

THIRTEENTH EDITION

THE ART OF **PUBLIC SPEAKING**

STEPHEN E. LUCAS

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The Art of Public Speaking

THIRTEENTH EDITION

Stephen E. Lucas

University of Wisconsin—Madison

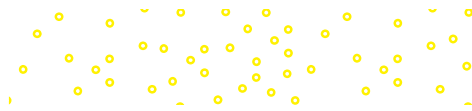
with

Paul Stob

Vanderbilt University

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THE ART OF PUBLIC SPEAKING, THIRTEENTH EDITION

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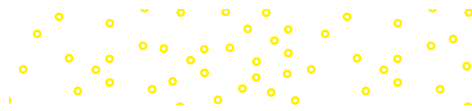
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About the Author

Stephen E. Lucas is Professor of Communication Arts and Evjue-Bascom Professor in the Humanities at the University of Wisconsin–Madison. He received his bachelor’s degree from the University of California, Santa Barbara, and his master’s and doctorate degrees from Penn State University.

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

Professor Lucas has received a number of teaching awards, including the Chancellor’s Award for Excellence in Teaching at the University of Wisconsin and the National Communication Association’s Donald Ecroyd Award for Outstanding Teaching in Higher Education. He is featured in the Educational Video Group’s program on the history of American public address, and he appeared on the History Channel’s documentary on the Declaration of Independence.

Professor Lucas has directed the introductory public speaking course at the University of Wisconsin–Madison since 1973. Over the years he has been responsible for numerous teaching innovations and has supervised the training of hundreds of graduate assistants. He has also served as a judge for the major national English-language public speaking competitions in China, has lectured at numerous Chinese universities, has conducted workshops for Chinese instructors on teaching public speaking, and has been instrumental in the development of public speaking as a dedicated course in the English curriculum of Chinese universities. *The Art of Public Speaking* has been translated into several languages, including Chinese, Portuguese, Korean, Romanian, and Japanese.

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



Courtesy of Stephen Lucas



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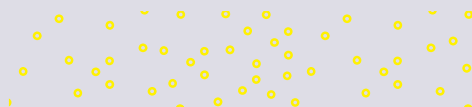
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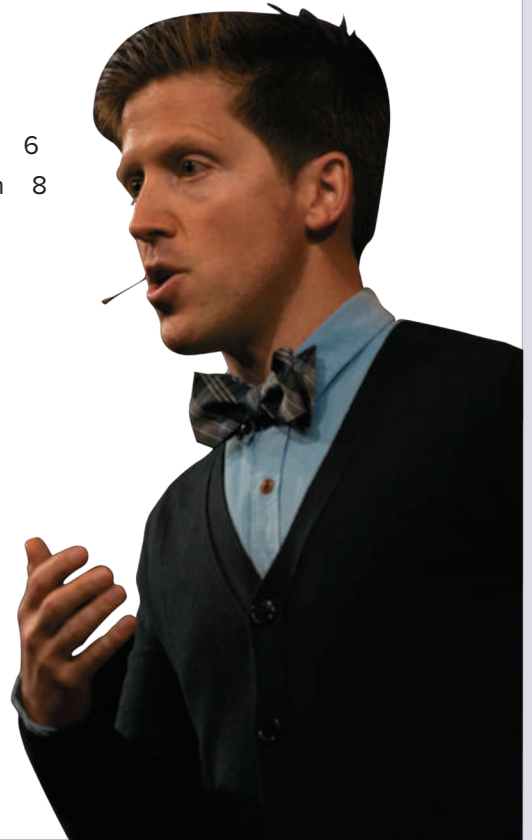
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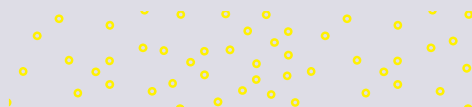
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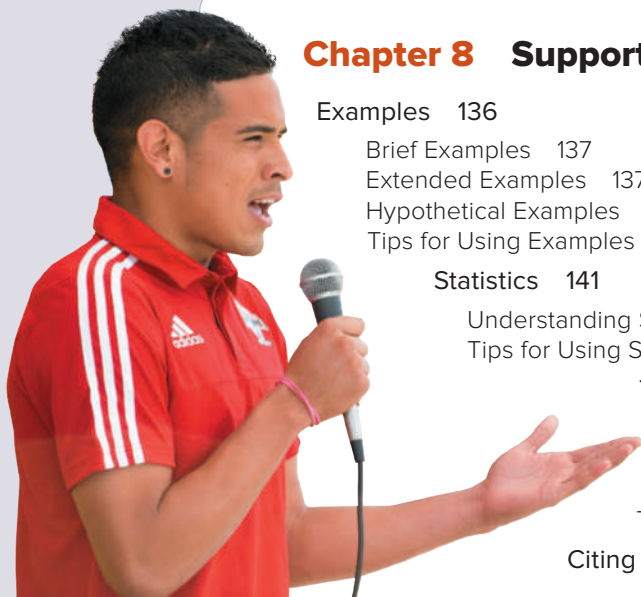
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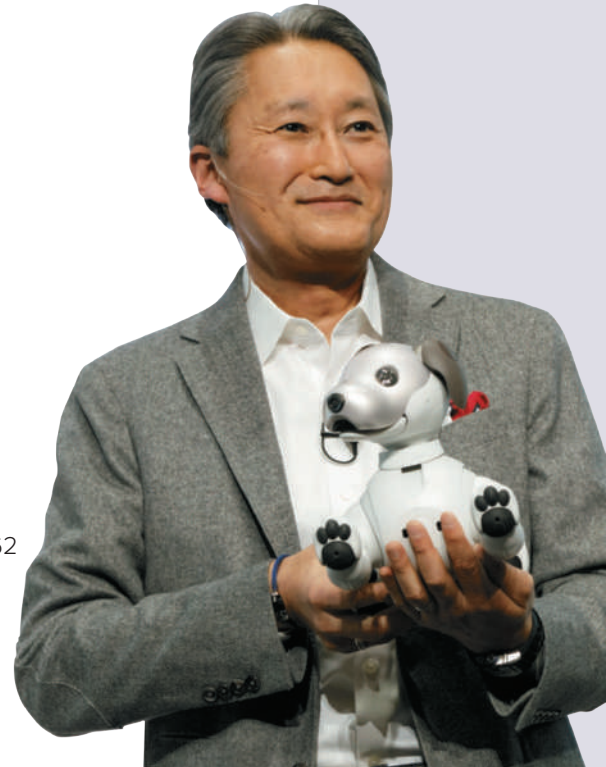
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A Note from the Author

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

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

It also follows David Hume's advice that one "who would teach eloquence must do it chiefly by examples." Whenever possible, I have tried to *show* the principles of public speaking in action in addition to describing them. Thus you will find in the book a large number of narratives, speech excerpts, and full sample speeches that illustrate the principles of effective public speaking.

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

Because speeches are performative acts, students need to be able to view speakers in action as well as to read their words on the printed page. *The Art of Public Speaking* has an extensive video program that is available both on DVD and on Connect, McGraw-Hill's online learning platform. The video program includes over 40 full student speeches, plus more than 60 speech excerpts. Eleven of the full speeches and 18 of the excerpts are new to this edition.

Connect also provides a wide range of teaching and learning resources in addition to the speech videos. These resources include SmartBook, hands-on study tools, critical-thinking exercises, speech-analysis questions, worksheets, assessment forms, and more. Taken together, *The Art of Public Speaking* and the digital resources available on Connect provide a time-tested interactive public speaking program that meets the needs of students and teachers alike.

The Art of Public Speaking has changed over the years in response to changes in technology, student demographics, and instructional needs. But it has never lost sight of the fact that the most important part of speaking is thinking. The ability to think critically is vital to a world in which personality and image too often substitute for thought and substance. While helping students become capable, responsible speakers, *The Art of Public Speaking* also aims to help them become capable, responsible thinkers who value the role of civil discourse in a democratic society.

Highlights of the Thirteenth Edition of *The Art of Public Speaking*

Fully updated for the thirteenth edition, the award-winning *Art of Public Speaking* offers a time-tested approach that has made it the most widely used college textbook on its subject in the world. Seamlessly coordinated with Connect, McGraw-Hill Education's pathbreaking online program, it supplies a proven set of teaching and learning tools that is without parallel among public speaking books.

For experienced instructors, *The Art of Public Speaking* presents a solid, fully customizable foundation and an abundance of teaching aids from which to choose, allowing for complete teaching flexibility in the course. For novice instructors, its wisdom, steady hand, and unmatched ancillary package instill confidence and build success in the classroom from day one.

- **New chapter on presenting online speeches.** This chapter gives students the guidance they need for effective online speaking. Distinguishing between recorded and real-time online speeches, it explains the unique features of each and how students can adapt to those features when preparing, rehearsing, and delivering their speeches. Practical guidelines help students control the visual environment, create a suitable relationship with the online audience, and use online presentation software skillfully and professionally. A full sample speech with commentary illustrates the principles of effective online speaking in action. Video of the speech is available on DVD and Connect, in both final and needs improvement versions.
- **New full student speeches.** *The Art of Public Speaking* video program is designed to bridge the gap between the written page and the spoken word. Toward this end, the thirteenth edition has 11 new full speeches for analysis and discussion, all of which are available in both print and digital formats. They include two new speeches of self-introduction, two new informative speeches (including a demonstration speech), a new persuasive speech, a new commemorative speech, and a new online speech—plus four new needs improvement speeches.
- **Other video resources.** *The Art of Public Speaking's* video program also includes more than 60 speech excerpts that are fully integrated into the eBook. Students can access these excerpts—along with full speeches—as they read the book to see the principles of public speaking in action. Whether a full speech or an excerpt, each video illustrates specific skills and concepts from the text.
- **Improved coverage of introduction and conclusions.** Chapter 10 features new sample introductions and conclusions with commentary, both of which are also available on video. The chapter also includes a new section on using visual aids to gain attention and interest at the start of a speech.
- **Fresh real-world examples.** Every chapter of *The Art of Public Speaking* opens with an engaging and relevant example, and dozens of additional examples appear throughout the chapters, each demonstrating the importance of public speaking in school, business, and social settings. As in every edition, examples have been updated for currency, relevance, and interest.
- **Improved discussion of audience analysis.** Chapter 6, on audience analysis, has been fine-tuned to take account of changes in audience demographics and

public attitudes. This is most evident in the treatment of gender and sexual orientation, but there are changes throughout the chapter to keep it up to date.

- **Updated MLA and APA citation models.** Chapter 7, on gathering materials, presents all-new sample bibliography entries, reflecting the latest MLA and APA citation formats to help students correctly cite academic, digital, and other sources. As in each edition, the chapter as a whole has been revised to reflect technological changes.
- **Enhanced discussion of presentation technology.** Guidance on the use of visual aids and presentation technology has been updated in accord with current developments. Best practices are illustrated by abundant examples in the book and on speech videos.

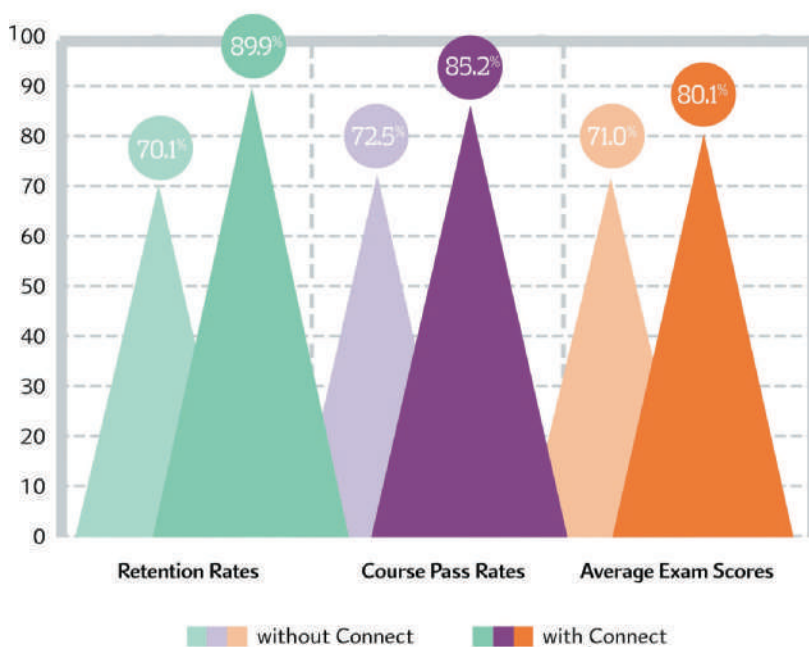
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CONNECT EBOOK

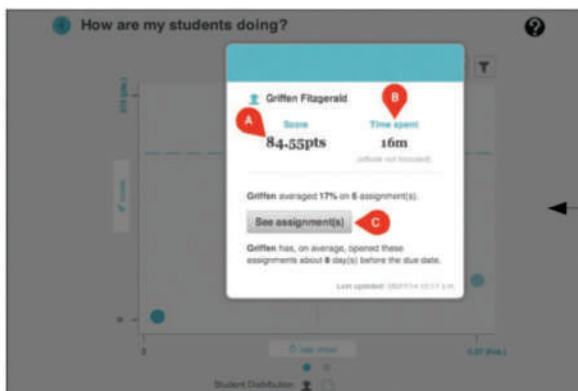
The Connect eBook makes it easy for students to access their study material on smartphones and tablets. They can study on the go and don't need Internet access to use the eBook with full functionality.

INSIGHT ANALYTICS

Connect Insight® provides instructors easy-to-read reports on individual students, on the class as a whole, and on specific assignments. The Connect Insight dashboard delivers data on performance, study behavior, and effort. Instructors can quickly identify students who are struggling and can help them focus on material that they need to master.



Connect Insight shows instructors how many students have completed an assignment, how long they spent on the task, and how they scored.



With Connect Insight, instructors can see, at a glance, individual student performance: analytics showing student investment in assignments, and success at completing them, help instructors aid those who are at risk.

LEARNSMART REPORTS

LearnSmart Instructor Reports make it easy to pinpoint the help individual students need to improve their performance. Reports also identify concepts and learning objectives that may be unclear to the class as a whole. With this information, instructors can target areas for discussion and review.

Some key LearnSmart reports include:

Progress Overview report—View student progress for all LearnSmart modules, including how long students have spent working in each module and which modules they have used outside of those that were assigned.

Missed Questions report—Identify specific LearnSmart probes, organized by chapter, that are problematic for students.

Most Challenging Learning Objectives report—Learn which topics are most challenging for your students. Reports are organized by chapter and include specific page references. Use this information to tailor your lecture time and assignments to cover areas that require additional attention and practice.

Metacognitive Skills report—View statistics showing how knowledgeable your students are about their own comprehension and learning.

SPEECH CAPTURE

Designed for use in face-to-face, real-time classrooms, as well as online courses, Speech Capture allows instructors to evaluate their students' speeches using fully customizable rubrics. Instructors can also create and manage peer review assignments and upload videos on behalf of students for optimal flexibility.

Students can access rubrics and leave comments when preparing self-reviews and peer reviews. They can easily upload a video of their speech from their hard drive or use Connect's built-in video recorder. Students can even attach and upload additional files or documents, such as a works-cited page or a PowerPoint presentation.

Peer Review—Peer review assignments are easier than ever. Create and manage peer review assignments and customize privacy settings.

Speech Assessment—Speech Capture lets instructors customize assignments, including self-reviews and peer reviews. Connect saves frequently used comments so instructors can apply them in multiple reviews.

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*Stephen E. Lucas
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The Art of Public Speaking

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Public Speaking in a Multicultural World

Growing up in Oklahoma, Josh Shipp had no intention of becoming a public speaker. Abandoned by his birth mother, Shipp bounced around the foster care system for most of his childhood. Neglected and abused, he became addicted to drugs, tried to take his own life, and ended up in jail. Then, at age 17, at his lowest point, his foster parent told him: “We don’t see you as a problem, we see you as an opportunity.”

It dawned upon Josh that his life mattered. He realized that “one caring adult” was all it took to change someone’s life. Since that time, he has devoted himself to helping the hopeless. He became an advocate for children in foster care and began working with at-risk teenagers. Today he is a nationally recognized teen expert who has been praised for his ability to help kids and parents alike work through tough situations.

How has Josh achieved all this? Partly through his determination, partly through his dedication to helping others, and partly through his passion for life. But also essential is his ability to communicate with people through public speaking.

In a TEDx Talk that has been viewed online more than 4 million times, Josh shared his story of growing up in the foster care system and of realizing that his life had meaning. But he also challenged his audience by telling them, “The difference between a statistic and a success story is you.” With this line, Josh turned his personal experience into a call for others to help improve the world.



If you had asked Josh early in his life, “Do you see yourself as an important public speaker?” he would have laughed at the idea. Yet today he has spoken in person to an estimated 2 million people. He has lectured at Harvard, MIT, Stanford, and UCLA. He has appeared on such media outlets as *CNN*, *MTV*, *Lifetime*, and *Oprah*. His message of help and hope has touched people across the country. In the words of one listener, “If his story doesn’t change the way you look at life, I don’t know what will.”

The Power of Public Speaking

Throughout history people have used public speaking as a vital means of communication. What the Greek leader Pericles said more than 2,500 years ago is still true today: “One who forms a judgment on any point but cannot explain” it clearly “might as well never have thought at all on the subject.”¹ Public speaking, as its name implies, is a way of making your ideas public—of sharing them with other people and of influencing other people.

During modern times, many women and men around the globe have spread their ideas and influence through public speaking. In the United States, the list includes Franklin Roosevelt, Billy Graham, Cesar Chavez, Barbara Jordan, Martin Luther King, Ronald Reagan, Hillary Clinton, and Barack Obama. In other countries, we have seen the power of public speaking employed by people such as Margaret Thatcher, Nelson Mandela, and Malala Yousafzai.

As you read these names, you may think to yourself, “That’s fine. Good for them. But what does that have to do with me? I don’t plan to be a president or a preacher or a crusader for any cause.” Nevertheless, the need for public speaking will almost certainly touch you sometime in your life—maybe tomorrow, maybe not for five years. Can you imagine yourself in any of these situations?

You are one of seven management trainees in a large corporation. One of you will get the lower-management job that has just opened. At a large staff meeting you and the other trainees will each discuss the project he or she has been developing. One by one your colleagues make their presentations. They have no experience in public speaking and are intimidated by the higher ranking managers present. Their speeches are stumbling and awkward. You, however, call upon all the skills you learned in your public speaking course. You deliver an informative talk that is clear, well reasoned, and articulate. You get the job.

One of your children has a learning disability. You hear that your local school board has decided, for budget reasons, to eliminate the special teacher who has been helping your child. At an open meeting of the school board, you stand up and deliver a thoughtful, compelling speech on the necessity for keeping the special teacher. The school board changes its mind.

You are the assistant manager in a branch office of a national company. Your immediate superior, the branch manager, is about to retire and there will be a retirement dinner. All the executives from the home office will attend. As his close working associate, you are asked to give a farewell toast at the party. You prepare and deliver a speech that is both witty and touching—a perfect tribute to your boss. After the speech, everyone

applauds enthusiastically, and a few people have tears in their eyes. The following week you are named branch manager.

Fantasies? Not really. Any of these situations could occur. In a recent survey of more than 200 employers, respondents stated that the most important skill they want from job applicants is the “ability to verbally communicate with persons inside and outside the organization.” In another survey, 1,200 job recruiters reported that one skill was more important and harder to find than any other. That skill? Effective communication.²

The importance of such skills is true across the board—for accountants and architects, teachers and technicians, scientists and stockbrokers. Even in highly specialized fields such as civil and mechanical engineering, employers consistently rank the ability to communicate above technical knowledge when deciding whom to hire and whom to promote.

Businesses are also asking people to give more speeches in the early stages of their careers, and many young professionals are using public speaking as a way to stand out in today’s highly competitive job market.³ In fact, the ability to speak effectively is so prized that college graduates are increasingly being asked to give a presentation as part of their job interview.

Nor has the growth of the Internet and other new technologies reduced the need for public speaking. In this age of Instagram and Twitter, businesses are concerned that college graduates are losing the ability to talk in a professional way. As career expert Lindsey Pollak states, “It’s so rare to find somebody who has that combination of really good technical skills and really good verbal communication skills. You will be head and shoulders above your colleagues if you can combine those two.”⁴

The same is true in community life. Public speaking is a vital means of civic engagement. It is a way to express your ideas and to have an impact on issues that matter in society. As a form of empowerment, it can—and often does—make a difference in things people care about very much. The key phrase here is “make a difference.” This is what most of us want to do in life—to make a difference, to change the world in some small way. Public speaking offers you an opportunity to make a difference in something you care about very much.

The Tradition of Public Speaking

Given the importance of public speaking, it’s not surprising that it has been taught and studied around the globe for thousands of years. Almost all cultures have an equivalent of the English word “orator” to designate someone with special skills in public speaking. The oldest known handbook on effective speech was written on papyrus in Egypt some 4,500 years ago. Eloquence was highly prized in ancient India, Africa, and China, as well as among the Aztecs and other pre-European cultures of North and South America.⁵

In classical Greece and Rome, public speaking played a central role in education and civic life. It was also studied extensively. Aristotle’s *Rhetoric*, composed during the third century B.C., is still considered the most important work on its subject, and many of its principles are followed by speakers (and writers) today. The great Roman leader Cicero used his speeches to defend liberty and wrote several works about oratory in general.

Over the centuries, many other notable thinkers have dealt with issues of rhetoric, speech, and language—including the Roman educator Quintilian, the

Christian preacher St. Augustine, the medieval writer Christine de Pizan, the British philosopher Francis Bacon, and the American critic Kenneth Burke. In recent years, communication researchers have provided an increasingly scientific basis for understanding the methods and strategies of effective speech.

Your immediate objective is to apply those methods and strategies in your classroom speeches. What you learn, however, will be applicable long after you leave college. The principles of public speaking are derived from a long tradition and have been confirmed by a substantial body of research. The more you know about those principles, the more effective you will be in your own speeches—and the more effective you will be in listening to the speeches of other people.

Similarities Between Public Speaking and Conversation

How much time do you spend each day talking to other people? The average adult spends about 30 percent of her or his waking hours in conversation. By the time you read this book, you will have spent much of your life perfecting the art of conversation. You may not realize it, but you already employ a wide range of skills when talking to people. These skills include the following:

1. *Organizing your thoughts logically.* Suppose you were giving someone directions to get to your house. You wouldn't do it this way:

When you turn off the highway, you'll see a big diner on the left. But before that, stay on the highway to Exit 67. Usually a couple of the neighbors' dogs are in the street, so go slow after you turn at the blinking light. Coming from your house you get on the highway through Maple Street. If you pass the taco stand, you've gone too far. The house is blue.

Instead, you would take your listener systematically, step by step, from his or her house to your house. You would organize your message.

2. *Tailoring your message to your audience.* You are a geology major. Two people ask you how pearls are formed. One is your roommate; the other is your nine-year-old niece. You answer as follows:

To your roommate: "When any irritant, say a grain of sand, gets inside the oyster's shell, the oyster automatically secretes a substance called nacre, which is principally calcium carbonate and is the same material that lines the oyster's shell. The nacre accumulates in layers around the irritant core to form the pearl."

To your niece: "Imagine you're an oyster on the ocean floor. A grain of sand gets inside your shell and makes you uncomfortable. So you decide to cover it up. You cover it with a material called mother-of-pearl. The covering builds up around the grain of sand to make a pearl."

3. *Telling a story for maximum impact.* Suppose you are telling a friend about a funny incident at last week's football game. You don't begin with the punch line ("Keisha fell out of the stands right onto the field. Here's how it started. . ."). Instead, you carefully build up your story, adjusting your words and tone of voice to get the best effect.



Many skills used in conversation also apply in public speaking. As you learn to speak more effectively, you may also learn to communicate more effectively in other situations.
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4. *Adapting to listener feedback.* Whenever you talk with someone, you are aware of that person’s verbal, facial, and physical reactions. For example:

You are explaining an interesting point that came up in biology class. Your listener begins to look confused, puts up a hand as though to stop you, and says “Huh?” You go back and explain more clearly.

A friend has asked you to listen while she practices a speech. At the end you tell her, “There’s just one part I really don’t like—that quotation from the attorney general.” Your friend looks very hurt and says, “That was my favorite part!” So you say, “But if you just worked the quotation in a little differently, it would be wonderful.”

Each day, in casual conversation, you do all these things many times without thinking about them. You already possess these communication skills. And these are among the most important skills you will need for public speaking.

To illustrate, let’s return briefly to one of the hypothetical situations at the beginning of this chapter. When addressing the school board about the need for a special teacher:

- You *organize your ideas* to present them in the most persuasive manner. You steadily build up a compelling case about how the teacher benefits the school.
- You *tailor your message* to your audience. This is no time to launch an impassioned defense of special education in the United States. You must show how the issue is important to the people in that very room—to their children and to the school.
- You *tell your story* for maximum impact. Perhaps you relate an anecdote to demonstrate how much your child has improved. You also have statistics to show how many other children have been helped.
- You *adapt to listener feedback*. When you mention the cost of the special teacher, you notice sour looks on the faces of the school board members. So you patiently explain how small that cost is in relation to the overall school budget.

In many ways, then, public speaking requires the same skills used in ordinary conversation. Most people who communicate well in daily talk can learn to communicate just as well in public speaking. By the same token, training in public speaking can make you a more adept communicator in a variety of situations, such as conversations, classroom discussions, business meetings, and interviews.

Differences Between Public Speaking and Conversation

Despite their similarities, public speaking and everyday conversation are not identical. Imagine that you are telling a story to a friend. Then imagine yourself telling the story to a group of seven or eight friends. Now imagine telling the same story to 20 or 30 people. As the size of your audience grows, you will find yourself adapting to three major differences between conversation and public speaking:

1. *Public speaking is more highly structured.* It usually imposes strict time limitations on the speaker. In most cases, the situation does not allow listeners to interrupt with questions or commentary. The speaker must accomplish her or his purpose in the speech itself. Consequently, public speaking demands much more detailed planning and preparation than ordinary conversation. When preparing his TEDx Talk on making a difference in the life of a child, Josh Shipp spent almost a full year writing, revising, and rehearsing. That's detailed planning!

2. *Public speaking requires more formal language.* Slang, jargon, and bad grammar have little place in public speeches. Whether one is delivering a classroom speech, a TED Talk, a business presentation, or a famous work such as "I Have a Dream," the language should rise to the level of the occasion. Listeners usually react negatively to speakers who do not elevate and polish their language when addressing an audience. A speech should be "special."

3. *Public speaking requires a different method of delivery.* When conversing informally, most people talk quietly, interject stock phrases such as "like" and "you know," adopt a casual posture, and use what are called vocalized pauses ("uh," "er," "um"). Effective public speakers, however, adjust their voices to be heard clearly throughout the audience. They assume a more erect posture. They avoid distracting mannerisms and verbal habits.

With study and practice, you will master these differences and expand your conversational skills into speechmaking. Your speech class will provide the opportunity for this study and practice.

Developing Confidence: Your Speech Class

One of the major concerns of students in any speech class is stage fright. We may as well face the issue squarely. Many people who converse easily in all kinds of everyday situations become frightened at the idea of standing up before a group to make a speech.

If you are worried about stage fright, you may feel better knowing that you are not alone. A 2014 survey by researchers at Chapman University asked 1,500 participants from across the country to name their greatest fear. Public speaking

stage fright

Anxiety over the prospect of giving a speech in front of an audience.

topped the list. A 2012 study produced similar results, with 62 percent of respondents being terrified by the prospect of speaking in public. In comparison, only 43 percent said they were afraid of dying.⁶

In a different study, researchers concentrated on social situations and, again, asked their subjects to list their greatest fears. More than 9,000 people were interviewed. Here is the ranking of their answers:⁷

Greatest Fear

Public speaking

Speaking up in a meeting or class

Meeting new people

Talking to people in authority

Important examination or interview

Going to parties

Talking with strangers

Again, speechmaking is at the top in provoking anxiety.

NERVOUSNESS IS NORMAL

If you feel nervous about giving a speech, you are in very good company. Some of the greatest public speakers in history have suffered from stage fright, including Abraham Lincoln, Margaret Sanger, and Winston Churchill. The famous Roman orator Cicero said, “I turn pale at the outset of a speech and quake in every limb and in my soul.”⁸

Jennifer Lawrence, Conan O’Brien, and Oprah Winfrey all report being anxious about speaking in public. Early in his career, Leonardo DiCaprio was so nervous about giving an acceptance speech that he hoped he would not win the Academy Award for which he had been nominated. Eighty-one percent of business executives say public speaking is the most nerve-wracking experience they face.⁹ What comedian Jerry Seinfeld said in jest sometimes seems literally true: “Given a choice, at a funeral most of us would rather be the one in the coffin than the one giving the eulogy.”

Actually, most people tend to be anxious before doing something important in public. Actors are nervous before a play, politicians are nervous before a campaign speech, athletes are nervous before a big game. The ones who succeed have learned to use their nervousness to their advantage. Listen to legendary tennis player Roger Federer, speaking after his 2017 Wimbledon title match. No matter how much you practice, he said, you have to be able to perform “when the pressure comes of matches, the nerves, the stomach, when you’re not free and you’re tense.” Putting his butterflies to good use, Federer beat Marin Cilic in straight sets to win his eighth Wimbledon crown and his nineteenth Grand Slam championship.

Much the same thing happens in speechmaking. Most experienced speakers have stage fright before taking the floor, but their nervousness is a healthy sign that they are getting “psyched up” for a good effort. Novelist and lecturer I. A. R. Wylie once said: “I rarely rise to my feet without a throat constricted with terror and a furiously thumping heart. When, for some reason, I *am* cool and self-assured, the speech is always a failure.”