





# 388

Basic

# Speed

Experienc

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Basic

11th Edition

Speed

Experier

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# 4 UNIT

# Getting Started

To do anything well takes preparation and practice. Learning how to be an effective public speaker is no exception. This unit will take you through some of the basics of preparing and presenting a speech for an audience. These fundamentals form the backbone of public speaking. They are also skills that will come in handy in the future—no matter where you go or what you do in your life.

## Chapter One

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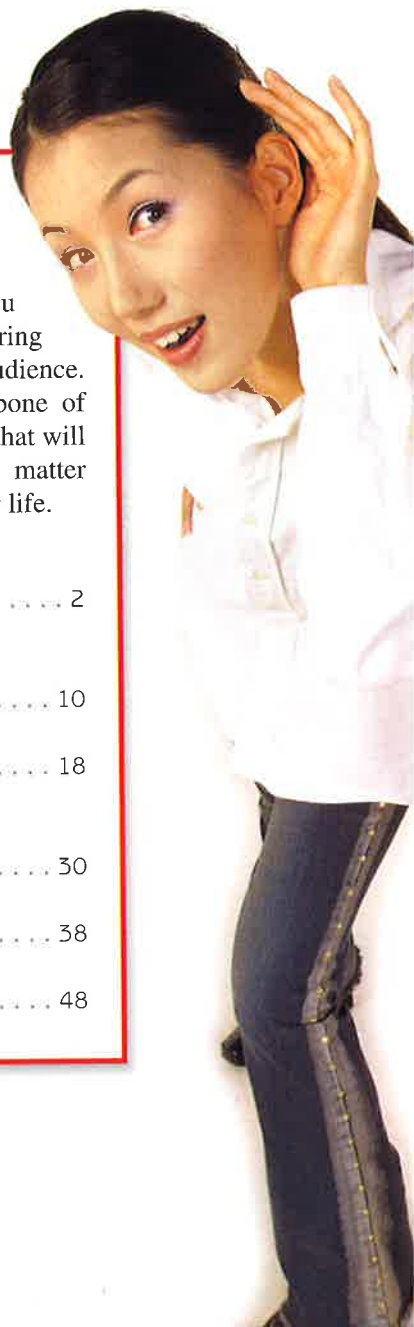
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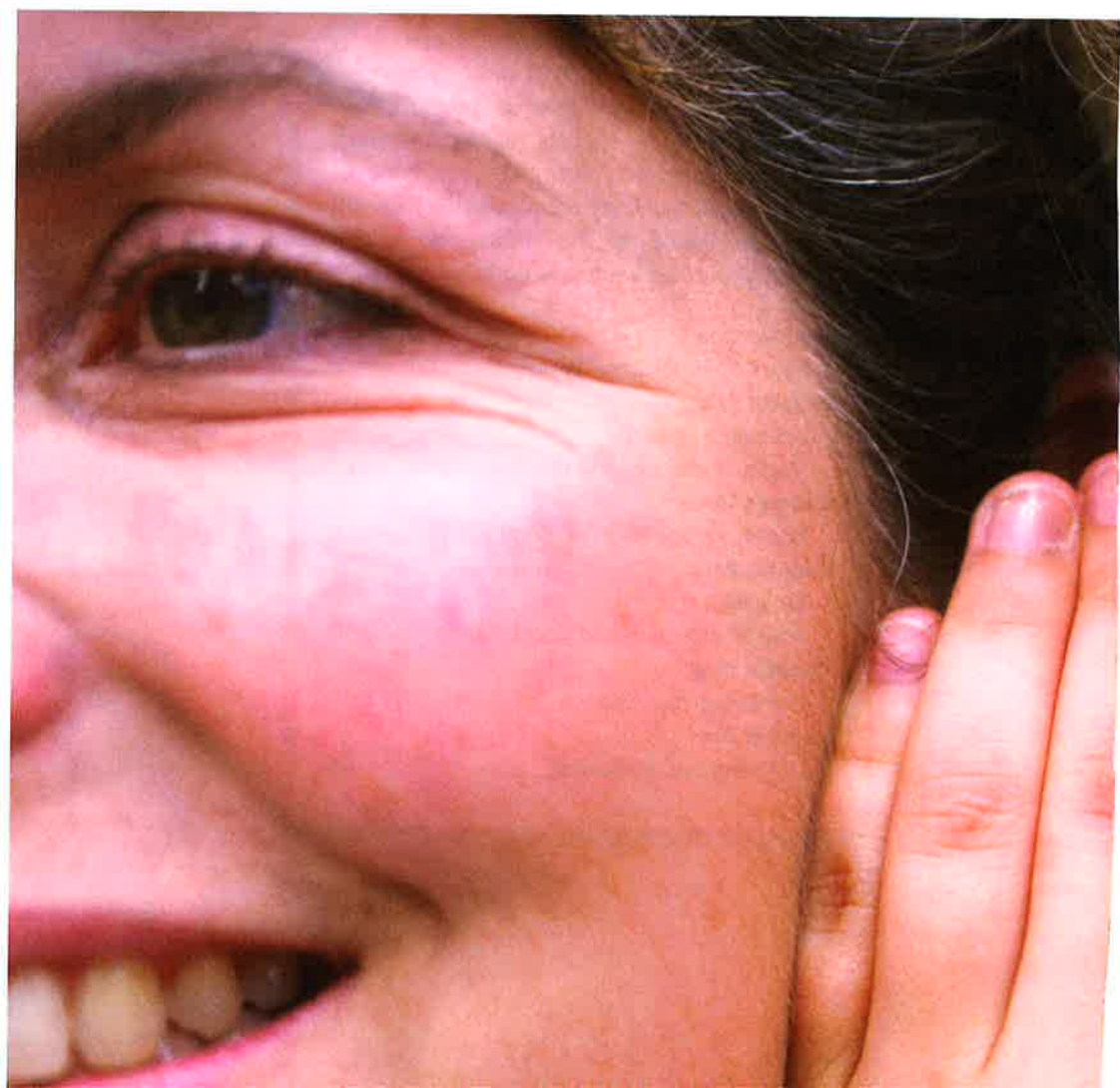
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# How Communication **Works**



## In This Chapter . . .

What is communication? Most people think they know. Yet many wrongly assume that communication happens only when a person is speaking. Imagine that you have just come home from school. You open the door and your dog bounds over to greet you. She wags her tail and wriggles as you smile and bend down to pet her. Not one word has been exchanged, yet you and your dog have just communicated.

Listening to a speaker means paying attention to both verbal and nonverbal forms of communication. So what is communication? **Communication** is an exchange of information that occurs anytime someone else sees and/or hears you. As you make your way through this chapter, you'll find out how communication happens. You'll also get some pointers on becoming a better speaker—and a better listener.



## Speak Up!

Write your own definition of the word *communication*. When you're finished, exchange definitions with a classmate. Read the definitions aloud. Note the similarities and differences in the two. Then work together to combine your definitions into one that you both can agree upon.



## and Decoding

are a small child just beginning to word you learned had a special you. You had a personal association word. For example, the word *kitten* *kitten* because to you there was no tested each word with the meaning it. You are older now and you no broader meanings to your words. ned that there are many kinds of world, yet you still attach *your* ur words. The problem with com- our ideas to someone else is that on will have his or her own asso- meanings for your words—and gs may be different from yours. If a may not fully understand you. e communicated *something*, but it what you intended.

of putting words together in sentences to represent feelings and d **encoding**. Listeners interpret y sorting out ideas they create in ds, a process known as **decoding**. t like working with secret codes, some extent, that's exactly what it o it without even thinking every

in your communication include nd quickly you speak, and how our voice is. These factors com- gs that you're feeling for which specific words. Your friends can y your voice whether you are red, or angry. A simple "good tell others that something is both- that you're having a great day. communicate their feelings ntend to or not.

Your appearance is another important part of what and how you communicate. Your clothes, hair, and personal hygiene tell others who you are. Consider what these factors are saying to others about you.

---

### Activity

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Think about a recent encounter you've had with a friend or family member. Try to recall specific details about what the person communicated to you verbally and nonverbally. What did the person's posture, facial expressions, voice, and overall manner tell you? How did these factors reflect what the person was saying to you? Share your impressions.

---

## Encoding and Decoding as Precisely as Possible

The best way to bridge the gap between what you say and what the other person hears is to use accurate and specific words. For example, instead of describing an object as "brightly colored," you might state what those colors are: "orange and red." Instead of saying, "He was a big man," you might say, "He was six feet three inches tall and weighed 250 pounds."

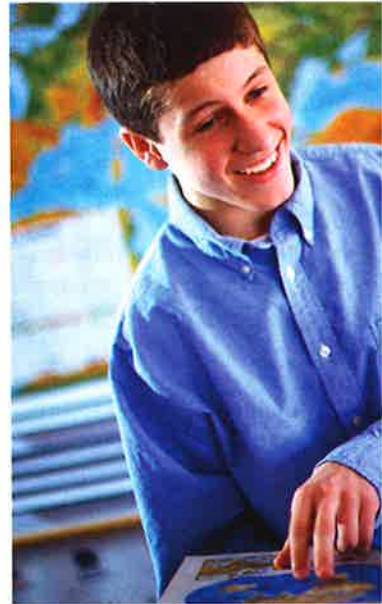
Avoid general words such as *pretty*, *nice*, *fast*, *slow*, *beautiful*, and *bad*. The more specific you can be, the better your chances of communicating effectively will be. Use correct grammar and pronunciation. Remember to articulate clearly. And, finally, use as few words as possible. Don't make a listener decode fifty words when you can say the same thing with twenty-five.

## Considering Your Audience

When you prepare a speech for a class assignment, it's important to remember that the underlying purpose of *all* public speaking is to communicate with an audience. To communicate as effectively as possible, you'll need to keep your audience in mind through every step of your preparation.

Communication requires you to send and receive messages. When you are speaking, your audience is receiving and sending messages to you by nonverbal means. **Messages** are thoughts and feelings we express through commonly agreed-upon **codes**, or language and behaviors. Effective communication depends on each communicator's ability to encode and decode messages as accurately as possible. But there are other factors that can get in the way of communication.

- **Noise** is anything that interferes with communication. Noise can be physical—for example, an air conditioner turning on and off or a truck roaring by outside the room where you are speaking. Noise can also be psychological, as when audience members are bored or distracted by something unrelated to your speech. And, finally, noise can be physiological, as in the situation where the room is too hot or cold, or your voice is too loud or soft, which can distract the listener from what you're saying. A speaker must anticipate the noise potential and do whatever is necessary to minimize it.
- Your **field of experience** provides reference points that allow you to decode messages and take meaning from them. Every person's experience is unique. No two communicators have exactly the same field of experience. That's why it is so important for communicators to evaluate the fields of experience of the potential audience; they



must anticipate as well as possess the knowledge and attitudes the audience has about the topic. For example, if you are speaking to residents of a small community, you might safely assume that the audience will not be familiar with the songs of your favorite band. Using song lyrics from that band as a point will likely lead to confusion. The song will be outside the fields of experience. It would not be appropriate to use a song or lyric that might be familiar with—one that is part of the same point in your speech.

- The **context** of a given communication exchange includes the wider social, environmental and chronological context. The context of a given transaction includes the historical, seasonal, and cultural setting in which the communication takes place; the geographical location; the culture(s) in which you are communicating; recent news events; and so on.

## Informal and Formal Communication

Communicate with many different audiences any given day. Most of these probably take the form of **informal communication**. This type of communication is spontaneous. You don't prepare in advance; you just communicate as you go along. Examples of informal communication include

giving introductions, talking on the phone, asking a question in class, and talking with your friends and family.

**Formal communication** is more structured. In this type of communication, you prepare in advance. Examples include

being interviewed for a job, giving a speech, participating in a debate, and giving a dramatic reading from literature.

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### Activities

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Write down five informal communication situations you have experienced in the past week.

Write down three instances of formal communication you have had.

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## Nonverbal Communication

Take a moment to think about all the elements that can add layers of meaning to a speaker's words. Here are some examples:

- Facial expressions
- Hand gestures
- Eye movements
- Head and body movements (nodding, shrugging, etc.)
- Posture
- Smiling or frowning





These are nonverbal expressions. Interpreting them correctly may tell you more than the speaker's words.

Every effective communication takes place on two levels: verbal and nonverbal. Using both levels allows communicators more opportunities to understand one another. Sometimes a speaker's words may contradict his or her nonverbal messages. Very often speakers send out unintentional physical messages. For example, a speaker might claim to be confident while nonverbally expressing embarrassment or fear by blushing, trembling, and avoiding eye contact. A speaker who uses vivid, exciting language but delivers it in a flat monotone without many gestures isn't communicating effectively. Studies show that when an audience has to choose whether they believe the verbals or the nonverbals of a speaker's presentation, they tend to go with the nonverbals. That's why it's

important to pay attention to your body language and your vocal rate, volume, and inflection. For more on this important aspect of public speaking, see Experience 5, "The Power of the Voice: Develop Body Language," on page 100.

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## Activity

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With a partner, act out these statements nonverbally.

- I'm glad to be here.
  - I'm very excited.
  - I'm exhausted.
  - Thank you.
  - Be careful.
  - That's a relief.
-

## with Intention

follow all the rules of good listening, you'll sometimes find yourself listening to people who don't listen well enough to you. These people are listening in order to talk about their own ideas. They hear only a part of what you say, so they can't fully decode the message you are



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## Activity

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With a partner, improvise a scene in which one of you tells the other a personal anecdote of one or two minutes' duration. After the speaker tells the story, the listener restates the story exactly as he or she heard it. The storyteller corrects any wrong information or mistaken impressions. Then switch roles. Afterward, discuss which of you listened most effectively.

Communication was once viewed as a simple process of speakers trying to hit a target (the audience) with their ideas. We now know that communication is a much more complex process. For more on developing your listening skills, see Chapter 6.

---

# Talking Points

## Aristotle's Legacy

More than 2,300 years ago, the Greek philosopher Aristotle (384 B.C.–322 B.C.) laid the groundwork for modern public speaking. Aristotle's mentor was the brilliant thinker Plato. In Plato's opinion most public speakers were fast-talking politicians who manipulated their audiences with lies and half-truths. Mere *rhetoric* (one person speaking to many), Plato claimed, was worthless. Aristotle disagreed. He viewed public speaking as an art. He was the first person ever to suggest that the audience was a key factor in the communication process.

These days, no public speaker would make a presentation without first considering the audience. But that trend began way back in fourth-century Greece when Aristotle had a new and revolutionary idea. Aristotle claimed that all public presentations were a balance of ethics (a set of beliefs about what is right and wrong), emotion, and logic.

- The *ethical* part of public speaking is what the communication reveals to the audience about the speaker's character. The main idea here is that telling a truth is ethical; telling a lie or obscuring the truth is unethical.
- The audience experiences an *emotional* reaction to the communication.
- The actual words the audience hears make up the *logical* aspect of the communication.



Aristotle (right) teaches Alexander the Great

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### Activity

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Think about a speech you recently heard on the news, at school, or elsewhere. Write two or three sentences about each area of the speech's presentation: ethical, emotional, and logical. How would you rate the speech according to Aristotle's criteria?

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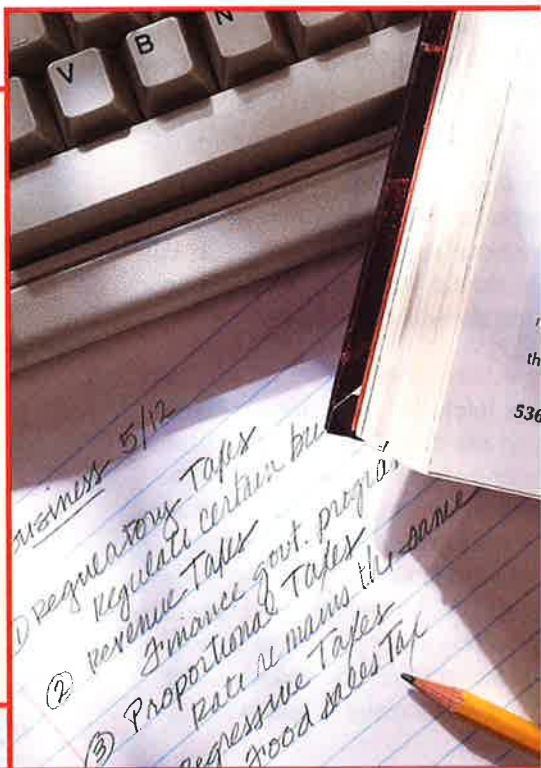
# Building a Speech:

## Topic, Audience, and Purpose



## In This Chapter . . .

The first rule of good public speaking is adequate preparation. Preparing a speech is like getting ready to run a marathon. Both require many trial runs before the event actually takes place. To attempt a speech without adequate preparation is just as foolhardy as attempting a marathon without training. In this chapter you'll learn preparation techniques that will help you make a special occasion of every public speaking experience.



## Speak Up!

Tell your classmates about an activity at which you excel. You might choose a sport, music, dancing, drawing, or debate, for example. How did you become good at this activity? When you take part in it, what do you do to prepare yourself?



## Choosing a Topic

audience, a well-prepared speaker's speech seems easy. But it's *not* easy. Intense preparation goes into an effective performance. It all begins with choosing the right topic.

Remember that your teacher has given you an assignment. You have two weeks to prepare your presentation. What should you talk about? Where should you start? To begin your search, use the following guidelines.

**Choose a topic that interests you.** If you're not interested in the topic of your speech, no one else will be either. Think about your hobbies or special interests. For example, you may be interested in sports, theater, or coin collecting. Any of these topics could form the basis of your speech. Alternatively, you might prefer writing about a political issue or a scientific discovery. Whatever topic you choose, make sure that it is something you want to talk about further.

**Make sure you can find sufficient material on your subject.** Otherwise your speech might come up short in terms of content, quantity and quality. Your five-minute speech might dwindle down to a minute and a half. So first consider what you already know about the subject. Then expand your search for information from a variety of sources on your topic. Be on the lookout for quotations, statistics, anecdotes, visual aids, and any other materials you might be able to use to illustrate your speech and hold your audience's attention. Keep a list of references and information sources (see Chapter 3.) If you can't find enough information on a topic, don't choose it.

### 3. Be sure your topic is appropriate to you, your audience, and the occasion.

Any topic that is not adjusted to these three factors will be inadequate. If you're talking to a general audience, it probably wouldn't be appropriate to launch into a speech on the complexities of honors algebra equations. If you have any doubts about the appropriateness of a given topic, either find a new topic or check with your instructor. And remember that offensive language—including profanity and ethnic or racist slurs—is never appropriate.

### 4. Be sure you have enough time to research the topic and that it can be covered in the time available for the speech.

Having too much information to cover can be just as problematic as having too little. Suppose you tried to encapsulate the entire American Revolution in one five-minute speech. Your speech would not be specific enough to gain an audience's attention.

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## Activities

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- A. List five potential speech topics. Choose subjects that interest you and/or subjects you would like to learn more about.
- B. Choose three topics from the previous activity. For each topic, list at least three possible sources of information you could explore.
- C. Choose three of the five topics that follow and suggest at least one occasion for which each would make a suitable basis for a speech.
  - The history of the atomic bomb

- Basics of the American justice system
  - Protecting our natural resources
  - What you should know when deciding on a college
  - The problem of peer group pressure
- D. Choose three of the five occasions below and suggest at least one suitable speech topic for each.
- student government meeting
  - sales meeting
  - book club presentation
  - graduation
  - tour group
- E. Choose three speech topics or titles from the activities above and estimate how many minutes you would need to give each speech. Explain your reasoning.
- F. Which of the following topics would require the most research? The least? Why?
- The human digestive system
  - The early history of television
  - Why more students are choosing business colleges
  - Federal funding for the arts
  - Reality TV

## Narrowing Your Topic

If you have chosen a broad topic, it often helps to focus on a single aspect of it. For example, using the example of the five-minute speech about the American Revolution, you might choose to talk about the harsh conditions of the American soldiers at Valley Forge during the winter of 1778.

Here's how one student narrowed a successful speech. Being a dog lover, she started with the broad general topic "dogs." Then she narrowed the topic to "dog breeds." She made a list of all the breeds she knew about. From that list, she chose golden retrievers. Her speech was eventually titled "Why Golden Retrievers Are Good Pets."

## Activities

- A. In your opinion, which of the following topics could be presented most adequately in a five-minute speech?
- Football
  - The health benefits of eating fruits
  - School policies
  - Health care
  - Habits of the redheaded woodpecker
  - Three great places to visit in Washington, D.C.
- B. Reorder this list of topics from the broadest to the narrowest.
- American tourist attractions
  - Aspen, Colorado
  - Colorado
  - Mountain getaways
  - Rocky Mountains
  - Skiing in Aspen
  - Aspen's Running Bear Lodge
  - Vacation destinations
- C. Narrow each of the following broad topics into a topic suitable for a five-minute speech.
- |              |             |
|--------------|-------------|
| • Oceans     | • Trees     |
| • Government | • Junk food |
| • Movies     | • Music     |

## g Your Audience

speech, you'll find it's very helpful something about your audience when you prepare to make a formal you should ask yourself questions audience. For example, what is their gender, ethnic background, income tion, or level of education?

'll probably deliver most of your other students in your class. You'll idea of age and gender. But you have some idea of how much they w about your topic. Think about background information you will ide. The object here is to provide not too much, information to get cross.

u'll want to generate interest and ocused on what you have to say. os to have a "hook," a piece of or a question that a large portion of is likely to relate to. For example, about the nutritional content of a m a popular fast-food restaurant, start out with the question, "Has his room ever eaten fast food?" you will connect with your d a wide variety of feelings and fast food.

## y

eners to decide whether or not they a speaker is saying. But you the an obligation to use as many tools gain their trust. **Credibility** is the at a speaker is knowledgeable, and dynamic. Listeners want to u thoroughly understand the topic,

that you have the audience's best interests at heart, and that you feel strongly about the speech's content.

Sometimes a speaker has credibility with the audience even before the speech begins. If the audience is familiar with the speaker or the speaker's reputation, credibility might be based on past experience. If the speaker is formally introduced, what is said about him or her may increase credibility, particularly if the introduction mentions the speaker's past accomplishments.

In many public speaking situations, however, the speaker is neither known by nor formally introduced to the audience. Your speech should establish your credibility as early as possible. One way to do this is to state your experience with, your research on, or your interest in the topic you are about to address. Referring to shared experience or history with the audience can serve to establish common ground with your listeners.

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## Activities

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- A. For each topic listed below, describe an audience that would likely be very receptive to a speech on the subject and one that would most likely *not* be receptive.
- Choosing the right career in business
  - Stage makeup
  - Brief history of rock-and-roll music
  - Nutritional properties of beef
  - Computer literacy in the workplace
  - Ballet dancer Mikhail Baryshnikov

- B. Look at your answers for Activity A. Choose one of the topics and its potentially disinterested audience. Discuss with a classmate what you could do to generate interest in your presentation.
- 

## Determining Your Purpose

Public speaking takes more than simply choosing an interesting topic. Every time you make a public speaking presentation you should do so with a purpose in mind. Your **purpose** is your overall intention, the reason you are making the speech. Most speeches fall into one of three general categories. They **inform**, **entertain**, or **persuade**. To determine your purpose, ask yourself what reaction you want from the people who hear you. Do you want them to understand an idea better? To become stirred up or aroused about something? To perform an act, such as voting for or against a candidate or contributing money or joining an organization? Here are some examples of speeches and their purposes:

### Speech Title

“An Organization for One and All”

### Purpose

To *persuade* students to vote and to take part in student government

### Speech Title

“Laughing Can Cure What Ails You”

### Purpose

To *inform* audience members of the health benefits of laughter

### Speech Title

“This Dog’s Life”

### Purpose

To *entertain* listeners with the story of a local firehouse dog

It’s important to know what you want to do as a result of your speech. If you don’t have this point settled, then you don’t really know why you organized the speech the way you did. You don’t know what you want, neither does your audience. You can’t expect an audience to get anything from your speech if you yourself don’t know what you want them to get. Not having a clear purpose is one of the most common causes of ineffective public speaking. So decide on a purpose and then put all your efforts toward achieving it.

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## Activities

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- A. Although most speeches serve more than one purpose, decide what the main purpose might be for each of the following speech titles.
- The Lonely Battle of the Clown
  - Listen Up! The Secret of Becoming a Better Listener
  - You Can Save Kellogg Foods
  - How to Deal with Test Anxiety
  - Confessions of a Vegetarian
  - Volunteering Builds Character
- B. Which kind of speech do you think would be the most difficult to prepare? Why?
- C. Besides informing, entertaining, and persuading, what other purposes for speaking might there be?
-

# Talking Points

## Adapting to Your Audience

Whether you're talking to one person or a whole roomful, speaking effectively means adapting to your audience. Maintaining an open mind and some sense of spontaneity allows you to anticipate and analyze audience response as you are speaking. That way you will be more likely to interpret audience feedback accurately and respond appropriately.

In formal speaking situations you may have the time and opportunity to learn about your audience before you make your speech. In most cases, however, what you learn about the audience will come to you as you are in the process of speaking. It pays to be able to gauge your audience's response from moment to moment.

### Audience Feedback

An audience will provide you with a lot of information, most of it nonverbal. Imagine that you are speaking to a large group of people. Consider these two audience reactions.

- Audience members are leaning forward listening. Their eyes are on you. Occasionally you see heads nodding.
- Audience members are leaning back in their chairs. Many of them are looking at the floor, shifting in their seats, and checking their watches. Occasionally someone yawns.

It's clear which response is preferable. But even if people seem not to be paying close attention to your speech, it's important for you to stay focused. There are a few things you can do to change the dynamic.

- Pick up the pace. Sometimes speakers lapse into a monotone or a rhythmic speech pattern without being aware of it. Check in with yourself. If you feel that you're slipping into a pattern, try to speak more quickly and inject a bit more personality into your voice and tone.
- Maintain eye contact with the audience. American audiences tend to feel a speaker is more credible if he or she can look them in the eye.

- Make sure your movements and gestures are natural and that they relate directly to what you're saying. Wild or unfocused gestures tell the audience that you are not in control. Using no gestures at all will make you seem stiff and uncomfortable.
- Above all, be sincere. If you are not sincere, your audience will sense it.

## Never Blame the Audience

It's a great feeling to look out at your audience and know that they are "with you." But often audiences may come across as neutral. They're waiting to hear what you have to say so they can decide what they think about it. They're taking a wait-and-see position. It's important that you do not take this the wrong way. Avoid blaming the audience if they seem less than enthusiastic. Keep in mind that they are there to listen to you. If you begin your speech with a lighthearted comment and they fail to laugh, move on. Your job is to communicate with them. Do your best and make it your responsibility to win their interest and support.

### Activity

With a small group of classmates, model speaker and audience behavior. One person stands before the others and tells a brief anecdote of his or her choice. The others listen quietly and then tell the speaker what was memorable and/or entertaining, as well as physical or vocal elements that the speaker might improve. Take turns so that everyone gets a turn to speak.

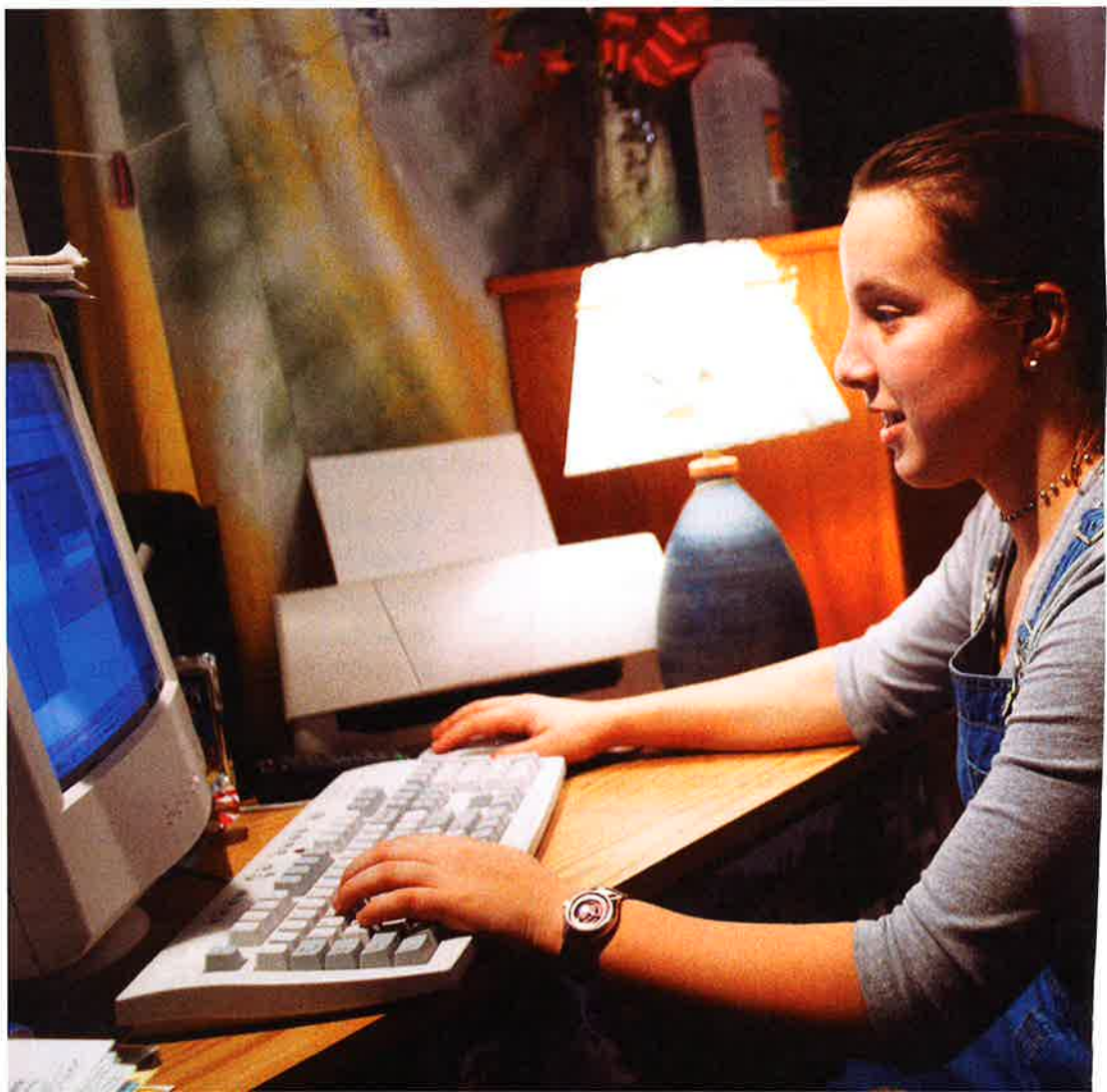
### What You Should Know About Your Audience

Ask yourself these questions and then find answers either through actual interviews, or, if isn't possible, make an educated guess.

1. Who will be in your audience? (Classmates? Adults? Children?)
2. What are the interests or the past experiences of the audience members? How do they relate to your topic?
3. What do they already know about your topic?
4. Will they have any preconceived notions about your topic?
5. How can you adapt your speech to make it more interesting to your audience?

# Building a Speech:

## The Body



## In This Chapter . . .

Once you have established your topic and purpose, you can move on to develop the body of your speech. From shaping your main idea and details to finding sources and avoiding plagiarism, this chapter will guide you through the process. For now you need not worry about an introduction or a conclusion. We'll discuss those speech elements in Chapter 4. As discussed in the previous chapter, keep your audience in mind as you proceed through the steps of building your speech.



## Speak Up!

Write the word *hobby* at the top of a sheet of paper. Think about what this word means to you. Do you have more than one hobby? If so, which hobby is more important to you? What do you enjoy most about it? Write a paragraph about it. Read your paragraph aloud to the class. Do you think the topic has potential to become a larger speech? Why or why not?



## g on Your Thesis and as

ve decided on a purpose, determine  
of your topic will best embody that  
example, if the purpose of your  
inform, which elements of the topic  
nt your audience to understand?  
main ideas you think must be  
ed. Narrow your focus until you have  
o to five main points. A typical  
remember no more than that.

ave selected your main ideas, it's  
t the thesis of your speech. The  
one-sentence statement that clearly  
y explains what you're going to talk  
ur speech. For many speeches, the  
the listener exactly what your  
n the topic you will be discussing.  
ne sample thesis statements:

y council must take action on  
gerous traffic situation on West  
oad.

g to play the piano can build  
n many areas of a person's life.

g your teeth too often can  
e your gums.

thesis statement can provide a  
r your entire speech, which will  
ch easier to fill out the rest of the  
u go. Do not rush the development  
rtant part of your preparation.

### Tips for Testing the Strength of Your Thesis

- Make sure your thesis is a complete sentence, not a fragment.
- Form your thesis as a declarative sentence, not a question.
- Be sure your thesis does not imply that you will discuss more than you can cover in your allotted time.
- Make sure your thesis has enough substance to distinguish your presentation of the topic from anyone else's.

### Activity

Write a thesis statement for each of the following topics. Use the tips above to test each one.

- Preservatives used in breakfast cereals
- Effects of insomnia on daily life
- Acupuncture and allergies
- Study habits of high school sophomores
- Falling attendance at local sports events



## Gathering Supporting Materials

Your next step is to gather material and information for your speech. Once you have determined your main ideas and your thesis, you'll need to provide a variety of supporting materials to help explain your ideas to the audience, and to back up those ideas with evidence. This part of your preparation will take you on a search for information from respected sources on your topic. While you are gathering basic information, you will also want to look for

- appropriate quotations,
- statistics,
- examples,
- anecdotes,
- visual aids, and
- models.

Be on the lookout for anything that will help illustrate your ideas and hold your audience's attention. By planning ahead you can determine the kinds of supporting materials that will be ideal for your speech. Then all you need do is conduct a search for those specific materials.

## Quotations

A strong quotation can give your idea the authority of an expert. This is important; you want the audience to know that you're not alone in your thinking. For example, using Abraham

Lincoln's famous line from the Gettysburg Address—"[G]overnment of the people, and for the people ..."—in your speech argues in favor of allowing a particular issue to be voted on by the whole society. Lincoln's reputation as a statesman adds to the greatest American presidents' credibility on your point. Quotes can come from books, news media, local experts in a particular field, or even your own family members.

## Statistics

Statistics, including charts and graphs, convert numerical concepts into a visual format that helps the audience to understand an idea through comparisons. Many listeners feel more comfortable about concepts in numerical form than they do in words. To understand the range and depth of a problem you are presenting. Instead of saying "Our company expects a loss soon," the audience gets a clearer picture of the impact of lost jobs when they hear "100 layoffs" or "25 percent of our staff." Although statistics can help you make a great deal, it's important not to depend too much on them. After all, you don't want to get lost in a sea of numbers! Use statistics to illustrate your point, not to replace it.

## Examples and Anecdotes

Examples or anecdotes are brief stories that personalize your topic for the audience. Examples and anecdotes make the abstract more vivid and spur the audience's interest. For instance, a statement that "Drugs kill innocent people" will make less of an impression on the audience if the speaker talks about a specific person who lost his job to a drunk driver. Giving a face and a story to the victim will make the same statement more immediate for an audience.

## Visual Aids

Visual aids are most effective when they can visualize what the speaker is trying to convey. Selecting the right visual aid for your speech can really pay off in connecting with your audience.

### Visual Aids

**Photographs.** These can be enlarged for maximum impact or placed on a transparency.

**Video.** These can be very effective if they are cued up properly and shown as efficiently as possible. There's nothing that makes an audience drift off faster than a speaker having trouble operating the VCR or DVD player.

### Computer-generated graphics.

**Charts and graphs.** This can be equipment that you use to demonstrate.

**Props.** Your assistants can help you model the use of props and movement.

**Models.** These are visual aids that are used to explain objects and ideas that are too large or too small to be shown in the presentation. For example, a scientist might illustrate his or her point by using a model of a space shuttle or a diagram of a human skin cell. Models allow the audience to get an instructive view of something they might otherwise be unable to see.

The keys to using visual aids successfully are good planning so that the visuals actually add to what you're saying, and practice in presenting so you can anticipate any problems that might arise regarding placement of the visuals or operation of the display equipment.

## Other Supporting Materials

Other materials that can add depth to your speech include definitions, which can come from dictionaries or from experts on the topic. Song lyrics, poetry, and lines from plays or films can help an audience feel the emotions involved in a particular issue.

### Activities

- A. Name three sources where you might find quotes to use for the following topics.
  - Popular sports equipment
  - Police crackdown on speeding motorists
  - Budget increases for state government
  - Annual music festival in the park
  - Holiday customs in Poland
- B. Name three statistics that you might try to find for each of the following topics.
  - Ethnic diversity at Ridgeland Elementary School
  - Pie consumption in the United States
  - Stock market activities during the early 1990s
  - AIDS in America
  - Veterans of the Vietnam War

## Locating Reference Sources

When preparing a speech, finding source materials can be one of the biggest obstacles students face. However, this doesn't have to be a problem. You just have to be willing to look around a bit. Don't believe that you can't find enough material on your chosen topic. Instead, check all the sources available to you.

Where will you find these sources? The best place, the single greatest resource, is the library or media center. There you will find just about any information you desire, provided you have the patience to find it.

Wouldn't it be nice if everything you needed for your speech were located inside a single book? Unfortunately, that's not usually how it works. You may have to look in several books, magazines, newspapers, pamphlets, encyclopedias, and so on. You might have to surf the Web. Some information will be easy to find; some you might have to dig for. To find little-known sources, you can always ask the librarian for help. Usually, a librarian can provide more useful materials in ten minutes than a student can digest in several hours. Most libraries also have Internet- and CD-ROM-based resources.

Besides going to the librarian for assistance, try using the following research tools to find the information you need.

**1. Card catalog** Although many libraries are phasing out card catalogs in favor of computer-based catalogs, your library may still use this system. Check here for the title and/or author of materials located within the library.

**2. Computer catalog** These catalogs often have easy-to-follow on-screen instructions for finding everything you need.

**3. Encyclopedias** Many encyclopedias are now available on CD-ROM. For printed information, encyclopedias include *Encyclopaedia Britannica*, *Encyclopaedia Americana*, and *Collier's Encyclopedia*. Special-interest encyclopedias include the following:

*Afro-American Encyclopedia* (information on great personalities, literature, music, dance, athletic accomplishments of black people from ancient times to the present)

*Cambridge History of Latin America*  
*Encyclopedia of Asian History*

*The Encyclopedia of Educational Theory and Philosophy of Education*

*Encyclopedia of Latin American Literature, History and Culture*

*The Encyclopedia of Religions and Religious Beliefs* (concerning all world religions)

*Grzimek's Animal Life Encyclopedia* (information on lower animals, including fish, mammals, and birds)

*International Encyclopedia of the Social Sciences*

*McGraw Hill Encyclopedia of Science and Technology* (information on all branches of sciences, agriculture, and technology)

*Mythology of All Races* (information on folklore from around the world)

**4. Yearbooks** These reference books are put out annually, so they often contain more up-to-date information than the regular encyclopedia. Here is a list of some of the more useful yearbooks:

*Americana Annual* (source of information on events)

*annica Book of the Year* (annual  
d of events that was first  
shed in 1937)

*Cousteau Almanac* (an inventory  
e on our watery planet)

*isman's Yearbook* (statistical and  
rical information of the states of  
world)

*d Almanac and Book of Facts* (a  
h of mostly statistical informa-  
on hundreds of subjects)

**es** An index is a registry of  
ation information relating to  
ure and periodicals. Some  
while indexes are:

*York Times Index* (lists informa-  
that can be found in copies of the  
*York Times*)

*e's Index to Periodical Literature*  
ers years up to 1906; very useful  
inding old historical material on  
reds of topics)

*ders' Guide to Periodical*  
*ature* (covers the years since  
; lists sources of information in  
ically every field)

**aphical dictionaries** These  
nces contain brief biographical  
es of famous or newsworthy  
duals. Good examples are:

*emporary Authors* (a listing of  
ent writers of fiction, nonfiction,  
ry, journalism, drama, film, and  
vision)

*ent Biography* (short biographies  
eople in the news)

*ionary of American Biography* (a  
ection of biographical information

about people who have died; kept up to  
date with supplements)

*National Cyclopedia of American*  
*Biography* (the most comprehensive  
list of famous Americans living or  
dead available in one source)

*Newsmakers* (published three times a  
year with information about politi-  
cians, business leaders, and entertain-  
ment personalities in the current  
media)

*Who's Who in America* (brief biogra-  
phies of notable living persons of the  
United States)

**7. Special dictionaries** There are times  
when you may need a specialty diction-  
ary. For example, if you are looking for  
information and definitions of slang  
terms, you can check Partridge's  
*Dictionary of Slang and Unconventional*  
*English*. If you need to know about for-  
eign words and terms, look for  
Mawson's *Dictionary of Foreign Terms*.  
Check with the librarian about other  
specialized dictionaries.

**8. Quotations** Most libraries have a  
number of good sources for quotations.  
You can also use an Internet search  
engine (Google, Yahoo, etc.) to identify  
or find quote material. Examples of text  
editions include:

*Bartlett's Familiar Quotations* (traces  
quotes to their sources in ancient and  
modern literature)

*The Oxford Dictionary of Quotations*

Stevenson's *The Home Book of*  
*Quotations* (approximately 50,000  
quotations, arranged alphabetically by  
subject)

**9. Government publications** These materials cover an almost limitless array of subjects. Ask the librarian or media specialist about them.

**10. Computer-assisted research** You can access huge amounts of research material using a library or home computer system. Using a powerful search engine such as Google or Yahoo you can access just about any kind of information you seek by typing in keywords. For example, if you were doing research on the history of your hometown, you could go to google.com and type the name of the town and your state in the search box. You would then click “Go” and within seconds you would be guided to a variety of links, possible Web pages where you might locate the necessary information.

You can find other great sources on the Internet by checking the archives at major media sites. For example, you can find plenty of information about current events and past history at CNN Interactive (www.cnn.com).

Remember that not all of the information available on the Internet is credible. Be sure that the site you choose is a reliable one. In general, Web sites that are administered by organizations are more reliable than those run by individuals. Always try to double-check specific facts and statistics in more than one source. (For more about determining the credibility of sources, see Talking Points on page 29.)

**11. Interviews** Many students overlook the firsthand interview as a source of information. Remember that interviewing an

expert can give your speech edge.

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## Activities

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- A. In which type of encyclopedia would you expect to find information on the following subjects?
- Dietary habits of koalas
  - Latest developments in research
  - Ancient tales from Ethiopia
  - Computer viruses
  - Gross national product of Nicaragua
  - Taiwan’s economic outlook
- B. In what type of reference guide might you find information on the following subjects?
- Arnold Schwarzenegger
  - Hubble telescope
  - Size of the Atlantic Ocean (in square miles)
  - Top ten colleges in the United States
  - Former president Bill Clinton
  - Current U.S. population
  - Adolf Hitler
- 

## Organizing Your Materials

Once you’ve gathered the basic information and supporting materials, you must organize the information together in an order that your audience will be able to follow with ease. Perhaps you will perhaps even anticipating where they will go next.

several ways to organize material in a logical sequence. Main points **chronologically** follow a time pattern such as past, present, and future, two, three. For example, if you are talking about the steps involved in the process of baking a cake, you would not put dry ingredients in the oven before you have mixed them. Telling a story to the audience follows a chronological sequence of beginning, middle, and end.

Your speech **spatially** means organizing material in such a way that each main point occupies a specific physical space in relation to the others. For example, you might describe the progression of a disease on the human body from the head down to the shoulders, through the torso, and down the legs. Or you might describe the current U.S. trend by looking at the distribution of a disease manifests on the West Coast, through the middle states, on through the middle of the country, and over to the East Coast.

The **problem/solution** method of organization means that your ideas you begin by presenting a problem; then you follow with a solution regarding a possible solution. An example of this organizational pattern would be a speech that begins by discussing the problems of a shortage of all number of organs donated for transplantation and then presents the solutions under consideration to alleviate this problem. For instance, consent signatures on organ donor driver's licenses.

Organizing your material in a **cause/effect** pattern means that you identify the cause of a problem and then go on to identify the effects resulting from it. For instance, you might begin by discussing the terrorist attacks

of September 11, 2001, and then report what effects the attacks had in terms of subsequent U.S. government policies.

A **topical** organization pattern is one that speakers use when there is no logical relationship between the speech's ideas. It is the organization of ideas in the order of topics you wish to cover. For example, an informative speech on breeds of dogs might group the dogs in categories based on what the breeds were designed to do—for example, hunting breeds, working breeds, and companion breeds. Each of these categories is important but they do not naturally connect to each other in a particular order. So as a speaker, when you use the topical pattern of organization you shouldn't assume that your audience will be able to anticipate your next main point. Instead, you help them along by providing parallel language. For example, you would start your description of each category of dog with similar language: "Hunting dogs provide their owners with tracking and retrieving skills.... Working dogs provide their owners with assistance in tasks that require strength and/or perseverance.... Companion dogs provide their owners with friendship and loyalty." The repetition signals to the audience that you're shifting to another key piece of information.

## Outlining Your Ideas

You can make your organization process easier by outlining the main components and points of your speech. In the most in-depth type of outline, you write a complete sentence for each point you want to make. You then use the outline to memorize the logical progression of your speech. Here is an example of a complete sentence outline for a speech about body language.

**Type of speech** Informative

**Name** (Speaker's Name)

**Purpose of this speech** (Briefly discuss what you want your audience to learn, to believe, to feel, or to do because of the speech. For example, "I want my audience to have a better understanding of body language.")

**Title: BODY LANGUAGE**

### **Introduction**

- I. Your physical movements talk for you.
  - A. They tell secrets about you.
  - B. They tell what kind of person you are.
  - C. I will discuss the behavior we call body language.

### **Body**

- I. Everyone uses movements with spoken words.
  - A. They are a natural part of human behavior.
  - B. People are unaware of their movements.
    - 1. Posture reflects inner thoughts.
    - 2. Eyes, hands, and feet speak eloquently.
- II. Body language can be helpful.
  - A. It can make a person attractive to others.
    - 1. Movements can reflect honesty.
    - 2. Appearance can bring favorable responses.
    - 3. Behavior patterns can make friends.
  - B. Employers observe body language.
    - 1. They make judgments from what they see.
    - 2. They hire or reject an applicant by watching movements and posture.
- III. Body language can be improved.
  - A. A person can enhance personal appearance.
  - B. Anyone can strive for better posture and walking habits.

### **Conclusion**

- I. People are born with body language.
  - A. It influences life.
  - B. It speaks louder than words.

e sentence outline is just one way  
material. There are many others. If  
ector prefers a specific type of  
ind out what it is. The most  
ing is that it must make logical  
t you can easily follow it. It takes  
ort to construct a complete sentence  
t is time well spent.

eech works well enough, your  
l have no idea that you are leading  
gh a very tightly structured  
Be concise. Use clear transitions  
g from one point to the next. As you  
gh your points, internal summaries

of the information you have stated will help the  
audience keep up.

## Avoiding Plagiarism

Talking Points at the end of Chapter 1 present-  
ed Aristotle's idea that sound ethics is a crucial  
part of public speaking. In general, communi-  
cating the truth is ethical; lying or obscuring the  
truth is unethical. Listeners judge a speaker  
based on whether they believe he or she is try-  
ing to reveal, or to cover up, the truth.

**Plagiarism** is the unethical practice of  
representing the work or words of others as  
one's own. By passing off  
another's words or ideas as  
one's own, a speaker is in effect  
lying. As a speaker, you must  
take careful notes when you do  
your research. Make sure you  
attribute any quoted material to  
its original author or source. It is  
not enough to change a few  
words to make it sound a little  
different. If you use someone  
else's material or ideas, say so.  
Avoiding mention of the  
original source is plagiarism.  
The penalties for plagiarism can  
be very high. One instance can  
have a long-term effect on a  
student's reputation and future  
academic standing. Don't do it.



# Talking Points

## Evaluating the Credibility of Internet Sources

When you are locating source material for your speech, try to be aware of the *quality* of information, not just the *quantity*. Avoid quoted material if the speaker or writer is obviously biased. If you feel the source contains questionable facts, don't use it. Double-check historical information in at least two other sources. If the sources disagree, you will have to check further. Write down all the sources you look up to make sure you can cite them accurately.

As you locate the information you need, it's important to make sure that your sources are credible and unbiased. This is a factor in all research, but it is a particularly complex question when it comes to Internet sources.

There is a massive amount of information available on the World Wide Web. But the Web itself is largely unregulated, which means anyone can list any information there, whether it is true or not. Sites associated with universities, libraries, and professional associations are generally more credible than those created by individuals. Some guidelines for making sure that the Internet information you use is credible can be found in the box at the right.

### Activities

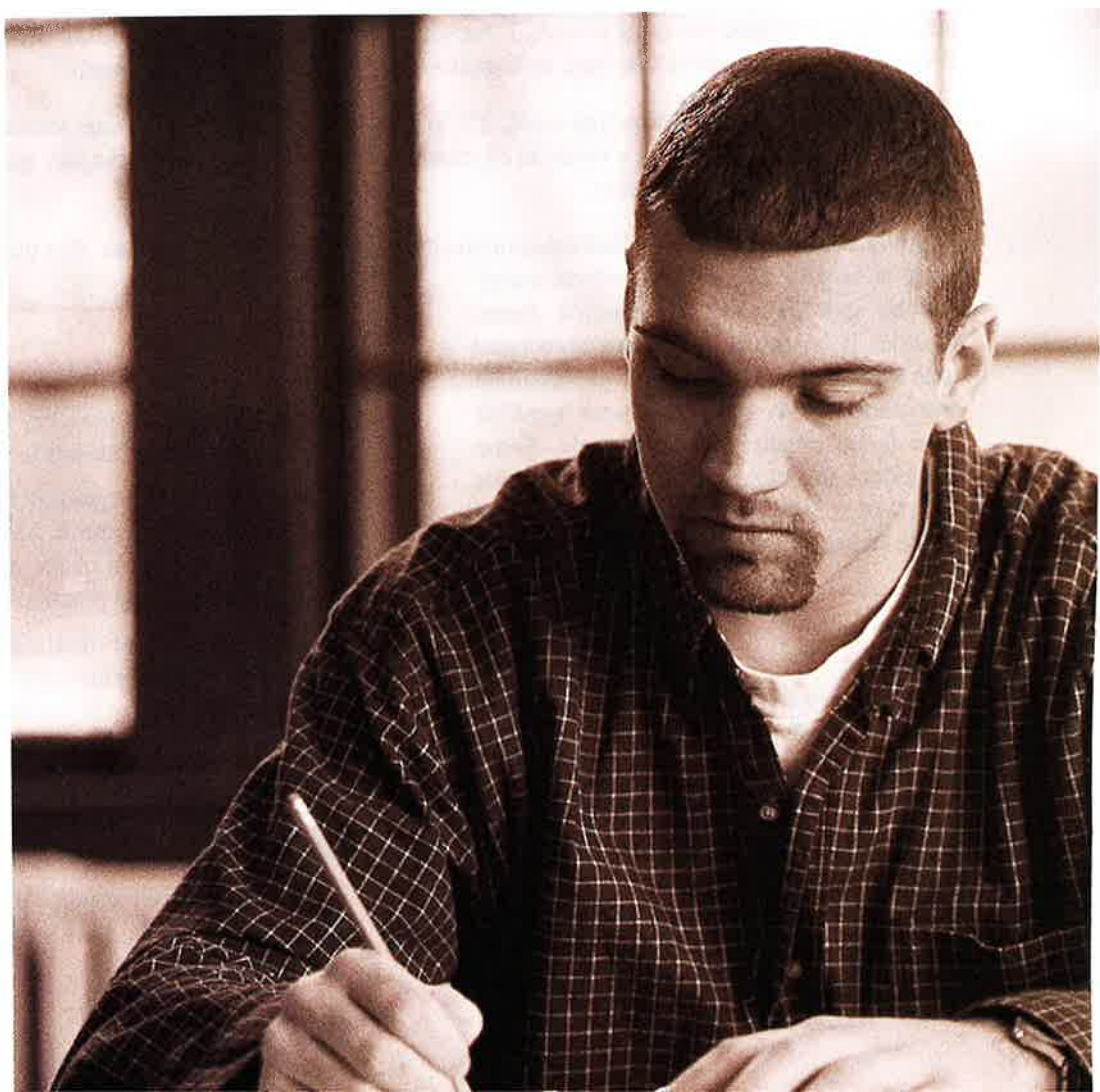
- A. Go to the Web and find examples of each of the points listed in the box at right. Be prepared to share your examples with the class.
- B. Choose a topic and find three sites that you would use for credible source material. Then, find three sites that might not be as trustworthy. Explain your choices.

### Guidelines for Source Credibility

- If the source is a person, try to find her biographical information.
- If the source is an organization, find more information about it. Many Web sites include a description of the organization's goals, concerns, and practices.
- Make sure the information is current. Many Web sites include the date the information was last updated. If the information is out of date, don't use it.
- Make sure the Web site is not advertising a product or advocating a particular cause.
- Is the information clearly stated? If you can't follow it, it's not a good source for your speech!

# Building a Speech:

## The Introduction and Conclusion





## **In This Chapter . . .**

Now that you've completed the body of your speech, it may be easier to add the introduction and the conclusion—two more important pieces of the public speaking puzzle. The introduction is your one chance to make a first impression. The conclusion leaves the audience with the final thoughts that pull your speech together.

## ***Speak Up!***

Consider a speech topic such as “improving study habits.” Think of an attention-getting statement you might use to open your remarks on this subject. Write it down. Then, remembering to use eye contact and good posture, deliver your introductory statement to the class.



## Your Introduction

your introduction obviously will be at the beginning of your speech, you may use it as one of the last steps in the speech is practical because you need to know the body of the speech outlined and the conclusion prepared before you can determine how long the introduction will be introduced. The length of an introduction may vary considerably from one speech to the next; however, it should not exceed more than one-fourth of the entire speech and should comprise much less.

It is said that every public speaker has a moment of silence as the audience's attention upon rising to speak. Perhaps the only moment in public speaking where audience attention is a sure thing is when the audience's attention begins to wander. Usually *after* the speaker begins to speak, the introduction can make use of the contrast between the speaker's rise and the presentation of the speech. It can grab the audience's attention and hang on to it while the speaker gets under way.

## Defining the Purpose of Your Introduction

Your introduction will probably have one of several purposes. We will take a look at each of them.

**One of the most common purpose of an introduction is to gain attention, arouse interest, and excite the curiosity of the listeners.** You can accomplish this in several different ways:

You can **refer to the purpose** of the speech by beginning with a few brief remarks explaining and commenting on the

occasion. You may refer to the audience's special interests and show how the subject is connected to those interests. (Note: Never apologize for the speech you are about to make.)

- You may **pay the audience a genuine compliment** regarding their hospitality, their interest in your topic, or the outstanding leadership qualities of the sponsoring organization. Make sure that you are sincere about what you say, as the audience's judgment of your speech will be strongly influenced by your opening statements.
- You might **open with a story** (humorous, human interest, exciting, etc.) that arouses the audience's curiosity. The story should be linked to the subject. Never tell a story that is not related to your point.
- You may **refer to a recent incident** that is familiar to the audience. For example: "Last week three people were burned to death because their school building had improper fire escape exits."

This paves the way for the main thrust of the speech—the need for a new school building.

- You may **use a quotation** to open your remarks and set the stage for the ideas your speech will reveal. Make sure the quotation is relevant to your subject. Tie it in with a brief explanation.
- You might choose to **open with a novel idea** or a striking statement to arouse your audience's curiosity. Be careful not to overdo it, however. You won't be able to sustain sensationalism throughout the whole speech. An example of an

introduction that uses a novel idea or a striking statement is:

"The other night I sat by and watched as an older man walking down the street was attacked and beaten almost to death by a vicious group of thugs. That horrible image has stuck with me for days now. (Pause.) Of course, it was only a movie. But that's the problem with graphic violence. Real or fictional, it stays inside your head."

- You may also **refer to a preceding speaker** or communication event to secure interest and attention. For example, the great speaker Anna Howard Shaw opened her famous speech on 'God's Women' this way:

"The subject, 'God's Women,' was suggested to me by reading an article in a Chicago newspaper, in which a gentleman defined God's Women. It has always seemed to me very remarkable how clear the definitions of men are in regard to women, their duties, their privileges, their responsibilities, their relations with each other, to men, to government, and now to God; and while they have been elucidating them for years, we have been patiently listening."

- You might **ask pertinent and challenging questions** to arouse audience curiosity. These questions should have a direct bearing on the material that is to follow. Questions can be phrased in this type of structure: "Did you know that...? Do you want this to happen to you?"
- You can also **combine two or more of these techniques**. How you combine your introduction techniques will

depend on the audience, the type of speech, and the en

2. **You may open your speech with an intention to prepare and focus the minds of the audience for the topic to come.** This is particularly effective if the audience is hostile. It's accomplished by giving background information so that the audience can understand the subject coming up. You can often accomplish this purpose by establishing your right to speak, recount the research you've done on the subject, name prominent people associated with the endeavor, and/or modestly to state that you have attained honors, offices, and awards received as a result of your accomplishments in areas that are closely related

3. **A third objective you may have in your speech's introduction is to indicate the direction and purpose of the speech and to illuminate what the speaker will serve.** You can do this by stating the thesis in general terms and announcing the purpose of explaining the thesis of the topic enough to give a simple topic statement. Most topic statements don't attract attentiveness from an audience. Here's an example of an introduction that follows the speech to follow:

"Ladies and gentlemen: I have come to speak with you today on the issue of crime, which is costing our nation billions of dollars each year. I will explain to you what I see as the causes of crime as well as some forms of prevention. It is only by *understanding* crime that we can hope to combat it."

## More Things to Think

cliché ideas or language, extraneous leads, and fillers have no place in a conclusion. Avoid simply stating your modesty and/or self-deprecating anything to do with the presentation or your speech should definitely be left to grab your audience's attention and earn their goodwill, try for a fresh and powerful approach to the top of your speech.

One more important thing to keep in mind for your public presentation actually begins before you speak. It starts with your behavior as you take the platform and immediately enter the room. Speakers who are onstage in front of the audience should remain poised, confident, and calmly alert, yet politely acknowledge audience members will be appraising you. Do not wait to hear what you have to say. When you are introduced, rise quietly and move smoothly to where you will speak. After you get to the podium, wait a few moments and deliberately scan the audience. Then after addressing the audience, thank anyone else who should be thanked, and you are ready to begin your speech with your remarks.

## Activities

Find a quote for one of the following thesis statements:

Being alone in the woods can be very therapeutic.

Reading can broaden a person's horizons.

Travel is definitely worth the time and trouble.

- B. Use any of the techniques previously described to craft a combination introduction.
- C. Select one of the introductions you created in the activities above. Read it over several times until you are very familiar with it. Read the introduction aloud to your classmates. Try to present it with some spontaneity. Remember to make eye contact with your listeners.
- D. Use a pen to circle or highlight the most important words in your introduction. Read the introduction silently several times. Then deliver your introduction to the class again. This time use the written version as you would note cards. Present your introduction just as you would for a complete speech.

## Crafting Your Conclusion

A speech must have an ending, and in order to be successful, that ending should be one of the speech's most impressive elements.

Your speech's conclusion brings together all the thoughts, emotions, discussions, arguments, and feelings that you have tried to communicate to the audience. Your closing words should make a powerful emotional impression on the audience. Logic alone is usually insufficient to move an audience to act or to think in the way a speaker suggests. The conclusion is the last opportunity to emphasize the point of the speech. It should be a natural culmination of all that you have said before. It should contain no weak remarks.

The conclusion should be one of the most carefully prepared parts of your speech. Some authorities believe that speakers should craft the conclusion first. Starting your preparation with the conclusion will certainly give you a way to aim your speech toward a predetermined end. But other authorities recommend crafting the conclusion near the end of your speech-preparation process so that you can draw your final remarks from the complete draft of the speech. A third approach is to prepare the conclusion and the introduction at the same time after the body of the speech is complete. That way the introduction and the conclusion can work together to serve an overall purpose.

Regardless of when you craft your conclusion, there is one point on which all authorities agree: the conclusion must be carefully worded, carefully organized, carefully rehearsed, and, in most cases, committed to memory. It should represent no more than 10 percent of your total speech. Depending on the nature of the speech, the speaker, the audience, the occasion, and the speech environment, it can be quite a bit shorter than that.

Never use your conclusion to bring up new material, as that would mean you'd have to prolong the speech unnecessarily. Also, introducing new material late in the speech may make the ending seem anticlimactic, which can be irritating for the audience.

When you have stated the conclusion of your speech, thank the audience for their attention. Hold the floor for a few moments before leaving the podium. It's important not to scurry away from the podium or make any silly gestures or remarks. That type of behavior can quickly diminish your audience's favorable impression. It is the audience's job to decide what they think of your speech. Don't give them any reason to

feel that listening to you was no time.

To deliver a great conclusion, your mind and spirit must work together in harmony. Direct eye contact, appropriate facial expressions, alert posture, and your powerful voice. The effort to deliver your conclusion can be compared to a runner who uses all his strength of power to lunge over the finish line.

Now that you know what should be in your conclusion, how do you go about writing it? The goal? What methods should you use? The answer is complicated. There are many ways to develop a conclusion. Below are some of the most effective ones.

**1. A summary is a popular way to close a speech.** In a summary conclusion, you restate the speech title, the main idea, and a particular phrase that you used throughout the speech, a quotation from the literature that succinctly says what your speech has been aiming toward. Another way to say other means that brings the main idea of your speech into final focus for the audience. Here's an example:

"As you can see, interviewing for a job can be much easier if you prepare in advance by learning about the company, knowing your own strengths and weaknesses for the job, and building your self-confidence before you go in for the interview."

**2. For some longer formal speeches, you can use recapitulation.** A recapitulation is a one-two-three point summary.

The danger of this method is that it can sound monotonous. Done well, though, it can be highly effective. Here's an example:

"To be sure that you all understand the reasons for believing as I do, let me

nts. First, a global federation is the of government that will keep the m destroying itself. Second a glob- ion is the only type of government acceptable to a number of nations, , a global federation is the most ic form of world government yet d by human beings. For these rea- vor the establishment of a global 1.”

l, it’s not a good idea to use reca- for the conclusion of a very short because the audience can easily r your main points. Sometimes you a very short speech with the final nt, provided the point is strong Usually, though, more is needed to n a short speech.

**Conclusion might also employ a anecdote, analogy, or simile.**

use these elements separately or them and weave them into a or a recapitulation conclusion. g conclusion used this analogy for about children in crisis:

a wind snuffs out the light from a e winds of turmoil and discontent ies are snuffing out the lives and ight of too many innocent youth. It act to save our children.”

**tionally charged or idealized nt of the thesis may serve as a onclusion.** If the title of the speech ur Country’s Future,” a fitting n might be:

the legacy of this generation of s to be one of viewing progress as nding process. I want us to be able

to show that we recognized those things that must remain unchanged, and we preserved them. And that we had the foresight to determine what needed to be altered, and we did it. Let us take our place among other generations of Americans who made decisions not just for today, but also for tomorrow. And not just for themselves, but for all Americans.”

**5. Your conclusion may center on a powerful restatement of your thesis.**

If the subject were, for example, “Volunteerism can change your life,” the final words might be “Volunteerism, giving of your talents to improve someone else’s condition, can change a life. In fact, it can change yours as well as the those of the people you help.”

**6. You can use a vivid illustration of the central idea to conclude your speech.**

For example:

“Millions of Americans once worshiped basketball star Michael Jordan. They were mesmerized by his talent, agility, and record-shattering perseverance. Yet with all the money he made, the fame he received, the charities he supported, and the advances he made for his sport, it’s important to remember that he built his career on a solid foundation of a college education.”

**7. A call for action from the audience may clinch your speech.**

This type of conclusion must of course pertain to the ideas you’ve stated earlier. For a speech titled “Building Good Government,” the conclusion might read:

“Let us not sit by and do nothing while professional politicians corrupt our government and squander our money. Let’s go out one by

one, by twos and threes, or by hundreds and vote for better, more representative government! Tomorrow's Election Day. Vote your conscience. It's our only hope!"

No matter what style of conclusion you choose, remember that your presentation isn't over just because you stop talking. So don't jump the gun when it comes to returning to your seat. Edging away from the podium while you are still speaking will leave the audience with a negative impression of you and your speech.

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## Activities

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- A. Summarize a news story or a recent event in your life.
- B. Write a summary of a simple multi-step process such as making a bed, raking leaves, or washing and drying dishes.
- C. Write an analogy or a striking anecdote to illustrate one of these speech topics:
  - A flood in a southern town
  - A transportation strike
  - Decorating committee for the senior prom
  - The acting career of Abraham Lincoln's assassin, John Wilkes Booth
  - Organizing a neighborhood garage sale
- D. Write an emotional or idealized statement about your school or about an organization you belong to.
- E. Write a conclusion using either a powerful restatement of a thesis or a vivid illustration of a central idea for a speech.

- F. Write a conclusion to a speech that gets your audience to take action on an issue of your choice. Make sure it is something you believe in.
- G. Rehearse and edit a conclusion from one of the activities above and present it to the class. Remember to stand up straight, look your audience in the eye, and When you have finished, take time to acknowledge your audience and then walk back to your seat.

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## Titling Your Speech

The title of your speech should be brief, relevant to your subject, and interesting. The title is one of the first things your audience will read about in the paper or hear you speak. Though a mediocre title will make a presentation, a good one can spark interest of initial interest in the speech to come.

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## Activity

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Write a possible title for each of the thesis statements:

- America's health-care system is in crisis.
- Massage therapy can help with sports injuries.
- The Grant Park High School gymnasium needs a renovation.
- Come to the Sundance Film Festival.
- Local car dealer Omar Abou-Elkheir won an award from the National Business Bureau.

# Delivering Your Speech



## In This Chapter . . .

In any public speaking presentation, what you have to say is important—and so is how you say it. Now that you understand the basic speech components, you can move on to the actual wording of your speech. In this chapter you will learn what goes into the actual physical presentation of a speech: wording the speech, making notes, rehearsing, and using visual aids. You'll even get some pointers on how to control stage fright.



## Speak Up!

Your view of the world is unique to you. Your public speaking should reflect this. Even when you speak about an everyday event or situation, your perception of it will be different from anyone else's. As an example, write a five-sentence description of your classroom. Include plenty of details about how the room looks, sounds, smells, and feels to you. Read your description aloud.



## Your Speech for ation

ord your speech is up to you. Your  
ld reflect both your point of view  
ersonality. In this section, we'll  
reliable options for wording your

**st method for wording your  
is to rehearse aloud** from a  
sentence outline (or other type of  
until you have attained a definite  
of the words you plan to use. It is  
memorize the introduction and  
on although you should not  
e the entire speech word for word.  
mmit the whole speech to memory,  
l leave yourself little room for  
ity. As a consequence your speech  
me off as overly stiff. You should of  
emorize the sequence of your main  
ardless of how much you practice.  
ase, if you plan to use notes during  
ech, be sure to use the final copy of  
eaking notes during the last few  
s. (For more on using notes, see  
ng Speaker's Notes.") You might  
sider tape-recording your first or  
hearsal to determine what wording  
you might need to make.

**r method for wording your  
is to write it out in full**, then read  
script aloud several times to master  
eral ideas and necessary details.  
ng this, construct a set of very brief  
ntaining only the main ideas of your  
Rehearse aloud from them until you  
ne general wording and the order of  
p points. A tape recorder is a good  
h this method as well. Hearing

yourself on tape allows you to make  
adjustments and to become aware of  
mumbling or monotonous delivery.

### Activities

- A. Which method of preparation do you think you would find more helpful? Why?
- B. Use one of the methods described on this page to create the basis of a five-minute speech on a topic of your choice.

## Preparing Speaker's Notes

There are two common ways to prepare your speaker's notes. You can put a few words on a card or sheet of paper, or you can prepare a complete sentence outline. In Chapter 3 you read a complete sentence outline for a speech about body language (see page 27). Here is a sample copy of notes a speaker might use in presenting a five- to six-minute speech on the same topic.

### BODY LANGUAGE

1. MOVEMENTS TALK
2. EVERYONE USES
3. HELPFUL
4. CAN IMPROVE
5. BORN WITH

Each word stands for an idea. You should write each word in large capital letters so that you can take it in at a glance. The actual size of a note card is three-by-five inches, about the size of a postcard. Bear in mind that speaking notes should serve only as a guide, not a crutch. You should have the speech clearly in your mind, not in a pile of note cards.

When you give your speech, hold your note card by the lower right-hand corner between your thumb and forefinger.

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### Activity

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Using the notes for "Body Language" as a model and the basis of a speech from the previous activity, write a five-item set of speaker's notes on your topic.

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## Rehearsing Your Speech

No matter whether you use an outline or speaker's notes, it's important to rehearse your speech aloud. The number of oral rehearsals you will need depends entirely on you. Most speakers require at least four to six rehearsals.

One of the best ways to rehearse a speech is to stand in front of a mirror so that you can observe your posture and other body language. Some students are uncomfortable with the idea of using a mirror because they claim it bothers them to observe themselves. This is a flimsy excuse. A few trial runs in front of the mirror will vastly improve most speeches and speakers. And if you want to take it one step further, a videotape of your practice session is one of the best forms of self-evaluation.

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## Activities

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- A. Using your speaker's notes, rehearse your speech with a partner. Afterward ask questions about how well you communicated. Try to incorporate changes and go through the speech a second and third time.
  - B. Present your speech to the class using your speaker's notes as a visual aid.
  - C. Write a self-evaluation to rate your performance.
- 

## Improving Your Vocal Quality

When you speak to an audience your voice is your main physical tool. It doesn't matter how well worded and beautifully structured your speech is if no one can hear it. You have doubt heard people speak in squawking voices or in dull, bland monotone. Speakers with good vocal quality make the audience want to listen to them. Speakers with poor vocal quality make the audience want to stop listening.

### Proper Breathing

Many vocal problems are the result of improper breathing. Nervous speakers often breathe shallowly to support the volume they need in a public forum. When you **project** your voice to speak to an audience, you should breathe with the muscles of your lower chest and abdomen rather than those of your neck and upper chest. Using your lower chest will give you better breath support. It will also take pressure off your

Breathing the wrong way can strain your vocal cords, which can lead to hoarseness. A lot of this can cause long-term damage to your vocal cords. (For more on voice, see the Talking Points on page 47.)

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## Activities

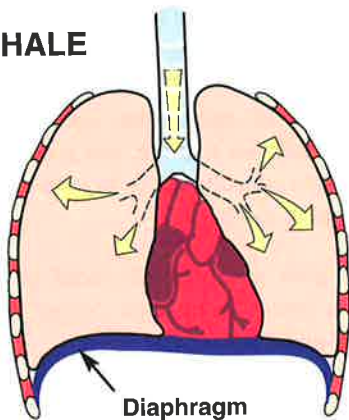
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To ensure proper breathing, stand up straight and put one hand on your chest and one on your abdomen at the space between the two sides of your rib cage. As you take a deep breath in, your abdomen should fill up that space with air. The part of your body that rises as you breathe in is called your diaphragm. When you breathe out, your diaphragm should contract. Try this several times.

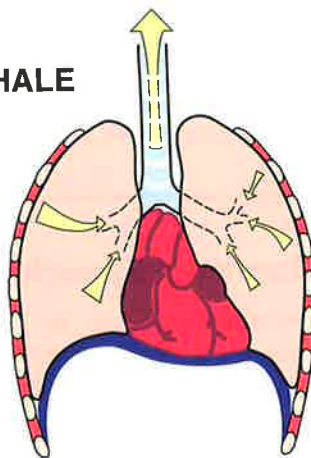
Place one of your textbooks to a comfortable reading level. Breathing normally, read aloud until you run out of breath. Have a classmate time how long you are able to read normally before you need another breath. Repeat: Do not try to go beyond your capacity. When you feel you need to take a breath, do so.) Then switch with your partner. Next, place your hand on your diaphragm and take a deep breath. Read aloud the same portion of the textbook that you read previously. Have your partner time you. Then time your partner. Was there a difference between your times?

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### INHALE



### EXHALE



## Articulation Problems

Have you ever heard a speaker who sounded as if his or her mouth were full of oatmeal? **Articulation** problems—problems speaking clearly—are common for beginning speakers. Mumbling and/or dropping the ends of words can make your speech nearly unintelligible for your listeners. You can use a tape recorder to help identify any articulation problems. Sometimes it's also helpful to ask your instructor or a trusted friend or classmate for feedback about your articulation. In most cases,

becoming aware of the problem will help you to solve it. If you come across words that you consistently stumble over or mispronounce, take extra time with those words. Repeat them over and over again until you can say them clearly each time.

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## Activity

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Tongue twisters can help you to articulate more clearly. Choose two of the following and practice them until you can repeat each three times in a row without stumbling or sounding as if your mouth were full of oatmeal.

- Unique New York
- She stood on the balcony, inexplicably mimicking him hiccoughing, and amicably welcoming him home.
- Imagine an imaginary menagerie manager imagining managing an imaginary menagerie.
- How much wood would a woodchuck chuck if a woodchuck could chuck wood?
- Theophilus Thistle, the successful thistle sifter, in shifting a sieve full of unsifted thistles, thrust three thousand thistles through the thick of his thumb.

---

## Pacing Your Presentation

If you feel nervous about public speaking, you're not alone. Many people list public speaking as one of their greatest fears. In fact, it is common to have a few butterflies in the pit of your stomach when you first get up in front of



an audience. But it's important to recognize that this nervousness is natural. You can turn this to your advantage if you keep breathing and stay focused on presenting your ideas. In some cases, the adrenaline you feel when you approach the podium can add energy to your presentation. The flipside of this is that nervousness can cause you to speak too fast or too softly.

Blasting through your introduction  
't wait to finish the speech is not a  
must resist the temptation to get  
over with in a hurry. Instead, when  
to the podium or the front of the  
take some deep breaths. This should  
feel calmer. When you reach the  
take a moment to survey your  
deep breathing.

re nervous throughout your speech,  
t to keep your speaking rate steady.  
ad to lapse into a monotone as to  
quickly. Either of these pacing  
likely to make your audience stop  
ay focused on the ideas you want to

ing is to use your voice normally  
sationally. Speak earnestly and  
gh to be heard by everyone in the  
u are truly interested in getting the  
understand you, it's likely that your  
vocal variety, pitch, volume, and  
take care of themselves.

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## Activity

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o someone you believe is a good  
peaker. You might choose a  
teacher, a relative, or a  
er. Interview that person as to  
e or she does to prepare for  
g.

---

## Understanding Body Language

Speaking is a whole-body activity. To be an effective speaker, you will have to use your feet, legs, hands and arms, trunk, head, and even your eyebrows. **Body language** consists of movements, facial expressions, postures, and gestures. Shrugging, nodding, rubbing your eyes, or slumping are all parts of body language. Body language can be conscious or unconscious. For example, you might wink at a friend consciously, but you might also blink unconsciously when you are surprised or anxious.



It is nearly impossible to speak without *some* body language. Just because you're not aware of all that goes on while you speak doesn't mean that you aren't using some actions. As you become a stronger public speaker, you will develop techniques to reinforce your words with appropriate body language. For more on this topic, see Experience 5, "The Speech to Develop Body Language," on page 88.

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## Activities

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- A. Make a list of body language movements. You should be able to come up with at least twenty. Circle those movements that you are aware of making yourself. Put a check by those that you are aware of in other people.
  - B. Bring in pictures from a magazine or newspaper that illustrate some of the movements you listed for Activity A.
  - C. With a partner improvise a conversation. You can talk about anything, but try to make it as natural as possible. Then repeat the improvisation. This time try not to make any gestures. Tell each other whenever body language takes place—whether it's voluntary or involuntary.
- 

## Using Visual Aids

When you create a **visual aid** (a poster, graph, map, photo collage, etc.), try to make sure that it serves your purpose by illuminating one or more of your speech's main points. Use color to emphasize details and to compare and contrast ideas.



Whenever you use a visual aid, practice with it so that you know you can use it smoothly during your speech. Make sure every member of your audience will be able to see it. Lettering and images should be large enough to see even at a distance.

It's a good idea to keep your visual aid in sight until you are ready to use it, and then turn it away from the audience and not the visual aid while you are presenting. When you are finished with your presentation, turn it out of view again.

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## Activity

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Brainstorm with classmates about all kinds of visual aids you might use in your speech. List the following topics:

- World hunger
  - The pet adoption process
  - Current clothing fashions
  - The Academy Awards
  - Magic tricks
  - Genetic engineering
  - Nuclear testing
-

## ing Stage Fright

For a quality speech involves developing a positive attitude about the entire speaking process. You will be nervous the first few times you give a speech. You will most likely experience some degree of stage fright. However, though, that while stage fright will disappear after a while, nervousness just before speaking will not. Use the surge of energy



you feel to launch your speech more vigorously. You will gain self-confidence and poise as you make more speeches, but do not expect a miracle. Your mental attitude should allow you to recognize your own strengths and weaknesses, but you should not be morbidly disturbed if you aren't the world's greatest speaker on your first few attempts.

Be willing to take advice from your instructor and, sometimes, from your classmates. The people who watch and listen to you will notice things about your performance that you are not able to see.

Make an honest effort to prepare adequately. Preparation is the key to quality public speaking. As you progress you should take pride in your improvement. Maintaining a healthy positive attitude will ensure that you reach your speaking goals.

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### Activity

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Talk to students who participate in school plays, debate, or forensics or who have made speeches during school assemblies. Ask them for tips about dealing with stage fright or nervousness before and during speaking. Take notes and be ready to share what you learn with your classmates.

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# Talking Points

## Can You Hear Me Now?

You may remember a television commercial in which a cellular phone technician repeatedly asked, “Can you hear me now?” Whether walking in a jungle or strolling down a city street, the young technician repeated the question after every few steps. This catch phrase, intended to show consumers the cellular service’s vast network, provides a valuable lesson about communication: If your audience can’t hear you, you can’t communicate with them.

In some formal speaking situations you will use a microphone. But for most public speaking you will have to depend on the power of your own voice. For this reason, it’s a good idea to warm up your voice a bit before a speech.

Keep in mind that even if you are speaking in what you consider to be a very loud voice, there may be a problem with the room’s **acoustics**, or its ability to conduct sound. So watch the audience carefully for signs that they are able to hear your speech. If you feel some people are unable to hear you, it’s all right to ask a question such as, “Can you hear me in the back?”



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### Activities

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- A. Stand at your desk and whisper a short sentence of your choice. Speak as softly as you can. Your classmates will raise their hands when they can hear you. Raise your voice by degrees until all of your classmates have raised their hands. You will have to speak at least this loudly during a speech.
  - B. Take a deep breath from your diaphragm. Let your breath out slowly as you vocalize the word *oh*. When you reach the end of the breath, take another one and vocalize the word *ah*. Gradually increase your volume. Try to keep the tone steady. Don’t strain. Feel the vibration in your throat.
  - C. Use the tongue twisters on page 43 as a vocal and articulation warm-up. Gradually increase your vocal pace and volume.
-

# Listening and Evaluating



## In This Chapter . . .

Public speaking takes a lot of work. As a speaker, you must try to engage your audience and hold their attention from start to finish. But listeners have a responsibility to the public speaking process as well. They owe it to the speaker to listen carefully and to evaluate what they hear. In this chapter we'll look at these skills in more depth.



## Speak Up!

Share a recent experience you had as a member of an audience. It might have been at a school assembly, a class presentation, or a dramatic performance. What was the experience like? Was the audience engaged? Were *you*? Describe why the experience did or did not hold your attention.



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public speaking presentation to be a speaker must make a competent speaker to an audience that takes the time to listen. As a listener you should abide by the rules of audience etiquette. Following these rules will allow you and your fellow audience members to get the most from a presentation.

## Audience Dos and Don'ts

Be on time for the presentation and find your seat quietly. Arriving late inconveniences the speaker and your fellow audience members.

Turn off your cell phone, pager, watch, or anything that makes noise of any kind for the duration of the presentation.

Be an attentive listener.

Do not roll your eyes or make faces.

Do not cough or yawn loudly.

Do not shuffle or fidget during the presentation. This includes tapping your foot, playing with your knuckles, drumming your fingers on your desk or chair, and so on.

Do not speak during the presentation—only if necessary, in a whisper.

Do not take notes when appropriate.

Do not applaud the speaker once the presentation is finished.

What makes a person a good listener? The ability to listen might strike you as a common skill, one that everyone possesses. But being a good listener means more than simply hearing what is said. Many people assume they are good listeners when in reality their listening skills need work.

## Listening Actively

Good listeners actively seek meaning from what they hear. They listen for key information, evaluate it, and respond to it. Are *you* a good listener? Use the following checklist to analyze your listening skills.

### Traits of a Good Listener

As a listener ...

**Do you** relate what you hear to your own experience?

**Do you** use prior knowledge to understand new ideas or information?

**Do you** think of questions you would like the speaker to answer?

**Do you** make associations and create vivid mental images to help you remember the information?

**Do you** take notes?

**Do you** use eye contact and good posture to show the speaker that you're paying attention?

**Do you** ask questions when it's appropriate to do so?

**Do you** analyze your response to the presentation afterward?

## Listening Critically

To listen critically means going beyond merely understanding the meaning of what you hear. It means analyzing the ideas for their strengths and weaknesses. A critical listener is not a passive observer. He or she is fully engaged in listening to find the answers to certain questions or to understand which questions are truly important.

A good public speaker has a purpose for speaking. Likewise, a good listener attempts to identify the speaker's purpose and to evaluate how well the speaker accomplishes that purpose. Sometimes a speaker identifies his or her purpose at the beginning of the speech. At other times a speaker will build toward the purpose and illuminate it at the end of the speech. Either way, listening for the purpose and identifying the main ideas are important aspects of critical listening.

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### Activities

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- A. Think about the list of *dos* and *don'ts* on the facing page. How would you rate yourself and the people in the audience you described in the Speak Up! activity on page 49? What could you or your fellow audience members have done to be a better audience?
- B. To assess your listening skills, interview a classmate about his or her life. Take notes on the person's responses to the following questions:

What is your full name?

Where were you born?

How old are you?

Do you have a job? If so, what is it?

Are you a member of any clubs or organizations? If so, which ones?

Do you play a musical instrument? If so, what?

Do you speak more than one language? If so, which ones?

Do you play a particular sport? If so, which one?

Where do you live now?

What are your hobbies?

What do you most enjoy doing?

- C. Using your notes from Activity B, introduce your classmate to the class. Then check with the class you interviewed to see whether you got all the information right.

## Barriers to Listening

If you're like most people, there are times when you listen well—actively and/or critically—and other times when you don't. Recognizing these barriers that stand in the way of active listening is the first step toward becoming a better listener.

### Physical and Mental Barriers

Imagine that you are sitting in your classroom before the lunch hour. You forgot to eat breakfast this morning and your stomach is grumbling. Also you stayed up preening last night talking on the phone with a friend. In front of the room, your instructor is introducing the class. She says, "Did everyone hear me?" You realize suddenly that you have no idea what she's talking about.

There are a couple of things going on here. First, active listening takes energy. If you're hungry and you didn't get enough sleep last night, you're not going to be very focused. Hunger and fatigue can distract you from being the best listeners. Your physical and mental states are key factors in your ability to listen actively.

## Environmental Barriers

It's lunchtime. You have now eaten lunch and it's time to go to your next class. It's cold outside, but the room is nice and warm—so warm, in fact, that you're beginning to feel a little sleepy. Ten minutes later, the instructor suddenly calls on you to answer a question. Again, you realize you weren't really paying attention—you've heard the instructor's words, but you haven't been listening. What's the problem now? In this environment, the environment is working against you. If the room is very warm, the energy you had after lunch begins to dissipate. Environmental barriers to good listening include noise inside or outside the room, the room is too bright or too dim, and the room conditions in the room.

It's important to eat properly and get enough rest. Ideally, a warm, crowded room acts as a sedative. But even if you feel tired or cool, even if you are very hungry or full, and even if you are sleepy, you still have an obligation as a listener. Listening is simply a matter of paying attention harder despite the obstacles.

## Activity

Identify three other possible physical, psychological, or environmental barriers to good listening.

## Bias

As human beings, you no doubt have opinions and preconceived beliefs about all kinds of things. But good listeners know that it's important to pay attention with an open mind. If you go into a presentation already knowing

you're going to disagree with the speaker, you leave him or her no room for persuasion. You shut yourself off from learning something new—something that might even have succeeded in changing your mind.

Pay attention to your reaction if you find yourself responding very negatively or positively to a speaker at the very beginning of a speech. Sometimes a person's way of speaking or physical appearance can trigger an emotional response. For example, if a speaker looks vaguely like your favorite cousin you might find that you're biased in favor of what that speaker will say. Try to remain as objective as possible about the speaker and his or her presentation.

## Activities

- A. Which of the following are biased statements?

All babies are cute.

Nobody really enjoys cleaning up.

I love science and math, but history is boring.

I'm voting for Dale Rivera because he's a better person than the other candidate.

Being an artist is fine, but you can't make a living at it.

Artists are more interesting than most other people.

The smell in here is sickening.

Abraham Lincoln was America's most honest president.

Red meat is terrible for you.

Sometimes you win and sometimes you lose.

I believe in justice for all who deserve it.

- B. Look for print or television advertisements that use a celebrity spokesperson. Have any of these ads ever influenced how you feel about a particular product? Discuss your impressions with a small group of classmates.
- 

## Taking Notes

Whether you're jotting things down for your own speech or writing down the main ideas of someone else's, taking effective notes can make all the difference.

As a listener, you are trying to understand a speech's main idea and supporting details. When you take notes on a speech, you should pay special attention to the speaker's use of repetition and emphasis. If a speaker mentions something more than once, the chances are good that it is one of the main ideas of the speech.

When you take notes, you don't have to write in complete sentences. There usually isn't time for that anyway. By the time you finished writing a complete sentence the speaker would likely have moved on to the next point. Instead, just write key words and phrases. Write only enough to ensure that you'll understand your notes later. If you think of a question you want to ask the speaker, jot down a phrase to remind you of that as well.

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## Activity

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Read through the following paragraphs from the opening of President Franklin D. Roosevelt's "Infamy" speech. Then reread the passage and take notes.

"Yesterday, December 7, 1941, a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, in the face of obvious preparation for attack, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to the recent American message. Which reply stated that it seemed useful to continue the existing diplomatic negotiations, it contained no hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by its statements and expressions of friendship for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost. In addition American ships have been reported torpedoed on the high seas between San Francisco and Honolulu...."

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press through this book, you will be  
ke evaluations of your classmates'  
u will also receive such evaluations  
assmates about your own work.

## g Your Peers

isten to another person speak you  
ts of impressions. When it comes  
uate the person's presentation, you  
ze these impressions into a coherent  
t points out what the speaker did  
do well.

**evaluations** are given aloud in front of

This type of evaluation can benefit  
speaker and the listeners. Everyone  
mistakes. Oral evaluations allow  
to learn from their own mistakes  
esses as well as the mistakes and  
s of others.

l evaluations to function most  
ly, each student must work to  
and maintain an atmosphere of trust  
classroom. That means everyone must  
r her best to provide **constructive**  
k. Making fun of anyone for any  
during an evaluation is destructive  
t. So is making overly negative  
ts. When you are asked to provide  
evaluation, use the following  
es to form your response:

by saying something positive. Tell  
aker what he or she did well. That  
ve the speaker the confidence to  
ny not-so-positive feedback that  
s. It will also give the speaker  
ence for the next presentation.

- When you give negative feedback, don't point out every little thing the speaker failed to do well. Instead, choose one or two points that might be improved. Otherwise the speaker might become embarrassed or overwhelmed.
- If you feel you know what the speaker could do to improve the speech, make a suggestion.
- Always try to make your feedback as specific as possible. Avoid general statements such as, "I just didn't like the way you did that" or "Maybe this isn't a good topic for you." Instead, use specific examples from the speech to illustrate your points.

Remember that each speaker should have a purpose—to entertain, inform, or persuade. The criteria for evaluating each type of speech may vary a bit. For example, if the goal of a speech is to persuade, the speech naturally will contain some elements that would not be part of, say, a speech to entertain. It's up to you to listen actively and critically to evaluate whether or not a speaker achieved his or her purpose.

2. **Written evaluations** are usually more detailed than oral evaluations. Whereas in an oral evaluation you take part in a group discussion of a classmate's work, in a written evaluation you must analyze all aspects of the presentation in written form. You can do this in any number of ways, but one of the most effective is to use a **rubric**, or set of standard criteria, with which you can rate each speech. On page 55 is an example of a rubric for evaluating a presentation. (Note that each of the 38 speech experiences in this book ends with a specific evaluation rubric.)

## Organization

- What organization method did the speaker use? (spatial, chronological, etc.)
- Did the introduction lead the audience into the speech and present the speaker's goal? Was the body of the speech logical and easy to follow?
- Did the conclusion summarize the main points of the speech and close with a memorable statement?
- What could the speaker do to improve in this area next time?

## Content

- What was the speaker's purpose?
- Did the speaker achieve the purpose?
- Did the speech offer sufficient examples and details?
- What techniques did the speaker use to help the audience remember important information?
- What could the speaker do to improve in this area next time?

## Delivery

- Describe the speaker's appearance, voice, and attitude.
- Did the speaker use language that was appropriate for the audience?
- If the speaker used technical terms or unfamiliar words, did he or she define them?
- What could the speaker do to improve his or her delivery next time?

## Being Evaluated by Your Peers

Just after delivering a speech, you may feel much like being evaluated. At that moment, even the most constructive criticism can sometimes seem harsh. So it's important to realize in advance that these feelings are normal. But it's also very important to approach the process with an open mind to any and all feedback.

If you feel yourself becoming defensive, take a deep breath. Realize that your peers are trying to help you, not hurt you. Listen to understand a particular comment rather than just clarification. Make sure that your evaluator tells you specifically what they saw and heard, and through honest, specific feedback you can grow and learn together.

## Evaluating Yourself

There are several methods you can use to evaluate your own public speaking performance. One is to create a rubric to rate your own speech.

When you evaluate your own public speaking, you should look at two main factors: the content of your speech and your delivery. Follow the following guidelines to evaluate your own content:

- Check to see that you used credible sources as possible and that you cited them properly to avoid plagiarism. (For more about plagiarism, see Chapter 3.)
- Make sure the organization of your speech is clear and easy to follow.
- Your introduction should be engaging and logical.

Conclusion should summarize your ideas and provide a memorable thought.

It is difficult to evaluate your delivery. You can't see yourself as you're giving your speech. One of the best ways to evaluate yourself is to tape-record or videotape yourself giving the speech. Listening to a tape-recording of your speech can reveal problems in pitch, articulation, rate, and volume. Watching yourself on videotape can reveal strengths and weaknesses in your voice, posture, gestures, facial expressions, and body language. When you watch or listen to yourself on tape or videotape, use these guidelines to evaluate your delivery:

- Listen for positive vocal qualities, such as fluency, variety in pitch and inflection, clear articulation, adequate volume, and a good pace.
- Listen for negative vocal qualities, such as harshness; nasality; monotone; shrillness; articulation problems; and fillers such as "okay," "ya know," and "um."
- Look for positive physical qualities, such as good posture and appropriate facial expressions and gestures.
- Notice negative physical aspects of your performance, such as stiffness, a frozen expression, slumped posture, and wild or unconnected gestures.

Some people find it embarrassing to watch or listen to themselves on tape. But remember that as a public speaker, you are asking an audience to pay attention to you. Knowing exactly what they're seeing and hearing can help you to develop speaking techniques that will not only get their attention, but win their good opinion as well.



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## Activities

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- A. Tape-record yourself giving a speech or telling a story. Listen to the tape several times. Think about what you might do to improve your performance. Then tape the speech again. Do you notice any improvement?
  - B. Have a partner videotape you as you give a speech or tell a story. Ask your partner to give you feedback about your presentation. Then watch the videotape together.
-

# Talking Points

## Self and Peer Evaluation

It's important to stay open to feedback when you're first learning to speak in front of an audience. And, not surprisingly, the need for feedback doesn't go away. Bad habits can crop up in even the most experienced speakers. Successful speakers seek feedback about their public speaking. You can do this too. Rehearse your speech for a parent or a trusted friend. Make sure the person knows you are looking for honest feedback. Once the person gives you feedback, make sure you understand it. Then remember to accept the feedback gracefully and thank the person who gave it.

When you evaluate a peer, try to give the kind of feedback that you yourself would find helpful. That doesn't mean you should say only positive things or things that aren't true. But there are a number of ways to provide respectful, constructive feedback that informs the speaker about elements he or she might be able to improve. For example, which of these comments would you find more helpful?

1. "Your posture was just awful."
2. "I think you might be able to control your breathing better if you stand up a little straighter."

Which of the comments below is the most constructive?

1. "Your gestures need to be toned down. You looked like you were directing traffic at a busy intersection."
2. "Swinging your arms like that really took your speech downhill. You should try not to move at all."
3. "I swing my arms when I get nervous. I noticed you did that too. I find it helps to use fewer gestures."

Number 1 might be construed as teasing. Number 2 contains a negative comment followed by a bad suggestion. Number 3 is designed to make the recipient feel better about his or her chances for the next speech. By comparing the speaker to himself or herself, the evaluator created a connection.

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## Activities

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- A. Rewrite these negative statements to reflect more constructive feedback.

"Your voice is really squeaky and shrill. It was bugging me to listen to it."

"Your speech was boring."

"You don't know anything about that topic. Why did you pick it?"

"You must've said the word 'um' a hundred times!"

"You were shifting from one foot to the other so you looked like you were doing some kind of weird dance."

"Your visual aids were no good."

"How much time did you spend preparing for this speech—three minutes?"

"Your speech wasn't as good as Andrea's speech on the same topic."

- B. Rewrite the following general statements to make them more specific.

"I liked your introduction."

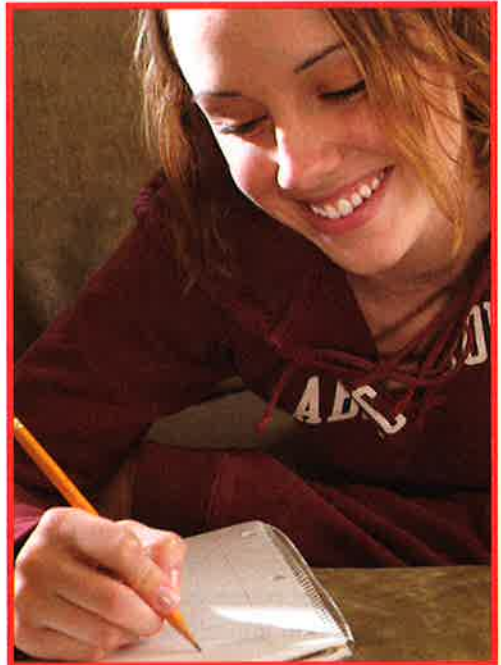
"One of your visual aids was great."

"I stopped paying attention about halfway through your speech."

"I wish you would've ended the speech better."

"I got a lot out of your speech."

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# Personal Speech

“I am SO afraid to give a speech!” Any time a public speaking class is required at a high school or university, the teacher is bound to hear this statement every semester. Even more students probably experience the fear without saying so aloud.

If such a statement resonates with you to any degree, you will find that this unit will help you begin to overcome those concerns.

## Speech Experiences in This Unit

### Experience 1

The Introductory Speech . . . . . 60

### Experience 2

A Speech on Communication  
Apprehension . . . . . 66

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### Experience 4

The Pet Peeve or Opinion Speech . . . . . 80

### Experience 5

The Speech to Develop  
Body Language . . . . . 88



# The Introductory Speech



## Specs for the Introductory Speech

### Time limit

1–2 minutes.

### Speaker's notes

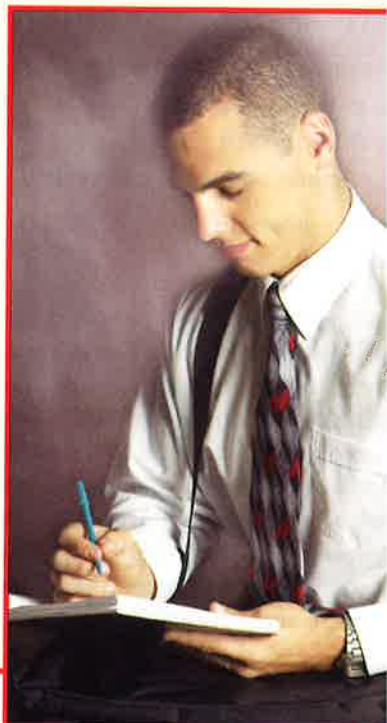
See the questions in the Preparing and Organizing segment of this chapter.

### Sources of information

This speech uses information from your own life, so you will not have to do any research.

### Outline

This assignment is quite short. If you'd like, you can write a brief outline of the information you plan to present.



## Speak Up!

Share an experience you have had speaking in front of a group. It need not have been a formal speech event. You might have spoken during a meeting or at a team practice. Try to recall your reaction to being in the spotlight. Was it a good experience? Why or why not?



## and Expectations Assignment

g this assignment, you will  
e familiar material in a format  
ent to others;  
nce speaking in front of an  
ce to become aware of aspects of  
re delivery such as eye contact,  
e, gestures, and vocal variety; and  
eel for presenting ideas in front  
oup.

the first speech you present in this  
will find out what it's like to get on  
d tell a group of people something  
elf. You don't have to give a long  
account of your life. But you do  
vide a structure for your speech, one  
you to present yourself in the most  
ay possible. When it comes to public  
everyone has to start somewhere. This  
will give you a positive beginning.

## g the Introductory

**Introductory speech** is a public speaking  
which you introduce yourself to a  
ople. You will probably make many  
y speeches during your lifetime.  
ions in which you might be called  
ke this type of speech are

nd organizational meetings,  
meetings,  
ng and learning situations,  
discussions, or

One reason that your first assignment is to make an introductory speech is to let the audience get acquainted with you. Another reason is to give you an opportunity to learn what it's like to stand in front of a group of people who are waiting to hear what you have to say. Unlike many other kinds of public speaking, in an introductory speech you don't have to worry about doing research on your subject; after all, your subject is *you*. Clearly there is no one in the world that knows more about you than you do.

## Preparing and Organizing

Some people thrive on the rush of energy they get from public speaking. But if you're like most people, you might feel a little nervous about giving this first speech. That's natural, and it reinforces the importance of being prepared for each presentation. So what do you need to do to be better prepared? An introductory speech is all about making a great first impression. You'll want to present the best possible version of yourself.

First it's important to understand that you will very likely be anxious prior to a speech—and that you can control that nervous reaction. To be scared, nervous, and tense is normal. These thoughts and feelings are often referred to collectively as **stage fright**. It would be strange if you *didn't* experience some feelings of stage fright the first time you speak in front of an audience.

From a scientific point of view, stage fright or anxiety is the result of your adrenal glands functioning more than they usually do. Athletes and actors have these same anxious moments prior to a game or a performance. Nervousness is the high-octane fuel that injects extra life into their performances. In the right amount, nervousness can be very useful. As you give more speeches



throughout this course, you will feel yourself gaining more command over your nerves. So don't try to rid yourself of this energy. All you need to do is control it.

This speech will be short; nevertheless, you should plan and organize it very carefully.

Although this speech will be about you, there are still some choices to make. You must decide which elements of your life you will be sharing. Like everyone else, you have many facets to your personality and history. Perhaps you are a musician, a pet owner, the world's best babysitter, a shopper with an attitude, or a sports nut. As you mentally flip through your life and times, think about areas that your audience might find interesting.

1. Answer the questions below on a note card or sheet of paper. Use a few brief words or phrases for each answer. You can use these answers as the basis of your presentation.

Or you can substitute your own questions for some of those listed.

- What is your full name?
  - Where and how did you spend your childhood?
  - Tell about your hometown or neighborhood.
  - How do you spend your spare time?
  - Who are your favorite movie stars or actresses? Why?
  - What is your favorite sport?
2. Decide the order in which you will present the answers to these questions. What information do you think you should give most emphasis? Which elements will give the audience the clearest idea of who you are? Reorder the questions to fit your purpose.
  3. Start off with a friendly introduction. Make it conversational, but avoid being too chatty. You have only a couple of minutes, so you can't afford to waste any.
  4. Present each point listed on your note card. Spend the majority of your time on the most important points.
  5. When you are ready to close your speech, conclude with a brief summary statement.
  6. It will help you to practice alone several times. Stand in front of a mirror and speak or present your speech to yourself or a friend. Do not memorize your speech word for word, since this could make your remarks sound like a recitation.

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name is called, walk quietly to the room. Do not do anything to draw attention. When you get there, stay. If you feel overly nervous, take a few deep breaths. Keep your weight on your slightly forward foot. Try to relax your knees.

Notes should hang loosely at your sides unless you need to look at your notes. When you refer to a card, raise it high enough that you do not lower your head. Grasp your note between your thumb and index finger. Do not roll, crumple, twist, or disfigure it. It is permissible to place your other hand on a tabletop or a chair back if you can do so without drawing attention.



When you begin your speech, speak in a normal conversational tone—just as you would if you were telling a story about yourself to a group of people. Your voice might be a little shaky

at first, but it will probably level out as you continue speaking.

Show interest in your remarks. Good speaking is good conversation. If you feel yourself slipping into a monotone, change your rhythm and pace. Be sure that everyone can hear you.

When you look at different members of your audience—and you should do this often—focus on their foreheads just above their eyes. By focusing on a person's forehead, you will not be distracted from your thoughts by his or her eye movements or by a blank stare. Avoid shifting your eyes too often. Above all, don't flit your eyes to the point where they never rest anywhere. Instead, select focal points within your audience and move your eyes to these points as you speak. Each time you focus

on a member of your audience, you make a connection with him or her. Your eye contact can make each audience member feel as if you are speaking directly to him or her.

If you feel like moving around a few paces, do so naturally, without shuffling or scraping your feet. Don't pace. When you are not changing positions, stand still.

Pause at least two seconds after your

final words; then go calmly and politely to your chair. Do not rush or crumple your notes into a wad and shove them in your pocket. Upon reaching your chair, avoid slouching, sprawling,

heaving a big sigh, and any other behavior that says, "Whew, I'm glad that's over!" You may feel that way; however, try to keep in mind that your speech isn't over until the audience stops paying attention to you.

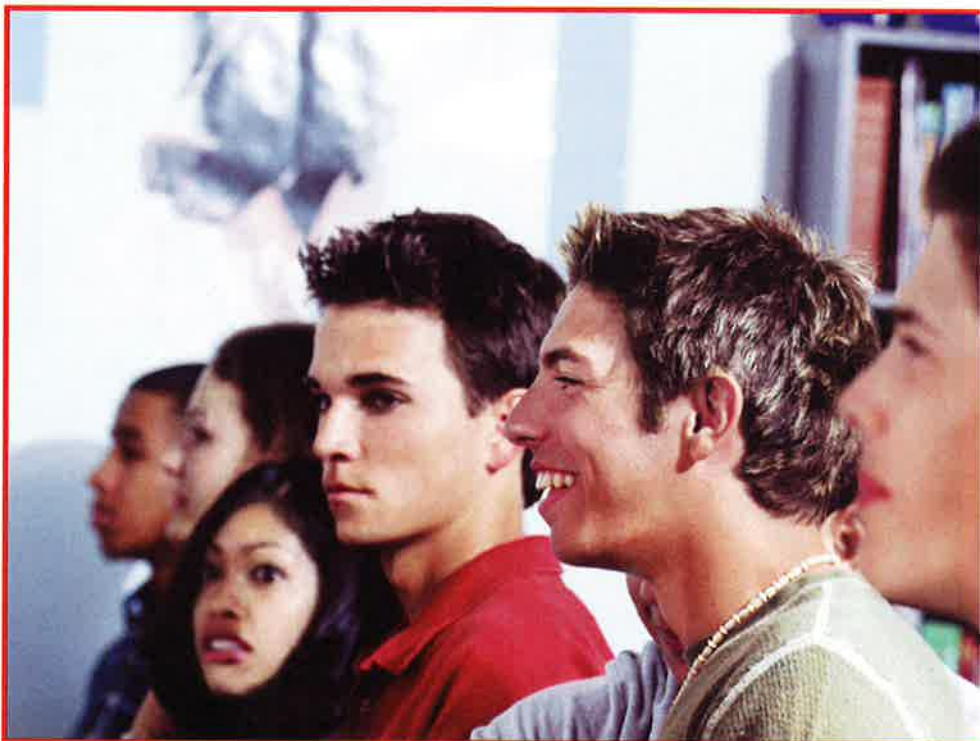
## Evaluating

Evaluate a classmate's introductory speech. Rate the following criteria on a scale from 1 to 5 with 1 being "needs much improvement" and 5 being "outstanding."

- Was the talk well organized?
- Was the speaker's introduction smooth?
- Did you feel you learned something about the speaker's life and personality?

- Were there smooth transition points?
- Did the speaker use his or her voice effectively?
- Did the speaker provide an effective conclusion?

Give an overall score to the speech to explain it.



# A Speech on Communication Apprehension



## Specs for a Speech on Communication Apprehension

### Time limit

None.

### Speaker's notes

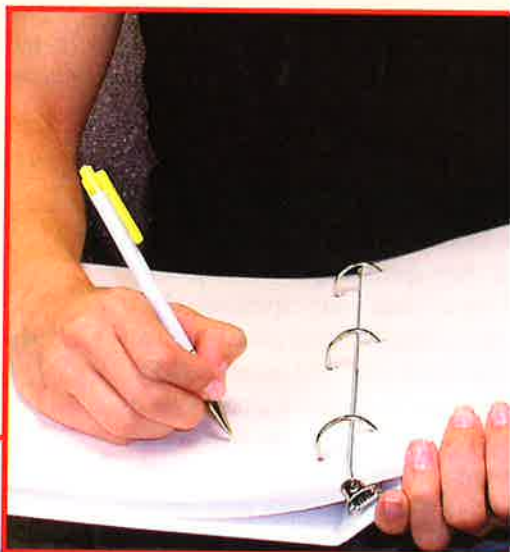
25–50 words for the interview report.

### Sources

The person or persons interviewed.

### Outline

Prepare a 75- to 150-word complete sentence outline.



## Speak Up!

Share an anecdote about a time when you have been nervous or afraid. What physical symptoms did you notice? Did you feel any other emotions beyond the anxiety? What did you do to change the situation?



## and Expectations Assignment

g this assignment, you will

common feelings associated  
performance anxiety,

w a seasoned public speaker  
is or her experiences of stage  
and

e and present speech material  
y be associated with some of  
n anxieties.

ned in Experience 1, most people  
perience some level of performance  
if they speak in public frequently.  
ll recall that many speakers claim  
ness actually has a positive effect  
eeps them alert and animated. The  
make sure that speech anxiety helps  
hurts you is to be thoroughly  
owever, it can also be very helpful  
eelings of nervousness with people  
ually deal with it on a regular basis.  
on communication apprehension  
ou learn from others and take the  
to identify your own concerns and  
utions.

## g the Speech on ication Apprehension

on communication apprehension  
o help you identify and confront the  
you may experience during public  
ou will see that nearly all speakers  
similar fears and physical reactions,  
pathy, speechlessness, shortness of  
mouth, weak knees, pain in the  
r trembling hands and/or knees.  
h, however, is unique; it is not

designed for presentation in a public setting  
beyond the classroom.

## Preparing

For this speech you will interview up to three  
people who have a variety of speaking experi-  
ences, for example, a teacher, pastor, performer,  
or other professional. You might also interview  
someone who has had more limited experience  
in public address such as a student leader or  
classmate.

Take notes as you go through the following  
questions with each person you interview.

- How often do you speak in public?
- Do you get nervous? If so, what are the symptoms you feel?
- How do you deal with stage fright?
- What would you recommend to a beginning speaker for dealing with stage fright?
- Has your level of nervousness changed with more experiences in public speaking? If so, how?

Be sure you ask your subjects to explain further  
any ideas that you do not fully understand. This  
will be your only opportunity to clarify their  
meanings and to understand their experiences  
before you present your speech.

Take very careful notes during your inter-  
view(s). If you wish to record an interview on  
audiocassette, be sure to ask the person's per-  
mission before you begin.

After the interview, compare the experiences of  
those you interviewed with your own experiences  
and thoughts about performance anxiety. Identify  
the intensity of your thoughts and symptoms.  
Write them down as you do. Review the tips and

suggestions you received from the people you interviewed and see if there are any you feel might work for you.

Ask your teacher about other methods of addressing communication apprehension that you may not have encountered in your interviews. Review those possibilities for yourself as well. Select one or two ideas to try before presenting this speech.

## Organizing

Organize your speech carefully. Remember that the order in which you present information is one of the keys to a successful presentation. Here is one effective plan you might use.

1. Begin with an anecdote about stage fright. If you heard a funny story from one of your interviewees—or if you have one of your own—plan to open the speech with that. Sometimes humor can be a very handy public speaking tool. It can loosen up both you and your audience. Try not to laugh at the story unless your audience does.
2. Tell the audience about the people you interviewed and their experiences and advice about dealing with communication apprehension.
3. Your speaking notes should cover each interviewee separately, but after you describe each one you may draw some common conclusions about performance anxiety in general.
4. Your final point should tell about your own anticipation of or experience with communication anxiety, and about the one

or two suggestions you tried before presenting this speech.

5. Conclude your speech with a return back to your opening story, perhaps imagining how one of the suggestions you tried could have changed the outcome.

## Presenting

This should be a simple, non-defensive, sincere discussion straight from the heart. Keep the tone casual. Deliver the speech as if you were talking with a group of friends. Use your gestures and facial expressions as much as possible. When you have completed your presentation, simply return to your seat.

## Evaluating

Evaluate a classmate's speech on communication apprehension. Rate the following items on a scale from 1 to 5 with 1 being "needs improvement" and 5 being "outstanding."

- Was the speech well organized and easy to follow?
- Did the speaker choose interesting subjects to interview?
- Did the speaker provide examples?
- Was the speaker able to use examples from his or her own life?
- Was the speaker's delivery natural and conversational?
- Were the speaker's gestures appropriate to the material?

Give an overall score to the speech. Identify one area where you think the presentation could be improved. Make suggestions for what the speaker might present that element

# Talking Points

## Dealing with Stage Fright

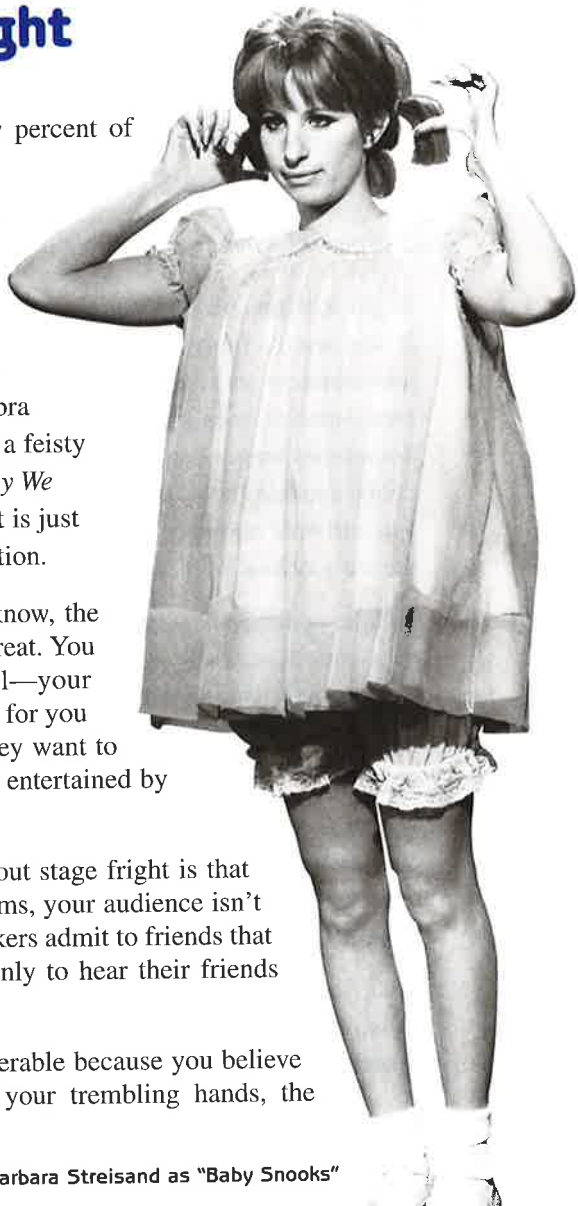
Who experiences stage fright? Ninety percent of all public speakers, that's who!

- Sir Laurence Olivier, a renowned English actor whose career spanned six decades, claimed he experienced stage fright before nearly every performance.
- For powerhouse singer-actor Barbra Streisand, known for her roles as a feisty go-getter in such films as *The Way We Were* and *Funny Girl*, stage fright is just part of her pre-performance tradition.

But as most performers and athletes know, the audience actually *wants* them to be great. You should keep this in mind as well—your audience isn't sitting out there waiting for you to fail. They want you to succeed. They want to be interested, persuaded, informed, or entertained by what you have to say.

One thing that might surprise you about stage fright is that even if you experience severe symptoms, your audience isn't likely to notice. Many beginning speakers admit to friends that they were nervous during a speech only to hear their friends say, "Really? I couldn't tell at all!"

When you allow yourself to feel vulnerable because you believe everyone can see your red face or your trembling hands, the



Barbra Streisand as "Baby Snooks"

chances are that you will compound the problem by adding unconnected and uncomfortable gestures or making strange facial expressions. Understanding that no one else is as aware of your nerves as you are can help you gain control of the situation.

Public speaking is the same as most other skills in that the more you practice, the more you will improve. So get used to it! Take advantage of every opportunity you have to speak in front of an audience. You will feel your confidence growing each time. In the meanwhile, here's a list of tips to help you control performance anxiety:

1. **Make sure you are completely prepared.** If you know your material well, you're less likely to feel tongue-tied.
2. **Take care with your appearance.** When you look your best, you feel more confident.

3. **Relax those tight muscles.**

Nervousness can cause you to constrict your muscles. This makes you look and feel even more tense. Before you speak, take some deep breaths and try to relax all your major muscle groups. This will really pay off when you step in front of the audience.

4. **Keep a positive attitude.** Tell yourself you're going to be great! If you make a mistake, simply move on. There's no point in drawing attention to it by making a face or an inappropriate gesture. Again, remember that the audience doesn't notice your mistakes or your nervousness the way you do.



When you begin your speech, you will very likely feel butterflies in your stomach. You may experience a sinking feeling, sweaty palms, or trembling hands and knees. These symptoms usually diminish once you're past the speech's introduction. But even if they continue, remember that they don't have to affect your ability to speak. Focus on delivering your ideas as effectively as possible.

# A Speech About a Personal Experience



## Specs for the Speech About a Personal Experience

### Time limit

3–4 minutes.

### Speaker's notes

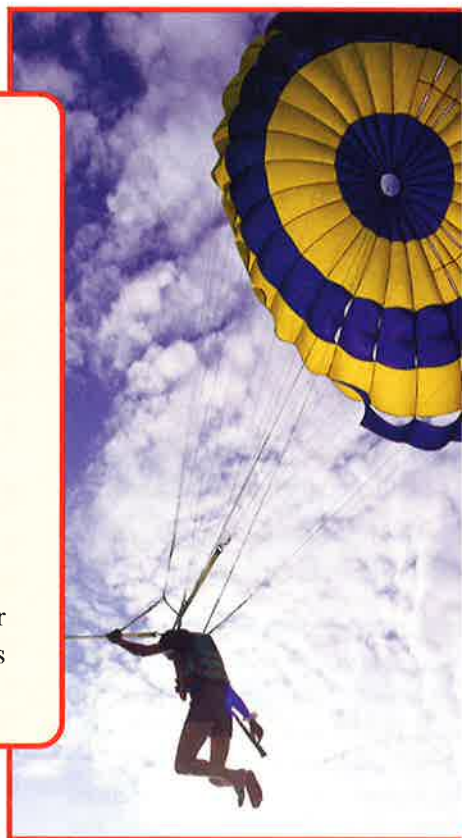
10-word maximum.

### Source of information

Your own personal experience.

### Outline

Prepare a 50- to 100-word complete sentence outline to be handed to your instructor when you rise to speak. Your instructor may wish to write comments on it regarding your speech.



## Speak Up!

Share an experience you've had that was special to you in some way. It might be a personal triumph, a surprising event, or a time when you realized something for the very first time. Try to remember the details of the experience. What made it special? Why do you remember it?



## and Expectations Assignment

g this assignment, you will

ine the purpose of the

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e the occasion for the

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an appropriate topic,

he speech material to the

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the speech,

y and rehearse appropriate

s to enhance the message, and

ine and rehearse the appropriate

f enthusiasm for the topic.

presenting a speech about a person-

e will help your public speaking skills

ap forward. Although the speech will

u, it nonetheless requires thorough

You will develop your topic by

out something you have experienced

interesting to your listeners. You

increased confidence and poise as a

speech experience. Your ease before

ould improve noticeably.

## g the Speech About a I Experience

about a **personal experience** may

e of the three basic purposes: (1) **to**

**to persuade**, or (3) **to entertain**.

and occasion of your remarks will

hich purpose is appropriate. If you

a funny or amusing personal story,

entertain your listeners. If you wish

ut your stamp collection, your

purpose will be to inform. And if you want the audience to take action based on your speech, then your purpose will be to persuade. For this speech experience, confine your efforts to one of these three types of speeches.

There are unlimited occasions for a speech about a personal experience. Speakers present this type of speech at all kinds of gatherings—for example, school assemblies, club meetings, business meetings, and religious services. You have probably heard such a speech on television or radio. It may have come from a news reporter, a missionary, an athlete, a celebrity, or a member of the general public.

## Choosing a Topic

If you have had an exciting experience, select it for your speech. Whatever you decide to talk about should be vivid in your memory. As you think about it you may feel prickly chills race up your spine, you may laugh, or you may feel sad. No matter what, the experience should be personal. It should tug at one or more of your emotions.

There is no limit to the topics that can be adapted for this type of speech. A presentation on the subject of swimming could be presented in many different ways. It might be informative (a discussion of the different strokes), persuasive (a call to action about the importance of teaching children how to swim), or entertaining (a description of your experience as a lifeguard).

Study the following list to spur ideas about a personal experience you might like to present to the class.

- Moving
- Flying



- Sports
- Summertime activities
- Parental separation
- Friends
- Youth programs
- Embarrassing experience
- Family outing
- Driving
- Movies
- Travel

Do not fall back on the old excuse that you can't think of anything interesting to talk about. The topic you choose may not be all that interesting

in and of itself. It is your responsibility to tell about your personal experience in an interesting way. You can do this. All it takes is a little effort. Choose a topic without hesitation, then read the rest of this assignment to learn how to prepare and present a speech on the topic you have chosen.

## Preparing

Your attitude about yourself and your topic will play a big part in the success of this speech. You should not sabotage yourself into thinking that what you have to say is uninteresting. Consider for a moment a child who runs to you eagerly, grabs your arm, and excitedly tells you about a big dog he saw running down the street. The story captivates you because there is nothing inherently fascinating about a big dog you have seen many times. Are you interested? The answer is yes because of the extreme desire of the child to tell you about it. The child wants you to understand and be excited about the event. That is the key to getting an audience to listen attentively. You must have that same desire to make your audience understand you and/or enjoy what you are saying.

To prepare for this speech you first must decide what kind of presentation you want to make. Do you want to inform your audience about something, or to persuade them to do as you do, or to take a specific action? Whatever your purpose may be, now is the time to figure it out. For general information on determining a purpose for your speech, see the section in Chapter 2 entitled "Determining Purpose" (page 15). Consider what you know and ideas concerning the experience that will interest your audience. If you would like to learn more about speeches that in-

experience 8; for speeches to persuade, experience 10; and for speeches to entertain, experience 13.

have determined the type of speech to present, prepare an outline (see " " below). Once that's done, ask these questions.

*Does your speech merely list people, places, and times without providing details? Vitalize the people, places, and times by describing what happened; quoting; and pointing out humorous, or exciting incidents.*

*Does your speech only about you? If so, you should move it by talking about what was going on around you. For example, if your speech is about how you rescued a drowning person, do not be satisfied by saying "I jumped in and pulled my brother out of the water." Tell what the drowning person was doing. Describe his struggles. How deep the water was and how far from shore. Recount your fears and thoughts as you pulled him toward shore. Maybe the current almost took you. Perhaps you had to pull him by his hair. Emphasize such factors as exhaustion while you fought to stay afloat. Here is an example of a suspenseful opening of such an incident:*

"My brother John and I were at the beach for the very first time. I guess I had been swimming for about an hour. Suddenly I heard John scream for help. He was way out there struggling around in the deep water.

He yelled to me that he had a cramp. Then he went under. I swam out, paddling as hard as I could, and pulled him up. He almost took me under with him once, but I got him out onto the sand and gave him artificial respiration. I learned how to do that when I was a kid. I was really scared John wouldn't make it, but after a second he coughed up a little water and started breathing normally.

Next, rehearse your speech aloud for friends or in front of a mirror. Do this until you have memorized the speech's sequence of events. *Do not memorize the actual wording.* Every time you rehearse you will cover essentially the same things, but never with exactly the same words. Each rehearsal will set the pattern of your speech more firmly in your mind. The number of times you rehearse will depend on your own comfort level. After several practices you should be able to present the speech with confidence.

## Organizing

To help you organize the speech, you should create a detailed outline. This means that you must set up the events of the speech in the order in which you want to talk about them.

1. Make sure that you have a curiosity-arousing introduction, one that will grab the audience's attention. Check this point carefully.
2. For the body of your speech, consider your own personal thoughts and reactions, the activities and statements of others who played a part in the event or situation, and

any objects that made the experience thrilling, exciting, upsetting, sad, or funny.

3. Do you have a strong conclusion? A speech is never complete without one.
4. Make a final evaluation of your outline before you decide that it's ready for presentation. Ask yourself if you would be interested in this speech if you were listening to it in the audience. By putting yourself in the listener's place you might be able to go back in and add more vivid details. Write your notes in large letters so you can read them easily. Use note cards that are at least three by five inches in size.

## Presenting

When you hear your name, hand your outline to your instructor, and move calmly to the front of the room. Take a moment to focus your thoughts.

Let your arms and hands gesture whenever you need to emphasize what you are saying; otherwise your hands should hang comfortably at your sides or rest easily on a speaker's stand or chair back. Make your movements deliberate. Use body language to demonstrate any points you can.

Use your voice normally and conversationally. Talk loudly enough to be heard by the person sitting farthest from you. If you are truly interested in gaining your audience's attention and understanding, your vocal variety and force will very likely take care of themselves.

Do not fiddle with your notes or roll them into a tube. Hold the notes calmly between your thumb and forefinger in either hand. When referring to your notes, raise them to a level that permits you to glance at them without bowing

your head. Do not try to hide them. It is nothing to be ashamed of. They are a map for your speech. Treat them gently and with as much respect, as you would a map during a trip.

Speak with authority. Audiences do not like to listen to speakers who talk about topics they really know nothing about. In formal public speaking, it is important to learn to tell your audience directly as possible how you came to what you know. One of the easiest ways to speak with authority is to deliver a speech about a personal experience.

## Evaluating

Choose a classmate's speech to evaluate using the following criteria on a scale from 1 being "needs much improvement" to 5 being "outstanding."

- Was the speaker enthusiastic about the subject?
- Did the speaker structure the speech with a logical order?
- Did the speaker deliver the speech with authority?
- Was the speaker's delivery more formal or conversational?
- Were the speaker's gestures and facial expressions appropriate to the subject?
- Did the speaker handle his or her nervousness well?

Give an overall score to the speech. Write down one area where the speaker's performance has given you new ideas about your own speaking.

## Earth Trembled

Anderson

ians, Good Friday holds a point in  
equaled since the dawning of all  
March 27, 1964, another Good  
olds a memorable position in the  
my life as the day of the Alaska  
e.

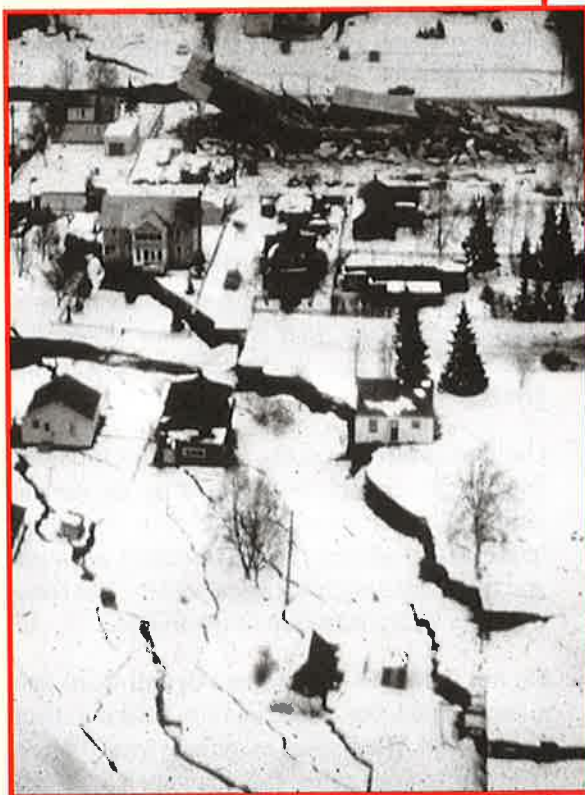
at the time, living in Anchorage,  
he fact was that a "Good Friday  
e" sort of atmosphere was begin-  
deep into the minds of each of the  
of my family. We might even have  
d had it not been for the anticipa-  
e evening meal that was almost

was calm. My father, as usual, was  
in his newspaper. "Kitchen-  
occupied my mother. My brother  
ged in some nonsensical activity.  
s falling. The quiet, peaceful cover  
e earth could only be viewed as  
y, in the face of what was to come.

was still falling when the hanging  
res began to swing and the rattle of  
could be heard on the tile floor. At  
reaction was amusement. But our  
nt quickly turned to terror. As we  
down stairs and through doors,  
avoid falling objects, we heard and  
mble of the earth. As the front door  
lung us into the mounds of snow in  
yard, the earth continued to roll and  
d then, as we lay sprawled on the  
the ground cracked open. All

around me the snow was forming rifts as  
great expanses of the frozen earth were  
separating.

The noise was deafening. Hysterical cries of  
neighbors blended with the rumble of the  
earth and the creaking of houses. Our station  
wagon bounced like a rubber ball. Trees on  
the mountains in the distance were waving  
like a wheat field in a breeze.



Finally the earth became still. And as night fell, we were left to our own thoughts. The only radio station we could muster faded in and out, but from it we learned of the scope of this earthquake. It spared my family and our home, but took the lives and homes of many, many others.

In Anchorage, homes, schools, and businesses lay in ruins, paradoxically powdered with snow. But the people joined together to help one another. The homes left standing were crowded, but a unity of spirit made these conditions bearable.

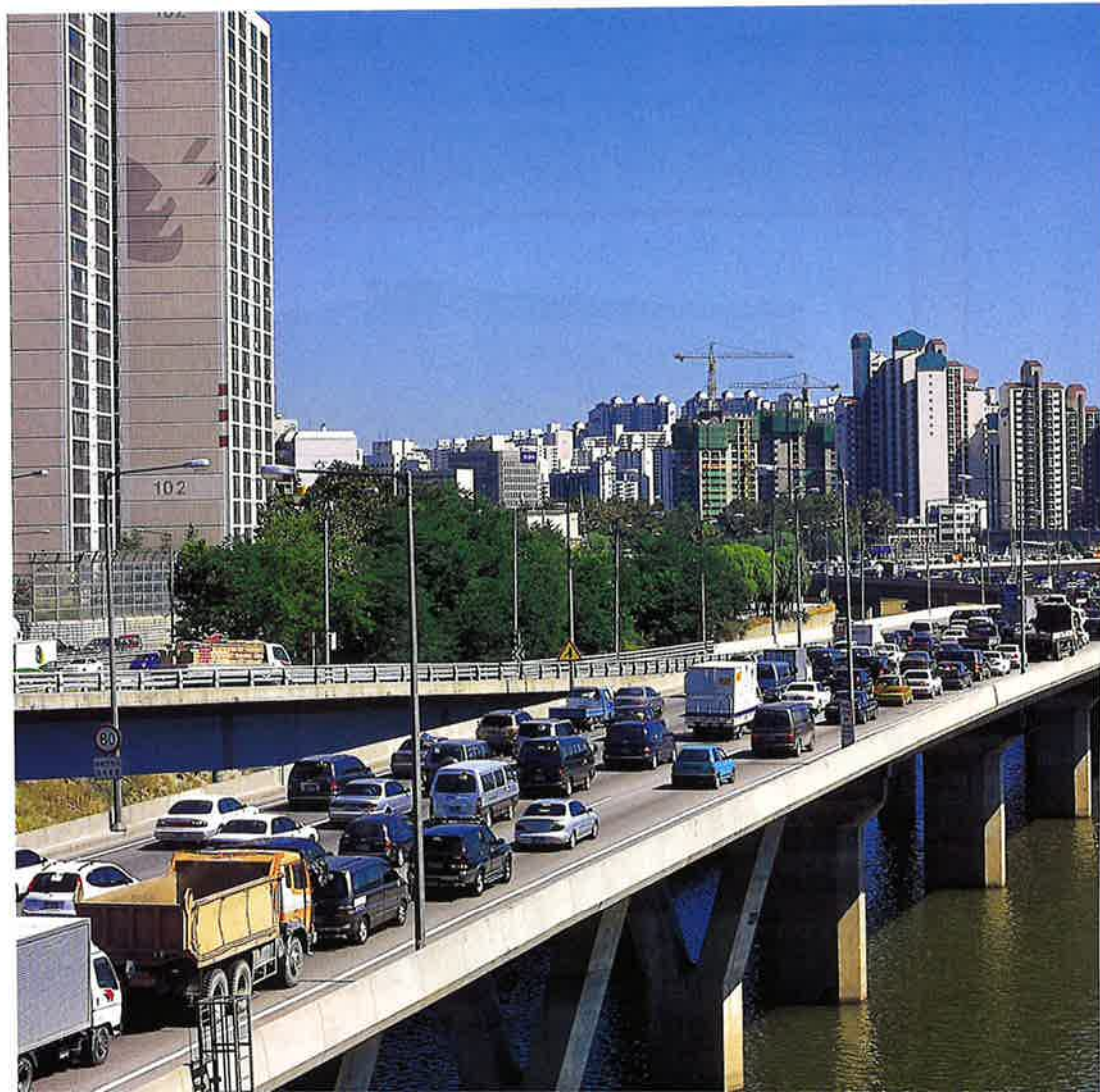
Immediately, work began to rebuild and restore. Radio announcers neglected their

families to keep people informed, television and newspapers were not to be had, communication for some time. People were living without heat, water, mail service, and many other things. Essentials were the essence of a united survival.

And so, as on the original Good Friday, we experienced one of the most vivid and dramatic events of a lifetime. The day after the earthquake, while it caused much destruction, actually brought people together, made them more understanding, brought them closer to God.



# The Pet Peeve or Opinion Speech



## Specs for the Pet Peeve or Opinion Speech

### Time limit

None.

### Speaker's notes

Optional. Your speech may be more effective without them.

### Source of information

You.

### Outline

Optional.



## Speak Up!

Share with classmates an experience or situation that bothers you. It need not be anything earth-shattering. You might sound off about your Friday night curfew or chores and obligations at home. Explore your feelings about the issue.



## and Expectations Assignment

For this assignment, you will  
concentrate on establishing and  
maintaining eye contact with the  
audience while presenting a speech,  
and your point of view on a topic,

as well as your body movements, feelings,  
and the vocal qualities associated with  
effective speech delivery.

For your speeches you may have felt  
degrees of nervousness and tension. As a  
result, you may have taken the stage fearfully,  
used rushed or weak tones, and used few  
resources. Perhaps you have not made  
connections with your audience, or you may  
lack sufficient enthusiasm. Such self-  
consciousness is probably caused by worries  
about you're coming across to the audience.  
Worry less on how you look to the audience  
and more on what you're trying to communicate.  
If you will feel much more confident.

To overcome self-consciousness and  
stop talking about something that really  
bothers you. This speech is designed to give  
you the feeling of real-live speaking in which  
you overcome all inhibitions, fears, and thoughts.  
See what you can do with it.

## Choosing the Pet Peeve or Speech

Your speech focuses on a subject about  
which you have strong thoughts and opinions—  
something that causes you anger, disturbance, or  
frustration. Your pet peeve can be about an action  
that is objectionable or an event that you

believe infringes on your rights. It may be about a  
recent occurrence, or it may concern an event that  
happened some time ago. The subject must,  
however, be vivid in your memory. It must be  
something that still bothers you in the present.

## Choosing a Topic

No one enjoys listening to a speech by a person  
who sounds bored with his or her subject. In  
fact, studies show that speakers who are not  
dynamic suffer a loss of credibility with their  
listeners. One way to begin to experience being  
a dynamic speaker is to select a topic that you  
already know gets your energies flowing—and  
a speech about a pet peeve offers you a perfect  
opportunity. If you're like most people, you can  
think of plenty of things that bother you.  
However, if you're stumped, check out these  
fertile sources of potential pet peeves. Find a  
topic within one of these broad general  
categories or make up one of your own.

- Bad drivers
- Student rights
- Personality traits
- Internet
- Homework
- Stereotypes
- Curfew
- Testing
- School regulations
- Waiting in line
- Poor sportsmanship

## Preparing

Once you choose your pet peeve, consider all  
of your thoughts and feelings about it. Make up

your mind to use this speech to blow off some steam to your audience.

Open your introduction with a specific example of your pet peeve. Then state in one sentence what you believe about your pet peeve. This statement should be the thesis of your speech. Follow it up with several key points about the issue. These points should lead you to a memorable conclusion. Try to end your speech on a high note.

Rehearse several times before the presentation. Prepare your opening sentence and practice it aloud for a family member or in front of the mirror. Go over the key points in your mind. Rehearse them aloud, but don't memorize them. Your preparation will be relatively simple for this speech; after all, it's your personal reaction to something that bothers you. If your point of view is strong enough, you will very likely be secure in your delivery with relatively little rehearsal. This does not mean you shouldn't prepare at all. But the main thing here is your point of view. The stronger it is, the more the audience will appreciate your presentation.

When you rehearse this speech, be sure to speak with enthusiasm. Some students are self-conscious when it comes to rehearsing. They think they don't have to speak up, make appropriate gestures, and so on until they're in front of an audience. But this speech is about your unique take on a personal pet peeve. Don't save it for the audience. Rehearse with energy each time. You will notice a distinct difference in the way you present a speech topic you feel strongly about versus the way you present one about which you're unsure.

## Presenting

If you want to deliver a truly effective speech about a pet peeve, you will have to put your

whole body and mind into it. Mean it. Show your personality in every word. Be dynamic and colorfully appropriate. Let a slow fire that has been smoldering in you suddenly explode. Pour hot passion into the blaze and let it roar and burn. Don't hold yourself back. Let yourself go. Be strong and sincere. You may feel like waving your arms, do it. You may be scowling in disgust, go ahead and do it. You may feel like shouting, by all means shout. Do what you do, just be sure you go all out. You'll probably be surprised at the power you're able to unleash.

After your speech, the instructor will give you a comment orally on your effectiveness. You should be able to tell whether or not the comment meant what you said. Listen carefully to the comments and suggestions. If a comment seems general, ask for a specific example. Be courteous. Feedback is one of the best tools you have for improving your public speaking.

## Evaluating

Evaluate a classmate's speech about a pet peeve from your experience. Be prepared to give oral feedback to the speaker on the following questions.

- Was the speaker enthusiastic about the subject?
- Did the speaker use eye contact to connect with the audience?
- Did the speaker deliver the speech with authority?
- Were the speaker's gestures and facial expressions appropriate to the subject?

When you share your thoughts with the speaker, remember to avoid being overly negative. Support your comment by citing something the speaker did well. Try to be specific and constructive whenever you can.

## One Rudeness

ew Arnold Stern

*is from the advanced  
rs manual, Humorously Speaking,  
delivered in May 2000.*



es: For many, an indispensable  
ations tool. For others, just another  
e rude. I'm sure that many of you  
eriences cell phone rudeness.  
me of you are guilty of cell phone  
I've found that there are three  
to be rude with cell phones.

ow what number one is: It's using  
phone when driving! When I got  
one, I got not just one, but two  
rochures about why you should  
our cell phone while driving.  
I do it. You see those fools on the  
their cell phone in one hand and  
ucks cappuccino in the other. How  
eering the car!? (Yes, I know. Not

n't the only way people are rude  
phones. There are those who  
t when they press the little button  
place a call, they are immediately  
with an Invisible Cone of Privacy.  
ve that this enables them to stand  
dle of any public place and talk  
subject they want—no matter how  
r how embarrassing—and no one  
ar them.

I saw this the other day at the post office. I was in the lobby with about 20 other people waiting to mail a package, and this guy was chatting on his cell phone, "Hey, Martha. I'm at the post office right now . . ." Like, duh. This guy probably spent \$269 for his Motorola flip-phone, and then probably got one of those top-of-the-line \$90 a month one-rate plans, just to tell Martha that he's at the post office. For a mere 33-cent stamp, he could mail Martha a letter and prove he was at the post office!

What made things worse is that he apparently believed that the louder he spoke, the more effective his Invisible Cone of Privacy became. So, he spoke at the top of his lungs, "I went to my proctologist appointment this morning. Do you wanna hear all about it?" And, all of us in that lobby shouted, "NO!" I guess he then realized that his Invisible Cone of Privacy wasn't working very well at that time.

Third, we all know that it's rude to interrupt a meeting by taking a cell-phone call. What's worse is when people bring their cell phones to meetings in hopes of being interrupted. You can tell who these people are: When they sit down, they take their cell phone out of its holster and put it on the table directly

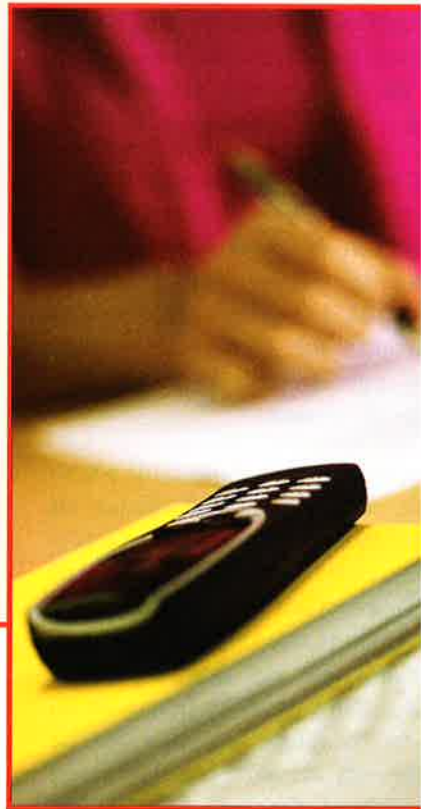
in front of them. They then take out their Palm VII and put it on the table right next to their phone. You know that they are just waiting for something to beep at them. They are begging, hoping, pleading for something to beep at them. It's their not-so-subtle way of saying, "There are things I'd rather do than be at this meeting with you."

In fact, I recently changed jobs partially because of a meeting with a person like that. At a previous employer, I had a meeting with the vice president *du jour* to find out what he planned to do with our documentation department. This was a meeting I had tried to set up for weeks. When I finally came into his office, he had his cell phone on the desk in front of him, right directly in the line of sight between him and me. He said to me, "Matt, I want to express to you how important I feel you are to this organization. I want to show you how important I think documentation is to our products."

Of course, at this point, his cell phone rang. When people interrupt a meeting to take a cell-phone call, they always say the same thing: "Excuse me, but I must take this." He went on, "Hello? . . . That's

okay. You're not interrupting me meeting, but it's not anything important. . . . It turned out, documentation was that important to him.

So, if you are a cell-phone user, please practice courtesy when using your cell phone. Don't use your cell phone while driving. Don't use your cell phone when everyone you have a cell phone with you is doing other thing . . . oh, my cell phone rang. Excuse me, but I must take this.



## ogance of Power

or Robert C. Byrd  
emarks, March 19, 2003

In this beautiful country. I have roots and gloried in the wisdom of ancient Constitution. I have marveled at the wisdom of its founders and generation after generation of Americans have understood the lofty ideals of our great Republic. I have been moved by the story of their sacrifice and death.

I weep for my country. I have lived through the events of recent months with a heavy heart. No more is the image of America one of strong, yet benevolent leadership. The image of America has been tarnished. Around the globe, our friends are questioning us, our word is disputed, our actions are questioned.

Reasoning with those with whom we disagree, we demand obedience or punishment. Instead of isolating Saddam Hussein, we seem to have isolated him. We proclaim a new doctrine of unilateralism which is understood by few and many. We say that the United States has the right to turn its firepower on anyone of the globe which might be a threat to the war on terrorism. We assert this without the sanction of any international body. As a result, the world has become much more dangerous place.

As our superpower status with the UN. We treat UN Security Council



members like ingrates who offend our princely dignity by lifting their heads from the carpet. Valuable alliances are split. After war we will have to rebuild America's image around the globe.

The case this Administration tries to make to justify its fixation with war is tainted by charges of falsified documents and circumstantial evidence. We cannot convince the world of the necessity of this war for one simple reason. This is a war of choice.

There is no credible information to connect Saddam Hussein to 9/11. The twin towers fell because a worldwide terrorist group, Al Qaeda, with cells in over 60 nations, struck at our wealth and our influence by turning our own planes into missiles, one of which would likely have slammed into the dome of this beautiful Capitol except for the brave sacrifice of the passengers on board.

The brutality seen on September 11th and in other terrorist attacks we have witnessed around the globe are the violent and desperate efforts by extremists to stop the daily encroachment of western values upon their cultures. That is what we fight. It is a force not confined to borders. It is a shadowy entity with many faces, many names, and many addresses.

But this Administration has directed all of the anger, fear, and grief which emerged from the ashes of the Twin Towers and the twisted metal of the Pentagon towards a tangible villain, one we can see and hate and attack. And villain he is. But, he is the wrong villain. And this is the wrong war. If we attack Saddam Hussein, we will probably drive him from power. But, the zeal of our friends to assist our global war on terrorism may have already taken flight.

The general unease surrounding this war is not just due to "orange alert." There is a pervasive sense of rush and risk and too many questions unanswered. How long will we be in Iraq? What will be the cost? What is the ultimate mission? How great is the danger at home? A pall has fallen over the Senate Chamber. We avoid our solemn duty to debate the one topic on the minds of all Americans, even while scores of thousands of our sons and daughters faithfully do their duty in Iraq.

What is happening to this country? When did we become a nation which ignores and

berates our friends? When did we risk undermining international relations by adopting a radical and doctrinaire approach to using our awesome military might? Can we abandon diplomatic efforts? The world in turmoil cries out for

Why can this President not seem to understand that America's true power lies not in its ability to intimidate, but in its ability to inspire?

War appears inevitable. But, I do hope that the cloud will lift. Perhaps the storm will yet turn tail and run. Perhaps peace somehow prevail. I along with



Americans will pray for the safe return of our troops, for the innocent civilians killed, for the security of our homeland, and for the continued blessing of the United States in the troubled days ahead. May we somehow recapture the vision for the present eludes us.

# The Speech to Develop **Body Language**



## Specs for the Speech to Develop Body Language

### Time limit

4–5 minutes.

### Speaker's notes

10-word maximum.

### Sources of information

Two are required, preferably three. For each source make sure you list the specific magazine, book, or Internet site; title of the article; author's full name; date of publication; and the chapter or pages where you found the material. For Internet sites, include the address (URL). If a source is a person, identify the person by title, position, and occupation. Attach your source list to your outline.

### Outline

Prepare a 75- to 150-word complete sentence outline.



## Speak Up!

Have various class members try pantomiming these emotions: fear, anger, sadness, joy, boredom, surprise. Watch carefully and take notes on the body language used to convey these feelings. As a class, talk about the movements and gestures used for each feeling as well as what can and cannot be shown through body language.



## and Expectations Assignment

this assignment, you will  
and the use of bodily actions  
ures in public speaking,  
appropriate and meaningful  
guage for a given speech,  
e the relationship between  
guage and sincere  
ication, and  
constructive criticism and  
e necessary adaptations.

ing speakers do not realize that  
ng is a whole-body activity. But  
way you communicate each day.  
e telling a story to a friend, you  
tiffly with a frozen expression on  
ou speak. You use your arms, you  
rug, you raise your eyebrows, and  
e with your hands. Yet when you  
in front of the class to give a  
you may find that every muscle  
r body is rigid. If you move only  
r vocal cords, tongue, and  
jaws, you make use of  
only half of your

communication tools. If you put all of your communication skills into action, you will use gestures and body movements as well. This speech experience is designed to develop your body language skills so that you can use your whole body to improve the quality of your speech.

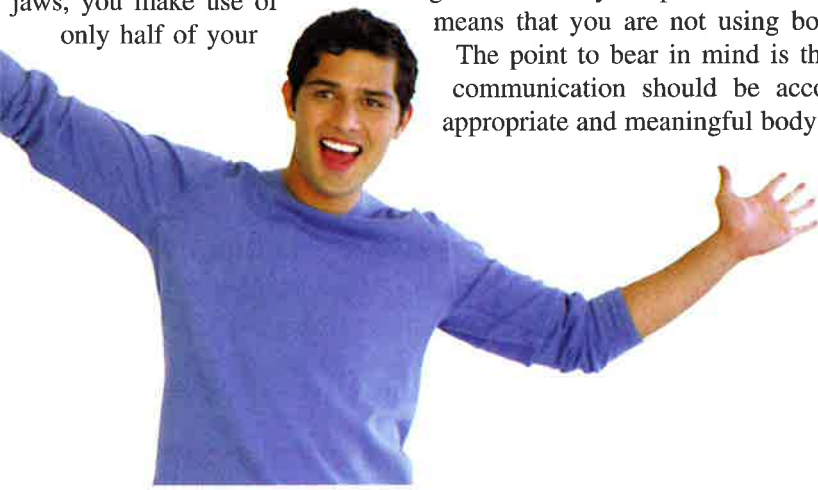
## Defining the Speech to Develop Body Language

You can choose any type of **speech to illustrate body language**, as all public speaking should feature some degree of bodily action and gestures. Body language will assist you in communicating your purpose, regardless of what that purpose might be.

**Bodily actions** may be defined as the movements of the body as it changes places. **Gestures** are movements of individual parts of the body, such as raising an eyebrow, shrugging the shoulders, smiling, or using hand motions. All movements are body language.

Every body movement has a meaning of its own. It is nearly impossible to speak without using some body language. You may not be completely aware of every movement and gesture while you speak, but that in no sense means that you are not using body language.

The point to bear in mind is that all speech communication should be accompanied by appropriate and meaningful body language.



## Choosing a Topic

Select a subject that you can demonstrate as you talk about it. The purpose of the speech itself will be to inform the listeners. As always, it's best to choose a topic that interests you. Make sure you can find adequate source materials. You must also keep your audience in mind; the speech must be suitable to them as well as to you.

To help you decide on a topic, think about sports and hobbies in which you have participated. Ask yourself what you know how to do that others may not. Because this speech will require considerable planning, you should select your topic without delay. After you make your choice, stick to it even if you discover that it is more difficult to prepare than you had anticipated. Do not change topics just because you misjudged the amount of effort it would take you to prepare.

## Preparing

Find appropriate source materials for this speech by visiting the library, the Internet, or people you wish to interview. Take notes on what you learn and remember to keep track of each source.

When you have outlined the structure of your speech (see *Organizing* on page 92), you can begin your rehearsal process.

In rehearsal, as you earnestly present your ideas, try to make them clearer by demonstrating what you have to say. Do this by acting out certain parts as you talk. If you tell the audience that it is best to mount a horse a certain way, show them how to do it. If you say a baseball should be thrown a certain way, demonstrate it with all the force and energy you would use if you were actually pitching. Alternatively, you might do it in slow motion to show the position of your fingers on the ball and your arm in motion.

In rehearsing this speech, use actions and gestures, as these will be a large part of the speech. Don't run the risk of a mechanical performance. Instead, stand before a mirror and rehearse. If possible, use a mirror that you can see your whole body in, not just the upper half of it. Get a friend to watch and give you helpful feedback. You can videotape your speech and critique your performance by watching the tape.

While you rehearse, strive to create an organized set of spontaneous actions rather than memorizing the actions, you should generate them through the earnest desire to communicate with your audience. You should feel compelled to use your hands to express yourself. These gestures should not reflect anyone else's mannerisms—your gestures—they are your own, just as your manner and style of speaking are your own. The first need to do is observe yourself and eliminate awkwardness, undesirable facial expressions, and foot positions, and distracting

The idea is that if you are willing to accept a little self-inflicted critique, you can develop your own style of gesture and body language. You might find it helpful to do a bit of acting to study body language. However, do not imitate that look or feel unnatural. It's important to remember that gestures and movements should be large and deliberate enough for the audience to see. Your posture should be open and confident. Stand tall. Keep your weight on your feet and on the forward foot.

Bodily action should be relaxed but energetic, vigorous and coordinated. There should be no hint of nervous tension, which is often shown by shuffling feet and restless pacing. When you move to the left, lead with the left foot.

with the right foot. Move quietly lifting your heels or scraping your feet so that any movement is motivated by a transition between ideas, and use it as a device for releasing bodily tension while holding audience attention. Use it deliberately until you develop the feeling that it is a part of every speech.

You may want to exhibit pictures, charts, or other visual aids. Or you might want to draw on the blackboard. If you use communication aids, be sure that the arrangement is all set up before you begin.

ing

You have gathered your source materials, organized the information into a main idea and supporting points, and arranged these in a logical order by writing a complete sentence outline. After all, if your audience can't follow your logic, they won't understand you. If they don't understand you, they won't really have communicated.

Your presentation should open with a quote or a concrete example of the process you are demonstrating. Use the introduction to lead yourself into the body of the speech. Present each major point that you will want the audience to understand the way you're communicating. Follow up the body of your speech with supportive material that leads to a logical and well-organized conclusion. The conclusion should enlarge upon the information or ideas presented in the introduction.

ng

To present this speech, approach the audience with the attitude of a person who is confident and ready to win. Take pride in the fact that

you are going to use your entire body to present a speech that will really interest your listeners. With a winning attitude, you can't lose.

If your demonstration is so vigorous that it makes you a little short of breath, so much the better. It will mean that you were truly trying to *show* as well as *tell* the audience about your topic.

If you feel yourself slipping into unconnected or superfluous gestures, take a moment or two to calm down and regroup. Some speakers report that nervousness can make them feel as if they are not in their own bodies. If you catch yourself feeling that way, it is up to you to find your way back.

## Evaluating

Choose a classmate's body language speech to evaluate. Consider the following questions as you do the evaluation.

- Did the speaker's gestures match the content of the presentation?
- Were the gestures and body language natural or did they seem stiff and forced?
- Did the speaker's body language enhance the presentation or distract from it?

Give the speech a number rating from 1 to 5 with 5 being "outstanding."



# Speeches to Share Information

In Unit Two you learned how to make speeches dealing with your own personal experience. In this unit, you'll move on to speeches that are designed to share specific information with a particular audience. You'll get the chance to try your skills at demonstrating a process, speaking to inform, and giving an oral book review. Together these speeches will build your public speaking skills—and your confidence.

## Speech Experiences in This Unit

### Experience 6

The Demonstration Speech . . . . . 94

### Experience 7

The Speech to Inform . . . . . 102

### Experience 8

The Book Review . . . . . 110



# The Demonstration Speech



## Specs for the Demonstration Speech

### Time limit

4–5 minutes.

### Speaker's notes

10-word maximum.

### Sources of information

Two are required, preferably three. For each source, give the specific magazine, book, or Internet site from which it was taken; the title of the article; the author's full name; the date of publication; and the chapter or page number. If the source is a person, identify the person completely by title, position, and occupation. List these on the outline form. For Internet sites, list the address (URL).

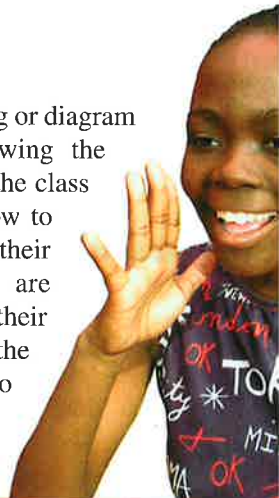
### Outline

Prepare a 75- to 150-word complete sentence outline.



## Speak Up!

Your teacher will give a drawing or diagram to one student. Without showing the diagram, this person will give the class step-by-step instructions on how to draw the same diagram on their papers. When all students are finished, they will compare their drawings to the original. Were the instructions clear enough to create an identical drawing? Were any steps missed?



## and Expectations of Assignment

Most important purposes for public speeches are to share information and to persuade. Sharing information is such a valuable part of a democratic society that the right to do so is guaranteed by the U.S. Constitution. Sharing information publicly—whether with an individual or a group—can be done in several ways. The most common is the demonstration speech, in which the information is visually presented through several sequential steps that build on each other. In such a situation you the speaker must likely demonstrate and explain the process to one who has little or no experience with it. This is the reason you must make sure you cover every step at the beginning of the process and repeat each step.

For this assignment, you will identify the essential steps in a topic to be demonstrated.

Organize the speech chronologically, showing the process to others in a clear and logical way.

Use visual aids, and choose the best means of fitting the material into a limited time.

## the Demonstration

A demonstration speech is a type of informative speech. It is designed to impart to the audience the information they can use to perform a process or understand a process—such as a task or process. A successful demonstration speech shows the essential steps in completing

a task or process. Also, most demonstration speeches require **visual aids** of some kind to illustrate parts of the process.

## Choosing a Topic

Because your purpose is to show your audience how to do something or how something works, you should select a topic that allows you to present information to them and also to demonstrate it. Avoid obvious or trivial topics such as how to make a sandwich.

When considering what types of things you can demonstrate, keep in mind the room in which you will be making your presentation. Depending on such factors as space, noise, lighting, and so on, you may need to narrow your topic. For example, instead of demonstrating how to play tennis, the size of the classroom where you will be speaking may require you to limit your topic to a demonstration of different positions for holding the racket and various swings and stances to take when facing an opponent. Be sure you can demonstrate the topic in such a way that all audience members will be able to see you. Additionally, narrow your topic to fit the time limit given by your instructor. Here is a list of topics that might make the basis of a good demonstration speech.

- How to program a videocassette recorder (VCR)
- How to take good photographs
- How to play the flute
- How to organize a party
- How to play soccer
- How to organize a neighborhood watch program
- How to give CPR or first aid

## Preparing and Organizing

Because the demonstration speech must provide each step of the process in the order in which it occurs, the most frequently used method of organization for these speeches is **chronological order**. Begin by jotting down each of the steps in the process as you recall it. Try your organization out on a friend to see if he or she can complete the process according to the steps you have identified. If your friend can't do this successfully, you may need to add additional steps.

When you are satisfied that you have figured out all the necessary steps for the topic you have selected, develop each step into a complete idea, explaining its necessary ingredients and/or processes. Identify any visual aids you might need to make each step as clear as possible. Before you present it to your audience, practice the complete demonstration, including the necessary visual aids, several times. This will help you locate any problems or glitches that may arise with the space, your visual aids, or the audience's ability to see as you demonstrate.

## Presenting

When you present this speech, begin by taking the necessary time to set up the visual aids. You will already have practiced your setup, so you should be able to get yourself ready within a very short time. Place your notes strategically so that you can see them without looking down. Make sure that handling your notes does not interfere with using your visual aids.

Present the speech with the full confidence of one who knows the material very well. Remember, you have selected a topic that is likely to be new to the audience but is familiar to you; therefore, you are the expert. Complete each step as you have prepared it, referring to

your notes to ensure that you do all the necessary steps.

Conclude your speech with a brief review, then remove all visual aids efficiently, and quietly as possible.

## Evaluating

Evaluate a classmate's demonstration speech. Rate the following criteria on a scale of 1 to 5 with 1 being "needs much improvement" and 5 being "outstanding."

- Was the speaker able to set up the visual aids and efficiently?
- Did the speaker structure the speech with a logical progression?
- Did the speaker deliver the speech with authority?
- Were you able to follow the speaker's demonstration well enough to be comfortable doing the process and explaining it to someone else?

Give an overall score to the speaker's speech. Choose one area of the speaker's speech that may have given you new ideas for your own demonstration speech. Write a paragraph to explain.

# Talking Points

## Where Are All the Great Topics?

As you know by now, it's not always the subject matter that sells a speech. Most of the time it's the speaker. That said, there are a few methods you can use to make sure you snag the most interesting topic possible for each public speaking presentation you make.

The next time you're asked to prepare a speech, read over the following list of possibilities.

1. Make a list of everything you know more about than other people might. Perhaps you have an unusual hobby. If so, think about using it as an informative speech assignment. If your hobby is something you can demonstrate to the audience, so much the better.
2. Perhaps you have lived in several different cities. If so, you might prepare a speech about the special features of a city or compare the various cities with one another.



3. You have a great resource in your family, friends, and neighbors. You might ask an elderly neighbor about a historical event she or he remembers. Then use those comments as the basis for research on that topic.

4. What are you curious about? You can use a speech assignment as a way to learn about anything that interests you.

5. What makes you feel sad, happy, thrilled, scared, or frustrated? What public controversies have stirred you lately? You can write a speech that supports your viewpoint.



6. What does your audience (in this case, your classmates) need to know about? Your speech can serve as a community service by giving your audience information about such subjects as job opportunities; careers available to those who are not planning to go to college; how to resolve differences of opinion without violence; or how to better understand individuals with different racial, religious, economic, or ethnic backgrounds.

Topics are everywhere. The topic that interests you is the one to choose. Your fascination with your topic will help the audience to become fascinated as well.

## Canoeing and Enjoy Your Weekends

Bopp

er's props were canoe paddles, an air, and a small rug.]

ou like to get more fun and relaxation of your leisure time? Those weekends could be spent away from hurried city life that most of us put a canoe on top of your car and water. A canoe can float on as little inches of water. A quiet lake, stream, may hold more fascination than you imagined. A canoe could also bring the soothing rapids of a swift running stream that is for the experienced boat-

ke to give you a few demonstrations to the basics of how to canoe. The number one rule is to get in and out of the boat safely. Canoeing is often considered as being very dangerous, but the danger usually comes from getting in or out of the canoe. To get in, you step one foot in the center, lengthwise, and the other foot behind it [demonstrate on rug]. Then you pull yourself to a kneeling position which is the correct starting position [demonstrate on rug]. There are several ways to cross the canoe to lean

against. Once you have established this low center of gravity, the canoe has great stability. Getting out is just the reverse. Keep your weight to the center as much as possible [demonstrate by getting off the rug].

These are the paddles [show paddles]. They are made of fir, a soft wood that holds up well in water and is lightweight. To select the paddle, measure it to your height. It should come to about your chin [demonstrate]. To hold the paddle, grip the end with one hand and with the other hand grasp it a little above the blade [sit in the chair to demonstrate paddling strokes].





The basic stroke is called the cruising stroke, or the bow stroke. Extend the paddle in front of you [*demonstrations follow*], close to the canoe, and dip into the water, bringing it straight back to the hip by pushing with the top hand and pulling with the lower hand. Now bring the paddle back to repeat. The paddling is usually done by a two-person team; this is known as *tandem paddling*. In tandem paddling the person in front is the steersman who steers the boat. The person in the rear is the bowman and provides the power. The bowman uses the bow stroke most of the time [*demonstrations follow*]. The steersman uses the bow stroke also but often makes a hook outward on the end of the stroke to keep the canoe on course. This version of the bow stroke is called the

*J-stroke*. The steersman also uses the *J-stroke* for turning. It is a wide arclike stroke made close to the surface [*demonstrate*]. To stop the canoe, go backwards, the backwater stroke. Simply place the paddle into the water at a right angle to the canoe and hold it there to stop [*demonstrate*]. To go forward, reverse the bow stroke [*demonstrations follow*]. To go to a standing position with paddles,

This is by no means all there is to canoeing, but if you can master these things you will be able to enjoy the outdoors and take a break from a humdrum routine. I hope you enjoy canoeing.

# 7

## The Speech to Inform



## Specs for the Speech to Inform

### Time limit

4–5 minutes.

### Speaker's notes

10-word maximum.

### Sources of information

Two are required, preferably three. For each source, give the specific magazine, book, or Internet site it was taken from; the title of the article or work; the author's full name; the date of publication; and the chapter or pages on which you found the material. If a source is a person, identify him or her completely by title, position, occupation, etc. List your sources on the outline form. For Internet sites, list the address (URL).

### Outline

Prepare a 75- to 150-word complete sentence outline.



## Speak Up!

Share an experience in which you were part of the audience when a speaker informed you of something you had not known previously. Then come up with other examples of where and why a person might deliver a speech to inform.



## and Expectations of Assignment

ns and millions of talks given  
large percentage are specifically  
form the audience—to tell people  
it will benefit them in some way.  
can foretell accurately what kind  
you may be called upon to present  
it is safe to assume that you will  
comes to inform other people. This  
assignment offers insights into the  
speaking process.

this assignment, you will  
ate knowledge of material that  
unfamiliar to others;  
an audience's interest in, and  
ge of, a particular topic;  
w material directly to a  
r audience;  
and the fundamentals of  
ve-speech preparation; and  
complete sentence outline of  
h material.

## the Speech to Inform

**Inform** provides a clear under-  
e speaker's ideas about a subject.  
the listeners' interest because the  
nted is relevant to their lives.

ny occasions for an informative  
ers give informative talks from  
platform, in the pulpit, in the class-  
business meetings. Informative  
place any time reports are made,  
re given, or other ideas are pre-  
ans of lectures and discussions.

The point to bear in mind is that an occasion for  
an informative speech arises any time informa-  
tion is disseminated.

### Choosing a Topic

To select a subject for an informative speech, it  
can be very helpful to do **an analysis of the  
audience**—in this case your classmates. It is  
important for the speaker to analyze the  
intended audience as thoroughly as possible in  
order to avoid presenting material they already  
know. If a speaker does not take such care in  
planning, at best the listeners will be bored, and  
at worst they will be angry that their listening  
energies have been wasted on “old news.”

You the speaker are responsible for knowing  
more about your subject than anyone in your  
audience might. Select a topic that interests  
you, one that is appropriate to the audience you  
will address. It helps to select a topic that you  
are curious about. Think about something that  
you read or heard on television that left you  
wanting to know more. Be sure that you can  
find information about the topic you select.

Don't put off choosing a topic. Study the list  
below for some possible informative speaking  
topics.

- Jobs of the future
- Space exploration
- Major world religions
- Costs of college education
- Robots
- Movie special effects
- Baseball card collecting
- Juvenile crime
- Homelessness
- Best vacation spots in the world
- Living wills

## Preparing and Organizing

To prepare for this speech—or any speech—you must know and follow certain fundamentals of preparation. You have worked with all of these elements in other speeches. Here are the steps to follow.

1. Choose your subject.
2. Analyze the occasion.
3. Analyze the audience.
4. Gather your source materials.
5. Organize and support your main points with evidence.
6. Word your speech by creating a complete sentence outline.
7. Rehearse your speech aloud.

The information you present must be accurate. To ensure that it is, you must find acceptable sources of information written by reliable and competent authorities. Your audience should know where you got your material. For an informative speech, you don't simply give information—you also offer your conclusions and views and evaluations of the information. All this entails the neat assimilation of all you have pulled together—that is, your entire speech. For this reason, you must study no fewer than two information sources. Under no circumstances should you be satisfied to glance hurriedly through an article in a popular magazine and jot down a few notes. That's a sloppy job of acquiring knowledge; it wouldn't enable you to give an effective informative speech.

If you wish to organize your thoughts logically, you should decide on your objective early. Ask yourself what reaction you want from this particular audience. Next, divide your speech

into three conventional parts: the introduction, the body, and the conclusion. To be effective, some speakers break down the introduction by using various combinations of the following steps.

1. Gain attention.
2. Make your audience want to listen to your ideas.
3. Present your ideas.
4. Tell why this material is important to the listeners and how it affects them.
5. Ask your audience to study the material further or to take some action.

The time required for any one of these steps varies greatly; however, you should spend more time on presenting your ideas than on any other step.

To create **coherence**, **unity**, and **emphasis** for the material, outlining your speech is essential. Without these rhetorical qualities, your speech may turn into a jumbled mass of ideas with little direction. An outline is to the speech what a road map is to a person taking a trip; it shows you where you are going and how to get there.

Although you will work from a sentence outline and you may use speaking notes, the time you get in front of your audience, you should have rehearsed the speech several times. You should be very familiar with the speech's ideas and organization. Practice in front of a mirror or with a tape recorder. Repeat the steps as many times as necessary (usually about five to ten times) the proper steps and the order of the presentation. Practice the speech with a family member and get reactions. Do not memorize every single word.

notes for informative speaking is a decision. If you are adequately prepared, you probably don't need notes. If you do use notes, they should be short sentences, or single words that have meaning to you. The notes you hold should be brief, concise, and clear. A quick glance should be sufficient to gather their full meaning so you can speak fluently yet logically. Write your notes on index cards.

Your speech should have only two or three main points. Support these with examples, illustrations, and facts. Don't be afraid to use humor and anecdotes to add interest. Remember that these additions are suited to your audience. Be sure your speech is delivered at a good pace. Don't allow the speech to lag or become stalled. And finally, put your effort into creating an interesting and an equally effective conclusion.

## G

Give an outline to your instructor when you are finished. Your instructor may want to follow up on the listening to your speech, and he or she may write suggestions for improvement. Remember that this outline is not to be read while you are speaking. State two or three points of information within your speech.

Your speech should be an easy, clear presentation. Be enthusiastic and confident about what you have to say. Use your body language. You can draw pictures, exhibit objects, or whatever else is necessary to get your point across. As always, take the stage and use your voice, utilize expressive bodily

action, maintain eye contact, and stay within the time limit. Your conclusion should be as strong, clear, appropriate, and well prepared as your opening remarks.

## Evaluating

Evaluate a classmate's speech to inform. Rate the following criteria on a scale from 1 to 5 with 1 being "needs much improvement" and 5 being "outstanding."

- Did the speaker structure the speech with a logical progression?
- Did the speaker deliver the speech with authority?
- Were the speaker's information sources current and/or credible?
- Was the speaker enthusiastic and energetic?
- Did the speaker seem well informed about the topic?
- Were you able to learn something new or gain fresh insights from the speech?

Give an overall score to the presentation. Be prepared to comment about what you learned, or discuss areas of particular interest within the speech.

# Example Speech

## The Heart Attack Bug

by Christina Foust

For most people worried about heart attacks, the salad bar is an island of serenity. Nearly every choice makes the heart rest easy: low fat, low cholesterol, low calories, and low carb. But without one stunning safety feature, the salad bar could make your heart stop: the sneeze guard.

It could protect you from the heart attack bug: *chlamydia pneumoniae*. This tiny bacteria, according to the June 7, 1997, *New Scientist* "is now 'overwhelmingly' " linked to heart disease. The August 1997 *World Press Review* estimates that over half of the population is infected and probably has no idea of it or the damage it can do.

Thanks to the discovery of the heart attack bug, however, the April 28, 1997, *Newsweek* says, "cardiology is in for a revolution." This is one revolution we can't afford to miss. Therefore, we will first unravel the mystery of the heart attack; second, become familiar with the bug's place in it; and finally, discuss some implications that this finding has for the future of hearts everywhere.

First, let's unravel some of the mysteries of heart attacks. Any red-blooded American knows that high cholesterol can lead to heart problems. Doctors thought so, too, until evidence pointed to the contrary. As *Science News* of June 4, 1997, points out, most victims have normal cholesterol counts.

This is not to say that people with high



cholesterol never get heart attacks. One of us will testify that our sinful I who's smoked a pack a day and meat for dessert on a regular basis and kicking at 80. Meanwhile, the healthiest among us suffer from heart

As the *World Press Review* explained, an incongruity intrigued scientists nine years ago. While training, a man suddenly died of cardiac arrest. He ate low-fat diets, was a nonsmoker, and had no heart attack bug.

But how could bacteria causing heart-like symptoms shut down something as resilient as the human heart? Doctors needed a better explanation for the heart attack.

The major cause of heart attacks, given attention in health class, is atherosclerosis or clogging of the arteries. When you eat a diet high in fat and cholesterol, plaque builds up in our heart's vessels, plugging them with blood. Without blood, the heart

However, as Michael Gimbrone, a Harvard Medical School pathologist, tells us in 1997, *Washington Post*, atherosclerosis is much more than a simple "clog." Atherosclerosis is now thought to be a process of inflammation.

## The Speech cont.

ws explains. First, the vessel wall injured and inflamed. Picture when your finger. Remember the swelling and heat on the injury? That's infection, like in the blood vessel.

And of a clogged pipe, imagine a car. White blood cells are the first responders on the scene, doing their duty for your body. But, as in a traffic accident, curious onlookers soon pile up at the scene. In your heart's case, more fat molecules.

Your body sends a police crew to stop traffic by this fat accumulation. These white blood cells cover the layers of cells with so many bodies in the street, traffic comes to a standstill. Though the traffic moves much, much slower in your heart, the same principles apply. Your heart's defenses actually clog its vessels.

Does a common bug fit into this theory? Now that we've unraveled the mystery of the heart attack with the infection hypothesis, let's see how the link bug relates.

Week explains, *chlamydia pneumoniae* as CP, is a bacteria that spreads through droplet infection to the lungs. Cough and sneezes spread the bug, leading to symptoms that can escalate into heart disease.

In Europe linked this infection to the infection hypothesis by American. On June 21, 1997, *British Medical Journal* explains that British doctors found 60 percent of coronary artery samples positive with atherosclerosis; but only

4 percent of non-atherosclerotic samples contained the bacteria.

Frankfurt professor of infectious diseases Wolfgang Stille tells *Der Spiegel* of April 21, 1997, 60 to 80 percent of atherosclerosis cases "are evidently caused by an infection with the CP bacterium."

That's right; CP is as serious as a heart attack. The *New York Times* of July 15, 1997, reports that high CP levels created a four times greater risk for cardiac arrest. Scientists are even more convinced because antibiotic treatment practically eliminated the chance for another heart attack.

The July 15, 1997, American Heart Association journal, *Circulation*, explains the theory. Remember our first white blood cells, or monocytes, on the scene of the injury of the vessel? According to vessel inflammation expert Valentin Fuster, these cells are also designed to "root out blood-borne infection at early stages." CP has found out how to cheat our hearts, as *Circulation* states, by turning "a monocyte into live 'ammunition' for clot formation."

The helpful white blood cell becomes a Trojan horse. It arrives at the damage with CP as an unwanted passenger, which deposits itself along with the monocyte. The body senses more trauma from the bacteria's presence. So, it sends more monocytes to help. The cells build up, plugging the flow of blood over time, leading to a heart attack.

As R. Wayne Alexander, chief cardiologist at Emory University, told the *Washington Post*, "It's really a major shift in the way we think about heart attacks." Thanks to the link of

the heart attack bug, we can now understand how a marathon runner can die of a couch potato disease.

Finally, let's view some of the implications this finding has for the future of hearts everywhere. We will see that the discovery will help in early detection and treatment, but we will also note that there is still more to be done in the war against heart disease.

Initially, the CP/heart attack relationship will help doctors detect the possibility of a heart attack, sometimes years in advance. As the *Doctor's Guide* Web site reported on December 10, 1996, a new test with "over 90 percent reliability" in diagnosing CP is being marketed. This is especially important, according to the August 11, 1997, *Newsweek*, because "arterial disease may kill you in a minute, but it usually develops over a lifetime."

Because it is bacteria, treatment with antibiotics after early detection could reduce the risk of a heart attack. However, as one doctor told the *World Press Review*, "nothing could be more dangerous than ... handing out antibiotics blindly." An antibiotic-resistant strain of CP could have worse consequences than mere heart attacks. Because the bug also causes respiratory problems, scientists need to be especially careful in antibiotic treatment.

The key, then, may be an anti-inflammation drug instead: perhaps one that doctors already have—aspirin. As the *Wall Street Journal* of April 3, 1997, explains, anti-inflammatory drugs more fine-tuned and powerful than aspirin may be developed to stop inflammation caused by CP. If we know the bacteria's there, we can work to stop our body's reaction to it.

Another thing to keep in mind, though, as heart researcher Dr. Sandeep Gupta admits in the January 1997 *Heart*, "the atherosclerosis link between *chlamydia* and heart disease has yet to be verified." To do so, Gupta recommends "prospective vaccination and antibiotic" trials. Sometimes, these take considerable time.

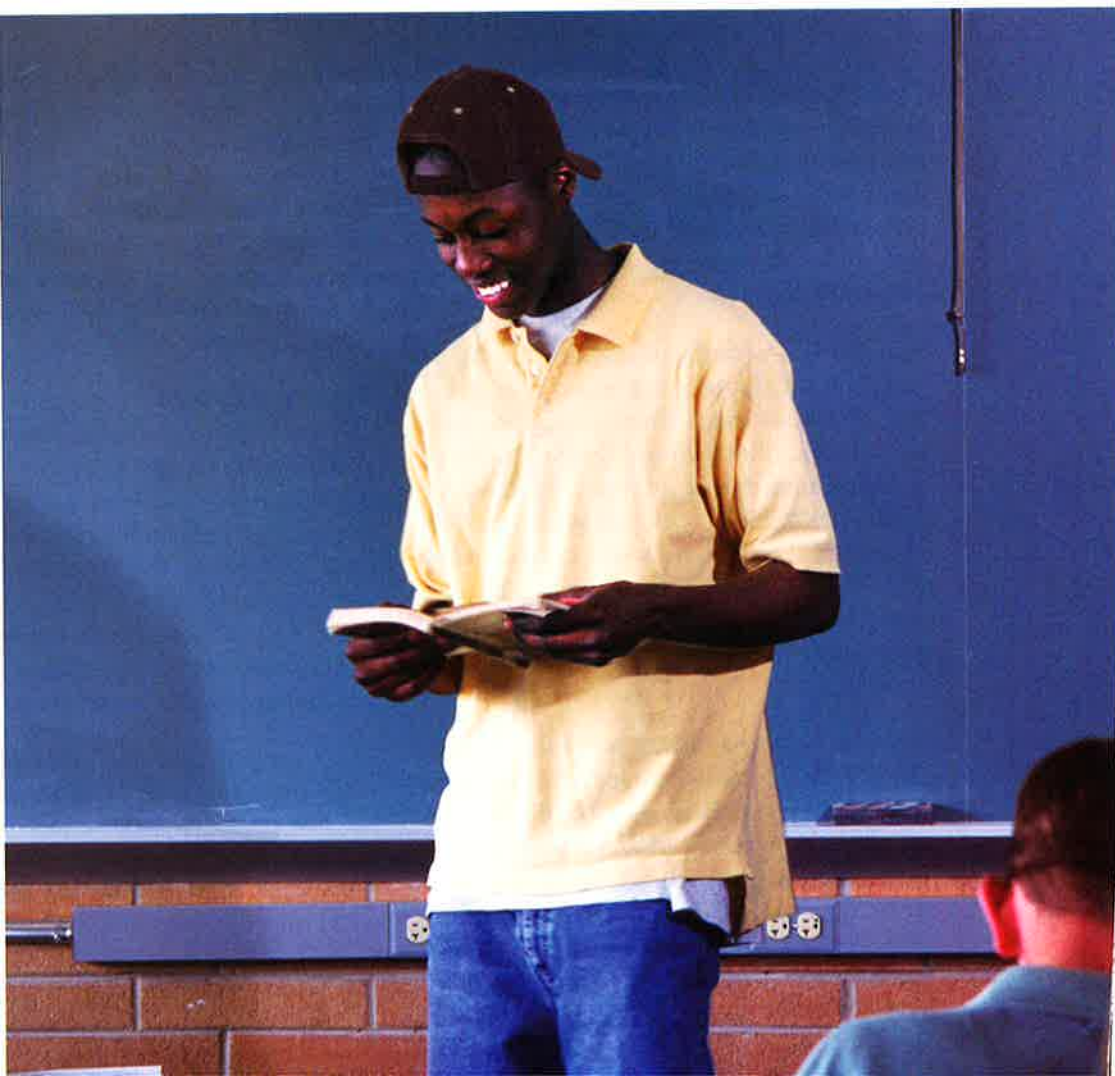
So, if you think that protecting your nose from sneezes is all you need for a healthy heart, think again. CP may be a risk factor along with smoking or a sedentary lifestyle. These factors are extremely common and are intertwined. As *Newsweek* of January 1997, suggests, we all need to control cholesterol, smoking, and become more physically active.

Heart disease is like a dangerous game we don't know the combination to. We can't guarantee the deadly prize. However, with the information we have gained, we can take our health into our own hands. We have unraveled the mysteries of heart attacks, became more familiar with the heart attack bug and its place in the heart of the matter, and discussed some implications for the future of hearts everywhere.

Many people valiantly graze the tips of twigs and grass of the salad bar for health benefits, no matter how it tastes. Even with awareness of *chlamydia pneumoniae* and its relation to heart attacks, we know there is really only one good reason to avoid the fat oasis—if it doesn't have a sneeze.



# The Book Review



## Specs for the Book Review

### Time limit

10–15 minutes.

### Speaker's notes

50-word limit.

### Source of information

The book you select for review;  
sources of information about  
the author.

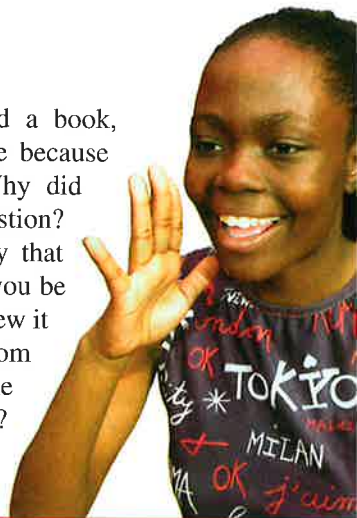
### Outline

Prepare a 75- to 100-word  
complete sentence outline.



## Speak Up!

Think about a time you read a book, bought a CD, or saw a movie because someone recommended it. Why did you follow this person's suggestion? What did he or she do or say that aroused your interest? Would you be just as likely to read, buy, or view it if the recommendation came from a teacher? A sibling? Someone that you didn't know very well? Why or why not?



## and Expectations of Assignment

review is a unique occasion for a  
the topic is clearly determined  
question. Still, it is not appropriate  
ions to read large portions of the  
audience. They have assembled to  
e, complete summary of the text,  
e speaker's personal evaluation.  
will help you experience the  
h an evaluation and summary. You  
presenting your opinions to the  
ative and interesting way. You'll  
of valuable information and  
om the book you are reviewing.  
s member, your review will add to  
body of knowledge of all of your  
because each class member will  
erent book, many authors' ideas  
nted. This will provide a general  
mation that would otherwise be  
me-consuming to attain.

this assignment, you will  
and evaluate a text;  
and methods of preparing a  
and  
the review from minimal  
notes.

## the Book Review

a review is an orderly talk about a  
author. As a speaker you must pro-  
t information about the author as  
book. Generally speaking, you  
e an evaluation of the work rela-  
position and ideas. The end of your  
inform, to stimulate, to entertain,

and, possibly, to persuade listeners to read (or to  
avoid) the book. The book reviewer is expected  
to know the material well, to be familiar with  
the process and methods of giving a review, and  
to be able to present the information in an  
organized and interesting manner. These  
requirements demand an unusually thorough  
preparation.

Occasions for an oral book report can occur  
almost anywhere. They are common in scholas-  
tic, civic, religious, and other organizations. In  
just about any kind of club or society, school, or  
church, book reports are often an integral part of  
the program.



## Choosing a Book to Review

For this particular experience, each student in the class should select a different book. It is easier if it is fiction as compared to nonfiction or a textbook. You may want to use a book you are reading for another class or a book you have recently read. You probably won't have time to read a new novel before you give your report. Whatever the book, it should be approved by the instructor before you start to prepare your speech.

First of all, follow your instructor's assignment. If you are asked to report on a specific type of book, such as science fiction, go to the library and find a book of that genre. If your instructor leaves the selection completely up to you, select a book that you enjoyed reading—one you couldn't put down. If you have time to read a book before the assignment is due, check the *New York Times Review of Books* and the list of best sellers. Finally, go to a bookstore or library and peruse the latest titles.

## Preparing and Organizing

As you know, every speech must have a purpose. The book report is no exception. For every book report you should determine whether your purpose is to inform, to entertain, or to persuade. To organize your material, tell about the author's age, family background, and education; when the author first published; anecdotes about the author; quotations about the author; hometown; prizes won for writing; and/or why the book was written.

Then consider the specific book. Why did you choose it? When was it written? Why was it written? Is it biographical, historical, fictional, or what? What do the professional reviewers

say about it? Ask your librarian for book reviews such as those from *Times*, *Christian Century*, *Saturday Literature*, *New Republic*, *The New York Times*, etc. What is your opinion? Formulate your own opinion. Do not plagiarize someone else's opinion. Create your own evaluation based on the elements of the book. (Exposition, complication, conflict, climax, falling action, resolution, setting, and plot.)

Give examples and comments in response to the following questions.

1. Are the plot and organization well constructed?
  2. Is the writer's style interesting?
  3. How are situations and characters portrayed?
  4. Do the characters seem real and believable?
  5. Does the story move forward to a satisfying conclusion?
  6. Is the information interesting and useful?
- Do you recommend the book?

One of the best ways to master the material is to read the entire book—or the entire chapter you are preparing to review—slowly. First, read the text through for enjoyment. Then, read it through a second and third time, noting the information you plan to use in your speech. The method works best for you. It is a good idea to make a careful and detailed outline of the book. You may rehearse aloud until your main thoughts have been firmly fixed in your mind. Use quotations sparingly and limit them to 20 words each.



ng

ave the report in your head. Do not  
t in your hands so that you use it as  
e you give your report. Following  
arked pages or taking up time by  
t reviewing. Use the book only for  
ns. If you use notes, limit yourself  
s or fewer for each minute that you

f the aspects of good speech—a  
ner, animation, vigor, communica-  
, bodily action and appropriate  
ell-modulated voice that is easily  
t pronunciation, clear articulation,

vivid and descriptive language, a neat appearance, poise, and confidence.

1. Do you have an excellent introduction and conclusion?
2. Are you sure your speech is logically organized all the way through?
3. Does your report contain an evaluation of the book?
4. Have you reported on selected segments of the book that represent the author's objective?
5. Did you include information about the author?

## Evaluating

Evaluate someone else's book report. Rate the following criteria on a scale from 1 to 5 with 5 being "outstanding."

- Was the speaker knowledgeable about the various aspects of the book?
- Did the speaker structure the speech with a logical progression?
- Did the speaker deliver the speech with authority?
- Was the speaker's purpose clear?

Give an overall score to the speech. Then decide how your classmate's presentation compared to yours. Write a paragraph explaining your decision and the reasons you came to this conclusion.



# Speaking Persuasively

Try to count how many times a day someone tries to persuade you to do something, or believe something, or change something! Persuasion happens nearly every time we communicate with others. It is particularly important for public address in a democratic society, as we all strive to work together for the protection and advancement of our communities and nation. In this unit you will work on three persuasive speaking assignments. The skills you gain in persuading, motivating, and creating goodwill will be useful in many other areas of your life.

## Speech Experiences in This Unit

### Experience 9

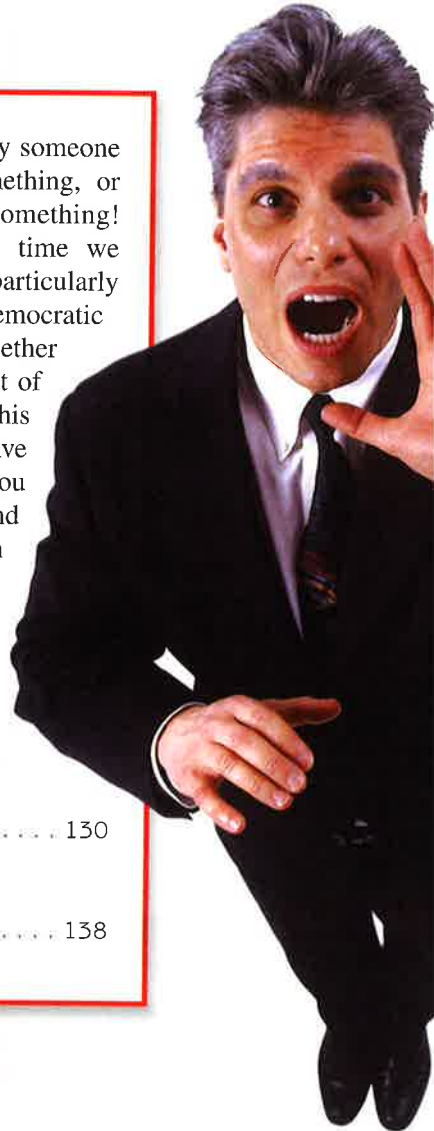
The Speech to Persuade . . . . . 116

### Experience 10

The Speech to Motivate . . . . . 130

### Experience 11

A Speech to Gain Goodwill  
from a Disagreeing Audience . . . . . 138



# The Speech to Persuade



## Specs for the Speech to Persuade

### Time limit

5–6 minutes.

### Speaker's notes

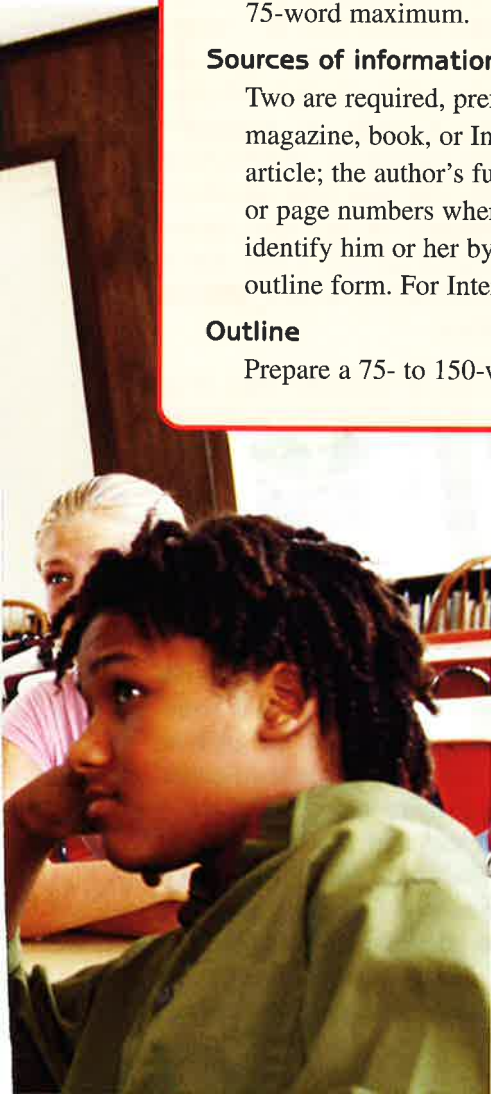
75-word maximum.

### Sources of information

Two are required, preferably three. For each source list the specific magazine, book, or Internet site it was taken from; the title of the article; the author's full name; the date of publication; and the chapter or page numbers where the material was found. If a source is a person, identify him or her by title, position, and occupation. List these on the outline form. For Internet sites, give the address (URL).

### Outline

Prepare a 75- to 150-word complete sentence outline.



## Speak Up!

Share a situation from your own life in which you tried to persuade another person or group to take a specific action. What methods did you use to persuade your audience? Were you successful?



## and Expectations Assignment

is used to bring others around to a of view are referred to collectively persuasion.” You will have many business, political, and social life are either being persuaded or you persuade someone else. Listening communicating your thoughts effectively your persuasive skills. For a rsuade, the challenge will be to and evidence into arguments that listeners to agree or even act on ons in support of your position. ent will introduce you to this pub- purpose. As you craft a persuasive will discover techniques that will overall communication.

in this assignment, you will a debatable proposition and position on it; and the use of evidence, g, and emotion to convince and arguments for clarity and m impact on listeners.

## the Speech ade

he last time you asked your parents type of clothing. Did you give a gument containing logic, evidence, py stating why you had to have it?

**persuade** are so common that you ware of them as a specific public perience. In fact, you use your rsuasion every day without even

thinking about it. But as a persuasive public speaker you will have to use certain techniques to gain the audience’s conviction. The speech to persuade is one that causes the audience to change, adopt, modify, or continue a belief or action. You must present sufficient logic and evidence to swing the audience to your position on a debatable proposition. This usually entails asking them to take the action that you suggest. Often it is not only wise but also necessary to appeal to the audience’s emotions on such issues as fear, aging, health, wealth, love of country, self-preservation, desire for recognition, desire for adventure, loyalty, political beliefs, religion, and so on. In order to ignite the audience’s emotions, you must thoroughly analyze your listeners so that you can base your appeal on their beliefs and attitudes. You also must present your logic and evidence in such a way that it directs the audience’s thinking through channels they can readily follow.

In every debate—be it between two rival schools, within the membership of a legislative body, among friends, or in court proceedings—the speakers’ statements involve persuasion through logic, evidence, and emotion.

## Choosing a Topic

Be very careful in choosing a topic for your speech to persuade. You’ll need to think carefully about the way you word your topic. Remember that you must reveal the idea or action you would like your audience to adopt. For example, let’s imagine that you decide to persuade your listeners that “All schoolbooks should be free.” Notice the word *should*. By putting that word into your topic, you show that your purpose is to persuade your audience to believe this is a sound idea that would be beneficial if it were carried out. You are not asking

them to carry out the plan by standing behind book counters and handing out free textbooks.

Your topic must be a specific proposition that offers a debatable solution to a controversial problem. Simply stating the obvious—for example, “We should all drive more carefully”—is not enough. Everyone already agrees on this point. Suggest a definite and debatable *solution*, such as: “The legislature should pass a law limiting speed on the highways to 60 miles per hour,” or “Anyone who is convicted of traffic violations should be required to attend driver’s school for two weeks.” These are proposals about which people disagree. We can readily say “yes” or “no” to them. We can debate these proposals, but we cannot debate the overall idea that “We should all drive more carefully,” because we all agree on it to begin with.

A sales talk is not appropriate for this assignment because the purpose of a sale is to make your listeners reach into their pockets, pull out money, and give it to you. A sales talk requires them to *do* something. Naturally, a certain amount of persuasion will precede the request for money, but the actual purpose of a sales talk is to get people to hand over the cash. This type of speech is discussed in Experience 28. We may conclude then that a speech to persuade is not a sales talk, as it is not primarily to motivate action; instead it is designed to change a person’s mind about something on which there is definite disagreement or controversy.

Examine your topic closely to be certain that it’s something on which you can base your speech to persuade. If you are in any doubt, consult your instructor. Here are some sample topics.

- Child abuse
- Rally for a political candidate or cause
- Juvenile crime

- Affirmative Action
- Drug education
- American values
- National debt
- Ethics in government
- Campaign finance reform
- Immigration
- TV and movie violence
- Population control
- AIDS education
- Internet controls and regulation
- Multilingual education

## Preparing and Organizing

In preparing the speech to persuade, remember that your purpose is to bring people to a new way of thinking. This is obviously a difficult task; however, there are a number of techniques you can use to smooth the way for your presentation.

To achieve a convincing effect, you must carefully organize your speech carefully. Here is one example of a workable structure.

### 1. Present a history of the problem.

Discuss the events leading up to the problem over time that make the topic important. Explain why it is significant for the audience. In your discussion you are about to present, do not spend too much time on the history of the problem (you have other points to cover.)

### 2. Discuss the present-day effects of the problem.

Use examples, illustrations, facts, and statements from authorities to clearly demonstrate the situation. Explain the consequences if you wish to be convincing.

**the causes of the effects you point two.** Here again you must use examples, illustrations, facts, and quotations from authorities to prove your point. Be sure you show how the causes are related to the effects you are talking about.

For example, if you say that a city's air quality has gotten 30 percent worse (effect) because of emissions from a certain manufacturing company, you must definitely establish this fact before you can ask the audience to permit your proposal to be adopted. It is not enough to say that the air *might* be worse because of the company's toxic emissions.

**Presentable solutions to the problem.** After you have clearly stated the problem, briefly mention the various alternatives that have been tried or are being considered, but illustrate that they are not effective enough to solve the problem. Then give evidence for your statements using examples, illustrations, quotations, statistics, views, facts, and analogies.

**Present your solution to the problem.** After you have presented your solution, state why your solution is the best answer to the problem. Present your evidence and arguments for believing as you do. This is not simply your opinion. It must be a reasoned opinion backed up by evidence.

**Explain why your proposal will benefit the audience.** This is the real meat of your speech if you have thoroughly followed each step up to this point. This is the part that must convince the audience. You might include more money, safer living conditions, longer life, more happiness, better schools, lower taxes, or a higher standard of living. In other words, your

listeners must see clearly and vividly that your proposal will benefit them.

If the preceding speech structure doesn't work for your topic, here is another plan that works well.

- 1. State your proposition** in the introduction.
- 2. Present a history of the problem** that has led to the proposal you are asking your audience to adopt.
- 3. Show that your proposal is necessary.** Offer evidence that establishes a need for your proposal. Assure the audience that no other proposal (solution) will do.
- 4. Show that your proposition is practical.** Give evidence to prove that it will do what you say it will do. In other words, show that it will solve the problem.
- 5. Show that your proposition is desirable.** This means providing evidence showing that it will be beneficial rather than neutral or harmful.
- 6. Conclude with a final statement in support of your proposal.**

On the other hand, if you are *opposed to* a certain proposal, you may establish your point of view by offering arguments that show any one of the following.

- 1. The proposition is not needed.**  
Give evidence.
- 2. The proposition is not practical.**  
Give evidence.
- 3. The proposition is not desirable.**  
Give evidence.

Of course, if you can establish all three of these points, you will be more convincing than if you prove only one.

If you fail to have the body of your speech properly organized and all of your points supported by evidence, you will have trouble persuading an audience to adopt your point of view. As with most types of public speaking, the best guarantee of success is careful preparation.

In addition to an organized speech with points supported by evidence, you must have a well-constructed introduction and a powerful conclusion. Once you have crafted these elements, rehearsal will determine whether or not you are actually prepared to present a convincing speech. Even though you possess volumes of evidence, a clear structure, and vivid language, you must still deliver the speech confidently, without excessive use of notes, if you want to be convincing to your audience. Make sure that you rehearse your speech accordingly.

You'll find source materials on the Internet and at the library. Encyclopedias, magazines, newspapers, Web sites, and readers' guides all offer excellent sources. Check with your instructor and librarian for further assistance.

## Presenting

Naturally, your presentation will vary according to your audience, the occasion, and the size and acoustics of the room. You would not speak to a small group of businesspeople in the same manner that you would address a large political gathering. In general, aim for a frank, enthusiastic, and energetic presentation. Use a reasonable amount of emotion; however, don't overdo it. Your bodily action should match your words in terms of vigor and intensity.

You must show that *you* are convinced of what you say. Your voice and actions should reflect a

sincere belief in your views, inflections and modulations, candor, truth and personal conviction. Most speakers speak forcefully enough to convince everyone in the room.

If you use notes, be thoroughly familiar with them. Do not try to hide them. Be confident enough that when you look at them, you will not have to bow your head. If you want your hands free, you can place your notes on a podium. After the conclusion of your speech, remain standing for two or three minutes before you return to your seat. Check with your instructor to see if there will be time for questions.

## Evaluating

Evaluate a classmate's speech to determine how well the following criteria on a scale from 1 to 5, with 1 being "needs much improvement" and 5 being "outstanding."

- Was the speaker warm and friendly?
- Did the speaker seem genuinely sincere and convinced of his or her position?
- Were the speaker's posture and gestures appropriate?
- Did the speaker use examples and other materials?
- Was the speech well structured?
- Did the speaker use credible sources to support each point in the speech?
- Were the speaker's words and sentences clear?

Give an overall score to the speaker. Write down one thing that the speaker did well and one thing that could be improved.

# Talking Points

## The Language of Persuasion



While every public speaking situation calls for well-chosen, appropriate language, the art of persuasion calls for a closer look at the words a speaker or writer chooses.

In trying to persuade an audience to adopt your point of view, you may use both emotional and logical appeals.

### Emotional Appeals

Of course, you feel strongly about your topic and you are eager to present your

ideas to an audience. So it is normal, even desirable to use emotion-filled words and phrases. Your audience should see your enthusiasm and passion for your subject.

Just be careful not to get carried away with over-the-top positive or negative appeals. Such language used carelessly can cause an audience backlash. If one statement seems too good or bad to be true, the audience may decide that nothing you say can be believed.

Often **loaded language** can be found in overly emotional appeals. The dictionary definition of a word is its **denotative** meaning. The strong emotional appeal suggested by a word is its **connotative** meaning. For example, the word *steed* brings to mind a great, beautiful horse, perhaps ridden by a knight or princess. On the other hand, *nag* makes us think of a broken-down, spiritless horse. Look at the examples in the chart below.

Neutral	Positive	Negative
speech	oration	harangue
large	colossal	monstrous
thin	slim	gaunt
talk	chat	prate

## Illogical Fallacies

Getting emotional about your subject matter can also lead to false arguments or fallacies. No matter how much you want to persuade your audience, you must guard against these logic traps as you prepare your speech.

- 1. Overgeneralization** When we generalize, we make statements that apply to many people, things, or situations.

*Generalization:* Good grades are an important factor in college admission.

*Overgeneralization:* Only straight-A students will get into college.

- 2. Circular Reasoning** This happens when the speaker tries to prove a point by simply repeating the same idea with different words.

Students at Kennedy High School are extremely intelligent because only smart students go there.

- 3. Cause-and-Effect Fallacy** This fallacy occurs when a writer or speaker makes a cause-and-effect connection where none exists.

I tripped and fell just after I walked under a ladder. Therefore, walking under a ladder causes bad luck.

I got sick while riding on the bus. Therefore, all bus rides will make me sick.

- 4. Either/Or** This type of faulty logic happens when a speaker or writer implies that there is only one solution to a problem when, in fact, there may be several possible alternatives.

Either we raise taxes or we close the public library.

Either we have a fundraiser or there will be no senior prom.

- 5. Ad Hominem (Against the Man)** This fallacy occurs when a speaker attacks a person, rather than an action. For example, if someone writes a book with which you disagree, argue against the ideas, but don't call the author an idiot.

- 6. Bandwagon** This approach is often used in advertising. It goes something like this: Everyone else is doing (buying) it, so you should too.

# ple Speech

## er of AIDS

isher

Texas

n National Convention,  
9, 1992

. Thank you. Less than three  
at platform hearings in Salt Lake  
and the Republican Party to lift the  
lence which has been draped over  
of HIV and AIDS. I have come  
ring our silence to an end. I bear a  
challenge, not self-congratulation.  
attention, not your applause.

ver have asked to be HIV positive,  
ve that in all things there is a  
d I stand before you and before the  
y. The reality of AIDS is brutally  
hundred thousand Americans are  
ng. A million more are infected.  
forty million, sixty million, or one  
llion infections will be counted in  
few years. But despite science  
h, White House meetings, and  
al hearings; despite good intention  
itiatives, campaign slogans, and  
omises, it is—despite it all—the  
hich is winning tonight.

ext of an election year, I ask you,  
great hall, or listening in the quiet  
e, to recognize that the AIDS virus  
litical creature. It does not care  
u are Democrat or Republican; it  
k whether you are black or white,  
ale, gay or straight, young or old.



Tonight I represent an AIDS community whose members have been reluctantly drafted from every segment of American society. Though I am white and a mother, I am one with a black infant struggling with tubes in a Philadelphia hospital.

Though I am female and contracted this disease in marriage and enjoy the warm support of my family, I am one with the lonely gay man sheltering a flickering candle from the cold wind of his family's rejection.

This is not a distant threat. It is a present danger. The rate of infection is increasing fastest among women and children. Largely unknown a decade ago, AIDS is the third leading killer of young adult Americans today. But it won't be third for long, because unlike other diseases, this one travels. Adolescents don't give each other cancer or heart disease because they believe they are in love, but HIV

is different; and we have helped it along. We have killed each other with our ignorance, our prejudice, and our silence.

We may take refuge in our stereotypes, but we cannot hide there long, because HIV asks only one thing of those it attacks. Are you human? And this is the right question. Are you human? Because people with HIV have not entered some alien state of being. They are human. They have not earned cruelty, and they do not deserve meanness. They don't benefit from being isolated or treated as outcasts. Each of them is exactly what God made—a person, not evil, deserving of our judgment; not victims, longing for our pity—people, ready for support and worthy of compassion.

My call to you, my Party, is to take a public stand, no less compassionate than that of the President and Mrs. Bush. They have embraced me and my family in memorable ways. In the place of judgment, they have shown affection. In difficult moments, they have raised our spirits. In the darkest hours, I have seen them reaching not only to me, but also to my parents, armed with that stunning grief and special grace that comes only to parents who have themselves leaned too long over the bedside of a dying child.

With the president's leadership, much good has been done. Much of the good has gone unheralded, and as the president has insisted, much remains to be done. But we do the president's cause no good if we praise the American family but ignore a virus that destroys it.

We must be consistent if we are to be believed. We cannot love justice and ignore prejudice, love our children and fear to teach them. Whatever our role as parent or policymaker,

we must act as eloquently as we can, for if we have no integrity. My call to you is a plea for awareness. If you believe you are in danger. Because I am a hemophiliac, I was not at risk. Because I am not gay, I was not at risk. Because I do not inject drugs, I was not at risk.

My father has devoted much of his life to guarding against another holocaust. I am of the generation who heard Pastor Martin Luther King come out of the Nazi death camps. "They came after the Jews, and then they came after me, a Jew, so I did not protest. They came after the trade unionists, and I was not a trade unionist, so I did not protest. Then they came after the Roman Catholics, and I was not a Roman Catholic, so I did not protest. Then they came after me, and there was no one left."

The lesson history teaches is that if you believe you are safe, you are at risk. If you do not see this killer stalking your children, it will come again. There is not family or community, no race or religion, no place left in America that is safe. Until we genuinely embrace this message, we are a nation at risk. HIV marches resolutely to AIDS, claiming more than a million American homes. It is a pathway with the bodies of young women, young parents, and children.

One of those families is mine. If I do not act, HIV inevitably turns to AIDS. If my children will inevitably turn to children, my family has been a rock of stability. My 84-year-old father, who has practiced the healing of nations, will not accept that he cannot heal his daughter. She refuses to be broken. She still calls

## le Speech cont.

derful jokes that make me laugh. friends, and my brother Phillip, today is today, all have helped carry the hardest places. I am blessed, deeply blessed, to have such a

of you have been so blessed. You positive, but dare not say it. You loved ones, but you dare not the word AIDS—you weep silently. alone. I have a message for you. u who should feel shame. It is we, tolerate ignorance and practice we who have taught you to fear. ft our shroud of silence, making it u to reach out for compassion. It o seek safety for our children, not nial, but in effective action.

our children will be grown. My ow four, will take the measure of My son Zachary, now two, will h his memories. I may not be here ir judgments, but I know already e they are. I want my children to heir mother was not a victim. She ssenger. I do not want them to t once did, that courage is the fear. I want them to know that the strength to act wisely when st afraid. I want them to have the

courage to step forward when called by their nation or their Party and give leadership, no matter what the personal cost. I ask no more of you than I ask of myself or of my children. To the millions of you who are grieving, who are frightened, who have suffered the ravage of AIDS firsthand—have courage, and you will find support. To the millions who are strong, I issue this plea—set aside prejudice and politics to make room for compassion and sound policy.

To my children, I make this pledge: I will not give in, Zachary, because I draw my courage from you. Your silly giggle gives me hope; your gentle prayers give me strength; and you, my child, give me the reason to say to America, ‘You are at risk.’ And I will not rest, Max, until I have done all I can to make your world safe. I will seek a place where intimacy is not the prelude to suffering. I will not hurry to leave you, my children, but when I go, I pray that you will not suffer shame on my account.”

To all within the sound of my voice, I appeal: “Learn with me the lessons of history and of grace, so my children will not be afraid to say the word AIDS when I am gone. Then, their children and yours may not need to whisper it at all.” God bless the children, and God bless us all, good night.

# Example Speech

## We Need a Bereavement Center

by Meghan Ortega

Dan McFeeley, writing for the *Indianapolis Business Journal*, stated, "Thousands of kids across the country are forced every year to deal with the untimely death of a father, mother, sister, or even a close friend."

At Baker University, many students and faculty members have lost a loved one and have had nowhere to turn for comfort. A support group is very much needed to help individuals cope with loss. With the implementation of a bereavement program, faculty members and students would have such a support system.

Less than three months ago, my father unexpectedly passed away, and I am currently enrolled in a bereavement program called the Solace House. Today I am going to show you the need for a bereavement program at Baker and a proposed solution.

First of all, how many of you know the definition of *bereavement*? I have said this word many times and yet many people don't know what it is. Bereavement is the loss of a loved one, whether it is through divorce or death.

While at college and away from your ultimate support system, your family, it is harder for students to cope with death. Having a campus support system would give students and faculty a place to turn.

You would not believe how many of us are affected by death: My father recently passed away. Another student, Nicole, also had her



father pass away a few weeks ago. She told us today that she has a funeral after this class. And I'm sure we will remember Bree who passed away. In some way, we are all affected.

I contacted Head Quarters, which is a crisis hot line, to see where a bereavement center is. The closest one is 20 minutes away in Lawrence. I believe the need for a facility here in Baker University will have easier access.

Bereavement counseling is a positive process. It is meant to help the individual accept the death, accept it, and keep on living through the healing process.

If the bereavement process is not completed, the individual can become depressed. The *Solace House Quarterly* newsletter

## e Speech cont.

Individuals don't have a source of support and turn toward "self-destructive forms of coping with their grief, which lead to depressive behaviors, physical complications, lack of family communication." In these situations, they shut themselves off and become non-functional to society.

I've told you how important this is. Let's look at a solution to the problem. There is a bereavement center here at Baker College after the Solace House. Meetings are held one day every other week, and volunteers would help individuals in a safe environment. They would not be there to tell you what to do or how to do it, but to provide a safe place to grieve and listen.

When you have lost someone, the most important thing is just to have a person to talk to. Volunteers at the bereavement center can help you go through problems you are facing now and prepare you for future challenges that you will have to face. They can help you accept death and not become angry and deny it.

With students on campus, I believe that many see the need for a bereavement program. Reghan, who was a peer leader with Bree, stated that having support and having someone to understand what you are going through always makes it easier to share feelings." I believe that it is very important for the bereaved to feel comfortable.

I am wondering why a bereavement program is needed when our community already makes a counselor

available to us. I honestly would not get the same benefits from one-on-one counseling as I do from group counseling. With group sessions an individual is able to interact with others who have had the same experiences. This allows individuals to see that they are not alone.

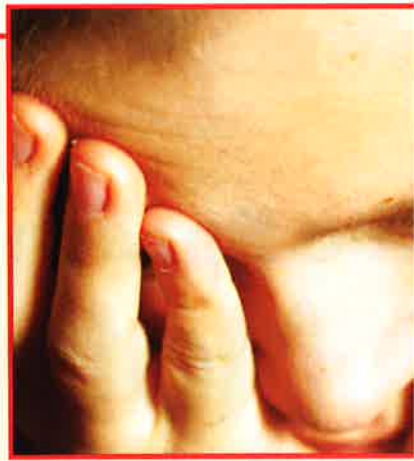
[Show a picture of Bree, a Baker student who passed away, and a picture of my siblings.] In closing, I want to note that Bree used to watch my siblings over the summer. Mallory, my younger sister, was really attached to her. So not only did she lose her favorite babysitter, but a father as well [Show picture of Dad.] I want to share with you an excerpt from a story my younger sister wrote shortly after my father's death, entitled "My Father's Ending":

"When we were at the hospital all I was thinking was is he going to die? Will he be hooked up to machines all the rest of his life?"



Will he still be athletic? Those were all of the questions that were running through my head. Later during the night around 8:50 my sister and I went to go see my dad. We were almost to the door and then all of a sudden over the intercom we hear "CODE BLUE," which means someone's heart has stopped. When we heard that, me and my sister started crying so hard and hugging my mom and crying on her shoulder. They told us to wait. So we did. We waited about 20 minutes and then one of the doctors came in and said, 'Well, Terri, I'm sorry, but he died.' We all started crying because everyone in that room loved him in a different way."

Losing a loved one is unavoidable, but how we treat the bereavement process can be changed. A support group is needed to help individuals cope with loss. After speaking to individuals on campus that have lost loved ones, the majority agreed that a support group is



needed. Faculty, such as R DeSpain, would be "pleased to fa a group.

The first step would be an initial Student Senate to present a petition the program. Your support in petition and attending such a me be greatly appreciated. Thank yo

# The Speech to Motivate



## Specs for the Speech to Motivate

### Time limit

4–5 minutes.

### Speaker's notes

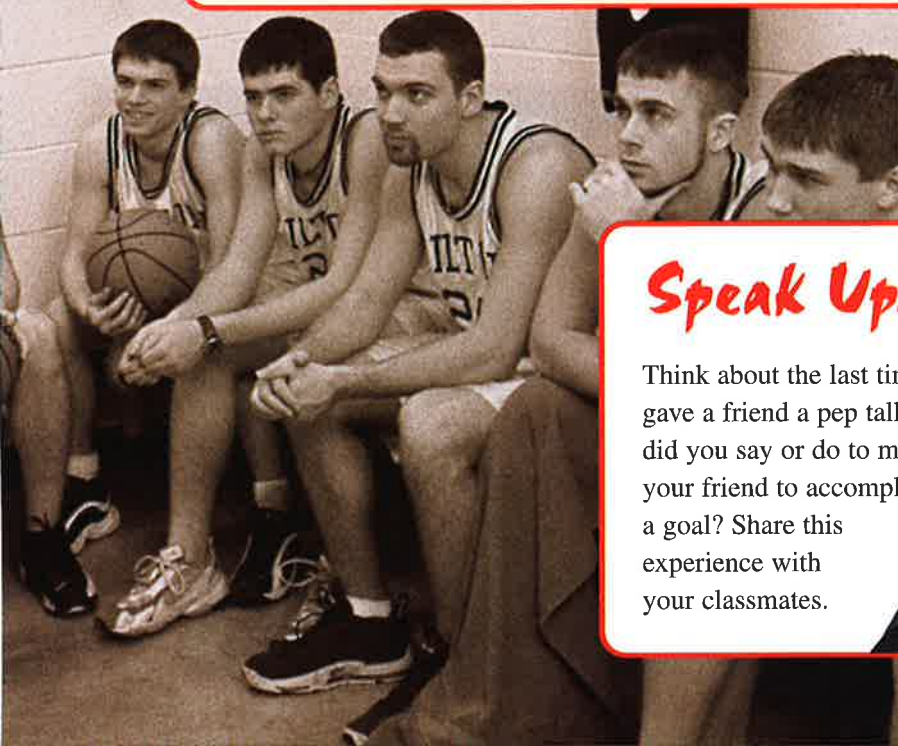
50-word maximum.

### Sources of information

Two are required, preferably three. For each source give the specific magazine, book, or Internet site from which it was taken; the title of the article; the author's full name; the date of publication; and the chapter or page numbers where the material was found. If a source is a person, identify him or her by title, position, and occupation. List these on the outline form. For Internet sites, give the address (URL).

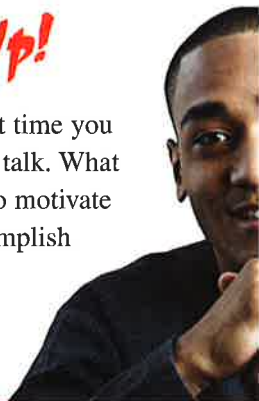
### Outline

Prepare a 75- to 150-word complete sentence outline.



## Speak Up!

Think about the last time you gave a friend a pep talk. What did you say or do to motivate your friend to accomplish a goal? Share this experience with your classmates.



## and Expectations Assignment

able need to be stimulated to be  
a proposition or problem. When  
als to the audience to *do* some-  
o stir them sufficiently, the audi-  
y only mildly interested. As a  
o your advantage to learn the  
ds and approaches that stimulate  
assignment will provide an expe-  
speech to motivate. Using the  
rn here, you will be able to incite  
ake action based on your words.

his assignment, you will

peaking strategies that move  
o action,

the role of emotional  
motivation,

ropriate language for

o motivate the

and

deas in a manner

enthusiasm in

## ne Speech e

to motivate an  
lar to the speech to  
t that **motivation**  
n. If presented  
speech to motivate  
members want to  
If its purpose is  
ches the audience  
emotional and an  
vel. Consequently

audience members may feel impelled to adopt  
new attitudes and/or take the speaker's  
suggested action.

The basic features of the speech to motivate are  
vivid language, obvious sincerity, and enthusi-  
asm on the part of the speaker, as well as  
appeals to the audience's basic emotions.  
Catchy slogans, specific examples, illustrations,  
and facts help the speaker in the motivation  
process. The speaker may also use emotional  
cues such as the big guy against the little guy,  
the bad against the good, and the money that  
can be earned against that which will go  
unearned.

Common occasions for motivational speeches  
are anniversary memorials, dedications, com-  
mencement exercises, religious gatherings, con-  
ventions, political rallies, pep meetings, sales  
promotions, and half-time sessions in which a  
coach arouses the team's will to win.



The motivational speech demands a vigorous presentation. It calls for enthusiasm, energy, force, power, and spirit. The quantity of each will depend upon the response the speaker is seeking from the audience. But most of all, like so many other types of speeches, the speech to motivate requires sincerity.

## Choosing a Topic

Of the many variations on public speaking none demands more sincerity from the speaker than the speech to motivate. Therefore, when choosing a topic from the following list or when looking for your own topic, make sure it is something you believe in. Try to avoid subjects that are suitable for the national congress or for presentation over National Public Radio. Find a discussion suitable for your audience—in this case, your classmates. It does not have to be startling or overwhelming. The occasion calls for a speech that is appropriate to your situation; it should be well within the scope of your own experience. Here are some possible topics.

- Volunteer your time
- Term limits for elected officials
- Wetlands protected with taxpayer money
- Sex education for all public schools
- Change your eating habits
- Local programs to assist the homeless
- Exercise to be healthy
- Lowering teen pregnancy rates
- Learn a foreign language
- Cell phone use should be prohibited while driving

## Preparing

You will prepare this speech as you would the speech to inform. Follow the same steps you followed in the speech to inform and the speech to persuade. However, it is more important that you give some attention to the purpose, which is to stimulate action. This purpose should be reflected in the statement you utter.

After you select your topic and begin your research carefully. As usual, look for a better source of materials for a library and/or media center. The instructor will assist you in finding materials. There may be people or friends you know who have special information. Do not overlook interviews with

When you feel you have gathered enough information, begin your organization. The speech to motivate, a key five-step organization developed by Monroe is a popular format. The Motivated Sequence is detailed in the section that follows. The steps are: need, satisfaction, visualization

## Organizing

Use the following format to organize your motivational speech.

1. First, look through your research for an attention-grabbing statement and use this to create an introduction that gets your audience's attention and reveals the topic.
2. Next, develop a sense of need. Explain why there is a problem or why a change needs to be done. Use examples to help the audience understand the full situation at hand.

**satisfaction** for the audience  
solution that will eliminate the  
have outlined. Give enough  
the solution so that the  
clearly see how it will be  
now it will stop the problem.

the audience envision what it  
if they were to do what you  
**action** is the art of painting a  
in the audience's mind—you  
show how things will be better if  
action you recommend, or how  
much worse if they do not.

ain to the audience what  
**on** they can take to solve the  
as specific as possible. Give  
any information you have  
it easier to take the action  
cribed. Conclude by reviewing  
and the solution and directly  
the audience to take action.  
will have **psychological unity**  
your closing lines to the  
er you used in the

d organizing the main body of  
y to create vivid phraseology,  
d graphic illustrations to create  
our listeners' minds. You may  
as and catchy phrases to make  
with your listeners. Be specific  
in persons and definite places  
ech. If you want to stimulate  
, you need to tell them who's  
ere they should go to respond  
u present. Avoid abstract or  
ples, illustrations, and facts.

Remember that your ideas must hit their mark  
and make a strong impact.

The last step in preparing this speech will be  
rehearsal. Be sure you practice enough that you  
know from memory the sequence of ideas that  
you plan to present. Avoid memorizing the  
speech word for word. Practice in front of a  
mirror and/or your friends until you feel  
competent to speak to a larger audience.

## Presenting

As always, make sure you are properly dressed  
and groomed. When you reach the podium, take  
a few moments to orient yourself before you  
begin speaking.

Unless you are speaking on a solemn occasion  
involving reverence, devotion, or extremely  
deep feeling, try to create a forceful, dynamic,  
and energetic vocal presentation. Your voice and  
manner should be animated and sincere.  
Emphasize your ideas with appropriate bodily  
action and gestures. Remember that your  
audience will reflect your presentation. They  
will be just as lively or solemn as you stimulate  
them to be.

## Evaluating

Evaluate a classmate's speech to motivate based  
on the following questions.

- Was the speaker enthusiastic?
- Did the speaker seem well informed?
- Did the speaker use Alan Monroe's organizational format?
- Did the speaker deliver the speech with authority?
- Did the speaker's presentation motivate you toward a certain action?

# Example Speech

## Three Lies

**J. C. Watts, Congressman, 1994–2002**

*This speech was delivered to students in Altus, Oklahoma.*

There are three lies in America today that I want every one of you to be aware of.

The first lie is this: “I am entitled to one mistake.” Young people, that lie will trip you up every time if you believe you are entitled to mistakes. We all make mistakes, but we are not entitled to mistakes. If you live your life believing that you are entitled to mistakes, you will bounce from wall to wall, never having any substance, never having any direction in your life.

Now, you all might be too young to remember a story about a man named Len Bias. Len Bias was a power forward for the University of Maryland. He had just been drafted by the Boston Celtics. He was going to be the guy, along with Larry Bird, Kevin McHale, and Robert Parrish, that was going to get the Celtics back to the NBA championships. Six foot nine inches tall, 220 pounds . . . he was a Michael Jordan kind of a guy. He could handle the ball well, shoot the ball well, jump well, and dribble the ball well. I mean six foot nine inches tall, 220 pounds and he was cat-quick! Len Bias was the first player taken out of the NBA draft picks about eight years ago. Len Bias had some friends, so-called friends, come by. They were going to celebrate him being the first player taken in the NBA draft. They’d brought by a little crack cocaine. Len Bias tried this crack cocaine, his heart didn’t

respond to it, and it killed him in minutes. Now, I don’t know if I was a regular drug user or not. I can’t say a matter of fact. But I can’t help but think in the back of my mind—that thought—in the back of his mind—that big deal. I’m only human. I’m only human. I make mistakes. So what if I get caught? I get busted, so what if something happens. So what, I’m only human. I’m entitled to celebrate.” Len Bias said, “I’m entitled to one mistake.” You know that one mistake cost him his life. That is why we should not live our lives believing that “I’m entitled to one mistake.” We make mistakes, but we are not entitled to them.

The second lie is this, and this one is the one that really gets many junior high school students. It got me just like it got many junior high and high school students.

The second lie is “it will never happen to me.”

Young people, we believe that “it will never happen to me.” That all those bad things that happen to other people and don’t happen to me. We tell ourselves “it will never happen to me.” There’s an old saying, “If I experienced about six years ago, if I was to be 150 years old I will never see it.” I was a big National Basketball Association player.

## Speech cont.

kers have been and are still my  
etball team. I used to love to  
ers play when they had Kareem  
ar, Magic Johnson, James  
ichael Cooper, all those guys.  
e to see them play!

on was my favorite basketball  
ed to see Magic Johnson come  
urt. He'd whip that ball between  
oling, he'd flip it behind his back  
e'd flip it to the right. He would  
se marvelous assists to James  
ichael Cooper coming down the  
n, they'd make those fast breaks,  
ak the ball. Magic would dish out  
ous assists and he would turn  
e crowd and he would flash that  
ollar smile. Man, I used to love to  
see him perform. My favorite  
ayer. I remember coming home  
from work, it was about five or  
o. I remember throwing my coat  
k of the couch and watching this  
ence with my favorite basketball  
c Johnson . . . six foot nine inches  
unds, point guard for the L.A.  
e billion dollar smile, this guy I  
play. Do you know what he said  
outh of America? I'll never forget  
ngs in my ears today. Magic  
having a press conference and he  
uess I was naive; I never thought  
pen to me." Do you know what  
talking about? What he said he  
ld never happen to him? Magic  
been tested positive for HIV. He  
s I was naive—I never thought it  
en to me." And that rings in my  
ay. Magic talked about it. I heard

him say it time and time again. "I was naive,  
I never thought it would happen to me."

Young people, we do things that we know  
aren't right and that we shouldn't be doing,  
and do you know what we tell ourselves? "Ah,  
it'll never happen to me; I'll never get caught."  
I remember about five years ago I had my  
truck stolen—in broad daylight. I remember  
when I called the police to come do a written  
report on this. I remember standing there  
leaning on that desk thinking "I can't believe  
this is happening to me." That happened to  
other people. I saw it on the news, I read about  
it in the paper, but I never thought it would  
happen to me . . . but it did. Everybody knows  
Pete Rose. Pete Rose, no question, should be  
in Major League Baseball, but Pete Rose got  
kicked out of Major League Baseball because  
he was gambling on baseball—that's against  
the rules. I can't help but think—in the back of  
my mind—that Pete thought—in the back of  
his mind—when he was placing those bets, he  
was saying, "Ah, that'll never happen to me;  
I'll never get caught." Young people, what if  
someone would have come to us when we  
made some of those bad decisions, someone  
of some influence could have gotten to me  
when I made some of those bad decisions in  
my life, or someone could have gotten to the  
teachers when they were making bad  
decisions in their lives, or if someone could  
have gotten to Pete Rose or Magic Johnson.  
Consider if some person of influence could  
have gotten there and said "Hey, Magic, hey  
Pete, is it worth the rest of your life? Is it worth  
losing your reputation, losing your career over,  
the rest of your life, what you've done?"  
Young people it can happen to you.

The third lie is this, and be careful that you understand this one. "I've got plenty of time."

Young people, do you know what we tell ourselves? We think, "Man, I'm going to be a professional baseball player; I'm going to be a professional basketball player; I don't have to worry about that math stuff, that reading stuff, that English stuff, and that science stuff; I don't have to worry about that stuff, I've got plenty of time for that!" Young people, you don't have plenty of time. You are in an institution today and you should thank God for those people you see standing around the walls. They call them teachers. You should thank God that you've got those teachers that will push you and force you to do what you know, and they know, you are capable of doing. We get so interested in so many other things that are totally irrelevant to our abilities to compete in a global marketplace for jobs and to take care of our families and to get the things we want to have, like a car for transportation, and a home to live in. Hey, that math, science, reading, and English, all those things are very important in that effort. We cheat ourselves so badly because we don't spend the time that we should making sure that we know how to read and write and do the arithmetic and the science and the English, that we have the computer skills that we need. We think, "Man, I've got plenty of time for that." No you don't have plenty of time. Today is the day you start preparing for the rest of your life. Today is the first day of the rest of your life, and I hope that you will start preparing today.

In summary, the three lies are: "I've got plenty of time," "I've got plenty of time," "I've got plenty of time"—no, you're not making one mistake, but we are not entitled to one mistake"—no, you're not making mistakes, but we are not entitled to one mistake. The second lie is—"It will never happen to me." Yes, young people, it can happen to you. And the third lie is this—"I've got plenty of time"—you don't have plenty of time. Understand reading, writing, arithmetic, and have the computer skills to compete in the age of technology and computers. Today is the day you start preparing for the rest of your life. You know how many of you believe that going to college is important. Some of you go to vocational school; some of you go to work right after high school. I don't know what you are going to do, but I hope you will understand this—that good things will happen to people that will work hard, will pay the price, understand sacrifice and commitment, will take pride in getting an education, will have enough faith to believe in themselves to do." If you believe that doesn't work, I hope that you will take a good look at the gentleman standing here before you.

I hope that you will decide that America is a great country. That it is a country that I want to be, to raise my family, to contribute to society. Because I am from Eufala, Oklahoma, who grew up in a poor black neighborhood on the edge of the railroad tracks can some day become a member of the U.S. House of Representatives that tells you that we live in a great country.

# A Speech to Gain Goodwill

from a Disagreeing Audience



## Specs for the Speech to Gain Goodwill from a Disagreeing Audience

### Time limit

6–7 minutes.

### Speaker's notes

Key words only.

### Sources of information

To build and maintain credibility for this speech, use as many outside sources as possible. But remember that you must still present your perspective on the issue. For each source, provide the specific magazine, book, or Internet site from which it was taken; the title of the article; the author's full name; the date of publication; and the chapter or pages telling where the material appeared. If the source is a person, identify him or her completely by full name, title or position, and occupation. List these on the outline form. For Internet sites give the address (URL).

### Outline

Prepare a 75- to 150-word complete sentence outline.

## Speak Up!

With another student, improvise a situation between you and your parents or guardians. You want a raise in your allowance. You already know that this will be a tough battle because your folks think you are getting too much already. How will you begin to win them over? What will you do to establish goodwill and open the way for a future discussion of the issue?

## and Expectations Assignment

ance that does not agree with your particular issue can be a daunting audience feels strongly enough eas or proposal, building goodwill. The sole purpose of your first ss them. The objective in giving ch is to pave the way for future is assignment will help you find o build audience support for a ea. It is designed to give you an y your hand at such a challenge.

his assignment, you will as to a disagreeing audience manner,

the role of shared values in goodwill with an audience, and refute counterarguments,

a respectful approach to disagreeing audiences.

## ne Speech to Gain

speech to gain goodwill you ure the audience's favorable l yourself (and the topic, if were to present the speech to an utral audience, it would be a ch. However, with a disagreeing too much persuasiveness often strengthen the listeners' defensive

roach the speech to gain goodwill-perspective of the informative

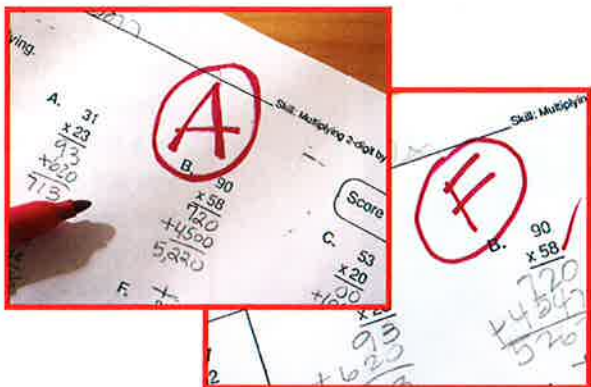
speech. You will want to inform the disagreeing audience of values you share with them as well as explain how you have drawn a conclusion on the issue that differs from theirs.

## Choosing a Topic

For this assignment you should select a topic about which you feel strongly. But don't choose a topic about which everyone you know agrees with you. Instead make it a controversial topic—one on which many people could take the opposite perspective. You may wish to do an informal survey of your classmates to determine their perspectives on particular issues that interest you. Or you may wish to select a topic with a particular audience in mind—for instance, a topic on which you disagree with parents, teachers, or other groups you know. Consult with your instructor before choosing the topic you will work with for this assignment.

Some examples of topics and audiences for this speech might include

- The disadvantages of curfews (audience: parents);
- The disadvantages of assigning grades (audience: teachers and other school personnel);





- The advantages of legalizing marijuana for medical purposes (audience: doctors); and
- The advantages of physician-assisted suicide (audience: medical personnel).

## Preparing and Organizing

As you prepare for this speech, remember that your purpose is to gain goodwill and that you will best accomplish this through an informational approach. As soon as you have selected your topic, begin to gather materials that support your position on the issue. These supporting materials must come from sources your disagreeing audience will respect—for example, people who are widely regarded as experts in the field, institutions that do not have a financial interest in the issue one way or the other, and news outlets that are known for their objectivity.

After you have gathered your materials, organize the information in a clear progression for the audience. Look for particularly vivid examples, stories, or statistics that illustrate your points. Narrow the issue to the two or three main points you most want to make to your audience. Organize them in much the same way that you would for any informative speech. You want the audience to be able to anticipate the flow of your ideas.

Plan to begin the speech by finding something everyone can agree on. By establishing common values with your listeners, you can win their sympathies. After all, they will support the values they already hold. When you begin the speech in a way that your listeners can follow, they will follow you through the rest of the speech. However, this strategy will have no effect if the audience believes you are insincere. In fact, an insincere audience will probably cause you to lose credibility.

A disagreeing audience is likely to raise counterarguments to your position. If such objections are available in advance, it may be better to acknowledge them in your speech. This gives you the opportunity to refute them or to agree to disagree. However, if you have



researched the opposing arguments may be unwise to toss them in at the end. If you do choose to address the issues you are aware of, support your points with as many credible sources as possible. Remember, you are not the only one holding

opinions. Do not try to convert your audience. Set a positive example and show goodwill so that the dialogue can continue in any way possible. Your audience must have the feeling that you are on their side and that you ultimately have their best interests at heart. Creating a sense of rapport is essential. Express that you seek a friendly, respectful relationship with the audience even if you disagree on this particular topic.

Conclude your speech with a review of the value you have shared with them and a brief statement of thanks. Show your audience how those values can be most fully realized through the actions they have taken.

Deliver your speech with confidence, friendliness, and modesty. Do not take on an air of superiority in any way. Your audience will respect their views even if you are trying to shift their position on the

topic. Fully. Pay attention to your audience. Be assertive and eager to communicate.

Avoid unnecessary formality. Speak clearly and loudly enough that everyone in the room can hear you. Body language and gestures, as always, should be appropriate to the subject matter, the audience, and the occasion.

## Evaluating

Evaluate a classmate's speech to gain goodwill. Rate the following criteria on a scale from 1 to 5 with 1 being "needs much improvement" and 5 being "outstanding."

- Did the speaker avoid being confrontational?
- Did the speaker try to find common ground with the audience?
- Did the speaker structure the speech with a logical progression?
- Did the speaker seem enthusiastic and open?
- Did the speaker use vivid examples and illustrations?
- Was the speaker's body language appropriate?

Give an overall score to the speech. Then choose one area of the speaker's performance that may have given you new ideas about your own public speaking. Write a short paragraph to explain.

# Example Speech

## On Gun Control

by Charlton Heston

*National Press Club, February 11, 1997*

Today I want to talk to you about guns: Why we have them, why the Bill of Rights guarantees that we can have them, and why my right to have a gun is more important than your right to rail against it in the press.

I believe every good journalist needs to know why the Second Amendment must be considered more essential than the First Amendment. This may be a bitter pill to swallow, but the right to keep and bear arms is not archaic. It's not an outdated, dusty idea some old dead white guys dreamed up in fear of the Redcoats. No, it is just as essential to liberty today as it was in 1776. These words may not play well at the Press Club, but it's still the gospel down at the corner bar and grill.

And your efforts to undermine the Second Amendment, to deride it and degrade it, to readily accept diluting it and eagerly promote redefining it, threaten not only the physical well-being of millions of Americans but also the core concept of individual liberty our founding fathers struggled to perfect and protect.

So now you know what doubtless does not surprise you. I believe strongly in the right of every law-abiding citizen to keep and bear arms, for what I think are good reasons.

The original amendments we refer to as the Bill of Rights contain ten of what the

constitutional framers termed rights. These rights are ranked in order and are linked by their essence. The Bill of Rights came to us with one purpose. It doesn't recognize color, or class, or race. It protects not just the rights of editors, or reporters, but extends to the rights we love to hate. That's why the rights of criminals have rights until they are convicted of a crime.

The beauty of the Constitution is in the way it takes human nature into consideration. We are not a democracy capable of co-existing with a dictatorship society under everlasting benevolence.

We are what we are. Egotistical, selfish, vengeful, sometimes even a bit cruel. The Bill of Rights recognizes the need for the barricades that need to be built to protect the individual.

You, of course, remain zealous in your belief that a free nation must have a free press. Free speech to battle injustice, to fight corruption and provide a voice for the people. The need of a fair and impartial forum.

I agree wholeheartedly—a free press is essential to a free society. But I wonder: How many of you will agree with me that the right to keep and bear arms is not just equal to the right to free speech, but the most vital to protect all the rights we enjoy?

I say that the Second Amendment is of paramount importance, the first amendment is America's First Freedom, the one that protects all the others. Among

## Speech cont.

the press, of religion, of assembly, of grievances, it is the first among men which offers the absolute capacity without fear. The right to keep and to bear arms is the one right that allows men to exist at all.

believe that, or you don't, and decide.

There is no such thing as a free police and military are allowed to have arms but individual citizens are not. It's a "big brother knows best" kind of absurd that has never bode well for the aristocrat class, the working class or the poor.

The Constitution provides the doorway for laws and commentary to pass through and unfettered. But that freedom is framed by the fact that it stood between a vision of absolute anarchy at a place called the edge. Our revolution began when the sent Redcoats door to door to take the people's guns. They didn't take the muskets went out the back door of their owners.

and it best:

*the bridge that arched the flood,  
the April's breeze unfurled,  
the embattled farmers stood,  
the shot heard round the world.*

He called us "rabble in arms." But by grace, George Washington and his men gave us our country. Soon by grace and a few great men gave

us our Constitution. It's been said that the creation of the United States is the greatest political act in history. I'll sign that.

In the next two centuries, though, freedom did not flourish. The next revolution, the French, collapsed in bloody Terror, then Napoleon's tyranny. There's been no shortage of dictators since, in many countries. Hitler, Mussolini, Stalin, Mao, Idi Amin, Castro, Pol Pot. All these monsters began by confiscating private arms, then literally soaking the earth with the blood of ten and tens of millions of their people. Ah, the joys of gun control.

Now, I doubt any of you would prefer a rolled up newspaper as a weapon against a dictator or a criminal intruder. Yet in essence that is what you have asked our loved ones to do, through the ill-conceived and totally naive campaign against the Second Amendment.

Besides, how can we entrust to you the Second Amendment when you are so stingy with your own First Amendment?

I say this because of the way, in recent days, you have treated your own—those journalists you consider the least among you. How quick you've been to finger the paparazzi with blame and to eye the tabloids with disdain. How eager you've been to draw a line where there is none, to demand some distinction within the First Amendment that sneers "they are not one of us." How readily you let your lesser brethren take the fall, as if their rights were not as worthy, and their purpose not as pure, and their freedom not as sacred as yours.

So now, as politicians consider new laws to shackle and gag paprazzi, who among you will speak up? Who here will stand and defend them? If you won't, I will. Because you do not define the First Amendment. It defines you. And it is bigger than you—big enough to embrace all of you, plus all those you would exclude. That's how freedom works.

It also demands you do your homework. Again and again I hear gun owners say, how can we believe anything that anti-gun media says when they cannot even get the facts right? For too long you have swallowed manufactured statistics and fabricated technical support from anti-gun organizations that wouldn't know a semi-auto from a sharp stick. And it shows. You fall for it every time.

That's why you have very little credibility among 70 million gun owners and 20 million hunters and millions of veterans who learned the hard way which end the bullet comes out. And while you attacked the amendment that defends your homes and protects your spouses and children, you have denied those of us who defend all the Bill of Rights a fair hearing or the courtesy of an honest debate.

If the NRA attempts to challenge your assertions, we are ignored. And if we try to buy advertising time or space to answer your charges, more often than not we are denied. How's that for First Amendment freedom?

Clearly, too many have used freedom of the press as a weapon not only to strangle our free speech, but to erode and ultimately destroy the right to keep and bear arms as well. In doing so you promoted your profession to that of constitutional judge and jury, more powerful even than our Supreme Court, more prejudiced than the Inquisition's tribunals. It is a frightening misuse of constitutional right, and

I pray that you will come to your senses and see that these abuses are curbed.

As a veteran of World War II, as a peace marcher who stood with Dr. Martin Luther King long before it was fashionable, as a grandfather who wants the coming generation to be free and full of promise, as a grandfather, I am troubled.

The right to keep and bear arms is being eroded by political theatrics, piecemeal legislation, talk-show psychology, extreme bias from the entertainment industry, an ever widening educational chasm in our schools, a conniving media, that all add up to a warfare against the idea that gun ownership or should now have, an honorable place in our society.

But all our rights must be delivered to the 21st century as pure and complete as they came to us at the beginning of the 19th. Traditionally the passing of that torch has been a gnarled old hand down to an eager young one. So now, at 72, I offer my gnarled hand.

I have accepted a call from the National Rifle Association of America to help defend the Second Amendment. I feel it is my duty to do that. My mission and vision are summarized in three simple parts.

First, before we enter the new millennium I expect to see a pro-Second Amendment president in the White House.

Secondly, I expect to build an NRA with the political muscle and clout to keep the Second Amendment congress in session.

Third is a promise to the next generation of free Americans. I hope to have a hundred million dollars for NRA.

## le Speech cont.

tion before the year 2000. At least  
t sum will go to teach American  
the right to keep and bear arms  
ns to their culture and country.

ised a generation of young people  
that the Bill of Rights comes with  
TV. Leave them to their channel  
ad they'll remain oblivious to  
l heritage that truly matter.

out it—what else must young  
think when the White House pro-  
it did, that “a firearm in the hands  
a crime or an accident waiting to  
No—it is time they learned that  
ownership is constitutional, not  
n fact, few pursuits can teach a  
son more about responsibility,  
servation, their history, and their  
l at once.

they found out that the politically  
ctrine of today has misled them.  
hen they reach legal age, if they  
ak our laws, they have a right to  
own a gun—a handgun, a long  
ll gun, a large gun, a black gun, a  
, a pretty gun, an ugly gun—and  
t gun to defend themselves and  
ones or to engage in any lawful  
hey desire without apology or  
a to anyone, ever.

ir first freedom. If you say it's  
hen you haven't read your own  
If you say guns create only  
would answer that you know  
clining morals, disintegrating  
acillating political leadership, an  
minal justice system, and social  
blur right and wrong are more to

blame—certainly more than any legally  
owned firearm.

I want to rescue the Second Amendment  
from an opportunistic president, and from a  
press that apparently can't comprehend that  
attacks on the Second Amendment set the  
stage for assaults on the First.

I want to save the Second Amendment from all  
these nitpicking little wars of attrition—fights  
over alleged Saturday night specials, plastic  
guns, cop killer bullets, and so many other  
made-for-prime-time non-issues invented by  
some press agent over at gun control head-  
quarters—that you guys buy time and again.

I simply cannot stand by and watch a right  
guaranteed by the Constitution of the United  
States come under attack from those who  
either can't understand it, don't like the  
sound of it, or find themselves too philo-  
sophically squeamish to see why it remains  
the first among equals: Because it is the right  
we turn to when all else fails.

That's why the Second Amendment is  
America's first freedom.

Please, go forth and tell the truth. There can  
be no free speech, no freedom of the press,  
no freedom to protest, no freedom to worship  
your god, no freedom to speak your mind, no  
freedom from fear, no freedom for your  
children and for theirs, for anybody,  
anywhere without the Second Amendment  
freedom to fight for it.

If you don't believe me, just turn on the news  
tonight. Civilization's veneer is wearing  
thinner all the time.

Thank you.



# Social Speeches

Chances are, at some point you will be called upon to present a speech at a social event. Whether you present an award to the honoree at a banquet; receive an award yourself; say a public good-bye to colleagues, fellow students, or coworkers; or introduce a famous speaker to an excited group of fans, the ability to find the right words—and to create a great moment—will serve you well. This unit will introduce you to a variety of social speeches.

## Speech Experiences in This Unit

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# The Speech to Entertain



Bill Cosby delivers the commencement address at Fordham University.

## Specs for the Speech to Entertain

### Time limit

5–6 minutes.

### Speaker's notes

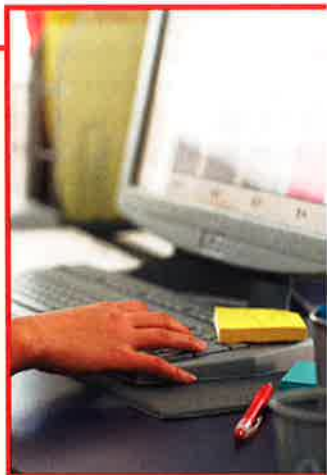
10- to 15-word maximum.

### Sources of information

Two are required, preferably three. For each source, give the specific magazine, book, or Internet site it was taken from; the title of the article; the author's full name; the date of publication; and the chapter or page numbers where the material was found. If a source is a person, identify him or her by title, position, and occupation. List all sources on the outline form. For Internet sites, provide the address (URL).

### Outline

Prepare a 75- to 150-word complete sentence outline.



## Speak Up!

In small groups come up with a definition of humor. What makes something funny? Are there different kinds of humor? What do you personally find humorous? What do others in your group think is funny? When your definition is complete, have someone from your group read it to the class.



## and Expectations Assignment

A common misconception about presenting to entertain; many people assume that a series of jokes or unstructured remarks is all it takes to speak effectively. In fact, it takes all it takes to speak effectively. In the truth. A humorous speech to entertain is one of the most difficult to pull off. Preparing an entertaining speech, however, can succeed—and others do not.

to be entertained. But individuals have different forms of what they find entertaining. The speaker who seeks to amuse or delight his or her audience, there are several strategies to

that is designed to help you explore how humor can be applied to a message to inform, inform, or persuasive argument. The goal is to make the information or persuasive argument appealing and fun for the listeners. A specific purpose statement for a humorous speech might be to introduce the audience to the latest in technological advances, to provide them with humorous information about how that technology came to be, or to show how it will be used in the future.

In this assignment, you will explore the complexity of using humor in a speech, identify several strategies for making a humorous speech, and deliver a speech that both entertains and enlightens an audience.

## Defining the Speech to Entertain

A **speech to entertain** is a high-energy presentation that requires focus on your audience as well as concentration on your subject, your appearance, and your actions. It can rely on words, anecdotes, bodily actions, gestures, voice, speech construction, special devices, demonstrations, unusual situations, pantomime, or any combination of these. Occasions for humorous speeches are dinners, club meetings, special assemblies, parties, and other social gatherings.

Advanced preparation and practice are critical to the success of this type of speech. You must tailor the content to fit the audience and the occasion. Outline your speech and make sure you have a captivating introduction—one that grabs and holds the audience's attention.

The body of the speech must be appropriate to the occasion and fit your style of delivery and sense of humor. Your comic timing, gestures, and facial expressions will be important to the effectiveness of your delivery.

Your conclusion should leave your audience wanting more of your speech. However, it's also important for the conclusion to sum up the key points that you want the audience to remember.

Some speeches make listeners laugh uproariously; others produce only chuckles and snickers; and still others bring forth only small smiles. It is important to understand that a humorous speech does not necessarily have to be hilarious to be entertaining.

The special feature of a humorous speech is that it builds humorous situations that develop a line of thought or an idea. The speaker is not required to ask the audience to take any action

or to make the audience feel closely related to the subject. That said, a humorous speech *might* do more than simply entertain. There is nothing to prevent a humorous speech from being informative, stimulating, or convincing, provided none of these goals become the chief aim of the speech, which is to entertain. The thought or ideas presented are the core of the speech around which the humor is built.

## Choosing a Topic

Keep in mind the five elements that govern the selection of any speech topic: (1) the audience, (2) the occasion, (3) the speaker, (4) the speech itself, and (5) the surroundings in which the speech will be given. Your choice of a topic must be keyed to these controlling factors. Of course, since you will be the speaker, the subject that you choose must be one you can present with confidence.

Other factors to keep in mind when choosing a topic are the time allowed for presentation, the availability of materials from which to draw, your speech, your own personality, your audience, and the materials you present certain kinds of material and the type of presentation. Your choice of topic with these considerations in mind. The final choice should stimulate your thinking.

- Why people laugh
- Embarrassing moments
- School-related moments
- Learning to cook
- Getting a pet to the vet
- Finding an old diary
- Parents really *are* people
- Superstitions
- Learning to drive



2

g

paration of any good speech, pay  
tion to the organization of your  
he arrangement of materials, and  
s. Keep your purpose, to enter-  
n mind. Along with the basics of  
preparation, there is one other  
this speech—humor. Unless you  
born comedian, the need to be  
even more pressure than normal  
peaker. There are, however, some  
approaches. To achieve humor, try

e on yourself.

e on someone in the group (but  
arrass the person) or some well-  
erson.

rence to the speech situation, or  
ate, or national issue.

rence to the occasion or other  
casions.

a speech with past incidents.

embers of the group, or local,  
onal, or world figures. (You  
ver be insulting. Keep the  
light.)

eration.

erate underestimation.

rself some sudden changes

the audience some surprising

11. Use a humorous afterthought tacked to the end of an otherwise serious statement.
12. Twist some of your own ideas or the ideas of others. (Do not overdo this.)
13. Deliberately misinterpret facts or figures for effect.
14. Make intentional errors for effect. (This must be done very skillfully.)
15. Intentionally place yourself in a humorous situation.
16. Deliberately misquote someone present or a well-known authority. (Be discreet—you want to be funny, not insulting.)





17. Restate a well-known quotation to give it a humorous twist.
18. Use humorous facial expressions and/or grimaces.
19. Use anecdotes.

20. Give examples that are entertaining and make an amusing point.
21. Impersonate a character (but not your whole speech an impersonation).
22. Demonstrate or overly dramatize.
23. Concoct new words, apply common words to new situations, or give them new meanings. Join two or more words together with hyphens; then use them in your speech.
24. Be quick to adapt your opening to include the slips of the tongue of the speakers. Do not overwork them; they will become tiresome; be appropriate.
25. Talk about people in public life, international situations, and recent happenings in the news in an entertaining way.
26. Think about and implement the techniques talk show hosts employ in their monologues.
27. Shakespeare said, "Brevity is the soul of wit." Don't let your speech go on too long. Point of the audience's interest.
28. Cue the audience to your speech by changing the tone of your voice slightly, then segue into the next sequence.

To practice your comic timing, you should study comedy material and be prepared to practice with your instructor. And it's important to say that ample rehearsal is absolutely necessary. What could be worse than a speaker who is not funny while searching for notes?

s speech should not degenerate of unrelated funny stories, nor st of merely telling a single story. cisodes as illustrations, they must e me of the speech or in some way aking your point.

construct a clever and interesting evelop your remarks in a logical e these points with examples, acts, quotations from authorities, Finally, create a conclusion to hat is the appropriate cap for aid said in the speech.

know that your speech is enter- answer is that you won't—not until ont of your audience. The only ave is your preparation. Your and intelligence are your best comes to preparing a humorous ese inherent personal resources ill have little to worry about.

**g** entertain is characterized by a y presentation. The speech should a smooth flow. Use pauses and effect. If you get laughs, stop the moment when the laughter waning, begin speaking again. Try your own jokes.

y, however, that you enjoy the the occasion. Try to hit each he right moment and then move one.

ways try to leave your audience

## Evaluating

Evaluate a classmate's speech to entertain. Be prepared to give oral feedback to the speaker on the following questions.

- Was the speaker enthusiastic about the subject?
- Did the speaker use eye contact to connect with the audience?
- Did the speaker use some of the methods listed on pages 152–153 of this lesson?
- Did the speaker deliver the speech with authority?
- Did the speaker hold for laughs?
- Were the speaker's gestures and facial expressions appropriate to the material?

When you share your thoughts with the speaker, remember to avoid being overly negative. Begin your comments by citing something the speaker did well. Tell him or her about what entertained, amused, and interested you. Try to be specific and cite examples whenever you can. Confine your more negative comments to two or three constructive examples.

# Example Speech

## The Plight of the Onion

by John E. Koch

Ordinarily, ladies and gentlemen, I am a very peaceful individual. It requires an event of great importance to stir my peaceful nature. Lately, such an event has come to pass. I must speak out in defense of my convictions, for silence would prove me a traitor not only to my own generation, but also to generations to come. I cannot display indifference when the issue demands enthusiasm.

Just what is this issue that stirs the hearts of men to take arms against that sea of troubles and by opposing, end them? I do not feel that I am unique in being affected by this onslaught on human liberty. You, ladies and gentlemen, have also been touched by this debasement of our customs and traditions. What is this menace of which I speak that poses such a threat to all that we hold so dear? Is it a green-eyed fire-spouting monster from Mars, or a creature from the moon? No, it is not. It is one of our own kind. It is referred to as a scientist.

It will suffice to mention no names since we must judge them by their works. The intrusion of these people on our liberties has caused many to sound the call to arms; for when we are enveloped by that sea of troubles, we must fight back or swim.

The scene of attack is Idaho State University. There, a group of scientists, as they call themselves, have been secretly experimenting, unbelievable as it may seem, to deprive the onion of its cooking odor. In some secret

cache are hidden away thousands of odorless onions, the first line of odor-free American vegetables.

Picture the onion without its smell, to deprive millions of Americans of the fragrance that signals the second coming meal. To remove its odor is to remove all that is dear to it—its personality. The thought is enough to bring tears to

Although this is bad enough, they will not stop here. They will not be content with having removed the smell of the onion, but with their long tentacles will reach out farther into the realm of taste. What will be next—the smell of cabbage, the grit of spinach, the heat of peppers, and soon the removal of taste? Will our diet become odorless, tasteless, colorless nourishment? We might, if we do not arise and take action to prevent this calamity. I beg you, ladies and gentlemen, to be our defenders to the cause of the onion.

As Americans, we must demand that the onion with its odor, the spinach with its grit, the pepper with its hot. Let us not be any longer. Arise and carry that torch, ladies and gentlemen. Americans. Keep the scientist out of the kitchen; keep the onion out of the



# The After-dinner Speech



## Specs for the After-dinner Speech

### Time limit

5 minutes.

### Speaker's notes

None.

### Sources of information

Two are required. For each source, give the specific magazine, book, news story, or Internet site from which it was taken. If a source is a person, identify him or her by title, position, and occupation. List these on the outline form. For Internet sources, give the address (URL).

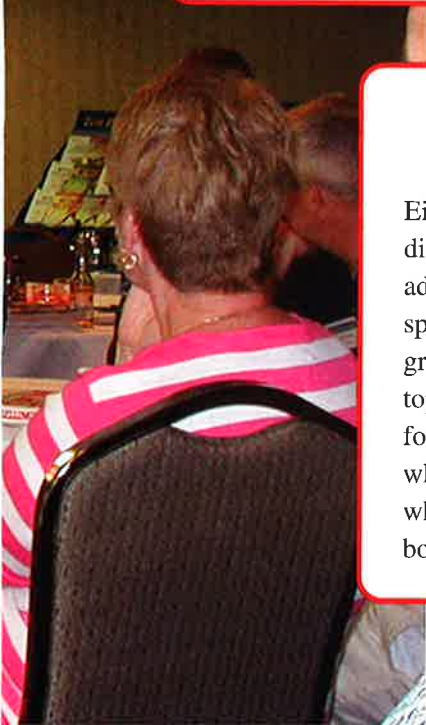
### Outline

Prepare a 75- to 150-word complete sentence outline.



## Speak Up!

Either think of a speech given after a dinner or banquet you attended or ask an adult to tell you about an after-dinner speech he or she has experienced. In small groups or as a class, list the kinds of topics that seem to be most common for this type of speaking. Then decide which topics would be interesting and which would be boring. How could the boring topics be made more appealing?



## and Expectations Assignment

Best ways to learn anything is to  
From the experience of preparing  
assignment, you will gain firsthand  
after-dinner speaking. You will  
gram is arranged, how the serving  
drink is coordinated with the  
how the toastmaster or master of  
events moving along.

this assignment, you will  
and how an after-dinner  
is arranged,  
the duties of a toastmaster or  
of ceremonies,  
an appropriate purpose for an  
ner speech, and  
speech topic to a specific

## the After-dinner

**After-dinner speech** is a talk following a  
a group has gathered. The speech  
serious purpose or it may be  
give entertainment and pleasure.  
speech that you present depends on  
The speech is also governed by  
its objective, and the reason for  
. There are all kinds of different  
the after-dinner speech. It may be  
banquet, club dinner, committee  
dinner, promotional gathering,  
inauguration, social celebration,  
or any one of a dozen other

## Choosing a Topic

Decide on the purpose of your speech. Be sure  
you can develop your topic to fulfill that pur-  
pose. Select something suitable and interesting  
to you that is easily adapted to both the occasion  
and the audience. As with any other speech,  
plan your topic well in advance. Here are some  
ideas.

- Best friends
- Gender communication
- A success story
- Of all the sad words
- Ten years from now
- A better world for all
- Raising parents

## Preparing

You will need to study this assignment carefully  
to learn the requirements of successful after-  
dinner speaking. You will use information you  
have studied previously relative to speech  
organization, wording, and practice. Plan to use  
no notes. If you are a **toastmaster** or **master of  
ceremonies**, knowledge of and preparation for  
your task will be the only insurance you need  
for a successful performance.

After-dinner speaking takes place, of course,  
within the context of a meal being served. Keep  
in mind that most people listen less well just  
after eating, so after-dinner speeches do not  
generally include critically important informa-  
tion. More frequently, after-dinner speeches are  
designed to entertain and celebrate the occasion  
for the dinner or the special guests present. That  
said, an after-dinner speech certainly *can* impart  
information or persuasion, but those are second-  
ary purposes in most cases. This chapter will

provide you with the opportunity to design appropriate remarks for such an occasion, as well as understand the complexities of planning the event.

Having figured out your subject and the manner in which you will treat it, complete the preparation of your speech carefully. Before you consider yourself fully prepared, find out all you can about the program at which you will speak, the estimated time at which you will speak, who will precede you, and who will follow you. Use all this information to ensure that your speech is in line with the occasion.

It is not necessary and certainly not advisable to tell a joke on the occasion of a master of ceremonies, regardless of whether she may say during your introduction. If the occasion calls for humor, you should be prepared to meet it. If you're in doubt, don't respond, play it safe. Good taste is always the rule. As far as risqué stories go, leave them alone. Do not tell jokes about race or religion.

The conclusion is an extremely important part of an after-dinner speech. You want to leave your audience with a strong impression of enjoyment and satisfaction. The conclusion is the most common type of conclusion.



Conclusion, be brief and recap only  
points. Attention-getting materials or  
make effective conclusions.

Introduction and see if there is a  
conclusion to it. For instance, if  
famous person in the introduction,  
the quotation to summarize or  
ear thought from the same or a  
person.

In mind the purpose of the speech  
to your conclusion. If the purpose  
is, an appeal at the end may be  
the purpose is to entertain, an amus-  
ing may be the most effective.

The preparation of the after-dinner  
speech should practice aloud several times in  
advance or use a tape recorder. It's  
a good idea to solicit a friend or family  
member to give your speech. Then you  
can listen to advice or criticism, but  
such feedback is valid before  
you use it in your speaking.

Preparation of the toastmaster or  
toastmaster to see that every-  
one is to go, to open the proceed-  
ings on schedule, and to  
conduct.

Before everything, the toastmaster  
at the meeting place at least an  
hour before he or she should perform  
duties.

Inform the servers in detail as to how  
the food is to be served.

Arrangement of the banquet  
room suggest any changes you  
deem appropriate.

3. Inquire about a checkroom or other space  
for coats, and then make certain it is  
available and ready for use.
4. Locate restrooms and be ready to direct  
people to them.
5. Shortly before serving time, personally  
check place cards on the tables to be sure  
that there are enough.
6. Keep careful track of the guests as they  
enter so that you will know when everyone  
has arrived.
7. If the group must initially wait in the  
lobby, indicate when they are to go into  
the dining hall. If everyone has previously  
gathered in the dining room, be the first to  
seat yourself. That will signal to the others  
that they should follow your example.



8. Your general duty will be to welcome your guests (or assign someone else to do so), introduce them, advise them on what to do with their coats, and put them at ease.
9. During the banquet, remain alert to make sure everything goes well.
10. See that the committee pays for the banquet or makes definite arrangements to settle the account later. Also see that a tip is left for the servers. Of course, when there are several toastmasters, these duties may be divided among them. Everyone should know the specifics of what they are to do. That way they can carry out each obligation conscientiously.

With regard to introducing the speakers, you and your fellow toastmasters must gather considerable information several days in advance. This includes the names of the speakers, their topics, biographical information for introducing each speaker, and the order of the speakers.

All of this information must be drawn together at a toastmasters' meeting and mutually agreed upon. The act of introducing the speakers requires ingenuity and planning. A toastmaster should *not* make a speech. This pleasure belongs to the after-dinner speakers. The toastmaster merely presents each speaker by giving a short introduction. Thirty seconds usually suffices—sometimes less—but never more than a minute or two. The introduction may include the speaker's name and topic and perhaps a clever statement or two about him or her. Depending on the occasions, a brief anecdote may be in order. After the speaker concludes, the toastmaster should thank the speaker and the guests for attending.

## Presenting

As an after-dinner speaker, you should reflect the type of speech in general, a simple organization, pictures, sufficient humor, lively delivery, and a forward progress. These characteristics characterize after-dinner speeches.

Dress, voice, and body language should be in harmony with the occasion and the speaker. Speak loudly to be heard by everyone in the room. Be careful not to scrape your feet on the floor when you rise to speak. Make sure you see that your chair is far enough away from the speaker so that you may rise freely without bumping into him or her. When the chairperson, toastmaster, or emcee introduces you, rise at once. The chairperson or her according to position and example, "Thank you, Mr. Tolson." "Thank you, Madam President."

## Evaluating

Critique a classmate's after-dinner speech using the following criteria:

- Was the purpose(s) of the speech clear?
- Was the speech appropriate to the occasion?
- Was the speech preparation good? Did it reflect good standards learned in previous lessons?
- Did the speaker use appropriate voice and body language?
- Did the conclusion of the speech leave the audience with a strong impression and a feeling of satisfaction?

## Most Important?

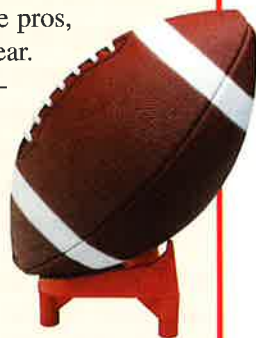
rchers

ing down the street one day when a long-haired bearded guy wearing a hat approached me. “You may be just the person I am looking for to carry out my mission. I walked faster, but he chased after me. I have to tell the world of terrible things. The citizens of the world don’t want to think anymore.” He looked real serious and kind of sad, so I let him go. “The citizens believe everything I say because I am by bad people. There is only one way to save the world from pending doom. We must teach the world how to think for themselves. I was wary. “Can I do that?” I asked. He said, “You must at least try.”

My friend Plato once theorized people should blindly accept society’s versions of good, evil, truth, and reality without criticizing these ideas. Unfortunately, we now know we must begin to examine what is taken for granted. We must understand, first, how we allow capitalists to tell us what is important; second, how we permit them to tell us what is true; and finally, how we rely on the media to tell us what is important in the world.

One day in my civics class one day and, during my naps, I caught the teacher asking, “Who can tell me the facts of the Supreme Court case *Roberts v. Ohio*?” The guy sitting next to me, who I call “Property of the Football Team,” raised his huge hand and said,

“Uh . . . 15 yards and a loss of down?” I thought, “Football player; he’s dumb.” Then I thought for a minute. “In six years, he will have been drafted by the pros, making a million dollars a year. I’ll be graduating from college, \$50,000 in debt. *I’m dumb!*” Then I started to question our society. “Why do Madonna, Bill Cosby, and Donald Trump all make more money than our teachers?”



In the beginning of time, or when TV was first invented, same difference, these people became famous by appearing on the tube. As soon as they became famous, they started advertising products for capitalists. Advertising for capitalists made these people rich and consequently important. Let’s face it, since teachers are never on TV or in the movies, they don’t get corporate endorsements, and voila!—they aren’t important. Could you imagine? “Hi! I’m Tim Borchers, former student, now I’m a teacher. When it comes to shoes, I wear Nike Wing Tips. When it comes to education, just do it!”

By now you’re thinking, “I can’t play football and I’m not a money-grubbing unethical capitalist swine. So how do I know what’s important?” First, we need to write our representatives and senators. Tell them to support legislation abolishing capitalism!

I don't suppose that will work, so let's make it simple: **think!** Don't accept the societal hierarchy created by capitalists. Stand up and say "Teachers are more important than football players." Establish for yourself what is important.

But knowing what's important is not enough. We must also see how society is full of stereotypes—society's statements of truth. I asked Plato when stereotypes started. He said he didn't know. So I turned to Dr. Seuss. Dr. Seuss said,

"Once there were two kinds of people in the world. The star-bellied sneetches had bellies with stars. The plain-bellied sneetches had none upon thars. When the star-bellied sneetches went out to play ball, could a plain belly get in the game? Not at all!"

We haven't advanced very far from the days of the sneetches. Television and movies perpetuate stereotypes until we don't know what's true.

Fortunately, there is a solution. Critically evaluate what society says. That's right, we have to think. Don't start stereotypes. Don't repeat stereotypes. And if you hear someone repeating a stereotype, tell them to knock it

off. Tell them to solve the green problem, make world peace, or go read a book.

You're asking, "What's the final answer without thinking?" It is this: without the media's perspective of what's important in the world. Doris Graber, in her book *Media and American Politics*, argues that the press indicates how much importance should attach to public issues. That's the media's agenda-setting function.

You won't know what's going on in the world by reading news magazines. You must determine what's important to you, what *you* think and not the amount of space an issue gets. A social studies instructor once said, "Develop your perceptiveness based on information-gathering in the first section of media." Sorry, spending 15 minutes reading *USA Today* won't

We've reached a point where we don't know what's important, "true," or "real" in the world. Rather depressing, isn't it? Here's some advice: Don't let the Donald Trumps of the world think for you. Cogitate. Ponder, meditate, create, don't watch TV, read a book, don't eat sweetened condensed milk, wear your seatbelt. And above all, remember the values that make our country great—freedom, discipline, and individuality.

# Nomination to Office and Acceptance Speeches



John F. Kennedy accepts the Democratic party's nomination for president, 1960.

## Specs for Nomination to Office and Acceptance Speeches

### Time limit

2–3 minutes. Keep your speech within the allotted time.

### Speaker's notes

Do not use notes for this assignment.

### Sources of information

To nominate someone else, simply be accurate in your statements regarding the person's qualifications. To accept a nomination, you are the only source needed.

### Outline

Prepare a 50- to 100-word complete sentence outline.



## Speak Up!

As a class, brainstorm some humorous “positions” that need filling around your school such as “Spitball Bowl Chairperson” or “Vice-President of the Chronically Tardy.” Then have individual students give a brief speech nominating classmates to one of the offices. (Be funny, not mean or insulting.) Next, the person nominated must give his or her acceptance speech.



## and Expectations Assignment

An individual for a leadership position requires remarks that inspire voters. For this assignment, you advance both to nominate someone to appropriate efforts to establish the credibility, and to accept a nomination with sincerity, assuring voters made a good choice.

For this assignment, you will name an appropriate candidate for a particular office;

present arguments that will establish confidence in the candidate;

and present the speech in a concise, and confident manner;

include the necessary elements for a speech of acceptance.

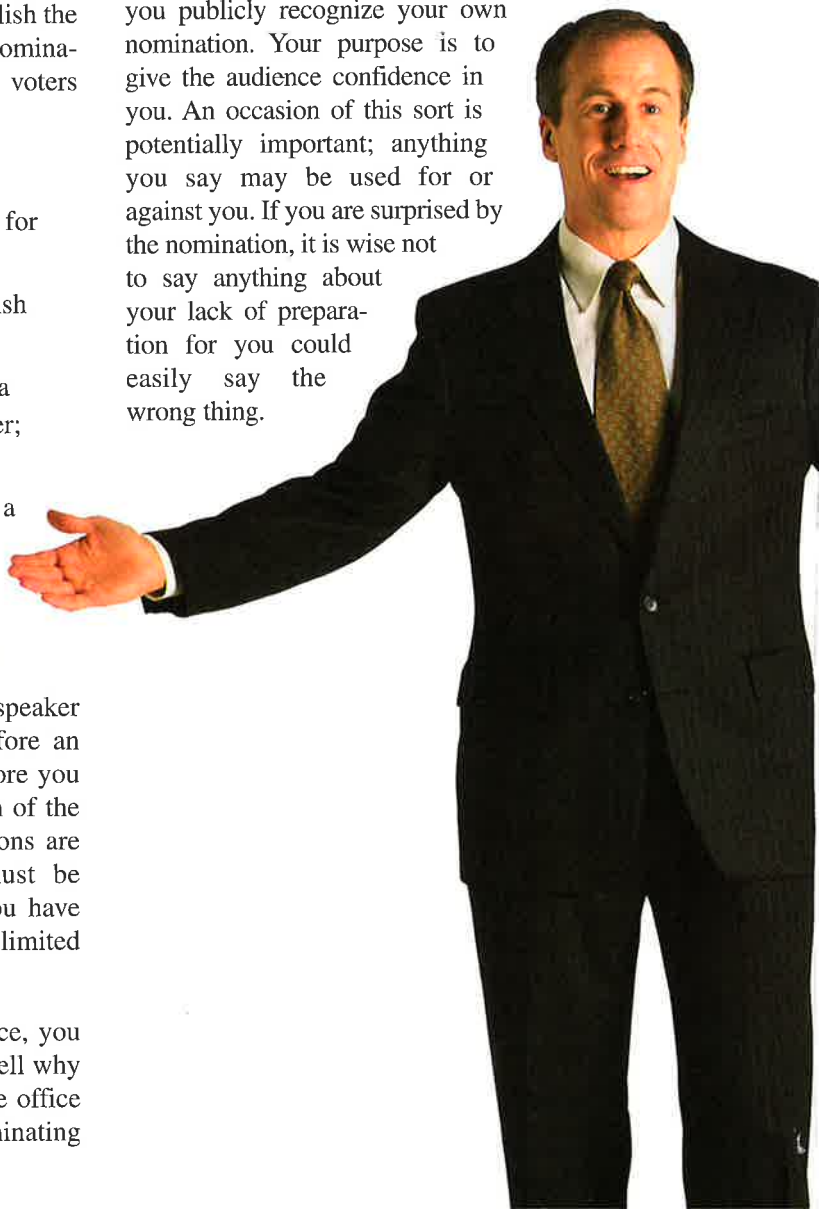
## Nominating Acceptance Speeches

A **nominating speech** is one in which a speaker names another person before an audience as a candidate for office. Before you make a nomination, the chairperson of the meeting must announce that nominations are open and you the nominator must be recognized to speak. Once you have been recognized, your speech should be limited to three minutes.

When you name a candidate to the audience, you should include a brief background and tell why the candidate is especially suited for the office. Be sure to say you are nominating

“[name of the person]” to the position. Do not leave the audience guessing who the nominee might be or to which position you are nominating him or her.

An **acceptance speech** is one in which you accept a nomination for an office. It is one in which you publicly recognize your own nomination. Your purpose is to give the audience confidence in you. An occasion of this sort is potentially important; anything you say may be used for or against you. If you are surprised by the nomination, it is wise not to say anything about your lack of preparation for you could easily say the wrong thing.



## Choosing a Topic

For a nominating speech, think about organizations to which you belong and decide on a person you would like to nominate as an officer. Another possible choice is to nominate a person for a political office. You can research campaign literature to help you. You must have confidence in the ability of the person you nominate. Be sure that he or she is acceptable as a candidate. Choose someone reasonably well known with a good record.

For an acceptance speech, base your remarks on your own interest in the topic/organization and in the suitability to your audience. Think about the clubs and organizations to which you and your classmates belong. If you hold an office or have held one, re-create that situation.

## Preparing

When you speak at a special occasion, there is usually a particular context that frames the speaking experience. Each situation comes with particular traditions and social etiquette that creates a unique atmosphere for both presenter and audience.

Proper etiquette at a special occasion dictates good manners and a willingness to engage in conversation. Definitely be a few minutes early and be prepared to follow the schedule set by the chairperson even if it changes at the last possible second.

Be positive about the occasion in your conversation and in your formal speech. You can introduce appropriate humor along with historical facts; however, most of these occasions will be semiformal events that are steeped in tradition.



You must be very careful to follow the order of the event and not violate its order.

In the nominating speech, all comments should point in one direction toward the candidate! Organize the speech around the office and set forth its specific duties and needs. Then show that you have exceptional qualifications to satisfy the duties and demands of the office. Be specific about your training, experience, leadership skills, and outstanding character traits. Conclude by summarizing and stating that you are the issues to consider when choosing a candidate.

When you make an acceptance speech, you must adhere to all the usual rules for a formal speech. Since the purpose of the speech is to establish yourself as a leader, select your chosen words of appreciation and gratitude conferred on you by the nominator. Do not talk about yourself; rather, talk about the organization and its importance, its history, its achievements, and its future. Explain how these have made it possible for the organization to continue to operate in the future.

of great people of past fame in the  
and promise to uphold their ideals.  
e your loyalty and support to the

that you accept the nomination or  
complete realization of its respon-  
ch you fully intend to carry out. It  
ropriate to make a concluding  
ating your appreciation of the  
f. Going on too long might make  
feel they have made a mistake!

t you know ahead of time that you  
ated, rehearse your speech aloud  
e the sequence of ideas well in  
particular attention to the  
nd conclusion.

g

ve confidence in yourself. Your  
d be one of dignity, friendliness,  
enthusiasm. Pay attention to your  
Make sure it is appropriate to the  
the audience.

of your speech must be vivid,  
and meaningful. Talk loudly  
heard by everyone in the room.  
and at a pace that is neither too  
slow. Aim for a fluency and  
peech. This will help the audience  
dence in you.

ody must manifest your emphasis,  
and sincerity. Your appearance,  
manner must work together to  
audience that you are worthy of  
aturally you should avoid giving  
nce of being overly confident,  
or conceited. Have a lively,  
hesitant manner, as well as a

pleasant confident voice and a sincere desire to  
communicate.

## Evaluating

Rate a classmate's nomination or acceptance  
speech. Use the questions below to guide your  
review.

### Nomination

- Did the speaker explain why the candidate is especially suited for the position?
- Was the speaker's tone and body language appropriate for the occasion?
- Was the speech well-organized?
- Did the speaker give you enough information about the nominee?

### Acceptance

- Did the speaker exhibit self-confidence?
- Did the speaker express appreciation for the honor of being nominated?
- Did he/she talk about the organization rather than herself/himself?
- Could the speaker be heard by all audience members?

# Example Speech

## Nominating Speech

by John R. Knorr

In the past years, the Medical Practice Board of Missouri has made many innovative moves, a few of which have been nationwide firsts. These moves have often been spearheaded by a single person. Tonight I am pleased to nominate Nell Healy, R.N., to be chairperson of the Allied Health Advisory Committee. Ms. Healy, through her work as Head of Nursing at Washington University Hospital, has seen the health-care field from many sides. She not only has the foresight the chairmanship demands, but also the experience to convert the future into the present. Ms. Healy was at the head of the lobby for the Nurse Training Act that was adopted by the Missouri Legislature last month.



Ms. Healy has shown the board more to the health-care field care in understaffed hospitals. dedicated people today who work the nursing field if only given. This is because the most vital Nursing Education can't present that chance.

As chairman of the Allied Health Committee, Ms. Healy will be at the Missouri Legislature on matters. She will be at the head of the Medical Practice Board that will be proud to represent.

Ms. Healy has shown through her views that the patient and the patient are our highest priorities. This position chair with this outlook. For this, I am proud to put before the board Ms. Healy for nomination to be chair of the Allied Health Advisory Committee.

## ing a Nomination

Mayer

ent, officers, and fellow members  
of you are dedicated to a purpose  
n be realized: The purpose of  
ing the agricultural backbone of  
y and restoring the farm family to  
l position. We have seen our  
d grandparents toil long hours to  
e in once fallow tracts of land. The  
n they deserve still lies fallow, but  
Farmers of America are seeking  
the vision of our parents—we are  
e culmination of world events that  
e the fruits of our labor in utmost

ge of the farmer in this country is  
s, towns, even countries have been  
ey receive the fruit of our greatest

office, that of provider. Each one of us stands  
in the gap as provider for the world. Let us  
stand boldly in recognition of the office  
handed us by our parents, and make them as  
proud to be called our parents as we are to be  
called their children.

The nomination to the office of national  
president of Future Farmers of America is a  
special privilege, and one I accept with much  
pride and appreciation. The challenge  
demanded by this position is great, not only  
because of the decisions concerning future  
operations, but because of the standards  
realized by all of you. I accept this nomination  
with confidence in the foundation of our  
heritage and the progressive attitude of our  
membership.



# Example Speech

## Accepting an Office

by Mary-Alice Shaw

President Ugaki, members of the board, and delegates: Three years ago I was attracted to the Intermountain Hospice Support Group for personal reasons. I admired the unique combination of compassion and professionalism evident within the organization, and I appreciated the fact that your support existed for those of us left to deal with terminal illness at some level in our lives.

As I look around at those of you here today, I see the past three years reflected back at me. I see the tears shared, the small joys experienced, and the patience and understanding given so readily and so often. I see a concept that has grown and flourished and gained validity and worldwide recognition.

I have endeavored to contribute as much of my abilities and talents and time as I could toward our common goals, and I have been proud to be a part of the whole. The challenges have been difficult, the failures few but palpable, and the satisfactions many. But the people involved have impressed me the most.

I've come to respect each of you with whom I've worked for your cooperative spirit, extensive knowledge, and extreme caring. Your willingness to teach me what you could was gratifying. Your criticisms were valid and offered in a constructive manner. You supported my ideas and projects, and you gave me that important pat on the back for encouragement when I needed it most. This



has all provided me with one of the most positive work environments imaginable. I thank you for that.

Just when I thought I had the most difficult situations, you topped it by asking me to accept the position of Regional Coordinator. I'm pleased and humbled by the confidence that you think I can do this most important job for you and do it well.

We have difficult decisions ahead of us. There are many questions on complex subjects to be answered. There are many ethical and moral realities to be considered. I appreciate your confidence in me and will make those decisions wisely.

I willingly accept that challenges ahead. I am excited by the responsibilities that come with this position, and I know that together we can accomplish so much in the field of terminal care. I am honored to be able to represent you as your Regional Coordinator. Thank you.

# The Introduction Speech



First Lady Hillary Clinton is introduced by Soha Arafat, wife of Palestinian leader Yasser Arafat.

Grand Park H

## Specs for the Introduction Speech

### Time limit

1–2 minutes.

### Speaker's notes

Use key ideas, dates, events, or quotations only.

### Sources of information

For this assignment, you may use a real person or a fictitious one. If you choose a real person, be sure to check your facts and ascertain the pronunciation of the person's name.

### Outline

Prepare a 50- to 100-word complete sentence outline.



## Speak Up!

Ask a classmate the following three questions:

1. What is your full name?
2. What is your favorite leisure activity?
3. Name one thing you believe in.

Take notes on your classmate's answers. Then introduce your classmate to the rest of the class. Try to make the information sound as interesting and positive as possible.



## and Expectations Assignment

in their lives, most people will be an introduction speech. An speaker can sometimes pull this off and introduction. But too often, an speech can be haphazard and This not only makes the introducer so weakens programs that feature all the types of speeches you may nature, it is likely that at least one introduction of a featured speaker. ent will provide an introduction nce to get you started.

this assignment, you will and how to set the tone of a event for another speaker; o establish the credibility of speaker with the audience; and and locate the information that required in an introduction.

## the Introduction

tion speech is one in which a or someone else introduces a audience. The purpose is to bring speaker together in the proper introduction should provide the e and build the audience's interest . The introduction should be just o make the audience and speaker bly acquainted. And finally, it e speaker at ease.

cer, you should avoid attempts at us. Never embarrass the speaker n too much praise or by belittling

him or her in any way. In introducing a speaker, you should not call attention to yourself. You should never say or do anything that might detract from what the speaker will say. There is an old adage in public speaking that states "Get up, speak up, shut up." An introducer can hardly go wrong in following this advice.

## Choosing a Topic

For this assignment you will have to decide what type of imaginary audience and occasion you want to use. You will also have to decide the identity of the specific person you plan to introduce. Be sure that your speaker is a suitable fit with your chosen occasion. You may choose someone you know, someone whose work or career is familiar to you, or an imaginary person. Some possible situations for a speech of introduction include

- a college president to a high school audience,
- the mayor to a public gathering,
- a war hero to a school assembly,
- a Hollywood celebrity to your school, and
- a sports star to an athletic awards banquet.

## Preparing

In preparing this speech, you may draw your information from four sources: the speaker, the subject, the audience, or the occasion. Not all of these may be necessary in every speech; however, in many cases each is a suitable, if not a required, source. The material must be accurate and pertinent.

You will construct your introduction speech from the four sources just mentioned and a fifth,

yourself. Short though this speech is, you must make it count. So organize and arrange it carefully by selecting only the most important bits of information.

First of all, know how to pronounce the speaker's name correctly. Find out about the speaker's background to decide what you might share with the audience during the introduction. This may concern the speaker's education, special training, travel experience, honors and awards, membership in organizations, important positions, books written, or any other achievements. You should know the topic of the speaker's speech. As with the speaker's name, you must get it right. But you should say nothing about the speech that might "steal the thunder" of the remarks. Be familiar with the dynamic of the audience and the event.

Before you set your ideas, confer with the person you are going to introduce if possible, and, in conference, arrive at a definite understanding regarding what you plan to say in your introduction. Once this has been resolved, rehearse aloud until you are confident that you are thoroughly prepared.

## Presenting

When the moment arrives for you to introduce the speaker of the event, rise calmly, take your place on the platform, pause until the assembly grows quiet, and then deliberately address the audience loudly enough for all to hear. Don't strain; keep your voice natural, and make sure you have enough breath to support your words. You may say, "Ladies and gentlemen," or use some other **salutation** or form of introduction appropriate to the audience and the occasion. Your body language and gestures should be limited.

Keep in mind your role in the occasion. People did not come to hear you or see you. You are a

small but necessary cog in the wheel surrounding the speaker. Your position is important and appropriate but brief remarks are to be expected or wanted from you. Thank the audience and mention the occasion. Do not make any remarks about the audience.

At the moment you present the speaker, announce his or her name and the subject that follows: "I am happy to present to you [name] who will address you (or speak to you) on [subject]." Then turn to the speaker and say his or her name. You may bow slightly to the speaker, take your seat when the speaker begins, or approach the front of the platform when the speaker approaches the front of the platform.

If you are chairperson of the assembly, it is appropriate for you to express the appreciation of the audience's appreciation of the speaker at the conclusion of the address.

## Evaluating

Evaluate a classmate's introduction. Rate the following criteria on a scale of 1 to 5 with 1 being "needs much improvement" and 5 being "outstanding."

- Did the introducer use appropriate vocal tone and volume?
- Did the introducer limit gestures and bodily actions?
- Did the introducer keep the speech succinct?
- Was the introducer able to provide a few interesting details about the speaker?
- Did the introducer structure the speech with a logical progression?
- Did the introducer deliver the speech with authority?

## uction of Bill Gates, an, Microsoft Corporation

Stukel, President, University of Illinois

24, 2004

pleasures of being president of a  
iversity is the opportunity to meet  
ary men and women who come to  
us to inform, to entertain, to  
nd to instruct our community of  
d students learning to be scholars.  
ess, Bill Gates will do all of these.

e University of Illinois are very  
e the first stop on Bill Gates' Five  
Tour. The other schools are  
MIT, Carnegie-Mellon, and  
think the students there, your  
ts in Cambridge, and Pittsburgh,  
, are as excited as we are to hear  
share his perspective on issues  
outing, and perhaps give us a  
to the future.

introduce him, I would like to  
u that computing is deeply embed-  
culture of this campus, and we are  
ay we have maintained our edge.  
nts, faculty and staff enjoy more  
00 network connections by which  
et to the world, and people connect  
re than 1 million times a week,  
g on to the online catalogue of the  
of Illinois Library, which is the  
to Harvard and Yale, in size of its  
And this campus is a giant in  
and development in science and  
g. We have more than 80 centers,

labs, and institutes where important, life-  
altering work is under way. Among them is  
the widely known National Center for  
Supercomputing Applications, which is  
helping to build the future of high perform-  
ance cyber infrastructure. And this new  
office here at the far edge of the campus is  
the Beckman Institute for Science and  
Technology where 600 researchers collabo-  
rate. And finally I would be remiss not to  
mention the investments in R&D that-  
brought us to the happy place of having two  
of our faculty members win Nobel Prizes.

As you know, they are Paul Lauterbur, who  
was awarded the Nobel Prize in Medicine  
for his groundbreaking work on the MRI,  
and Tony Leggett, Nobel Prize winner for  
pioneering theoretical work in understand-  
ing super fluid.

But that's enough about us; it's time that we  
move on to our guest this evening. You are  
here to see Bill Gates, the Chairman and  
Chief Software Architect of Microsoft  
Corporation. As you know, Microsoft is the  
worldwide leader in software, services, and  
Internet technology for personal and business  
computing. Last year's revenues topped \$32  
billion, and the company employed 55,000  
people in 85 countries. And Mr. Gates is an  
iconic figure in contemporary computing.

While attending Harvard, Bill Gates and his childhood friend Paul Allen started Microsoft and launched a revolution. The fledgling company was more interesting than the classroom for Bill Gates, so he dropped out in his junior year. In his case, it was clearly a great decision. He not only built a company, but more importantly he built a vision. Both were built on the idea that the computer would be a valuable tool on every office desk, in every home, and that software was key. The penetration of personal computing in our businesses, our offices, our public libraries, on the train or on the plane, and in our home is astonishing and truly reflects the Bill Gates view that if the software is right, they will come.

Bill Gates also is an author of two books. One of them, *Business at the Speed of Thought*, is available in 60 nations and 25 languages. It shows how computer technology can solve

business problems in fundamental ways. By the way, the proceeds of the books are donated to nonprofits that promote the use of technology in education and economic development.

Since he is a man on the edge, it is no surprise that Bill Gates also has interests in nanotechnology, biotechnology, one of the most exciting frontiers in science, and you probably have heard that he and his wife Melinda have endowed a foundation with \$24 billion. His generosity extends to global initiatives, such as technology for public libraries that serve low-income neighborhoods in the United States, Canada, and a variety of other countries for special projects. He's an avid reader, a chess player, and a bridge player. He is a household name, a visionary, a philanthropist, and to our guests, a special guest. So please join me in a warm Illinois welcome to William H. "Bill" Gates.



# Welcoming and Response Speeches



## Specs for Welcoming and Response Speeches

### Time limit

1–3 minutes.

### Speaker's notes

You won't really need notes for this assignment. If you decide to use them, stick with key ideas only.

### Sources of information

None required. If you include sources, they may be real or fictitious.

### Outline

Prepare a 50- to 100-word complete sentence outline.



## Speak Up!

Share an experience in which you welcomed someone into your home, workplace, organization, or club. What did you say? How did you want the other person to feel? If you had to write a speech to welcome that person, what might you say?



## and Expectations Assignment

A welcome and its response occupy a prominent place in public speaking. They are an integral part of public relations and are made that convene daily throughout the world. You will almost certainly be asked to make a speech of welcome at some time. This assignment will help you to be ready to do so with goodwill when the opportunity arises.

In making this assignment, you will

learn how to promote friendship

in making a public speech,

and the importance of a

response to a welcome, and

the common interests and values of

the invited guests.

## Welcoming and Response Speeches

A **welcome** is one made publicly for the purpose of extending greetings and establishing friendship with an invited guest. The person welcomed should feel sincerely that the hosts are delighted to have him or her there. Brevity, sincerity, and simplicity characterize this type of speech.

A **response** to a welcome is simply a statement of sentiments expressed by the host. Its purpose is to cement goodwill and friendship by expressing mutual feelings. It is short, direct, and friendly. Often the response is impromptu in nature and as such requires a great deal of fast thinking and clear, logical thoughts on the person who made the welcome. It also demands sincerity and a

respectful manner from the speaker. Practice in speech fundamentals will serve you well on such occasions as these.

## Choosing a Topic

Select an occasion that interests you. Decide what organization you will represent and what position you hold within that group. Select one you know something about or one about which you can easily find information. Recall situations in which you have heard a speech of welcome and response, or select one of the following.

- A native son or daughter returns home to visit
- A newly elected school superintendent arrives in your community
- A banquet is held for new teachers
- The governor visits on state business
- New officers join the student council
- A sister city from another country sends a delegation to visit
- An organization holds a convention in your city

## Preparing

First, keep clearly in mind the purpose of the occasion and the speech. If you are welcoming others, your purpose is to make guests feel comfortable, honored, and glad to be there. If you are responding to the welcome, your purpose is to express your appreciation of the hospitality that has been extended.

To welcome others, mention the organization you represent, its character, the work it is doing, and a few points of interest about it. Pay tribute

to your guests for their work and tell of advantages they will gain by their visit. Note who the guests are, where they are from, and whom they represent. Comment briefly on interests your organization holds in common with them. Express anticipation of pleasant associations and mutual benefits. Invite your guests to feel at home and to participate fully in your community.

To respond to a welcome, address the hosts and those associated with them. Acknowledge the greeting of welcome and the hospitality of the organization. Express sincere thanks for the courtesies offered. Extend greetings from your own organization and mention that the occasion is mutually advantageous. Predict future, pleasant associations with the host organization. Mention that you have been made to feel most welcome and at home. Finally, thank your hosts again for their hospitality, extend best wishes, and be seated.

## Presenting

Let the occasion govern your presentation. If it is formal, act and speak appropriately. If it is informal, adjust your remarks appropriately. In either case, be genuine. Feel what you say. Your attitude and demeanor must be a combination of appreciation and friendliness. Extend the same geniality you would to welcome people into your home or to be received in someone else's home.

Speak loudly enough to be heard. Use your normal voice as much as possible. Speak clearly. Pronounce all names distinctly and correctly. Smile pleasantly. Build your poise by maintaining an alert posture. Your language should be simple, vivid, appropriate, and devoid of slang or repetition. Be brief but complete.

Here are a few additional suggestions:

- Have a few serious thoughts to discuss in your speech even though the general atmosphere may be carefree.
- Do not resort to telling a series of unrelated anecdotes.
- Do not apologize. Accept your share of responsibility and meet it as a challenge. Do not offend a person by having something to say that is not worthwhile to say.

## Evaluating

Evaluate a classmate's speech and your own response. Rate the following criteria on a scale from 1 to 5.

- Was the speaker warm and friendly?
- Did the speaker seem genuine?
- Were the speaker's posture and manner of language appropriate?
- Were the speaker's words audibly clear?

Give an overall score to the speaker. If you think the speaker one element of the speech that needs improvement. There may be more than one, but choose the element that you think is the weakest.

## to Western America High

Raclile

Rogers and delegates to the Regional Government Conference, treasure as senior class president to you to our school, where we hope learn a lot and have a good time. This is the first time you have Western America High School by us as your host, and we are both happy to have you here today.

vements and our problems are no similar to yours, and they make us anxious or perplexed, depending on what we are doing something notable or humble. I do believe, however, that the experience by schools represented should be shared so that we may learn from each other's successes. And trust as strongly that we discuss the problems we all face this year. By doing this, we learn from each other how to solve our individual government problems and thus improve our government in this region.

Western America High School to have you as our guest and to show you we really care. Our school governing board has arranged free bus tours of the Scenic Drive during afternoon recess. Just board a bus in the parking lot

and you'll get the ride of your life with more hairpin curves and thrilling views than you ever dreamed of. Then tonight at eight o'clock in this building, there will be a delegates' dance with an outstanding band, which our students will attend to help make your evening more enjoyable.

Once again I want to tell you how glad we are that you are here. We will do our best to help you have a successful conference and a pleasant visit. Thus we will all profit greatly from this wonderful experience. When you leave tomorrow, we want you to take our friendship and best wishes with you, but until then have a good time and thank you for joining us.



# Example Speech

## Response to a Speech of Welcome

by Yenán Noscaasi

Fellow delegates and Principal Rogers, I want to thank Mr. Raclile for his most friendly remarks and tell him we do feel the sincere welcome he speaks of. Already there seems to be present among us a spirit of cooperation and strong desire to exchange information helpful to every school represented at this conference. I truly believe that if each of us can gain only one new idea from our various group meetings and the guest speakers, we will all return home with the satisfaction of having attained something worthwhile.

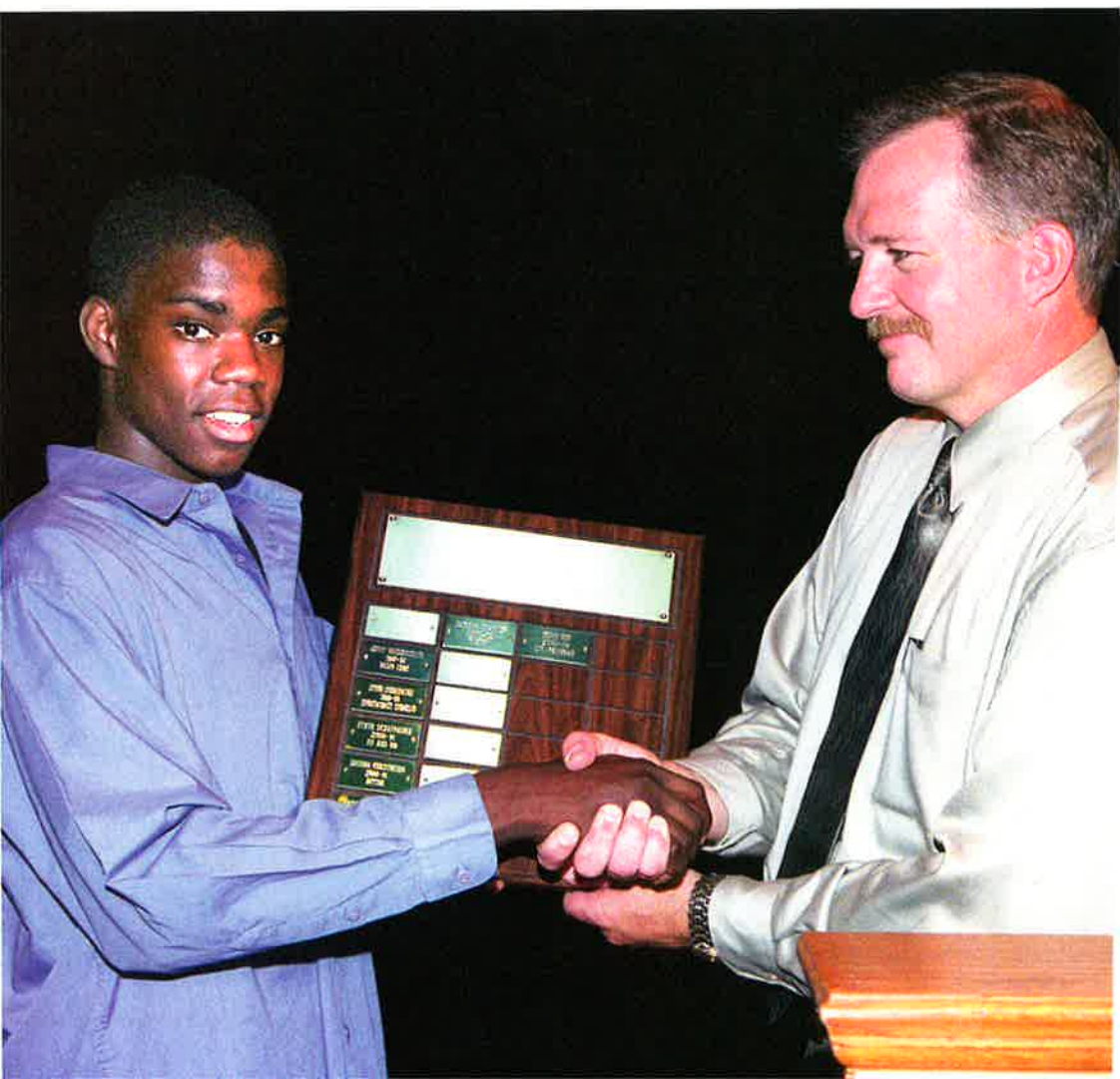
We all trust that our presence here will in a sense express the esteem we hold for Western America High School. It's a privilege to

come here to share our experiences and thoughts with Western's student delegates in their outstanding facilities. We all see how much preparation they have made for us. Clearly they are doing everything possible to make this conference a success.

As representative-at-large from our school, present, I want to thank Western High for arranging our housing, transportation, also for the bus tour coming here this afternoon and the big dance tonight. We everyone will enjoy these events and have a good time together and exchange ideas. So we will have a conference second to none. So to our hosts I want to say on behalf of us "thanks for everything."



# Presenting and Accepting Gifts or Awards



## Specs for Presenting and Accepting Gifts or Awards

### Time limit

1–3 minutes.

### Speaker's notes

For presenting, use key words only; do not use notes for accepting.

### Sources of information

None required. If used, they may be real or fictitious.

### Outline

Prepare a 50- to 75-word complete sentence outline.



## Speak Up!

Share an experience when you had to thank someone for a gift or an honor. What did you say? Did you prepare your thoughts in advance?

Alternately, think about a time when you were thanked for something. Did the speaker seem sincere? How could you tell?



## and Expectations Assignment

used the ritual of publicly presenting and awards for centuries. Every occasion occurs, the person giving must make a presentation speech. sets up the situation in which the say a few words of acceptance.

to make a public presentation or to handle the situation with and to utter thoughts that reflect the event. Yet over the course of your probably be asked to fulfill one or the duties at various times. This designed to help you know what occasion.

this assignment, you will the appropriate elements in a present or accept an award, and the role of modesty and in accepting an award or gift,

the different types of occasions  
stance or presentation

## Presentation and Acceptance Speeches

### Presentation Speech

**Presentation speech** is short, simple, and complimentary toward the recipient. It is tactful and good taste as an audience and in its attitude toward the recipient. It is friendly if others in the crowd are to share the same honor. There may have been rivalry between those seeking to

win the award. Feelings and emotions might have been running high. Your objective with this type of speech is to understand the audience, to avoid embarrassing the winner, and to use language that will be appreciated by everyone present. This requires being simple, yet gracious.

Occasions for this type of speech vary. One common occasion is the presentation of an award. This may be formal; the winner may or may not have been selected in advance of the award ceremony. Speakers in these situations focus on the general interest generated by the award, the careful consideration of the judges, the worthiness of all the nominees, and the delicate position of everyone involved.

Another occasion is when an organization such as a school, church, society, or group receives an award or gift. This situation is likely to be formal, though there will be no surprise. Speakers generally emphasize the symbolism or utility of the gift.

A third occasion commemorates the recognition of service. For the recipient there may or may not be an element of surprise. However, the sentiments and emotions of the recipient may be very sensitive. The presentation speech should consist of the person who is being honored.

A fourth kind of presentation also revolves around recognition of service, but the occasion is more lighthearted. This type of award often comes as a surprise to the recipient. There is no rivalry, but rather good fellowship that is possibly linked to a farewell. Examples of this kind of occasion include retirement or a move away from a community. These occasions focus on the happy side of fellowship, and express some regret for the departure but also hope for the future of the recipient.

## The Acceptance Speech

An **acceptance speech** is a recipient's sincere expression of appreciation for a gift or award. It should establish the person as a friendly, modest individual to whom the people may rightfully pay tribute. Its purpose should be to impress the donors with the worthiness of the recipient and to make them happy in their choice. Shallow or fatuous remarks are completely inappropriate in this situation.

In some instances no acceptance speech is necessary. In this case, a pleasant "thank you" accompanied by an appreciative smile are all that is necessary. To do more than this can be awkward. The recipient must decide on each occasion whether or not a speech is wanted or needed.



Occasions for acceptance speeches are potentially, any time an award is presented. The possibilities for awards and their accompanying speeches are numerous.

## Choosing a Topic

You have undoubtedly been to an awards presentation and acceptance or have seen it on television (the Tonys, the Emmys, the Miss America pageant, for example). You may wish to select an occasion with which you are familiar. If no experiences come to mind, consider one of the following possibilities.

- Scholarship
- Cash prize for winning a contest
- Prize for writing poetry or a short story or work of art
- Donation of funds for a new building
- Award for outstanding community service
- Environmental award for a group
- Championship award to a team
- Eagle Scout award

## Preparing

### The Presentation Speech

Make certain you are fully prepared for the occasion and any particular requirements governing the presentation. Keep in mind that you are speaking on behalf of the organization that sponsored the award or gift. Consider it an honor, *not* an opportunity to speak on your favorite subject.

responsibility to say things the  
d want you to say on their behalf.  
incorporate the fundamentals of  
each organization. Use appropriate  
keep in mind the audience and the

re your presentation, keep the fol-  
in mind. First, avoid over-praising  
pay tribute with wise restraint.  
appropriate homage to the audi-  
the occasion that brought them  
chief history of the event, and the  
symbolic value of the award or gift  
ed. Third, do not overemphasize  
or its value. Instead, stress the  
it the award represents. Finally,  
worthy the recipient is and tell how  
s recognized or discovered. If you  
more personally, it would be good  
at you are intimately aware of his  
or merit.

r ideas aloud until you have them  
a mind. Do not memorize your  
h would hinder your fluency in  
t be sure to know the overall  
f ideas.

## **Advance Speech**

recipients are not told in advance  
ill be honored; this can prove  
if they do not know how to  
simple sincerity.

f speech is often impromptu, there  
u can do in the way of preparation  
ulating a standard pattern of ideas  
you will speak. If you are informed  
that you are to receive a gift or  
of course, you should prepare a

speech. In this case, simply follow the usual  
principles of good speech construction.

Whether speaking impromptu or delivering a  
well-rehearsed speech, you should use simple  
language. Begin by expressing a true sense of  
gratitude for the gift or award. If you are truly  
surprised, you may say so; however, the surprise  
must be genuine. Be polite. Graciously disclaim  
total credit for the award. Give credit to those  
who assisted you in any way. Praise their  
cooperation and support.

Do not apologize for winning or disclaim your  
worthiness, as this would be insulting to your  
audience and, in particular, to those who  
selected you for the tribute. Accept the award or  
gift sincerely.

The nature of the award will determine what  
you say next. You may express appreciation for  
its beauty or significance, but do not over-praise  
or overvalue the gift itself. Be grateful that an  
honor has been bestowed on you. Do not  
express disappointment in any way.

Conclude your remarks by speaking of your  
plans for the future, especially as they may  
relate to the gift or award or the work associated  
with it. As a final sentiment you may repeat  
your thanks for the recognition.

## **Presenting**

When presenting or accepting an award or  
honor, your attitude and manner must reflect the  
occasion. There must be no ostentation,  
flamboyancy, or showiness in your speech or  
actions. Dress appropriately and be respectful.

As a presenter you will call the recipient to the  
platform. As a recipient, you will move forward



politely and alertly, neither hurrying nor loitering.

As a recipient, when you reach the stage or podium, be sure you stand so that the audience can see and hear you. Do not obscure the gift. Let the audience see it.

Be sure to speak loudly enough to be heard by everyone present, especially if you are turned partially away from the audience to present or receive the award. Observe all the elements of dynamic stage presence. If, as a recipient, you are to return to the audience after the presentation, carry the award or gift in your hand. Do not stuff it into a pocket.

## Evaluating

Evaluate a classmate's presentation or acceptance speech. Be prepared to give oral feedback to the speaker on the following questions.

- Did the presenter use appropriate language and gestures?

- Was the presenter appropriately restrained but complimentary to the recipient?
- Did the presenter speak clearly and follow a clear progression of ideas?
- Was the recipient appropriately modest?
- Did the recipient thank others who have helped him or her to achieve the award?
- Did the recipient speak clearly?
- Did the speaker deliver the speech with sincerity?
- Were the speaker's gestures and expressions appropriate to the occasion?

When you share your thoughts with your class, avoid being overly negative. Begin with a positive comment by citing something the speaker did well on. Be specific and cite examples when appropriate.

## ch Presenting a Gift or Award

e Ritter

rents and athletes: This awards  
s been an annual event for several  
ne of you here tonight will look  
many more banquets such as this,  
ers will reminisce about the  
f the past. These are special nights  
s and parents, for it is because of  
these banquets are held. As  
of the scholarship selection  
it is with great pleasure that I am  
sent this award.

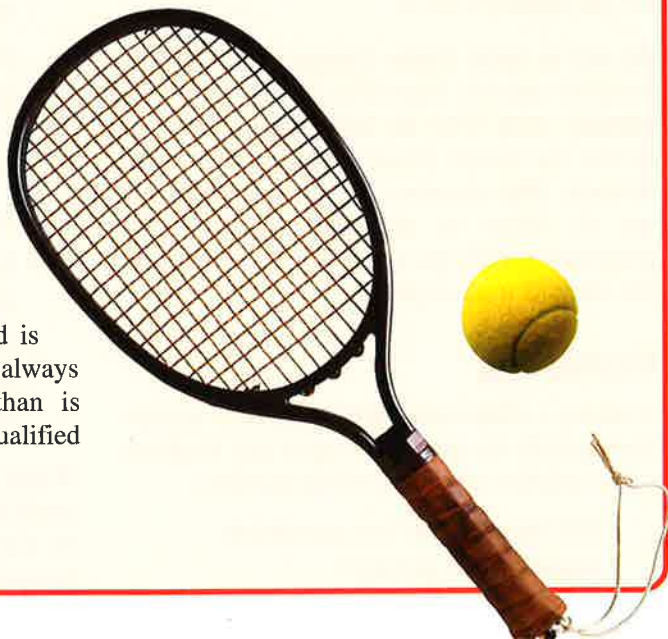
ng there is a student present who  
d recognition by means of his  
g performance as an athlete. This  
n presented by the university is to  
financial assistance for students with  
ility.

ent is a transfer student  
College of DuPage located  
len, Illinois. He has been  
an athlete throughout his  
ars. Tonight I wish to  
r. Rich Kielczewski with  
hip recognizing his ability  
e of tennis.

onest and hardworking and is  
to the sport of tennis. He always  
put forth more effort than is  
necessary. He is also a qualified  
ompetent tennis instructor.

Rich has entered many amateur tourna-  
ments. Among those in which he has cap-  
tured the crown are the Chicago District  
Tournament and six consecutive conference  
titles. He has also received recognition of the  
people of Illinois by being ranked sixteenth  
in the state.

I have known Rich for a long time and have  
many times witnessed his stunning ability to  
overcome his opponent. I personally know  
of no other person more deserving of this  
tennis scholarship. In view of these out-  
standing qualities and accomplishments,  
I am very pleased to present Rich  
Kielczewski with this scholarship on behalf  
of Northwest Missouri State University.



# Example Speech

## A Speech Accepting an Award

by Ed Ashcraft

*(The recipient was completely surprised to receive this award.)*

Thank you, Dr. Ellis; thank you ladies and gentlemen. I really don't know what to say; I am at a complete loss for words.

My principal called me this evening to the phone and told me he would be at the school board meeting this evening, to give the board some input on our needs in the Science Department. He asked if I could be there in case he needed some off-hand information about our department. Of course, I said I would be happy to attend, since we had discussed these needs many times.

As you have heard, Mr. Soderquist gave us quite an in-depth list of our needs, plus some methods for improving our department. When he finished his presentation, I assumed he managed to get through it without my help. But I felt good about being there, just in case I was needed.

But I certainly did not expect this. The Golden Apple Award for the most outstanding teacher? Me?

I've held so many differing types of job in my life, but I knew the first day I walked into



a classroom that this would would spend the rest of my forward to Monday morning, ge my kids. To receive such a presti for something I enjoy doing so as my students would say, "This man!"

I certainly want to thank my p recommending me for this awa of my fellow teachers, who vot can't thank the school board eno great honor.

I will keep my Golden Apple o Each morning I will take a minu myself of the great trust that's be me. I will do the best that I can t trust. Thank you again.

## ng the Congressional Gold Medal (excerpt)

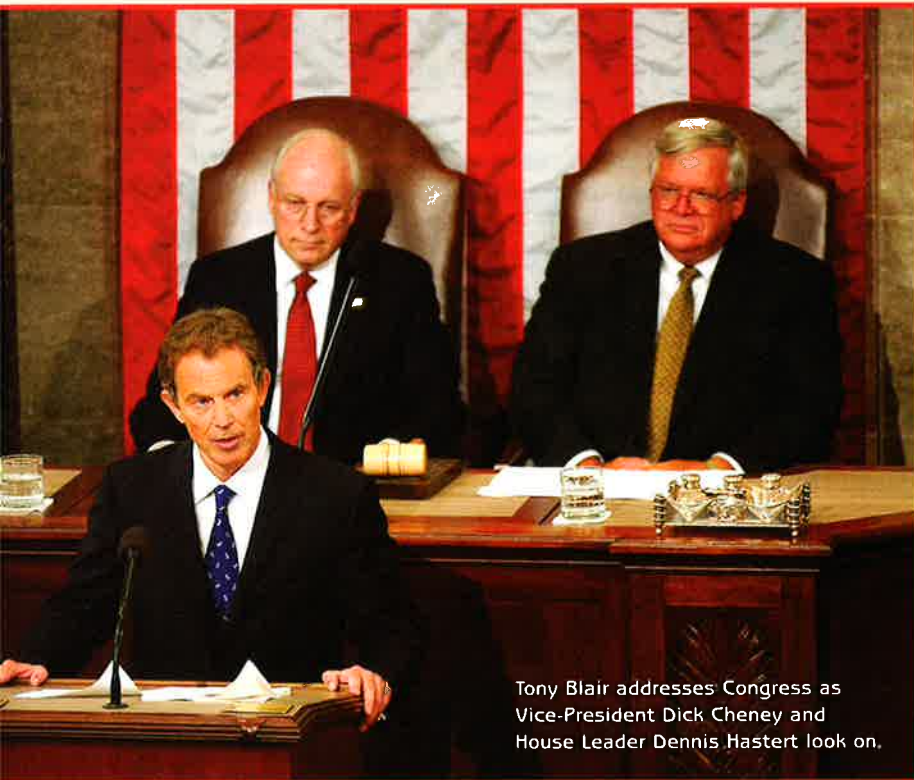
Blair, Prime Minister of Great Britain

003

Mr. Speaker and Mr. Vice-  
honorable members of Congress,  
y touched by that warm and  
elcome. That's more than I deserve  
an I'm used to, quite frankly.

ne begin by thanking you most  
for voting to award me the  
onal Gold Medal. But you, like

me, know who the real heroes are: those  
brave service men and women, yours and  
ours, who fought the war and risk their lives  
still. And our tribute to them should be  
measured in this way, by showing them and  
their families that they did not strive or die in  
vain, but that through their sacrifice future  
generations can live in greater peace,  
prosperity, and hope.



Tony Blair addresses Congress as  
Vice-President Dick Cheney and  
House Leader Dennis Hastert look on.

Let me also express my gratitude to President Bush. Through the troubled times since September the 11th changed our world, we have been allies and friends. Thank you, Mr. President, for your leadership.

Mr. Speaker, sir, my thrill on receiving this award was only a little diminished on being told that the first Congressional Gold Medal was awarded to George Washington for what Congress called his "wise and spirited conduct" in getting rid of the British out of Boston. On our way down here, Senator Frist was kind enough to show me the fireplace where, in 1814, the British had burnt the Congress Library. I know this is kind of late, but sorry.

Actually, you know, my middle son was studying 18th-century history and the American War of Independence, and he said to me the other day, "You know Lord North Dad? He was the British prime minister who lost us America. So just think, however many mistakes you'll make, you'll never make one that bad."

Members of Congress, I feel a most urgent sense of mission about today's world. September the 11th was not an isolated event, but a tragic prologue, Iraq another act, and many further struggles will be set upon this stage before it's over.

There never has been a time when the power of America was so necessary or so misunderstood, or when, except in the most general sense, a study of history provides so little instruction for our present day.

We were all reared on battles between great warriors, between great nations, between

powerful forces and ideologies that dominated entire continents. And the struggles for conquest, for land, and the wars were fought by many. And the leaders were openly acknowledged, and the outcomes decisive.

Today, none of us expect our soldiers to die in a war on our own territory. The threat is not conflict between nations, but between the most powerful nations. And while we all have too much to lose, technology, communication, trade, and globalization are bringing us ever closer together. In the last 50 years, countries like China have tripled their growth and productivity of living. Because even those like Russia or China or India can see the future wealth, clearly and know the road on a steady road toward it. And nations that are free value that freedom and defend it absolutely, but have no right to trample on the freedom of others.

We are bound together as never before, and this coming together provides an unprecedented opportunity but also makes us uniquely vulnerable. And the threat is because in another part of our globe there is shadow and darkness, where not all are free, where many millions suffer under brutal dictatorship, where a third of the planet lives in a poverty beyond imagination, even the poorest in our societies cannot escape, and where a fanatical strain of extremism has arisen, that is a threat to the true and peaceful faith of Islam.

And because in the combination of these afflictions a new and deadly virus has emerged. The virus is terrorism, which is to inflict destruction is uncon-

## le Speech cont.

ling and whose capacity to inflict  
ed by technology.

battle that can't be fought or won  
armies. We are so much more  
n all conventional ways than the  
yet even in all our might, we are  
mility. In the end, it is not our  
ne that will defeat this evil. Our  
weapon is not our guns, but our

a myth that though we love  
thers don't; that our attachment to  
s a product of our culture; that  
democracy, human rights, the rule  
e American values, or Western  
at Afghan women were content  
lash of the Taliban; that Saddam  
now beloved by his people; that  
was Serbia's savior.

of Congress, ours are not Western  
y are the universal values of the  
pirit. And anywhere, any time  
people are given the chance to  
e choice is the same: freedom, not  
democracy, not dictatorship; the  
y, not the rule of the secret police.

d of freedom is the best security  
e. It is our last line of defense and  
line of attack. And just as the  
eks to divide humanity in hate, so  
o unify it around an idea. And that  
erty. We must find the strength to  
his idea and the compassion to  
niversal. Abraham Lincoln said,  
at deny freedom to others deserve

it not for themselves." And it is this sense of  
justice that makes moral the love of liberty.

In some cases where our security is under  
direct threat, we will have recourse to arms.  
In others, it will be by force of reason. But in  
all cases, to the same end: that the liberty we  
seek is not for some but for all, for that is the  
only true path to victory in this struggle. But  
first we must explain the danger.

Our new world rests on order. The danger is  
disorder. And in today's world, it can now  
spread like contagion. The terrorists and the  
states that support them don't have large  
armies or precision weapons; they don't  
need them. Their weapon is chaos.

The purpose of terrorism is not the single act  
of wanton destruction. It is the reaction it  
seeks to provoke: economic collapse, the  
backlash, the hatred, the division, the  
elimination of tolerance, until societies cease  
to reconcile their differences and become  
defined by them. Kashmir, the Middle East,  
Chechnya, Indonesia, Africa—barely a  
continent or nation is unscathed.

The risk is that terrorism and states  
developing weapons of mass destruction  
come together. And when people say, 'That  
risk is fanciful,' I say we know the Taliban  
supported al-Qaeda. We know Iraq under  
Saddam gave haven to and supported  
terrorists. We know there are states in the  
Middle East now actively funding and  
helping people, who regard it as God's will  
in the act of suicide to take as many innocent  
lives with them on their way to God's  
judgment.

Some of these states are desperately trying to acquire nuclear weapons. We know that companies and individuals with expertise sell it to the highest bidder, and we know that at least one state, North Korea, lets its people starve while spending billions of dollars on developing nuclear weapons and exporting the technology abroad.

This isn't fantasy, it is 21st-century reality, and it confronts us now. Can we be sure that terrorism and weapons of mass destruction will join together? Let us say one thing: If we are wrong, we will have destroyed a threat that at its least is responsible for inhuman carnage and suffering. That is something I am confident history will forgive.

But if our critics are wrong, if we are right, as I believe with every fiber of instinct and conviction I have that we are, and we do not act, then we will have hesitated in the face of this menace when we should have given leadership. That is something history will not forgive.

But precisely because the threat is new, it isn't obvious. It turns upside-down our concepts of how we should act and when, and it crosses the frontiers of many nations. So just as it redefines our notions of security, so it must refine our notions of diplomacy.

There is no more dangerous theory in international politics than that we need to balance the power of America with other competitive powers, different poles around which nations gather.

Such a theory may have made sense in 19th-century Europe. It was perforce the position in the Cold War. Today, it is an anachronism

to be discarded like traditional security. And it is dangerous because rivalry but partnership we need, will and a shared purpose in the face of a common threat.

• • •

And I know it's hard on America in some small corner of this vast country, Nevada or Idaho or these places that have been to, but always wanted to go to, there there's a guy getting on with his life perfectly happily, minding his own business, saying to you, the political leader of this country, "Why me? And why us? America?"

And the only answer is, "Because you put you in this place in history at this moment in time, and the task is to

And our job, my nation that you have grown, that you fought alongside us in the fights alongside you, that take pride in our alliance and great respect for our common bond, our job is to be with you. You are not going to be alone. We will be with you in this fight for liberty. We will be with you in this fight for liberty. Our spirit is right and our courage is right. The world will be with us.

Thank you.

# The Farewell Speech



## Specs for the Farewell Speech

### Time limit

4–5 minutes.

### Speaker's notes

Do not use notes for this speech.

### Sources of information

None required. The information may be real or fictitious.

### Outline

Prepare a 75- to 100-word complete sentence outline.



## Speak Up!

What three things would you say to a classmate or neighbor who was moving away? Now reverse roles. What would you say if you were the one who was leaving?



## and Expectations Assignment

ic-speaking situation you may  
unter occurs when you are the  
at a farewell party. As the person  
a invariably will be asked to say a  
ore taking your leave. Will you be  
an honor?

at too often the guest of honor's  
h may be only a mumbling of  
arks. That's usually because the  
ver had a previous experience of  
does not know the appropriate  
This speech assignment will give  
ing that will come in handy in the  
er you are called upon to make a  
well.

this chapter you will  
he necessary elements of a  
f leave-taking,  
he emotions present in a  
situation and determine how to  
peech to the audience, and  
and present a speech of  
ing.

## the Farewell Speech

peech is one in which a person  
good-bye to a group of friends or  
c should express the speaker's  
or what the colleagues have helped  
accomplish and for the happiness  
erie they have shared. Farewell  
common at both formal and  
erings. One common informal  
y situation occurs at a meeting  
day's work. At that point the person



who is leaving receives commendation, favorable testimonials, and sometimes a gift. He or she, too, will be expected to say a few words. The formal occasion is, of course, much more elaborate and as such it features many formalities.

Occasions for the farewell speech always have to do with someone leaving. Situations may vary greatly; however, a few of the usual ones are

- retiring after years of service or employment,
- leaving to take a new job,
- being promoted to a position that demands a relocation,
- concluding service in a civic or religious organization,
- graduating and leaving school,
- moving to another community for any reason whatsoever.

The occasion, whatever its purpose, usually is not treated with undue sadness, although a successful farewell ceremony elicits true sincerity from the person who is leaving and from those who will stay behind. In presenting a farewell speech, the speaker may have feelings of deep emotion, but these should be expressed in a manner in keeping with the occasion.

## Choosing a Topic

Think about situations that involve leaving to go to a new place or to take advantage of a new opportunity. Have you ever moved from one community or school to another? Was there something you wanted to say to those you were leaving behind? Select a situation that has meaning for you as a result of your own experiences or observations. If you are having difficulty coming up with your own topic, consider the following.

- Going home after living in a foreign country
- Moving to a new school
- Going back home after a summer job
- Leaving for South America to study rain forests
- Going to New York to become an actor
- Leaving for college on an athletic scholarship



## Preparing

Remember that this is a special occasion that old friends and associates are attending. The atmosphere may be high or low. There may be some sadness, but there may also be intense gaiety and goodwill. When facing a situation such as this, carefully consider the probable mood of your audience. If you are likely to receive a gift, plan your response so you may accept it graciously. Do not let your emotions dominate your words whatever the occasion.

Farewell speeches usually follow a certain pattern with appropriate variations as the speaker deems necessary. Begin by referring to the past—perhaps how you first arrived and your reasons for leaving the community. A bit of humor and some interesting anecdotes may be appropriate. Continue your thoughts by pointing out your ideals and those of the audience, perhaps not completely attained, and what you did, and that you still have work to be done.

Express appreciation for the audience for their efforts, which made your stay possible. Commend the harmony and cooperation that prevailed. If you can, with sincerity, tell them that you will always value your association with this group and the outstanding times in your life. Speak of your future work; speak briefly of your plans. Explain why you are leaving, and what compelled you to transfer to a new field. Show that your work just completed has provided a background and inspiration to those who remain ahead. Continue by encouraging those who remain, and predict greater achievements for them. If you know who is to succeed you, mention that person. Conclude with a genuine expression of your appreciation for your audience.

interest in their future. If you give a final word of thanks for it.

ence or allusion to unpleasantness may have existed. Do not make the occasion bitter or sad. Be happy to share with the same feeling. Smile to show that a good impression will

g

match your manner to the mood of the occasion and audience. Do not go overboard in terms of your emotion. Remember that you are to be neither too solemn nor too frivolous. Take a friendly and sincere approach. Speak loudly enough to be heard by everyone in the room. Use body language and facial expression to the audience, the occasion, the environment, and yourself.

Avoid cliché phrases, overemotional wordiness, redundancy, and flowery or florid language. Let everything you do and say reflect with a good appearance and alertness. Provide evidence that you are genuinely interested and mindful of the audience's appreciation of this, the time of your departure.

## Evaluating

Evaluate a classmate's farewell speech. Rate the following criteria on a scale from 1 to 5 with 1 being "needs much improvement" and 5 being "outstanding."

- Was the speaker warm and friendly?
- Did the speaker seem to have a strong sense of the occasion?
- Were the speaker's posture and body language appropriate?
- Did the speaker give credit to members of the audience?
- Did the speaker express his or her thoughts sincerely?

Give an overall score to the speech. Formulate one comment that you think might help the speaker to do better next time and share it with him or her.

# Example Speech

## Farewell to Baseball

by Lou Gehrig

*In 1939 Hall-of-Famer Gehrig was diagnosed with Amyotrophic Lateral Sclerosis, a fatal neuromuscular disorder now called Lou Gehrig's disease. His farewell address was delivered on July 4, 1939, in New York City.*

Fans, for the past two weeks you have been reading about the bad break I got. Yet today I consider myself the luckiest man on the face of the earth.

I have been in ballparks for seventeen years and have never received anything but kindness and encouragement from you fans. Look at these grand men. Which of you wouldn't consider it the highlight of his career just to associate with them for even one day?

Sure I'm lucky.

Who wouldn't consider it an honor to have known Jacob Ruppert? Also, the builder of baseball's greatest empire, Ed Barrow? To have spent six years with that wonderful little fellow, Miller Huggins? Then to have spent the next nine years with that outstanding leader, that smart student of psychology, the best manager in baseball today, Joe McCarthy?

Sure I'm lucky.

When the New York Giants, a team you would give your right arm to beat, and vice versa, sends you a gift—that's something.



When everybody down to the grounds and those boys in white coats give you with trophies—that's something.

When you have a wonderful mother who takes sides with you in squabbles with her own daughter—that's something.

When you have a father and a mother who work all their lives so you can have a good education and build your body—that's a blessing.

When you have a wife who has been a source of strength and shown more courage than I dreamed existed—that's the finest thing.

So, I close in saying that I might have been given a bad break, but I've got a lot to live for.

# ole Speech

## I Speech

dams

lty members, students, parents,  
I am greatly honored by your  
night. I always had to live by a  
aving a place to move on in the  
ch was to just leave and try to  
people left behind as soon as  
owever, that will not be possible  
o with you.

eight years you have shared in my  
ny sorrows; we have shared in  
t have learned that  
t for change does not  
u people as the  
y have brought my  
me from vagabonds of  
onal system to actual  
ls in that field. Your  
your school have made  
e in me. Without this  
would not have the  
y that has now availed  
.

r my first day at this  
. I had such high hopes  
as going to change the  
cation system, but my  
t school changed that.  
ts entered the room and  
seats, but it seemed my  
of teaching would not  
eemed that the harder I  
ore the students seemed

to resent me and what I was trying to teach  
them. Then one of the students came up to me  
at the end of the day and said that he really  
would have enjoyed my class if he had not had  
so much on his mind.

I asked him if it was something I could help  
him with, and he said he wished that I could,  
but I was a little bit too old to be on the  
football team. I had been so wrapped up in  
changing the system that I had forgotten to



listen and learn what was happening in the school. The biggest game of the season was the first one with us playing Western High. The whole student body was more interested in that than what I was trying to teach, so that's how the idea for our ten-minute rap sessions at the first of every class began.

We have had good times, bad times, broken hearts, and romance, but the most important thing we have learned is that we are people and we all make mistakes. That is why we accept other people and their mistakes, as well as our imperfect selves. I am indebted to you all for the wonderful example you have set for me—and for my family—in this area.

Next fall you will continue in education. Some of you will become lawyers and others will find jobs in high school. But whatever you do, you will remember, as I will, the experiences and academic achievements as well as the sports of Highland High.

The new house we have purchased in Mississippi has a large mantel in the room, and this plaque you have made tonight will go there beautifully. We are wondering what we were going to do with it. Thank you very much, and may God bless you believe in bless and keep you.

# Impromptu Speaking



## Specs for Impromptu Speaking

### Time limit

2–5 minutes.

### Speaker's notes

During your first two impromptu speech experiences, you may use notes to remind you of your organizational method. After that, memorize the method and apply it as you speak.

### Sources of Information

Your own background and reading.

### Outline

None necessary.

## Speak Up!

Each student should write a speech topic (serious or humorous) on a piece of paper. The topics are collected and put in a container. When your name is called, you must pull out a topic and begin speaking on it. Add as much structure as possible to your impromptu speech. (If you don't know anything about the topic, use your imagination and make things up!) Keep talking until your instructor tells you to stop. How successful were you? What difficulties did you experience?



## nd Expectations Assignment

erience is designed to expose you  
peaking and to prepare you for the  
rewards of off-the-cuff discourse.  
assume that impromptu speakers  
In reality, while the speech itself  
pared, an effective impromptu  
prepared to speak. There are a  
ods that, when used properly, will  
er to perform well on the spur of  
ery time. This assignment will help  
nose methods.

this assignment, you will  
e the challenges of off-the-  
ourse,  
strategy for dealing with the  
peak on the spur of the

rganizing ideas quickly for  
munication, and  
omposure for speaking in a  
ng setting.

## Impromptu Speaking

peaking is a talk for which a  
one no formal preparation. He or  
es the floor, selects a subject, and  
ous techniques are used for  
pression. A common procedure is  
the speaker takes the floor after  
talk on a subject the speaker may  
now anything about. In another  
of several persons in the audience  
ic; the speaker has a few seconds  
topic on which she or he feels best  
ess; then the speaker begins to talk.

There are many variations as to topic selection; however, the fundamental principle is that the ideas the speaker voices are unrehearsed and unprepared.

The purpose of presenting this kind of speech is the same as that for any other type of speaking: to communicate with the audience. The distinctive feature of an impromptu presentation is the unprepared delivery and the suddenness with which a person is confronted with a speech situation. Impromptu speaking takes place when a person is called upon without warning to say a few words at a luncheon, special meeting, social gathering, or other occasion.

## Suggested Topics for Impromptu Speaking

Now you will work on a variation of the Speak Up activity on page 205. Write three topic suggestions on a paper. Each one should be general enough that any member of the class can use it as the basis of an impromptu speech. That means you should avoid topics such as “The Joys of Tap Dancing” or “A Trip to Yellowstone Park.” Your instructor will ask you to supply a topic for another student from time to time as needed during the class, so keep your three topics handy. Examples of suitable topics for impromptu speaking are

- dancing,
- movies,
- school events,
- vacation,
- jobs,
- traffic laws,
- music videos, and
- sports.

In many impromptu-speaking situations you won't get to choose a topic. However, if you are given a choice of several impromptu speech topics, there is one simple rule to follow: Choose the topic on which you are best qualified to speak. When you are making your choice, consider your audience and the occasion.

## Preparing

There is little to fear from impromptu speaking if you follow a preconceived plan of attack. The way to do this is to refuse to allow yourself to become panicky, to recognize that some nervousness is a good sign, and to realize that your audience will expect nothing extraordinary because they know you are speaking impromptu. You may even discover that they're rooting for you!

Naturally you can't prepare for an unknown topic, but you can have a plan of attack for situations that offer surprise topics from an audience. One of the best methods is to have in mind organizational processes you can use to develop your ideas.

## Organizing

Select from the following organizational methods for impromptu speaking: chronological, spatial, cause-effect, problem-solution or a creative combination of your choice. For a review of these methods, see *Organizing Your Materials* on pages 25–26.

Bear in mind that no matter what organizational method you choose, for impromptu speaking you will need to keep your wits about you and utilize only those portions of the device that are appropriate to the particular speech, occasion, and audience.



## Presenting

In presenting an impromptu attitude is the deciding factor in your effectiveness. First of all, maintain poise. It does not matter if you are in the moment of being asked or how difficult your topic is. It does not matter if any difference what happens when you are on your subject or while you are speaking. You conclude your speech—you maintain poise. How do you do this? Here are some suggestions.

1. Do not fidget around at your speech. It might be hard to do if you know you will soon be on the subject. Fidgeting won't help, and it might be in terms of what the audience thinks of your speech.
2. When you are called on to speak, calmly and take your place before the audience.

Know your topic when you take the floor. Begin your remarks calmly, without rushing. Maintaining some vigor and energy is important. Be sure that you have an organizational plan in mind by which you can present your thoughts. Do not speak in a way that is confusing to your audience in any way, by omission or commission.

If you do not know your topic when you are called upon to speak but are offered several choices, wait a moment. Take the floor, simply stand quietly, and listen carefully to the speaker. Before the group and listen carefully to the speaker's suggestions.

If you do not understand a topic, you should ask for clarification. After you have received all the information, either stand quietly or move back and forth for a few seconds to think. Decide which topic you will select. The time you should be the maximum time you are given.

After you make your selection, decide immediately on an organizational method or plan you will use to develop it. This plan should have been rehearsed to memory before you ever take the floor or placed yourself in a position where you might be asked to give an impromptu speech. If you have chosen your method of organization, make your introductory remarks. Remember that the subject is important to your audience.

When delivering an impromptu talk, it is important to begin slowly and pick up speed and energy as you go along. Aside from this, you should use bodily actions and gestures that are appropriate to the speech situation. Your

voice should be vigorous and easy for all audience members to hear. Naturally, your articulation, pronunciation, and grammar must be of a high standard.

Remember that whenever you are called upon to speak in class or in a meeting, you are responsible for staying in control of the situation. Many impromptu speakers say essentially the first thing that comes into their heads, but that is not always the most appropriate way to respond to the situation. In fact, it can be disastrous, especially if *nothing* comes to mind! Use the tips in this lesson to help you make the most of an on-the-spot situation.

## Evaluating

Evaluate a classmate's impromptu speaking. Be prepared to give oral feedback to the speaker on the following questions.

- Did the speaker seem poised?
- Did the speaker use an effective organizational method?
- Did the speaker use eye contact to connect with the audience?
- Did the speaker deliver the speech with authority?
- Were the speaker's gestures and facial expressions appropriate to the material?

Remember that impromptu speaking can be a bit nerve-racking for the speaker. Try to keep in mind your own efforts in this area as you consider what the speaker did or did not do well.



# Speeches for Special Occasions

As has been said throughout the text so far, public speaking is about building and maintaining relationships between speakers and audiences. Nowhere is this more directly illustrated than in speeches for special occasions. As you can tell from the list of speech experiences in this unit, there are many special occasions for which spoken remarks are essential elements. This unit is designed to introduce you to a wide variety of those occasions in order to provide experiences you can draw upon when you encounter these contexts.

## Speech Experiences in This Unit

### Experience 20

The Eulogy or Tribute Speech . . . . . 210

### Experience 21

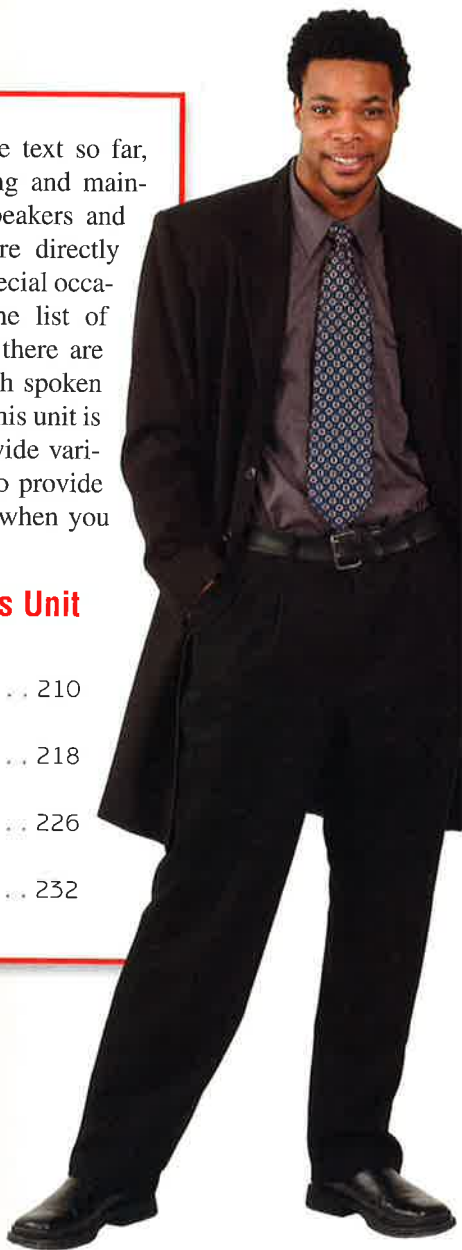
The Dedication Speech . . . . . 218

### Experience 22

The Anniversary Speech . . . . . 226

### Experience 23

The Commencement Address . . . . . 232



# The Eulogy or Tribute Speech



Ron Reagan delivers a eulogy at his father's funeral.

## Specs for the Eulogy or Tribute Speech

### Time limits

5–6 minutes.

### Speaker's notes

10-word maximum.

### Sources of information

Two are required, preferably three. For each source give the specific magazine, book, or Internet site it was taken from, the title of the article, author's full name, date of publication, and the chapter or pages telling where the material was found. If the source is a person, identify the source completely by title, position, and occupation. List these on the outline form. For Internet sites include the address (URL).

### Outlining

Prepare a 75- to 150-word complete sentence outline.

## Speak Up!

Choose an inanimate object that is no longer serviceable such as a fallen tree, a worn-out backpack, a missing running shoe, a sweater with moth holes, a chewed-up pencil, and so forth. Outline a eulogy commemorating this item telling its good qualities, how it helped you, how owning it made you a better person, and how much you miss it. Be ready to present your eulogy to the class.



## and Expectations Assignment

er we all experience the loss of  
ortant in our lives. When these  
open, people often gather to hear  
praise of that person's life and the  
he/she made to the community.  
ent offers you an opportunity to  
ments of such a speech in order to  
ared if such an occasion rises.

this assignment you will  
ropriate information to  
n the speech,  
nd the importance and role of  
in a speech of praise, and  
and present a speech praising  
person.

## the Eulogy e Speech

s a speech of praise that is usually  
honor or commemoration of  
o has died. However, one of the  
r *eulogy* is *tribute*. A **tribute** is  
n for a person as an honor for

of a eulogy is to praise and  
rably that which is eulogized; it  
nd lifts up the finer qualities and  
es of the subject eulogized. It  
personality of the person that it  
tells of their greatness and  
, their benefits to society, and their  
n people. It is not merely a simple  
sketch. Eulogies are given at  
d funerals.

Occasions for tributes are many. For persons who are living, the speech may be given on a birthday, a retirement, at a dinner in honor of an individual, or at the dedication of a project someone has created and/or donated. Tributes often appear at the formal announcement of a political candidate or at an inauguration.

## Choosing a Person to Eulogize or Tribute

First, it is essential that you give a tribute to someone whom you greatly admire and who, in your opinion, is living or has lived a commendable life. This is necessary for your tribute to be completely sincere. Second, select someone about whom you can secure adequate information. Here are some possibilities.

- A well-known person in your community
- A former president
- A leader for minority or women's rights
- A grandparent or other relative
- A classmate
- A religious leader
- A teacher

## Preparing and Organizing

The purpose of a eulogy is a set objective, regardless of the time, place, or occasion. The eulogy is intended to stimulate audience members to think favorably about the subject and to inspire them to nobler heights by virtue of the examples set by the person being praised. The speaker is not required to determine a purpose in preparing a eulogy.

Having selected the person to be eulogized, you should decide on the method that you will use in developing the eulogy.



Most eulogies follow a **chronological order**; that is, you will present events in the order in which they occurred. As you touch upon these broad and influential events in the subject's life, you will point to them as evidence of (1) what the person has accomplished, (2) what the person stood for, (3) the nature of his or her influence upon society, and (4) the subject's probable place in history. In building your speech chronologically, do not end by composing a simple biographical sketch. If you do, you will have an informative speech but not a eulogy. It is not enough to list the significant happenings in a person's life chronologically and consider that you have built a eulogy. You

must state how the person reacted and what happened as a result of

For example, if you were eulogizing President Franklin D. Roosevelt, you would recount, as one event, how he was stricken with infantile paralysis. You would not stop at a statement regarding the tragedy and then move on. Rather, you would show how his illness became a challenge. You would show how he resolved to live a great life despite his useless legs, and how he overcame his handicap. You would show that, despite his illness, he became more resolute and determined. Other important incidents in his life should be given similar treatment.

Once you have a chronology, look over it and remove any unimportant events. In developing your speech, point out the things that the person met in order to achieve his goals. Avoid overemphasis and repetition when you are doing this. Third, show the development of ideas and ideals. Fourth, show the person's relations and services to others and the significance of their significance.

In constructing your speech, be sure to give careful attention to your introduction and conclusion, but do not neglect the organization and arrangement of the body of your talk. Actually, a eulogy is a speech to prepare. However, if you are not knowing what you wish to put in it, you should have no particular trouble. You should have the eulogizing speech ready to deliver. Practice it aloud until you have mastered the sequence of ideas. Do not memorize the speech word for word.

Materials for eulogies may be found in *Who's Who*, histories, biographies, autobiographies, encyclopedias, newspapers, magazines, the Internet, and similar sources.

attitude must be one of undoubted  
a true believer in the person about  
speak. Aside from your attitude, you  
e, observe all the requirements of  
There should be no showiness or  
your presentation that will call  
you instead of your ideas about the  
your speech.

and to be fully aware of the occasion  
ere into which you will step when  
the eulogy. Make sure you are  
appropriately, especially if the occasion  
one. It is your responsibility to  
will be required of you in the way of  
rituals or ceremonies if they are a  
rogram. Since you will be in the  
u should fit easily into the situation  
wardness. Naturally you must  
odily actions and gestures to your  
—and your audience. Your voice  
the ears of all present. In giving a  
funeral or memorial service, it is  
ropriate to recognize family and  
ffer words of comfort. This is best  
d by letting them know how the  
ed other lives and will live on  
influence he or she had on others. If  
ere, well prepared, and mean what  
e eulogy you present should be  
to all who hear it.

## Evaluating

Evaluate a classmate's eulogy or tribute. Rate the following criteria on a scale from 1 to 5 with 1 being "needs much improvement" and 5 being "outstanding."

- Did the speaker provide appropriate information about the person being eulogized?
- Was the material organized in a logical fashion?
- Did the speaker maintain eye contact with the audience?
- Did the speaker seem sincere?
- Did the speech include what the subject accomplished, what he or she stood for, how he or she influenced society, and the person's probable place in history?

Give an overall score to the speech. Then choose one area of the speaker's performance that may have given you new ideas about your own speaking skills. Write a short paragraph to explain.

# Example Speech

## Tribute to Thurgood Marshall

by Senator Carol Moseley Braun

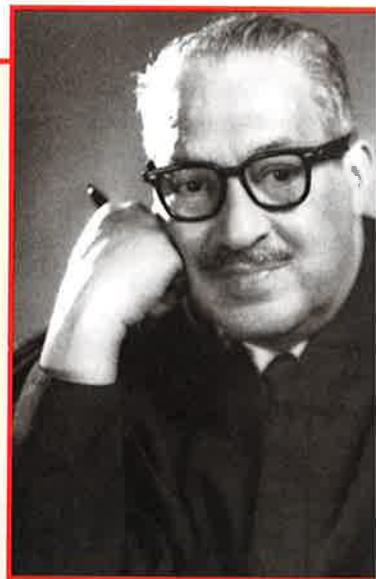
*Delivered to the United States Senate,  
Washington, D.C., January 26, 1993*

Thurgood Marshall died last Sunday of heart failure. I still have great difficulty believing it. I know he was born over 84 years ago, and I know that he himself said he was "old and falling apart," but it is nonetheless hard to conceive that a heart as mighty and as courageous as his is no longer beating.

Thurgood Marshall epitomized the best in America; he was, in fact, what this country is all about. That may seem to be an odd thing to say about him. After all, he himself was very aware of the fact that the United States did not, and in too many instances still does not, live up entirely to its founding principles. He knew that the phrases of the Declaration of Independence, "that all men are created equal" and are endowed "with certain inalienable rights," including those to "life, liberty and the pursuit of happiness..." were not, all too much of the time, the principles that govern everyday life in America.

Thurgood Marshall was born in Baltimore in 1908. He lived and felt the humiliation of racism, of not being able even to use the bathroom in downtown Baltimore simply because of the color of his skin.

But Thurgood Marshall was not defeated by racism. He knew that racial inequality was incompatible with American ideals, and he made it his life's unending fight to see that



this country's ideals became true citizens.

And what a fight it has been. From Thurgood Marshall from Baltimore, from segregated public schools to Lincoln University, where he graduated with honors, to the NAACP, to the University Law School, to the NAACP, to the circuit bench, to the U.S. Solicitor General's office, to become the first African American member of the U.S. Supreme Court.

That quick biography does not measure the battles Thurgood Marshall fought and won, and the strength, and power he put into that fight.

Thomas Jefferson said that "a little now and then, is a good thing." It is necessary in the political world and in the physical." Thurgood Marshall lived Jefferson at his word, and played a role in creating a rebellion in America.

## le Speech cont.

not of violence, but of law. What Marshall did was to use the U.S. legal system to bludgeon and destroy state-segregation.

What Marshall did was to use the courts and force the United States to apply the law made to every American in our country at Independence and our Bill of Rights to African-Americans who had little or no protection under the law up until the Civil War and legal rebellion. What Marshall did was to force the 13th, 14th, and 15th Amendments to our Constitution the way they stand in reality, instead of empty promise.

Every year of the civil rights struggle in this country is, in no small part, the history of Marshall's work before the Supreme Court. As legal counsel of the National Association for the Advancement of Colored People, Marshall appeared before the Supreme Court 32 times, argued 19 times. His legal skills, his sound preparation and his devotion to the evidence helped him win such landmark decisions as *Dred Scott versus Allwright*, *Shelley versus Kraemer*, *Sweatt versus Painter*, and many others. The last case of them all, *Brown versus Board of Education*.

Marshall was somewhat reluctant to dwell on his many successes, but we know he would not like that. He would like it because he knew only too well there are many more battles that he fought and won if America's

founding principles and American reality are to become one and the same for every American of every color. In his dissent in the *Bakke* case, Marshall said:

"The position of the Negro today in America is the tragic but inevitable consequence of centuries of unequal treatment. Measured by any benchmark of comfort or achievement, meaningful equality remains a distant dream for the Negro."



However, the fact that the battle is not yet won does not lessen Marshall's many accomplishments. He was a man who worked and fought to make a difference, he was a man who did make a difference.

He certainly made a difference in my life, opening doors of opportunity measured only by merit. He helped ensure that I was able to attend public schools and the University of

Chicago Law School, and not schools for blacks only. His work helped make my election to the U.S. Senate possible. He opened closed doors and created new opportunities for me and for many, many others. His life was the most convincing evidence that a change is possible.

I want to close, Mr. President, by quoting Thurgood Marshall one more time. In the Bakke case, he said:

“In the light of the sorry history of discrimination and its devastating impact on the lives of Negroes, bringing the Negro into the mainstream of American life should be a state interest of the highest order.”

I share his view. Elimination of racism is not just an interest of African-Americans, but of all Americans. Only then will we be able to

tap the full potential of our people. Then will we live the great American promise.

I hope we will all remember Thurgood Marshall by continuing his struggle. I hope we will all remember Thurgood Marshall by dedicating ourselves to the principles and goals he dedicated his life to making American opportunity available to every American. And as we work to achieve these goals, I hope we can all live our lives completely as he did, enjoy ourselves as he did, and poke as much fun as he did as Thurgood Marshall did all of his life.

I will miss Thurgood Marshall. I will miss Thurgood Marshall. I want to have the opportunity, in some way, to continue his work, and to try to live up to his legacy.

# The Dedication Speech



Christopher Reeve speaks at the dedication of the Lois Pope LIFE Center in Miami, 2000.

## Specs for the Dedication Speech

### Time limits

3–4 minutes.

### Speaker's notes

This is a short speech. No notes are necessary.

### Sources of information

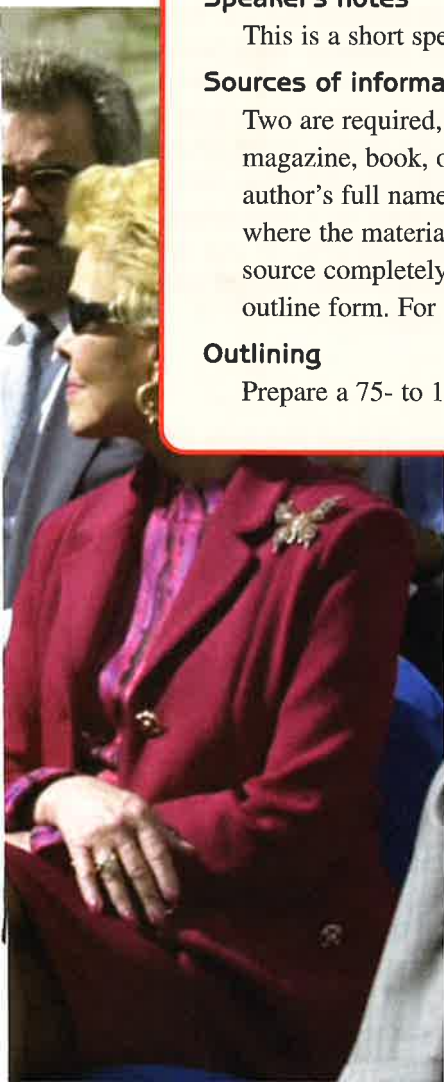
Two are required, preferably three. For each source, give the specific magazine, book, or Internet site it was taken from, title of the article, author's full name, date of publication, and the chapter or pages telling where the material was found. If a source is a person, identify the source completely by title, position, and occupation. List these on the outline form. For Internet sites give the address (URL).

### Outlining

Prepare a 75- to 150-word complete sentence outline.

## Speak Up!

How many things can you think of that could be dedicated? Choose one, such as a building, a statue, a book, or a song, and outline a few things you might say if you were called on to give this object a dedication speech.



## and Expectations Assignment

ot give a speech at dedication  
or a long time, then again the  
a speech of this kind may arise  
you had thought possible. But  
when you are called on, one thing  
must know the requirements for  
speech. The dedication speech  
occasion and in an atmosphere that  
strict observance of certain aspects  
sentations. This speech assignment  
to give an experience like the “real  
you give a creditable performance  
ortunity presents itself.

g this assignment, you will  
the required elements of a  
on speech,  
ideals to be celebrated, and  
a speech with dignity  
ate to the occasion.

## the on Speech

on speech is one presented on  
ive occasions. It is generally brief  
serious tone. It employs excellent  
d demands careful construction,  
and polished delivery. Its purpose  
commemorate, to honor, and to  
pirit of endeavor and progress that  
n symbolizes.

ould thrill the audience with pride  
ir community, ideals, and progress.  
or the dedication speech usually  
up enterprise. Common among these

are occasions such as erecting monuments;  
completing buildings, stadiums, and baseball  
parks; or laying cornerstones and opening  
institutions. Similar events considered as marks  
of progress are also occasions for dedication  
speeches. Lincoln’s Gettysburg Address is one of  
the finest dedication speeches ever made.

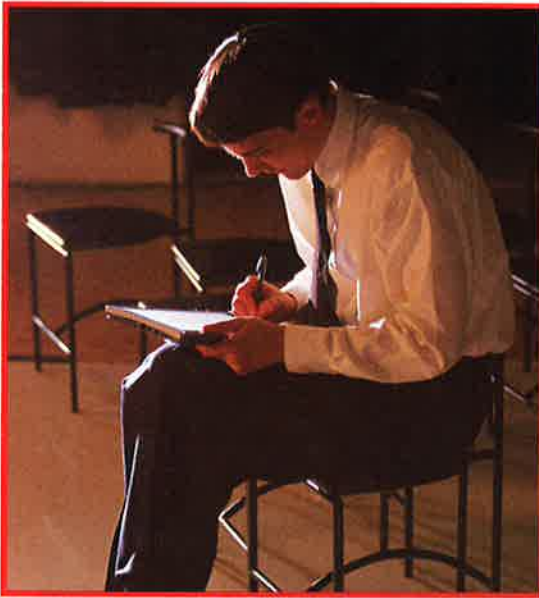
## Choosing a Topic

This will involve a bit of imagination on your  
part; however, choose an occasion that you wish  
were actually true. For instance, think about  
dedicating a statue to someone you consider a  
hero or heroine. Would you like to have a new  
community center in your neighborhood where  
you could relax with your friends? Then, create  
a ceremony to break ground, lay a cornerstone,  
or dedicate a completed building. If you are  
having trouble developing a topic, consult your  
teacher for additional suggestions.

## Preparing

First, know your purpose. It must dominate this  
speech just as the purpose dominates every  
speech. This means that you are to compliment  
the ideals and achievements that the dedicated  
structure symbolizes, thus setting it apart for a  
certain purpose.

These are the points to cover in the speech. Give  
a brief history of events leading up to the  
present time. Mention the sacrifice, the work,  
the ideals, and the service that lie behind the  
project. Next, explain the future use of the  
work, the influence or significance that will be  
associated with the structure being dedicated.  
Place the emphasis upon what the object  
dedicated stands for (ideals, progress, loyalty)  
rather than upon the object itself.



The items on the facing page will constitute your material. Now, organize your speech carefully. To accomplish the organization of the speech you will first outline it; then word it. Do this meticulously. Use understandable and simple language. The speech is serious, not frivolous. Leave your humor at home.

Next, you are ready to practice. Do this orally. Rehearse aloud until you have definitely fixed the order of the speech in your mind. Avoid complete word-for-word memorization. You may memorize certain words and phrases, but you should not memorize the entire speech. When you have mastered an effective presentation, you will be ready to speak. Remember to include appropriate body language, gestures, and tone as you practice.

## Presenting

Your attitude should be one of self-confidence and dignity. Body language must be keyed to the tone of the speech. The environment

surrounding the speaker may aid or hinder action or limit it severely. If a system is used, you will not be hindered from the microphone; however, you should utilize gestures.

Whether speaking with the aid of a system or not, your voice should be full and easily heard. If the crowd is large, a slower speaking rate should be used. Arrangements should be carefully attended, yet not so formal that the speech becomes ponderous and laborious. The speaker's action must be in tune, with neither overbalancing the other. The speech should be animated, alive to the purpose of communicating, and capable of a clear, polished speech.

## Evaluating

Evaluate a classmate's dedication of the building by the following criteria on a scale from 1 being "needs much improvement" to 5 being "outstanding."

- Did the speaker provide information about the purpose of the object being dedicated?
- Was the material organized in a logical fashion?
- Did the speaker choose appropriate vocabulary and sentence construction?
- Was the speaker's presentation clear and dignified?
- Would the speech engender pride among audience members?

Give an overall score to the speaker's presentation. Circle one area of the speaker's presentation that was excellent and one area that

# ple Speech

## ion of the Holocaust Museum

esel

, D.C. April 22, 1993



ent, Mrs. Clinton, President Herzog,  
og, Mr. Vice President, Mrs. Gore,  
ies, distinguished members of  
Mr. Speaker, fellow survivors and  
one who was privileged to have  
ent at the inception of this noble  
lar enterprise, may I say how  
teful I am to the American people,  
ership in Congress and the White  
d to its many benefactors, and to  
ors—especially to the survivors—

for helping us further the cause of remembrance. This impressive museum could not have been built without your understanding and generosity, for with the exception of Israel, our country is the only one who has seen fit to preserve the memory of the Holocaust and made it a national imperative to do so.

Mr. President, you have brought change to this city and to this country. Some of the

changes you have brought to Washington have been instant. One such notable change is that the average age has dropped by some 30 years. It is to that new, young generation that you symbolize, Mr. President, that we now turn this awesome legacy to so that you, Mr. President, can implement our vision.

What has been my vision? When President Carter entrusted me with this project in 1978, I was asked about that vision, and I wrote then one sentence. And now my words are here engraved in stone at the entrance to this edifice. And those words are "For the dead and the living, we must bear witness." For not only are we responsible for the memories of the dead, we are also responsible for what we are doing with those memories.

Now, a museum is a place, I believe, that should bring people together, a place that should not set people apart. People who come from different horizons, who belong to different spheres, who speak different languages—they should feel united in memory. And, if possible at all, with some measure of grace, we should, in a way, be capable of reconciling ourselves with the dead. To bring the living and the dead together in a spirit of reconciliation is part of that vision.

Now, may I tell you a story? Fifty years ago, somewhere in the Carpathian Mountains, a young Jewish woman read in a Hungarian newspaper a brief account about the Warsaw ghetto uprising. Astonished, dismayed, she wondered aloud, "Why," she said, "are our Jewish brothers doing that? Why are they fighting? Couldn't they wait quietly"—the

word was *quietly*—"until the end of Treblinka, Ponar, Belzec, Chelmno. She had never heard of these places. Later, together with her entire family, already in a cattle car traveling to the hole in time, the black hole in history, Auschwitz.

But Mr. President and distinguished these names and others were officials in Washington, and London, Moscow, and Stockholm, and Geneva, the Vatican. After all, by April 1944, 4 million Jews from surrounding areas had already vanished, had already disappeared. The Pentagon knew, the State Department knew, the White House knew, the governments knew. Only the victims didn't know. Thus the painful, unasked question—why weren't Hungarians in 1944—they were then the last remnants of Eastern European Jewry, why were they even warned of the impending catastrophe? One year later, in 1944, three weeks before D-Day, that young woman and her family of them were already turned into ashes from everywhere, old and young, scholars and industrialists, sages and military men, diplomats, professors, students, children—children!—the young entering the shadow of flames.

An Italian philosopher/theologian, Bruno said, "Light is the shadow of God. No, it is not. It is fire that is the shadow of God, that fire that consumed a thousand people. Inside the kingdom of night, where they were tried to understand, and they did not. We found ourselves in an ancient world, a creation parallel to God's

## le Speech cont.

archy, with its own hangmen, its  
and customs. There were only two  
—those who were there to kill and  
were there to be killed.

SS officers used Jewish infants  
practice. The only emotion they  
ed was anger when they missed. In  
SS officer beheaded two Jewish  
front of their mother, who in her  
n prey of some mystical madness,  
to—close to her bosom and began  
In Rumania, the Aryan guards  
ws on meat hooks and displayed  
utcher shops with signs, “Kosher

a walk through the museum, so  
ntly conceived and built by James  
d illustrated, in a way, artistically  
Farr and her colleagues—as you  
gh those exhibits, looking into the  
he killers and their victims, ask  
e how could murderers do what  
nd go on living? Why was Berlin  
d in its belief that it could decree  
nity the humiliation, persecution,  
tion of an entire people? Why  
he railways leading to Birkenau  
y Allied bombers? As long as I  
not understand that. And why was  
public outcry of indignation and

estions—there were fighters in  
tto—Jewish fighters, there were  
members in every city and every  
y weren't they helped? Help came  
resistance movement from every  
upied country. The only ones who

never received any help, not even an  
encouragement, were the Jewish fighters in  
the Warsaw ghetto, the Bialice ghetto, the  
Vilna ghetto. And for me, a man who grew  
up in a religion, the Jewish religion, a man  
who his entire life thought that God is  
everywhere, how is it that man's silence was  
matched by God's?

Oh, I don't believe there are answers. There  
are no answers. And this museum is not an  
answer; it is a question mark. If there is a  
response, it is a response in responsibility.

In one of my tales, an SS officer says to a  
young yeshiva student, “You want to live,” he  
said. “Some will laugh at you. Others will try  
to redeem themselves through you. People  
will refuse to believe you. You will possess the  
truth, but it will be the truth of a mad man.”

In 1942, a Jew called Yakov Grabovsky  
escaped from Chelmno. He came to the  
Rabbi in Grabov and in Yiddish he said to  
him, ‘Rabbi,’ he said—(in Yiddish)—



"They are killing our people." And when the Rabbi looked at him, the Jew said, "Rabbi—(in Yiddish)—you think I am crazy. I am not crazy."

We are not crazy. We are not crazy because we still believe in human beings. We still believe and we still have faith. And, President Herzog, you who came from Israel—and we are so grateful to you for coming—you know that you are part of that belief. It is because of the passion that we have for Israel, we are Jews, and decent people in America, that we have faith in humanity and in America.

We also believe in the absolute necessity to communicate a tale. We know we cannot, we never will explain. My good friends, it is not because I cannot explain that you won't understand, it is because you won't understand that I cannot explain. How can one understand that human beings could choose such inhumanity? How can one understand that in spite of everything there was goodness in those times, in individuals? There were good people even in occupied countries, and there was kindness and

tenderness and love inside the hearts of the victims.

What have we learned? We have learned some lessons, minor lessons, perhaps. We are all responsible, and indifference is a sin and a punishment. And we know that when people suffer we cannot be indifferent.

And, Mr. President, I cannot remain silent about something. I have been in Yugoslavia last fall. I cannot sleep at night about what I have seen. As a Jew I am sad, but I must do something to stop the bloodshed in that country! People fight each other, children die. Why? Something, anything, must be done.

This is a lesson. There are many lessons. You will come, you will stay, and we shall learn together.

And in closing, Mr. President, I have distinguished guests, just one more. I met a woman in the Carpathian Mountains. I spoke to you, that woman disappeared. She was my mother.

# The Anniversary Speech



Coretta Scott King celebrates the 40th anniversary of her husband's "I Have a Dream" speech.

## Specs for the Anniversary Speech

### Time limits

5–6 minutes.

### Speaker's notes

It is advisable to use none. Try it.

### Sources of information

Two are required, preferably three. For each source, give the specific magazine, book, or Internet site it was taken from, title of the article, author's full name, date of publication, and the chapter or pages telling where the material was found. If a source is a person, identify the source completely by title, position, and occupation. List these on the outline form. For Internet sites give the address (URL).

### Outline your speech

Prepare a 75- to 100-word complete sentence outline.

## Speak Up!

Before a more serious presentation, have some fun with a humorous anniversary speech. Write out a silly speech topic consisting of a subject and a time span. For example, The Six-Month Anniversary of the Sewer System Back-Up, or The 15th Year of Brady Bunch Reruns. Go around the class with each student standing and reading his or her topic aloud.



## President's Remarks After 9/11

President George W. Bush

White House, New York  
September 11, 2002

ing. A long year has passed since  
tacked our country. We've seen  
so many times they are seared on  
and remembering the horror,  
anguish, re-imagining the terror,  
d painful.

who lost loved ones, it's been a  
ow, of empty places, of newborn  
no will never know their fathers  
th. For members of our military,  
year of sacrifice and service far  
For all Americans, it has been a  
astment, of coming to terms with  
t knowledge that our nation has  
enemies, and that we are not  
e to their attacks.

vents that have challenged us, we  
een the character that will deliver  
seen the greatness of America in  
engers who defied their hijackers  
lane into the ground to spare the  
ers. We've seen the greatness of  
rescuers who rushed up flights of  
d peril. And we continue to see  
ss of America in the care and  
our citizens show to each other.

11, 2001, will always be a fixed  
life of America. The loss of so  
left us to examine our own. Each



of us was reminded that we are here only for  
a time, and these counted days should be  
filled with things that last and matter: love  
for our families, love for our neighbors and  
for our country; gratitude for life and to the  
Giver of life.

We resolved a year ago to honor every last  
person lost. We owe them remembrance and  
we owe them more. We owe them, and their  
children, and our own, the most enduring  
monument we can build: a world of liberty  
and security made possible by the way  
America leads, and by the way Americans  
lead their lives.

The attack on our nation was also an attack  
on the ideals that make us a nation. Our  
deepest national conviction is that every life  
is precious, because every life is the gift of a  
Creator who intended us to live in liberty and  
equality. More than anything else, this  
separates us from the enemy we fight. We

value every life; our enemies value none—not even the innocent, not even their own. And we seek the freedom and opportunity that give meaning and value to life.

There is a line in our time, and in every time, between those who believe all men are created equal, and those who believe that some men and women and children are expendable in the pursuit of power. There is a line in our time, and in every time, between the defenders of human liberty and those who seek to master the minds and souls of others. Our generation has now heard history's call, and we will answer it.

America has entered a great struggle that tests our strength, and even more our resolve. Our nation is patient and steadfast. We continue to pursue the terrorists in cities and camps and caves across the earth. We are joined by a great coalition of nations to rid the world of terror. And we will not allow any terrorist or tyrant to threaten civilization with weapons of mass murder. Now and in the future, Americans will live as free people, not in fear, and never at the mercy of any foreign plot or power.

This nation has defeated tyrants and liberated death camps, raised this lamp of liberty to every captive land. We have no intention of ignoring or appeasing history's latest gang of fanatics trying to murder their way to power. They are discovering, as others before them, the resolve of a great country and a great democracy. In the ruins of two towers, under a flag unfurled at the

Pentagon, at the funerals of the lo made a sacred promise to ourse the world: we will not relent un done and our nation is secure enemies have begun, we will fini

I believe there is a reason that matched this nation with this tim strives to be tolerant and just. We faith of Islam, even as we fight t actions defile that faith. We fi impose our will, but to defend ou extend the blessings of freedom.

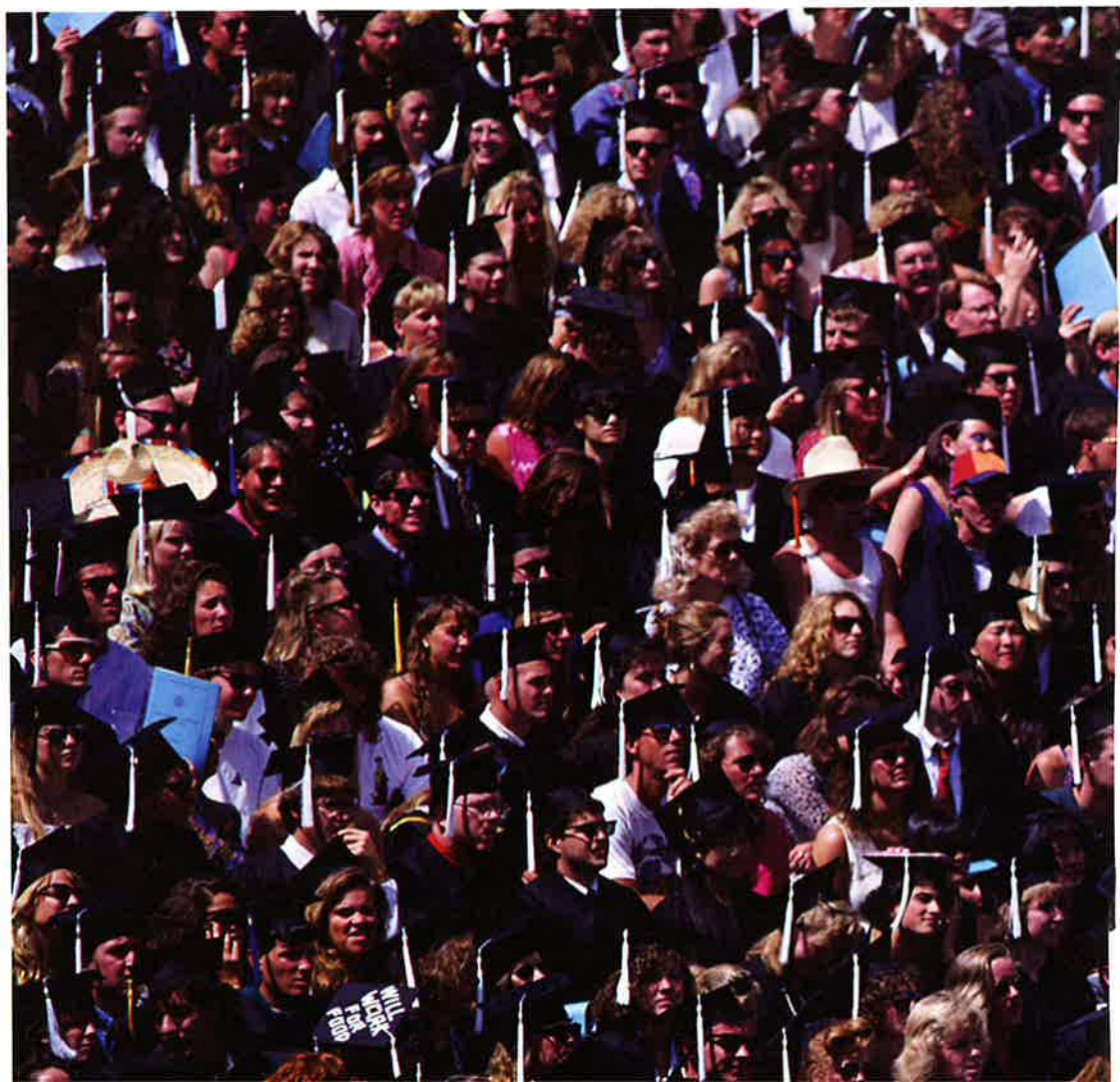
We cannot know all that lies ahe do know that God had placed us this moment, to grieve together together, to serve each other and c And the duty we have bee defending America and our fi also a privilege we share.

We're prepared for this journey prayer tonight is that God w through, and keep us worthy.

Tomorrow is September the milestone is passed, and a missio Be confident. Our country is stron cause is even larger than our coun the cause of human dignity, freed by conscience and guarded by p ideal of America is the hope of al That hope drew millions to this h hope still lights our way. And the i in the darkness. And the darkne overcome it.

May God bless America.

# The Commencement Address



## Specs for the Commencement Address

### Time limit

5–7 minutes.

### Speaker's notes

10-word maximum limit.

### Sources of information

Two are required, preferably three. For each source give the specific magazine, book, or Internet site it was taken from, title of the article, author's full name, date of publication, and the chapter or pages telling where the material was found. If a source is a person, identify the source completely by title, position, and occupation. List these on the outline form. For Internet sites give the address (URL).

### Outlining

Prepare a 75- to 100-word complete sentence outline.



## Speak Up!

Interview a parent, relative, or other adult about a graduation in which he or she participated or recall one that you attended. Who were the speakers? How were they received? Were the speeches relevant and interesting or cliché-ridden and boring? What elements made them appealing or dull? As a class, brainstorm a list of *dos* and *don'ts* that commencement speakers should follow.



## and Expectations Assignment

How have you been to a graduation of someone relative hoping that the speeches will help you can get on with the ceremony? This is the way many people feel about the speeches presented at graduation ceremonies. However, the commencement ceremony should not be boring. A well-executed commencement address will cause the audience to reflect on the past and inspire them to action in the future. This speech has its own unique character. The speaker must be able to relate to the audience of parents and relatives along with the graduates. The ability to communicate to both groups and present an interesting, informative speech is the focus of this address.

In this assignment, you will

define the objectives of the commencement ceremony and deliver a commencement



## the Commencement Address

For commencement speeches are as important as those for other types of speeches. Commencement ceremonies usually feature speakers to (1) a special guest, (2) the president, and (3) the valedictorian. There are several objectives for a commencement speech. The speaker should congratulate the students and family on their accomplishments that led to graduation. It is important not to neglect parents and relatives in the audience who had a part in

the student's education. A similar objective is to pay tribute to the teachers and administrators who helped the students through the education system.

Another element of the commencement address is reflecting on past memories and traditions. This part of the speech is the one most appreciated by the students in the audience. The speaker relates stories about the things that have happened over the years and shares special memories. The speech should have a serious overtone, but humorous anecdotes and stories can add life to the presentation. Another objective is to issue a challenge for the future. The speaker should inspire the graduates to do great things as they embark on a new chapter in their lives.

## Choosing a Topic

One of the most important things to remember about choosing a topic is that it needs to be interesting to a wide variety of audience members. The speaker will be dealing with the students who are anxious to graduate, along with parents, grandparents, siblings, and friends. Many of these people have attended graduation ceremonies before and have certain expectations of what should be included in commencement speeches. The student speakers should remember that "inside" stories of past experiences might not be of interest, or make much sense, to anyone other than their classmates.

## Preparing and Organizing

As with any speech presentation, careful attention should be paid to organization and supporting material. The speaker should prepare examples and stories that support the themes of the presentation. The examples should be vivid, and

interesting, making the principles of the speech come alive. Quotations from philosophers or other respected individuals may be utilized. Use of contrast may be helpful as the speaker issues challenges for the students' new endeavors. Commencement is a beginning along with an ending and may be contrasted with other beginnings. The speech must leave the audience with a sense of accomplishment and an eagerness to move into the future. Therefore, organization of the presentation must build to these points.

A guest speaker should attempt to impart some personal wisdom, which comes with age, to the audience. The speaker becomes the expert, leading the younger generation into their new world. A senior class president, valedictorian, or salutatorian becomes the representative of the student body at the commencement ceremony. Their presentations should reflect the themes that are important to their classmates. They should include memories of happy times, sad times, and important times in their school experience.

## Presenting

Since the commencement speaker is not the real highlight of the ceremony, the speaker needs to grab and hold on to the attention of the audience. The speaker must be dynamic and enthusiastic. The speaker must be sincere and earnest and as brief as possible.

Since this may be an emotional time for the student speakers, practice is essential. Practice in front of people should be a requirement. The parts of the speech that need to be inspiring should be delivered in an enthusiastic, dynamic tone. Other parts of the speech, which call for earnest reflection and sincere gratitude, also need to be delivered in the appropriate tone. The speech should be long enough to get the

message across but not so long that the audience feels trapped or bored. The speaker should remember that there are other speakers at the ceremony. A long commencement speech is generally not well received by the audience.

All other presentational skills for large audiences should be observed. The speaker may wish to review the Talking Points section with a Microphone on page 3 before presenting this speech. Also prior to the speech, a review of the chapters that cover how to persuade and convince might be helpful.

## Evaluating

Evaluate a classmate's commencement speech. Rate the following criteria on a scale of 1 to 5 with 1 being "needs much improvement" and 5 being "outstanding."

- Did the speaker choose a topic that was appropriate to the situation?
- Would the presentation be of interest to all members of the audience?
- Was the material organized in a logical fashion?
- Did the speaker maintain eye contact with the audience?
- Did the speaker challenge the audience about their future?

Give an overall score to the speaker's presentation. Choose one area of the speaker's presentation that was especially good and write a note about it.



## ncement Speech to Mount Holyoke College

Lori Parks

graduating class of 2001, fellow degree recipients, distinguished ion and faculty, alumnae, parents, friends; thank you all so much for to speak with you today. I gradu- Mount Holyoke in 1985. Here I am ater. The learned faculty is seated d me, and so, before I get into the ings, I want to state that any gram- rors, historical fabrications, and te flights of fancy contained within ng speech are the sole responsibili- mmencement speaker and, if found le, should in no way be viewed as e of the caliber of education one ive at Mount Holyoke College.

mmencement and you all are ng—you are beginning. Today is ay. It's a sort of birthday for me y my first honorary degree. You're e looking forward into me and I'm e looking forward into you. I'll be r for a few minutes, if you'll be f us together, we are commencing. inning of things, it's also the end of I've brought along 16 suggestions be of use—as you walk through your lives.

s and advice are funny things. In k a creative writing class with dwin. He suggested to me that I iting, and I tried playwriting and today. That was some good advice.

But it wasn't the best advice I ever got.

The best advice I ever got was also the worst advice anyone ever gave me. In high school I had a very stern English teacher, and one gloomy day she summoned me into her gloomy office. She knew I loved English and that I wanted to study literature and perhaps someday become a writer—"Don't study English," she said, "you haven't got the talent for it." What a horrible thing to say. What an excellent suggestion. It was an excellent suggestion because it forced me to think for myself. And that's my first suggestion for you.

**SUGGESTION #1: CULTIVATE THE ABILITY TO THINK FOR YOURSELF.** When someone gives you advice, you lay their advice alongside your own thoughts and feelings, and if what they suggest jives with what you've got going on inside, then you follow their suggestion. On the other hand—there are lots of people out there who will suggest all kinds of stupid stuff for you to incorporate into your life. There are lots of people who will encourage you to stray from your heart's desire. Go ahead and let them speak their piece, and you may even want to give them a little smile depending on your mood, but if what they suggest does not jive with the thoughts and feelings that are already alive and growing beautifully inside you, then don't follow their suggestion. **THINK** for yourself, **LISTEN** to your heart,

TUNE IN to your gut. These are just the things for which Mount Holyoke has educated you. You've all received an excellent education here, and education, excellent education, is just a kind of ear training. That's all it really is—inner ear training.

**SUGGESTION #2: EMBRACE DISCIPLINE.** Give yourself the opportunity to discover that discipline is just an extension of the love you have for yourself—discipline is not, as a lot of people think, some horrid exacting torturous self-flagellating activity—discipline is just an expression of love—like the Disciples—they didn't follow Christ because they HAD TO.

**SUGGESTION #3: PRACTICE PATIENCE,** whether you sit around like I do, working for that perfect word, or you're working toward a dream job, or wishing for a dreamy sweetheart. Things will come to you when you're ready to handle them—not before. Just keep walking your road.

**SUGGESTION #4:** And as you walk your road, as you live your life, **RELISH THE ROAD.** And relish the fact that the road of your life will probably be a windy road. Something like—the yellow brick road in *The Wizard of Oz*. You see the glory of Oz up ahead—but there are lots of twists and turns along the way—lots of tin men, lots of green women.

**SUGGESTION #5: DEVELOP THE ART OF MAKING A SILK PURSE FROM A SOW'S EAR.**

'Cause, you know, it ain't whatch how you work it.

**SUGGESTION #6: FOR EVERY FIFTY MINUTES OF TV YOU WATCH, REWRITE A POEM OUT LOUD.** For every word of literature you read, spend at least 30 minutes in a mall, or in a mall equivalent such as a library. This is cross-fertilization—a new-age crop rotation—a way to cross train your mind and keep interested in everything and not too stuck in your ways.

Speaking of your ways and your words...

**SUGGESTION #7: GET OUT OF YOUR OWN WAY.** You can spend your life trying to please yourself; you can also spend your life trying to please yourself up. Get out of your own way.

You're young, brilliant, and today is your birthday. You've got your whole life ahead of you, and each of you will spend your life doing something, or maybe a host of things. Don't just spend your life.

**SPLURGE.**

**SUGGESTION #8: SPLURGE YOUR LIFE BY DOING SOMETHING YOU LOVE.** My husband Paul is a musician. He says the concept of talent is overrated. "Talent" is really the gift of love. It happens when you're in love with something and you devote your life to it, and the love of it that makes you want to keep it, it's your love of it which helps you overcome the obstacles along the way. It's your love of it that begets a talent.

## le Speech cont.

TIONS #9, 10, 11, 12, and 13: Eat vegetables, Floss Your Teeth, Try on, Get Some Exercise, and ON YOUR SEVEN SENSES: the Senses plus the Sixth Sense: ESP, Seventh Sense, which is your sense of wonder.

Sixteen years ago I sat where one of you is sitting now. The class of 1985 was graduating. And we were lucky as we had a speaker speaking to us. She was a great speaker, an MHC alum. She was pretty and intelligent and she had such grace—so much grace. I sat there looking at her thinking she looked more as if she had gone to college. Anyway it was sunny and we were all probably sweating a little, and she was speaking so eloquently, and to this day I have absolutely no memory of what she said. I don't remember one word of her commencement address, the address she gave to the class of 1985. Not one word. I want you to catch my drift. I'm not saying the speaker was boring. I'm saying I don't remember what she said. But I do remember some words that went through my mind at the very moment our speaker's words were passing by. It was a voice, not from my gut, a voice coming from the heart and the voice said: "Ah, Suzan-Lori, the next degree you're going to receive is an honorary degree from MHC."

I finally said that to myself. And here I

SUGGESTION #14: SAY "THANK YOU" once a week.

SUGGESTION #15: LOVE YOURSELF. Why not.

Sixteen years from now who will remember these words? Maybe no one. But maybe someone will. Maybe, from back in 1985, there is a classmate of mine who, to this day, remembers every word of our commencement address and this classmate repeats those words, and they lighthouse her stormy days, maybe. Or if not a classmate remembering, then maybe an alum, if not an alum maybe a family member, maybe a parent, up there, gathered in the background having given so much, helping you get to this special day. Whether my words today will be remembered is not the issue because, you see, what I'm saying to you right now isn't as important as what you are saying, right now, to yourselves.

SUGGESTION #16: BE BOLD. ENVISION YOURSELF LIVING A LIFE THAT YOU LOVE. Believe, even if you can only muster your faith for just this moment, believe that the sort of life you wish to live is, at this very moment, just waiting for you to summon it up. And when you wish for it, you begin moving toward it, and it, in turn, begins moving toward you.

As the great writer James Baldwin said: "Your crown has been bought and paid for. All you have to do is put it on your head."

Thank you.

# Example Speech

## Choices and Change: Your Success as a Family

by Barbara Bush, Former First Lady of the United States

*Delivered at Severance Green, Wellesley College, Wellesley, Massachusetts, June 1, 1990*

Thank you, President Keohane, Mrs. Gorbachev,<sup>1</sup> trustees, faculty, parents, Julie Porer, Christine Bicknell, and the Class of 1990. I am thrilled to be with you today, and very excited, as I know you must all be, that Mrs. Gorbachev could join us.

More than ten years ago when I was invited here to talk about our experiences in the People's Republic of China, I was struck by both the natural beauty of your campus and the spirit of this place.

Wellesley, you see, is not just a place, but an idea, an experiment in excellence in which diversity is not just tolerated, but is embraced.

The essence of this spirit was captured in a moving speech about tolerance given last year by the student body president of one of your sister colleges. She related the story by Robert Fulghum about a young pastor who, finding himself in charge of some very energetic children, hit upon a game called "Giants, Wizards, and Dwarfs." "You have to decide now," the pastor instructed the children, "Which are you . . . a giant, a wizard, or a dwarf?" At that, a small girl tugging on his pants leg asked, "But where do the mermaids stand?"

The pastor told her there are *no* mermaids. "Oh yes there are," she said. "I am a mermaid."

This little girl knew what she was and about to give up on either her identity or the game. She intended to take her place. Mermaids fit into the scheme of things. The mermaids stand . . . all those who do not fit the box, those who do not fit the pigeonholes? "Answer that question," Fulghum, "And you can build a school or a whole world on it."

As that very wise young woman said, "Diversity, like anything worth having, takes effort." Effort to learn about and respect others, to be compassionate with one another, to cherish our own identity, and to accept others as they are, not conditionally the same in all others.

You should all be very proud that you have the Wellesley spirit. Now I know your first choice today was Alice Walker, known for her book *Purple*. Instead you got me—known for my hair! Of course, Alice Walker has a special color, and for four years she has worn the color purple. Today you are at Severance Green to say good-bye to her and to begin a new and very personal journey for your own true colors.

In the world that awaits you beyond Wellesley, no one can say what your future will be. But this I know: You have received a first-class education. You need not, probably cannot, live a "parental" life. Decisions are not irrevocable.

<sup>1</sup> Raisa Gorbachev, wife of Mikhail Gorbachev, former president of the U.S.S.R.

## le Speech cont.

k. As you set off from Wellesley, I  
y of you will consider making three  
choices.

o believe in something larger than  
et involved in some of the big ideas  
I chose literacy because I honestly  
more people could read, write, and  
we would be that much closer to  
any of the problems plaguing our

de another choice which I hope you  
well. Whether you are talking about  
career, or service, you are talking  
life must have joy. It's supposed to

asons I made the most important  
ny life, to marry George Bush, is  
made me laugh. It's true, sometimes  
d through our tears, but that shared  
been one of our strongest bonds.  
n life, because as Ferris Bueller said  
f: "Life moves pretty fast. Ya don't  
around once in a while, ya gonna

oice that must not be missed is to  
human connections: your relation-  
ends and family. For several years,  
mpressed upon you the importance  
of dedication and hard work. This  
important as your obligations as a  
er, or business leader will be, you  
being first, and those human con-  
th spouses, with children, with  
ne most important investments you  
ke.

your life, you will never regret not  
d one more test, not winning one

more verdict, or not closing one more deal. You  
will regret time not spent with a husband, a  
friend, a child, or a parent.

We are in a transitional period right now, fasci-  
nating and exhilarating times, learning to adjust  
to the changes and the choices we, men and  
women, are facing. I remember what a friend  
said, on hearing her husband lament to his bud-  
dies that he had to baby-sit. Quickly setting him  
straight, my friend told her husband that when it's  
your own kids, it's not called baby-sitting!

Maybe we should adjust faster, maybe slower.  
But whatever the era, whatever the times, one  
thing will never change: fathers and mothers, if  
you have children, they must come first. Your suc-  
cess as a family, our success as a society, depends  
not on what happens at the White House, but on  
what happens inside your house.

For over 50 years, it was said that the winner of  
Wellesley's annual hoop race would be the first to  
get married. Now they say the winner will be the  
first to become a C.E.O. Both of these stereotypes  
show too little tolerance for those who want to  
know where the mermaids stand. So I offer you  
today a new legend: the winner of the hoop race  
will be the first to realize her dream, not society's  
dream, her own personal dream. And who knows:  
Somewhere out in this audience may even be  
someone who will one day follow in my foot-  
steps, and preside over the White House as the  
president's spouse. I wish him well!

The controversy ends here. But our conversation  
is only beginning. And a worthwhile conversa-  
tion it is. So as you leave Wellesley today, take  
with you deep thanks for the courtesy and honor  
you have shared with Mrs. Gorbachev and me.  
Thank you. God bless you. And may your future  
be worthy of your dreams.



# Contest Speaking

Competitive public speaking can build and hone valuable communication skills. In this unit we present experiences to guide you in some of the most common speaking contest events. Your school may be a member of the State High School Activities Association (SHSAA), which sponsors individual events in competitive public speaking and/or dramatic presentation. If regional events are not available in your area, you might consider setting up a small contest within your class or school.

Competition has a way of getting the adrenaline flowing, which may allow you to hone your communication skills in a whole new way. In so doing, it will provide you with a fresh way to rehearse and develop important skills that will benefit your public speaking for years to come.

## Speech Experiences in This Unit

### Experience 24

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### Experience 25

Extemporaneous

Speaking . . . . . 248

### Experience 26

Parliamentary Procedure  
and Student Congress . . . 254

### Experience 27

Debate . . . . . 268



# Oral Interpretation



## **Specs for Oral Interpretation**

### **Time limits**

4–5 minutes.

### **Speaker's notes**

Do not use notes for oral interpretation.

### **Sources of information**

If you have difficulty finding materials for an oral interpretation project, consult with your instructor or coach. The school librarian may also be able to help.

### **Outline**

Do not use an outline for this assignment.



## **Speak Up!**

Borrow some picture books for young children. With a partner, take turns reading one of the books aloud. Use expressions, vocal variety, and movement to make the story entertaining for your “young” listener. When you have finished, switch roles and have your partner read a different book to you. Discuss any difficulties you had and how you each could improve your oral interpretation skills.



## and Expectations of gment

have a hard time measuring up to of oral reading. Too many readers now to get the material across with s a result, excellent literary mate- d or are read so poorly that much ty and thought are lost. No one o master the field of oral interpre- oncluding one appearance before tes, but after this assignment you uch clearer understanding of and eading aloud. This speech experi- p you improve your oral reading dpoint of personal enjoyment and ead for others.

g this assignment, you will  
an author's background,  
the meaning and thoughts  
by the author of a selected

and the process of a formal oral  
ation presentation, and  
and present an oral  
ation to an audience.

## Oral Interpretation

**etation** is a formal public speak- t features oral expression to bring ons and deeper meanings implant- d to express those meanings to an e purpose may be to inform, to arouse, to persuade, or to incite ssful oral interpretation demands ter know the material well enough fully and accurately the ideas,

meanings, and subtleties of the composition. This form of expression requires meticulous preparation on the part of the reader/performer.

As an oral interpreter, you must have a thorough understanding of what the author is saying. Through your performance you assume the responsibility of discovering and interpreting the author's meaning by using your voice and body language.

There are many occasions for this type of public speaking. Any gathering at which it is appropriate to read aloud is an opportunity for oral interpretation. School, church, and civic gatherings are perhaps the most common venues. Clubs, societies, private groups, private parties, and even commercial organizations utilize oral reading for education and for entertainment. Perhaps you remember a parent or older sibling reading to you when you were young. This is one of the most common examples of oral interpretation.

## Choosing a Selection

Choosing what to read for an oral interpretive presentation is not easy. So be sure to make your choice early and give yourself plenty of time to prepare. The selection should be suited to your strengths as a reader. In other words, choose something that you are capable of preparing and later interpreting. For this reading experience—particularly the first time—stick with an interpretation that does not require you to create multiple characters. Of course, if you



have had some prior experience and you are sure you have what it takes to portray different characters and make the necessary transitions between them, go ahead.

Your selection must be applicable to you and your audience. This means that you should analyze both your audience and the occasion carefully. You must ascertain the kind of environment in which you will be reading. The size of the building, the seating arrangement, outside noises, building distractions, and other factors should definitely influence your selection. If you observe all of these elements before you settle on a selection, you have a good chance of presenting a credible oral reading.

## Preparing

Sources for oral interpretive material are available in your school library. Check the card catalog for poetry, prose readings, and dramatic scenes or monologues. Your instructor and the librarian can help you.

Once you have found your selection, study it in depth. Know the meaning of every word, and pay special attention to the punctuation. The author wrote it a certain way for a reason. Learn all you can about the author so that you may understand what underlies the specific words, phrases, and punctuation. Try to understand the philosophy and point of view. Learn about the circumstances surrounding the writing of your particular selection. Practice telling why you chose this piece. Tell something about the author so that the listeners may better understand his or her circumstances and background; provide information concerning the setting of the prose or poetry; and include anything else that will contribute to the audience's appreciation and enjoyment of your reading.

To better understand your selection, it is often helpful to paraphrase and interpret it. By doing this, you may discover the layers of meaning within the selection.

The quality and tone of your voice will imply a great deal. You must vary your delivery as to rhythm, rate, pitch, and intensity—everything should be in keeping with the material you are interpreting. The qualities should be determined during your selection. Mark your manuscript to indicate where you need to slow down or read more slowly. You can also use different colored highlighters to identify vocal changes. If you express the emotion and meaning of the story, your audience will be better able to visualize and appreciate the overall presentation.

Use body language to further enhance the presentation you read. Include any activity and movement that will add to the interpretation of the selection. Whatever will assist in imparting the emotion, and meaning should be included in the presentation. Your goal is to make an *interpretation* and not an *impersonation* of the author's characters. That means you should strive to put something of your own into the presentation.

For ease in handling your material, if you want to type or photocopy the selection, use the book you are reading and place it on a table. That way you won't have to deal with holding a larger text in a clumsy manner.

Practice reading aloud until you know your selection well enough that you can deliver it with your attention and eye contact (80%) directed to your audience. This will necessitate some memorization that will permit you to use the printed copy as merely a guide.

h to videotape your rehearsals to  
ght about how to improve your  
(See Talking Points: Using Video  
Your Speech Performance on

ng

l that your audience is watching  
es. This includes before and after  
you approach the front of the room  
the audience will be observing you  
opinions. Thus it is imperative that  
ly maintain an alert, poised, and  
pearance. When you rise to read,  
nce and poise should be evident.  
to your position. Take your place  
without hesitation. Pause a few  
lance over your audience before

ve introduced your selection with a  
ion of the author or the material  
your reading.

ript in such a way that it does not  
e or block the flow of your voice.  
aced palm down on the page will  
to mark your place with your  
with your other hand, hold the script  
will act as a support. You need not  
ok in only one position, especially  
re looking at your audience. The  
o remember is to raise your book  
ad. If you do this, you will avoid  
head, which makes it hard for the  
ear you. Give them the best chance  
face to catch your emotions and

If you are reading several selections, treat each one separately. Allow sufficient time in between that the audience may applaud and relax slightly and otherwise express their enjoyment of your performance. When concluding a reading, pause a second or two before politely returning to your chair. Avoid quickly closing your book or manuscript and leaving the stage before you're completely finished with your performance.

## Evaluating

Evaluate a classmate's oral interpretation using the criteria below.

- Did the speaker provide interesting information about the author or background of the selection?
- Was the speaker able to maintain eye contact with the audience?
- Did the speaker seem to know the material well?
- Did the speaker use vocal variety, including changing the speed, rhythm, and volume of the presentation?
- Did the speaker end the presentation with a moment or two of silence?

Give an overall score to the speech. Then choose one area of the speaker's performance that may have given you new ideas about your own oral interpretation skills. Write a short paragraph to explain.

# Talking Points

## Using Video to Improve Your Speech Performance

Many people cringe the first time they see themselves on videotape. But a critical look at your oral interpretation skills by means of a videotaped rehearsal can do wonders for your eventual performance. Here are a few tips to help make videotaping your rehearsal as positive and effective as possible.

1. If you are using a stationary camera, set it up so that your entire body is in the picture. This allows you to observe your posture, stance, body movements, and gestures.
2. If you have a friend videotape you, make sure he or she gets some close-ups of your upper body and face to allow you to observe your gestures and facial expressions.
3. Tape the entire performance, including walking to where you will present your oral interpretation and leaving the area when you have finished.
4. Replay and watch the tape, reviewing the strengths and weaknesses of just your verbal delivery.
5. Play the tape again without the audio and evaluate your nonverbal communication.
6. Practice the speech once more without taping it. Work on the areas you noted as needing improvement.
7. Tape the speech again. Be sure to keep the first practice session on the tape. Watch the first practice and the second in sequence. Did you improve your performance? If not, work more without the tape.
8. Tape a final practice when you feel you have the speech ready for presentation. As you view it, concentrate on the improvements you made.



# Extemporaneous Speaking



## Specs for Extemporaneous Speaking

### Time limit

6–7 minutes.

### Speaker's notes

Key words only.

### Sources of information

For this type of public speaking the references are called **cites**. Two are required, preferably three. For each cite, state the specific magazine or book from which it was taken, the title of the article, the author's full name, and the date of publication, if available. If a source is a person, identify him or her as completely as possible, including full name, title or position, occupation, and date of interview.

### Outline

You will not need an outline for this assignment.



## Speak Up!

Share some details about a news story or current event that has been on your mind lately. As you tell the class about it, assume that they have no prior knowledge on this subject. Give them what you consider to be the facts—and also your opinion.



## and Expectations of Assignment

ics tournaments include extempo-  
king. The skills you can discover  
by participating in this event  
ability to organize your thoughts  
ally analyze current events, frame  
as and ideas about national and  
issues, and express these opinions  
effectively to others.

with current events helps demon-  
u are aware of the larger world, a  
be very attractive to colleges and  
u wish to impress. Extemporaneous  
a valuable skill to have in today's  
While experience in this type of  
definitely recommended for anyone  
pursuing a career as an on-air  
n radio or television, strong com-  
skills are important no matter what  
ter. With sincere effort, you can  
skills in a relatively short time—  
benefits for years to come.

g this assignment, you will

and the procedures of

ent extemporaneous speaking,

a current event or issue,

ne an opinion on a current event

, and

e speech materials in a limited

of time.

## Extemporaneous

g

ing extemporaneously in formal  
ons such as tournaments or contests,

you may be given the option to choose either  
national or international issues. International  
issues would include topics dealing with other  
countries, or with U.S. foreign relations.

The typical system allows you to draw three  
topics, then select one of those on which to  
prepare your speech. Typically, you will have  
30 minutes for your preparation.

During the preparation time, you are allowed to  
consult source materials such as newspapers  
and magazines, or notes you may have made in  
advance from broadcast sources. You are not  
allowed to consult another person. At the end of  
the designated preparation time, you are  
expected to present your speech to a panel of  
judges and, sometimes, an audience. The judges  
will be aware that you have had a limited  
amount of time to prepare. Still they will expect  
from you a smooth delivery of well-organized  
ideas and a concise thesis statement.

## Choosing a Topic

For this assignment your instructor will ask you  
to supply a topic from time to time as needed.  
Phrase each topic as a question. Examples of  
suitable topics for extemporaneous speaking are

- Will the recent crime bills passed by  
Congress reduce violent crimes by  
juveniles?
- Is the U.S. economy stable, or is it  
ready for a major "course correction"?
- How should the U.S. respond to the  
human rights abuses committed by  
military personnel at prisoner-of-war  
camps?
- Are college costs excessive?

- Should children under the age of 18 who commit murder be tried as adults?

Write one suggestion for each of the following general categories.

- National issues
- Economic issues
- International issues

Your topic suggestions should not be so narrow that they are unsuitable for your classmates. Aim for a topic that your fellow classmates are likely to know something about.

When you have a choice of topics, keep one simple rule in mind: Choose the topic on which you are best equipped to speak. Also take into consideration your audience and the occasion.

## Preparing

As is true of impromptu speaking, you cannot use standard speech preparation practices here. That's because it's impossible to prepare fully for an unknown topic. However, unlike impromptu speaking, extemporaneous speaking does allow you a small amount of preparation time before you speak. Therefore, several suggestions are in order to help you make the most of that time.

1. To be a competent extemporaneous speaker, you must keep up with current events. A minimum effort in this regard is to listen to



at least one radio or TV news source or read a daily newspaper. More source per day will add to your knowledge and help you see the issues from various points of view.

2. Review the material in the Preparation section of Speech Experience 1, "Impromptu Speaking," as material for extemporaneous speaking. The same organizational principles apply to extemporaneous speaking as to prepared speaking.
3. Have someone help you prepare. Ask a friend to suggest a topic in one of the categories named above. He or she can then help you with the preparation. Part of developing effective speaking skills to their maximum effectiveness is simply practicing the process over and over again. The more opportunity you have to rehearse, the stronger your skills will become.



ve selected your topic, review your  
f the particular issue. Make notes  
as you recall. If you have brought  
m current news publications with  
r review and cite them as sources in  
. Take a moment now to think  
what position you want to take on  
ite out a clear thesis statement that  
dience both what you think is  
out the topic and how your talk will

what organizational method will  
topic and make it easiest for the  
follow what you are saying. You  
arily need three main points. Some  
e only two, and trying to create  
use you to misuse your speaking  
sarily. Organize your key ideas on  
d then check to be sure they make  
together logically.

Take the last few minutes of your preparation time to plan an attention-getting introduction and a solid conclusion. Do not neglect this part of your preparation, as the conclusion and introduction are likely to be the parts of your speech that your audience will notice most. Search through your information on the issue to find a startling statistic or poignant story that could capture your listeners' imaginations. Use such an example to begin your speech, followed by your thesis statement and a preview of your main ideas. Your conclusion should restate your thesis, summarize your main points, and, if possible, refer back to that opening attention-getter.

## Presenting

As with impromptu speaking, your attitude toward your audience and your subject has a tremendous impact on your effectiveness when speaking extemporaneously. Maintaining your poise is crucial. You may wish to review the suggestions for this in the Presenting section of Speech Experience 19.

When you are ready to speak, begin by making eye contact with members of the audience and the judges. (Some events do not have an audience. In this case you will make eye contact with the judge(s).) Begin your introduction with confidence; be careful not to speak too fast. Use gestures when appropriate, but avoid movements that only serve to communicate nervousness. You may wish to cross the room as you progress to a new main point. However, do not make these moves if they do not feel natural to you. Stagy movements are almost always obvious. They serve to reduce your credibility rather than enhance it.

## Evaluating

Evaluate a classmate's extemporaneous speech. Be prepared to give oral feedback to the speaker on the following questions.

- Did the speaker make eye contact with the audience before beginning to speak?
- Did the presenter organize the information in a clear progression of ideas?
- Were the speaker's gestures and facial expressions appropriate to the occasion?

- Did the speaker have an interesting attention-getting introduction?
- Did the speaker have a point about the issues?
- Were the speaker's movements appropriate and spontaneous?

When you share your thoughts with the speaker, try to avoid undue negativity. Support your comments by citing something the speaker did well. Try to be specific with examples whenever you can.

# Parliamentary Procedure and Student Congress



A joint session of the U.S. Congress

## Specs for Parliamentary Procedure and Student Congress

### Time limit

Unless otherwise stated in the organization's constitution, 5 minutes is the generally recognized maximum time limit for a speaker's proposal.

### Speaker's notes

Do not use notes for this assignment.

### Sources of information

*Robert's Rules of Order.*

### Outline

No outline is required for this assignment.

## Speak Up!

Discuss courtroom dramas you have witnessed or films that are partly on the floor of the Senate or the House of Representatives. What, for example, do you know about the following terms?

- out of order
- pass the motion
- passed by a narrow margin
- table the motion
- objection
- adjourned

Participate in a class discussion of these and other terms that might come to mind when you think about legally functioning entities.



## and Expectations of Assignment

who wish to learn how to conduct orderly business meetings, many speakers offer an event called *Law* or *Student Congress*. This offers knowledge of parliamentary procedure and offers students a chance to apply knowledge within the context of a lively assignment explains parliamentary and related events in detail so that in your participation in such events desire to do so.

g the rules of parliamentary procedure will be able to take your place in any whether you chair it or merely participate. Furthermore, you will be qualified to dealing on all matters of business pertaining to the group's needs.

g this assignment, you will

to identify and explain basic

parliamentary procedure,

the basic duties of

parliamentary officers and participants,

and the parliamentary process of

conducting business, and

prepare and deliver a formal motion

and arguments in its support.

## Parliamentary Law

Parliamentary procedure, you must understand *Robert's Rules of Order* and be prepared to explain the rules that govern participation in assemblies that have a constitution and in which people attempt to dominate an

assembly in which group discussion is paramount, or they try to participate in a group discussion when they are totally uninformed regarding orderly and proper procedure. The results of haphazard procedure are notorious; ill will, upset feelings, confusion, stalled progress, and circuitous thinking are only a few of its byproducts.

Parliamentary procedure is a recognized procedure for conducting the business of a group. Its purpose is to expedite the transaction of business in an orderly manner by observing definite procedures, which may vary according to the constitutions and bylaws adopted by a group. In the many state legislatures and the national congress, parliamentary procedures are basically the same, but differ in terms of some of their interpretations. The rules of each assembly determine the procedures that prevail. There is no one set of rules that applies to all assemblies, despite the fact that they may all adopt the same text on parliamentary procedure. Each group follows its own laws, which they adopt, interpret, and enforce. The Kansas and Indiana legislatures might each adopt *Robert's Rules of Order* as their rulebook for conducting business, yet in carrying out the rules, they may differ widely. In fact, the house and senate in the same state legislature normally operate under different regulations. This is also true of the two houses in the national Congress. One of the obvious divergences here is the Unlimited Debate Ruling in the Senate (which allows senators to hold the floor for hours in filibusters) and the Limited Debate allowed in the House. There are other differences, which need not be discussed here. The fundamental point is that assemblies do operate under definite laws and regulations.

Situations for using parliamentary procedure arise any time a group meets to transact business—whether the occasion is a meeting in a church, a school, or one of 10,000 other places. The formality is dependent upon the group's knowledge and interpretation of the rules. Generally, the larger organized groups are more formal and observe their regulations more strictly than do smaller informal gatherings.

In all parliamentary meetings, however, members proceed through the business at hand by making motions. A **motion** is a call for action made by a member. No business takes place without a motion. Once a motion is made the members must act upon it.

For this assignment, you need to know three types of motions: **privileged**, **subsidiary**, and **incidental**. Following is a listing of the various kinds of motions and their purposes and rules within parliamentary procedure.

## Using the Precedence of Motions and Their Rules

The best, if not the only, way to prepare for participation in parliamentary procedure is to be familiar with the precedence of motions and their applications. You can gain this familiarity with a reasonable amount of study using any standard parliamentary law book. Without this knowledge, you are likely to flounder during an assembly and slow down the proceedings. If you wish to master many of the technicalities, you should definitely make a detailed study of a parliamentary text. For now, you will find some fundamentals discussed in the following paragraphs.

**Precedence of motions** Motions in a certain order. In the chart of Motions and Their Rules on page notice that number 13 is a **main** might be a main motion, for example. The Parliamentary Law Club have a main motion is what the assembly is discussing. It is the *only* main motion that can be discussed until it is disposed of. Once it has been disposed of, the assembly can entertain another main motion. In a session the group votes to have a party, the motion is disposed of. If it votes to have a party, the motion is disposed of. It is proposed that the club does not want to have a party as it stands. This raises a motion—that of an **amendment**.

**Amendments** You see, as the motion simply suggests that the "Parliamentary Law Club have a party." It does not say that a party should take place. It is only a change will have to be made. In number 11 in the chart of Motions. It is "to amend." It is *above* the main motion of the assembly. If someone moves "to amend the motion by adding the words *Saturday night*" This is in order. It is discussed and if it carries, the group has decided to have the words "Saturday night, June 16" added. If it fails, the main motion stands as originally made and is open to discussion and ready to be voted on. Assuming that the amendment carried, the business of the house becomes that of disposing of the *main motion as amended*. It is then voted on.

## Precedence of Motions and Their Rules

Key to the abbreviations of the rules:

2/3—Requires a 2/3 vote for adoption

Int.—May interrupt a speaker

Lim.—Limited debate

No-S.—No second required

Und.—Undebatable

### Privileged Motions

These motions regulate the actual running of the meeting. They fulfill such functions as ending or continuing the meeting. Privileged motions may also concern basic physical functions, such as controlling the temperature of the meeting room, adjusting the lighting, or eliminating disturbances outside the room. Because the effects are immediate, these motions take precedence over all other types.

To fix the time to adjourn	Lim.
To adjourn (unqualified)	Und.
To take a recess	Lim.
To raise to a question of privilege	Int., Und., No-S.
To call for orders of the day	Int., Und., No-S.

### Subsidiary Motions

To lay on the table	Und.
To move the previous question (this stops debate)	Und., 2/3
To limit or extend the limits of debate	Lim., 2/3
To postpone definitely	Lim.
To refer to committee	Lim.
To amend	1/3 S
To postpone indefinitely	Lim.
A Main Motion —	
a. "To reconsider" is a specific main motion	Int.

### Incidental Motions

These have no precedence of order.

To suspend the rules	Und., 2/3
To withdraw a motion	No-S., Und.
To object to a consideration	Int., No-S., Und., 2/3
To rise to a point of order	Int., No-S., Und.
To rise to a point of information	Int., No-S., Und.
To appeal from the decision of the chair	Int., Lim.
To call for a division of the house	Int., No-S., Und.
To call for a division of a question	Und.

If an assembly wishes to, it can amend an amendment in the same manner it amends the main motion. It then discusses and votes on the amendment to the amendment. If this does not carry, the amendment remains untouched. If it does carry, the amendment *as amended* is next discussed and voted on. If it, in turn, does not carry, then the main motion remains unchanged and the amendment plus the amendment to the amendment is lost. If it does carry, the main motion as amended is debated and voted on. It is illegal to change an amendment beyond adding one amendment to it.

**Other motions** Let's suppose that the group decided to amend the main motion by adding the words "Saturday night, June 16," but still is not ready to decide definitely about having a party. You will note that number 10 in the chart of Precedence of Motions is "to refer to committee." When a motion is referred to a committee, all amendments automatically go with it. The motion to refer will be debated and voted on. If it carries, the main motion is *disposed of* and the assembly is ready for another main motion. If the motion to refer fails, then the main motion remains before the house as though the motion to refer to a committee had never been offered.

Now look at the chart of Precedence of Motions again. Notice that many more motions are listed above number 10. The higher you move up this list, the smaller the number of the motion is, but the more important it becomes, until you arrive at the very top. This is the most powerful motion of all. The motion on the chart may be placed before the assembly at any time during debate on a main motion, provided the new motion has precedence. In other words, John moves a main motion; Susan immediately moves number 9, to postpone the main motion definitely; Adam moves number 6, to lay the

main motion on the table; Mary moves number 3, to take a recess; and Adam moves number 1, to adjourn in that order. However, when Adam moves number 1, Mary could not move number 8, to postpone indefinitely, because the main motion had precedence.

Actually, the precedence of motions in its simplest form means that a person moving any of the motions on the floor assumes that she follows the rules of precedence. If you participate in parliamentary procedure, you have to understand that the numbers of the motions before each motion are not for counting purposes. Instead they tell you what motion has precedence over the other motions. The most important motion is the one having power over other motions. The first is number 1, to fix the time at which the assembly will adjourn. The second most important motion is number 2, to adjourn sine die. The third precedence is number 3, to postpone indefinitely; next is number 4, to postpone to a definite time; and so on, clear down to number 12, to lay the motion itself.

Now let's look at the chart of Precedence of Motions once more. You see that the motions are divided into three specific groups: Privileged Motions (number 1 through 5), Subsidiary Motions (number 6 through 12), and the Main Motion. The Main Motion can be a motion about abolishing taxes to having a party.

Here is the main point you should remember from studying these 13 motions. A person moving a main motion on the floor, the actions you can take on it. The motions numbered 6, 7, 8, 9, 10, 11, and 12. They are called *subsidiary* because they are applied to things you can do to a main motion. At a glance you can see that an assembly can do anything from postponing a motion to laying it on the table and taking

as do not conflict with the ruling have only one main motion at a time. They are not main motions. They are the motions to change (amend) or dispose of a motion (to postpone indefinitely, refer to a committee, or lay on the table). Of course, you can only move a motion by adopting or rejecting a motion. Thus, once you have a main motion pending before the assembly, you have to do nothing but vote with it, and rules concerning the order of motions tell you how to do it.

Under the privileged motions, 1 you will see that they do not do anything but move a motion. They are the actions a person can take while it is disposing of a main motion. For example, if the club were discussing a motion to have a party, someone might move number 3, to take a recess. If the assembly voted to take a recess, they would vote to recess for five minutes (or for the time specified in the motion to recess specified). When recess was over, they would convene and resume discussing the main motion and vote on it when they voted to recess.

Under the entitled Incidental Motions is the motion for explanatory. You will note that it is the things a person would normally do while debating on a motion. For example, if the assembly were debating the motion to have a party, someone might want to find out whether it is possible to offer an amendment to the main motion at that time. In this case you would *rise to a point of information*, sometimes called a *point of order* or *point of inquiry*. If you observed a violation of the rules that the chair had the authority to enforce, you would immediately rise to a point of order. You will notice that most motions require no second and also require the suspension of a speaker. This is true

because certain matters must be clarified while the debate is in progress. Otherwise too many corrections would have to be made after a motion was adopted or defeated.

## Preparing

For this assignment, each student will be required to place at least three motions before the assembly and seek their adoption. Motions that are adopted should be reported to your instructor. To prepare for this assignment, you will have to become familiar with a number of duties and protocols. Here is a list to get you started.

## Duties

**The chairperson** This is the person who must call the meeting to order, conduct the business of the assembly, enforce rules, appoint committees and their chairpersons, and appoint a secretary for each meeting if one has not been elected. The chairperson refrains from discussing any motion before the house. If the chairperson wants to speak on a proposal, he or she appoints a member to substitute, then assumes the position of a participant in the assembly. The chairperson must gain recognition from the newly appointed chairperson, make remarks on an equal basis with other members of the group, and then resume the chair at any time desired.

**The secretary** This is the officer who must keep an accurate record of all business transacted by the house. This includes all motions, whether carried or defeated, who seconded the motions, and the votes upon them. The secretary also keeps a record of all committees appointed and any other actions of the assembly.

## Protocols

### To gain recognition from the chairperson

Rise and address the chairperson by saying “Mr. (or Madam) Chair.” The chair will then address you by name, nod to you, point toward you, or give some other sign of recognition. You are not allowed to speak until you get the chair’s permission to do so.

**To place a motion on the floor** Gain recognition from the chair; then state your motion, beginning with the phrase, “I move that \_\_\_\_\_.”

**To dispose of a motion** The assembly must adopt, reject, or apply subsidiary motions to it.



**To second a motion** Simply call out *second*. You need not rise or have recognition from the chairperson.

**To change (amend) a motion** Gain recognition, and then say, “I move to amend the motion (or amendment) by adding \_\_\_\_\_,” or “by striking out the words \_\_\_\_\_,” or “by striking out the words \_\_\_\_\_ and inserting the words \_\_\_\_\_.”

**To ask for information** Rise with recognition, interrupt a speaker, gain recognition, and say, “Mr. (or Madam) Chair, I ask for information” or “I rise to ask for information on a parliamentary inquiry.” When the chair calls for a parliamentary inquiry, “State your point,” ask your question.

**To ask a member of the assembly a question** First gain recognition; then say, “Mr. (or Madam) Chair, does the speaker yield to a question?” The chair asks the person if he or she will answer. If the member says yes, you may ask the question. If not, you may not proceed with your question.

**To exercise personal privilege** Gain recognition, interrupt a speaker, gain recognition, and say, “Mr. (or Madam) Chair, I wish to exercise a personal privilege!” The chair will say, “The member has the privilege.” You may then ask what the privilege is—to be your privilege—even if it is not the point, such as whether you might have a window closed because a draft is blowing.

**To call for “division of the house”** Rising to gain recognition, say, “Division of the house.” This motion is used when you want the voting on a measure to be by a show of hands or by asking members to indicate their vote. “Division of the house” is called for when there has been a close vote, or when the vote was so close it was hard to determine the actual vote.

**"question"** If you are ready to "question." It is not compulsory to put the motion to a vote at this time, but the chair, he or she will generally do so if no one calls out "question."

**A ruling made by the chair** As the chair makes the ruling, the person who objects with it calls out without delay, "Mr. (or Madam) Chair, I appeal the decision of the chair." A second is required to make the appeal valid. If there is a second, the chair asks the person who made the appeal to state the reasons for doing so. This objection follows after which the chair asks the assembly to vote from the assembly by saying, "The chair rises in favor of sustaining the chair raise the question." Then after counting the votes the chair says, "Those opposed the same motion." The chairperson announces the vote by saying, "The chair is sustained by a vote of X to Y" or "The chair stands corrected X to four."

**Adjournment** Adjournment may be declared from the chair, or it may be moved. The motion to adjourn is placed on the agenda, and carried.

**In the order of business** The assembly agrees upon an order of business. It is the duty of the chair to see that this order is carried out. If the rules are suspended by a two-thirds vote of the group, which will permit a change.

**The rules** A motion is put before the assembly that the rules be temporarily suspended to consider certain urgent business. This requires a two-thirds vote to carry. If the motion receives a two-thirds vote, the rules are suspended.

**To vote on a motion** The chair asks for a vote. It may be by voice ("yes" and "no"), roll call, show of hands, standing, or ballot.

**To object to the consideration of a motion** A member rises without recognition, interrupt a speaker if necessary, and say, "Mr. (or Madam) Chair, I object to the consideration of the motion (or question)." No second is required. The chair immediately asks the assembly to vote as to whether they want to consider the question. If a two-thirds vote against consideration of the question, it cannot be considered. The objection must be made immediately after the motion to which the member objects is placed before the assembly.

**To conduct nominations for office** The chair opens the floor to nominations for a certain office. A member rises and says, "Mr. (or Madam) Chair, I nominate \_\_\_\_." The secretary records nominations. After a reasonable time, the chair rules that nominations are closed, or someone moves that nominations be closed. This is a main motion. It is seconded, debated, and voted on. If it carries, nominations are closed. If not, they remain open. The chair may rule a quick motion to close nominations out of order if such a motion is obviously an attempt to railroad a certain party into office before other nominations can be made.

**To put a motion before the assembly** If the motion requires a second, the chair waits a short time to hear the second. If it does not come, the motion is ruled dead for want of a second. If a second is made, the motion is repeated as follows: "It has been moved and seconded that the Parliamentary Law Club will have a party Friday night. Is there any discussion?" This officially places the motion in the hands of the assembly.

## Presenting

Your instructor will advise you in this matter. However, every class member should take at least one turn acting as chair and one turn as secretary. The instructor will appoint the chair until you and your classmates learn how to nominate and elect a chair. Then you will carry out the following steps.

1. The chair should appoint a committee to draw up a proposed constitution and bylaws. (The committee may be elected if the group wishes to do it this way.) If time is limited, the instructor may dispense with drawing up a constitution and bylaws.
2. An order of business should be set up. Normally, it will be something similar to the following:
  - A. Call the meeting to order.
  - B. Have the minutes from the preceding meeting read. Ask if there are any additions or corrections, and make any changes required. A formal vote is not required to approve the minutes. The chairman should state the minutes are approved as amended or as read, whichever is appropriate.
  - C. Ask for old business. This may be any unfinished business.
  - D. Ask for committee reports.
  - E. Ask for new business.
  - F. Adjourn.

3. In carrying out practice parliamentary sessions, motions will have to be made before the assembly. Each student will be required to put at least three motions on the floor and seek their adoption. Here are some examples.

- A motion to petition teachers that written examinations be limited to one hour
- A motion that tardy students be fined a 25-cent fine for each incident of tardiness, with revenues to be used and contributed to a school building fund

Your instructor will give you a form on which to write your motions.

## The Student Congress

A **student congress** may be composed of a house and senate, with different students acting in each capacity, or one group acting as a unicameral (single-chamber) legislature. In either instance the group's purpose is to formulate bills, discuss them, and vote to accept or reject them by vote. To accomplish these activities the group must know parliamentary procedure and conduct its business in a formal manner. This involves

1. determining the scope of legislation that will come before the assembly,
2. organizing the legislature by electing officers, forming committees, and assigning seats,
3. holding committee meetings to discuss bills and/or draft bills, and
4. debating and disposing of bills and amendments before the assembly.

## Meeting of the General

Meeting of the general assembly a chair and a temporary secretary appointed or elected. Both will take place immediately. The instructor will act as chairman unless one is elected or the temporary chair will then open to nominations for a permanent speaker of the house or president of the assembly. The speaker will take office as soon as elected. The speaker will call for nominations for a secretary who will be elected and the speaker will act at once. As next business the speaker will appoint standing committees and a chair for each. The assembly

may then discuss matters relative to its general objectives and procedures. When the discussion is finished, the meeting is adjourned.

## Committee Meetings

Committee meetings are next in order, and, though these are informal, you should follow parliamentary procedure by having an elected or appointed secretary keep minutes for the group. A committee may originate its own bills and consider bills submitted by members of the assembly, which the speaker of the house or president of the senate has referred to them. The committee can amend bills. It will report bills out or "kill them" in committee, according to votes taken after discussion in the committee.



## Sample Resolutions and Bills

A resolution is a recommendation of action and does not carry the weight of law as it has no enforcement and penalty clause. A resolution

must have a title and a body. A resolution is optional. The body is composed of several paragraphs. Each line is numbered. Resolutions should be brief—keep them under 175 words.

### A Resolution Limiting Student Drivers at Central High School

WHEREAS, Space is limited around Central High School, and

WHEREAS, Parking on the street is limited to one hour, and

WHEREAS, Student enrollment is increasing each year, and

WHEREAS, Many students are within walking distance of Central High School, therefore,

BE IT RESOLVED BY CENTRAL HIGH SCHOOL SPEECH CLASS THAT:

- 1 SECTION I. The governing officials
- 2 of Central High School should
- 3 prohibit all students living within
- 4 one mile of this school from
- 5 operating a vehicle to and from
- 6 school as a means of transportation.

This resolution introduced by

---

### A Bill Providing for Limiting Student Drivers at Central High School

BE IT ENACTED BY THE CENTRAL HIGH SCHOOL SPEECH CLASS THAT:

- 1 SECTION I. All students
- 2 within one mile of the school
- 3 not operate a vehicle to and
- 4 school as a means of transportation.
- 5 SECTION II. Any exception to
- 6 Section I must be approved by
- 7 school board upon petition.
- 8 SECTION III. The policy shall have
- 9 effect at the beginning of the
- 10 school year after passage.
- 11 SECTION IV. Any student guilty of
- 12 violation of the policy will receive
- 13 three-day in-school suspension.

This bill introduced by

---

## al Assembly in on

congresses follow the procedures of their state legislatures. Others have established rules of parliamentary procedure designating a certain text as their model. In other cases, an agreed-upon procedure is used. To have a successful general

assembly, members should know parliamentary procedure and how to use it. It's especially important that they know the precedence of motions, and how to apply the privileged and subsidiary motions. Incidental motions, which have no order of precedence, are of vital importance in the general conduct of the assembly's deliberations. As such they should be thoroughly familiar to all participants.



Under a bicameral (two-chamber) student congress the requirement is that each bill must pass the house in which it originates. It is then filed with the secretary of the other house after which the presiding officer of the house refers it to the proper committee. If reported out of this committee and passed by the second house, it may be considered passed unless there is a governor who must act on it before it can be so considered. When a governor is used, a lieutenant governor is ordinarily elected and serves as presiding officer in the senate. It thus becomes doubly important that all plans be laid before a student assembly convenes for the first time in order to know what officials to elect, what their duties are, what committees to set up, and which procedures will be relative to activities of the congress.

## A Suggested Order of Business

The following order of business meets most student congress needs.

1. The meeting is called to order.
2. Minutes of the last meeting are read and adopted as read or corrected.
3. The presiding officer announces the order in which committees will report and the group decides on (a) time limits for individual speakers and (b) the total time allowed for each bill.
4. The spokesperson for the first committee reads the bill, moves its adoption, and gives a copy to the secretary. Another member seconds. If the bill belongs to an individual, he or she presents it in a similar manner when granted permission by the chairperson. Another member seconds. Whoever presents a bill then speaks for it. The bill is debated and disposed of according to the rules of the assembly.
5. Each succeeding committee reports and the process of discussing and disposing of each bill continues until all bills have been acted upon.
6. The secretary announces the bills that were passed and those that were defeated.
7. The assembly conducts any business that is appropriate.
8. Adjournment is in order.

## Evaluating

As you will be participating in the right alongside your classmates, pay attention to your own performance. Check yourself against the following.

- Have you made a study of parliamentary procedure?
- Have you acted in accordance with the new protocols you have learned?
- Do you know the precedence of motions?
- Have you worked cooperatively with your classmates in making and disposing of motions?

# Debate



## Specs for Debate

### Time limits

The time limits shown here are standard for competitive debate. They may be shortened proportionately for class debates.

First Affirmative Constructive—8 minutes

Cross-Examination of First Affirmative by Negative—3 minutes

First Negative Constructive—8 minutes

Cross-Examination of First Negative by Affirmative—3 minutes

Second Affirmative Constructive—8 minutes

Cross-Examination of Second Affirmative by Negative—3 minutes

Second Negative Constructive—8 minutes

Cross-Examination of Second Negative by Affirmative—3 minutes

First Negative Rebuttal—4 minutes

First Affirmative Rebuttal—4 minutes

Second Negative Rebuttal—4 minutes

Second Affirmative Rebuttal—4 minutes

### Speaker's notes

Use notes sparingly but efficiently. They are necessary in good debating.

### Sources of information

You will need many. In your debate you will be required to state your sources of information to prove the validity of your statements.

### Outline

Prepare a 75- to 150-word complete sentence outline to be handed to your instructor before the debate starts.

## Speak Up!

Have you ever participated in a debate? You probably have at least argued your case a few times in your life! Share a recent example of a time when you used examples, anecdotes, hard facts, and other methods to win an argument. If you have had some experience with formal debating, share that experience.

## and Expectations of Assignment

Opportunities in life invite us to formally discuss popular topics within decision-making contexts in which we belong. The contest version of debate is particularly ordered to present strong sides of an issue.

Debate provides excellent experience in public speaking, as it pits two or more speakers in the process of presenting ideas against each other. It tests your ability to express your ideas and to defend them under direct challenge. This teaches tact, poise, self-reliance, and strengthens your confidence. It also demands that you think on your feet. It also demands that you back your ideas with solid evidence, facts, and logic, not just conjecture or opinion. This assignment will size you up with the rules for debate and give you the opportunity to participate in a competitive environment. It will also give you skills you can use throughout your life.

During this assignment, you will

• present ideas and defend them under direct challenge,

• explain how to support arguments with evidence,

• explain how formal debates are organized and conducted,

• present and deliver a case on one side of an issue, and

• cross-examine an opponent's case.

## Defining a Debate

A **debate** is a speaking situation in which two opposing speakers or teams present and argue their ideas on a specified topic. The ideas represent solutions to a problem. The proponents of each solution attempt to convince the audience that their idea should be adopted in preference to all others. In fact, a debate, in the sense used here, consists of two opposing persuasive speeches.

A debate team may be composed of one or two people depending on the debate format. Two-person teams are the most common for topics that deal with a policy change. This assignment is structured for that format.

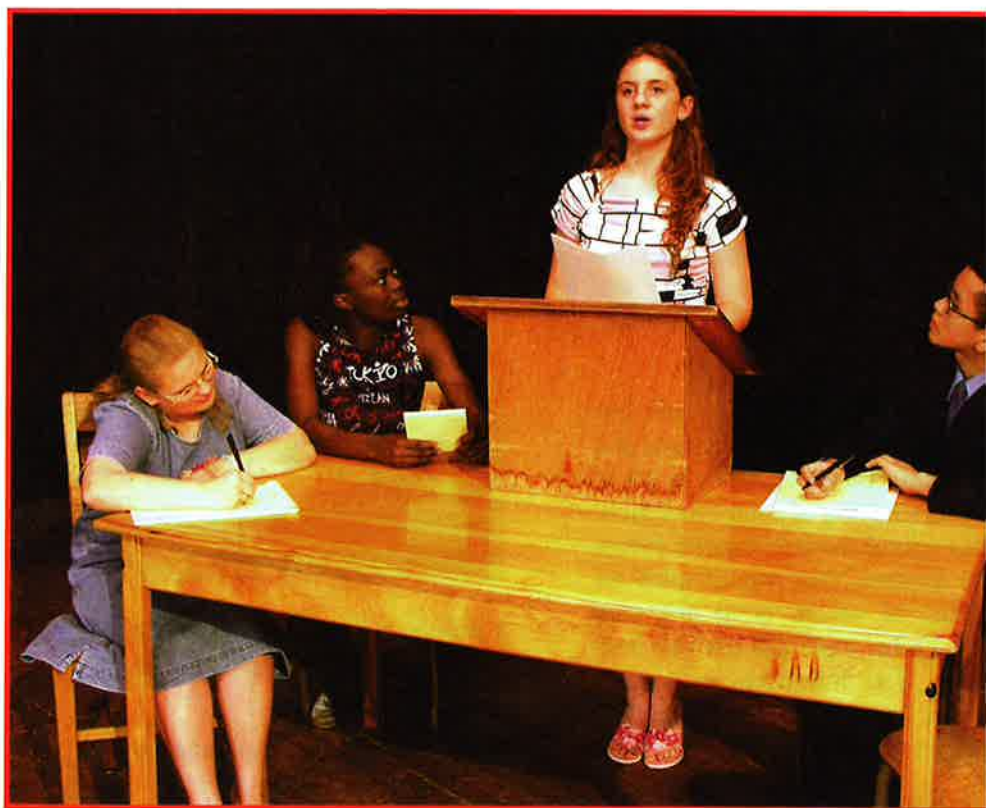
Debates are divided into **constructive speeches** and **rebuttals**. Constructive speeches introduce the arguments and position of each speaker while the rebuttals review and extend the constructive issues. Refer to the time limits at the beginning of this assignment for the order of speeches. You will note that the affirmative team leads off and closes the debate. While this may seem like an unbeatable advantage, both teams have the same amount of time, and the second negative constructive followed by the first negative rebuttal can be a powerful advantage for the negative.

After each of the constructive speeches, a member of the opposite team will be given three minutes to **cross-examine** or question the speaker. Each team member will take turns asking questions. One negative team member will cross-examine the first affirmative speaker and the other negative team member will cross-

examine the second affirmative after the constructive speech. The same is true when the affirmative cross-examines the negative. The purpose of cross-examination is to gain additional information from the speaker or to clarify what the speaker said. Cross-examination is not a time to argue; it is a time for questions to be asked and answered.

Occasions for debates occur in practically every academic class, although regularly organized debate groups and speech classes participate in them most frequently. There are nationwide

inter-school debates among high schools, as well as inter-college contests. Debates are excellent programming in schools; on the radio; and within civic organizations, business groups, and clubs. Many kinds of people enjoy listening to a good debate. The format is not completely humorless. Some debates are entertaining. But even for a lighthearted debate the purpose of which is to entertain, participants have to do the same skillful preparation that would do for a regular debate.



## Choosing a Topic

Debates are worded in a statement of requests for a change to be made in the world or to do something. The affirmative team supports the topic. The negative team opposes the present way of doing things. The resolution is called a **resolution**.

One topic is chosen for national debate in high school competitions and another is chosen for national college debate. Ask your instructor what the topic is for the national high school or college debate. You may want to debate one of those topics or choose an element of them.

When the affirmative team and the opposing team will be given the choice of topic, you'll have to convince your opponents to reach agreement. Remember that one team will uphold the status quo under debate, while the other will oppose it. So, in choosing a topic, the two teams must also decide which of them will be the **affirmative** (for the topic) and which will be the **negative** (against it).

To arrive at an agreement, be sure that you have an interest in the subject and that you have enough information about it. If you are in charge of choosing the topic, check the availability of source materials, visit your school and city libraries before making a final decision. One way to solve the problem of what to debate is to ask your instructor to assign the topic and the side each team will argue. The following are sample resolutions that they all use the word *should* to suggest a policy change.

Resolved: That the federal government should significantly increase social

services to homeless individuals in the United States.

- Resolved: That the federal government should initiate and enforce safety guarantees on consumer goods.
- Resolved: That the federal government should guarantee comprehensive medical care for all citizens in the United States.
- Resolved: That smoking should be prohibited by law.



- Resolved: That students caught cheating should be expelled from school.
- Resolved: That capital punishment should be abolished.

## Preparing

As stated earlier in this chapter, a debate is really two or more opposing speeches to persuade. Your purpose then is to convince your audience that your point of view is the correct one. To refresh your memory about the speech to persuade, reread Speech Experience 9.

Because a debate is an activity in which two colleagues team up against two other colleagues, you must prepare for the contest in cooperation with your teammate. You will find this easy to accomplish if you carry out the following suggestions.

1. Decide who will be the first speaker.
2. Make a mutual agreement that both of you will search for materials to prove your side of the question. Later these materials can be exchanged to help each of you strengthen your individual arguments.
3. Begin your hunt for information on your subject. Whenever you find something pertinent, take notes. Be sure you are able to give the exact reference for the information. Record the author's name and qualifications; the title of the article; the magazine, newspaper, or book in which you found the item; and the exact date of publication. Take your notes on 4-inch by 6-inch cards; then at the top of each card write a heading that tells you in brief what the notes on that card concern. For instance, on a health-care topic, labels might be: "cost of care," "uninsured," and "Canadian system."
4. Use only complete and exact quotations. Quotations are very important in a debate to have accurate information. Therefore, when you find sources, copy the information exactly as it appears in the publication. Don't change anything out or add anything. You don't want yourself up for an attack by the opposition if you do try to paraphrase a quotation.
5. Plan and rehearse your case with your partner. You should each have your case so well in mind that you will have only a little reference to your notes during the debate, except when bringing up a point raised by the opposition. Practice your case and your teammate are in complete command of the material. However, you should not memorize a debate speech word for word. Know the sequence of points and the evidence to prove the point. Rehearse and create a well-planned introduction and conclusion.



ing briefly states what each speaker  
each speech.

## **First Affirmative Constructive**

resolution.

terms of resolution.

affirmative reasons for change.

proof for reasons for change.

affirmative plan.

## **First Negative Constructive**

basic negative approach.

negative position.

affirmative definition of terms

).

affirmative reasons for change are  
significant.

status quo can achieve affirmative  
or change without affirmative plan  
(policy).

## **Second Affirmative Constructive**

negative position.

affirmative reasons for change.

all first negative attacks.

added advantages.

## **Second Negative Constructive**

develop in light of opponent's  
negative position.

2. Attack affirmative plan as unworkable and undesirable.

## **First Negative Rebuttal**

1. Extend first negative constructive arguments in light of second affirmative responses.
2. Review reasons for change and why they are insufficient.

## **First Affirmative Rebuttal**

1. Answer second negative attacks on plan.
2. Return to affirmative case to rebuild affirmative reason for change.

## **Second Negative Rebuttal**

1. Review first negative attacks on reasons for change.
2. Return to plan attacks—show how plan is still unworkable and undesirable in light of first affirmative rebuttal.

## **Second Affirmative Rebuttal**

1. Answer attacks on affirmative plan by proving it workable and desirable.
2. Return to case and emphasize reason for change.

---

## Organizing

Use the following outline to create an overview of your team's argument.

- I. Divide your entire case into four parts. These parts are called **stock issues**. An affirmative must prove all issues; a negative can win by disproving any one of the issues.
  - A. **Harm** This shows a need for the specific proposal you are offering by showing some harm is currently happening that needs to be solved.
  - B. **Inherency** This shows that there is something that currently exists in our present system that prevents us from solving the harm. You must show that the harm is inherent. For example, in a topic that would ask for the right of doctors to prescribe marijuana for medical purposes, we have a law in the present system that states that marijuana use is a federal offense. Therefore, the law prevents the present system from solving the problem.
  - C. **Plan** You have to come up with a plan of action to solve the harm you identify. In other words, you need a solution to the problem, and you need to show that your solution works.
  - D. **Disadvantages** You need to show that there will not be problems that occur (disadvantages) if your solution is accepted.
- II. Your finished affirmative case should be set up as follows.
  - A. Introduce the topic's importance and state your resolution.
  - B. Define your terms. If you are arguing that compulsory military training should be established in the United States, you must tell what you mean by *compulsory*. Will there be any exceptions? What does *military training* mean? Does it refer to the infantry, the air force, or a technical school for nuclear specialists? In other words, state *exactly* what you are talking about.
  - C. Show that your proposal is needed (stock issue of harm).
    1. Give examples, illustrations, opinions of authorities, facts, and analogies that point to the need for your proposition. Give enough of these proofs to establish your point.
  - D. Show that we cannot solve the problem in the present system.
  - E. Show that your proposition is practical (it will work).
    1. Give proofs as you did to establish need in point C, above.
  - F. Show that your proposal is desirable (its results will be beneficial). Prove that there will be no disadvantages to it.
    1. Give proofs as you did in point C.

G. Summarize your speech; then close it by stating your belief in your proposal.

. Negative colleagues should set up their case as follows.

A. Prepare material that denies that there is a problem.

B. Prepare to defend the fact that the present system can take care of any problem on its own, assuming one exists.

C. Find reasons the affirmative solution will not work.

D. Prepare material that shows problems or disadvantages that would occur if the affirmative plan were adopted.

**Note:** All of your arguments should be presented in constructive speeches. The rebuttal speeches are used to provide further support for your arguments, to deny the opposition's arguments, and to summarize why you are winning.

. Rebuttal is easy if you keep certain factors in mind.

A. In refuting points, try to run the debate. Take the offensive. This is easy but you must follow a plan. The plan is to take your main speech point by point. Reiterate the first point you made, tell what the opposition did to disprove it. Then give more evidence to re-establish it. Now take your second point and do exactly the same thing over again. Continue this strategy throughout your rebuttal and close with a summary, followed by a statement of your belief in the soundness of your proposal.

Do not talk about points brought up by your opponents, except as you refer to them while you re-emphasize your own points. You must carry out this plan of advancing your own case or you will be likely to confuse yourself and your audience. Refuse to be budged from the consideration of your plan for advancing your own case.

B. The final speech by each side in the debate should be the strongest. Each side needs to prove why it should win the debate. Concentrate on those points you know you are winning. Remember, the affirmative must win all the stock issues, but the negative side only needs to win one.

When each team tries to run the debate, that is, take the offensive, there is a real argument. Because each team plays upon its own case, the two proposals and their arguments are easy to follow.

## Presenting

A debater's attitude should be one of confidence, not cockiness. Debaters should be friendly, firm, polite, and eager to be understood. A sense of humor is helpful if well applied.

Use movement, gestures, and notes without awkwardness. Your posture should be relaxed and alert. Your voice should be conversational in quality, earnest, and sincere. Speak loudly enough to be heard by everyone in the room.

When you rise to speak, address the audience and your opponents. Simply make a few introductory remarks about the occasion, the audience, and the pleasure of debating a timely question. No more is needed. Some debaters utter trite, stereotyped sentiments that would be better left unsaid.

Next, move into the debate by defining the terms. This should all be done informally and sincerely in a communicative manner. There is no reason why a debate should be a formal, cold, stilted, unfriendly affair.

After the debate is over, it is customary for the teams to rise, walk to the center of the room, and shake hands. If your team won the debate,

don't gloat. If you lost, don't be peeved. Do your best you can and accept the outcome.

Following is the standard protocol for debate when you take part in a debate.

1. The two teams sit at tables on opposite sides of the room facing the audience.
2. A timekeeper sits in the front of the room facing the audience. The timekeeper notifies the debaters by raising time cards. When time is up, this means that the speaker has five minutes left. When time is up, the timekeeper raises the stop card. The speaker must stop speaking within ten seconds of the final signal.
3. There may be one, three, or five judges. Each is provided with a ballot. When the debate is over, the judges, without discussion, immediately fill out their ballots.
4. Debaters may refer to their team as "my team," "my name," or as "my colleague." Opponents may be referred to by name or as "my opponent," or "the first affirmative (or negative) speaker" or "the second negative (or affirmative) speaker." Debaters may refer to their team as "we," or "my colleague."



ng

classmate's constructive argument.  
Following criteria on a scale from 1 to  
ing "needs much improvement" and  
standing."

e speech clearly and effectively  
ed?

introduction catch your  
n?

speaker give you a reason why  
ech was important to you  
ully?

e speech delivered well with  
osture, appropriate gestures, eye  
, and adequate rate and volume  
ch?

- Did the speech contain sufficient and appropriate supporting materials?
- Was the conclusion effective?
- Did the speech achieve its intended result? Did you find the argument persuasive?

Give an overall score to the speech. As always, when evaluating a speech, be positive and take time to comment on good points as well as areas for improvement. Choose one area of the speaker's performance that may have given you new ideas about your own debate skills. Write a short paragraph to explain.



# Business and Career Speaking

A quick survey of help-wanted advertisements will reveal that one of the most sought-after qualities in the job market is the ability to communicate well. This unit is designed to highlight some of the speaking and listening skills needed in the workplace. Regardless of what path you pursue, these skills will be the ones you will draw upon most frequently.

## Speech Experiences in This Unit

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### Experience 29

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The Keynote Address . . . . . 334



# The Sales Talk



Michael Levey, TV Infomercial king

## Specs for the Sales Talk

### Time limit

5–6 minutes.

### Speaker's notes

Do not use notes when trying to sell something to an audience; however, you can use overheads or handouts.

### Sources of information

Two and preferably three sources are required for this speech. You will need to acquire and become familiar with the data about the product you will sell, manufacturer's specifications, uses for the product, and reasons people buy the product. Sources of information will come from brochures or publications. The Internet is also a good source. For each source, cite where the information was found—the specific magazine, brochure, Web site, or book it was taken from; title of the article; author's full name; date of publication; and the chapter or page telling where the material was found. If a source is a person, identify the source completely by title, position, and occupation. List these on the outline form.

### Outline

Prepare a 75- to 100-word complete sentence outline.

## Speak Up!

Share a particularly good or bad sales experience you have had as either a salesperson or a customer. How did you feel? Describe the salesperson. Was he or she pushy, knowledgeable? Was a demonstration or visual aid used? What traits would describe a good salesperson? a bad one?



## and Expectations Assignment

alk is something you may be called  
sent much sooner than you now  
involves a situation in which you  
to trade or sell a group of persons an  
change for their money. Sometimes  
difficult task. Many persons have had  
experience in this particular type of  
selling. This one experience is not  
make a sales expert out of anyone,  
it will help the person who later  
necessary to sell something.

g this assignment, you will

y speaking strategies used to sell  
s to others,

and the competitive nature of

alks,

arguments for the sale of a  
t to a particular audience,

y the motivation for buyers of the  
c, and

responses to anticipated  
ns.

## the Sales Talk

is a speech in which you attempt  
others to buy a product from you  
later date. In some instances, you  
take orders at the conclusion of  
s; in other cases, you will merely  
interest in your goods so prospective  
will buy from you later. But in either  
purpose is to sell by stimulating the  
want what you have and to be will-  
with money to acquire the goods you

The sales talk makes special demands on the speaker. You must be pleasing in appearance, pleasant to meet, congenial, and friendly. You must be thoroughly familiar with the product and with most matters pertaining to it. You must be honest and truthful with your answers, and if a question is asked that you cannot answer at the time, you should say, "I do not have an answer to that question right now, but I will get the answer for you."

You should, by all means, be able and willing to answer questions regarding the production, the manufacturer (or the company sponsoring it, such as an insurance company), the cost, terms of selling, guarantees, repairs, cost of upkeep, and other such matters. You should know how to answer objections, questions, or comparisons made to a competitive product.

Occasions for the sales talk are many. We might say that any time a speaker appears before one or more persons with the purpose of selling, it is a sales talk. Think about occasions where you have heard the sales pitch—someone at your door selling Girl Scout cookies, college recruiting fairs, soliciting for school funds, someone at your school telling you about class rings, infomercials on television. The main idea is that prospective customers can be any kind of people and be met anywhere and at any time.

## Choosing a Topic

Choose a product for sale that you believe in; then build your talk around it. Be sure to select something your audience needs and can use. Some natural topics are athletic equipment, computers, food, schoolbooks, a movie or play, or an article of clothing. For additional suggestions, ask your instructor.

## Preparing

First of all, follow the regular steps of preparation used for any speech. Pay particular attention to analyzing your audience. It would be fatal to misjudge your prospective buyers. You should know as much as possible about their personal situations: probable incomes, credit ratings, occupations, religions, education, local issues, and anything else that concerns them.

A wise salesperson will find out what other salespeople have sold or tried to sell in the way of competitive products. Salespeople will also be familiar enough with these products to make comparisons favorable to their own.

Whenever possible, demonstrate what you are selling. This means that you must know how to show it to the best advantage. Be sure, very sure, that it looks good and is in working order. Let your customers try it out. If it is candy, pass samples around. If it is a computer, let people work on it.

It is essential that you be ready to sign order contracts. This will necessitate your having pen and ink, order forms, credit information, checkbooks, and receipts on hand. Do not make buyers wait when they are ready to buy.

Be prepared to greet your audience promptly. Go to the designated meeting place early. Have everything arranged before your audience arrives. After you think you have every display most advantageously placed, all sales forms in order, and everything in tip-top shape, go back for a final check. If you have omitted nothing, then you are ready.

As for your speech, have it well in mind. Do not use notes. It would be foolish to attempt to sell something while referring to notes in order to discover the good points of your product.

## Organizing

The organization of your speech should be thought out. One plan that can be recommended is the one that follows.

- 1. Start with a friendly introduction.** Begin by stating your pleasure in meeting the audience. Be sincere.
- 2. Present information about your product and yourself.** Talk about your credibility or experience with the product. What position do you hold? How long have you been with this company? Why did you choose to work for your particular company? What is the name of your company? How old is it? Is it a new organization? Is it financially sound? Is it reliable? Does it stand behind its products? Does it guarantee its products? Does it quibble over an adjustment if a customer asks for one? Does it have a large sales organization? Can you get parts quickly if these are needed? Does your company plan to stay in business? Does it test all of its products before placing them on the market? How large is its sales force? What special recommendations can your company have? Of course, it may be necessary to answer all of these questions; however, many of them will have been answered by giving information about your product, which establishes you as a reputable salesperson and your company as a reputable business.
- 3. Explain and demonstrate how your product operates.** In doing this, be sure to play up its advantages, its special features, new improvements, economical operation, dependability, beauty,

and the like. Give enough details far but not so much that you bore your listeners.

### **The advantages and benefits of**

**Tip.** Let the audience see vividly how your product will benefit them. If the buyer of a box of chocolates, the buyer will be pleased by family and friends by serving them. If a salesperson is offering a correspondence school course, the buyer will want more money, gain prestige, and get advancements by buying the course. It is helpful to mention the names of other persons who have bought the product from you and are now enjoying the benefits from ownership of it.

**The sale.** How may they buy it? When? Who sells it, if you carry samples? How much does it cost? Do you offer it on the installment plan? What are the interest charges? How much do you require as a down payment? How many payments are allowed in paying for it? What is the amount of the monthly payment? Or is there a discount? Is any discount allowed for cash? Is a special inducement offered to those who buy now? How much can they save? Will the prices be higher? Do you take orders? How much allowance is made on returns?

### **ing**

be good. In other words have a neat, pleasing appearance, plus a friendly and confident attitude. These points are extremely important. Your own good judgment will tell

you what is appropriate dress. Your common sense will provide the background for the right attitude. And by all means, avoid looking like the salesman below! Generally, you should begin your speech directly, if this procedure is appropriate to the mood of your listeners. Avoid being smart or using questionable stories to impress your listeners. Put the group at ease and get on with the speech.



Your manner should be conversational; your voice should be easily heard by all but not strained. Your bodily action should be suitable for holding attention, making transitions, and demonstrating what you are selling. Your language, of course, should be simple, descriptive, vivid, and devoid of technical terms.

Allow your audience time to ask questions after concluding your talk. It may be that some of them will wish to ask questions during your speech. It is your choice as to when you answer the questions. You can delay the answer until you finish with the main part of your presentation or you can pause briefly to answer the question. Do not allow the questions to sidetrack your presentation. You must maintain control and keep the audience focused on your agenda. You can delay the answer to any question by stating, "You have asked a good question, and I will answer it in just a moment." Be sure you make a note of the question and when you are ready to answer questions you should always repeat the question that was asked before you answer it. Try to take the questions in the order in which they were asked. Be sure to answer them clearly; however, do not turn the meeting into a question and answer occasion before you have presented your product. Do not allow your audience to dictate the direction or details of your presentation.

In order to present the above information effectively, to demonstrate the product, to show the prospective customers how they will benefit from owning your goods, and how they may have the purchase, you will rehearse the demonstration and accompanying speech aloud many times. Do this until you have attained complete mastery.

## Evaluating

Evaluate a classmate's sales talk. I  
lowing criteria on a scale from 1  
being "needs much improvement"  
"outstanding."

- Was the talk well organized and easy to understand?
- Did the speaker seem confident and knowledgeable?
- Did the speaker make effective use of visual aids?
- Were the product's attributes and benefits explained clearly?
- Would you be inclined to purchase the speaker's product?

Finally, give an overall score to the speaker. Be ready to explain it.

# Talking Points

## Handling Visual Aids

Visual aids are always a bonus when making a presentation because so many audience members may be “visual learners,” meaning they remember material best when it is put into a visual format.

When you use charts, pictures, diagrams, or the objects, your familiarity with these articles should be so great that you can point out any information or refer to any part of the product while retaining a posture that permits focusing your attention on the audience. In answering questions, you should be as clear as possible and sure that your questioner is satisfied with the information you give. Avoid embarrassing anyone. An alert and enthusiastic yet friendly attitude should be your goal.

### Using Visual Aids Effectively

Choose visuals that are clear and easy to see across the entire room.

Place them in view of all audience members.

Keep them out of sight until they are ready to be used. Place them out of sight after they are used.

Try using different media such as posters, overhead transparencies, objects, videotapes, slides, or computer-generated graphics.

Practice with the visual aids so they can be used smoothly during the speech.

Face the audience and not the visual aid when presenting.

### Tips for Visual Aid Use

#### Chalkboard/Whiteboard

Write or print large enough so those in the back can see.

Don't write too far down on the board. Your writing won't be visible to people at the back of the room.

Don't face the board while speaking.

#### Posters

Do use an easel with a large tablet, or have your information on large pieces of paper that you can put on the wall or chalkboard. Check beforehand to make sure that your posters will stick to the surface where you intend to put them.

Take down the poster or turn to a clean sheet on the easel after you have finished with it.

Use dark-colored markers. Red, black, and blue are best.

## Computer-Generated Visuals

Be at the presentation room *early* to make sure you have any electrical cords or outlets needed and that there is a good spot for your computer so you can operate it and connect with the audience at the same time.

See Experience 30 for more information about computer-assisted presentations.

## Handouts

Don't pass out handouts until they are needed. You want the audience to focus on you, not on a piece of paper. Some speakers wait until the end of their presentation to pass them out.

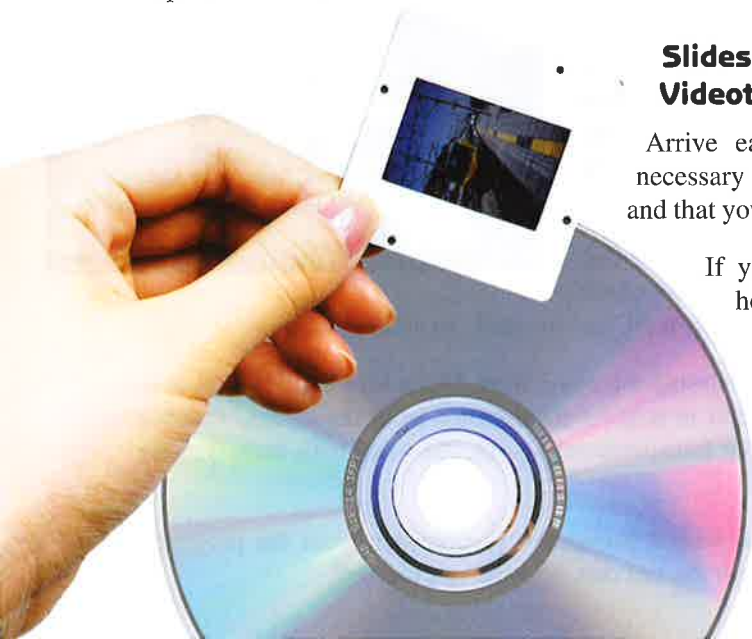
Make sure you have enough handouts for the maximum number of people you expect to attend.



## Slides, Movies, Videotapes, DVDs, CDs

Arrive early to make sure any necessary equipment is in place and that you know how to operate it.

If you have a colleague to help you, make sure you two coordinate when to dim the room lights and how the equipment will be used.



*continued*

# Talking Points cont.

## Objects

Keep your item out of sight until you are ready to use it. When you are done, put it back in a space that is concealed from the audience.

Plan and rehearse how you will work with the object. Don't hide behind the podium. You want your audience to clearly see what you are showing. Also, since you will probably be using both hands, make sure you can run through this part of your presentation without note cards.

Do not hand out the object to the audience for passing around. Again, you want attention focused on *you*. Let audience members know that the object will be available to them after your presentation is finished.

## Overhead Projector

Using transparencies with an overhead projector is one of the most common visual aids.

Prepare your transparencies by using special markers or by using your computer to create the copy and printing it out on transparency film. In either case, make sure the type size is large enough to be seen easily from the back of the room. (Transparency film and markers can be found at office supply stores.)

If you have several main points on one transparency, use a piece of heavy paper or cardboard to cover them up until you are ready to address them.

Come early to practice operating the equipment. Make sure that the lens is in focus and that the projector is at the right distance from the screen. Practice placing and removing your transparencies so you can work with them fluently when you give your talk.

As soon as you are done with a transparency, remove it from the projector. When you are through with the last one, turn the machine off.



# Example Speech

## The Jayhawk Mug

by Margie Hapke

Good morning . . . Excuse me . . . Just a minute [Spills water on herself] . . . Oh man, I hate it when that happens . . . You know what the problem is. It's these Styrofoam cups. They are so flimsy and unreliable. I'm sure it's happened to you too. It happens to everyone at one time or another. These Styrofoam cups are just worthless. But today I've got a product to show you that will solve the problem of these flimsy and unreliable cups forever.

It's the Jayhawk Mug. Now the Jayhawk Mug has numerous features that give it a definite advantage over Styrofoam and paper cups, and produces benefits not only to you the user, but to the environment as well. Now the Jayhawk Mug is made from hard plastics that are guaranteed not to split or crack, eliminating the problem that you all just witnessed. The mug also features double-wall construction that provides it with thermal insulation, keeping your hot drinks hot and your cold drinks cold without changing the outside temperature of the mug. How many times have you filled a styrofoam cup with hot coffee only to find out it's so hot you can't hold on to it? And what about in the summertime when you have the Styrofoam cup full of ice and Coke and the thing sweats and gets your hand all wet and drips all over your shoes? It's really

a nuisance. The Jayhawk Mug's double-wall construction eliminates that problem and provides a definite advantage.

Another benefit of the mug is a discount charge for refills offered at all the Union concession outlets. This mug holds 16 ounces of any beverage, like Coke or iced tea, and can be refilled with any beverage for just 60 cents. That same amount of product in a one-time-use Styrofoam cup would cost you at least a dollar.

And speaking of one-time-use-or-disposable, probably the biggest benefit of the Jayhawk Mug—the benefit to the environment. Styrofoam is a hazard in our environment because it just doesn't biodegrade. Reusing the Jayhawk Mug you can significantly reduce the amount of non-degradable Styrofoam that the KU community sends to landfills each week.

Now, how can you get your very own Jayhawk Mug? It's easy. You just go to any one of KU's concession outlets. The mug sells for two dollars and fifty cents. It's a fair price. It's affordable. And the savings is just six refills will pay for it. So run down the street to the Wescoe Beach and pick up a Jayhawk Mug today. You'll never get around with a wet T-shirt again.

# The Lecture Forum



## Specs for the Lecture Forum

### Time limits

Speech: 7–8 minutes.

Question-and-answer period: 5 minutes.

### Speaker's notes

15-word maximum.

### Sources of information

Three are required, preferably four. For each source, give the specific magazine, book, or Internet site from which it was taken; the title of the article; the author's full name; the date of publication; and the chapter or page numbers. If a source is a person, identify him or her completely by title, position, occupation, etc. For Internet sites, include the address (URL).

### Outline

Prepare a 75- to 150-word complete sentence outline.



## Speak Up!

Share an experience you have had as a member of an audience during a question-and-answer period. How did the speaker handle the audience? Was he or she comfortable and relaxed? Were the answers complete? In your opinion, is there anything the speaker could have done to be more effective?

## and Expectations Assignment

Those who give speeches on a regular basis should know how many unanswered questions may be in the minds of their audience. By anticipating questions, you can be more helpful to your listeners. It is best to remain on stage after your talk to answer questions.

Speakers do not receive training in answering questions about the material they present in advance of the forum, when they are later confronted with a question (question period) following a speech. They may handle the situation awkwardly. This assignment will provide experience in handling questions as well as answering questions.

During this assignment, you will demonstrate the need to be better informed on a topic than the audience, demonstrate the ability to answer questions from the audience, and understand the procedures to follow in conducting a lecture forum with an audience.

## Conducting the Lecture Forum

A **lecture forum** is a speech followed by a question period in which members of the audience are permitted to ask direct questions to the speaker. The general purpose is to inform the listener on a worthwhile subject. The speaker may give a speech intended to motivate or persuade; however, the persuasive speech is probably not suited to the lecture forum as well as the speech to inform. This cannot preclude speeches to motivate or persuade—they can often be followed by a question period—but we suggest

that for most lecture forums the speaker should use the time to present an informative subject.

The lecture forum demands that the speaker be better informed than any member of the audience. It demands further that he or she be capable of receiving and answering questions from an audience. In short, the lecture forum demands an excellent speaker who is also something of an expert on the subject at hand.

Occasions for the lecture forum occur whenever an informative speech is in order. These speeches may be given before committees, business groups, church organizations, civic audiences, educational meetings, fraternal orders, and so on.



## Choosing a Topic

You will be expected to know your subject unusually well, as you will inform your audience about it and then take their questions. So choose a topic that will be of interest to you and your listeners, and one about which you can find plenty of information. Do not select a subject that has only limited sources. Making an apology to an audience for ignorance on your subject is not a good way to gain their confidence in you as a speaker. Base your choice then, on interest, appropriateness, and the availability of source materials. Here are some suggestions to get you started.

- How may our government be improved?
- Drug abuse today
- TV and movie violence
- Teen pregnancy
- Population control
- AIDS education
- Multilingual education
- Saving the family farm
- The right to die
- Best vacation spots in the united states

## Preparing

As this will be an informative speech, you should review Speech Experience 7, “The Speech to Inform.” There you will find complete information relative to preparing this type of speech.

## Presenting

Immediately after the conclusion of your lecture you or your host will advise the audience that they may question you. (While the following

points pertain to live question and answer periods, they also apply to taped question and answer periods.) In your announcement, explain the following points politely but thoroughly.

1. Ask that the audience confine their questions to the material presented in the lecture because you are not prepared to answer questions outside this scope.
2. Request that your audience ask only one question, unless you wish to permit more than one. If you permit more than one speech on the subject. Whatever the number of questions you intend to follow—that is, specify the questioning period or a question period or a question speech period—announce it specifically. Otherwise you may run into trouble with audience members who want to ask more than one comment. If you allow comments on speeches, announce a definite time for each. For the classroom, one minute is enough. In large public gatherings, five minutes is generally adequate.
3. If the audience is small and informal, permit the questioners to remain seated during the forum period; that is, do not require them to stand while participating. If the gathering is large, require them to stand so that the rest of the audience will have a better chance of hearing them.
4. Announce the exact amount of time you will allow for questioning. Do not make this period too long. You may extend the time if the questions are asked briskly at the moment you are speaking. On the other hand, do not hold an audience for the announcement.

es obvious that they no longer care  
estions. It is better to have them  
wanting more than having had too

u have made your announcements,  
question-and-answer period by  
e audience to direct their questions  
Also explain that you will answer  
ions in the order in which they are  
nus, if two persons speak at once  
designate which one may ask a  
first. Speakers should be urged to  
r hands and wait to be called on.

e these explanations to your audi-  
em you will be glad to answer their  
best you can. Do not promise to  
questions, since it is likely that no  
o that. If someone raises a question  
not feel qualified to answer, tell the

questioner you do not have the information nec-  
essary to give a reliable answer. Promise to find  
the answer and ask the questioner to see you  
after the speech to give you a phone number,  
mailing address, or e-mail address so you can  
forward the answer when you have it. If, on the  
other hand, you do not know the answer  
because you are poorly prepared, you will  
quickly—and deservedly—lose the confidence  
and respect of your audience.

If an audience member asks a question that does  
not pertain to the subject under discussion,  
politely tell him or her that the question is  
beyond the scope of your talk and you are not  
prepared to answer it. Should you by chance  
possess information that will enable you to  
answer it, mention briefly that the question is  
somewhat off the topic and then give whatever  
information you have. Make this a very brief  
reply. Do not let it take you off your subject for  
more than a moment. Should hecklers trouble



you, handle them politely but firmly. Do nothing drastic. Always repeat the question so the audience can hear it.

If some questions are obscure and/or drawn out, it may be necessary for you to rephrase them. If you do this, inquire of the person who asked the question as to whether or not your rephrasing asks what they want to know. At other times it may be necessary for you to ask for a restatement of the question. Do this any time that you do not hear or understand the question clearly. Never try to answer a question you do not fully understand.

Observe acceptable speaking practices throughout your lecture and the period following. Retain an alert and friendly attitude. Do not become ruffled when you meet obvious disagreement or criticism. Simply explain your position firmly but politely. Do not engage in a debate or an exchange of unfriendly remarks or accusations. Dismiss the matter and move on to the next question. If some of the questions are pointed, sarcastic, or overly confrontational, keep your head and perhaps add a touch of humor; then reply as capably as you can. If any person asks a question that cannot be heard by the entire audience, repeat it for the audience. Then give your answer. When you are ready to turn the meeting back to the chair, conclude with appropriate remarks in which you sincerely express your pleasure about the time you've spent with the audience. Also compliment them for their interest in the subject.

## Evaluating

Evaluate a classmate's lecture from your notes and be prepared to ask questions during the question-and-answer period. Take notes on the presentation on the following criteria:

- Did the speaker seem confident about the material?
- Did the presenter organize the information in a clear progression of ideas?
- Were the speaker's gestures and facial expressions appropriate to the occasion?
- Did the speaker have an interesting attention-getting introduction?
- Did the speaker have a point of view about the issues?
- Did the speaker rephrase or restate questions for the audience?
- Did the speaker have all the answers to the questions asked?
- Did the speaker allow a reasonable amount of time for the questions?
- Did the speaker end the presentation politely but firmly?

When you share your thoughts with others, try to avoid undue negativity. Open your comments by citing something the speaker did well. Try to be specific and cite examples you can.

## I Alive

Ms Leno, Chair, The Feminist Majority's Campaign to Stop Gender Apartheid  
Dunsmuir Club of California, April 4, 1999

My recently has said, "You have so courage to do this." This is so funny to use you cannot imagine the courage of Afghan women I have met in the of pursuing this. My perception of is that I was born in paradise and to heaven. So the least I can do is the attention to people who didn't win try, and these women sure as hell in the lottery.

college when I was taking art tion, I remember learning that the Middle Ages there was a repellent theme that was often depicted in of those times. Hieronymus Bosch ularly fond of this theme. People going down a thoroughfare, where ould be rich people, poor people, en selling their goods, wealthy ff to a party in their finery, poor n the streets begging—everybody out their business on an ordinary ir lives. That would be a first panel. panel, the ground would suddenly h no warning, gape open, and all of ople would be swallowed into the nell, and particularly in the Bosch s, you'd see little tiny people ing into the mouths of grotesque d limbs being severed, etc. Violence riginate with American films. The rt of these paintings, and the theme

that they depicted, was not actually shown. After these people fell into the gaping jaws of hell with no warning, in the middle of their lives, the earth would close and they would be forgotten. No one would know what happened to them, and they would be lost.

This is what happened to the women of Afghanistan. When I first heard what was going on there, fairly early in the situation—it was about three months old—I found myself, in my mind, in the same position as a person who happens to be walking by a lake when someone's going down for the third time, and you know that you can swim. I couldn't know this and not do something about it.

Let me give you a little history about the situation in Afghanistan. This country has been decimated by a 20-year-old civil war. I believe it is either the first or second most land-mined country in the world. It is mainly an agrarian society, and this is particularly hard because it's difficult for people to farm countryside that is thickly sown over with land mines. Most of the infrastructure of the country has been destroyed. There is great poverty, great hardship, and all of these things were true before the Taliban took over.

Nevertheless, women were contributing members of that society at every level—as is true in almost every country in the world—

in the urban areas women were living modernized lives. Some of them wore Western dress, some more traditional dress, but it was entirely their choice, and they had had equal rights under the law since the '60s. They held down an enormous quantity of all the important positions in the government, and in the professions. In the countryside, women did live more conservative lives, but they had a rich support system among the other women of their community, and although some of them did wear the burqa, the garment that all women have to wear if they leave their houses, according to the Taliban edict—they wore the burqa mainly for visits to the town.

The burqa is a very expensive garment. One of the great hardships that has been visited

upon women in Afghanistan since the Taliban took over falls heavily on areas where women cannot afford to buy and therefore as many as 12 or 13 women share in the use of one garment. And if you have an emergency, should you fall ill, break a leg—you need to take her to the hospital or any available medical facility right now—if it's not your turn for treatment, it's too bad.

One of the many Afghan women that I have come to know told me that it is ridiculous to suggest that the women in rural Afghanistan wear the burqa as a common thing. Not only is it too expensive for most of them to own, but in most farming areas, the women worked in the fields alongside their husbands, which you cannot do in



Mavis Leno, center, describes the head-to-toe shroud, called a *burqa*.

## able Speech cont.

There is almost nothing you can do in Afghanistan. One of the singular qualities of this country is that it renders you incapable of any independent action. It is the case with the Taliban edicts that you must go out in public without only wearing the burqa, but also accompanied by a close male relative. Without this, it would be very difficult for women to navigate and manage their lives while wearing the burqa if they did not always be accompanied by someone.

There is no peripheral vision in this burqa. In fact, the only vision provided to the wearer is through an approximately two and a half by two inch square of mesh which sits directly in front of the eyes.

The Talibanist Majority has started wearing the burqa and we are sending them to people who are not interested in taking action as a token of remembrance for the women in Afghanistan. This little 2.5 x 2 inch square of mesh, which is hard to see through, provides no peripheral vision and also does not allow for breathing. You breathe through the small cloth of the burqa itself. It's the only view of the outside world that is left to women anymore, since their windows must be painted an opaque color; they cannot look out of them. If a woman rides in a car, the windows except for the front window must also be either curtained or painted opaque.

These are the kinds of egregious, excessive restrictions which have prompted us to call this system "apartheid." In reality, the people of Afghanistan suffered under apartheid in South Africa with fewer restrictions, by far, than

these women do. They can no longer work in any capacity, even if their families have no other means of support, which is a serious issue in a country where so many men have been killed in war, and where women far outnumber men. There are many widows. Many women are the sole support of their families. Now that they can no longer work, they are sometimes allowed to beg, but there is almost no other form of self-support left open to them, even though these women were once lawyers, doctors, professors, midwives, nurses, teachers.

When we made the film, we had to go to the Afghan American community to get enough pictures of how the women lived before the Taliban took over. We asked people to give us home movies, family photographs, anything that showed the good times that they had enjoyed prior to the takeover. We had to do this because the Taliban insists that many of these situations never occurred.

This desire to erase history has plagued people for a long time. It was a feature of the Nazis in the concentration camps that they would often tell the Jews that when the war was over and they had won, they would destroy the concentration camps, they would hide all the evidence of what had happened there, and they would tell the populace at large that the Jewish population had gone to live in other non-fascist countries so that no one would ever know what had happened to them.

Many people that were interned in those camps have said that one of their main motives for surviving in such a terrible environment was that they were determined

to live to tell their story and call the Nazis liars. These films and photographs that we got from the Afghan American community do the same thing on a smaller scale. The Taliban would like to say that their country was always a conservative, Islam culture, that women never enjoyed the freedoms that in fact they enjoyed. But that is not the case, and we are here to put the lie to it.

The Taliban is essentially a tribal group; they are predominantly Pashtun. There are three major ethnic groups that live in Afghanistan: Pashtun, Tajik, and Hazara. The Hazara have always been subjected to a certain amount of prejudice. They have some Mongolian ancestry. The Pashtun occupy not only Afghanistan but a great deal of Pakistan. When the lines of demarcation were drawn to create the state of Pakistan, the Pashtun population was essentially divided in half between the two countries. So it is not so odd that Pakistan has helped promulgate the Taliban and recognized them as the legal government of Afghanistan. Pakistan is one of only three countries that makes that recognition, and they give them fiscal support.

One of the things that the Feminist Majority would like the United States to do is to address this issue with Pakistan. Pakistan has a long, strong relationship with America. We give them money; we help them out and have a lot of interaction with them. We need to say to them, "You have to speak to these people."

The fact is that there is no fabulous alternative government for Afghanistan at the moment. I can't say, "If only the Taliban weren't there, the such-and-such could take over." There is no really rich, wonderful, democratic alternative. And even if there were, that's none of my business. That's not

America's business. I am strictly concerned with the human rights of the women and girls there. I do not want to dispute the Taliban. I want them to understand that it is enormously wrong their treatment of women is to the rest of the world, and to modernize. Give these women back the lives and the freedoms that they enjoyed before.

Recently, some people have been saying that the Taliban has in fact moderated. They have yet to rescind their edicts, and we have these edicts that we get the information from. I have just given you about how the women are treated. In other words, this is information of mouth from people who witness it. It is from the Taliban themselves. If they are to be seen as moderating their position, they must rescind these edicts. They must allow observers into the country to confirm what they are, in fact, treating the women in a humane, and equal way. That's all we want. We don't want any sort of revolution. We simply want these people to be treated with reason.

There are a lot of things that everybody can do to help this cause along. The Taliban have not a lot of money. The country is destroyed. It will take a lot of money and effort to rebuild it. One of the things that gives me hope about moderation is the Taliban stance is that I see no possibility that it or any other government can improve this country while it keeps better control of its population under what essentially amounts to house arrest.

One of the things that I believe has made the West so strong and powerful and successful is that we use all our human resources. Who knows how many ideas, how many

## le Speech cont.

...s and innovations are lost to ... that will not give equal rights to ... certain racial groups, and whatever ... particular people decide is a group that ... singled out to have no opportunity ... society? Afghanistan needs every sin- ... to rebuild the country. The people ... ak to from the Afghan community ... not imagine that this is a monolith- ... They have lots of factions, some of ... e much more moderate. It happens ... extremists are in power now.”

... hope that the more moderate, more ... e people will realize that not only ... never gain acceptance in the world ... ty while they treat women like this, ... l never fix their country unless they ... pend the rest of their natural lives ... up and down the streets of the ... with shotguns and chains hitting ... ecause they’re not conforming with ... y minutiae come up with by the ... evelopers. They’re not going to be ... nstruct the society that will live ... n.

... to increase immigration to this ... from Afghanistan so that people ... e fled or are able at some point in ... to leave can come to this country. ... uld imagine that we would be ... l by Afghan immigrants, but when ... nist Majority checked the statistics, ... that thousands of Afghans were led ... country and welcomed during the ... the Soviets. But since the Taliban ... two and a half years ago, guess how ... ghan people have been admitted to ... try? Zero.

No one is a political refugee if these people aren’t political refugees. And if you don’t think that this is a human rights violation, then I don’t know what you mean by human, or I don’t know what you mean by rights.

So that is the first step that we can take: pressuring the government to take this action. Then we can ask America to speak to three nations in the Middle East who are alone in recognizing the legal government of Afghanistan, and alone in giving them money: Saudi Arabia, Pakistan, and the United Arab Emirates. We have strong influence with Saudi Arabia and Pakistan; we should use it. We should speak to them in the name of decency and reason and say, “This is your family. There’s one in every family. You go talk to them. Tell them it won’t fly.”

Another thing that we need to do is to be concerned about United States companies setting up in Afghanistan and financing—not perhaps as a direct result of their business being set up there, but as an indirect result—the Taliban. If the Taliban had a lot of financial support, it would have no need to listen to the world community. They could take the ball and go home. We don’t want that to happen. The problem is that Afghanistan is, by far, the most viable country through which to run a gas pipeline from Turkmenistan, which has no coast, to Pakistan. Some people have suggested that the gas deposit there is so large it might last as long as 500 years. It is this pipeline which brought me into direct contact with Unocal. I spoke at a stockholders’ meeting that they had, and I participated in a number of

actions to try to persuade them not to build a pipeline and fund this terrible regime.

Let me be very clear about this. Somebody's going to get this gas. I would like it to be the United States. We're a decent and humane country; we stand for human rights as much as anybody in the world. The business of business is to make money; there's nothing wrong with wanting to put the pipeline through there. But you don't have to become a fiscal giant at the expense of being a moral dwarf. Go to the Taliban and say, "You can have hundreds of millions of dollars right now. Let the women out of their houses. Knock it off." Is that so hard? Is that such a big deal? I think a company could say that.

Furthermore, the Feminist Majority has made it their business to look into which other countries might want to put the gas pipeline through there. Some of you may be aware that there are feminist organizations even in some very unlikely places, including almost all the Middle Eastern countries. We intend to speak to our sisters in Japan, which are trying to involve themselves with the Taliban on the basis of this pipeline, and we intend to speak to our sisters in Great Britain, which also have an interest in putting a pipeline through there. In both of these countries, the gender gap in voting is similar to what it is in the United States. In other words, it behooves the government of both these countries, as it behooves the government of this country, to listen up when women say, "We're really bothered by this. You could find yourself out of office if you don't listen up."

We are going to speak to these women and make sure that no one can do business in Afghanistan comfortably and with the

sanction of their population. Eventually it will make it clear to the Taliban, who are a very young, inexperienced group of men, that women are significant in the culture of all other countries in the world, that women are a force to be reckoned with, and that women want—and nor do men who have wives whom they love, and daughters whom they love, and have great hopes for—the next 1000 years to be like the last 1000 years for women. We will work that the Feminist Majority has to try to help the women of Afghanistan to begin yielding some results. We have some profoundly conservative people on our board with us, as well as some renowned feminists. This is human rights, human rights has nothing to do with political correctness, it has nothing to do with political correctness whatsoever, except the political attitude that the world, if it cannot get better, should at least not get worse.

I was privileged to make a tape for the Feminist Majority in America, which they promised to show to the Taliban. They would take it into Afghanistan, so the women there would know that women were being heard. The rest of the world know what has happened to them and were not going to let anything be done. These women were like people buried in a mine cave who had no idea if somebody was searching for them. They had no idea if anybody even knew they were there. That's how overwhelming the takeover was.

While making the short tape, they told me how to say "Maba shuma hasteem," which in Pashtun means, "We are with you." I got a lot of response. What I wanted to make clear to the women, and what I want to make clear to the men, is that they're not going to be like the pathetic people in those medieval

## People Speech cont.

ground will not close over them, will not be forgotten; that it will not be as if they never lived.

to written questions from the floor:

did you first get involved with both the Feminist Majority and this particular project?

I got involved with the Feminist Majority two and a half years ago, because I was looking for a feminist organization to join. I wanted a small group of people, and I wanted to do certain things I wanted to happen in my life. I wanted the gains that women have made here in America over the last 25 years not to be rolled back, and I wanted to do something for women in other countries. I was right at the beginning of the 1990s. Every major group that has been hit by bigotry and oppression in the past eventually learns that they have to take care of their own, and I felt that African women—and women generally from the Third World—were strong enough to take care of their own abroad, to not be so dependent on me. I don't want to be so dependent, to not imagine that sisterhood exists at the border. So when I heard about the Taliban in Afghanistan, I realized that this is exactly what my heart is, this is exactly what I want to do, and this is the most extreme situation that I have encountered. It felt like an urgent issue to draw a line in the sand and say, "No more. Enough."

How much influence can President Clinton have in bringing about change in

Taliban policies? Has Secretary of State Madeleine Albright taken a position on this, and why hasn't the United Nations taken a stand against the Taliban? Will the recent consideration of President Clinton and nonprofits like Amnesty International expedite global change?

- A. President Clinton, Hillary Clinton, and Madeleine Albright have all taken extremely firm and public stances against Taliban abuses towards women and their abuses of human rights in general. They also bury homosexuals alive; they punish thieves by cutting their hands off. These are not human rights activists. Kofi Annan has spoken out vehemently against the Taliban, and the U.N. has continually drafted stronger legislation against them, and coined a very fitting term: gender apartheid. As far as organizations like Amnesty International go, what can I say? I revere these people. Their work is superlative, and we stand beside them. We're all trying to contribute, each in our own way, and I believe that the current government is extremely disposed to look favorably upon this—not least because President Clinton has publicly acknowledged that he is aware of it. He was elected because of the gender gap. A lot of conservatives feel strongly about this, because people like Cal Thomas have come over firmly to our side. I have optimism, regardless of what administration comes in in the next couple of years;

this is not something that people will overlook.

**Q.** Do you think that the benefits of celebrity, namely the media attention that it brings, is outweighed by the fact that Hollywood political causes aren't taken all that seriously?

**A.** I'm married to a celebrity. I live in Hollywood. I refuse to be disenfranchised on either of those grounds. I don't see why anybody else who is a celebrity or lives in Hollywood should be disenfranchised on those grounds. I'm a little bit puzzled why people make such a production out of this.

Most media companies in this belong to extremely wealthy men. They did not acquire their papers, magazines and networks because they were knowledgeable about politics and public affairs. They got them because they were rich. What is the difference between your fiscal resources to influence public affairs and using other resources to bring to the table such as renown? Most rich people inherited their money. Most famous people earned their money themselves. There must be something about them that makes what they say worth listening to.

# The Computer-Assisted Presentation



## Specs for the Computer-Assisted Presentation

### Time limit

4–5 minutes.

### Speaker's notes

None needed besides slides/transparencies from the software preparations.

### Sources of information

Two are required, preferably three. For each source, give the specific magazine, book, or Internet site from which it was taken; the title of the article; the author's full name; the date of publication; and the chapter or pages numbers where the material was found. If a source is a person, identify him or her by title, position, and occupation. List these on the outline form. For Internet sites give the address (URL).

### Outline

Follow the computer software instructions.



## Speak Up!

Share a recent experience you had working with computers. It may be something you learned through a computer program or a Web site, a new game or research information that was enhanced by sound and video, or even a presentation for another class.

## e and Expectations Assignment

programs for creating effective presentations have become increasingly popular in business settings over the past two decades. These technologies allow you to create presentations that will lead your audience through the content of your speech just the way you want. Because these programs are now so common, we encourage you to familiarize yourself with how and when to use them. This assignment will help you gain some skills in using them. When you can use technology to enhance an already effective speech, you reveal competence in several areas all at once.

During this assignment, you will

- use a computer presentation program for content preparation,

- create and present appropriate visual aids to illustrate the speech, and

- complete proofreading created materials.

## g Computer-Assisted Presentations

Computer-assisted presentations begin with selecting purposes, topics, and research as many as possible for speeches you have given so far. The software simply provides guidance for organizing your materials into standardized formats. It provides the opportunity to create transparencies of text as well as charts, graphs, or illustrations.

Computer programs are valuable tools for creating clear, visual presentations quickly and easily. However, the formats are not and should not be considered appropriate for all speaking occasions and topics.

## Choosing a Topic

In selecting a topic for a presentation, your first consideration should be the audience, just as it has been in the other assignments. The types of speech you can effectively develop using, for example, the PowerPoint software program include recommending a strategy; selling a product, service, or idea; training; reporting on progress; and communicating bad news. Once you have determined the purpose of your presentation, you can select an appropriate topic.

For additional topic ideas, consult some related chapters in this text, such as Experience 7, “The Speech to Inform”; Experience 9, “The Speech to Persuade”; and Experience 28, “The Sales Talk.”

## Preparing

For this assignment, we will use the PowerPoint program as an example.

Begin to craft your presentation by identifying key ideas and subpoints from the research you’ve done on your topic.

Choose a title. Identify any other information you wish to include on the opening slide of your presentation.

Select the Auto Content Wizard from the PowerPoint menu to begin the presentation-development process. Then select the type of presentation you wish to create. Clicking on the Finish button will take you to the Outline View of your format. Follow the software’s prompts to edit the outline in the format provided, organizing your ideas by key words, phrases, or simple sentences.

After you have completed your outline, check out the software’s options for adding backgrounds, charts, graphs, or other artwork to

your slides. Follow the prompts and graphics menus to enhance your basic format.

Before you print out your slides, you must proofread the material. Be sure your spelling, punctuation, and grammar are absolutely perfect, as your audience will no doubt spot any glitches. One small typographical error unchecked can severely reduce your credibility as a presenter.

Once you are satisfied with your presentation, print out your slides to create transparencies to use with an overhead projector. The software will also allow you to print out your outline in the form of speaking notes. If you have a correctly configured computer, you may be able to connect directly to a projector.

## Presenting

Before you present your speech, be sure you have all the equipment you need. You should rehearse with this equipment in the place where you will be presenting. Pay attention to when you will change slides and refocus to ascertain optimal viewing for the audience.

Delivery skills for this speech are just as important as for other speeches you have given. Volume, rate, and clarity are just as important, as are gestures and posture. If you are completely comfortable with the slides, rehearsal is a must. Your goal should be a fluid vocal delivery and appropriate gestures.

The following is a thumbnail image of a PowerPoint presentation.

# How to Make a Speech Map

Susan Emel

For SC 115—Oral Communication  
Baker University

## How to Map a Speech?

Clarify the flow of ideas

## Communicating Competently

Speeches must be audience-friendly.

Ideas must flow logically.

Speech mapping helps a speaker visualize:

Relationship of main ideas

Relationship of the main ideas

## How to Begin

Identify the main points you wish to

present.

Create an outline of main ideas and

subpoints.

4

## Making the Map

- How do ideas fit together?
  - Do ideas represent a time progression?
  - Do ideas build like a pyramid?
  - Are ideas like recipe ingredients?
  - Is there a problem and a solution, as in a mystery?

5

## Making the Map, cont'd

- Select a visual image that best fits your ideas.
- Draw the image; label each part to identify main ideas.
- Do the ideas fit the image?
  - If no, rearrange the order; try another image
  - If yes, you correctly identified a relationship
  - Ideas should be easy for your audience to follow

6

## Making the Most of Your Map

- Now you are ready to test your flow of ideas on a friend or classmate to check your success.
- If the test audience agrees that your ideas are easy to follow, you may want to consider using your speech map as a visual aid, making your presentation even more audience-friendly.

## Evaluating

Evaluate a classmate's computer-assisted presentation. Be prepared to give feedback to the speaker on the following questions.

- Did the presenter handle the equipment efficiently?
- Did the presenter integrate the computer portion of the speech with the spoken thoughts and concepts?
- Did the presenter speak clearly and follow a clear progression of ideas?

- Was the computer portion of the presentation effective?
- Did the speaker use appropriate gestures and body language?
- Did the recipient speak clearly?

When you share your thoughts with a classmate, avoid being overly negative. Begin your comments by citing something the speaker did well on. Be specific and cite examples whenever possible.



# Talking Points

## Getting the Technology to Work for You

In today's world of high technology, hand-drawn posters are no longer appropriate visual aids. It is now so easy to prepare and display professional-looking visuals with computer graphics and fonts that it makes little sense not to take advantage of this technology. With adequate preparation, a computer-assisted presentation can be very impressive.

Using technology such as PowerPoint can be fun, challenging, and exciting. But keep in mind that computer presentations are meant to *enhance* your speech, not *replace* it. When you have decided on an interesting topic and finished your research, use the tips on the following page to help you run your chosen technology—and to keep it from running *you*!



## **Tips for Effective PowerPoint Presentations**

1. Simplify and limit the number of words on each transparency. Use key phrases and include only essential information. Link the ideas for your audience throughout your speech.
2. Avoid writing words in all capital letters. Make sure the letters are spaced evenly and not too close together. Empty space on the slide will enhance readability.
3. Use contrasting colors for text and background. Dark text on a light background works best.
4. Avoid patterned backgrounds. They reduce readability.
5. Avoid special effects such as animation and sound. While you may think these will add interest to your presentation, they can turn out to be distracting and/or annoying to the audience.
6. Limit the number of transparencies you use. There should be no more than one per minute. Constantly changing transparencies is likely to confuse the audience.
7. Audiences often ask to have another look at the previous screen, so get familiar with moving forward and backward through your presentation.
8. Be sure you have an alternate plan in case you experience technical difficulties. You might be able to give the speech without visual aids, or you might provide a handout.
9. Rehearse in front of someone who has never seen your presentation. Ask for honest feedback about all aspects of the speech, with an emphasis on the visual.
10. Avoid reading from your slides. What's on the slides is for the audience, not for the speaker.
11. Face the audience. There is nothing more annoying than a presenter who spends his or her whole time talking to the visual aids rather than the audience.
12. Never apologize for anything in your presentation. If you believe something in the presentation is a little off, embarrassing, or wrong, *don't include it!*

# The Interview



## Specs for the Interview

### Time limits

4–6 minutes for report of an interview.

1½–2 minutes for role-played telephone appointment.

5–10 minutes for role-played interview.

### Speaker's notes

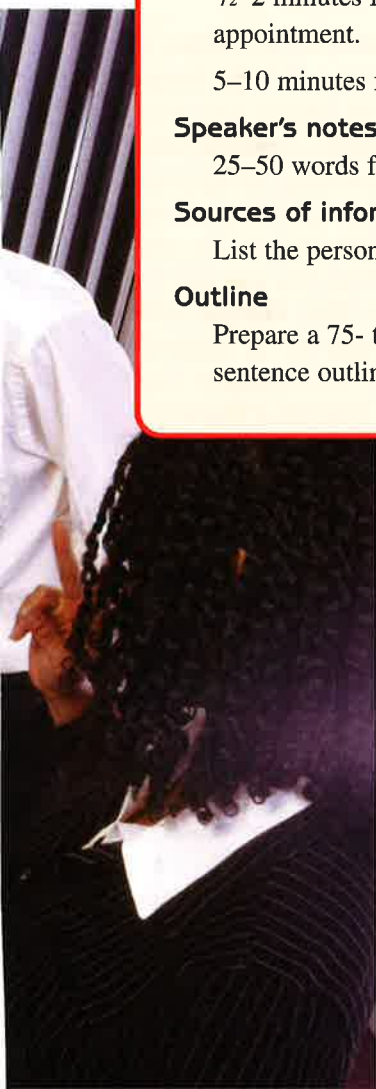
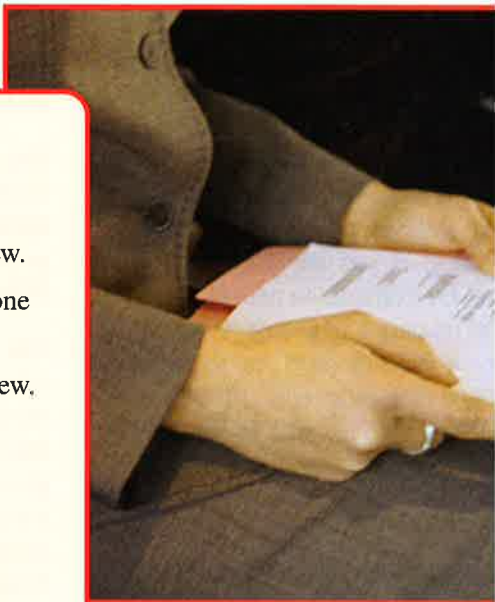
25–50 words for interview report.

### Sources of information

List the person interviewed.

### Outline

Prepare a 75- to 100-word complete sentence outline.



## Speak Up!



If you had a chance to interview anyone in the world living or dead, who would it be? List four questions you would ask and be prepared to share your responses with the class. Next, as a group, brainstorm on what makes a good interview question. Keep these criteria in mind as you work through the following assignment.

## and Expectations Assignment

For most people you will take part in several interviews over the course of your assignment. You have already interviewed for a position and are planning to do so. Whether or not you receive any other favorable response, will depend on how well you present yourself during the interview. And if you are interviewing for a position—for example, to gain information for a newspaper, to prepare a case for a case in court, or to write an article for a magazine—the maturity, skill, and confidence you exercise will be the keys to success or failure.

During this assignment, you will identify appropriate interview questions, prepare for an interview to acquire information,

understand the role of research in the preparation of the interview,

identify types of questions to ask and the responses when being interviewed for a position, and

understand the communication effects of interviewing by phone or in person.

## During the Interview

When you go to an interview, you talk with an interviewer or group for a specific purpose. The **structured format** is a series of questions that are planned. Most are planned. Impromptu interviews, however, occur among businesspeople and others. You can often see this type of interview going on at a restaurant, on the street,

in a store, or at someone's home. Unplanned interviews tend to sound like normal conversation while formal interviews proceed in a more structured manner. It is the latter we will focus on here.

The formal interview requires certain protocols from the parties involved, such as (1) making an appointment, (2) operating within a limited time period, and sometimes (3) having several different meetings.

One element that is common to all interviews is talk. If you can express yourself well, things should go smoothly. If you cannot, you may have trouble. Another important element is your physical behavior—your grooming and appearance, your walk, your posture, subtle movements of your hands and feet, eye contact, and facial expressions. Everything you say and do tells something about you. Your thoughts and moods, attitudes and feelings, are all symbolized by your total behavior, and you can't hide them. You are only fooling yourself if you think you have mastered the art of deception. Personnel officers, business executives, and sales personnel are quick to spot a phony.

As the interview situation tends to place the involved parties in close physical proximity, often in a small office, it permits many personal judgments and subconscious reactions on both sides. This can be stressful, but so far a better way to formulate final evaluations of another person—whether it's a prospective employee or prospective boss—has yet to be invented.

A group may conduct an interview. One example you will recognize is when news reporters interview a governor or other public official. Or a single reporter might interview an executive or administrative group. Companies

often have more than one person present during an interview. Applicants for key positions usually go through more than one interview.

## Choosing an Interview Situation

Select an interview situation that interests you and one you can complete within the designated time frame. Avoid a person or group that is too distant to reach or that cannot grant the interview within a short time or at a time when you are available to meet. Make your choice and arrangements within 24 hours of receiving your assignment. Why so soon? You may find out that the person you want to interview is not available; if you do, you will have time to contact someone else.

Because many people you might want to interview could have last-minute conflicts, it's a good idea to schedule the interview as far as possible in advance of your due date. Thus, if the person must cancel, you still have time to reschedule or find another person to interview before your presentation is due.

For this assignment, think about a person who holds a job you might want to have someday. Use the interview to learn more about the job. You can also interview someone who makes policies that affect your life—school administrators or local and state officials. If you are interested in learning more about a historic or current events topic, interview an expert.

## Preparing (as Interviewer)

As you are the interviewer, call and make an appointment. When you make the appointment, be prepared to conduct it on the spot should the interviewee suggest that you do so. If your appointment is by telephone, be pleasant and efficient by using a carefully prepared and

rehearsed request. Structure this follows:

1. Make sure you are talking with the person.
2. Introduce yourself.
3. Explain why you want the interview. Suggest the amount of time you need, the date, hour, and place.
4. Do not apologize.
5. Once you have made the appointment, leave the person your name and phone number, and ask to be called should it be necessary for him or her to change the appointment. Sometimes a secretary will take down your appointment. It is a good idea to confirm the appointment by phone or fax in advance or a telephone call the day of the appointment.

Regardless of whether you are interviewing a job or to acquire information, acquaint yourself with background information about your interviewee. Ask an assistant for information about the interviewee's business.

Now comes the crux of your preparation. What is your purpose, what do you want to know? Determine the purpose. Then prepare a list of ten broad questions and 20 specific, detailed questions that will bring out the information you want. Do not read your list verbatim during the interview. Select a few selected questions from it to be used. Refer to your list occasionally and use other questions as the interview progresses.

Dress neatly and appropriately. Carry

e not suitable. You can fail an  
efore opening your mouth to speak if  
arance suggests carelessness or  
r the situation.

irect address and exact time for the  
e sure of this. Allow yourself more  
ou need to get there. Plan to be ten  
ly for the interview because this will  
e your enthusiasm. Do not take any  
being late; you might have car  
traffic problems. If you are going  
unfamiliar, do a test run before the  
late or use a Web site such as  
om to get printed and graphic

ackground information and your list  
s. Be sure you have your questions  
adequate space for writing responses  
bring an additional notebook for  
e interviewee's answers. Make sure  
a pencil or pen that works. Tape  
s a good idea, but be sure to ask  
for this at the time when you make  
ment.

approach the interview as an  
experience. Most people are fairly  
ating when it comes to talking about  
or their business.

## ing

minutes early for the interview.  
ere to locate the interviewee, or tell  
n charge of the front office who you  
you have an appointment. When you  
to do so, go into your interviewee's  
duce yourself, and shake hands. Use  
Thank the interviewee for making  
you.



Take a seat when your interviewee invites you to do so, or seat yourself when your judgment tells you it is appropriate. The host may be busy and request that you wait a moment longer. You may stand or sit politely, or look over the office furnishings and arrangements casually, but don't fidget or pace nervously. Glance over your list of questions to refresh your memory. When your host is ready, be prepared to make a sincere remark about the office, the view, or something of general interest.

Start your interview by explaining why you are there. Then ask your questions courteously, tactfully, and directly. Initial questions may concern (1) the history of the business; (2) the nature of the business, such as products sold or

services performed; (3) the number of employees, labor practices, qualifications of employees, vacations, employee benefits; and (4) advantages of being in this business. Do not press questions on any subject the interviewee obviously doesn't want to discuss. It's your obligation to direct the interview into the desired areas and bring the discussion back if it gets off track. Remember this is *your* interview.

Bring the interview to a pleasant conclusion (perhaps by saying you have one more question). Do not overstay your time. Should the interviewee offer to show you the place of business, have a cup of coffee, or tour the grounds, accept graciously but don't forget that his or her time may be limited—in other words, don't overstay your welcome. Thank the interviewee when it seems appropriate and extend an invitation for him or her to visit your school.

While the interview is under way, take notes quickly and accurately. Write clearly so you can read your notes later. Listen attentively so you won't have to ask to have information repeated. If your time runs out, you can request a later appointment to finish the interview. Accept the interviewee's response gracefully either way. Thank the interviewee before leaving.

Be courteous at all times. Avoid random, nervous movements, any over-familiar gestures or comments, excessive throat clearing, and mumbling.

## **The Job Interview**

You will take a turn as both the interviewee and the interviewer. As the interviewee, you will answer questions about yourself and ask questions about the work. Reread the preceding section on conducting an interview to refresh your thinking.

You should have a copy of your resume that includes personal information such as addresses you've received, offices you've held, organizations you've participated in, clubs and organizations of which you are a member, and your work experience. There are several books available on resume preparation at your school or public library.

You should have a list of at least three references with complete contact information, including addresses and telephone numbers. Each reference should be a businessperson, teacher, or other professional. You must have letters of recommendation. You should contact each reference in advance and ask for permission to use his or her name.

Before you are interviewed, you may be required to fill out an application form. Fill it out completely and make sure you answer every question fully. Be neat and accurate. Do nothing, and don't assume that just by studying the form will be able to read the form and fill in blank spaces.

When you go into the job interview, act like yourself as you would with any other professional person. Greet the interviewer cordially, shake hands if appropriate, and state your purpose.

It's likely that you will be asked questions about your experience, background, training, and education. Answer these questions honestly and directly, but don't belittle yourself. The interviewer might like to see copies of summaries of your personal history, your work experience, and recommendations brought with you. Sit politely while the interviewer reads these materials. Besides the interview for applying for, he or she may be interviewing someone to fill a different position—not advertised. If you conduct



When the interviewer indicates that the interview is ending, bring your remarks to a close, extend thanks again, and leave. Sometimes it may be necessary for you to close the interview. Do not stay too long.

**Hint:** If you weren't asked to fill out an application and you want the interviewer to remember you over the dozen other applicants, hand him or her a three-by-five card as the interview ends. On it, neatly typed, should be your name, address, telephone number, fax number, education, work experience, and the type of work you are most interested or qualified to do.

Your instructor may develop the interview assignment in three role-playing activities.

showing alertness and intelligence, the job would be yours. Ask about locations, responsibilities, duties, and requirements of the job position.

Interview progresses you should be ask and give answers or to wait with anything unusual occurs. Sometimes interviews are planned to test your reactions: one might ring, a secretary might message, or an employee might come in. Interviewer might even ask you a startling question. Don't be surprised—just respond intelligently and

Interview ends, ask when you will be out the job. If you receive a vague or answer, ask if you may contact the or write him or her at a future date. Air before you leave that you have about when you will be notified.

### 1. Role-play Making the Appointment

Two people at a time sit back-to-back eight to ten feet apart and carry out an imagined telephone conversation. One is a businessperson; the other is a student seeking an interview appointment. Don't overdo the role-playing. Keep it realistic. As the prospective job interviewee, be sure to have a specific job description in mind when you ask for the interview.

### 2. Role-play the Job Interview

Two people role-play the job interview for five to ten minutes. The interviewee should enter the classroom door after the instructor has set up any special circumstances the interviewer will confront. The businessperson, a secretary, or someone else will admit the student who will take it from there. The participants

should not rehearse because a real interview is not rehearsed; however, the participants should be well prepared to conduct their individual parts and try to make the entire experience as true to life as possible.

**3. The Actual Interview** You should have successfully role-played the appointment and interview aspects of this assignment before attempting an interview with an actual businessperson. However, once you have fulfilled parts 1 and 2, you may proceed to this step, and to number 4 below.

- a. By telephone, make an appointment with a business or professional person whom you do not know personally.
- b. Complete an interview to learn about the business, its general operations, policies (labor, products, organization), and future plans. Take notes. Prepare a five- to six-minute oral presentation on the interview and what you learned from it.

Your instructor will keep a list of all businesspersons interviewed so that future classes will not interview the same ones too often. However, a letter of appreciation from the interviewer and the instructor to the businessperson for the cooperation is a good practice.

**4.** Students who want to work should conduct actual job interviews and then prepare a five- to six-minute oral report of their experiences for the class.

## Evaluating

Evaluate a classmate's interview performance. Rate the following criteria on a scale of 1 to 5 with 1 being "needs much improvement" and 5 being "outstanding."

Interviewer:

- Did the interviewer ask questions that elicited needed information?
- Did the interviewer put the interviewee at ease?
- Did the interviewer describe the opening and the necessary qualifications?

Interviewee:

- Did the interviewee seem relaxed and confident?
- Did the interviewee answer all questions in a straightforward manner?
- Did the interviewee have a resume, references or letters of recommendation?
- Did the interviewee ask pertinent questions about the workplace?

Choose one element of your classmate's performance that you think might be improved. Encourage him or her to role-play that element of the interview with you. Stop and point in the interview where you think your classmate might improve.

# The Panel Discussion



## Specs for the Panel Discussion

### Participants

Three to six panelists and a moderator.

### Time limits

30 minutes for most classroom performances. Others vary according to the amount of time available.

### Speaker's notes

Participants usually find it necessary and convenient to have notes to provide them with figures, facts, and sources for the information and points of view they present.

### Sources of information

At least three, preferably more.

### Outline

See the Preparing section on pages 323–324.



## Speak Up!

You have no doubt participated in brainstorming sessions with friends, fellow club members, and even your family members. As you know, when brainstorming you listen to every group member's ideas, no matter how far-fetched. Discuss with your classmates what this type of discussion accomplishes. Do you think group discussions are generally worthwhile? Why or why not?

## and Expectations Assignment

A better method for resolving problems is talking them over. A panel discussion, if conducted successfully, uses this method to great advantage. In a panel discussion, students are placed in small groups to focus on the problem-solving skills necessary to solve a problem. Each panel member prepares his or her thoughts and ideas on the problem in advance. When it comes to the panel with a clearly defined problem-solving process to try to work out a solution through discussion with the group, this process makes the most of each participant's best thinking. Every student should have the experience of deliberately sitting down with a group of others to find the answers to a problem of mutual concern. This assignment provides this vital experience. Studying it now will bring big benefits later on. The ability to function successfully in a group and to address problem-solving in the future with others are qualities that every manager needs in his or her employees.

During this assignment, you will act as a group member to solve a problem.

The steps of a problem-solving process are as follows:

1. Understand the importance of open-mindedness in problem-solving.

## and the Panel Discussion

A **panel discussion** is a speaking event in which a group of people sit down together to try to solve one or more problems by pooling their knowledge and experience to reach decisions that are satisfactory to all. If they reach these decisions, their

purpose is fulfilled. This requires each panelist to enter the panel with an open mind and a desire to hear other viewpoints, opinions, and evidence. Thus by gathering all possible information (facts) and combining it, the group can examine a problem point by point to arrive at a logical solution.

No one should consent to join a panel unless he or she is capable of participating without holding on to preconceived ideas, prejudices, and opinions. An attitude of open-mindedness is the most valuable asset a panel speaker can possess. This does not mean he or she is wishy-washy. Instead it implies that the participant is willing to change his or her mind when confronted with new information.

A panel may vary greatly in terms of the number of members; however, if there are too many participants, progress tends to be slow and laborious. It is therefore advisable to limit the panel to five or six people in addition to the moderator.

There are a wide variety of occasions for panel discussions. Clubs, societies, and other organizations use this common method of problem solving. Naturally, if an organization has a large membership, its problems will be submitted to committees that will in turn attack them through a panel.

Today radio and television often feature the panel as a public service, and even a form of entertainment. Don't believe that every panel must have a huge audience or that TV programs dominated by sarcasm, acrimony, and quibbling represent true discussion. Such examples are not good panel discussions because they often lack both the quality of open-mindedness and a sincere desire to solve a problem.

## Choosing a Topic

If the problem is not assigned, the panel should meet under the leadership of the moderator or chair. At the meeting, the participants should suggest several topics. Then they can vote. Whichever topic gets the majority of votes is the one the participants will use as the basis of their panel. Think of school or community problems that affect you directly. Your selection should be based on the interests of the panelists and the availability of materials for research and study. If the discussion will be conducted before an audience, the panel should take the audience into consideration when selecting the topic. In either case the group should select a question that the members are capable of discussing in some depth. Here are some sample discussion problems/questions.

1. How may more people be encouraged to vote?
2. How may teacher's salaries be raised?
3. What should be done to improve high school and college curricula?
4. What should be done about cheating at school?
5. What should be the policy relative to paying athletes or granting them special privileges?
6. Should required courses in marriage and parenting be taught in high schools?
7. Should all physically and mentally capable students be required to attend school until they reach 18 years of age, or until they graduate?

## Preparing

As participants, you and your fellow members should give careful thought to the purpose of a panel discussion, which is to problem-solve. You should prepare your material with this in mind. Your attitude should be similar to that of a farmer who sees a weed plant growing in a field. What should he do about it? Is it harmful? Is it valuable? Should he be dug out by the roots or cut off? What is what kind of a plant it is? In other words, do not jump to conclusions immediately after selecting a problem. Like the farmer, you should find out everything possible about the question under discussion and then decide which solutions are most sound.

Let's assume for a moment that you have selected your problem and that the group is ready to begin searching for possible solutions. Imagine that the question you and your panelists have chosen is "What should be done to decrease the number of divorces?" What are the procedures each individual should follow to arrive at possible solutions?

1. Find out all the effects of divorce, both good and bad. Ask your teacher or librarian to help you locate sources of information. Keep detailed notes of findings and all data you uncover.
2. Find out what caused these good and bad effects.
3. Now that you know the results of divorce and what causes it, you should develop a set of standards by which you can evaluate each solution that you come up with. For each case, the standards might be:
  - Any solution must be fair to men and women.

olution must be fair to the  
en of divorced parents.

olution must be legal and  
tutional.

veral tentative solutions to the  
. Be sure these answers meet each  
standards you set up. Under each  
ed solution, list both its advantages  
disadvantages. Remember that you  
o be biased toward your solutions.  
st be willing to say to the other  
s, "Here are my ideas with their  
d bad points. This is what I believe  
asis of the information I could find.  
r, I'm willing to change my views  
information indicates I should."

ect the one solution that you think  
st from all those you have  
ted.

ways and means to put your best  
into action.

ne all your points, one through six,  
ete sentences. State your sources of  
including dates, authors, titles of  
magazines, and volume and page  
e sure to identify your authorities.  
outline to your instructor as evidence  
aration.

you have gathered all of the  
on your problem, outlined it, and  
contents sufficiently well, you are  
et with the other members of the  
what they have discovered. Each of  
have done the same thing you did  
r a solution to the problem of the  
rate. You will all get together and

pool your knowledge. Obviously you will not  
all have the same information, because you  
won't have read the same magazines and books  
and talked to the same people. This means you  
will not agree with each other because your  
information is different. Your possible solutions  
will be different too. Nevertheless, you will  
pool your knowledge, and after thoroughly  
talking it over and examining all the data  
carefully, you will decide on a possible solution  
that is agreed upon by a majority of the panel.  
These solutions will represent the cooperative  
effort of the entire group.

## Presenting

In presenting a panel you merely meet as a  
group and discuss the information and ideas  
each member has brought. To do this  
effectively, each participant should approach  
the panel with an open mind. You must have a  
desire to find the answer to the problem, not a  
desire to press your own agenda or get the  
others to adopt your ideas and solutions. Again,  
an attitude of open-mindedness is the most  
important aspect of the discussion.

Let's assume that the members of the panel have  
assembled. The moderator should have arrived  
early and placed the chairs in a semicircle so  
that each participant can easily see everyone  
else during the discussion. The moderator will  
sit near the middle of the group. If there is an  
audience, the moderator should make sure that  
all the panelists are seated in such a way that  
they are both visible and audible. The speakers  
should remember to direct their voices toward  
the audience as well as the panel.



As the panel gets under way, try not to dominate the occasion. Nor should you withdraw and say little or nothing. All participants should remember that they are not to be angry, impolite, sarcastic, or acrimonious. They should be earnest and sincere—and persistent if necessary.

The moderator should insist on a policy of fairness, and promote harmony and goodwill among the group. He or she should encourage the most timid to speak their minds. A good moderator permits some digression from the main question but will direct the discussion in such a way as to bring it back on point. The moderator also keeps track of the time and makes certain that the discussion ends within the allotted period.

The moderator will make brief introductory remarks in which he or she will mention the occasion and reasons for discussing the topic at hand, and introduce the members of the panel (if there is an audience). He or she should tell where each panelist is from, their occupations, and any other appropriate information. If there

is no audience, the moderator should make sure that all members of the panel are talking with one another.

The procedure for the actual discussion should be informal throughout. It should be a spontaneous give-and-take with questions and answers, and contributions from the audience without prompting from the moderator. Informal does not mean the chair may not intervene with a member if he or she finds it necessary to bring out that person's thoughts.

The points to discuss should develop in the following order through informal talk:

- 1. Define the terms.** Be sure you are all talking on what you are talking about.
- 2. Limit your subject** if it is too broad. Perhaps you should talk about divorce rates only in the United States or in a single state or city. (Note: The scope of your question does not limit the scope of the discussion in this respect.)

**out the effects** of the high rate.

**s the causes.**

**standards** on which you will base  
ations to your problem.

**at several tentative solutions** or  
ions to your question. Be sure you  
advantages and disadvantages of  
e.

**one tentative solution** as the  
to put into action.

**on ways and means** to go about  
your solution into action.

at, the moderator summarizes briefly  
panel has accomplished. He or she  
the audience (if there is one) to  
ions to the panel members. It is their  
on questions that obviously have no  
he discussion or other questions that  
order. The moderator concludes the  
h a brief summary at the end of the  
ppropriate time.

llow through all of these steps will  
a constant alertness on the part of all  
d the moderator. Of course, if a  
meetings are scheduled, you may  
ally through the various stages on  
a solution. It is not wise, however,  
sions so long that the members  
d.

## Evaluating

Evaluate the panel discussion of a group of your classmates. Rate the following criteria on a scale from 1 to 5.

- Did the moderator introduce all the panel members?
- Did the panel members listen well to one another?
- Did members refrain from shutting down anyone's ideas?
- Did every member take part in the discussion?
- Did the panelists come up with sound solutions?
- Did all the panelists and the moderator speak clearly and loudly enough?
- Did the solution they reached seem like the best one that was discussed?

Using this list as a basis for your notes, give oral feedback to the group.

# Talking Points

## Listening to and Reading the News



By regularly viewing television news, listening to radio news, and reading newspapers and magazines, you will become familiar with a wide array of potential speech topics. As a bonus, you will observe good writing and speaking practices. Here are some techniques to help you remember and use new information about current events.

1. Keep a place in your notebook or journal to list ideas for potential speech topics you heard or read about in the news. Record the date you heard or read the news item. This will allow you to locate additional material in a variety of sources on similar dates.
2. Read a wide range of magazines. Don't overlook specialized "news" publications such as sports magazines or arts journals.
3. Go to the library and read a magazine you have never read before. If you live in a rural area or a small town, read a newspaper from a major city. Most major newspapers have an online edition you can read free of charge via the Internet.
4. As you watch the news on television, observe the way the visuals complement the voiceovers. Think about ways you can incorporate visuals to add life to your speech.
5. Listen to the news on the radio. Pay attention to the way reporters use changes in inflection, volume, and tone to add interest to their reports.
6. Read editorials and op-ed pieces (these are the articles appearing on the page opposite the editorial page). Analyze the way writers build their arguments. Locate articles from two columnists or editorial writers on the same topic with different viewpoints. Analyze how they consider the other side in preparing their columns.

# The Symposium



John Payne (left) and Dr. Henry Samuelli take part in an Internet symposium.

## Specs for the Symposium

### Participants

Three to four speakers and a moderator.

### Time limit

5–6 minutes per speech.

### Speaker's notes

None for the speakers. The moderator may use notes in order to make sure that the order of speakers, topics for discussion, and other information do not become confused.

### Sources of information

Three or more.

### Outline

Prepare your own to ensure proper organization. You need not hand it in to the instructor.



## Speak Up!

Share an experience in which you were part of a group in the audience when a group of speakers presented various sides of a single problem or question. What was this experience like for you? Did you think you gained more from multiple points of view than you would from a single well-informed speaker? Tell the class why or why not.



## and Expectations Assignment

form of group discussion, the symposium is becoming more and more common as a means of informing and enlightening the public on current issues. In a symposium members of a group prepare public statements on different aspects of a single topic and present their statements in turn before opening the discussion to the audience for questions. Like many people, you may be unaware of the different types of symposiums and the advantages or disadvantages of each. Because it will be to your benefit to understand the structure and technique of the symposium, this assignment is designed to take you through the basics.

During this assignment, you will

- select one speech topic among several topics

- participate in presenting a speech with several other speakers

- alternate presenting a speech topic with several different points of view, and

- alternate answering audience-posed questions with several other members.

## Organizing the Symposium

A symposium is a method of presenting several different aspects of a problem. Usually several speakers talk about one general topic, with each speaker presenting views on a different aspect. A moderator acts as the discussion leader. It is up to the moderator to organize the different speeches so that a new set of ideas begins to emerge rather than a series of unrelated lectures. Speakers are

charged with the responsibility of fitting their remarks into the main question by making sure that they contribute to the proposition being explored.

The time allotted to each speaker is the same, except that the length of the speeches may vary from symposium to symposium—some allow speeches of only a few minutes, while others allow 15 or 20 minutes each if time permits. Following the speeches, the participants may form a panel, after which the audience is invited to ask them questions. Either the panel or the questions from the audience may be omitted.

The whole program may continue as long as an hour and a half if time permits or more if the audience is actively engaged and the panelists are able to continue.

The purpose of a symposium is to inform and stimulate the listeners. Each speaker may support a very different point of view from the others. There are many appropriate occasions for symposiums. A symposium may take place in any situation in which a group of people gather. It may be at the meeting of a club; a society; a religious, fraternal, or business organization; an educational group; or any civic gathering. Today radio and television shows frequently use the symposium format.

## Choosing a Topic

The participants in your symposium should meet with the moderator and, by general agreement, decide on a **proposition**. If possible, you should choose one that is interesting to everyone. However, if all of the members of the group do not agree, go with the topic most suitable to the majority. You are unlikely to find a topic on which everyone is equally well informed. Be sure that the topic you and your

fellow participants select is one about which you can secure information via interviews and/or reading. Consider some of the following topics:

1. What should be done to conserve energy?
2. Should the United States have a program of compulsory military service?
3. What should be done about the nation's homeless population?
4. Should scholarships be given to all high school graduates who have outstanding academic records?
5. What should be done to decrease gang violence?

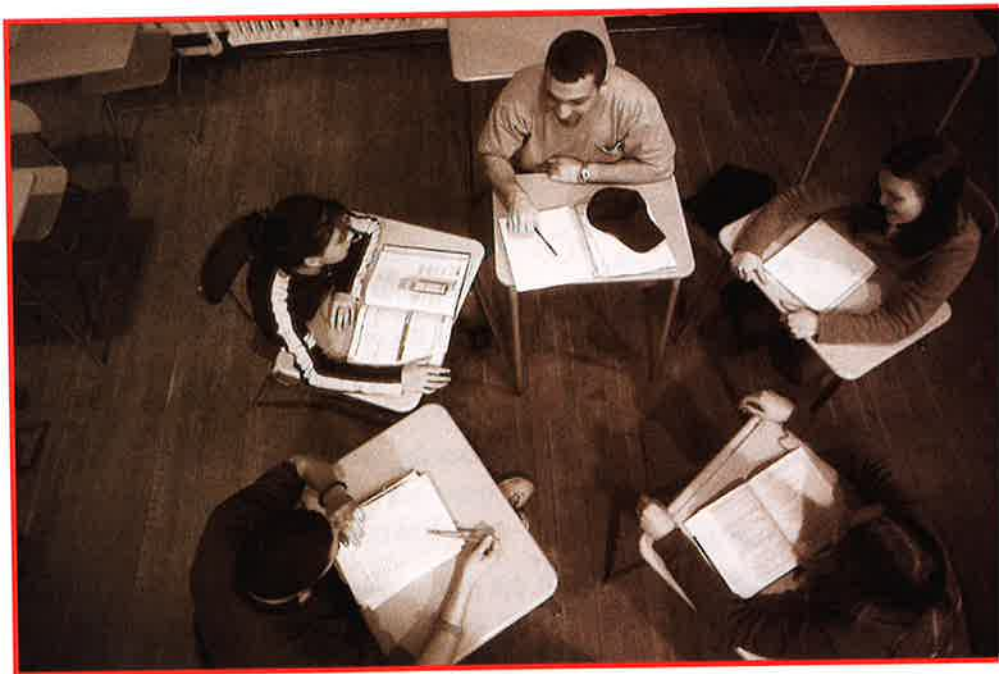
## Preparing

First of all, keep in mind that each individual speaker should **prepare** his or her speeches according to the **suggestions** laid down for any

speech to inform or stimulate. Include steps of preparation—from audience rehearsal.

You and your fellow members should select the moderator. Then work together to decide how the selected topic is to be divided so that you can each present a different aspect of it. Let's imagine that the topic is "What should be done to improve the streets of our city?" If there are three speakers, you could divide the topic so that each of you addressed one of the following aspects:

1. What should the city administration do to improve the streets?
2. What should the citizens do to improve the streets?
3. What should be done to improve the current level of efficiency and use of city equipment?



reed on the above divisions of the  
you and your fellow speakers must  
ure the discussion, making sure to  
e time limits closely.

erator should be well prepared on the  
ect so that he or she can direct the  
effectively. A routine responsibility of  
tor is to set up the order of speakers.

ator should prepare brief introductory  
cluding the following facts.

ry and statement of the  
sition

ns for its discussion

onship and importance of the  
to the audience

tions of terms of the proposition

s, qualifications, topics, and order  
speakers

er in which the symposium will  
nducted

tor should be familiar with the point  
n speaker will take. He or she should  
a brief summary of the overall  
a at the conclusion of the event.

e that everyone is now ready for the  
Each participant should briefly go  
following list of reminders.

ach speaker have sufficient  
ties and accurate data to back up  
ner information, ideas, and  
sions?

ese proofs in a form that the  
r can use while participating as a  
r of the symposium or during  
ience's question period?



- Does each member know how to answer questions from the audience, to meet objections, to restate arguments, and to summarize his or her point of view?
- Will the speakers keep their sense of humor and remain calm and polite when under fire?
- Does the moderator know how to lead the audience and direct questions to the speakers?
- Does the speaker know which types of questions to permit as legitimate and which to rule out of order?

If the participants do not know the answers to these questions, they are obligated to do more work.

## Presenting

Throughout the entire symposium, follow the usual good speech habits. Present the symposium as follows.

1. The symposium members take their seats side by side with the moderator at one end.
2. The moderator makes introductory remarks, introduces the members of the symposium to the audience, and presents the topic and the first speaker.
3. The first speaker delivers his or her comments after which the moderator presents the other speakers in a similar manner.
4. At the conclusion of the speeches, the moderator briefly summarizes the speakers' ideas.
5. Following the moderator's summary, the symposium continues according to one of the alternatives listed below:
  - a. The speakers form a panel for a limited time and further discuss the ideas they presented. Then the chair summarizes briefly and adjourns the meeting.
  - b. The speakers form a panel as indicated in (a) above, after which the audience is permitted to question the speakers for a limited or unlimited time by directing questions via the moderator. The moderator concludes the symposium with a brief summary followed by adjournment.
  - c. Following the speeches and the moderator's brief summary, the audience is permitted to question the speakers for a definite or indefinite period of time by directing questions through the chair. At the conclusion of audience participation, the chair summarizes the matter of the individual speakers and then adjourns the meeting. In this case there is no speaker's summary.

## Evaluating

Evaluate a group of your classmates' symposium. Rate the following criteria on a scale of 1 to 5 with 1 being "needs much improvement" and 5 being "outstanding."

- Did each speaker stick to his or her assigned aspect of the main question?
- Did each speaker appear to be a professional while the others were speaking?
- Did the moderator give strong introductions and summarize the proceedings following the speeches?
- Did the moderator and the speakers handle the questions from the audience effectively?

Now think about what you might learn from each individual participant in the symposium and to the group as a whole. Write your comments and share them with the group.

# The Keynote Address





## Specs for the Keynote Address

### Time Limit

5 minutes.

### Speaker's notes

Write out a full manuscript with notes for emphasis and other delivery cues as suggested in this chapter.

### Sources of information


You should use at least two, preferably more. List them at the end of your written speech.

### Outline

Prepare a 75- to 100-word complete sentence outline to hand in to your instructor.



## Speak Up!



Share with the class something in which you have great confidence or faith. It might be a team, a current movement or trend, a club, a friend, a talent, a religious belief, or an event. If you were asked to give a speech about this very special issue, what would you say? How would you get people to listen and understand the things you believe about it?

## and Expectations Assignment

ment introduces you to a type of is common in a variety of business, , and political settings. The **keynote** a formal speech usually delivered to ering. It sets the stage for an entire or meeting. Often this speech d motivates the audience for the ovides a unifying theme and, often, a o listeners. Most keynote addresses y worded; thus, an important element gnment is the preparation of a full or the speech. The speaker typically d a lectern or podium on a stage or d uses a microphone. While you will not have a large audience for your should deliver it in an auditorium or e room/venue to provide the of being elevated and distant from e. This assignment offers you the practice your speaking skills while g your remarks with a conference us.

ng this assignment, you will ze one speech topic coordinated n overall theme, t a nearly memorized speech in a enue, and microphone when presenting the

## g the Keynote Address

ort words that are joined together to pe of speech explain much about its mething that is *key* is important or . The word *note* has many meanings, a “call” or a “sound.” Therefore, a

keynote address calls attention to something important. If you are a musician you know that the word **keynote** refers to the first tone of a scale that is harmonically fundamental to the scale. A keynote address is usually the first address given at a conference, convention, or meeting. It is designed to identify the key issues participants will address in their sessions and meetings. The address generates enthusiasm and motivation for the work the group must face. In some instances, especially at political conventions, it is intended to promote unity among subgroups of a party that supported different candidates. At a political convention the keynote reminds everyone that the primary elections are over, the winner has emerged, and it is now time for everyone to stand firm behind the party’s nominee.

A good keynote address makes use of a conference theme or builds on the goals that the group’s officers have chosen for the meeting. The speaker should be aware of all of the events that are to take place during the conference because workshop titles or other activities might provide examples or starting points for developing challenges to the audience. The address also sets the tone for the meeting. If it is a meeting with an agenda that requires the group to solve a problem, then the speaker should challenge the audience to work together to meet that goal. If it is a conference that is intended to share information through workshops, then the keynote should encourage participants to take advantage of the learning opportunities. In other words, the speaker’s goals are influenced by the goals of the audience and the overall conference.

Keynote addresses can be persuasive or informative. Often they include humor to build goodwill with the audience. The speaker is usually someone the audience knows—either

personally or by reputation—as an expert on topics they will address during their meetings. Occasionally keynotes are controversial; in this case, the speaker should be aware that some members of the audience disagree. A good keynote, regardless of its persuasive or informative intent, prepares everyone in the audience for what is to come and motivates them to take full advantage of the speeches and workshops that follow.

## Choosing a Topic

Most keynote speakers are assigned a topic on a general theme. In most cases, they are expected to incorporate not only a general theme, but also the specific theme of the conference. For example, a computer conference may have a title such as “Beyond the Three Rs: Computer Literacy in a Technological Age.” Given a general topic assignment, you the speaker must still narrow the focus of the address. The theme of computer literacy is broad, and the speaker could approach it many ways. For instance, you might develop the speech to call for a state-mandated computer-literacy requirement for graduation from high school. Or you might discuss novel ways that computer literacy is being incorporated throughout the K–12 curriculum. The composition of the audience, as with any other type of speech, should guide you in the specific development of your topic.

Another source for a topic is the mission statement of the organization. As a keynote speaker, you should be very familiar with such goals in order for the speech to address in some way the overall mission of the organization.

## Preparing

For this assignment, you should make a list of all of the organizations within your school. These can be local, state, or national organizations.

Develop conference themes suitable for sessions of each organization. Select a hypothetical conference composed of speakers from schools throughout the city or state. For example, prospective audiences might include participants in the student government or members of the community. The possibilities are nearly limitless. You should choose an organization that interests you on several levels.

Decide the general purpose of your speech: to be informative, persuasive, or a combination of the two. Review information in earlier chapters about both types of speech (for example, Elocutionary “The Speech to Inform” and Experience “The Speech to Persuade”). Narrow your topic and develop it using the same methods you would use for any other speech.

Your research should be appropriate for the organization and for the theme. It should involve talking to the sponsor and to members of the organization to learn more about its goals and mission. You will also need to do some Internet research that is appropriate for the specific purpose.

Outline your speech. Then prepare a manuscript. When preparing a manuscript, talk through your speech as you would if you were giving it from an outline. Tap into your own speech. Before you write the manuscript, play back the recording of your speech to the way you spoke it when you prepared it from an outline. Then as you write the manuscript for sentences that ramble or are not clearly stated. Revise what

As you prepare the manuscript, make sure you are using vivid language. You can include contractions, sentence fragments, and single-word statements for emphasis. For example, the phrase “Well, don’t,” is not a complete thought in a speech if it is used at the end of a sentence.

question such as “Have you ever put [your manuscript] until the hour before an exam?” In addition, a reminder of the problems that your manuscript could create for a student could be written in words that sound natural to your audience. Try to use smaller vocabularies when speaking than we do when we write. While you are using a thesaurus to write an essay, you should use a common language for the speech. Practice reading your manuscript aloud to others. Ask them if it sounds natural. In other words, does it sound like the way you talk, or does it sound as if you are reading? If you find out that you sound awkward, go back to your outline and revise the manuscript.

When you print your final manuscript using triple spacing, use a font size of 18 points or larger. This will ensure you will be able to read it easily and not lose your place. You will have multiple pages, so be sure to mark them.

## Practicing

When you are giving your keynote address, you will be on a stage with the audience at a distance. It is important to maintain good eye contact. This means that you need to practice looking at the point where you have it almost all the time. It is important to remember that the audience doesn't have a manuscript to follow. If you are reading something differently from the way you wrote it, don't go back and try to pick up the thread. It's likely that the way you said it will be more natural than the way you wrote it.

When you print your manuscript with the page you are on on the left and the remaining pages on the right. As you begin to read from the page on the right, slide it to the left and don't turn the pages over.

Your nonverbal presentation will be limited because you will be changing pages every minute or so. Use vocal emphasis to get your point across. Because you will have two pages visible at all times, you can still use gestures; however, your movement will be limited unless you have large segments of the speech memorized and you have a portable microphone. If you have a stationary microphone, you must stay behind the podium. Speak into it at a natural rate and in a normal volume, as the microphone will do the work of carrying your voice to all parts of the auditorium. For more tips on using a microphone, see the Talking Points featured on the facing page.

## Evaluating

Evaluate a classmate's keynote address. Rate the following criteria on a scale from 1 to 5 with 1 being “needs much improvement” and 5 being “outstanding.”

- Did the speaker's presentation conform to his or her stated conference goals?
- Did the speaker make eye contact with the audience?
- Did the speaker's words and presentation seem natural and unforced?
- Did the speaker handle the microphone efficiently and effectively?

Give an overall score to the presentation. Then tell your classmate the highlight of his or her speech, as well as one or two areas where you believe he or she could have done better.

# Talking Points

## Working with a Microphone

There may be many occasions during your life when you will speak in front of an audience. If the audience is large, you may be asked to use a microphone. It may be a standing microphone, a tiny microphone clipped to your collar, or a handheld device. No matter what type of microphone you end up using, it pays to keep these tips in mind.

1. Always make sure the microphone is plugged in and turned on. This may sound obvious, but when you are nervous, you may start speaking and assume that you are all hooked up when in fact the audience can't hear a word.
2. If you are wearing a lapel mic, be sure it is pinned to a place where your clothes won't cause a rustling sound.
3. Speak clearly and distinctly. Avoid slurring your words.
4. The most common mistake when it comes to using a microphone is holding it too close or too far from your mouth. To avoid distortion, hold the microphone at least two to three inches from your mouth.
5. Certain consonants create sounds that can become abrasive when amplified. Words with the letters *B* and *P* can cause a popping sound. The *C*, *S*, and *Z* sounds can produce a hiss that is very unpleasant to the ear. Be aware of the danger and remember that the best way to combat it is to hold the microphone far enough away from your mouth.
6. Speak in a normal tone of voice. The purpose of a microphone is to amplify your voice; there is no need to be exceptionally loud.
7. Avoid speaking too rapidly. This may cause words and sounds to run together.
8. If possible, practice your speech using a microphone before you give your performance.

## **Trek's Lessons for the Disability Community: Learning to Change, While Holding On to Values**

**William M. Suter, Former U.S. Commissioner Of Rehabilitation/President of World  
Council On Disabilities Services**

*Address for the Annual Conference  
of the Association for the Severely  
Disabled, September 22, 1999,  
Chicago, Illinois*

Thank you for this honor, and for making  
this one of the highlights of my life.

A book called *Quotable Star Trek*, Jill  
Kane, uses thousands of quotations to  
help people to think about their lives  
and the lessons they can learn from this  
series. Today, I want to share some  
of these lessons with you, as we open this  
conference on systems change.

One lesson from *Star Trek* comes from  
the television series' first leading characters to  
be portrayed as having a disability—the  
chief engineer, Geordi LaForge.

It is here where LaForge is confronted by a  
machine that euthanizes its members with dis-  
ability. He answers:

...I gave them the right to decide  
whether or not I should be here?  
...whether or not I might have something  
to contribute?

...the right to judge whether people  
with disabilities belong? People have been  
using their hands for centuries. From Greek  
philosophers who endorsed the humane

disposal of disabled infants over cliffs, to  
1940s German purification policies, to  
modern declarations by today's elites.

One example can be found in a September  
1971 *Newsweek* column by George Will about  
Princeton's new professor of Bioethics. The  
teacher's name is Peter Singer, and he is  
noted for advocating a utilitarian approach to  
children with disabilities. This includes  
applying utilitarian calculations to determine  
whether a disabled child's life should be  
spared, based on the painful life they might  
face and costs to society for keeping them  
alive.

He also advocates letting parents consider  
the option of infanticide of a severely dis-  
abled newborn. This to relieve them of the  
burden of caring for a disabled child, and to  
allow them to replace the child with a nor-  
mal baby that would certainly enjoy a happi-  
er life. Part of our battle is to fight the men-  
tality that says the greatest goal is the per-  
fection of the human race. And we see that  
message in the most common of places.  
Billions are spent on cosmetic surgery, diets,  
beer commercials and beauty contests—all  
with the same message. You're not having  
fun, you're not normal, until you can fit into  
this ideal mold—and buy our products. It's a  
condition that psychologists call the Lake  
Wobegon Effect. It's related to an American

radio program about a fictional town called Lake Wobegon. A place where “all the women are strong, all the men are handsome, and all the children are above average.” There’s no such place. There never will be. More than anything else, the world needs to rediscover what’s normal. Disability is a normal part of being human. People with disabilities are ordinary people. This is not a form of denial. It is a fundamental recognition of our undeniable worth and our inseparable membership in the human race. Yet women with disabilities, especially, are often devalued by the institutions they should be able to count on most—their families and the women’s movement. One feminist activist said, “Why study women with disabilities? They reinforce traditional stereotypes of women being dependent, passive, and needy.” To that I ask, who is an accomplice to that image? Who is abandoning the universal ideals of freedom and dignity in exchange for the easy path of appeasement? Appeasement has been defined as feeding your friends to the alligator in hopes that he’ll eat you last. Everyone loses with that strategy. We must be flexible in our strategies, but we must stay honest to our cause.

The next lesson comes from Captain Picard, who said that one of the most important things in a person’s life is to feel useful. This kind of usefulness implies more than identity. It’s the source of pleasure for so much of life. As the character Alexis in *Deep Space Nine* once said, “We all work for our supper.” You’ll be surprised how much sweeter it tastes when you do.

Unfortunately, a majority of people with disabilities don’t have the chance to receive the sweet rewards of work. Unfortunately, it’s usually stereotypes, not physical disabilities, that stand in the way. And these problems can come from the most troubling of sources.

I contracted polio when I was two years old. I don’t remember it. But I do remember my parents telling me about the advice the doctor gave when it was time for me to leave the hospital. He told them, “Just promise me, she’s going to be staying there for the rest of her life.” I had a college counselor who advised me that going after more education might hurt me. He warned that it was not enough for a woman with a disability to be married; a master’s degree would only intimidate a man more.

And I remember when I went after my first job as a secretary. The boss nearly dismissed me because he worried that I could



Patrick Stewart as Captain Picard

## le Speech cont.

him every morning. Talk about a barrel insult—being doubted whether I could do something that you really had to do in the first place! I have been more assertive. But I was married and getting that first job was not to me. I did get the job. I'm embarrassed to admit that I actually dropped the coffee. And I never put coffee on the boss's lap, although the job was real. These were all well-meaning professionals who believed that I knew what was best for me. But my life is much different, and I probably wouldn't be with you today, if I had stayed within the boundaries of their expectations.

Each one of us has special talents to add to the tapestry we call life. But I have been among those rehabilitation counselors and administrators who have shortchanged client dreams in the name of risk management.

A person with a severe disability says they want to become a doctor, should I dismiss that as fantasy? Dreams are important. They reflect deeply held values. Even if dreams seem far beyond reach, they need to be explored. And with a little imagination, they can show the path to a person's future, and how they can make a difference in the world. But too often, people in the profession are afraid to risk client failures. They want to shelter them from defeat. And when they fail, that their failure at a job or an unmet goal will be seen as a black mark on the system that tried to help. Yet as Arnold Kushner once said, pain is an inevitable part of a normal life. Risk-

taking and failures are normal for both individuals and organizations.

The next lesson comes from the powerful Klingon, Lt. Commander Worf, who after tasting prune juice for the first time, declared it a warrior's drink. Sometimes we need a new perspective to see familiar things as they really are. That's why this conference is so important. It brings together people with disabilities and families and professionals and advocates under one roof.

TASH may be the only professional association dedicated to people with severe disabilities, but its organization of nearly 9,000 members reaches beyond the professional ranks. And that's so important! Years ago, there was a bill in our state legislature to increase wages for personal attendants, so that high turnover rates could be reduced. Many prominent rehabilitation professionals came to the legislative hearings in support of the bill. But it was one consumer, named Terry Gutterman, who made the issue understandable to legislators by simply asking them to "Imagine giving the keys to your house to 14 different people in a single year." That message got through—I believe—in large part because of one small action by one person. The bill passed. In a September 8th speech, President Clinton relied on a similar story to bring home the urgent message that the pending work incentive improvement act must be passed before many people with disabilities can afford to work. Clinton described meeting a man in New Hampshire who, if he had to pay his own health bills, would have had bills of \$40,000 a year, and he

desperately wanted to take a \$28,000 job. President Clinton called the old system foolish, and then asked, "Wouldn't you rather have the man making \$28,000 and giving some of it back in taxes as a productive citizen?" Groups and individuals have made a difference. And I believe with all my heart that it can happen again.

There's another reason why this conference is so important. And it can be summed up in Captain Picard's admonition that "Things are only impossible until they're not."

I remember what my father said to me when I was in the second grade. He loved me very much. He wanted me to be prepared for the future. So he warned me that I would probably never get married. He told me that I should become a clinical psychologist. I eventually did. Then he said that I should work to be the best, so that I could be independent, because some day there might not be anybody around to take care of me. Hard words for a seven-year-old girl to hear. But my father loved me. And he wanted me to be prepared. What a difference it would have made, for myself and my parents, if there was a family next door where the mother also wore braces. A role model. A person with a disability who was married, who raised children, who was nurturing and independent in her own right. Maybe even a corporate leader.

Professionals aren't the only ones who need to know that those labels can also belong to a person with a disability. People with disabilities need that affirmation, as well. The truth is, most boundary-breaking work has been done by people with disabilities who had the courage to challenge the status quo. Now we are facing the greatest challenges in

the past 25 years. Last spring's Clinton decision bought us a temporary victory. The courts to protect the Americans with Disabilities Act, but the Florida Supreme Court Attorney General is now challenging the constitutionality of the ADA. The backlash is being felt on the Individual with Disabilities Education Act front.

Meanwhile, the waiting lists for people with disabilities are entitled to be effectively creating their own bureaucracy. Bureaucratic Quality Assurance systems are bogging down our service delivery. We need to find ways to get monies to advocates. We need to support vocational people with disabilities, so that they can make choices about where to go for services. We need to have a Medicaid buy-in, so that people can afford to go to work. And we need to provide more leadership opportunities for people with disabilities and self advocates.

At a time when college football players are pleading guilty to illegally using steroids, capped parking permits and at a time when schools are refusing to pay for assistive technology, but buy elaborate lab equipment, when only a few students will ever use a computer, a time when our most basic rights are systematically attacked as too costly for an era of national prosperity—then it's time for us to say enough with the abuse, the unequal treatment of the elite, and the neglect of poverty at a time of budget surplus. It's time for us to say that Social Security is not the next and final step in high school graduation.

If detractors say we can't afford to do the right thing now, how long will it be before they say the time is right?

## ble Speech cont.

ngs us to the final lesson from *Star*  
d like to leave you with two  
ns from Captain Picard that define  
means to be human.

*Next Generation*, Picard confronts  
nation by agreeing that, yes, we may  
ent in appearance. Then he adds,  
are both living beings. We are born,  
we live, and we die. In all the ways  
er, we are alike.”

er in the movie *Generations*, Picard  
s that “Recently, I’ve become very  
are that there are fewer days ahead  
re are behind. But I took some  
from the fact that the family would

what we do in the next two days  
er on these fundamental beliefs: that  
like, and that no matter who we are,

we only have only a short time to accomplish  
what we desire to do.

Will our action steps create the world we  
want? No.

But they will bring that world closer. And the  
swifter we act, the more days of opportuni-  
ties will be given to people with disabilities,  
and the fuller our own accomplishments will  
be. And for as long as it takes to reach our  
goal, there will be people like you and me,  
who will share that same vision.

I’m proud that you, and I, belong to that  
family.



# The Mass Media

Speaking for broadcast by the mass media increases the usual concerns about the speaker's relationship to the audience in two important ways. The actual audience receiving the message is potentially much larger than the audience that will hear a single speech. Tailoring a message to such an audience can be significantly more challenging because the parameters, or limits, of their needs or concerns are more difficult to define. This unit contains assignments that will allow you to apply many of the speaking skills introduced in previous units to the entirely different contexts of mass media.

## Speech Experiences in This Unit

### Experience 35

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### Experience 37

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# The Radio Commercial



## Specs for the Radio Commercial

### Time limit

1 minute.

### Speaker's notes

A full script of the commercial, complete with all voices, pauses, and sound effects indicated, and notation of each 5-second interval of the material.

### Sources of information

At least two, preferably more. List them at the end of your script.

### Outline

None is required for instructor.



## Speak Up!

Have each person in the class record himself or herself reading three or four sentences. Listen to the recordings. After hearing the recordings, each student should answer the following questions: Did you like the way your voice sounded? Did it take you a moment to recognize it? What word would you use to describe your voice? Many people are surprised the first time they hear themselves recorded. Discuss why this might be.



## Requirements and Expectations of Assignment

This assignment introduces you to the demands of creating a mass audience to buy a product.

A radio commercial can provide you with valuable communication skills, including the ability to analyze a message for its rhetorical and auditory impact and to coordinate verbal messages and sound effects. In this assignment, you will create a dramatic story that sells a product and develops a concise message within a very limited time frame. Such an assignment provides a unique opportunity for self-expression, enhancing your understanding of the listening process, and giving you the chance to practice making complete language choices. You will also develop your audience-analysis skills and your ability to write and edit messages for precision.

During this assignment, you will learn how to create a media presentation to fit within a specific time limit, evaluate the effectiveness of various auditory message designs, coordinate a multifaceted project, and analyze and develop a dramatic presentation.

## Writing the Radio Commercial

Radio commercials take a variety of forms, but this assignment is designed to focus on the creation of a brief drama, or enactment, that explains why an audience should buy a certain product.

The economic interests of the broadcast station and its advertisers will directly influence any mass media creation. In order to maintain the opportunities to use the mass media, financial support for the programming must be obtained and sustained. Therefore, as a speaker, you must focus even more on your audience to persuade listeners that they want and need what you are selling.

Voice, musical background, detailed sound effects, and a lack of nonverbal action characterize the **radio commercial**. The various parts are read rather than memorized. An announcer may be used to narrate or describe the scene. He or she usually delivers the closing call for action.

## Choosing a Topic

Select a product you would like to sell through a radio commercial. To lend credibility to your product you will need some background information such as scientific studies of its effectiveness or testimony from credible sources that your audience will easily recognize. Keep in mind that your audience is very diverse and your choice of product should appeal to a wide range of people.

## Preparing

Once you have selected the product you wish to advertise, choose an appropriate format for your commercial. There are four general formats:

1. A **univocal** ad is one that depends solely on one voice delivering the message. This format is the closest to other assignments you have had in this text.

2. In a **multivoiced** commercial, two or more voices deliver the message; both speak directly to the listeners, not to each other.
3. A **dialogue** commercial features multiple voices carrying on a conversation in which the selected product is the topic being discussed among them.
4. A **dramatized** commercial includes appropriate sound effects added to the dialogue conversation in order to give the impression of physical action or environment to the scene.

After selecting the format, gather all the appropriate resource materials and identify the key message, or thesis statement, you wish to convey by the end of the ad. When you have selected the essential information required (what the product is, how it works, when to use it, where it is available, advantages of this product over others), prepare the script keeping in mind the principles of good speech organization. Above all, remember that this is a *persuasive* message and you have only one minute to get your message across.

The next step in preparing your radio commercial is to carefully time the script, noting the point at which each five-second increment passes. You will likely need to adjust your script to fit the assigned time limit. Once you have done this, show the completed script to your instructor for approval.

When your script has been approved, you can begin rehearsing. Practice by performing your commercial into a tape recorder and reviewing it for possible improvements. If you use other

performers, make sure that they read their scripts in such a way as to emphasize key words and concepts. Run through the material with them several times so that your delivery is flawless.

## Presenting

Even though a radio audience is large and diverse, remember that you are speaking to the radio when they are alone in their groups. Therefore, you should imagine you are presenting your commercial to a single group of people or to an individual.

Avoid rustling papers or making any extraneous background noise. Be sure you do not cough, sneeze, or clear your throat. Stay away from the microphone from a uniform distance. Do not shout. Six inches from the microphone is an adequate distance in most cases. You may use gestures if you like. Of course no one can see them, but they may add vitality to your expression.

## Evaluating

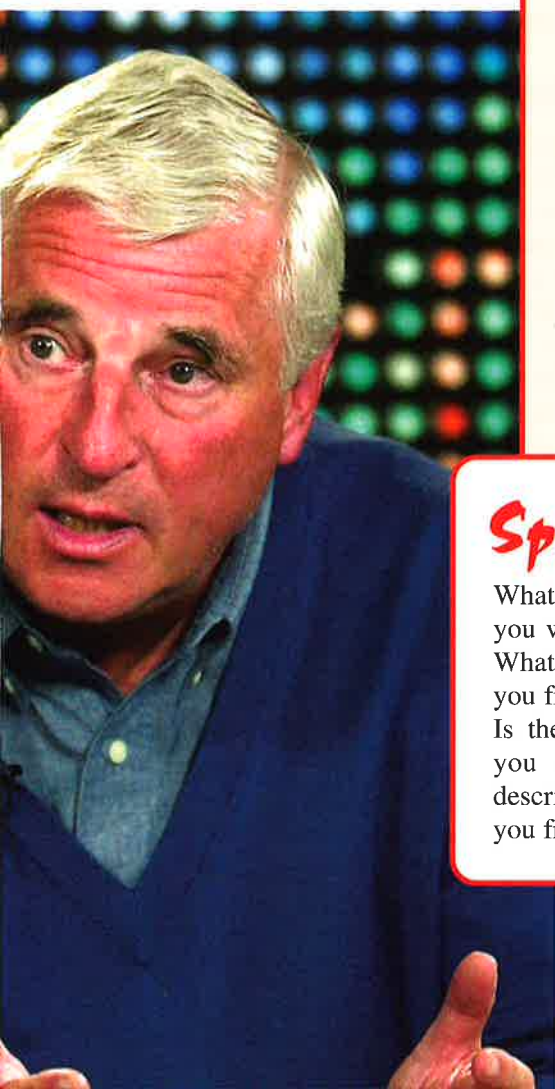
Listen closely to a classmate's radio commercial. Answer the following questions.

- Did the speaker adhere to the one-minute time limit?
- Did the speaker use strong persuasive techniques?
- Would you buy this product based on the commercial? Tell your class why or why not.

# The In-Depth News Report Interview



College basketball coach Bobby Knight  
is interviewed by CNN's Larry King.



## **Specs for the In-Depth News Report Interview**

### **Time limit**

5 minutes.

### **Speaker's notes**

Interview questions and background data on interviewee.

### **Sources of information**

Two or more, including the person being interviewed. List them at the end of your outline.

### **Outline**

Prepare a 75- to 100-word complete sentence outline.



## **Speak Up!**

What is your usual reaction when you watch news programming? What parts of the broadcast do you find most interesting? Why? Is there a particular broadcaster you enjoy listening to? If so, describe what he or she does that you find so appealing.





## and Expectations of Assignment

g someone for your own information, for the assignment in Experience 31, from interviewing someone for a listeners. A public or broadcast interview is more complex because you need to know the topic in order to intelligently ask questions of the person you are interviewing. You must ask questions to which you think your listeners will want to have answers. You have to structure the questioning so that the interviewee discusses the information in your own opinions in a manner that is easy for your audience to follow. Interviewing for a topic that can help you sharpen your timing and analysis skills as well as provide a platform for sharing a public speaking platform.

When doing this assignment, you will need to consider audience interest in a speaker or

Choose a topic and prepare interview questions tailored to audience interests, manage the flow of dialogue, and prepare for an ongoing interview to fit within a given time limit.

## Doing the In-Depth News Interview

A **television news interview** is not a debate. Therefore, the interviewer must not be taking an opinion on the subject at hand. The interviewer's opinion is irrelevant in this type of interview. The objective of the interview is to allow the interviewee to present his or her ideas and opinions as coherently as possible. The interviewer serves solely as a *facilitator* and

should not openly agree, disagree, or comment in any substantive way upon the information offered by the one being interviewed.

Questions should be carefully prepared in advance of the interview; however, the interview should not be rehearsed. Rehearsing the interview can take away the conversational tone of the delivery. It can also give the listener the impression that the interview has been edited or censored, thus damaging the credibility of either or both participants.

## Choosing a Topic

For this assignment, you will need to select a topic that is of interest to your audience and an interviewee who is an authority on that topic. Look for topics of interest around your school and invite a teacher, coach, or administrator to be interviewed about it. Community policies that affect your audience may also be of interest. People to interview may come from state or local government agencies. Avoid a person or group that is too distant to reach and interview effectively within a short time frame.

## Preparing

It is very important that you know what you wish to accomplish in the interview before you begin. As you determine the questions to be asked, place yourself in the role of the listener. From your research on the topic you have chosen, determine the main points you want to cover. Prepare a list of questions and rank them from most important to least important so that if you should run short on time you will not have missed the most vital ones. You will also want to remain open to new information coming from the interviewee that might lead you to a new, better question. You don't want to get so stuck

on the order of your questions that you leave no room to respond and build on your subject's answers. Frame the questions in a manner that allows the interviewee to expound on the subject. Refrain from questions with yes or no answers. Develop questions that are open-ended.

*Who, what, when, where, why* and *how* questions are acceptable. You must keep in mind why you are interviewing the person and what pertinent information he or she can reveal. Be sure you narrow the scope of your question enough to help the interviewee get to the points you are interested in hearing about. "Tell us what you do as principal," is too broad for a five-minute interview. A better question might be, "Tell us what is the best thing about being principal of this school."

Once you have prepared the questions you wish to ask, get the specific information from your instructor on when and where the talk show interview is to be conducted. With this in mind, refer to the Preparing section of Experience 31, and follow the suggestions there.

You will be responsible for monitoring the time throughout the interview. You won't be able to go over the time limit and edit out parts of the interview later. Plan to stick to your schedule. You may wish to rehearse by interviewing a friend or parent who can help you role-play so that you can get a feel for controlling the time.

## Presenting

Start the interview by introducing yourself and your guest. Indicate to the audience what topic the two of you will discuss. State your questions courteously, tactfully, and directly. As you go through your list of questions, remember that you must listen carefully to the answers and follow up with relevant questions and responses.

Pay attention to the time. However, it is more important that you do not become preoccupied with the timing that you fail to listen to the interviewee. Something he or she says may be left unclear and it will be up to you to ask a follow-up or clarifying question.

When you are ready to wrap up the interview, be sure you signal the end only once. Do not indicate to the audience that you have finished your final question, don't ask another question until you get your answer! Conclude the interview with your interviewee, repeating his or her name, title, and restating your name and the purpose of the well.

## Evaluating

Pay careful attention to a classmate's performance in a news interview. Answer these questions.

- Did the interviewer attempt to make the interviewee at ease?
- Did the interviewer remain unobtrusive?
- Did the interview stay within the time limit?
- Were the interviewer's questions clear and strong? Did they lead to informative answers?
- What was the best element of the presentation?
- What element needed the most improvement?

Share your thoughts with your class.

## Depth News Report Interview

by S. Redding

Today we welcome Dr. Susan Emel to  
KNBY. Dr. Emel is the sponsor of the  
OWL group here on campus. Dr. Emel,  
you're the sponsor of the group. Now  
that stands for...

What does OWL stand for? Organization for  
Women Leaders.

And what do OWLs do?

The primary purpose of the organization  
is to provide opportunities for students  
to network with women in various  
types of leadership positions...to help  
them get into those positions and to  
help them view women in leadership.

Wow, that's cool. So how did the  
organization get started?

Four students—Holly Davis, Kelli  
Cessna, Stephanie Cauble, and  
Melissa Holman—and I attended a workshop  
held in St. Louis last summer,  
sponsored by the Center for American Women  
Studies from Rutgers University. The goal  
of the workshop was to introduce college  
students from schools in the Midwest to sev-  
eral women in leadership roles and to  
encourage them to go back to their campus-  
es and initiate some kind of ongoing service  
that promotes leadership development for  
women. Our group, together with

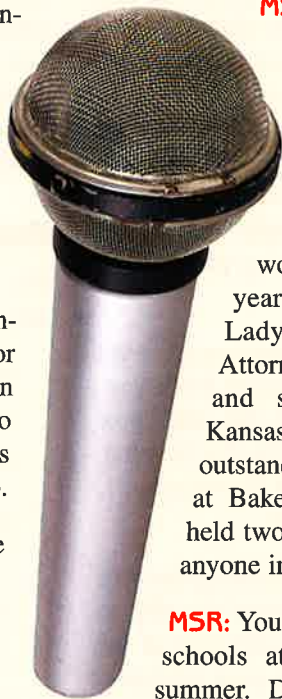
two students selected as alternates for the  
workshop, Cassie Haas and Stefanie Balzer,  
chose to start a networking organization for  
women on campus to connect with women  
leaders and discuss related issues.

**MSR:** How often do you have  
those discussions? What  
happens?

**Dr. E:** We have had two  
to three meetings each  
semester in which we  
have invited prominent  
women leaders to speak. This  
year we hosted Kansas' First  
Lady Linda Graves, Kansas'  
Attorney General Carla Stovall,  
and several women from the  
Kansas legislature, in addition to an  
outstanding woman professor here  
at Baker, Martha Harris. We also  
held two open business meetings for  
anyone interested in helping us plan.

**MSR:** You mentioned earlier that other  
schools attended the workshop last  
summer. Do you know if there are  
groups like this in other universities?

**Dr. E:** Yes. Although many schools came to  
the workshop and designed service projects  
of different kinds, one of the groups we  
became friends with was the group from  
Iowa State University. After returning home  
and laying the groundwork for our organiza-  
tion, we learned that they had started a  
similar group AND had come up with a  
similar name! In April, some of our group



went to their campus to hear featured speaker Anita Hill.

**MSR:** What has been the response from the members?

**Dr. E:** Well, Mark, we don't actually have formal membership, but we have had excellent responses from students on campus and women in the Baldwin community as well. Several students have joined our leadership team in making plans for the future.

**MSR:** And what about men?

**Dr. E:** Well, as a matter of fact, we have had men attend some of these presentations. But other times we have had only women attend.

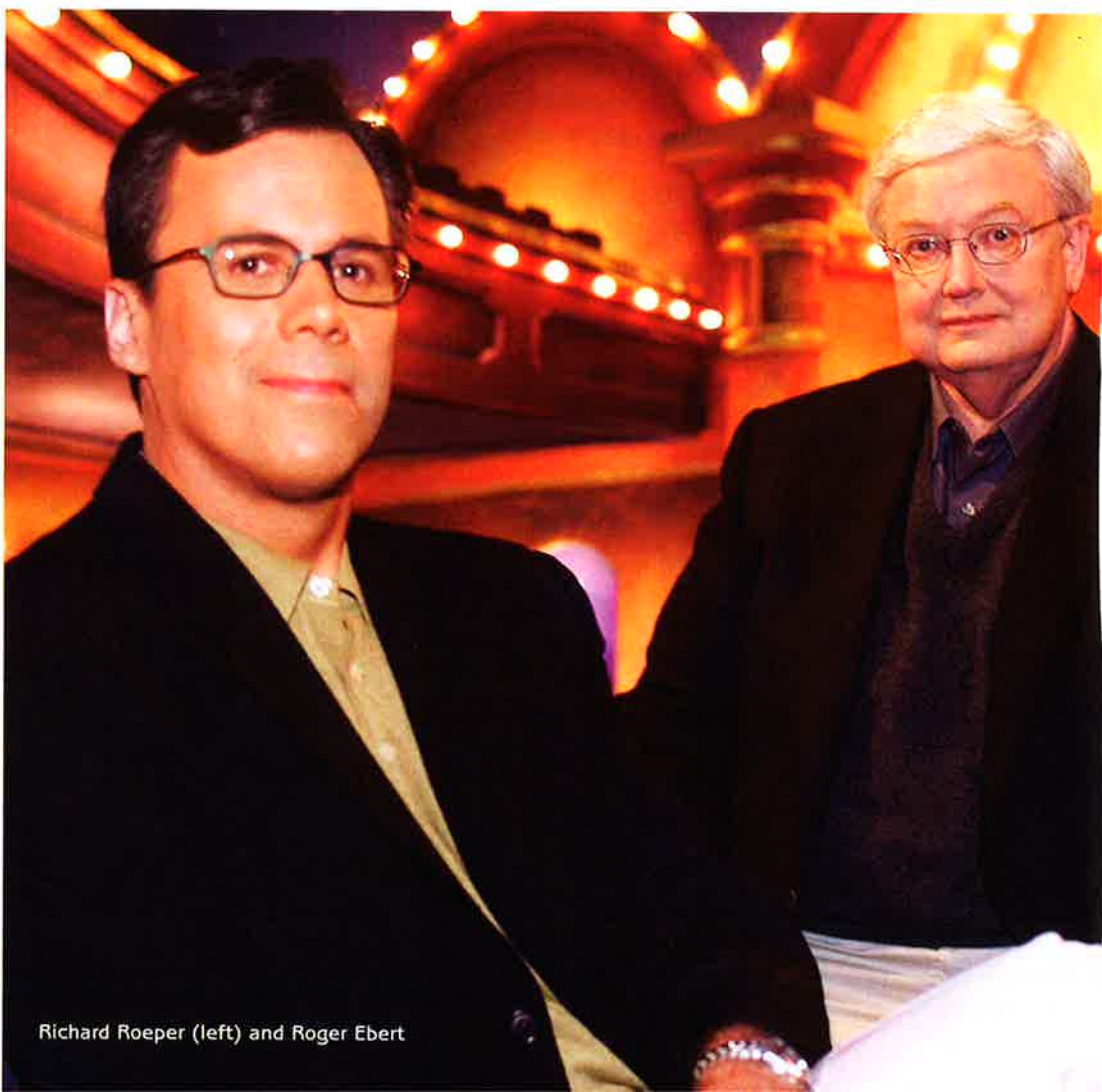
**MSR:** Finally—we only have a minute left—is there anything else your group hopes to accomplish?

**Dr. E:** Yes, Mark, one of the most exciting

things the OWL group has begun is a project in which our students mentor girls from the inner city. Through collaboration with the YWCA of Kansas, this spring several elementary and junior high girls from the Y came to campus and followed our members around to lunch and to their jobs on campus to get what it was like to be in college. It was a very successful experience, and we will continue it next year.

**MSR:** Okay. Well, thanks for being here today. We've been talking to Susan Emel, assistant professor of communication and sponsor of the OWL group here on campus. I'm your host, Mark Redding.

# The Film or TV Program Review



Richard Roeper (left) and Roger Ebert

## Specs for the Film or TV Program Review

### Time limit

5 minutes.

### Speaker's notes

Write out a full manuscript with 30-second time intervals indicated throughout the speech.

### Sources of information

Radio and television broadcasts of film and television reviews.

### Outline

None is required for instructor. For your own convenience, you may wish to outline your major points.



## Speak Up!

Share with the class your favorite type of television show or film. Is the plot easy to follow? Are subplots necessary to develop the major plot? Are the characters believable? What elements or action keeps your attention?



## and Expectations of Assignment

le share opinions about films or programs they have seen. A formal review, however, gives the listener a more accurate picture of the reviewer's response. In writing a review of a TV program or film, you must understand the complexities of mass media production. Building upon the skills introduced in Experience 8, "Writing a Review," you can use this assignment to tailor your reviews to the needs and interests of a specific media audience.

When completing this assignment, you will

Identify key elements of program content and position,

Draw conclusions about the effectiveness of those elements,

Assess the levels of sensitivity in a program to material being reviewed, and

Provide a complete assessment of a program within a given time limit.

## Writing the Film or TV Review

**Writing a review of a film or television program.** Begin with ideas about the plot, characters, and author similar to those of a book review. A film or television review must include an assessment of many other production elements, such as the acting, directing, and editing. Like a book review, the purposes of the film or television review may be to inform, to entertain, or to persuade. The reviewer is expected to know the subject very well and to be able to present the information in an organized and interesting manner.

Like the in-depth news report interview, the film or TV reviewer must anticipate the general interests of the audience and answer the questions they would be most likely to ask about the production.

Many audience members depend on film or TV program reviews for recommendations as to whether or not a given vehicle is worth seeing. A reviewer must be prepared to offer such an assessment and to back it up with a well-reasoned argument.

## Choosing a Topic

The best choices for films or TV programs to review are those with which you are already familiar. If you wish to review a show with which you are not familiar, choose one you will be able to see more than once.

In the classroom setting your primary audience (your classmates and instructor) will be what is known as a *captive audience*. In other words, they are obligated to listen to your speech for educational purposes. Such audiences might not otherwise choose to hear a review of a program they might find offensive. Because of this unique circumstance, you will be ethically obligated in this assignment to select a vehicle that minimizes the chances of offending the captive audience.

Be sure to get your instructor's approval of your selection before proceeding with your review.

## Preparing

As with the book review, begin your preparation by determining the purpose of your speech. Once you have decided whether you wish to inform, persuade, or entertain, begin the review with some information that will give the

audience the context of the show's origin and development.

Within the body of the review, discuss the **elements of composition** in the piece. Judge and report on the quality of such things as the lighting, sound, editing, set, acting, plot or purpose of the program, camera movements, and special effects. Decide whether these attributes add to the meaning of the program or detract from it.

Additionally, provide your audience with answers to questions you feel they would need answered. Such questions may include

- For whom is the program intended?
- What is the point of view of the program?
- Do you believe the program portrays life realistically? Why or why not?
- What is the overall message of the program?
- What effect, if any, did it have on your opinions or actions?

In the broadcast review, it can be important to use a short video clip of the program you are discussing to illustrate one of your strongest points. However, if you choose to do this, you must carefully select the clip to be sure it illustrates your point very clearly and efficiently. You must also time the clip precisely so that it fits well within your time limit and does not intrude on the other important ideas you wish to convey.

One of the best ways to master your preparation is to view the program once for your own enjoyment. Then view it a second and third time looking for the information you wish to include in your review. You may wish to make a list of elements to look for as you watch in order to be sure you have been a careful enough observer.

When reviewing for either a radio or TV studio, you will need to become familiar with signals you'll receive from the manager. A visit to a radio or television station will reveal many methods used to make speeches more effective for broadcast. Try to become acquainted with these signals *before* you make your presentation.

## Presenting

In presenting your review, speak clearly at a deliberate pace so that your listeners are able to follow you easily. Pay careful attention to your enunciation and pronunciation. In the case of the radio review, compensate for the lack of visuals, your radio voice, and the more than usual animation, clarity, and emphasis to keep the audience interested in listening. For television, you will need to draw attention to posture, gestures, mannerisms, and appearance.

Be sure you are close enough—close—to the microphone. For television, look directly into the camera as if to make direct contact with your audience.

## Evaluating

Listen closely to a classmate's radio or television review. Answer the following questions.

- Were the reviewer's points clearly stated and well followed and well reasoned?
- Was the speaker's voice animated and clear?
- Did you feel the reviewer presented an unbiased assessment?
- Would you base your decision on whether to watch the show based on this reviewer's presentation?

Share your thoughts with your class.

## Lord of the Rings: Return of the King

by Peter Ebert, December 17, 2003

The full arc is visible, and the *Lord of the Rings* trilogy comes into final focus. It is more as a whole than in its parts. The first film was inconclusive, and lost its way in the midst of spectacle. But *Return of the King* dispatches its characters to their destinations with a grand and eloquent confidence. The best of the three, redeems the earlier wandering, and certifies the "Ring" as a work of bold ambition at a time of creative timidity.

It is a little shy of greatness is perhaps the case. The story is just a little too silly to carry the emotional weight of a masterpiece. The melancholy fact that while the visionaries of a generation ago, like Coppola with *One Flew Over the Cuckoo's Nest*, tried frankly to make films with consequence, an equally ambitious filmmaker like Peter Jackson is aiming more for commercial success. The epic fantasy has displaced real contemporary concerns, and filmmakers are much more interested in the world of Middle Earth than in the world they inhabit.

Peter Jackson's achievement cannot be overstated. *Return of the King* is such a crowning achievement, such a visionary use of all the special effects, such a pure spectacle, that it can be enjoyed even by those who have not seen the first two films. Yes, they will be missing the early passages of the film's first act, but to be adrift occasionally during a nine-hour saga comes with the territory. Tolkien's story is so sweeping and includes so much of it that only those students of the Ring can be sure they

understand every character, relationship and plot point.

The third film gathers all of the plot strands and guides them toward the great battle at Minas Tirith; it is "before these walls, that the doom of our time will be decided." The city is a spectacular achievement by the special-effects artisans, who show it as part fortress, part Emerald City, topping a mountain, with a buttress reaching out over the plain below where the battle will be joined. In a scene where Gandalf rides his horse across the drawbridge and up the ramped streets of the city, it's remarkable how seamlessly Jackson is able to integrate computer-generated shots with actual full-scale shots, so they all seem of a piece.

I complained that the second film, *The Two Towers*, seemed to shuffle the hobbits to the sidelines—as humans, wizards, elves and Orcs saw most of the action. The hobbits are back in a big way this time, as the heroic little Frodo (Elijah Wood) and his loyal friend Sam (Sean Astin) undertake a harrowing journey to return the Ring to Mount Doom—where, if he can cast it into the volcano's lava, Middle Earth will be saved and the power of the enemy extinguished. They are joined on their journey by the magnificently eerie, fish-fleshed, bug-eyed creature Gollum, who started in life as a hobbit named Smeagol, and is voiced and modeled by Andy Serkis in collaboration with CGI artists, and introduced this time around with a brilliant device to illustrate his dual nature: He talks to his reflection in a pool, and the reflection talks back. Gollum loves Frodo but loves the Ring more, and indeed it is the Ring's strange power to enthrall its possessors (first seen through its effect on Bilbo Baggins in *The*

*Fellowship of the Ring*) that makes it so tricky to dispose of.

Although the movie contains epic action sequences of awe-inspiring scope (including the massing of troops for the final battle), the two most inimitable special-effects creations are Gollum, who seems as real as anyone else on the screen, and a monstrous spider named Shelob. This spider traps Frodo as he traverses a labyrinthine passage on his journey, defeats him, and wraps him in webbing to keep him fresh for supper. Sam is very nearly not there to save the day (Gollum has been treacherous), but as he battles the spider we're reminded of all the other movie battles between men and giant insects, and we concede that, yes, this time they got it right.

The final battle is kind of magnificent. I found myself thinking of the visionary films of the silent era, like Lang (*Metropolis*) and Murnau (*Faust*), with their desire to depict fantastic events of unimaginable size and power, and with their own cheerful reliance on visual trickery. Had they been able to see this scene, they would have been exhilarated. We see men and even an army of the dead join battle against Orcs, flying dragons, and vast lumbering elephantine creatures that serve as moving platforms for machines of war. As a flaming battering-ram challenges the gates of the city, we feel the size and weight and convincing shudder of impacts that exist only in the imagination. Enormous bestial Trolls pull back the springs for catapults to hurl boulders against the walls and towers of Minas Tirith, which fall in cascades of rubble (only to seem miraculously restored in time for a final celebration).

And there is even time for a smaller-scale personal tragedy; Denethor (John Noble), steward of the city, mourns the death of his

older and favored son, and a young man named Faramir (David Wenham) is determined to gain his father's respect at the cost of certain death. The outcome is a touching sequence in which the deranged father makes attempts to cremate Faramir on a funeral pyre, even though he is not quite dead.

The series has never known what to do with its female characters. J.R.R. Tolkien was much interested in them, certainly on a psychological level, and although the elf Arwen (Liv Tyler) here makes a wise decision—to renounce her elfin immortality in order to marry Aragorn (Viggo Mortensen)—there is none of the emotional significance in her decision that we find, for example, when an angel decides to save a human in *Wings of Desire*.

There is little enough psychology in the films, actually, and the characters exist mostly as surface, gesture, and spectacle. They do that magnificently well, but one feels at the end that the actual and human has been at stake. The characters in a fantasy world have been brought along about as far as it is possible for them to come, and while we acknowledge the achievement, the trilogy is more a coming-of-age for adolescents (of all ages) than for adults yearning for truthful emotion though they may never find it. Of all the heroes and villains, of all the psychology, and all the thousands or hundreds of thousands of deaths, I felt such emotion only twice, with the ends of Faramir and Arwen. They did what they did because of their natures and their free will, which was never explained to us and known to them only in retrospect, and I felt something for Frodo, who is so matured and grown on his long journey, although as we last see him it is hard to believe he will remember what he has learned. It is so pleasant in Middle Earth, in peace,

# Radio/Television Commentary



Former President Jimmy Carter

## Specs for Radio/Television Commentary

### Time limit

See your instructor for the exact time.

### Speaker's notes

Unless your instructor directs otherwise, you will write out your speech word for word.

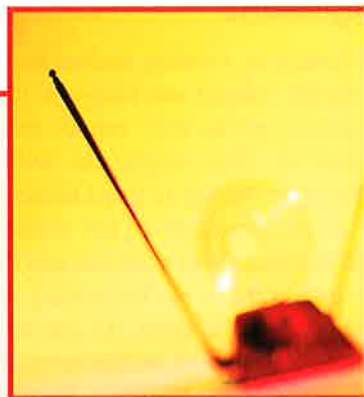
You should hand in a copy of your speech to your instructor at least one day before you are scheduled to speak.

### Sources of information

Two or more. List them at the end of your written speech.

### Outline

None is required for your instructor.



## Speak Up!

Have you ever listened to talk radio or seen and heard commentary from a controversial figure from the political or entertainment world? Share your experience. How would you describe what you heard? What stuck with you? Did you agree with the commentator?



## and Expectations of Assignment

Listening or viewing audiences can see the subject one time—in other broadcast media they cannot reread it as they might do with a printed document. Therefore the key to good broadcast is to communicate to the audience what you need to know about a subject and then to present it in an interesting way that you have already told them. As you begin the preparation and presentation of your commentaries through firsthand experience and experience, you will be much better equipped to identify, evaluate, and use these factors as a media consumer. Your assignment is designed to pose real-world issues as you go through the assignment, take your part in audience analysis and presentation, and carefully select and apply persuasive elements to the mass communication.

During this assignment, you will

• opposing viewpoints on a particular topic,

• information on a topic of

• relevance to a community of

listeners/viewers,

• urgent thinking and originality to

• and suggest solutions to a

• controversial topic, and

• a concise persuasive appeal to

• a time limit.

## Defining Radio/Television Commentary

A **commentary** is a statement of a subjective point of view by a broadcast professional or by selected listeners/viewers. Not all radio or television stations use them because they can be controversial. Some stations attempt to avoid offending any listeners in any way. However, sometimes commentaries are broadcast as a public service to promote community discussion on particular topics of concern. (Subjective views presented by station owners or managers are called *editorials*.)

Good commentaries have impact, are personal (making reference to the speaker), are timely, and involve controversy, meaning that the topic has at least two clearly defined and advocated points of view. In other words, commentaries are similar to persuasive speeches.

## Choosing a Topic

There are three levels for topics of public concern: national, statewide, and local. To maintain timeliness in your commentary, a good place to look for topics is the media sources around you. Medical discoveries, governmental policies, and social needs are examples of potential topics for commentary.

Some public issues are viable concerns over long periods of time and across all three levels. These might include such elements as stereotypes in programming, violence in the media, TV ratings systems proposals, censorship/First Amendment issues, and trying accused persons in the media rather than the courts.

Follow the principles discussed in earlier chapters (Experience 7, “The Speech to Inform”; Experience 9, “The Speech to Persuade”) for topic selection.

## Preparing

As you prepare your commentary, use the methods you learned in Experience 9. Give special attention to facts and details. You can make no excuses when you have a printed copy lying before you. It should be double-spaced for easy reading.

When you have written, edited, and proofread your commentary, submit it to your instructor for approval. Once it's been approved, rehearse a number of times until you feel ready to step before the microphone or camera. If possible you should practice with such equipment while a friend listens critically and offers you suggestions for improvement. Using a tape recorder or a video camera for practice will greatly add to the quality of your speech. If you like, after several rehearsals you can write time signals in the margin of your paper to tell you where you should be at the end of two, three, and four minutes.

## Presenting

Ordinarily, these speeches are presented with the idea that the audience will be scattered throughout the nation, possibly the world. Listeners may be alone or congregated in groups of two, three, or four. Your presentation should be tempered to meet all occasions. If you ask yourself how you would speak if you were to step before these small groups of people in person, your style of presentation will become quite clear. Remember that for radio, only your voice will be heard. This calls particular

attention to your vocal qualities. If on television, then of course you are visible for all to see and hear. This calls attention to not only your vocal qualities, but also your gestures, movements, and appearance.

As mentioned in other media advice, avoid rustling your manuscript in a way that will be heard. Do not cough, clear your throat, or shift your microphone. Stay at a uniform distance from the microphone at all times to prevent sudden drops or increases in volume.

## Evaluating

Evaluate a classmate's radio or television commentary. Rate the following on a scale from 1 to 5 with 1 being “poor” and 5 being “outstanding improvement” and 5 being “outstanding.”

- Did the commentator use vocal variety?
- Were the commentator's points clearly and persuasively stated?
- Did the commentator handle the microphone effectively?
- Did the television commentator look directly into the camera when speaking?
- Did the commentator look relaxed and speak at ease?

Give an overall score to the presentation. Tell your classmate the highlights of the commentary, as well as one or two suggestions you believe he or she might improve.

## President's Radio Address to the Nation

President Bill Clinton  
March 2, 1996



PRESIDENT: Good morning. Something remarkable happened this week; something that can forever help parents, and anybody who cares about what their children watch on television. We took an important step toward controlling the images and bias that can enter our homes through our children. Television is one of the most influential voices that can enter a home. It can be entertaining, enlightening, and educating. But when it transmits bad words or words we wouldn't want our children to see and hear in real life, television becomes an unwelcome intruder, one that we have too often found too difficult to

deal with. After study, the evidence has been mounted that television violence is bad and corrosive. It can have a negative impact on young children. In my State of the Union speech, I challenged the Congress to give control back to the parents. I asked them to require TVs to have the V-chip, a device that lets parents control programs they don't want to let into their homes and their children's lives.

I have answered that challenge and, a few weeks ago when I signed the Telecommunications Act into law, the V-chip became law. Now it will be standard in all television sets sold in our country. We

To make the V-chip work, I invited leaders of the media and entertainment industry to come to the White House to work with us to help our families. And this past Thursday I met with the leaders of the television networks, the production studios, the cable companies, actors, directors, and writers. Their response was overwhelming, and our meeting was a great success.

For the first time ever, leaders of the television and entertainment industry have come together as one force and agreed to develop a rating system for their programming that will help parents to protect their children from violence and other objectionable content on television. They said this system will be in place by next January.

Like the movie ratings have done for 27 years, the ratings for television will help parents to guide their children's entertainment choices. The system will provide families with a standard they can rely on from show to show, from channel to channel. Parents are the best judges of what their children should and shouldn't see, and this new rating system will help them to make those critical judgments. The best programming director for our children is a parent.

At my meeting with the entertainment industry, we also discussed the need for more programming that is suitable for children,

and that is educational and attractive to them. I want to preserve public broadcasting and the innovation it has brought in educational shows for children.

These days, a typical child will watch 25,000 hours of television before his or her eighteenth birthday. It's up to us whether these shows stimulate their minds or numb them. Let's build on the good shows that we have as models for educating and informing our children. I applaud the entertainment leaders for what they have done voluntarily. Through their action, they are being responsible for the product they produce, and they are showing greater concern for our American community and our children's future.

With the V-chip and the rating system, we mark a sea change. We are harnessing technology, creativity, and responsibility, bringing together parents, business, and government to meet a major challenge to our society. After all, it doesn't do a family any good to have a nice television if the images it brings to our children erode their values and diminish their future.

We should look at this breakthrough as part of the bigger picture and as a lesson for even greater achievement. As I have said many times, this is an age of great possibility when more Americans will have more opportunities to live out their dreams than ever before. But we also know that this is a time of stiff challenges as well. If we are to meet those challenges, all of us must take our proper responsibility. Government must play a part, but only a part. Only if each of us measures what we do by basic standards of right and wrong, taking responsibility for our actions, moving us together, will we be able to move forward as a nation.

Let me say again—only if we work in our businesses, our schools, our worship, our civic groups—will we improve our lives and our country. That is what I mean when I talk about corporate responsibility.

The actions of the television industry tell us what can happen when visionary leaders make a commitment to value the common good as well as to the bottom line, and when they live up to their responsibilities as corporate citizens of our country. I hope their example will be followed by the executives in other industries to solve other problems and other challenges as a people. That means corporations trying to improve our schools, helping to connect them to the information superhighway, helping to demand high standards, means corporations finding new ways to protect our environment even as they improve the bottom line and improve our economy.

That means businesses recognizing that workers are an asset, not a liability, that a well-trained work force is any business's most important competitive edge. All these things demand a renewed commitment to business. And I am confident that that of other industries will also rise to the challenge just the way the leaders of the entertainment industry did this week.

We can celebrate a giant step toward realizing the possibility of a great improvement of communication in the homes of our families. I believe we can meet our challenges to the nation in the same way. We'll all want to stay tuned for that.

Thanks for listening.

# ected Speeches

## a Right to Live Land

Joseph of the Nez Percés

was created by the assistance of the  
should be left as it was . . . the coun-  
de without lines of demarcation, and  
n's business to divide it . . . I see the  
over the country gaining wealth, and  
desire to give us lands which are  
. . . The earth and myself are of one  
measure of the land and the measure  
es are the same. Say to us if you can  
you were sent by the Creative Power  
s. Perhaps you think the Creator sent  
o dispose of us as you see fit. If I  
u were sent by the Creator I might  
d to think you had a right to dispose  
not misunderstand me, but under-  
fully with reference to my affection  
d. I never said the land was mine to  
I chose. The one who has the right  
of it is the one who has created it. I  
ght to live on my land, and accord  
ivilege to live on yours.

## Speech in the Virginia Convention

by Patrick Henry

*This speech was delivered on March 23, 1775,  
before the Second Revolutionary Convention of  
Virginia, in the old church in Richmond.*

No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen, if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is not time for ceremony.

The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility, which we hold to God and our Country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason toward my country, and of act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren, till she transforms us into beasts. Is this the part of wise men, engaged in

a great and arduous struggle for liberty? Are we disposed to be of the number of those, who having eyes, see not, and having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House. Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our water and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort.

I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy in this quarter of the world to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over

to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Nothing but a petition and a vote. A weak argument! Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have repeatedly petitioned: in every light of which it is possible; but it has been all in vain.

Shall we resort to entreaty and humiliation? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves here. We have done everything that could be expected; we have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored your clemency and pardon. In this position to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrations have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne!

In vain, after these things, may we continue to fondly hope of peace and reconciliation; there is no longer any room for hope. If we wish to be free—if we mean to preserve inviolable those inestimable privileges for which we have been so long contending—if we mean not to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon, until the glorious object of our contest is obtained—we must fight! I repeat it, we must fight! An appeal to arms to the Hosts is all that is left us!

us, sir, that we are weak—unable to  
so formidable an adversary. But  
shall we be stronger? Will it be the next  
year? Will it be when we are  
armed, and when a British guard  
stationed in every house? Shall we  
length by irresolution and inaction?  
acquire the means of effectual resist-  
ing supinely on our backs and  
the delusive phantom of hope, until  
they shall have bound us hand and foot?

Be not weak if we make a proper use  
of the means which the God of nature has  
put in our power. Three millions of people  
are engaged in the holy cause of liberty, and in such  
a cause as that which we possess, are invin-  
cible by any force which our enemy can send  
against us. Besides, sir, we shall not fight our  
enemies alone. There is a just God who presides  
over the contest, the vigilant, the active, the brave. Besides,  
we have no election. If we were base  
enough to desire it, it is now too late to retire  
from the contest. There is no retreat but in sub-  
mission and slavery! Our chains are forged!  
Rebellion may be heard on the plains of  
the war is inevitable—and let it come!  
Let it come, sir, let it come!

It is vain, sir, to extenuate the matter.  
You may cry, Peace, Peace—but there is  
no peace. The war is actually begun! The next  
spring six thousand sweeps from the north will bring to  
our ears the clash of resounding arms! Is life so  
precious, is peace so sweet, as to be purchased at  
the price of chains and slavery? Forbid it,  
God! I know not what course others  
will take, but as for me, give me liberty or give  
me death!

## On the Federal Constitution

by Benjamin Franklin

*From a speech in Philadelphia before the  
Constitutional Convention of 1787. The  
Constitution was adopted only after much  
debate. In the following speech one well-  
known individual expressed his feelings about  
signing the document.*

I confess that I do not entirely approve of this  
Constitution at present; but, sir, I am not sure I  
shall never approve of it, for, having lived long,  
I have experienced many instances of being  
obliged, by better information or fuller consid-  
eration, to change opinions even on important  
subjects, which I once thought right, but found  
to be otherwise. It is therefore that, the older I  
grow, the more apt I am to doubt my own judg-  
ment of others. Most men, indeed, as well as  
most sects in religion, think themselves in pos-  
session of all truth, and that wherever others  
differ from them, it is so far error. Steele, a  
Protestant, in a dedication, tells the pope that  
the only difference between our two churches  
in their opinion of the certainty of their doc-  
trine is, the Romish Church is infallible, and  
the Church of England is never in the wrong.  
But, though many private persons think almost  
as highly of their own infallibility as of that of  
their sect, few express it so naturally as a cer-  
tain French lady, who, in a little dispute with  
her sister, said: “But I meet nobody but myself  
that is always in the right.”

In these sentiments, sir, I agree to this  
Constitution with all its faults—if they are  
such—because I think a general government  
necessary for us, and there is no form of gov-  
ernment but what may be a blessing to the  
people if well administered; and I believe, fur-  
ther, that this is likely to be well administered

for a course of years, and can only end in despotism, as other forms have done before it, when the people shall become so corrupted as to need despotic government, being incapable of any other. I doubt, too, whether any other convention we can obtain may be able to make a better Constitution; for, when you assemble a number of men, to have the advantage of their joint wisdom, you inevitably assemble with those men all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views. From such an assembly can a perfect production be expected?

It therefore astonishes me, sir, to find this system approaching so near to perfection as it does; and I think it will astonish our enemies, who are waiting with confidence to hear that our counsels are confounded like those of the builders of Babel, and that our States are on the point of separation, only to meet hereafter for the purpose of cutting one another's throats. Thus I consent, sir, to this Constitution, because I expect no better, and because I am not sure that it is not the best. The opinions I have had of its errors I sacrifice to the public good. I have never whispered a syllable of them abroad. Within these walls they were born, and here they shall die. If every one of us, in returning to our constituents, were to report the objections he has had to it, and endeavor to gain partisans in support of them, we might prevent its being generally received, and thereby lose all the salutary effects and great advantages resulting naturally in our favor among foreign nations, as well as among ourselves, from our real or apparent unanimity. Much of the strength and efficiency of any government, in procuring and securing happiness to the people, depends on opinion, on the general opinion of the goodness of that government, as well as of the wisdom and integrity

of its governors. I hope, therefore, for your sakes, as a part of the people, and for those of our posterity, that we shall act hereafter unanimously in recommending this Constitution wherever our influence may extend, and that our future thoughts and endeavors will be directed to having it well administered.

On the whole, sir, I can not help expressing a wish that every member of the convention may still have objections to it, would that I might on this occasion, doubt a little of his own infirmity, and, to make manifest our unanimity, put his name to this instrument.

## a Woman?

### Sojourner Truth

*At the Ohio Women's Rights Convention in 1851, former slave Sojourner Truth quieted a group of indignant men with this impromptu speech:*

Children, where there is so much racket there must be something out of kilter. I think that to well-washed philosophers there is a patch of blue sky at the Negroes of the South and the white men of the North, all talking about rights, but having none themselves. Men will be in a fix pretty soon. But what is this here talking about?

Over there says that women need to be lifted into carriages, and lifted over ditches, and to have the best place everywhere. Never helps me into carriages, or over mud-puddles, or gives me any best place! And then a woman? Look at me! Look at my arm. I have plowed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man—when I could get it—and bear the same hardships as a man, and yet I can't hold my head up like a man. And ain't I a woman? I have borne thirteen children, and seen them most all grow up to slavery, and when I cried out with my voice against that sin, I heard many of them say, 'Sojourner, be quiet, you are too old.' And ain't I a woman?

They talk about this thing in the head; that is they call it? [Intellect, someone says.] That's it, honey. What's that got to do with your women's rights or Negro's rights? If your cup won't hold but a pint, and mine holds but a little more than a pint, wouldn't you be mean not to let me drink just as much as you? Wouldn't you be mean not to let me have my little half-measure full?

That little man in black there, he says I can't have as much rights as men, 'cause I ain't a man! Where did your Christ come from? Where did your Christ

come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

## The Gettysburg Address

by President Abraham Lincoln

*In this brief, eloquent speech, President Lincoln dedicates a cemetery on the spot where thousands lost their lives during the Battle of Gettysburg in July of 1863.*

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.

Now we are engaged in a great civil war, testing whether that nation so conceived, and so dedicated, can long endure. We are met on a great battlefield 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 cannot dedicate—we cannot consecrate—we cannot 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 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, and for the people, shall not perish from the earth.

## On Women's Right to Vote

by Susan B. Anthony

*Susan B. Anthony delivered this speech after she had been arrested, put on trial, and fined one hundred dollars for voting in a presidential election in 1872. She refused to pay the fine.*

Friends and Fellow Citizens:

I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having any legal right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply asserted my citizen's rights, guaranteed by the Constitution of the United States to all United States citizens by the Constitution, beyond the power of any man to deny. The Preamble of the Federal Constitution declares:

“We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”

It was we, the people, not we, the male citizens; nor yet we, the male citizens alone, who formed the United States; and it was we, the whole people, who formed the Union. We formed it, not to give the blessings of liberty, but to secure them; not to throw ourselves and the half of our posterity out of the whole people—women as well as men. And it is downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic and republican government—the ballot.

state to make sex a qualification that result in the disfranchisement of one of the people is to pass a bill of or an ex post facto law, and is therefore a violation of the supreme law of the land. The blessings of liberty are forever withheld from women and their female posterity. This government has no just powers from the consent of the governed. To say that this government is not a democracy. It is not a republic. It is an odious aristocracy; a monarchy of sex; the most hateful aristocracy ever established on the face of the earth. An oligarchy of wealth, where the rich oppress the poor. An oligarchy of learning, where the educated govern the ignorant, or an oligarchy of race, where the Saxon oppresses the African might be endured; but this government of sex, which makes father, brothers, sons, the oligarchies over the mothers, the wife and daughters of every man— which ordains all men sovereigns, all women subjects, carries dissension, discord and strife into every home of the nation.

Worcester, and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office.

The question left to be settled now is: Are women persons? And I hardly believe any of our politicians will have the hardihood to say no. Being persons, then, women are entitled to the same rights and no State has a right to make any law to enforce an old law, that shall abridge the rights of citizens or privileges or immunities. Hence, every law against women in the constitutions and laws of the several States is today null and void, precisely as in every one against

## First Inaugural Address

by President Franklin Delano Roosevelt

*Washington D.C., March 4, 1933*

*Roosevelt was elected during the Great Depression. His inaugural address helped to ease the despair of the nation and provide hope for the future.*

I am certain that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision which the present situation of our nation impels. This is preeminently the time to speak the truth, frankly and boldly. Nor need we shrink from honesty facing conditions in our country today. This great nation will endure, it will revive, and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

In such a spirit on my part and on yours, we face our common difficulties. They concern, thank God, only material things. Values have shrunk to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the current of trade; the withered leaves of industrial enterprise lie on every side; farmers find no market for their produce; the savings of many years in thousands of families are gone.

More important, a host of unemployed citizens face the grim problems of existence and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment.

Yet our distress comes from no failure of substance. We are stricken by no plague of locusts. Compared with the perils which our forefathers conquered because they believed and were not afraid, we still have much to be thankful for.

## Their Finest Hour

By British Prime Minister Winston Churchill

*The excerpt contains the conclusion of a speech was delivered to the House of Commons in London, England, then broadcast June 18, 1940, in the early stages of World War II.*

The Battle of France is over. I expect the Battle of Britain is about to begin. Our battle depends the survival of Christian civilization. Upon it depends our own British Empire and the long continuity of our institutions and our Empire. The whole fury and might of the enemy must very soon be turned on us. We know that he will have to break through the Island or lose the war. If we can stand up to him, all Europe may be free and the world may move forward into broader daylight. But if we fall, then the whole world including the United States, including all the great liberties we have known and cared for, will sink into the abyss of a new Dark Age made more sinister and perhaps more protracted, by the progress of perverted science. Let us therefore brace ourselves to our duties, and so bear ourselves that if the British Empire and its Commonwealth last for a thousand years, men will call this was their finest hour."

## Ral Address

ent John F. Kennedy

0, 1961

sident Johnson, Mr. Speaker, Mr. Justice, President Eisenhower, Vice President Nixon, President Truman, Reverend Fellow Citizens: We observe today not a day of party but a celebration of freedom—celebrating an end as well as a beginning—celebrating renewal as well as change. For I stand before you and Almighty God the same solemn oath our forebears prescribed centuries and three quarters ago.

The world is very different now. For man holds now the mortal hands the power to abolish all forms of human poverty and all forms of injustice. And yet the same revolutionary changes for which our forebears fought are still uncompleted around the globe—the belief that the rights of man come not from the generosity of the state but from the hand of God.

Let us not forget today that we are the heirs of the greatest revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and who will not witness or permit the slow undoing of these human rights to which this nation has been committed, and to which we are dedicated today, at home and around the

Let every nation know, whether it wishes us or not, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the

success of liberty. This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a host of cooperative ventures. Divided, there is little we can do—for we dare not meet a powerful challenge at odds and split asunder. To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge—to convert our good words into good deeds—in a new alliance for progress—to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support—to prevent it from becoming merely a forum for invective—to strengthen its shield of the new and the weak—and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: That both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed. But neither can two great and powerful groups of nations take comfort from our present course—both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate. Let both sides explore what problems unite us instead of belaboring those problems which divide us. Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms—and bring the absolute power to destroy other nations under the absolute control of all nations. Let both sides seek to invoke the wonders of science instead of its terrors.

Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean resources and encourage the arts and commerce. Let both sides unite to heed in all corners of the world the command of Isaiah—to “undo the heavy burdens. . . [and] let the oppressed go free, and that ye may not be brought into bondage. And if a beachhead of cooperation is joined to another, it will grow, as we have known in the back the jungle of suspicion, let both sides join in creating a new endeavor: not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.

All this will not be finished in the first hundred days. Nor will it be finished in the first one thousand days, not in the life of this administration, nor even perhaps in the lifetime of one man on the planet. But let us begin.

In your hands, my fellow citizens, my friends, my countrymen, will rest the final success or failure of our course. Since this country was born, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again—not only a call to bear arms, though arms we need; not only a call to battle, though embattled we have been; but a call to bear the burden of a long and arduous struggle, year in and year out, “rejoice in hope, patient in tribulation”—a struggle against the common enemies of man: tyranny, poverty, disease and war itself.

Can we forge against these enemies a grand and global alliance, north and south, east and west, that can assure a more fruitful life for all mankind? Will you join in that historic

In the long history of the world, only a few generations have been granted the

freedom in its hour of maximum

shrink from this responsibility—I well do not believe that any of us would replace with any other people or any generation. The energy, the faith, the which we bring to this endeavor will country and all who serve it—and the that fire can truly light the world.

my fellow Americans: Ask not what country can do for you—ask what you can do for your country.

citizens of the world: Ask not what we can do for you, but what together we can do for the freedom of man.

Whether you are citizens of America or citizens of the world, ask of us here the same standards of strength and sacrifice which you ask of yourselves. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, under the guiding hand of our Lord, Jesus Christ, to His blessing and His help, but knowing that here on earth God's work must be done by the hands of men.

## I Have a Dream

by Reverend Martin Luther King, Jr.

*Dr. King delivered this speech on August 28, 1963, at the Lincoln Memorial, Washington D.C.*

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves, who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness. It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are

concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we have come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which

leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must conduct our struggle on the high plain of nonviolence and discipline. We must not let creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot march alone.

And as we walk, we must make the peace. We shall always march ahead. We cannot turn back. There are those who are asking the question, "When will we be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro in Mississippi cannot vote and the Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied as long as we are not satisfied until justice rolls down like waters and righteousness like a mighty flood.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from

our quest for freedom left you battered  
forms of persecutions and staggered by  
of police brutality. You have been the  
of creative suffering. Continue to  
h the faith that unearned suffering is  
ve. Go back to Mississippi, go back to  
go back to South Carolina, go back  
ta, go back to Louisiana, go back to  
s and ghettos of our northern cities,  
that somehow this situation can and  
changed. Let us not wallow in the val-  
spair, I say to you today, my friends.  
even though we face the difficulties of  
d tomorrow, I still have a dream. It is  
deeply rooted in the American dream.

I dream that one day this nation will rise  
ve out the true meaning of its creed:  
these truths to be self-evident that all  
created equal.

I dream that one day on the red hills of  
the sons of former slaves and the sons  
of slave owners will be able to sit down  
at the table of brotherhood.

I dream that one day even the state of  
epi, a state sweltering with the heat of  
sweltering with the heat of oppres-  
l be transformed into an oasis of  
and justice.

I dream that my four little children will  
live in a nation where they will not be  
y the color of their skin but by the con-  
eir character. I have a dream today!

I dream that one day, down in Alabama,  
icious racists, with its governor hav-  
lips dripping with the words of  
ion and nullification; one day right  
Alabama little black boys and black  
be able to join hands with little white

boys and white girls as sisters and brothers. I  
have a dream today!

I have a dream that one day every valley shall  
be exalted, and every hill and mountain shall  
be made low, the rough places will be made  
plain, and the crooked places will be made  
straight, and the glory of the Lord shall be  
revealed and all flesh shall see it together.

This is our hope. This is the faith that I will go  
back to the South with. With this faith we will  
be able to hew out of the mountain of despair a  
stone of hope. With this faith we will be able to  
transform the jangling discords of our nation  
into a beautiful symphony of brotherhood.  
With this faith we will be able to work togeth-  
er, to pray together, to struggle together, to go  
to jail together, to stand up for freedom togeth-  
er, knowing that we will be free one day. And  
this will be the day, this will be the day when  
all of God's children will be able to sing with  
new meaning, "My country 'tis of thee, sweet  
land of liberty, of thee I sing. Land where my  
fathers died, land of the Pilgrim's pride, from  
every mountainside, let freedom ring!" And if  
America is to be a great nation, this must  
become true.

And so let freedom ring—from the  
prodigious hilltops of New  
Hampshire.

Let freedom ring—from the mighty  
mountains of New York.

Let freedom ring—from the height-  
ening Alleghenies of Pennsylvania.

Let freedom ring—from the snow-  
capped Rockies of Colorado.

Let freedom ring—from the curva-  
ceous slopes of California.

But not only that.

Let freedom ring—from Stone  
Mountain of Georgia.

Let freedom ring—from Lookout  
Mountain of Tennessee.

Let freedom ring—from every hill  
and molehill of Mississippi; from  
every mountainside, let freedom ring!

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual,

"Free at last, free at last.

Thank God Almighty, we are free at last."

## Democratic Convention Keynote Address

by Representative Barbara Jordan

*This speech was delivered July 16, 1968, at the Democratic National Convention in New York City.*

One hundred and forty-four years ago, members of the Democratic Party first met in convention to select a Presidential candidate. Since that time, Democrats have continued to convene once every four years and choose a platform and nominate a Presidential candidate. And our meeting this evening is a continuation of that tradition.

But there is something different about this year. There is something special about tonight. What is different? What is special? I, Barbara Jordan, am a keynote speaker.

A lot of years passed since 1832, the last time it would have been most unusual for any national political party to have a woman deliver a keynote address. And tonight here I am. And I feel that by standing the past that my presence is an additional bit of evidence that the American Dream need not forever be deferred.

Now that I have this grand distinction, what am I supposed to say? I could spend this time praising the accomplishments of this party and attacking the Republican Party. I don't choose to do that. I could list the problems which Americans have.

I could list the problems which cause people to feel cynical, angry, frustrated: problems which include lack of integrity in government, a feeling that the individual no longer has any reality of material and spiritual progress, a feeling that the grand American experiment is failing or has failed. I could re-

and then I could sit down and offer  
ns. But I don't choose to do that

ns of America expect more. They  
and they want more than a recital of

people in a quandary about the pres-  
e a people in search of our future. We  
le in search of a national communi-  
a people trying not only to solve the  
of the present—unemployment,  
-but we are attempting on a larger  
lfill the promise of America. We are  
y to fulfill our national purpose; to  
sustain a society in which all of us

ut our history, when people have  
new ways to solve their problems,  
hold the principles of this nation,  
es they have turned to political par-  
have often turned to the Democratic

t, what is it about the Democratic  
makes it the instrument that people  
they search for ways to shape their  
ell I believe the answer to that ques-  
in our concept of governing. Our  
governing is derived from our view  
It is a concept deeply rooted in a set  
firmly etched in the national con-  
all of us. Now what are these beliefs?

believe in equality for all and privi-  
none. This is a belief that each  
regardless of background has equal  
n the public forum, all of us. Because  
e this idea so firmly, we are an inclu-  
er than an exclusive party. Let  
come.

I think it no accident that most of those emi-  
grating to American in the 19th century  
identified with the Democratic Party. We are a  
heterogeneous party made up of Americans of  
diverse backgrounds.

We believe that the people are the source of all  
governmental power; that the authority of the  
people is to be extended, not restricted. This  
can be accomplished only by providing each  
citizen with every opportunity to participate in  
the management of the government. They must  
have that.

We believe that the government which repre-  
sents the authority of all the people, not just  
one interest group, but all the people, has an  
obligation to actively, underscore actively, seek  
to remove those obstacles which would block  
individual achievement . . . obstacles emanat-  
ing from race, sex, economic condition. The  
government must seek to remove them.

We are a party of innovation. We do not reject  
our traditions, but we are willing to adapt to  
changing circumstances, when change we  
must. We are willing to suffer the discomfort of  
change in order to achieve a better future. We  
have a positive vision of the future founded on  
the belief that the gap between the promise and  
reality of America can one day be finally  
closed. We believe that.

This my friends, is the bedrock of our concept  
of governing. This is a part of the reason why  
Americans have turned to the Democratic  
Party. These are the foundations upon which a  
national community can be built.

Let's all understand that these guiding princi-  
ples cannot be discarded for short-term  
political gains. They represent what this coun-  
try is all about. They are indigenous to the

American idea. And these are principles which are not negotiable.

In other times, I could stand here and give this kind of exposition on the beliefs of the Democratic Party and that would be enough. But today that is not enough. People want more. That is not sufficient reason for the majority of the people of this country to vote Democratic. We have made mistakes. In our haste to do all things for all people, we did not foresee the full consequences of our actions. And when the people raised their voices, we didn't hear. But our deafness was only a temporary condition, and not an irreversible condition.

Even as I stand here and admit that we have made mistakes I still believe that as the people of America sit in judgment on each party, they will recognize that our mistakes were mistakes of the heart. They'll recognize that.

And now we must look to the future. Let us heed the voice of the people and recognize their common sense. If we do not, we not only blaspheme our political heritage, we ignore the common ties that bind all Americans.

Many fear the future. Many are distrustful of their leaders, and believe that their voices are never heard. Many seek only to satisfy their private work wants. To satisfy private interests.

But this is the great danger America faces. That we will cease to be one nation and become instead a collection of interest groups: city against suburb, region against region, individual against individual. Each seeking to satisfy private wants.

If that happens, who then will speak for America? Who then will speak for the common good? This is the question which must be

answered in 1976. Are we to be bound together by common spirit and common endeavor or will we become a divided nation?

For all of its uncertainty, we cannot abandon our future. We must not become the nation we are and reject our society. We must all work to master the future together. It can be done. We must restore the belief that we share a common national community, that we share a common national endeavor. It can be done.

There is no executive order; there is no law that can require the American people to act as a national community. This we must do as individuals and if we do it as individuals, no President of the United States will be able to make that decision.

As a first step, we must restore our faith in ourselves. We are a generous people. We can't be generous with each other if we don't take to heart the words spoken by Thomas Jefferson: "Let us restore to social life that harmony and that affection with which liberty and even life are but dreary

A nation is formed by the willingness of us to share in the responsibility of governing the common good. A government is invigorated when each of us is willing to participate in shaping the future of this

In this election year we must define our common good and begin again to shape our future. Let each person do his or her part. If one citizen is unwilling to participate, we are going to suffer. For the American dream, though it is shared by all of us, is not the dream of each one of us.

And now, what are those of us who are public officials supposed to do

public servants but I'll tell you this: public servants must set an example for the nation. It is hypocritical for the official to admonish and exhort the people to uphold the common good if we are not upholding the common good. More of public officials than slogans and press releases. More is. We must hold ourselves strictly to the rule. We must provide the people with a vision of the future.

As public officials, we must do as we as public officials propose, we must produce. If we say to the American people for you to be sacrificial; sacrifice. A public official says that we (public officials) must be the first to give. We must be. And, if we make mistakes, we must be able to admit them. We have to do that. We have to do is strike a balance between what government should do everything in the area, the belief, that government ought to be doing. Strike a balance.

Be no illusions about the difficulty of forming this kind of a national community. It's difficult, not easy. But a spirit of hard work to survive in America only if each of us remembers that we share a common destiny. If we remember, when self-interest seems to prevail, that we share a common destiny.

Have confidence that we can form this kind of a national community. I have confidence that the Republican Party can lead the way. I have that confidence. We cannot improve on the system of government handed down to us by the Founding Fathers of the Republic, there is no way to improve upon that. But what we can do is to find new ways to implement that system and to secure our destiny.

Now, I began this speech by commenting to you on the uniqueness of a Barbara Jordan making the keynote address. Well I am going to close my speech by quoting a Republican President and I ask you that as you listen to these words of Abraham Lincoln, relate them to the concept of a national community in which every last one of us participates: "As I would not be a slave, so I would not be a master. This expresses my idea of Democracy. Whatever differs from this, to the extent of the difference is no Democracy."

# Eulogy for the Challenger Astronauts

by President Ronald Reagan

*On January 28, 1986, only seconds after liftoff, the space shuttle Challenger exploded, and all seven astronauts were lost. Because one of the crew, Christa McAuliffe, was a teacher, live coverage of the flight was being watched in thousands of classrooms across the country.*

Ladies and gentlemen, I'd planned to speak to you tonight on the state of the Union, but the events of earlier today have led me to change those plans. Today is a day for mourning and remembering.

Nancy and I are pained to the core by the tragedy of the shuttle Challenger. We know we share this pain with all of the people of our country. This is truly a national loss.

Nineteen years ago, almost to the day, we lost three astronauts in a terrible accident on the ground. But we've never lost an astronaut in flight; we've never had a tragedy like this. And perhaps we've forgotten the courage it took for the crew of the shuttle; but they, the Challenger Seven, were aware of the dangers, but overcame them and did their jobs brilliantly. We mourn seven heroes: Michael Smith, Dick Scobee, Judith Resnik, Ronald McNair, Ellison S. Onizuka, Gregory B. Jarvis, and Christa McAuliffe. We mourn their loss as a nation together.

For the families of the seven, we cannot bear, as you do, the full impact of this tragedy. But we feel the loss, and we're thinking about you so very much. Your loved ones were daring and brave, and they had that special grace, that special spirit that says, "Give me a challenge and

I'll meet it with joy." They had a desire to explore the universe and discover its secrets. They wished to serve, and they served all of us.

We've grown used to wonders in this universe. It's hard to dazzle us. But for 25 years the United States space program has achieved just that. We've grown used to the wonders of space, and perhaps we forget that this era has just begun. We're still pioneers. There are still members of the Challenger crew, who were

And I want to say something to the children of America who were watching the live coverage of the shuttle's takeoff. It's hard to understand, but sometimes things like this happen. It's all part of the process of exploration and discovery. It's part of taking a chance and expanding our horizons. The future doesn't belong to the fainthearted; it belongs to the brave. The Challenger crew was pulling us into the future, and we will continue to follow them.

I've always had great faith in and support for our space program, and what happened today does nothing to diminish it. We don't expect our space program. We don't keep secrets from the public. That's the way freedom works. It wouldn't change it for a minute.

We'll continue our quest in space. There will be more shuttle flights and more shuttle crews and, yes, more volunteers, more civilians, more teachers in space. Nothing ends here. Our hopes and our journeys continue.

I want to add that I wish I could talk to every man and woman who works for NASA today. I want to tell them: You did it. You made a great contribution. I want to tell them: Thank you. I want to tell them: You worked on this mission and tell the world of your dedication and professionalism. You

ssed us for decades. And we know of  
ish. We share it.”

coincidence today. On this day 390  
the great explorer Sir Francis Drake  
d ship off the coast of Panama. In his  
ne great frontiers were the oceans,  
storian later said, “He lived by the  
on it, and was buried in it.” Well,  
can say of the Challenger crew: Their  
was, like Drake’s, complete.

of the space shuttle Challenger hon-  
the manner in which they lived their  
will never forget them, nor the last  
aw them, this morning, as they pre-  
their journey and waved goodbye and  
ne surly bonds of earth” to “touch the  
od.”

## **Opportunities for Hispanic Women: It’s Up to Us**

**by Janice Payan**

Thank you. I felt as if you were introducing someone else because my mind was racing back ten years, when I was sitting out there in the audience at the Adelante Mujer Conference. Anonymous. Comfortable. Trying to relate to our “successful” speaker, but mostly feeling like Janice Payan, working mother, glad for a chance to sit down.

I’ll let you in on a little secret. I still am Janice Payan, working mother. The only difference is that I have a longer job title, and that I’ve made a few discoveries these past ten years that I’m eager to share with you.

The first is that keynote speakers at conferences like this are not some sort of alien creatures. Nor were they born under a lucky star. They are ordinary Hispanic women who have stumbled onto an extraordinary discovery.

And that is: Society has lied to us. We do have something up here! We can have not only a happy family but also a fulfilling career. We can succeed in school and work and community life, because the key is not supernatural powers, it is perseverance. Also known as hard work!

And God knows Hispanic women can do hard work! We’ve been working hard for centuries, from sun-up ’til daughter-down!

One of the biggest secrets around is that successful Anglos were not born under lucky stars, either. The chairman of my company, Jack MacAllister, grew up in a small town in eastern Iowa. His dad was a teacher; his mom was a mom. Jack worked, after school, sorting

potatoes in the basement of a grocery store. Of course I realize, he could have been hoeing them, like our migrant workers.

Nevertheless, Jack came from humble beginnings. And so did virtually every other corporate officer I work with. The major advantage they had was living in a culture that allowed them to believe they would get ahead. So more of them did.

It's time for Hispanic women to believe we can get ahead, because we can. And because we must. Our families and workplaces and communities and nation need to reach our full potential. There are jobs to be done, children to be raised, opportunities to be seized. We must look at those opportunities, choose the ones we will respond to, and do something about them.

We must do so, for others. And we must do so, for ourselves. Yes, there are barriers. You're up against racism, sexism, and too much month at the end of the money. But so was any role model you choose. Look at Patricia Diaz-Denis. Patricia was one of nine or ten children in a Mexican-American family that had low means, but high hopes. Her parents said Patricia should go to college. But they had no money. So, little by little, Patricia scraped up the money to send herself.

Her boyfriend was going to be a lawyer. And he told Patricia, "You should be a lawyer too, because nobody can argue like you do!" Well, Patricia didn't even know what a lawyer was, but she became one—so successful that she eventually was appointed to the Federal Communication Commission in Washington, D.C.

Or look at Toni Panteha, a Puerto Rican who grew up in a shack with dirt floors, no father, and often no food. . . But through looking and

listening, she realized the power of unity—the fact that people with very different backgrounds, working together, can create much.

Dr. Panteha has created several institutions in Puerto Rico, and to me is a role model institution. I can see the wisdom of her vision in her voice, wisdom far beyond what I can see like Mother Teresa.

Or look at Ada Kirby, a Cuban girl who was put on a boat for Miami when her parents were to follow on the next boat, but never arrived. So Ada grew up in an orphanage in Pueblo, and set some goals, and became an executive director at U.S. West's research laboratories.

Each of these women was Hispanic and was deprived, but mentally awakened to the possibilities of building a better world for themselves and for others.

Virtually every Hispanic woman I know started with a similar slate. In fact, I did a quick survey. If you were born in Puerto Rico, whose economic status was somewhat better than rich...please raise your hand.

It's a good thing I didn't ask the rich to raise their hands. I wouldn't have known who was listening.

All right. So you were not born rich. Toni and Ada have shown us, it does make a difference. It's the choices we make from the start that make the difference.

If you're thinking, "that's easy for me to say, Payan," then I'm thinking: "I know. . ."

If you think I got where I am because I'm smarter than you, or have more education than you, you're wrong.

smart, why can't I parallel park?

energetic, why do I still need eight  
leep a night?

an need. If I hadn't had my eight  
night, you wouldn't even want to  
I'd be saying this morning!

like you and you are more like me  
ould guess.

d generation Mexican-American. . .  
lower middle class family right here

My parents married young; she was  
My father worked only about half the  
ng my growing-up years. He was  
education, skills, and confidence.  
e drug and alcohol problems in the  
y parents finally sent my older broth-  
atholic high school, in hopes that  
p him. They sent me to the same  
watch him. That was okay.

school I never could choose between  
ers" and the "Soshes." I wanted des-  
o feel that I "belonged." But I did not  
g that I had to deny my past to have

here ever feel that way?

he more troubles my brother had, the  
wed to avoid them. So, in a way, he  
inspiration. As Viktor Frankl says,  
eaning in every life.

ay, that brother died after returning  
nam.

ised with typical Hispanic female  
ns. In other words: if you want to do  
e, you'd better . . . Can anybody fin-  
ntence?

Right!

Marry well.

I liked the idea of loving and marrying some-  
one, but I felt like he should be more than a  
"meal ticket." And I felt like I should be more  
than a leech. I didn't want to feel so dependent.

So I set my goals on having a marriage, a fam-  
ily and a career. I didn't talk too much about  
those goals, so nobody told me they bordered  
on insanity for a Hispanic woman in the 1960s.

At one point, I even planned to become a doc-  
tor. But Mom and Dad said, "wait a minute.  
That takes something like 12 years of college."

I had no idea how I was going to pay for four  
years of college, let alone 12. But what scared  
me more than the cost was the time: In 12 years  
I'd be an old woman.

Time certainly changes your perspective on  
that.

My advice to you is, if you want to be a doctor,  
go for it!

You may be several years older when you fin-  
ish, but by that time you'd be several years  
older if you don't finish college, too.

For all my suffering in high school, I finished  
near the top of my graduating class. I dreamed  
of attending the University of Colorado, at  
Boulder. You want to know what my counselor  
said? You already know. That I should go to  
business college for secretaries, at most.

But I went to the University of Colorado, any-  
way. I arranged my own financial aid: a small  
grant, a low-paying job, and a big loan.

I just thank God that this was the era when

jeans and sweatshirts were getting popular. That was all I had!

I'm going to spare you any description of my class work, except to say that it was difficult—and worth every painful minute. What I want to share with you is three of my strongest memories—and strongest learning experiences—which have nothing to do with books.

One concerns a philosophy professor who, I was sure, was a genius. What I liked best about this man was not the answers he had—but the questions. He asked questions about the Bible, about classic literature, about our place in the universe. He would even jot questions in the margins of our papers. And I give him a lot of credit for helping me examine my own life.

I'm telling you about him because I think each of us encounters people who make us think—sometimes painfully. And I feel, strongly, that we should listen to their questions and suffer through that thinking. We may decide everything in our lives is just like we want it. But we may also decide to change something.

My second big “non-book” experience was in UMAS—the United Mexican American Students. Lost in what seemed like a rich Anglo campus, UMAS was an island of familiarity: people who looked like me, talked like me, and felt like me.

We shared our fears and hopes and hurts—and did something about them. We worked hard to deal with racism on campus, persuading the university to offer Chicano studies classes. But the more racism we experienced, the angrier we became.

Some members made bombs. Two of those members died. And I remember asking myself: “Am I willing to go up in smoke over my

anger? Or is there another way to interfere?”

We talked a lot about this, and concluded that two wrongs don't make a right. We agreed that working within the system was the thing to do. We also agreed not to deny our Hispanic heritage: not to become “color-blind” on the outside and white on the inside—but to look for every opportunity to bring our culture to a table of many.

That outlook has helped me a great deal as a manager, because it opened me to many different points of view. And when a group has to choose all points of view, it usually chooses the least controversial course.

The third experience I wanted to share with you was my college days. The time they were the best to ending prematurely. During my senior year, I received a call that my mother had been seriously injured in a traffic accident. Her legs were broken. So was her partner.

My younger brother and sister were left at home. My father was unemployed and I was off at college. So who did the housework? I was elected to take on the housework. I was your hand if you think it was my fault.

No???

Does anybody think it was me?

I am truly amazed at your guessing.

Or is there something in our Hispanic culture that says the women do the housework?

Of course there is.

So I drove home from Boulder every week. I shopped, cleaned, cooked, froze meat for the next week, did the laundry, you know.

truth is it did not occur to me until later that my father could have done that. I had a problem; I was part of the

when my parents suggested I should . It seemed better to try doing everything to give up my dream. And it was the same. But it was also very difficult.

minds me of another experience. It seemed too much like a soap opera if I told you about a personal crisis? Anybody want to talk about myself that I've never before mentioned?

in college, I married my high school boyfriend. We were both completing our college degrees. My husband's family could not understand why I was pursuing college instead of getting married. However, it seemed like my husband always came last.

one day night I had come home from work, my mom, dragged into our tiny marital apartment, cooked a big dinner for me and my husband, and as I stood there washing the dishes, I felt a teardrop trickle down my face.

by a flood.

by sobbing.

aked crying on a scale of 1 to 10, this

and came rushing in with that . . . you know that "puzzled-husband" look. He asked me what was wrong.

ook me a while to figure it out, to be able to put it into words. When I did they were

"I just realized I'll be doing dishes the rest of my life."

Now, If I thought you'd believe me, I'd tell you my husband finished the dishes. He did not. But we both did some thinking and talking about roles and expectations, and, over the years, have learned to share the domestic responsibilities. We realized that we were both carrying a lot of old, cultural "baggage" through life.

And so are you.

I'm not going to tell you what to do about it. But I am going to urge you to realize it, think about it, and even to cry over the dishes, if you need to. You may be glad you did. As for me, what have I learned from all this?

I've learned, as I suggested earlier, that Hispanic women have bought into a lot of myths through the years. Or at least I did. And I want to tell you now, especially you younger women, the "five things I wish I had known" when I was 20, 25, even 30. In fact, some of these things I'm still learning at 37.

Now for that list of "five things I wish I had known."

First: I wish I had known that I—like most Hispanic women—was underestimating my capabilities.

When I first went to work for Mountain Bell, which has since become U.S. West Communications, I thought the "ultimate" job I could aspire to would be district manager. So I signed up for the courses I knew would help me achieve and handle that kind of responsibility. I watched various district managers, forming my own ideas of who was most effective—and why. I accepted whatever

responsibilities and opportunities were thrown my way, generally preparing myself to be district manager.

My dream came true.

But then it almost became a nightmare. After only eighteen months on the job, the president of the company called me and asked me to go interview with his boss—the president of our parent company. And the next thing I knew, I had been promoted to a job above that of district manager.

Suddenly, I was stranded in unfamiliar territory. They gave me a big office at U.S. West headquarters down in Englewood, where I pulled all the furniture in one corner. In fact, I sort of made a little “fort.” From this direction, I could hide behind the computer. From that direction, the plants. From over here, the file cabinet. Safe at last.

Until a friend from downtown came to visit me. She walked in, looked around, and demanded to know: “What is going on here? Why was your door closed? Why are you all crunched up in the corner?”

I had all kinds of excuses.

But she said, “You know what I think? I think you’re afraid you don’t deserve this office!”

As she spoke, she started dragging the plants away from my desk. For a moment, I was angry. Then afraid. Then we started laughing, and I helped her stretch my furnishings—and my confidence.

And it occurred to me that had I pictured, from the beginning, that I could become an executive director, I would have been better prepared. I would have pictured myself in that

big office. I would have spent more time doing executive public speaking. I would have done a lot of things. And I began to live with my new, expanded vision of being a district officer—which subsequently happened.

I just wish that I had known, in those days, how I was underestimating my capabilities.

I suspect that you are, too.

And I wonder: What are you going to do about it?

Second: I wish I had known that people would give you something others give you.

It is something that comes from within yourself . . . and which you can then use to help others.

In 1984, a group of minority women at U.S. West got together and did some research to confirm what we already knew: that minority women were woefully under-represented in the ranks of middle and upper management. We had a better chance of winning the election if we gathered our courage and took our fight to the top. Fortunately, we found a sympathetic ally. The top man told us to take our case to the officers.

We did. But we were scared. And we were tired. We sort of “begged” for time on the calendar. We apologized for interrupting his work. Asked for a little more recognition. In our plight. And the first few interviews went terribly.

Then we realized: we deserve to be on the calendar as much as anyone else. We realized that under-utilizing a group of employees is not an interruption of their work—it is the officers’ work. We re-

not be asking for help—we should know we could help.

arked. The company implemented a program to help minority women reach their full potential. Since then, several have moved into middle and upper management and more are on the way.

When we had realized, in the beginning, that power really comes from within. It comes from within myself. . . and you can then share with

you need to be reminded of that, too.

nder: What are you going to do about

wish I had known that when I feel inferior to others, I'm really just showing my lack of confidence in myself.

years ago, I worked closely with one of the top executives in an employee organization. She was Hispanic. Confident. Outgoing. In fact, so confident and capable I could hardly stand her!

When we worked together, I finally realized: I have those attributes; I have others. And I asked myself: do I want to spend the time to develop her attributes, or enjoy the success she can accomplish by teaming up our strengths? I realized that is the better way.

that you may encounter envy from others. I

nder: What are you going to do about

wish I had realized that true success comes from something you earn single-handed.

We hear people talk about “networking” and “community” and “team-building.” What they mean is an extension of my previous idea: We can be a lot more effective working in a group than working alone.

This was brought home to me when I was president of my Hispanic employees' organization at U.S. West Communications. I wanted my administration to be the best. So I tried to do everything myself, to be sure it was done right. I wrote the newsletter, planned the fund-raiser, scheduled the meetings, booked the speakers, everything.

For our big annual meeting, I got the chairman of the company to speak. By then the other officers of the group were feeling left out. Come to think of it, they were left out.

Anyway, we were haggling over who got to introduce our big speaker. I was determined it should be me, since I so “obviously” had done all the work.

As it turned out, I missed the big meeting altogether. My older brother died. And I did a lot of painful thinking. For one thing: I was glad my team was there to keep things going while I dealt with my family crisis. But more important: I thought about life and death and what people would be saying if I had died.

Would I prefer they remember that “good ol’ Janice sure did a terrific job of arranging every last detail of the meeting”? Or that “we really enjoyed working with her. Together, we did a lot.”

All of us need to ask ourselves that question from time to time.

And I wonder: What are you going to do about it?

Hispanic women in America have been victims of racism, sexism, and poverty for a long, long time.

I know, because I was one of them. I also know that when you stop being a victim is largely up to you.

I don't mean you should run out of here, quit your job, divorce your husband, farm out your kids or run for President of the United States.

But I do mean that whatever you can dream, you can become.

A couple of years ago, I came across a poem by an Augsburg College student, Devoney K. Looser, which I want to share with you now.

I wish someone had taught me long ago

How to touch mountains

Instead of watching them from breathtakingly safe distances.

I wish someone had told me sooner

That cliffs are neither so sharp nor so distant nor so solid as they seemed.

I wish someone had told me years ago

That only through touching mountains can we reach peaks called beginnings, endings, or exhilarating points of no return.

I wish I had learned earlier that ten fingers and the world shout more brightly from the tops of mountains

While life below only sighs with echoing cries.

I wish I had realized before today

That I can touch mountains

But now that I know, my fingers  
cease to climb.

Please, my sisters, never, ever, cease

Adelante Mujer.

# 's Rights Are Human

or Hillary Rodham Clinton

*Senator Clinton's remarks to the  
tions Fourth World Conference on  
ssion in Beijing, China, September 5,*

gella, Under Secretary Kittani, dis-  
delegates and guests:

ke to thank the Secretary General of  
Nations for inviting me to be part of  
l Nations Fourth World Conference  
a. This is truly a celebration—a cele-  
the contributions women make in  
ect of life: in the home, on the job, in  
munities, as mothers, wives, sisters,  
e, learners, workers, citizens and

a coming together, much the way  
ome together every day in every

together in fields and in factories. In  
arkets and supermarkets. In living  
l boardrooms.

t is while playing with our children  
rk, or washing clothes in a river, or  
break at the office water cooler, we  
ether and talk about our aspirations  
erns. And time and again, our talk  
ur children and our families. However  
we may be, there is far more that  
than divides us. We share a common  
nd we are here to find common  
so that we may help bring new dignity  
ect to women and girls all over the

world—and in so doing, bring new strength  
and stability to families as well.

By gathering in Beijing, we are focusing world  
attention on issues that matter most in the lives  
of women and their families: access to educa-  
tion, health care, jobs and credit, the chance to  
enjoy basic legal and human rights and partici-  
pate fully in the political life of their countries.

There are some who question the reason for  
this conference.

Let them listen to the voices of women in their  
homes, neighborhoods, and workplaces.

There are some who wonder whether the lives  
of women and girls matter to economic and  
political progress around the globe.

Let them look at the women gathered here and  
at Huairou—the homemakers, nurses, teach-  
ers, lawyers, policymakers, and women who  
run their own businesses.

It is conferences like this that compel govern-  
ments and people everywhere to listen, look  
and face the world's most pressing problems.

Wasn't it after the women's conference in  
Nairobi ten years ago that the world focused  
for the first time on the crisis of domestic  
violence?

Earlier today, I participated in a World Health  
Organization forum, where government offi-  
cials, NGOs [non-governmental organizations],  
and individual citizens are working on ways to  
address the health problems of women and  
girls.

Tomorrow, I will attend a gathering of the  
United Nations Development Fund for  
Women. There, the discussion will focus on  
local—and highly successful—programs that

give hard-working women access to credit so they can improve their own lives and the lives of their families.

What we are learning around the world is that if women are healthy and educated, their families will flourish. If women are free from violence, their families will flourish. If women have a chance to work and earn as full and equal partners in society, their families will flourish.

And when families flourish, communities and nations will flourish.

That is why every woman, every man, every child, every family, and every nation on our planet has a stake in the discussion that takes place here.

Over the past 25 years, I have worked persistently on issues relating to women, children, and families. Over the past two-and-a-half years, I have had the opportunity to learn more about the challenges facing women in my own country and around the world.

I have met new mothers in Jojakarta, Indonesia, who come together regularly in their village to discuss nutrition, family planning, and baby care.

I have met working parents in Denmark who talk about the comfort they feel in knowing that their children can be cared for in creative, safe, and nurturing after-school centers.

I have met women in South Africa who helped lead the struggle to end apartheid and are now helping build a new democracy.

I have met with the leading women of the Western Hemisphere who are working every day to promote literacy and better health care for the children of their countries.

I have met women in India and elsewhere who are taking out small loans to buy cows, rickshaws, thread, and other materials to create a livelihood for themselves and their families.

I have met doctors and nurses in Eastern Europe and Ukraine who are trying to keep children healthy in the aftermath of Chernobyl.

The great challenge of this Conference is to give voice to women everywhere whose experiences go unnoticed, whose voices are unheard.

Women comprise more than half the world's population. Women are 70 percent of the world's poor, and two-thirds of those who have not been taught to read and write.

Women are the primary caretakers for the world's children and elderly. Yet the work we do is not valued—not by economists, not by historians, not by popular culture, not by government leaders.

At this very moment, as we sit here, women around the world are giving birth, raising children, cooking meals, washing clothes, cleaning houses, planting crops, working on farms, running lines, running companies, and running governments.

Women also are dying from diseases that should have been prevented or treated. Women are watching their children succumb to diseases and malnutrition caused by poverty and lack of food deprivation; they are being denied the right to go to school by their own fathers and husbands; they are being forced into prostitution; they are being barred from the ballot box; they are being barred from the office and banned from the ballot box.

Those of us who have the opportunity to speak here have the responsibility to speak for those who could not.

frican, I want to speak up for women in every country—women who are raising children on the minimum wage, women who lack health care or child care, women who are threatened by violence, including violence in their own homes.

I speak up for mothers who are fighting for good schools, safe neighborhoods, and clean airwaves; for older women, for widows, who have raised their children and now find that their skills and life experiences are not valued in the workplace; for women who are working all night as nurses, clerks, and fast food cooks so that they can be at home during the day with their children; for women everywhere who simply do not have time to do everything they are asked to do each day.

When I speak to you today, I speak for them, just as I speak for women around the world who have been denied the chance to go to school, or to own property, or have a say in the direction of their lives, simply because they are women. The truth is that most women around the world work both inside and outside the home, usually by necessity.

We must understand that there is no formula for how women should lead their lives. That is why we must respect the choices that each woman makes for herself and her family. Every woman deserves the chance to realize her own potential.

We must recognize that women will never gain dignity until their human rights are respected and protected.

For this Conference, to strengthen nations and societies by empowering women to have greater control over their own destinies, we will not be fully achieved unless all govern-

ments—here and around the world—accept their responsibility to protect and promote internationally recognized human rights.

The international community has long acknowledged—and recently affirmed at Vienna—that both women and men are entitled to a range of protections and personal freedoms, from the right of personal security to the right to determine freely the number and spacing of the children they bear.

No one should be forced to remain silent for fear of religious or political persecution, arrest, abuse, or torture.

Tragically, women are most often the ones whose human rights are violated.

Even in the late 20th century, the rape of women continues to be used as an instrument of armed conflict. Women and children make up a large majority of the world's refugees. When women are excluded from the political process, they become even more vulnerable to abuse.

I believe that, on the eve of a new millennium, it is time to break our silence. It is time for us to say here in Beijing, and the world to hear, that it is no longer acceptable to discuss women's rights as separate from human rights.

These abuses have continued because, for too long, the history of women has been a history of silence. Even today, there are those who are trying to silence our words.

The voices of this conference and of the women at Huairou must be heard loud and clear: It is a violation of human rights when babies are denied food, or drowned, or suffocated, or their spines broken, simply because they are born girls.

It is a violation of human rights when women and girls are sold into the slavery of prostitution.

It is a violation of human rights when women are doused with gasoline, set on fire and burned to death because their marriage dowries are deemed too small.

It is a violation of human rights when individual women are raped in their own communities and when thousands of women are subjected to rape as a tactic or prize of war.

It is a violation of human rights when a leading cause of death worldwide among women ages 14 to 44 is the violence they are subjected to in their own homes.

It is a violation of human rights when young girls are brutalized by the painful and degrading practice of genital mutilation.

It is a violation of human rights when women are denied the right to plan their own families, and that includes being forced to have abortions or being sterilized against their will.

If there is one message that echoes forth from this conference, it is that human rights are women's rights—and women's rights are human rights. Let us not forget that among those rights are the right to speak freely—and the right to be heard.

Women must enjoy the right to participate fully in the social and political lives of their countries if we want freedom and democracy to thrive and endure.

It is indefensible that many women in non-governmental organizations who wished to participate in this conference have not been able to attend—or have been prohibited from fully taking part.

Let me be clear. Freedom means the right of all people to assemble, organize, and decide for themselves. It means respecting the views of the majority, even if they may disagree with the views of the minority. It means not taking citizens' property, arresting their loved ones and jailing them, or denying them their freedom of expression because of the peaceful expression of their ideas and opinions.

In my country, we recently celebrated the 50th anniversary of women's suffrage. Just 50 years after the signing of our Declaration of Independence for women to win the right to vote.

It took 72 years of organized struggle to win that part of many courageous women and men. It was one of America's most divisive and bloody civil wars. But it was also a bloody victory. Suffrage was achieved without a single woman being fired.

We have also been reminded, in Vancouver last weekend, of the good that can be done when men and women join together to challenge the forces of tyranny and build a better world.

We have seen peace prevail in most of the world in a half century. We have avoided another world war.

But we have not solved older, deeper problems that continue to diminish the potential of half the world's population.

Now it is time to act on behalf of women everywhere. If we take bold steps to improve the lives of women, we will be taking better care of the lives of children and families.

Families rely on mothers and wives for emotional support and care; families

labor in the home; and increasing-  
rely on women for income needed  
healthy children and care for other

as discrimination and inequities  
commonplace around the world—as  
els and women are valued less, fed  
last, overworked, underpaid, not  
and subjected to violence in and out  
omes—the potential of the human  
create a peaceful, prosperous world  
realized.

ference be our—and the world's—  
on.

heed the call so that we can create a  
which every woman is treated with  
dignity, every boy and girl is loved  
or equally, and every family has the  
strong and stable future.

very much.

sings on you, your work, and all  
benefit from it.

## Our First Amendment Rights in Cyberspace

by Senator Patrick Leahy

*This speech was delivered at the Media  
Institute Friends and Benefactors Banquet,  
October 22, 1996.*

I am deeply honored to be the recipient of the  
Freedom of Speech Award. Long before I got  
the nickname “CyberSenator,” and long before  
I ever began using the Internet, I was a con-  
firmed Dead Head. Following John Perry  
Barlow to this podium is the closest I’ll come  
to a Dead Head experience this year, so I’m  
doubly pleased to be here tonight.

Let me tell you another reason why this award  
has special meaning to me. My parents pub-  
lished a weekly newspaper and owned a  
printing business while I was growing up in  
Vermont. They instilled in me an enduring  
respect for the First Amendment and our rights  
to free speech, to practice the religion of our  
choice—or no religion at all—and to associate  
with whom we want. These rights are the  
surest footing for a sound democracy.

When a dynamic new technology like the  
Internet explodes onto the scene, some cultur-  
al indigestion is inevitable. The exhilarating  
freedom to speak that is part and parcel of the  
Internet invites more speech and more partici-  
pation, and wherever there is such freedom,  
there will be some who abuse it. Computer  
technology and the Internet make it easier to  
gossip, search, collect, and dispense personal  
information without knowledge or consent and  
to do it on an unprecedented scale.

What we need in the on-line world is to culti-  
vate an ethic of self-restraint to check these

temptations to invade privacy or to venture into other excesses. What the on-line world patently does not need are government restraints to limit speech freedom on the Internet.

Unfortunately, our free speech rights on the Internet have been under siege. The same Congress that promised to get government off our backs passed the Communications Decency Act to regulate on-line speech.

The CDA imposes far-reaching new federal criminal penalties on Americans for exercising their free speech rights on-line, including on the Internet. This law was recognized to be seriously flawed and unconstitutional every place but where it counted—in the Congress of the United States. And, it passed overwhelmingly.

Specifically, the Communications Decency Act penalizes with two-year jail terms and large fines anyone who transmits indecent material to a minor, or displays or posts indecent material in areas where a minor can see it.

An e-mail message to a teenager with a four-letter swear word would violate this law. So, too, would posting in a Usenet discussion group, on electronic bulletin boards, or in a chat room accessible to children, any quote from the racier parts of some of the great works of literature. Information on AIDS, birth control, or prison rape could all be out of bounds on the Internet. Advertisements that would be perfectly legal in print could subject the advertiser to criminal liability if circulated online.

Of course, in the borderless world of the Internet, enforcement of the Communications Decency Act, or other speech restrictions, also presents stark practical problems. And then there is the definitional issue. The CDA targets speech that is either, quote, “indecent,” or,

quoting again, “patently offensive” strikes some as “indecent” or “patently offensive” may look very different to another part of the country, let alone the world. Now, I might find some of the speech Phil Gramm gives on the Senate floor patently offensive, quote, unquote. Others would disagree with me. Given these cultural, social, and regional differences, the end result is to leave in the hands of the most aggressive prosecutor in a tolerant community the power to seize for what every other Internet user might find acceptable. This will have a significant chilling effect on all the speech that is put on-line, and on the speech between consenting adults.

The myth is that Members of Congress passed the CDA because most do not use the Internet. That was certainly not the reason. There still are some policy makers who think a computer is simply a TV on the fritz!

Unfortunately, ignorance about the Internet is only a partial excuse. The First Amendment has always provided fertile ground for censorship and political posturing. Just the number of times Congress has passed flag burning bans and on legislation regulating the content of TV and cable programs.

The United States is certainly not alone in its efforts to censor the Internet. As the *Wall Street Journal* opined yesterday, the governments of China, Singapore, Iran, and Burma have taken steps to maintain control of the Internet by controlling what their citizens may see on the Internet.

As these issues are raised and debated around the globe, the United States—with

fective constitutional protections of  
anywhere—is uniquely situated to  
natural leadership in answering these

et is a home-grown American tech-  
t has swept the world. Americans  
e the high ground to protect the  
the Internet and fight censorship  
nging up here at home and around  
Instead of championing the First  
t, however, responses such as the  
ations Decency Act trample the  
of free speech and free flow of infor-  
at have fueled the growth of  
around the world.

mistake, there is a global battle being  
r what the Internet will look like in  
d distant future. Many of the heroes  
e have formed a coalition to make it  
to identify them. Organized by the  
r Democracy and Technology,  
On Line, the American Library  
a, Microsoft, the Recording Industry  
n of America, and others, the  
Internet Empowerment Coalition won  
victory when the CDA was declared  
ional in Philadelphia in June. I was  
support their effort with a declaration.  
counting on them to win the case  
Supreme Court this term.

win this case—and my legislation  
e books clean of the CDA is then  
s—the battle over First Amendment  
yberspace will simply shift to other  
example, the debate over the extent  
ve can engage in anonymous com-  
s over the Internet looms as one of  
First Amendment battles in cyber-

The Supreme Court has made crystal clear that  
speaking anonymously is protected by the First  
Amendment and that “anonymity is a shield  
from the tyranny of the majority.” Indeed, our  
freedom to speak anonymously on the Internet  
is one way to protect our privacy, and is partic-  
ularly important for those Internet users who  
access sensitive information anonymously to  
avoid stigma or embarrassment.

Yet, a Justice Department official has testified  
that our ability to have anonymous communi-  
cations in cyberspace poses problems for law  
enforcement that may generate proposals to  
restrict our ability to communicate anony-  
mously over the Internet.

Vigilant defense of freedom of thought, opin-  
ion, and speech will be crucially important as  
the Internet graduates from infancy and on to  
adolescence and maturity. Members of  
Congress each are sworn custodians of the  
Constitution during our brief terms in office.  
We were given a Bill of Rights that has served  
to protect our rights and speech for more than  
two centuries. We should provide no less to our  
children and grandchildren, who are growing  
up with computers and the Internet. For the  
Internet to fulfill its promise as a communica-  
tions medium, we need to give it the full breadth  
of protection under the First Amendment.

# Funeral Oration for Princess Diana

by Ninth Earl Spencer, September 6, 1997

I stand before you today the representative of a family in grief, in a country in mourning before a world in shock.

We are all united not only in our desire to pay our respects to Diana but rather in our need to do so.

For such was her extraordinary appeal that the tens of millions of people taking part in this service all over the world via television and radio who never actually met her, feel that they, too, lost someone close to them in the early hours of Sunday morning. It is a more remarkable tribute to Diana than I can ever hope to offer her today.

Diana was the very essence of compassion, of duty, of style, of beauty. All over the world she was a symbol of selfless humanity, a standard-bearer for the rights of the truly downtrodden, a truly British girl who transcended nationality, someone with a natural nobility who was classless, who proved in the last year that she needed no royal title to continue to generate her particular brand of magic.

Today is our chance to say "thank you" for the way you brightened our lives, even though God granted you but half a life. We will all feel cheated that you were taken from us so young and yet we must learn to be grateful that you came along at all.

Only now you are gone do we truly appreciate what we are now without and we want you to know that life without you is very, very difficult.

We have all despaired at our loss over the week and only the strength of the memory you gave us through your years of suffering afforded us the strength to move forward.

There is a temptation to rush to canonize your memory. There is no need to do so. You are tall enough as a human being of unbounded abilities not to need to be seen as a saint. The sanctify your memory would be to reach to the very core of your being, your wonderful mischievous sense of humor with which you bent you double, your joy for life, your smile wherever you took your smile, the sparkle in those unforgettable eyes, your boundless energy which you could barely contain.

But your greatest gift was your intuition. It was a gift you used wisely. This is why we have pinned all your wonderful attributes to this wall. To look to analyze what it was about you that made such a wide appeal, we find it in your intuitive feel for what was really important to our lives.

Without your God-given sensitivity, we would be immersed in greater ignorance, in the anguish of AIDS and HIV sufferers, in the pain of the homeless, the isolation of the lonely, the random destruction of land mines. You explained to me once that it was her feelings of suffering that made it possible for her to connect with her constituents who were rejected.

And here we come to another truth about you. For all the status, the glamour, the fame, Diana remained throughout a very ordinary person at heart, almost childlike in her desire to do good for others so she could release herself from deep feelings of unworthiness. Her eating disorders were merely a symptom.

sensed this part of her character and her for her vulnerability, whilst her for her honesty. The last time I was on July the first, her birthday, in when typically she was not taking celebrate her special day with friends est of honor at a charity fund-raising

ed of course, but I would rather e days I spent with her in March ame to visit me and my children in in South Africa. I am proud of the part from when she was on public eting President Mandela, we man- ontrive to stop the ever-present from getting a single picture of her.

t a lot to her.

days I will always treasure. It was as n transported back to our childhood, spent such an enormous amount of her, the two youngest in the family.

tally she hadn't changed at all from ster who mothered me as a baby, h me at school and endured those a journeys between our parents' h me at weekends. It is a tribute to eadness and strength that despite izarre life imaginable after her child- remained intact, true to herself.

o doubt that she was looking for a ion in her life at this time. She talked of getting away from England, main- of the treatment she received at the ne newspapers.

nk she ever understood why her gen- d intentions were sneered at by the y there appeared to be a permanent

quest on their behalf to bring her down. It is baffling. My own, and only, explanation is that genuine goodness is threatening to those at the opposite end of the moral spectrum.

It is a point to remember that of all the ironies about Diana, perhaps the greatest is this; that a girl given the name of the ancient goddess of hunting was, in the end, the most hunted person of the modern age.

She would want us today to pledge ourselves to protecting her beloved boys William and Harry from a similar fate. And I do this here, Diana, on your behalf. We will not allow them to suffer the anguish that used regularly to drive you to tearful despair.

Beyond that, on behalf of your mother and sisters, I pledge that we, your blood family, will do all we can to continue the imaginative and loving way in which you were steering these two exceptional young men, so that their souls are not simply immersed by duty and tradition but can sing openly as you planned.

We fully respect the heritage into which they have both been born, and will always respect and encourage them in their royal role. But we, like you, recognize the need for them to experience as many different aspects of life as possible, to arm them spiritually and emotionally for the years ahead. I know you would have expected nothing less from us.

William and Harry, we all care desperately for you today. We are all chewed up with sadness at the loss of a woman who wasn't even our mother. How great your suffering is we cannot even imagine.

I would like to end by thanking God for the small mercies he has shown us at this dreadful

## Address on Animal Rights

by Ingrid Newkirk, Co-Founder and President of PETA

*This talk was delivered in April, 2001, on Colorado's "Eleventh Hour," a series sponsored by the Public Broadcasting System.*

In 1980, a small group of friends started People for the Ethical Treatment of Animals (PETA). Back then, no one had heard of "animal rights." Today, people remain confused as to what the term means, but they DO know that how we treat animals is important. Acknowledging animals' rights can be as simple as respecting their needs. Of course, animals don't need complex rights, like the right to drive or the right to vote—although considering the mess we sometimes make of our elections, perhaps that's not such a bad idea.

Animals enjoy the natural world without ruining it. All they need is to be able to take a drink of clean water, to be nourished, to have shelter from extreme weather, and to be left in peace. It isn't much to ask. Yet, today, few animals have those vital things. The reason they don't have them is because human beings dominate the world and, to put it bluntly, enslave animals. That may sound harsh, but think about it. If allowed to be themselves, animals are self-sufficient, whole, and vital. They raise their own young competently, make a home in the earth, on a riverbank, or in a tree, sharing that small space with at least 40 other species, from raccoons and frogs to birds and insects. Animals don't despoil the waterways or woods, as humans do with our pop top bottles and plastic bags, and, far worse, with the hog and chicken waste from our intensive farming systems. The Alaskan wilderness, which is often described as "uninhabited" and "unspoiled,"

has, in fact, always been heavily inhabited by billions of animals who have kept it

Although animals have wants and behaviors of their own, they are often nothing more than hamburgers, hanging test tubes, cheap burglar alarms, and amusements for human beings. They are allowed to live their lives, but if they are forced to serve us, giving us carriage rides, performing silly tricks, and having their fur used for clothing. We use their flesh as food, not knowing that we can eat far healthier if we know they are the surrogate tasters of our

I was inspired to form People for the Ethical Treatment of Animals after reading a book called *Animal Liberation*, written by the philosopher Peter Singer. Dr. Singer argues that instead of just being just kind to animals, which everyone knows one should do, we might try viewing animals as individuals, as members of other cultures, indeed, other nations—perhaps nations with languages we don't understand, but with customs and behaviors similar to our own. Animals are not inanimate objects; they are sentient beings who experience love and joy, pain and fear, in much, if not exactly, the same way we do. Although we have set ourselves up as gods who can do anything we please, we do as we please, biologically we are just another animal among many. Many anthropologists believe that we have miscategorized ourselves as a separate class of animal (hominid) out of pure conceit, for now that we have sequenced the human genome, we see that we share 98 percent of our DNA with other primates. So we think about it, perhaps all that we have learned from treating the other animals with the ultimate respect being to leave them alone in peace to do what they wish to do—without prejudice.

ings have a sorry history of preju-  
ough the ages, our feelings of  
have caused us to denigrate and  
ers we have felt were somehow less  
or less intelligent than ourselves,  
exercising magnanimity and protect-  
While we teach our children the  
ule of "do unto others as you would  
s do unto you," insist that "might  
ake right," and pronounce that it is  
discriminate on the basis of an arbi-  
rence, like race or physical ability,  
we continue to try to justify hurting,  
killing, other sentient beings, simply  
e can get away with it. Our rationale  
y are not exactly like us.

long ago, the philosopher Jeremy  
noting that the French had abolished  
t the British had not, said: "The day  
when the rest of the animal creation  
ire those rights which never could  
withholden from them but by the  
ranny. The question is not, Can they  
lor, Can they talk? but, Can they

tions for our generation, and for  
nerations, are: "Who are animals,  
we doing to them, and should we  
o matter how comfortable we may be  
ways?"

mbers of our own species may have  
e moon, and some can split the atom,  
are many ways in which human tal-  
n comparison to the animals'. This is  
petition, of course. We are all in this  
In the same way that establishing  
rights or rights for human minorities  
educe men or white people, so facing  
prejudices toward other species does  
e humans; rather, it allows society to  
owing and expanding its ethical

horizons, and individuals to become more  
compassionate, rather than just being bigger  
bullies.

There is a lot to respect and admire about ani-  
mals. Our own military is still learning from  
dolphins, who use sonar not only to navigate,  
but also to stun their prey, and from bats who  
can find their way in total darkness. We cannot  
decipher animals' languages, but it is indis-  
putable that they have them. Monkeys have  
separate warnings to alert the troupe to a threat  
from the sky, such as a hawk, and a threat from  
the ground, such as a poisonous snake. Prairie  
dogs use different calls to signal the approach  
of a single human being, a friend, and a foe.  
Whales sing their histories through the great  
oceans, adding new bits of information every  
year. The tree frog drums his messages to oth-  
ers far away, while other frogs "hear" with  
their skin. Elephants speak to each other across  
many miles by using infrasound—powerful,  
deep rumbles at frequencies too low for us to  
pick up—and mice also talk at frequencies  
inaudible to the human ear. Crows are now  
known not only to play (in St. Petersburg, they  
have worn the paint off the cathedral windows  
by sliding down them on their bottoms, just for  
fun), but to have dialects. Birds from the South  
of France, for example, can't understand birds  
of the same species from the North.

Animals use tools and have their own com-  
passes. Ants fashion boats out of leaves with  
which to cross rivers. Wasps make a home out  
of a wood and sand mixture, as we make adobe  
huts. Orangutans in the rain forest, even very  
young ones, choose the right size leaf to use as  
an umbrella. Rabbits and beavers construct dif-  
ferent rooms for sleeping, for food storage, and  
for waste. The humble newt can "read" the  
Earth's pulsating electromagnetic field. While  
we may whine if we miss a meal or two, the

emperor penguin sits for up to 45 days on the ice without an iota of food, guarding the egg that contains his successor. The tiny desert mouse rolls a stone in front of her burrow to collect the dew so she can drink water in the morning before the heat sets in. The turtle navigates by the Earth's magnetic field, and starlings read the heavens for direction. It was an albatross, not a man, who first circumnavigated the globe and knew the Earth was round. As for family values, geese mate for life, and a male will risk hunters' guns to stick by his injured wife when she is shot.

When people say, "But all that is just instinct," I wonder how they think we human beings select our own mates, the people we love. Is it by cold logic? And how do we know to keep clean or to teach our children to walk? Our instincts are an integral part of us, yes, but all of us, from mice to cats, think: the dog who heads excitedly for the door when she sees you putting on your shoes and who relishes every moment of freedom; the bird who, seeing another bird in a bit of a personal dilemma, lends a hand; and the cat mother who enters a blazing home to rescue her kittens from a fire. From the extraordinary to the ordinary, all these acts demonstrate that all animals think, whether in the same exact ways or not.

We have all heard someone referring to criminal conduct say: "So and so behaved like an animal." The Spanish Child Welfare Society offers another perspective on human vs. animal behavior in its television commercial that shows a rhinoceros mother teaching her child how to avoid danger and other mothers instructing their infants on grooming, bathing, and how to choose safe foods. The narrator says, "For once, we're asking you to behave like animals!"

I was working for a humane society and first started thinking about animals in a different way. I was already familiar with the often-terrible things that happen to cats and wildlife. People turn dogs and cats into the countryside to fend for themselves; they also stab, beat, and shoot them; they hang them to death on their chains at the back of the yard. One afternoon, a cruelty case brought to a barn littered with broken glass. The animal had moved away, leaving the animal dead. They were all dead except for one small dog. I lifted him up and held him in my arms. I gave him his first drink of water in the week. Then I bundled him off to the shelter.

My job was to prosecute the people who willfully caused this small animal's death, so I made sure that I dutifully collected evidence. But while driving home the next day, I began to wonder what I could eat. Ah, I thought, conducting a mental inventory of the contents of my refrigerator, I had pork chops. The penny dropped! I realized that inconsistent it was of me to be prosecuting someone with a crime for abusing a little pig while paying someone else to kill the other little pig I was going to eat for dinner.

I had never been to a slaughterhouse before. Like most people, I knew that such practices could be appalling. Today, I can tell you about the look in the eyes of the animals as they are prodded and kicked along to their death, they can smell and hear and see what is already happening to those in front of them at the slaughter line. I have stood on the floors in slaughterhouses for many years, of all kinds of animals, including a slaughterhouse for dogs in China. In the West, we are not known for dog-eating, but of course no animal

and all of them, dogs and chickens struggle fiercely to avoid the man's wife. All are equally filled with fear.

It's awful to say, but the moment of the slaughterhouse may be the best for these animals' lives. I say that because of the tastes of so many people who like chicken wings and burgers, animals that would otherwise have a truly wretched existence are castrated and dehorned, have their limbs amputated and their beaks seared off with wire, all without benefit of anesthesia. They are separated from their loving mothers soon after birth so that the milk meant for baby animals can become cheese and butter, and the calf can be raised for veal. Kept in darkness, the calves stumble down the same ramp their mothers will walk down. Their lives are considered insufficiently long.

Animals on factory farms are packed together in enormous numbers. Pigs are crowded in the ammonia from their own waste excreted in troughs beneath their pens. They develop blackened lungs and have difficulty breathing, and their limbs become infected with sores from lying on the hard cement. In one video footage shot by PETA, a pig was routinely clubbed with iron pipes and beaten to death with claw hammers. Lambs are thrown in and out of the pens in bitter winter weather, the pigs' flesh freezes to the sides of the metal pens.

"Broiler chickens" are bred to be so top-heavy that their bones in their legs splinter and they spend much of their lives in chronic pain. In crowded factories, chickens can never stretch a leg and room to lie down. When their laying period is over, they are stuffed into crates so crowded that their wings often fracture. The birds are afforded no care. Sometimes you

may pass a transport truck and see them looking out through the slats, their eyes filled with despair. What we do to them is neither "civilized" nor humane.

In 1981, People for the Ethical Treatment of Animals embarked on its first investigation. One of us took a job in a laboratory in Silver Spring, Maryland, where a group of macaque monkeys were kept. The monkeys had been taken as babies from their homes and families in the Philippines. The nerves in their spines had been cut, and this affected their ability to control their arms. The cages in which they were kept were rarely cleaned; in fact, they were so filthy that fecal matter rose to a height of a couple of inches in some places and fungus grew on it. The experimenter didn't bother to give the monkeys food bowls, so when their food was thrown into the cage, the pellets fell through the wire and landed in the waste collection trays below. The monkey would have to pick the food pellets out of these trays in order to eat. The animals' limbs were also injured from getting caught in the rusted and broken cage wires, and the monkeys had lost a great deal of their hair from malnutrition. The researcher had converted a small refrigerator into a shock box; inside it, the monkeys were punished if they failed to pick up objects with their damaged limbs.

We persuaded the police to do something unprecedented: to serve a search warrant on the laboratory and remove the monkeys. Seeing the faces of those monkeys turned up to the sunlight for the first time in many years as they came out of the lab encouraged people to seek alternatives to animal use. Scientists and lay people wondered aloud whether it was morally right to experiment on animals at all and whether, indeed, it was scientifically valid to do so. Some physicians, upset that modern

research methods were being neglected in favor of old-fashioned animal-poisoning protocols, began clamoring for funding for human epidemiological studies, the cloning of human skin, and computer technology that can bring quick and directly applicable results.

When PETA started, most cosmetics, toiletries, and household products such as oven cleaner were still tested on animals. Today, more than 550 product companies have switched to using human skin patch tests, computer assays, and human corneas from eye banks, and from gathering guinea pig data to analyzing human data. The arguments that animals must be used faded into oblivion because consumers refused to buy the products until the companies changed.

The current challenge is to shift agencies, like the U.S. Environmental Protection Agency, away from animal use. The most common toxicity tests still in use take a substance, like weed killer or mustard gas, the effects of which we have long known from tragic human experience, and force-feed that substance to rabbits. Researchers poison kittens with it and finally feed it to other primates. No painkillers are given as substances like septic tank cleaner are smeared onto the animals' abraded skin to see how much flesh they corrode, the results being crudely recorded. Chemicals are also placed in animals' eyes and forced into animals' lungs. When enough people protest, this will stop.

Since PETA formed, the role of animals in education, too, has changed. Instead of cutting up frogs and piglets, many schools now use computer programs or human anatomy lessons or take children outdoors to observe animals in their natural setting, without intrusion. It can be inspiring to realize that an animal digs a den without tools, stocks her larder without a supermarket, and can tell what the weather will be by lifting her nose into the wind.

Today, medical students can use the Program, opting to learn the skills of a profession on a simulator or alongside a practitioner in surgery. Because of late protests, students are no longer coerced to violate their ethical beliefs by watching the death throes of a poisoned pig. Most have lifelike "skin" that breathes, and most programs allow students to start off by inadvertently "kill" the virtual pig. As PETA's message catches on, more people's walks of life are beginning to embrace the idea that animals are not disposable tools but individuals who need protection.

Most people, when shown how they contribute to cruelty and given options, will make compassionate choices. In the long run, alone, while the demand for cheap food grows in more than 9 billion animals suffering and dying each year—that's 1 million animals every hour—the number of vegetarians is growing rapidly.

I hope that someday there will be no more animals in circuses, kept in shackles, beaten, hooked, and denied their family lives and freedom, all for a human being's few moments of odd enjoyment; that the leg hold trap will be outlawed the world over; that fur farm will be outlawed the world over; that they already have been in England and many other countries; that wonderful natural and synthetic materials will be chosen over leather; that responsible parents will raise their children to acquire the meat addictions of no one; that the suffering, which have brought us heart disease, cancer, and stroke, as well as causing suffering for animals. I hope that all animal laboratories will have closed down; that it will be illegal to keep any dog on a chain; that families they long to interact with will be able to feel the warmth of their homes.

message is that each one of us is a vital part of the world's great orchestra. Every day, our task is to perpetuate or stop needless violence. I am proud to be a part of the People for the Ethical Treatment of Animals. We will continue to be a conduit for positive change, and I ask that you please join us in making the world a less violent place for all living beings. Thank you.

## **Ultimatum to Saddam Hussein**

**by President George W. Bush**

*President Bush delivered this speech on March 17, 2003, from the Cross Hall at the White House.*

My fellow citizens, events in Iraq have now reached the final days of decision. For more than a decade, the United States and other nations have pursued patient and honorable efforts to disarm the Iraqi regime without war. That regime pledged to reveal and destroy all its weapons of mass destruction as a condition for ending the Persian Gulf War in 1991.

Since then, the world has engaged in 12 years of diplomacy. We have passed more than a dozen resolutions in the United Nations Security Council. We have sent hundreds of weapons inspectors to oversee the disarmament of Iraq. Our good faith has not been returned.

The Iraqi regime has used diplomacy as a ploy to gain time and advantage. It has uniformly defied Security Council resolutions demanding full disarmament. Over the years, U.N. weapon inspectors have been threatened by Iraqi officials, electronically bugged, and systematically deceived. Peaceful efforts to disarm the Iraqi regime have failed again and again—because we are not dealing with peaceful men.

Intelligence gathered by this and other governments leaves no doubt that the Iraq regime continues to possess and conceal some of the most lethal weapons ever devised. This regime has already used weapons of mass destruction against Iraq's neighbors and against Iraq's people.

The regime has a history of reckless aggression in the Middle East. It has a deep hatred of America and our friends. And it has aided, trained and harbored terrorists, including operatives of al Qaeda.

The danger is clear: using chemical, biological or, one day, nuclear weapons, obtained with the help of Iraq, the terrorists could fulfill their stated ambitions and kill thousands or hundreds of thousands of innocent people in our country, or any other.

The United States and other nations did nothing to deserve or invite this threat. But we will do everything to defeat it. Instead of drifting along toward tragedy, we will set a course toward safety. Before the day of horror can come, before it is too late to act, this danger will be removed.

The United States of America has the sovereign authority to use force in assuring its own national security. That duty falls to me, as Commander-in-Chief, by the oath I have sworn, by the oath I will keep.

Recognizing the threat to our country, the United States Congress voted overwhelmingly last year to support the use of force against Iraq. America tried to work with the United Nations to address this threat because we wanted to resolve the issue peacefully. We believe in the mission of the United Nations. One reason the U.N. was founded after the second world war was to confront aggressive dictators, actively and early, before they can attack the innocent and destroy the peace.

In the case of Iraq, the Security Council did act, in the early 1990s. Under Resolutions 678 and 687—both still in effect—the United States and our allies are authorized to use force in ridding Iraq of weapons of mass destruction.

This is not a question of authority, it is a question of will.

Last September, I went to the U.N. Security Council and urged the nations of the world to unite and bring an end to this crisis. On November 8th, the Security Council unanimously passed Resolution 1441, finding Iraq in material breach of its obligations, and warning of serious consequences if Iraq did not comply and immediately disarm.

Today, no nation can possibly claim that Iraq has disarmed. And it will not disarm until Saddam Hussein holds power. For the past year and-a-half months, the United States and its allies have worked within the Security Council to enforce that Council's long-standing demands. Yet, some permanent members of the Security Council have publicly announced that they will veto any resolution that compels Iraq to disarm. These governments have made an assessment of the danger, but not our assessment. They will not meet it. Many nations, however, do have the courage, resolve and fortitude to act against this threat to peace, and a broad coalition is now forming to enforce the just demands of the United Nations Security Council. We will rise up to its responsibilities, so we will rise up to the challenge.

In recent days, some governments in the Middle East have been doing their part. They have delivered public and private messages urging the dictator to leave Iraq, so that the situation can proceed peacefully. He has far refused. All the decades of deceit and cruelty have now reached an end. Saddam and his sons must leave Iraq within a reasonable time. Their refusal to do so will result in a conflict, commenced at a time of our choice. For their own safety, all foreign nationals, including journalists and inspectors, must leave Iraq immediately.

is can hear me tonight in a translation broadcast, and I have a message for you. We must begin a military campaign, it is directed against the lawless men who have destroyed your country and not against you. As our enemies take away their power, we will deliver you food and medicine you need. We will dismantle the apparatus of terror and we will begin to build a new Iraq that is prosperous. In a free Iraq, there will be no more aggression against your neighbors, no more gas factories, no more executions of prisoners, no more torture chambers and rape. The tyrant will soon be gone. The day of liberation is near.

It is not too late for Saddam Hussein to remain in power and protect your country by permitting the peaceful entry of coalition forces to disarm your weapons of mass destruction. Our coalition will give Iraqi military units clear instructions on actions they can take to avoid being attacked and destroyed. I urge every member of the Iraqi military and intelligence services, if war comes, do not fight for a dying regime that is not worth your own life.

Iraqi military and civilian personnel have listened carefully to this warning. In any case, your fate will depend on your action. Do not destroy oil wells, a source of wealth for the Iraqi people. Do not obey orders to use weapons of mass destruction against anyone, including the Iraqi people. War criminals will be prosecuted. War criminals will be punished. And it will be no defense to say you were just following orders."

Saddam Hussein choose confrontation, the American people can know that every effort has been taken to avoid war, and every effort will be taken to win it. Americans

understand the costs of conflict because we have paid them in the past. War has no certainty, except the certainty of sacrifice.

Yet, the only way to reduce the harm and duration of war is to apply the full force and might of our military, and we are prepared to do so. If Saddam Hussein attempts to cling to power, he will remain a deadly foe until the end. In desperation, he and terrorist groups might try to conduct terrorist operations against the American people and our friends. These attacks are not inevitable. They are, however, possible. And this very fact underscores the reason we cannot live under the threat of blackmail. The terrorist threat to America and the world will be diminished the moment that Saddam Hussein is disarmed.

Our government is on heightened watch against these dangers. Just as we are preparing to ensure victory in Iraq, we are taking further actions to protect our homeland. In recent days, American authorities have expelled from the country certain individuals with ties to Iraqi intelligence services. Among other measures, I have directed additional security of our airports, and increased Coast Guard patrols of major seaports. The Department of Homeland Security is working closely with the nation's governors to increase armed security at critical facilities across America.

Should enemies strike our country, they would be attempting to shift our attention with panic and weaken our morale with fear. In this, they would fail. No act of theirs can alter the course or shake the resolve of this country. We are a peaceful people—yet we're not a fragile people, and we will not be intimidated by thugs and killers. If our enemies dare to strike us, they and all who have aided them, will face fearful consequences.

We are now acting because the risks of inaction would be far greater. In one year, or five years, the power of Iraq to inflict harm on all free nations would be multiplied many times over. With these capabilities, Saddam Hussein and his terrorist allies could choose the moment of deadly conflict when they are strongest. We choose to meet that threat now, where it arises, before it can appear suddenly in our skies and cities.

The cause of peace requires all free nations to recognize new and undeniable realities. In the 20th century, some chose to appease murderous dictators, whose threats were allowed to grow into genocide and global war. In this century, when evil men plot chemical, biological and nuclear terror, a policy of appeasement could bring destruction of a kind never before seen on this earth.

Terrorists and terror states do not reveal these threats with fair notice, in formal declarations—and responding to such enemies only after they have struck first is not self-defense, it is suicide. The security of the world requires disarming Saddam Hussein now.

As we enforce the just demands of the world, we will also honor the deepest commitments of our country. Unlike Saddam Hussein, we believe the Iraqi people are deserving and capable of human liberty. And when the dictator has departed, they can set an example to all the Middle East of a vital and peaceful and self-governing nation.

The United States, with other countries, will work to advance liberty and peace in that region. Our goal will not be achieved overnight, but it can come over time. The power and appeal of human liberty is felt in every life and every land. And the greatest power of free-

dom is to overcome hatred and violence, to turn the creative gifts of men and women to the pursuits of peace.

That is the future we choose. Free nations have a duty to defend our people by uniting against the violent. And tonight, as we do so, before, America and our allies assume their responsibility.

Good night, and may God continue to bless America.

**Acceptance speech** A speech given in response to a formal nomination to office that is designed to establish the nominee as a competent leader in the minds of supporters and to win approval. They also refer to a speech given in response to the formal presentation of an award or honor that is designed to express sincere appreciation for the honor.

**Conclusion** The last step of the Motivated Sequence method of organizing speeches in which the speaker clearly and directly states what response is desired from the audience.

**Coherence** The ability of a speech to fit the needs of the occasion and the audience very well with the intended message of the speaker.

**Debate** The team or speaker in a debate who supports the topic under discussion.

**After-dinner speaking** A speech presented at the end of a meal that may have a serious purpose but is primarily designed for entertainment.

**Amendment** A change in a bill or motion that adds to or deletes information.

**Analogy** A comparison between two things. A literal analogy compares similar things, such as comparing two boats. A figurative analogy compares things that function similarly but are not the same, such as comparing a computer to the human brain.

**Analysis of the audience** This process involves learning as much as possible about the audience members either by inferring basic information about their demographics, interests, and attitudes or by doing a formal survey of them. This information is used to tailor the message specifically to their needs.

**Anecdote** A short story or recalling of an incident, usually humorous.

**Summary speech** The purpose of this speech is to recall events of the past and to emphasize their importance to the present while indicating how they might serve as guides for the future.

**Attention** The first step of the Motivated Sequence method of organizing speeches in which the speaker captures the focus and imagination of the listeners.

**Community** The group of listeners in any public speaking situation who make the communication transaction with the speaker complete.

**Compelling appeals** Persuasive messages designed to be attractive to the human sense of

**Background data** General information about a company or person that gives the interviewer a sense of the communication context for the interview. This could include information on the history of the company, what they produce and how they produce it, management structure, career history of the interviewee, and so forth.

**Bodily actions** See “Body language.”

**Body language** A type of nonverbal communication that involves use of the body, such as gestures, posture, or movement.

**Captive audience** A group of listeners in a public speaking setting who are not in attendance first and foremost for the pleasure of hearing the speaker, but are rather in attendance due to other requirements.

**Character studies** The presentation of significant events in a person’s life in terms of how the person responded to the events and how those events shaped who they became; what they valued; usually used in a speech of tribute.

**Chronological** Following an ordered pattern based on the flow of time; for example, from past to present to future.

**Clarifying** Active listening technique of asking questions that invite the speaker to provide more specific information about statements being made, examples to illustrate the meaning, or definitions of terms and ideas.

**Codes** Symbols, commonly agreed upon, used to express the thoughts, feelings, and meanings between people of a community; may be verbal or nonverbal.

**Commemoration** To honor, remember, or recognize with a formal observation.

**Commemorative** To have the nature of a commemoration.

**Commencement address** Speech presented in honor of graduates at a commencement ceremony.

**Commentary** A subjective analysis of one side or aspect of a controversial topic presented in a mass media setting.

**Common values** Identification of particular values held in mutual regard by the speaker and the audience.

**Communication** Intentional or unintentional words, actions, or symbols that are interpreted.

**audience apprehension** The natural nervousness that occurs when speaking with others, usually in a public setting; commonly called “stage fright.”

**conclusion** The last part of a speech, which summarizes and emphasizes the speaker’s

**confidence** In public speaking, this refers to the attitude of the speaker that springs from being prepared and well rehearsed, and inspires the audience to assign credibility to the speaker in return.

**opening speech** The first speech given by a speaker in a debate, which presents or argues a case for acceptance or rejection of a topic.

**context** The environment in which a communication transaction takes place, which has various degrees of influence on the exchange of meanings.

**debate** See “Debatable proposition.”

**fluency** The ability to make a well-planned public presentation flow at a rate and quality found in regular interpersonal conversation.

**goal** To persuade.

**group effort** This is achieved when members of a group are successfully able to combine, and present information together as a group.

**counterarguments** Arguments made in response to original arguments, usually from an opposing viewpoint.

**credibility** The quality or qualities of a speaker or of sources of information that an audience perceives as trustworthy, competent, and dynamic.

**feedback** Feedback designed to benefit the communicator by helping the speaker know how his or her messages are being perceived by others.

**interrogation** In a debate, this is the process of asking the speaker questions to gain information and to clarify what the speaker said.

**topic proposition** A proposal that has at least two clearly distinguishable (and opposing) points of view in which the speakers have an interest; a controversy.

**debate** A contest in which the affirmative and negative sides of a proposition are argued by opposing speakers.

**interpretation** The process of interpreting a message.

**Dedication speech** A speech of commemoration, usually part of a ceremony.

**Demonstration** This speech features the physical display and assembly of steps in a process while explaining each along the way.

**Dialogue** Conversation between two or more individuals.

**Disadvantages** In debate, these are problems showing that a team's position is unworkable and undesirable.

**Dramatic story line** The narrative or "plot" of a broadcast or film production.

**Dynamic** The quality of a speaker's presentation style that indicates enthusiasm for the message and a confident delivery.

**Elements of composition** The various aspects that combine to form the substance of a work of art; in film, for example, these would include acting, scriptwriting, costume design, makeup, set design, and so on.

**Emotion** The feelings, or passions, of audience members.

**Encoding** The process of constructing a message.

**Entertain** To capture and hold the attention and imagination of the audience.

**Ethics** Moral principles or values that guide the communicator in choosing and presenting ideas and materials to an audience.

**Eulogy** A speech of praise that is delivered in honor or commemoration of someone who is living or dead.

**Evidence** Materials offered to listeners in support of claims, including examples, testimony, statistics, visual aids, and so forth.

**Extemporaneous** A speech given with an outline or a few notes.

**Eye contact** To maintain connection with members of an audience by looking directly at them in the eye while delivering a public address.

**Facilitator** One whose function in a group discussion is primarily to keep the discussion flowing and focused on the announced topic.

**Farewell speech** Formal remarks given in recognition of one's imminent departure.

**Felicitations** Remarks designed to create feelings of happiness and goodwill.

**experience** In the transactional model of communication, this refers to the sum of experiences each communicator brings to the communication exchange that the individual's perceptions of, and responses to, the communication process.

**view** A critique of a book, film, or other artistic endeavor that has been well thought of for clarity of purpose, thorough research, clear organization, and thoughtful choices.

the exchange of questions and answers between a speaker and an audience.

**entials of preparation** See chapters two through five in Unit One.

kind, or type, as in works of literature, art, and so on.

**ess** Sincerity.

Arm and hand movements used to illustrate a spoken message.

An attitude reflecting the belief that the speaker is charitable toward the audience's view that the speaker has the audience's best interests at heart.

In debate, this is the problem which requires the proposed solution.

Showing respect for the worth of another person.

The art or skill of the speaker to evoke laughter in an audience.

**U** A speech given with little or no advance preparation.

**motions** In parliamentary procedure, these motions are neither privileged nor substantive but may be required in the course of the proceedings. They have no precedence over the other categories of motions do.

to instruct; to provide information.

In debate, this refers to any quality of the present system that prevents or hinders a problem from being resolved.

**summaries** Brief restatements of key thoughts covered in significant sections of a speech, usually provided to the audience before moving on to another substantial point in the speech.

A conversation between two or more people characterized by one party inquiring and asking questions by the other(s) for the purposes of gaining information and

**Introduction** The beginning of a speech, which should get the audience's attention, give them a reason to listen, and introduce the topic.

**Introductory statement** An opening statement of a speech that captures the essential purposes of a full introduction: getting the audience's attention, stating your topic clearly, and showing enthusiasm for it.

**Keynote** Usually the first address at a conference, convention, or meeting that identifies the key issues participants will address and generates enthusiasm for the work.

**Lecture forum** An informative speech followed by a period of questions from the audience.

**Logic** The use of careful reasoning that follows the formulas of standard classical thinking patterns such as deduction, induction, and reasoning by analogy.

**Manuscript** A complete text of a speech that is used as speaking notes.

**Messages** Meaningful information exchanged between two communicators.

**Mood** In public speaking, this refers to the emotional environment in a speech setting, as well as the emotional context of the topic and the speaker's delivery.

**Motion** A formal proposal for action or change to be debated by selected speakers or a group.

**Motivated Sequence** A five-point strategy of organization developed by Alan H. Hirsch. The steps are Attention, Need, Satisfaction, Visualization, and Action.

**Multivoiced** Using several voices to communicate a single message; usually referred to in radio or television productions.

**Need** The second step in the Motivated Sequence method of organizing speeches. The problem, or need for the plan, is fully discussed.

**Negative** The team or person in a debate who opposes or disagrees with the resolution under discussion.

**Noise** Interference of any kind that makes a communication transaction unsuccessful.

**Nominating speech** This speech places the name of a candidate for office before the audience and offers reasons why voters should support that candidate.

**Nonverbal communication** Any message not involving words such as gestures, facial expressions, voice, facial expressions, or symbols.

**Book review** A critique of a book presented in a speech format.

**Interpretation** A spoken presentation of a written work emphasizing the emotional meaning of the piece as understood by the speaker.

**Agenda** The sequence of topics to be addressed by a decision-making body.

**Model method** A general model for coordinating main ideas and supporting details in a way that can be easily followed or anticipated by an audience.

The main features of a speech usually presented in sentences, phrases, or single words.

**Discussion** A group of people trying to solve a problem through discussion.

**Performance** A performance using only body language to tell a story.

**Paraphrasing** Taking someone else's thoughts and putting them into your own words as a way of summarizing them.

**Parliamentary procedure** A recognized procedure for conducting a business meeting in a formal manner.

**Persuasion** The process of influencing another to change, modify, or adopt an attitude or action.

**Provocation** Something that upsets or disturbs you or causes you to react negatively.

**Plagiarism** To take someone else's work and represent it as your own.

In a debate, this refers to the proposed solution offered by a debate team to resolve the issue being debated.

to maintain a calm, steady, gracious, and assured manner.

A collection of works produced by the student, designed to illustrate the student's progress and show the levels of accomplishment in development of communication skills.

The position of your body.

**Order of motions** The established order of priority of parliamentary motions in relation to other possible motions that may be made.

**Oratory** The process of planning and rehearsing the speech before the delivery of it in front of an audience.

**Preparation time** In contest speaking, this is a strictly limited amount of time the collection and organization of materials into presentation-ready format.

**Presentation speech** A speech (usually brief) made in honor of a recipient that highlights the purpose of the award, its history and meaning, and the traits of the that qualify that person to receive the award.

**Problem-solving** The process of discussion, coordination of ideas, and developing agreement on ways to resolve a problematic situation.

**Proofreading** The careful scrutiny of a written document, paying especially close attention to grammar, spelling, punctuation, and word choice.

**Proposition** A topic for group discussion, sometime phrased in the form of a question.

**Purpose** The goal of a presentation, or what the speaker hopes to accomplish by the presentation.

**Rebuttal speech** The second speech given by a debater, which responds to the arguments.

**Recapitulation** Restating a point or points.

**Redundancy** The repetition of the same ideas or word choices in the same speech.

**Rephrase** In a forum, this refers to the occasion when the speaker restates, condenses, or summarizes the meaning of an audience member's question before attempting to answer it.

**Sales** The use of communication to persuade consumers to purchase goods or services.

**Salutation** The expression of a courteous greeting in a speech, letter, or ceremonial address.

**Satisfaction** The third step in the Motivated Sequence method of organizing speech, in which the solution to the problem presented earlier is discussed.

**Self-disclosure** The act of revealing personal information about yourself that would otherwise remain unknown to listeners.

**Signposts** Verbal signals within a speech that indicate a sequence of ideas to the audience. For example, "First, . . ." "Second, . . ." or "Next, . . ." etc.

**Simile** When two unlike things are compared using such words as *like* or *as* to make a comparison, e.g. "He's as sharp as a tack."

**of information** Credible, professional, authoritative origins of facts, statistics, quotations, and other materials used to develop a speech, e.g. national news reports or broadcasts, books, and personal interviews with experts on the topic.

**ght (speech anxiety)** See “Communication Apprehension.”

**ues** The major requirements or issues an affirmative team must include in a speech.

Using few words; concise.

**ing statement** A single statement that serves the basic function of putting the previously spoken ideas in a brief form for review.

**m** A presentation involving several speakers, each of whom discusses a different problem.

the major idea being discussed in a speech.

**ter** The person who presides at a dinner and who is responsible for introducing speakers, and programs.

**s** A connecting statement between two main ideas or sections of a speech, created by referring to the previously discussed idea and previewing the next idea to be discussed in the same sentence.

See “Eulogy.”

Using only one voice.

a wide range of different approaches or options.

**munication** A message that relies on the use of words, either spoken or written.

**ds** Photos, objects, models, transparencies, videos, and other means of assisting the audience to literally see what the speaker is talking about.

**tion** The fourth step in the Motivated Sequence method of organizing speeches in which the speaker uses vivid imagery to help an audience imagine what the world would be like if the speaker’s proposal is enacted (may also be used to help listeners imagine what the world would be like if the speaker’s proposal is not enacted).

**alities** The various aspects of vocal delivery such as tone, rate, pitch, volume, and fluency of the voice.

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