference method and of parliamentary procedure.

Each of these seven parts provides information on the speaking process, purposes, and situations and practical suggestions for applying this information. The authors hope that by relating these instructions to your speaking

experiences in the classroom and elsewhere, you will progress toward the goal of effective speech—the goal for which this book was developed.

To the instructor

Although the general approach and content of earlier editions of *Principles and Types of Speech* have not been radically modified for this sixth edition, numerous substantial changes have been made. Extensive portions of the text have been rewritten for clarity and economy of expression. In addition, the new organization of the chapters accords more closely with the steps customarily followed in preparing a speech, thus clarifying and strengthening the logical relationship among the elements of the motivated sequence.

As part of the extensive reorganization of the book, five new chapters have been added. Four of these contain materials which earlier formed parts of other chapters and which now have been singled out for greater emphasis or for more comprehensive treatment. These four chapters are: Chapter 3, "First Steps in Preparation and Practice"; Chapter 11, "The One-Point Speech"; Chapter 14, "Selecting, Phrasing, and Arranging the Ideas Within the Speech"; and Chapter 24, "The Speech to Actuate." The material on listening, which previously was part of the Appendix, has been revised and expanded to form the fifth new chapter, Chapter 19, "Listening: Speaker-Audience Interaction." Moreover, Chapter 12, "Selecting the Basic Appeal," has been carefully aligned with current developments in the psychology of motivation.

To increase their efficacy as pedagogical aids, the "Problems" appearing at the ends of chapters have been reorganized and expanded into (a) "Problems"—for class discussion and/or individual investigation, and (b) "Speaking Assignments." "Suggestions for Further Reading" also have been supplied and will be found at the close of each chapter. And the lists of "Speeches for Colateral Study" have been updated and expanded.

Many new illustrative passages and examples have been supplied throughout the book, especially in the chapters on supporting material, the factors of attention, and the speech to entertain. Twenty-two new sample speeches, including several student speeches and a new discussion, have been added, bringing the number to twenty-eight in all.

Finally, the illustration program as a whole has been redeveloped and enlarged. One of its most interesting features is the addition of photographs of many of the speakers whose speeches are printed in the text. In some instances, it has been possible to show a photograph of the speaker in the process of delivering the actual speech, and in at least three instances to provide a photograph of the setting for the speech—see, for example, the speeches of Franklin Delano Roosevelt, Martin Luther King, Jr., and D. Elton Trueblood.

The authors have been pleased to receive various recommendations and suggestions from instructors who were acquainted with the book in its earlier editions. In more than a few instances we have heeded their criticisms and their recommendations. In particular, we are indebted to Professor John Bowers of the University of Iowa for calling our attention to a number of significant advances in psychological research as these relate to speech, for directing us to recent studies on the points in question, and for suggesting ways in which this research could be integrated with the text. And to all of our other colleagues and students who have provided us with useful ideas, to the speakers and publishers who have generously granted permission for the inclusion of their materials in these pages, and to past users of *Principles and Types of Speech*, we are pleased to acknowledge a special debt of gratitude.

If students using this sixth edition of *Principles and Types of Speech* learn more fully to appreciate the value of good speech and become themselves more effective speakers, the purpose of this book will have been fulfilled.

A. H. M.

D. W. E.

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