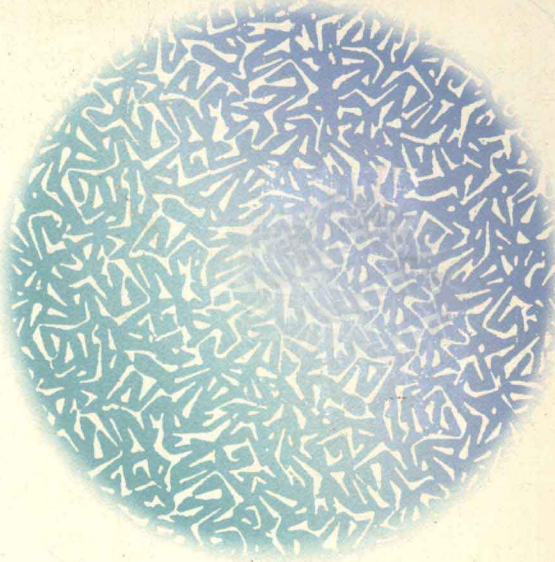




**Gronbeck**

**Ehninger**

**Monroe**



*Principles of*  
**SPEECH  
COMMUNICATION**



**10th Brief Edition**

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*Principles of*  
**SPEECH  
COMMUNICATION**

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## PREFACE

Publication of *Principles of Speech Communication*, Tenth Brief Edition, celebrates more than fifty years of service to students and instructors of public speaking. It also celebrates a time of unparalleled popularity for the field of communication—both on campus and in the realm of public activity.

On campus, communication departments of all types are generally overflowing with students. In many colleges, such departments have more majors than most of the other liberal arts units. Their graduates have less trouble than many in finding jobs, because, according to Department of Labor statistics, between a quarter and a third of *all* entry level positions in the country call for oral communication skills. Communication majors move into a kaleidoscopic array of careers in the broadcasting and video industries, politics, advertising and public relations, public service organizations, religion, film making, sales and promotion, travel industries, teaching, and countless other careers.

Communication is no less an important topic of conversation outside the ivied halls of old schools and the cement walls of modern colleges. Leaders of our government have “credibility gaps”; they find “a failure to communicate” when talking with other world leaders; some become known as “Great Communicators.” Political rhetoric regularly is labeled “sharp” or “dull” and even “eloquent.” The electronic church is controversial in part because of the communication practices of its evangelists, and the established churches seek new ways to revitalize speaker-audience relationships. Bumperstickers and billboards scream at us daily to “COMMUNICATE!”

Indeed, our entire culture—our folkways and stocks of shared knowledge—can be conceived of as one great big conversation. The idea of “conversation,” of the exchange of thoughts and sentiments, captures perfectly the way Americans think of their culture. We think of ourselves as talking through problems over a cup of coffee, in public hearings, or over call-in phone lines. The idea of conversation in a time of full electrification—when each of us seems wired to everyone else thanks to phones, computers, and fiber optics—is comforting. The idea that you and I still can talk each other into and out of mindsets and activities is comforting, for it means that you and I and he and she and we and they still count.

This is an exciting time to be teaching or taking a course in speech communication. Whatever else it may be, this is the Age of Communication. This is a time when students need to acquire and hone their oral communication skills in order to grow and prosper. That’s what this book is about. Students will grow and prosper as oral communicators if they (1) understand the conceptual bases of communication processes,

(2) acquire a vocabulary for expertly talking about and analyzing the communicative messages of others, and (3) put their learning into practice, giving speeches for others to respond to and to help them improve. Communication skills grounded in understanding, tied to a vocabulary that allows one to think and talk about them precisely, and engrained by guided practice are lifelong skills. The good habits established today are valuable resources for tomorrow.

*Principles of Speech Communication* has a long and successful track record in communication studies. It has a continuing commitment to a particularly useful and time-tested method of teaching public speaking skills. Organizationally, this book allows students to gain an overview of the process of public speaking, then to learn the basic principles of speech preparation, and finally to put those principles into practice as they prepare and deliver speeches tailored to a variety of occasions and audiences. The “Monroe formula” for teaching public speaking has become the most widely used organizational pattern for public speaking textbooks, and it still works; it allows students to internalize particular principles before combining them in “complete” speeches.

Other continuing strengths include features that have been part of the book’s success from edition to edition: Monroe’s Motivated Sequence; the treatment of forms of supporting materials; the factors of attention; emphasis on speeches to inform, persuade, and actuate; types of imagery; and various kinds of introductions, organizational patterns, and conclusions. Such features provide a solid teaching foundation for both seasoned instructors of public speaking and newcomers to the field.

*Principles of Speech Communication*, Tenth Brief Edition, also reflects some of the excitement that characterizes communication studies today. Like its predecessors, this edition incorporates the latest thinking of scholars in rhetorical and communication theory and research. At the same time, it is blazing new trails in speech communication pedagogy:

- This is the first college-level public speaking book to be printed entirely in full color; this use of color, we hope, will enhance not only the appearance of the book, but the clarity and usefulness of the visual illustrations.
- The new “In Pursuit of Excellence” sections provide mini-breaks in the text giving students brief encounters with special ideas and problems.
- Specially set-off typographically are classroom examples involving problems frequently faced by student speakers; they allow readers to profit from someone else’s successes—and failures.
- As always, a key feature of *Principles of Speech Communication* is the large number of sample speeches and outlines; they, too, permit

students to see how others encounter and (usually) overcome rhetorical problems.

- As helps to the instructor, there is a number of extra teaching aids—a thoroughgoing Instructor's Guide with test items, a videotape of sample student speeches, a set of 35mm color transparencies on visual aids, and a computerized test bank.

Overall, *Principles of Speech Communication*, Tenth Brief Edition, is only the lead scout for students beginning studies in communication. My hope is to provide a good start on both a short trip through the college communication curriculum and a long journey through a lifetime of communicative encounters.

### **ACKNOWLEDGMENTS**

A book such as this one, of course, is not the product of one professor and his predecessors. Because *Principles of Speech Communication* has been in the hands of so many instructors and students over half a century, it has been evaluated and re-evaluated by several generations of users and experts. The Tenth Brief Edition has been built on expert opinion acquired through a nationwide users' questionnaire graciously returned to us by the following speech instructors: Anne Barron, Xavier University of New Orleans; Wanda Bellman, Black Hills State College; Melvin H. Berry, Nicholls State University; Edwin F. Buck, Purdue University—North Central; Darlene Christian, Platt College; Deborah Craig Claar, Penn Valley Community College; James M. Cunningham, Embry-Riddle Aeronautical University; Ronald Danko, Hartnell Community College; Ann B. Dofin, Florida Junior College (Kent Campus) at Jacksonville; Millard F. Eiland, Prairie View A&M University; J. Owen Eister, Cuesta College; Jonathan R. Eller, United States Air Force Academy; Wilma Frank, Rockland Community College; James W. Gibson, University of Missouri—Columbia; Bob Hatfield, University of Louisville; Marilyn Hoffs, Glendale Community College; John R. Landress, Copiah Lincoln Junior College; Lloyd McBride, Seton Hall University; B. P. McCabe, Southern Connecticut State University; Charles R. Newman, Parkland College; Dorothy O. Norton, University of Tennessee; Richard E. Porter, California State University, Long Beach; Jack B. Schriber, University of Southern Indiana; Doug Trank, University of Iowa; Allen Williams, Grambling State University; James Wolf, Miami-Dade Community College—South; and J. R. Zrubek, Texas State Technical Institute.

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Richards, Brigham Young University; and June Wells, Indian River Community College.

As author, I owe a great debt to Professor Kathleen German of Miami University of Ohio. She took in hand three pivotal chapters and reworked them in fresh and innovative ways; her strong sense of public accountability, student needs, and classroom pedagogy as director of the basic course at Miami University shows through in every paragraph she wrote. As well, her *Instructor's Guide to Using Principles of Speech Communication* and her package of color transparencies provide fine additions to our services for teachers.

I owe an additional round of thank-you's to three other people. I have been a father for over eighteen years; my three children are old enough now to assist me with library work. Christopher, Jakob, and Ingrid Gronbeck hit the stacks and the magazine racks last summer to take part in the search for resource material. I have doted on their virtues often, but with no greater admiration than I do at their dedication to the task of helping me prepare this book.

Finally, I owe perhaps my greatest debts of all to Scott, Foresman and Company, whose extensive resources have been mobilized for this textbook; its talented editors, designers, and production people have devoted untold hours to this project, and it has made a major investment in communication studies through the pedagogical package it has built for *Principles of Speech Communication*. The Editor-in-Chief of the College Division, Dick Welna, has been closely involved with this book over many editions. The shape of the Tenth Brief Edition has been contoured by Barbara Muller, the Acquisitions Editor and a long-time friend. Developmental Editor Louise Howe took my prose in hand and guided it toward our goals with firmness yet accommodation. And the word-by-word manuscript preparation came from Project Editor Deb DeBord, who provided the final hue and polish. From these individuals who constructed the book, I look to those in marketing and promotion: Carl Tyson, Meredith Hellestrae, and the army of dedicated sales representatives who carry this book out into colleges and universities—to you.

A publishing company the size of Scott, Foresman and Company commands the talent and resources necessary to move this book through its second half-century. Without these company commitments to sustained excellence, to innovation from within tradition, the words of three generations of authors—of Alan Monroe (1903–75), Douglas Ehninger (1913–79), and me—would leave but faint traces on the landscape of time. I thank them for the opportunities they have provided.

B. E. G.

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