

**PRACTICAL
LESSONS IN PUBLIC
SPEAKING**

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Practical Lessons in Public Speaking by Arthur MacMurray

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ARTHUR MACMURRAY

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part outlines the various methods and tools used to collect and analyze data. This includes both traditional manual methods and modern digital technologies, highlighting the benefits of each approach.

3. The third section focuses on the challenges faced in data management and analysis. It identifies common issues such as data inconsistency, incomplete information, and the complexity of large datasets, and offers practical solutions to address these problems.

4. The fourth part discusses the role of data in decision-making and strategic planning. It explains how data-driven insights can help organizations identify trends, anticipate market changes, and make more informed choices.

5. The final section provides a summary of the key findings and recommendations. It stresses the need for a continuous and systematic approach to data management to ensure long-term success and growth.

INTRODUCTION.

The past few years have witnessed a great revival of interest in Public Speaking in our Colleges, Universities, and even in our Common Schools. This advance movement has been characterized by a breaking away from old time artificial elocution and oratory and a leaning toward real, practical, effective and sincere Public Speaking. The effect of this progress

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**Increased
Interest in
Public
Speaking.**

upon our College, University and High School oratorical contests and debates has been most stimulating and beneficial. Instead of the old stilted and unnatural methods, we now see plain, common-sense discussions of great practical subjects and problems. As a certain able statesman was heard to remark recently from the public platform: "The call of the age is for a strong and definite handling of the great issues that are before us." And the young people in our schools today must be furnished with facilities for such training in the Art and practice of Public Speaking as will enable them to meet this demand. As one great authority on this subject has said: "One leading object in all our public schools should be to teach the science and art of reading and speaking. They ought to occupy seven-fold more time than at present. Teachers should feel that to them are committed the future speakers of our country." And again from the same author: "If it can be shown that we are mentally crippled from early childhood from the want of being taught how to speak our mother tongue, it must be obvious that any of us who can further in any way the study of good speaking, are benefactors of our race."

The teaching of elementary Public Speaking should be inspirational rather than critical. The beginner should not spend too much time analyzing speeches great and successful speakers have made until he has learned to make a fairly effective speech himself. That is, until

he has learned to say a few things clearly and well concerning some subject with which he has made himself familiar. To study the so-called "model" speeches that have been made by eminent and renowned speakers, far in advance probably of what he himself will ever be, is more apt to discourage than to encourage the beginning speaker. The study of masterpieces has its place to be sure, but the study of

**The
Inspirational
Method in
the Teaching
of Elementary
Public
Speaking.**

them should be left until the student has developed a style of his own with which to compare the superior style of the masterpiece or model he is studying. In other words the critical ability of the student should not be built up until his own constructive ability in making speeches has been developed to quite an extent. Effective speeches were made long before the principles of speech-making were studied out and set down by the rhetoricians. These effective speeches were made because the speakers had something to say, felt the need of saying it, and inspired by the occasion, they said it, taking the most direct route to the accomplishment of their ends, viz., simple, direct, and effective speech. These speakers without being conscious of it, no doubt, obeyed the correct laws and principles of the "psychology" of Public Speaking. But if these same speakers had been burdened in advance of their speech by the "principles and rules of effective speaking" with which many teachers burden their students, their speeches would undoubtedly have been miserable failures. The teaching of the beginner in Public Speaking should be inspirational and constructive rather than critical. That is, the student should constantly be inspired to give untrammelled statement to his own original thoughts in his own original way until a power of ready utterance has been acquired. He should not be subjected in the very beginning to the discouragement that is sure to result from being urged to imitate models that are far beyond his reach. For as Pittenger says—"Nothing harms a speaker more than the cultivation of his critical taste far beyond his power of ready utterance." And the same author further states "The first extemporaneous

speeches should be of the simplest character. Too high an ideal formed at the outset may be very harmful by causing needless discouragement. To speak freely in any manner, however crude, until confidence and the power of making every faculty available are acquired, should be the first great object"—The study of masterpieces and models is good, but let both teacher and student bear in mind that great common sense must be used in their application. They must be used at the proper time and in such a way as not to discourage and confuse, but rather to encourage and strengthen the student.

The method presented in this book is above everything else practical and will accomplish results if followed. The more the student studies it the plainer he will see that there is no artificial theorizing contained between the covers of this volume. Everything in it is

**The
Need of
Practical
Method.**

based upon practical class-room experience and has been put to the test of actual practice. Results have been accomplished by the author in his classes and can be accomplished by others who will follow out the method presented in these Practical Lessons. Much of the teaching of Public Speaking in our Colleges and High Schools today is to a great extent haphazard and especially is method needed in the teaching of extempore speech. The lessons herein set forth will no doubt be a revelation to many teachers who have had a misunderstanding of the real meaning of "Extempore Speaking" and who have wondered how the subject could be taught at all. The subject can be taught and its teaching embodies the most practical phase of all Public Speaking work. And in teaching as in speaking we may say, as has been elsewhere said, with the great Roman writer Quintilian: "He who shall follow a certain method shall be led forward as by a sure guide."

It is important for both teacher and student to note the successive steps in this outline of the method used in these practical lessons. In the first three paragraphs of each chapter certain general principles and facts are

stated concerning which the student ought to know.

**Chief
Points in
Method Here
Presented.**

These topics can be used for discussion in class by teachers and pupils and may possibly be enlarged upon. In the second three paragraphs of each lesson, viz., paragraphs 4, 5, and 6 certain points are dealt with which concern the thought side or the preparation side of the speech. The student should carefully study and master these points while he is constructing and thinking out his speech. The thought or preparation side of the speech has to do with all those things which pertain to the speech before the speaker takes the platform.

Then in the next three paragraphs, viz., 7, 8, and 9, those things pertaining to delivery are presented and discussed. Some of these points may seem to overlap with the thought purpose but this is not to be wondered at as the thought and delivery purposes in each lesson are closely bound together. The delivery side of each lesson has to do with those things which concern the work of the speaker after he takes the platform or goes before his audience. Careful study of the points under the thought and delivery purpose of each lesson will help the student both in the preparation and delivery of each speech. And his work as a speaker will show advancement and improvement in proportion to the way in which he incorporates these principles into his speech-making.

Then lastly with each lesson is given a selection for practice in acquiring voice power. These selections must be committed to memory and a little time spent at each meeting of the class in enthusiastic drill and practice upon these passages. This practice should be in concert and by individuals, i. e., let all recite together with force, life and enthusiasm and then let single individuals be called upon by the teacher to recite alone with the same strong forceful expression. What most speakers lack is vitality and force and it is the purpose of these selections to develop this most important quality in the delivery of our students. *Do not neglect these drills.*

Practice in speaking is the thing in the teaching of extempore speech. In the teaching of Extempore

Speaking we are not trying to develop orators, but rather practical, effective public speakers.

Practice In Speaking Combined With the Study of Fundamental Principles. What the pupils need above all else is constant practice. The teacher should subordinate everything else to this one main thing, *practice*. The study of the principles and important things pertaining to good speaking are of little consequence except as they are combined *with* the practice and worked out *in* the practice.

Let the pupils do the talking; it is the business of the teacher to be a good listener, a wise, discerning and helpful critic. It is well to consider this injunction from a noted authority on this subject, "The student must be set doing. Explanation must be subordinate, and only for guidance in the discovery or study of the principles for himself in practice."

1. **On first meeting organize the class and make the assignment given in Chapter I.** Also ask each student to hand in, at next meeting of the class, one or two good subjects on which extemporaneous speeches might be made.

2. At second meeting of the class: (1) Have the subjects asked for at previous meeting, handed in. (2) Spend five or ten minutes upon the "Practice Selection," Lincoln's Gettysburg Address. Have the students stand and read the selection together encouraging them to give strong, full expression. Then call upon certain individuals of the class to read it alone.

Directions For Conducting Class Work. This preliminary practice should be carried on in a vigorous way and should stimulate strong, clear expression. (All the other practice selections given later should be committed to memory, and even in this one the teacher may have the students commit it if she thinks best.) (3) After this practice work is finished, then begin the actual speech-making. Have each student give the speech he has prepared (but not committed to memory) on the subject assigned in chapter I. After each student has finished his speech have the rest of the class offer criticisms and make suggestions