

Preface

If it is true, as Walter Pater said, that “a book, like a person, has its fortunes,” then fortune has indeed smiled upon *The Art of Public Speaking*. As the book enters its ninth edition, I am deeply appreciative of the students and teachers who have made it the leading work on its subject at colleges and universities across the United States.

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

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

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

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

Features of the Ninth Edition

Given the enthusiastic response of teachers and students to the changes made in the eighth edition, I have kept the basic philosophy and approach of the book intact. At the same time, I have made a number of improvements in response to advances in technology and to the evolving needs of students

and instructors. These improvements cover a broad range of subjects and are discussed below.

Sample Speeches

From the very first edition of *The Art of Public Speaking*, one of its distinctive features has been the use of sample speeches with commentary that illustrate the principles of effective communication and that students can study as they prepare their own speeches. This edition contains six new complete sample speeches with commentary. Two are introductory speeches and appear in “Giving Your First Speech” (pages 81–83). Two are informative speeches and appear in Chapters 10 and 14. Two are persuasive speeches and appear in Chapters 15 and 16. There is also a new sample introduction and conclusion with commentary in Chapter 9.

In addition, the appendix of speeches for analysis and discussion following Chapter 18 contains three new student speeches—one informative, one persuasive, and one commemorative. As in previous editions, all the sample speeches throughout the book have been carefully chosen to illustrate a variety of speech types and organizational methods, including Monroe’s motivated sequence. All the new full speeches, with the exception of the sample outline with commentary in Chapter 10, are included on the CD-ROM and video supplements to this edition, so students can view the speeches in addition to reading the written texts.

Speech Videos

A strong video program is crucial to any public speaking textbook. Because speeches are performative acts, students need to be able to view speakers in action as well as read their words on the printed page. This edition of *The Art of Public Speaking* includes a new volume of *Speeches for Analysis and Discussion*. Available in both DVD and VHS, this video program includes a total of nineteen full student speeches, ten of which are new to this edition. All together, there are five introductory speeches, seven informative speeches, four persuasive speeches, and three commemorative speeches.

These speeches reflect the diversity of today’s society and college classroom. They are presented by speakers of many backgrounds, deal with a wide range of topics, and employ several kinds of visual aids. Special attention has been given to providing examples of extemporaneous delivery, as well as to showing speakers in a variety of situations. Some talk from behind a lectern, but just as many do not. Some speak from note cards, while others use regular sheets of paper. Depending on the kind of speech and the personality of the speaker, some are more informal in presentation style, while others are more formal. Whatever their manner of delivery, however, all the speeches are meant to illustrate the principles of organization, audience analysis, supporting materials, creativity, and language that are discussed throughout the book and that are central to effective public speaking in any context.

In response to requests from instructors, the new DVD and VHS of student speeches also includes a paired set of “Needs Improvement” and “Final Version” speeches. Both are informative presentations on “The Hidden World of Chili Peppers.” The needs improvement version contains many of

the flaws that typically appear in student presentations early in the term—inadequate preparation, underdevelopment of ideas, sloppy organization, and ineffective use of visual aids. The aim is to show students—rather than just tell them—some of the things to avoid if they want to craft a successful presentation. Once students have seen the needs improvement version, instructors can show the final version, in which the flaws have been corrected.

The contrast between the two versions of the speech is sufficiently stark that it should be readily apparent to students why the final version is stronger—in content and delivery—than the needs to improve version. There are enough differences between the two versions that showing both back-to-back should spark a lively and fruitful class discussion. Here, as elsewhere, my aim is to provide materials that allow students to *see* the principles of effective public speaking in addition to reading about them.

Finally, it is worth noting that all the entries on the DVD of sample speeches for the 9th edition include an option for closed captioning, which can be activated as needed.

Speech Preparation Checklists

To help students keep on track as they prepare their speeches, I have added 14 speech checklists to the book. Included are checklists on ethical speaking, framing the specific purpose and central idea, phrasing and organizing main points, creating a preparation outline, composing introductions and conclusions, using supporting materials, and preparing and presenting visual aids. These checklists are also available on the Student CD-ROM and can be printed out in case instructors want students to submit them with their speeches.

Commemorative Speaking

Many instructors have asked for more coverage of commemorative speaking, which is treated in Chapter 17. Examples of commemorative speeches include eulogies, testimonial addresses, and dedications. The aim of a commemorative speech is to pay tribute to a person, a group of people, an institution, or an idea. Almost everyone will deliver this kind of speech at some point in his or her life.

Because a commemorative speech depends so much on the creative use of language, it provides an excellent opportunity for students to gain experience with an aspect of public speaking that is less likely to be emphasized in the informative and persuasive speech assignments. Including a commemorative speech assignment is also valuable because it takes account of the diversity of student aptitudes and backgrounds. Some students who have difficulty with the more didactic informative and persuasive speeches shine on the commemorative speech, which rewards a somewhat different set of skills and sensibilities.

Given the fact that it is only 3–4 minutes in length, the commemorative speech can usually be worked into the syllabus with relative ease. For years I have used the assignment with great success as the final speech of the term, and students often say it is their favorite presentation of the entire course.

In response to the growing interest in commemorative speaking, I have expanded the coverage of it in Chapter 17. I have also added a second sample commemorative speech. In addition to the speech printed in Chapter 17, there is now one in the appendix of sample speeches at the end of the book. Both speeches are printed in their entirety, both are available on the DVD and VHS of student speeches that accompanies this edition, and both are included among the full speeches on the Student CD-ROM.

PowerPoint

As the use of PowerPoint has become ubiquitous in almost every venue for public speaking, the need for students to understand how to use it has grown apace. Many schools now provide students the opportunity to employ PowerPoint in the classroom, and employers increasingly assume that students who have taken a public speaking class will have had some exposure to PowerPoint.

Accordingly, in the eighth edition I added a new appendix following Chapter 13 explaining how PowerPoint can be used to enhance a speech without either dominating it or enfeebling its content. This appendix explores the pluses and minuses of PowerPoint, how to plan where to employ PowerPoint in a speech, how to use the resources of PowerPoint most effectively, and how to work PowerPoint into the delivery of a speech smoothly and expertly.

The response to this appendix has been extremely favorable, and I have updated it in this edition to keep pace with changes in PowerPoint. Because PowerPoint is a visual medium, the appendix also includes a five-minute informative speech on the Great Wall of China that illustrates the use of PowerPoint. This speech is reprinted in full—with commentary—at the end of the PowerPoint appendix and is available on the DVD and VHS videos that accompany the book, as well as on the Student CD-ROM.

In addition to the material in the PowerPoint appendix, the Student CD-ROM for Chapter 13 contains five new video clips that include the use of PowerPoint. Instructors who emphasize the use of PowerPoint can also turn to “The Hidden World of Chili Peppers,” a new informative speech that is reprinted in the appendix of sample speeches at the end of the book. This speech provides an excellent model of how to employ PowerPoint and is included on the Student CD-ROM and the DVD and VHS supplements to this edition.

Finally, for students who need more guidance on the technical details of PowerPoint than can be covered in the book, the Online Learning Center Web site for *The Art of Public Speaking* includes step-by-step tutorials for both PowerPoint 2002 and PowerPoint 2003. The tutorials can be accessed at www.mhhe.com/lucaspowerpoint.

Taken together, the PowerPoint appendix, the Student CD-ROM, the DVD and VHS videos, and the online tutorials provide the most comprehensive set of teaching materials for PowerPoint available with any speech textbook. They give the kind of guidance students need to use PowerPoint effectively and responsibly—in the classroom and beyond.

Internet Research

Students and instructors alike have commented positively on the section in Chapter 6 titled “Searching the Internet” ever since I added it in the 6th edition. Readers of this edition will continue to find coverage of search engines and virtual libraries, as well as a compendium of specialized research sources. They will no longer find a discussion of metasearch engines, whose benefits have been eclipsed by a combination of their own internal defects and the rapid expansion in the capabilities of individual search engines such as Google, Yahoo, and All the Web.

This edition retains the 8th edition’s expanded section on “Evaluating Internet Documents” and its new section on “Citing Internet Documents.” Too often, students either forget to cite Internet materials in their speeches or cite them in passing by saying something like, “As I found on the Web,” or “As the Internet states.” In addition to explaining the need for precise, accurate citation of Web sources, I provide two examples of such citation from classroom speeches. These excerpts are included on the Student CD-ROM, so readers can see how Internet citations can be woven into the delivery of a speech.

Diversity

As society has changed since the first edition of *The Art of Public Speaking* in 1983, so has the book. In each edition, I have sought to relate the principles of effective speechmaking to students of diverse backgrounds, values, and aspirations. This new edition continues my efforts to make sure the book is respectful of and applicable to all of its readers.

Rather than treating diversity as a subject to be highlighted in boxes for marketing purposes or to be tossed into a chapter or two for its own sake, I have woven the subject into the fabric of the book from beginning to end. This is evident from the section on public speaking in a multicultural world in Chapter 1 to the treatment of audience analysis in Chapter 5 to the material on inclusive language in Chapter 11 to the speech by Nelson Mandela accepting the Congressional Gold Medal in Chapter 17.

In addition, there are scores of stories, speech excerpts, outlines, examples, photographs, and other materials that reflect the diversity of contemporary life and its implications for speechmaking. This new edition also reflects the increasingly global context in which much public speaking takes place—including excerpts from student speeches delivered in China’s 2001 and 2002 collegiate English-language speech competitions. In a variety of ways, large and small, I have sought to instill respect for people of diverse cultures, backgrounds, and orientations and to encourage an inclusive approach to the art of public speaking.

Student CD-ROM

Bridging the gap between the printed page and the spoken word has always been the greatest challenge facing a public speaking textbook. The innovative Student CD-ROM that accompanied the 8th edition brought the art of public speaking to life, and it has been fully updated for this new edition.

Specially marked icons in the margins of the book direct readers to the appropriate resources on the CD. Those resources have been carefully designed to help students master the skills, concepts, and principles discussed in the text. Let me say a word about each.

Speech Videos

Continuing one of the most popular features of the 8th-edition CD, the new version contains 70 video clips that demonstrate the principles of public speaking in action—including 36 brand new clips. Fully integrated with the text, each clip has been chosen to illustrate a specific aspect of speechmaking. Running in length from 20 seconds to a minute and a half, the clips are distributed evenly throughout the book. Most are from student presentations. The remainder are from public figures and include such models of rhetorical excellence as Barack Obama, Winston Churchill, Martin Luther King, Ronald Reagan, Mary Fisher, and Elizabeth Dole. All video clips offer the option of closed captioning.

A second CD presents 18 full student speeches for analysis and discussion. Included are introductory speeches, informative speeches, persuasive speeches, and commemorative speeches. All full speech videos offer the option of closed captioning. Eight of the full speeches are also accompanied by an outline of the speech, which scrolls alongside the video as it plays. Together, the excerpts and full speeches provide students with more than two hours of video.

Interactive Study Questions

To reinforce key principles and ideas, the CD contains a comprehensive set of study questions for each chapter. These questions are fully interactive, use a variety of formats, and systematically cover all the major concepts discussed in the book. Entirely different from items in the *Test Bank*, the questions have been written both to quiz students and to help them learn. After students enter their answer for each question, they receive not just an indication of whether the answer is right or wrong, but *feedback* that explains the correct answer.

Speech Outliner

In addition to video clips and study questions, the CD includes a speech outliner that guides students systematically through the process of organizing and outlining their speeches. As students use the outliner, they move step by step through each element of the speech from title through bibliography. Tutorial screens explain the organizational methods involved in composing each part of the speech, and the outliner automatically formats the speech in accordance with proper outlining principles. It also allows students to save, revise, and print their work, as well as export it to their own word processors.

Outline Exercises

Six interactive outlining exercises give students additional help in developing their skills of speech organization. These exercises present scrambled outlines that students can rearrange in the correct order by using standard

drag-and-drop procedures. As in other parts of the CD, the aim of these exercises is to put the resources provided by computer technology to the best possible pedagogical use.

Bibliography Formats

The CD also presents a comprehensive set of sample citations for both Modern Language Association (MLA) and American Psychological Association (APA) formats. Covering 30 types of source material—from books, essays, and newspaper articles to government publications, personal interviews, television programs, and Internet documents—these sample citations have been fully updated for the 9th edition and are especially valuable to students as they prepare their speech bibliographies.

Speech Preparation Checklists

Fourteen checklists help students keep on track as they prepare their speeches. Included are checklists for ethical public speaking, for framing the specific purpose and central idea, for phrasing and organizing main points, for creating the preparation outline, for composing introductions and conclusions, for using supporting materials, and for preparing and presenting visual aids. The checklists have been revised for this edition and now appear in the book as well as on the CD.

Glossary of Key Terms

Throughout the book, key terms are defined in the margin as they appear in the text. Those key terms are reproduced on the CD, where they can be accessed either by chapter or via a master glossary arranged in alphabetical order. Whether students are reviewing for exams or working with the study questions on the CD, they can instantly check the meaning of any key term at the click of a mouse.

Key-Term Flashcards

A set of electronic flashcards for each chapter provides another resource for studying key terms. In addition to being fully interactive, the flashcards include an audio option for students who are aural learners. Developed especially for *The Art of Public Speaking*, the flashcards provide another example of how students can profit from advancements in instructional technology.

Notepad

This edition again includes a Notepad feature that allows students to take notes as they are using the CD and to save those notes as a .txt file on their computer's hard drive.

Online Learning Center with PowerWeb

Accessible at www.mhhe.com/lucas9, the Online Learning Center (OLC) provides a wealth of resources that supplement *The Art of Public Speaking*. Among those resources is the Top 100 American Speeches of the 20th Century. The OLC includes at least one link to a Web site with a transcript

of each speech. Many of the links also furnish historical background about the speech and/or links to additional sites with information about the speaker, speech, or occasion. Whenever possible, a link has been provided to a site that contains a full or partial audio presentation of the original speech.

My aim in developing the Top 100 Web site was to provide a readily accessible way for students to learn more about the rich history of public speaking. One way to incorporate the site into class is to have each student give an informative presentation about one of the Top 100 speeches. Students often find this a fascinating assignment that broadens their horizons beyond the boundaries of their classroom.

The Online Learning Center also includes overviews, outlines, and learning objectives for each chapter of the book, practice quizzes, worksheets, speech evaluation forms, and key-term crossword puzzles. In addition, it is integrated with McGraw-Hill's Public Speaking PowerWeb, which keeps students up to date and helps them find topics for their presentations by reprinting recent speeches of public interest, as well as news and journal articles related to current issues and to public speaking in general. PowerWeb also provides weekly updates, links to *New York Times* articles, and a robust search capability.

Two recent additions to the Online Learning Center are the Bibliomaker and the Questionnaire Maker. The former is a software program that automatically formats bibliography entries in either APA or MLA formats. The latter allows students to create electronic audience-analysis questionnaires, to distribute them to classmates via e-mail, and to automatically tabulate the results.

As with the CD, icons in the margins of the book guide readers to specific elements of the Online Learning Center.

Integrated Teaching and Learning System

The Art of Public Speaking has an exceptional set of print, video, and electronic resources for students and teachers alike. Some of these resources are found in the book itself; others are supplemental to it. Taken together, they provide a fully integrated teaching and learning system. In addition to the Online Learning Center and the Student CD, both of which were described earlier, the integrated teaching and learning system includes the following elements.

Sample Speeches

Chapters 7, 14, 15, and 16 contain full sample speeches with commentary, as do the appendixes on "Giving Your First Speech" and "Using PowerPoint." Chapter 10 has complete preparation and speaking outlines, both with commentary, and Chapter 17 has four full sample speeches. The end-of-book appendix consists of seven additional speeches for discussion and analysis, all of which are also available on video.

Critical Thinking Exercises

A set of Exercises for Critical Thinking accompanies each chapter, and the *Instructor's Manual* provides dozens of additional exercises that can be used as homework assignments or as the basis for classroom activities and discussion. In keeping with the experiential nature of speechmaking, these exercises require that students *work with* (rather than simply memorize) the principles presented in the book.

Student Workbook

Containing exercises, checklists, worksheets, evaluation forms, and other materials, the workbook gives students additional assistance with all the major elements of effective speechmaking. Instructors teaching online classes have found it highly valuable, but it has become a staple in many traditional classes as well.

Annotated Instructor's Edition

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

Instructor's Manual

Running to more than 500 pages, the *Instructor's Manual* provides a comprehensive guide to teaching from *The Art of Public Speaking*. The manual contains outlines for each chapter of the book; discusses the end-of chapter exercises; furnishes supplementary exercises, speeches, and classroom activities; offers suggested course outlines and speaking assignments; and provides 32 additional speeches for discussion and analysis.

Test Bank

The *Test Bank* furnishes more than 2,000 examination questions based on *The Art of Public Speaking*. As a special feature, it also offers preconstructed quizzes for each chapter in the book, as well as three complete final examinations.

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

Selections from the *Communication Teacher*

This edition marks the sixth volume of selections from the *Communication Teacher* that I have compiled to accompany *The Art of Public Speaking*. Like its predecessors, the new collection covers a host of topics related to the teaching of public speaking, including audience analysis, critical thinking,

diversity and multiculturalism, informative speaking, persuasion, and general instructional methods. All six volumes are available with this edition of the book. Taken together, they reprint more than 380 brief articles that offer a wealth of practical ideas for classroom use.

Videos

There are several videos of student presentations that accompany *The Art of Public Speaking*, including a new collection that offers 19 speeches, 10 of which are new to this edition. Instructors who adopt *The Art of Public Speaking* can also select from several “Great Speeches” videos that accompany the book. Among the selections on these are Martin Luther King’s “I Have a Dream” and Barbara Bush’s 1990 commencement speech at Wellesley College, both of which are reprinted in the book.

Two other videos—*Be Prepared to Speak* and *Speaking Effectively to 1 or 1,000*—introduce students to the public speaking process and provide helpful advice on dealing with stage fright. Both videos are entertaining as well as informative, and either can be shown early in the course to help prepare students for their initial speeches.

Overhead Transparencies

The 9th edition of *The Art of Public Speaking* comes with a binder of 157 full-color overhead transparencies. Created to be of maximum value for lecture presentations and classroom discussions, they include a wide range of graphics, illustrations, and exercises from the textbook, as well as additional exercises and classroom activities from the *Instructor’s Manual*.

PowerPoint Slides with Video Clips

There is also a collection of more than 400 slides for instructors who use PowerPoint in their lectures and discussions. Instructors can use these slides just as they are, or they can modify the slides to fit the needs of individual classes. As a special feature, 50 of the slides include video speech clips as well as text. The PowerPoint slides can be found on the Instructor’s Resource CD-ROM described below.

Instructor’s Resource CD-ROM

For the convenience of instructors, the *Instructor’s Manual*, *Test Bank*, *Selections From the Communication Teacher*, *Teaching Public Speaking Online*, *Teaching Public Speaking*, *Handbook for Teachers of Non-Native Speakers of English*, PowerPoint slides with speech video clips, Overhead Transparencies, and Classroom Performance System questions are all available on a single CD. Like the other computerized resources that accompany *The Art of Public Speaking*, this CD is available in both Mac and Windows versions.

Teaching Public Speaking Online

This supplement was new to the 8th edition and has been fully revised and updated for the 9th edition. Written by Professor Jennifer Cochrane of Indiana University and Purdue University at Indianapolis, it provides a wealth of practical guidance for instructors who are adapting *The Art of*

Public Speaking for use in an online environment. It draws upon Professor Cochrane's pioneering experience with online instruction to explore how one can teach an intellectually rich, practically rewarding public speaking course via the Web.

From Oratory to Public Speaking

Reprinted from my essay on "Public Speaking" in the *Encyclopedia of Rhetoric* (Oxford University Press), this pamphlet presents a synoptic view of major developments in the practice and teaching of public speaking during the 20th century, and it illuminates the role of public speaking as a powerful historical force.

Teaching Public Speaking

Written primarily for beginning instructors, *Teaching Public Speaking* reprints my essay of the same title from *Teaching Communication: Theory, Research, and Methods* (Lawrence Erlbaum Associates). This essay presents an overview of the pedagogical philosophy behind *The Art of Public Speaking*, discusses a number of practical classroom issues, and is available on the Instructor's Resource CD.

Handbook for Teachers of Non-Native Speakers of English

Developed for instructors who have ESL students in their public speaking classes, this 60-page handbook focuses on the central issues that should be considered when working with students from different linguistic and cultural backgrounds.

Online Learning Center

Instructors and students alike can take advantage of several outstanding online resources in conjunction with this edition, including the Online Learning Center with PowerWeb, which we discussed on page 00. In addition, instructors using *The Art of Public Speaking* have full access to McGraw-Hill's PageOut, which allows teachers to create personal course Web sites by using a template provided by McGraw-Hill.

Special features of PageOut include an interactive course syllabus, an online grade book, online testing, and capability for posting personal files and discussions. All online content for *The Art of Public Speaking* is supported by Web CT, Blackboard, and eCollege.com. For more details, check with a McGraw-Hill representative or visit www.mhhe.com/pageout.

Audio Abridgement CD Set

This six-CD set presents an abridged, spoken version of *The Art of Public Speaking*. Designed with today's multi-tasking students in mind, this "book on tape" allows listeners to review while commuting, working out, or just sitting down to study. All chapters in the book are included with the exception of Chapters 10 and 13 (Outlining and Visual Aids), whose contents are intrinsically visual rather than auditory. Each chapter on the CD runs approximately 15 minutes, focuses on key concepts, and, when possible, incorporates audio footage from speeches used as examples in the book.

Acknowledgments

“‘Tis the good reader,” said Ralph Waldo Emerson, “that makes the good book.” I have been fortunate to have very good readers indeed, and I would like to thank the reviewers and focus-group participants whose names appear on page xxx for their many helpful comments and suggestions.

In addition, I would like to express my gratitude to the students at the University of Wisconsin whose speeches provided the material for so many of the examples in the text; to Mary Rossa and Sarah Meinen, who assisted with the research for this edition; to Jim Ferris, who once again provided a valuable sounding board on numerous issues; and to members of the Communication Arts 100 teaching staff at the University of Wisconsin, who helped me by collecting sample speeches and by identifying rough spots in the 8th edition.

Special thanks go to Amy Slagell for doing a marvelous job generating new questions for the *Test Bank*; to Jennifer Cochrane for her splendid supplement on using *The Art of Public Speaking* in an online course; to Susan Zaeske for help on a variety of fronts; and to Sue Vander Hook for her expert formatting of the *Instructor’s Manual*, *Test Bank*, and *Student Workbook*. Above all, I am indebted to Paul Stob, whose work on all the supplements and contributions to the book itself have improved this edition immeasurably.

I am also grateful to Carl Burghardt, who provided permission for me to incorporate parts of his pamphlet *How to Give Your First Speech*, originally written to accompany the 5th edition of *The Art of Public Speaking*, into the appendix on “Giving Your First Speech”; to Randy Fitzgerald, Director of Public Relations at the University of Richmond, and Paul Porterfield, Director of the Media Resource Center at the same school, for their time and effort in helping me secure the videotape of Sajjid Zahir Chinoy’s “Questions of Culture”; and to Nie Lisheng, Editor-in-Chief of *21st Century*, for permission to include on the Student CD video excerpts from speeches presented at China’s national English-language public speaking competition sponsored by *21st Century*.

I also owe thanks to many people at McGraw-Hill. Nanette Giles provided overall editorial direction and a keen sense of vision that will be sorely missed now that she has moved to a different position. Rhona Robbin was an invaluable source of editorial wisdom who kept the entire project moving inexorably forward. Nancy Garcia oversaw the book’s technology program, while Leslie Oberhuber directed an outstanding marketing campaign.

It is easy to forget that preparing a manuscript is only the first of many steps in producing a book. As in the previous two editions, Susan Trentacosti was a masterful project manager whose dedication and expertise are evident on every page. I was also fortunate to again have Laurie Entringer as the book’s designer. A textbook is more than just words on a page. Laurie made sure the content and design of the book worked hand in hand.

This is the third edition to benefit from Barbara Salz’s expertise as a photo researcher. As always, she produced a superior photo program—not an easy task when one is limited primarily to pictures of people giving or

listening to speeches. I would be remiss if I did not also thank Phil Butcher, Emily Barrosse, Steve Debow, and Ed Stanford—all of whom made sure the book had sufficient resources to maintain its commitment to excellence.

Finally, I am indebted to my wife, Patty, whose love, support, and counsel remain a mainstay of the book and of my life.

Stephen E. Lucas
Madison, Wisconsin