

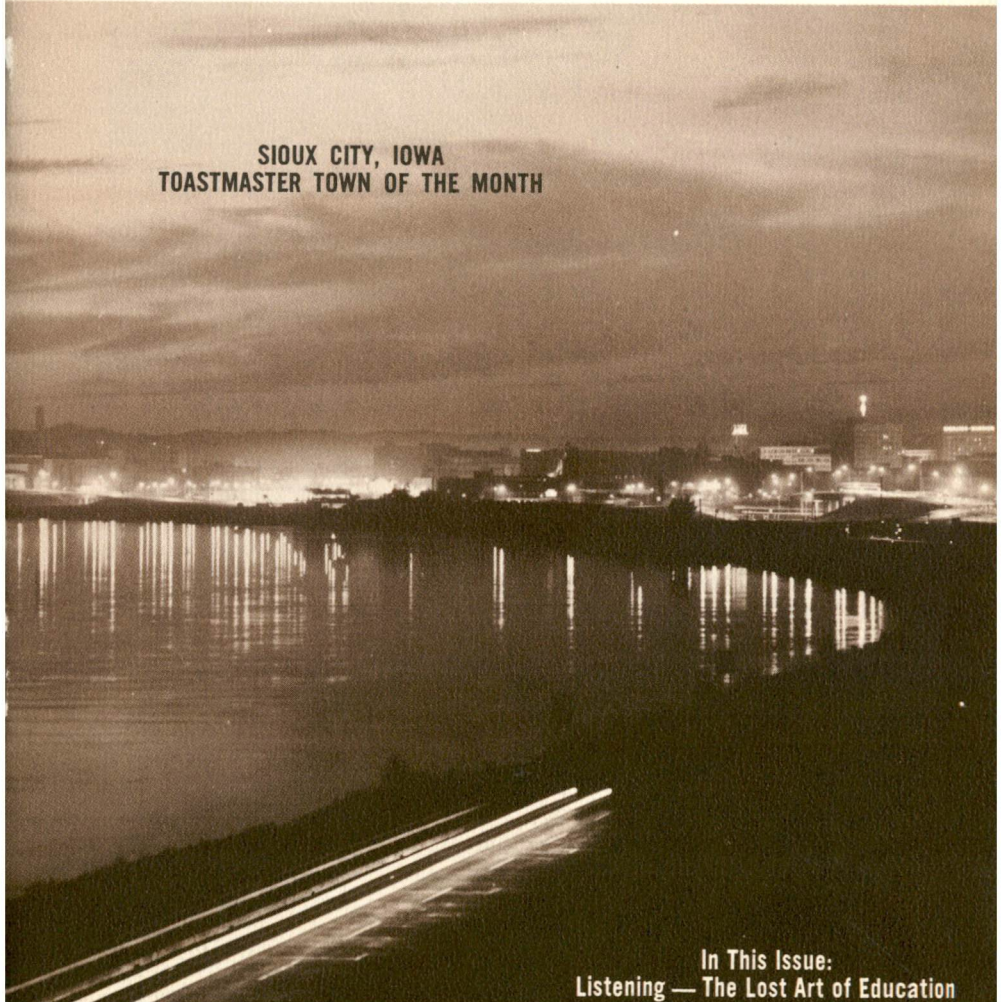


FEBRUARY, 1965

THE  
**TOASTMASTER**

FOR BETTER LISTENING, THINKING, SPEAKING

SIOUX CITY, IOWA  
TOASTMASTER TOWN OF THE MONTH



In This Issue:  
Listening — The Lost Art of Education

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A Toastmasters club is an organized group providing its members with opportunities to improve their abilities to speak in public, conduct meetings and develop executive abilities. In congenial fellowship, ambitious men help each other through practice, mutual constructive criticism and the assumption of responsibilities within the organization.

Each club is a member of Toastmasters International. The club and its members receive services, supplies and continuing counsel from the World Headquarters.

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# The TOASTMASTER

For Better Listening—Thinking—Speaking

OFFICIAL PUBLICATION OF TOASTMASTERS INTERNATIONAL, INC.

Volume 31

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## INDEX

LISTENING — THE LOST ART OF EDUCATION — By Dr. Billy O. Wireman.....	2
HOW TO SAY WHAT YOU MEAN.....	8
PRODUCTION DEPARTMENT.....	11
JOIN THE "BLUE RIBBON" PROGRAM — By "Buck" Engle.....	18
SHORT GUIDE TO THE HISTORY OF PUBLIC SPEAKING, Part II — By Fredric Broder .....	22
HIGHLIGHT JUNIOR ACHIEVERS ACHIEVE — By Bill Holman.....	28
DRAMATIZE YOUR EDUCATIONAL FEATURES — By Fred E. Ebel.....	34
PROGRAM CHAIRMAN VS MATCHMAKER — By S. Dan Daniels.....	38
PERSONALLY SPEAKING, 16 — JUST IN JEST, 37 — TOWN OF THE MONTH, 15 — CLUBS IN THE NEWS, 19 — GAVEL CLUBS, 31 — TOAST- SCRIPTS, 32 — NEW CLUBS, 40	



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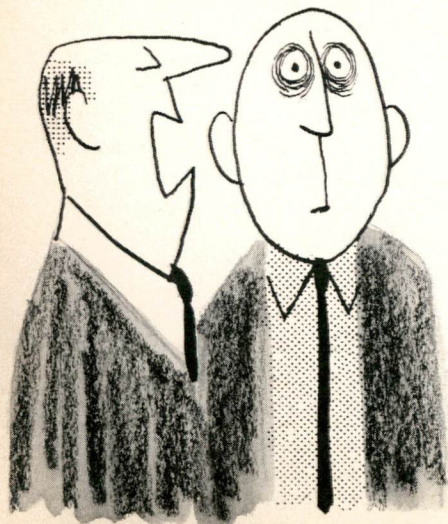
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# Listening— The Lost Art of Education

By DR. BILLY O. WIREMAN



ONE OF THE MOST difficult things for people to discipline themselves to doing is to listen. And why is it difficult for people to listen? First of all, because it goes against the grain of human behavior. It is somewhat in conflict with the basic human condition because we are all ego centered and we like to be the bride at every wedding, we like to be the corpse at every funeral, and we like to be the star in every show — so this is the compelling nature about man which tells him: try to be the center of things. You don't have to remove yourself from the center of the stage because you are important. What I have to say is important, simply because it's me who knows it. So listening, which requires the discipline of removing yourself from the center of the stage, is an extremely difficult task, but an indispensable element in the human experience.

The ability to listen and reflect on what you've heard is the distinguishing characteristic which removes man from the other animals. We can know, but we can also know that we know.

The historian R. G. Collingwood stated that philosophy is reflective. It is thought of the second degree. When you think about what you have thought then you are philosophizing, so philosophy is a by-product of reflective thinking and listening.

And how does this relate to education? Well, let's define our terms. Education, in its broadest sense, is a search for enlightenment, understanding and meaning. The individual seeks to become in actuality what he was only potentially — and this, of course, involves learning. Moving from the unknown to the familiar, from the familiar to the known which gives you confidence, and then moving back again into the unknown, building on what you have learned before. This is the process of enlightenment and understanding — becoming in actuality what you were only potentially. All of this learning emerges from struggle, coming into contact with what is unfamiliar to you, and then moving on from there, broadening your horizons.

Now, before we can give serious discussion to this topic of listening, we must first examine the basic human condition. What is it? What is the basic human condition? Let us talk in the abstract. Each person comes into the world without his will, knowledge, or consent. Each person arrives as a human being as a result, not of his own volition, but because of others. We go through several distinct stages as we move on this journey, through this journey from birth to death. We start in the narcissistic stage

in which we think the whole world revolves around us. We want what we want when we want it. We want it now. I want my bottle now. I want my sister's toy. The whole world revolves around me. Don't bother me with a bunch of nonsense about concern for others. We move through this stage — hopefully. We go into adolescence with all its interesting and profound implications. We move on to young adulthood, and then, hopefully, we arrive at a stage where we are a part of a larger complex. We turn our loyalties outward, to a God, to a country, to something bigger than the individual, and then of course, we move on eventually to death. But this is essentially the basic human condition — into the world without your will, knowledge, or consent; you leave it, with the exception of suicide, in much the same way. A basic journey through which you seek to become in actuality what you were only potentially. A constant state of becoming, of learning, extending, of relating, of seeking to somehow relate yourself to the course of human drama in a meaningful way, in a way which will reflect dignity and purpose on your life. Now, what are these basic endowments of which I spoke? Essentially, you have two types of endowments — physical-biological and intellectual-emotional. Your

physical-biological endowments are very primitive in nature, centering around first, hunger and sex, and as long as these are satisfied in socially acceptable ways, then we're not too concerned with them. But they are very primitive in nature, very primitive. Much more sophisticated are the intellectual-emotional drives. Now, what are they? Many distinguished philosophers and historians have addressed themselves to these basic drives.

Plato, in his ideal state, "The Republic," saw man as a combination of appetite, spirit and reason. Freud gave us the id, ego, super-ego concept — the id being this basic little something in you that says you're the center of the world, forget everybody else, do what you want to do when you want to do it and how you want to do it, and forget that you are part of the human race. And, of course, the ego being the "governor," the "in touch with reality," and the super-ego being your society telling you what is right and wrong, what is acceptable, and what will be looked upon with disfavor. But the social psychologist, W. I. Thomas, I think, analyzed these basic human drives quite well. He said that essentially man has four desires or four wishes; the desire



for recognition, the desire for response, the desire for security, and the desire for new experience.

These are those unalterable, unchangeable organic drives which are common to the human experience — the human condition wherever you find it. This compelling desire to be recognized, to be somebody, to be known, to have people respect you. This desire for security, to feel that you are kind of on top of things, and if it rains you have some place to go. This desire for response, to have someone somewhere who cares what happens to you, who can respond to your needs, who can respond to your accomplishments, who understands you, who says "you're important to me — I want to know what you're doing," that someone cares somewhere, that there's always an inner sanctum where you can go; and then, of course, this desire for new experience which makes us always want to try the new. We want to get out into the risk area. We want adventure. These are the basic human drives which are organic to each of us, and through our educational process, the formal educational process, we must seek to mobilize and

satisfy these drives in socially acceptable ways.

Now, essentially, you have three types of listening which are absolutely important and necessary to this process. First of all, you have listening to yourself. We don't do this enough. Thinking. So we pull ourselves off in a room somewhere and sit down for a half an hour and just think. Think deeply. What did I do today? What am I going to do tomorrow? Am I talking about the right things in my classes? Is my radio or television program well thought out? Is it reaching the right public? But to think, to listen to yourself talk, to think deeply, not superficially but to reach a certain depth of understanding of your own potential and your own likes and dislikes which makes you operate on the basis of your real self and not what someone else thinks you ought to be.

Then, of course, you have listening to others. Selecting people whose judgment we value and asking questions. Why, Mr. Smith, did you do this? Why, Mr. Jones, did you do that? Why do you not include this on your program and not this? Why do you not think this insurance program is worthwhile or the best for you? The little word "why" constantly coming back. Getting the other man to say what's on his mind, detaching yourself from this basic human desire to

be the center of the stage and trying to pick someone else's brain.

Then you have another area which, to me, is very important, and that is reading. Reading is a form of listening, make no mistake about it. You are listening to what others are saying through the printed word. I read a book recently by Dr. Gallup, of the Gallup Poll, and the statistics which he quotes in there are frightening. Seventy per cent of the adult population in this country do not read a single book a year. Even in their own fields. The rate of comprehension in reading is deplorably low among the adult population, and if there is any one essential of the democratic process, it is that the citizen be well informed. I ask you, how can he possibly be well informed if he does not read? So it is an extremely important aspect of the whole business of listening — listening to yourself, by thinking; listening to others, by removing yourself from the center of the stage and paying attention to what someone else has to say; and then by reading.

Now, I want to add one word to that. Seeing or observing. This is a form of listening but the end result of this process is action. If we stop by developing just "theory," the great concept of combining the philosopher and the practical man into someone who gets things done may as

well end in debating how many angels are on the head of a pin. But to take this theory and apply it to your local situation, and somehow make better that organization, that group, that church, that schoolboard of which you are a member, as a result of your thinking, and reading, and listening — this is the end result. My experience as a dean of men and counsellor leads me to believe that one of the biggest mistakes we make in this area of listening is to be too quick to evaluate. We move into a situation with a precanned, preconceived set of answers, and then we attempt to let the other man talk. But, do we really? Do we really want to find out what is on his mind, or do we have the answer already that we want him to lead to? We are too quick to evaluate. The closed mind is a dead mind.

We must be receptive to new ideas and weigh each idea and each answer on the basis of merit and not prejudice. In order to get new ideas we must let the other fellow talk, and letting him talk, we must listen. In this way we will operate on the basis of reason and commitment, not emotion and opinion.

It would be difficult to imagine a more sophisticated approach to human affairs than democracy. The whole concept of freedom is based on the assumption that man is not only

politically free, economically free, religiously free, but that he is intellectually free. Our concept of freedom restricts in proportion to the degree that citizens in that state operate on the basis of emotion and prejudice and not fact and commitment and conviction. So a man is free, genuinely free, only to the degree that he has a rational and firm grasp of the major forces which operate about him. Free, only to the degree that he understands what is going on in the world today, and relates himself to that in a meaningful way. There is one quality which will insure that our form of government and our way of life will endure. It is thinking "big," and then being prepared to back it up with the responsibilities of being a citizen in a free society. It is essential to this process that we think, and think deeply; that we listen, and listen intently; that we read, and read widely. This isn't something that we ought to do — it is an obligation, in my judgment.

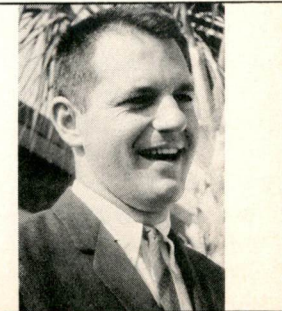
Webster defines listening as tuning in, or monitoring. This is the basis of all education. To tune in to what has gone before. To be aware of it. To know where slavery started. Why some of the things are going on in the world today. To understand some of the basic economic policies of the government now, in light of where they came

from. To understand the problems of Western Europe, Africa, know how they came about.

For every situation in the world today, there is an historical anchorpoint, there is a beginning, there is a reason. It is our responsibility to find out why, for example, a small girl in Pennsylvania would refuse to wear shorts in her physical education class. Let us not be too quick to condemn, because we know where this came from. We know that play and recreation in the Middle Ages were identified with evil. We know they are outside her Christian context. Wouldn't the solution to this problem be much easier if we knew from where it came? Wouldn't this same principle apply anywhere? To tune into what has gone before. To monitor what is going on in the world today. On the basis of what has been and what is, and then state with conviction, what ought to be.

There is citizenship in a free society. You and millions of others like us going to the polls and saying what ought to be, because if we stop with what has been, and what is, we are talking about the number of angels on the head of a pin again. What ought to be. What should be the future course of the country? This is the duty of a citizen in a free society. America, my America, your America, is a giant, benevolent, if imperfect, monument to man's eternal quest for meaning and freedom. Will it endure? It can and it must. But only if we use our best talents in continuing this process. We must pass on to future generations their cultural heritage with the obligation to improve it. Only to the degree that our public system of education is strong and vital can this take place. The three elements of listening: thinking — listening to yourself, listening audibly to others, and reading, are essentials in that process.

*Dr. Billy O. Wireman is Associate Vice President for Development at Florida Presbyterian College, St. Petersburg, Fla. He is author of a number of articles published in educational periodicals. "Listening — The Lost Art of Education," was taken from a talk made at the District 47 Fall Conference.*



# How to Say What You Mean



DO YOU UNDERSTAND what the following sentence means? "Upon the advent of the investigator, his hegemony became minimally co-extensive with the areal unit rendered visible by his successive displacements in space."

Translated into plain, everyday English, it simply means, "He came, he saw, he conquered."

Now, look at this first sentence again.

There's nothing grammatically wrong with it.

All of the words can be found in the dictionary. The sentence can be diagrammed. The only trouble, apparently, is that nobody can understand it.

Too many people make the same mistake. They use gobbledygook when they should be using plain, ordinary English.

And the consequences of faulty communication can be disastrous — for the student who submits a paper, for the housewife who addresses a P.T.A. meeting, for the businessman who dictates a letter.

To get your ideas across, properly and persuasively, semanticists and psychologists recommend that you follow these five rules:

1. *Avoid words that are too familiar—or not familiar enough.*

Words that are heard too often end up by not being heard at all. They make no mental impression. They are stale, lifeless, "blah." Nowadays, perhaps the most overworked word in the entire English language is "fabulous," but no doubt you have heard of the fellow who said that the two most over-used words were "great" and "lousy."

(He was asked, "What are they?")

On the other hand, don't go too far out of your way to use unfamiliar words either—like "teleological," or "entity." If you have something worthwhile to say, you don't have to deck it out in dazzling clothing.

2. *Don't confuse or misuse words.* Even one of America's greatest writers has confused words. William Faulkner, in his novel *Requiem for a Nun*, consistently used the word "euphemistic" when he meant to use the word "euphonious." ("Euphemistic" means substituting a mild expression for one that might be unpleasant; "euphonious" means having a pleasant sound.)

It's easy to make a mistake. A "Breton" lives in Brittany, France; a "Britton" lives in Great Britain. A "correspondent" is someone you communicate with; a "corespondent" is a person involved in a divorce suit. "Enormous" means large; "enormity" implies something horrible. "Sensuous" means pertaining to the senses; "sensual" means voluptuous. "Ingenious" means imaginative; "ingenuous" means naive.

All of these words are deceptive because they are similar to other words with different meanings. But there are also words that people simply misuse. A "fulsome" speech is an offensive speech. A person who "tinkers"

with a radio is doing a *bad* job of trying to repair it. Most Scotsmen don't appreciate being called Scotch—that's the name of a whiskey. A person who is "masterful" is domineering.

As the saying goes, "When in doubt, look it up or leave it out."

3. *Be terse.* Theodore M. Bernstein, assistant managing editor of the New York "Times," is forever telling his reporters, "Use one idea to a sentence." And the reason is that it is easier to understand something that is brief.

For a long time, for instance, it was thought that all legal contracts simply had to be long-winded and difficult to understand. But now even this is changing. The Equitable Life Assurance Society of the United States, which issues a large share of the world's insurance-policy contracts, now is issuing a new, letter-sized contract that has reduced the number of words by no less than 20 per cent. These new contracts not only provide protection for the policy-holder; they also make it easier for him to understand exactly what the protection is.

Here's an example of how the word-count was reduced and comprehension increased:

*Before:* Any indebtedness to the Society existing against this policy at its maturity may not be repaid in cash, but shall be de-

ducted in a single sum in any settlement hereunder.

After: Indebtedness will be deducted in a single sum in any settlement.

4. *Recognize the connotation of a word as well as its denotation.* A word's denotation is what it means precisely. Its connotation is what it suggests. And if you want to make friends instead of enemies, and persuade people to your persuasion, it would help if you recognized the emotional implications of the words you use.

Take the word "mother." It suggests many more things than the word "woman," or "parent," or "relation."

As John B. Opdyke, the language expert, has said, "house for sale" is cold—but "home must be sacrificed" is expressive. The same holds true for "infants' wear" and "togs for tots"; "janitor" and "sanitary engineer"; "open to parents" and "fathers and mothers welcome"; and "automobile" and "jalopy."

If you don't understand the difference between denotation and connotation yet, try calling a woman "fat" instead of "plump."

5. *Seek simplicity.* Of all the 450,000 words in Webster's *New International Dictionary*, only one out of ten comes from the

Anglo-Saxon (Old English). Yet these are the most essential ones—they are the short, hard, gritty words, the words that bite. (Examples: "the," "short," "hard," "gritty," "words," "that," "bite.")

According to Malcolm Cowley, the literary critic, most good writers use six Anglo-Saxon words for every one that comes from Greek or Latin. Anglo-Saxon words add clarity and strength to your speech or your writing. You don't have to recognize words of Anglo-Saxon origin. Just make sure that whenever you can use a word of one syllable in place of a word of three syllables, do it.

Now if you follow these five rules carefully, you won't necessarily become a

Daniel Webster or a William Shakespeare. But these rules *will* help you avoid embarrassment, put the most pleasing aspect on your words, add interest to what you say, and—most important of all—help get your ideas across.

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I think that, as life is action and passion, it is required of a man that he should share the passion and action of his time at peril of being judged not to have lived.

—Justice Oliver  
Wendell Holmes, Jr.

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# Production Department

**T**OASTMASTERS INTERNATIONAL materials go all over the world daily. On any day there may be 25 copies of *All About Toastmasters* being mailed to Addis Ababa, a tie clasp bound for Bangkok or a trophy to Muskegon. No matter where your club is located, World Headquarters is serving you. Much of the responsibility for this uninterrupted communication between clubs and WHQ is the responsibility of the Production Department.

Each year nearly 50 tons of paper is converted into the manuals, pamphlets, newsletters and fliers necessary for the operation of Toastmasters clubs. About 500 different items are printed at WHQ, including all the educational and promotional materials used by Toastmasters with the exception of the *Basic Training Manual* and *The Toastmaster* magazine.

John Bartlow is manager of the Production Department. He

Production Manager John Bartlow makes a last-minute check on the copy of a manual about to go on the press with Almer Parks, Toastmasters International pressman. More than 500 different items are printed each year.





The new Macey collator at World Headquarters stitches, folds and trims booklets automatically at a rate up to 4,000 per hour. Tom Cecrle and Mrs. Martha Sowards work in the bindery at WHQ.

also supervises the maintenance and upkeep of World Headquarters. A member of the WHQ staff since 1951, he has over 36 years experience in printing. Bartlow began his printing career in his father's print shop in Indianapolis, Ind., and prior to joining the Toastmasters International staff was superintendent of printing for the Indiana Farm Bureau Cooperative Association.

Bartlow has proven invaluable in the preparation and planning of the annual convention and has become nationally known among convention-hotel managers for his thoroughness. Besides being responsible for the displays at the convention, he prepares floor plans detailing the whats, wheres and whens necessary for a smooth program of events.

The Production Department is divided into three sections —

Receiving and Shipping, Printing and Binding, Addressing and Inserting.

Toastmasters International is the largest mailer in Orange County. From the Receiving and Shipping section an average of 100 orders go out daily, ranging from a single jewelry pin to 50 lbs. of assorted materials. This does not include new member kits which often number up to 500 in a single day. There are usually 35 bags of mail waiting on the dock for the post office to pick up at the end of the day.

Foreign mail creates unique problems, with most of the 50 countries serviced by World Headquarters having different postal regulations. Postal and customs regulations require constant checking. For example, all printed material has to be broken down into 6 lb., 9 oz.

packages. All declared mail must be mailed in 11 to 22 lb. packages, depending on the country. Most countries require import licenses which the clubs must obtain and send to WHQ. Venezuela requires four declarations inside the package in Spanish and six declarations attached to the outside of the package. In sending mail to New Zealand each individual item must be weighed and noted on the outside of the package or letter.

Over 250 items are carried in stock, including printed material, jewelry, trophies, timers, stickers, etc. Receiving and Shipping occupies 4,700 sq. ft. of floor space — most of which is used for storage. This storage space

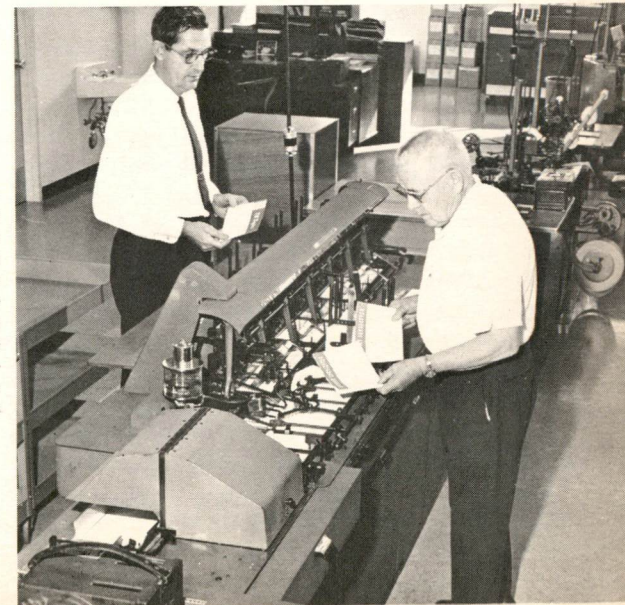
allows TMI to buy on a quantity or annual basis and pass the savings in costs along to the clubs.

The Printing and Binding section produces more than 3½ million individual pieces yearly on modern, high-speed equipment. Two offset presses are used to print the more than 500 different items produced in quantities ranging up to 500,000 copies.

The only work done outside the department is the photography and typesetting. The pasteup and layout and the developing and making of the offset plates is done at WHQ. All plates used are kept on file for possible future use.

In the bindery a collator

John Bartlow and D. H. Tibbals check the inserting machine as the first copies of the *District Newsletter* are inserted into envelopes. The inserting machine can assemble and insert into envelopes as many as six separate folded pieces of printed materials.







Toastmasters International is the largest mailer in Orange County. Preparing the mail, which averages 35 bags daily, are Mrs. Rena Von Schrittz, Dave Kohrs and Mrs. Virginia Ryan.

stitches, folds and trims booklets automatically. A 32-page book, 8 inches by 11 inches, can go through the collator at a rate up to 4,000 per hour. Manager Bartlow estimates the savings per year on just *Speech Evaluation* and *The Amateur Chairman*, of which 50,000 each are printed, at 550 man hours per year.

The Addressing and Inserting section prints approximately a quarter of a million addresses each month for *The Toastmaster*, officer materials, *TM Topics*, *District Newsletter*, new member materials and special orders.

The inserting machine as-

sembles and inserts into envelopes as many as six separate folded pieces of printed materials. As many as 5,700 communications can be inserted in envelopes hourly.

The word "service" can best describe the Production Department, according to Bartlow, who feels his department's efficiency can be attributed to the length of time most of his employees have held their jobs. Half of the people in the department have been with Toastmasters International 10 years or more, a fact most Toastmasters would agree guarantees the quality of their work.

## SIoux CITY, IOWA

# Toastmaster

## Town of The Month



SIoux CITY, IOWA, IS NESTLED in the heart of corn and cattle country along the Missouri River. Because of its geographical location, the city is one big "shopping center" for a 50-county area encompassing parts of Iowa, Nebraska, South Dakota and Minnesota.

Home of the fifth largest livestock market in the United States, Sioux City's 80-acre stock yards handle more than one and one-half million cattle, two and one-half million hogs and one-half million sheep annually representing a value of \$500 million.

Art, music, literature, ballet and drama provide variety for the city's cultural activities. The Sioux City Art Center is the showcase and workshop for creation by its own artists and an exhibition hall for traveling shows. There is also a 67-piece Sioux City Orchestra and Grandview Park's domed band shell affords summer evening musical entertainment.

Sioux City is especially proud of its schools. There are 34 in the public school system and another 12 parochial schools. In addition there are three colleges: Morningside College, a co-educational liberal arts college; Briar Cliff College, a four-year liberal arts college for women; and Trinity College, a preparatory seminary for young men.

The Missouri and Big Sioux Rivers afford a natural, unlimited playground for boaters and fishermen have a haven for shore or boat angling in the Missouri, Big Sioux and Floyd Rivers. There are also excellent facilities for golfers, swimmers and hikers.

The first white men to get a glimpse of what was to become Sioux City were members of the Lewis and Clark expedition when the only casualty on the famed expedition, Sergeant Charles Floyd, died and was buried on the banks of the Missouri. In memory of Sergeant Floyd and the expedition, a 175-foot stone shaft was erected on the bluff overlooking the Missouri River. This majestic monument, a popular tourist attraction, was designated as the first registered National Historic Landmark by the United States Congress in 1960.

There is one Toastmasters Club in the city, Sioux City Toastmasters Club 579-19. *The Toastmaster* salutes Sioux City, Iowa, Toastmaster Town on the Month.

# PERSONALLY SPEAKING

By DR. RALPH C. SMEDLEY

FOUNDER

TODAY WE ARE facing a challenge—a challenge to achievement.

Now a challenge is an invitation to engage in a contest; a summons to fight.

There are three ways of dealing with a challenge. For one, you can ignore it. You just haven't time to be bothered. For another, you can run away from it. You are afraid of it.

For the third, you can face it, and prove yourself able to meet and deal with it. You can be the winner.

I assume that this is your attitude, for Toastmasters are usually open-minded, honest, courageous men, ready to face facts, and to take issue in a good cause.

But before you can meet the challenge and win the fight, you must have the issue clearly defined. Just what is this challenge which confronts us?

I take it that it is, in general, a challenge to better living, to be gained through self-improvement, especially in our task of communication. But that is too indefinite. It is like saying "Be good and you will be happy."

Let us try to make it specific. What is the challenge to you, as an individual?

It is not just a challenge to you to become a better public speaker. Rather, it is an invitation to you to apply your speech training to your everyday living, not only in talking, but in all phases of your life.

Learning how to get along with people is one of the fundamentals in successful living. You are dealing with people every day. Do you know how to get along with them so as to help yourself and the others?

In your business or profession, you are dealing with customers, clients, employees, employers, supervisors, subordinates. The better you know how to handle your relations with all such people, the more successful and productive your life will be. Are you able to present yourself to the best advantage?

Training in effective speaking gives you a rare chance to learn how to meet and work with others. One phase of this challenge is for you to work to that end, adapting the skills in speech

to these daily problems of contacts with your fellow men.

But there is another and still more important challenge to every one of us. That is the challenge to learn to listen well. Speech is important—so is listening. St. James put it forcibly in his Epistle when he wrote: "Let every man be swift to hear, slow to speak."

Faithful practices of speech evaluation gives us training to that end. We listen to speeches. We study them and analyze them, in order that we may criticize them intelligently. Then we state our reactions, based on careful thought. Analytical listening helps us to digest and assimilate what we have heard. It is good for us, as well as for the men we evaluate.

This intelligent listening is a skill urgently needed by every citizen, especially in such times as the present, when we are beset with propaganda and sales appeals and exhortations. By newspaper, radio, television, and even in ordinary conversation, we are constantly urged to buy or vote or contribute or believe, according to the self-interest of the speaker. We are helpless unless we learn to listen with intelligence, with discrimination, with analytical attitude. Our very freedom of speech may lead us into confusion.

It will be a great day for mankind when we learn to listen with our intelligence rather than with our prejudices. I realize that it is beyond the range of reasonable expectation to hope that this ability will be gained by a majority of the people, but if we can raise the standards even a little by promoting the art of analytical listening, we shall have made a worthy accomplishment.

If we can dedicate ourselves to so simple and obvious a cause as the promotion of better listening habits, we should be able to produce tangible results in the production of more intelligent thinking and more constructive action.

With such possibilities in mind, I bring you a definite, specific challenge. It can be stated in half a dozen words. I wish that you would keep this challenge before you. Hang it over your desk, or write it on your cuff, or fix it in your memory, so that every day of your life it may help to make you a better man, a better member of the society in which you live.

Here it is: Listen! Then think! Then speak, or vote, or buy, or take action!

Let that be the sequence of your cerebration. Listen honestly, think honestly, and then act or speak.

# Join The "Blue Ribbon" Program

By "BUCK" ENGLE



OVER 1200 Toastmasters clubs in 1963 and again in 1964 provided greater benefits and opportunities for their members by participating in the *Club Achievement Program*. The *Top Ten* and the *Blue Ribbon Clubs* all report membership well above the Toastmasters average of 18 members per club.

The East St. Louis Toastmasters Club 845-8 has been a "Blue Ribbon Club" and one of the "Top Ten Clubs" for seven of the last 10 years while the Anthony Wayne Club 1380-28, Toledo, Ohio, and the York Club 1865-24 of York, Neb., joined this group six of the last 10 years.

Pacific Beach 54-5, San Diego, Calif.; Ft. Collins 375-26, Ft. Collins, Colo.; Uptown 830-30, Chicago, Ill.; Sunrise 74-3, Phoenix, Ariz.; St. Clair 496-8, Belleville, Ill.; Lincoln 403-24, Lincoln, Neb.; The Big "D" 713-25, Dallas, Tex.; Yawn Patrol 1852-24, Omaha, Neb. have been on the "Top Ten Club" list five of the last 10 years.

Just what is this Blue Ribbon program — *The Club Achieve-*

*ment Program?*

The seven-part Club Achievement Manual (Code 1110) provides a month-by-month checklist for the measurement of your club's progress, accomplishments and service to its members. It encourages systematic planning based on a clear understanding of your club's goals.

It enables your club officers and committees to build a well-balanced, well-planned program which will give your members the greatest possible benefits from all segments of the club operation. The seven sections of the manual are membership, attendance, administration, educational projects, special events, inter-club activities and bonus section. Speechcraft, Speakers Bureaus and publicity are but a few of the bonus programs available.

Order your *Club Achievement Manual*. (See back cover). Be ready April 1, 1965 to provide new opportunities for the members of your club. Help your club become a *Blue Ribbon Club*.



## Toastmasters on TV

Flying Tumbleweed Toastmasters Club 2425-44, Webb Air Force Base, represents the base every week on KWAB-TV, Big Springs, Tex.

The 30-minute program features news, personality interviews, speeches and films. A recent program featured TM Alan J. Grill, winner of District 44's Humorous Speech Contest in November.

The program, entering its second year, is called "Your Air Force and You."

**Flying Tumbleweed Club 2425-44**  
Webb Air Force Base,  
Big Springs, Tex.

## TMs Play Santa Claus

Playing Santa Claus to more than 1,000 boys and girls in Grant County over the telephone is an annual project carried out by Roadrunner Toastmasters Club 2087-23, Silver City, N.M.

This past Christmas was the fifth consecutive year that the club has undertaken the project. The local telephone company sets up six lines and members of the club talk to the youngsters. Each Toastmaster averages around 60 calls per night.

**Road Runner Club 2087-23**  
Silver City, N.M.

## Christmas Parade

The Alamance Toastmasters Club 1962-37, Burlington, N.C., took part in the annual Christmas parade sponsored by the Burlington Merchants Association.

The club was able to advertise itself before the more than 50,000 people that viewed the parade.

**Alamance Club 1962-37**  
Burlington, N.C.

• • •

## Testimonial Dinner

Scranton Toastmasters Club 1093-38, Scranton, Pa., showed its appreciation to a former officer and club member, Samuel H. Harvey, by sponsoring a testimonial dinner in his honor.

As main speaker for the occasion, Harvey gave a glowing testimonial to Dr. Smedley and recalled a visit to World Headquarters in 1961.

He was presented with an autograph book, signed by all present at the banquet and a plaque expressing the good wishes of the club.

During his 5½ years in the club he served as secretary and treasurer and also edited the club bulletin for two years.

**Scranton Club 1093-38**  
Scranton, Pa.



Dr. A. Ross Eckler, director of the Census Bureau, was made an honorary member of the Census Toastmasters Club 3349-36, Washington, D.C., at the recent 100th meeting of the club. Presenting Dr. Eckler with the pin is James Shores.



Present for the 30th birthday of Redwood City Toastmasters Club 27-4 were 45 present and former members including 18 past presidents. Past presidents included Milum Tackitt, 1938; Earl Whitaker, 1937; John Dunn, 1964; Donald L. Bogie, 1936; William Morrissey, 1940; Rollo LaBerge, 1940; and William Henderson, 1941.



Yawn Patrol Toastmasters Club 1852-24, Omaha, Neb., was honored at the District 24 convention for its selection for the fifth consecutive year in the Top Ten Clubs. With the certificate from Toastmasters International are Seb Todero, Gerry Day, Dick Schneider, Larry Grulke, Keith Frederickson and Bob Joslin.

East St. Louis, Illinois, Toastmasters Club 845-8 staged the first dinner meeting in the Jefferson National Expansion Memorial. The National Park Service project was still under construction when the club went "underground" and held the meeting. Left to right, Harold Appleby, Granite City maintenance foreman on the project; Kramer Chapman, project supervisor for the Washington office of design and construction, National Park Service and member of Toastmasters 845; Ed Denem, East St. Louis city planner; Gene Barnard, Toastmaster of the evening; Virgil Sims, president of the club; and Charles Renison, resident architect for the National Park Service at the East St. Louis project.



A message from President Lyndon B. Johnson highlighted the first meeting of the Executive Office of the President Toastmasters Club 3861-36, Washington, D.C. The message commended the charter members for their endeavors. He said, "Toastmasters International is developing thinking citizens who participate in community affairs and whose articulate leadership contributes much to making democracy work." New officers are left to right: Howard Rowlands, educational vice president; Peter Sweda, sergeant-at-arms; Walter L. Mazan, president; Joseph Cohn, secretary; Dr. Jay Kelly, administrative vice president; and Fred McIntyre, treasurer. The group consists of members from the Bureau of the Budget, Office of Science and Technology, Office of Economic Opportunity, Council of Economic Advisers, National Aeronautics and Space Council, Office of Emergency Planning and the Office of the Special Representative for Trade Negotiations.



Elks Toastmasters Club 1835-37, Burlington, N.C., became the first club in the United States to award an honorary membership to a woman when it honored Mrs. Pearl Freeland McLennan, wife of the late James W. McLennan, a charter member and past president of Elks Toastmasters. Presenting the award were Glenn T. Ivey, educational vice president; and Don Copenhaver, president. She was honored for the work she has done for the club, including printing the bulletins and other club materials.

Major General Prescott M. Spicer, base commander, was made an honorary member of Toastmasters at Lackland AFB, Texas. Left to right are Dr. Ralph S. Kaplan, president of Lackland Club 1464-56; T/Sgt Al Fiore, past president of Gateway 3085-56; Mrs. Joan Leach, president of the Lackland Sunburst Toastmistress Club; Captain Joe Boland, District 56, Area 9 governor; and General Spicer.



# The Roman

By FREDRIC BRODER

*(This is the second article in a series tracing the history of public speaking. The first, covering the Classical Period, appeared in the December, 1964, issue of The Toastmaster. Since public speaking is one of the most ancient arts in recorded history, The Toastmaster, in publishing these articles, seeks to bring to the attention of Toastmasters the ancient and honorable traditions they follow.)*

WHEN THE NEWS of Alexander's death reached Athens, in 323 B.C., the Greeks openly displayed their resentment against their Macedonian subjugators. Aristotle, who had been Alexander's private tutor, and whose Athenian school, the Lyceum, had been supplied with specimens and funds from Alexander's travels, faced trial for sedition and impiety.

Fearing the hostility of the Athenians, Aristotle chose exile from Athens rather than the death penalty he thought inevi-

# Approach to Speech

table. He died the following year in Chalcis, in Euoëa. With his death the greatest period of Greek cultural advancement came to an end.

## Internal Power Struggles Brought End to Freedom of Speech

Alexander's failure to name a single successor to his crown brought about the rapid degeneration of his empire. The generals fought among themselves for power, and soon forced the individual city-states of Greece to choose sides in the numerous civil wars which followed. These constant internal power struggles brought to an end the freedom of speech once enjoyed throughout Greece.

The well-trained Greek orators soon found it dangerous to express their opinions in public. To prevent being stoned, imprisoned, and even tortured, they turned to non-political, non-controversial subjects for their speeches. Speech contents were designed to be inoffensive to the dictators who had wrested their

democratic freedom from them.

## The Rise of the Roman Empire

For over 100 years, the power of Greece gradually waned as the cities bickered and fought among themselves. Meanwhile, a new force gradually developed in the west. The city of Rome grew powerful and achieved what the Greeks had never been able to do. The Romans, through both force and negotiation, formed a lasting union with their surrounding city-states, eventually founding the Roman Empire.

It was inevitable that the two forces should meet head-on. In 215 B.C., Philip V, King of Macedonia, supported by the Achaean League, attempted to stop the Roman expansion, but the Greek phalanx proved no match for the flexible Roman formations. Philip was forced to sue for peace by paying Rome a large indemnity.

## Sacking of Corinth

He tried twice more to muster the strength to defeat Rome, but the league of Greek city-states had been so weakened by the constant dissension and lack of



orator-statesmen capable of uniting and inspiring the masses, that he failed both times. Finally, in 146 B.C., to discourage further rebellion, the Romans sacked and burned Corinth. Their loot of Greek art treasures included many of the manuscripts on speech-training, or rhetoric.

### Rhetoric Regained Status

The Roman patri- cians were aware of the importance of ora- tory and quickly gath- ered many former Greek statesmen and teachers as slave-tu- tors for their children.

Rhetoric regained much of its former status.

The Romans possessed the masterful ability of adapting the arts of the world to their own ends. With rhetoric, Rome bene- fited by the production of gen- erations of skilled orators who guided and enhanced the glory of the Empire.

Yet, the seeds of self-destruc- tion had also been sown into the Roman culture. As the Roman leaders sought more personal power, freedom ebbed. Once again, it became increasingly dangerous for orators to speak their minds. For protection, they turned to the works of the Greek sophists, and sought to master the style, form, and delivery of trivialities rather than intense subject matter.

### Transitional Period of Rhetorical History

Thus, the transitional period of rhetorical history, from about 100 B.C. to 100 A.D., led the Ro- mans back to a Second Sophistic. Petronius Articus' *Satyricon*, written around 65 A.D., decries the decay of oratory, blaming



the Roman schools for providing students with a diet of "sticky rhetorical lollipops" and "honeyed little balls of words." He was the arbiter of social elegance (hence his name) under Nero,

who eventually had him executed, or rather forced him to commit suicide.

### Additions to Sophistry

Roman teachers and authors added to the literature of soph- istry. In *The Lives of the Soph- ists*, Philostratus wrote, "There is no goal in using these devices (style and form) other than that the audience admire the speaker." He stressed only the learning of techniques for han- dling themes, never concerning himself with content matter.

### The Stylists

The Stylists—Longinus, Demi- trium, Dionysius — published works solely concerned with style and speaking. Dionysius analyzed speech as an art form, and Cassius Longinus' *On the Sublime* linked rhetoric with the poetical. Longinus, a Greek,

wrote *On the Sublime* around 50 A.D.

### Suasoriae and Controversiae

Seneca wrote two casebooks of "acceptable" topics for speeches: *Suasoriae*, fictitious deliverative speeches on historical subjects, and *Controversiae*, fictitious speeches on assumed forensic (legal) cases. These topics were guaranteed not to offend anyone or cause the speaker to get into trouble for talking on them.

Seneca suggested that a suita- ble topic for a speech might be: "In the face of unfavorable omens from the gods, should the Greek fleet have sailed for Troy?" Speeches could be designed on imaginary legal problems, such as: "The city has decreed a death penalty for anyone climbing the sacred wall. During an invasion, a hero is forced to climb this wall to save the city from de- struction. Should he be tried and condemned?" Such topics as these were as safe as, today, dis- cussing whether or not Sherman should have burned Richmond.

### Training on Style and Delivery

Valerius Maximus wrote nine books, published between 30 and 40 A.D., devoted to various sub- jects that an orator might wish to discuss. Thus, students under- went intensive training on *style* and *delivery*, solely within the framework of these "safe" topics. The remaining three canons of speech were ignored; *invention* and *arrangement* were consid-

ered too dangerous, and *memory* was used only in terms of mem- orizing a speech.

Yet, the Romans produced two of the most important rhetori- cians of classical history. They were rebels who sought to revive the importance of speech by pro- ducing learned and comprehen- sive texts on the art of speaking.

### Cicero

The first was Cicero, consid- ered ancient Rome's finest orator. He was born in 106 B.C. and trained intensively before plead- ing his first legal cases at the ripe, old age of 26. He believed that an orator should possess an almost universal knowledge be- fore attempting to speak.

Cicero's three-volume *De Ora- tore* defines rhetoric as an exten- sive study of all life and states that a successful orator must conform to high and exacting qualifications. The second vol- ume deals with the discovery of topics worthy of speech and the importance of research on the selected theme. He points out that the orator's painstaking in- vestigation of the facts is indis- pensable to inventive skill.

He states that the object of a speech is persuasion: "That we prove what we maintain to be true; that we conciliate those who hear; that we produce in their minds whatever feeling our cause may require."

### Cicero's 3 Levels of Style

The final volume of *De Ora-*

*tore* covers the three levels of style Cicero determined important to a speaker. *Plain* style is the use of sound logic, without dramatic effects or wit, to prove a point or inform the audience. *Middle* style uses rounded phrases and poetic devices to win the sympathy of the listeners, and *Grand* style arouses the audience to action through the use of dramatic appeal and wit.

In writing about speech techniques, Cicero viewed speaking through the eyes of a highly competent orator. This makes him unique among the classical authors in that he speaks from experience as well as theory.

### The Death of Cicero

Because he advocated the importance of subject matter and was willing to voice his views openly, Cicero was forced into retirement during Julius Caesar's reign. When Marc Antony came to power, Cicero spoke against him, and Antony, in 43 B.C., sent his soldiers to slay the orator. Thus, the freedom of speech was again quashed.

Cicero left, as his legacy to the future, the most complete set of works on rhetorical theory and criticism ever assembled by one man.

### Quintilian

Toward the end of this transi-

tory period, another noted Roman decided to produce a set of books on public speaking in an effort to re-establish the importance of rhetoric. He was the famous educator Quintilian. He spoke as a teacher, intent upon preserving the good in rhetorical education during a period when the excesses of exhibitionism and declamatory show were threatening not only this art, but the whole system of culture.



### Institutes of Oratory

In 95 A.D., Quintilian published a 12 volume treatise entitled *Institutes of Oratory*, representing the most comprehensive contribution in print on the training of public speakers.

Quintilian wrote *Institutes* in an attempt to revive classical rhetoric. He compiled all that was good in speech instruction, insisting that speech should be taught in that manner, rather than in the sophistic style in vogue at that time. He felt that eloquence is only a means toward an end, not, as the sophists decreed, the end itself.

His 12 books covered the training and education of the successful orator, whom he defined as "a good man, skilled in speaking." Since "good" meant virtuous to the educator, he recommended a lengthy study of morality to

guide the speaker toward justice and honor.

Quintilian suggested that a speaker's training should begin at birth. A child's parents and nurse should serve as good models, speaking and writing well, and taking a lively interest in his education. The child should study extensively in a broad field so as to be well grounded in many subjects. Quintilian recommended logic, mathematics, science, language, literature, and music as worthy of study.

### Quintilian Stressed Extemporaneous Speaking

This extensive education led Quintilian to stress extemporaneous speaking (table topics in the Toastmaster program) as a rare and important ability for orators to master. But he condemned those who attempted to speak without a full knowledge of the subject.

Quintilian tried to restore Aristotle's enumeration of the five canons and three types of speech, plus his three-fold analysis of the speaker's purpose (described in December, 1964, issue of *The Toastmaster*) to their former importance. He also preached the

flexibility of the so-called rules of speech. He wrote, "rhetoric would be a very easy and small matter if it could be included in one short body of rules, but rules must generally be altered to suit the nature of each individual case, the time, the occasion, and necessity itself."

Thus, by the end of the Roman era, important books on speech-making had been produced from the points-of-view of Aristotle, the theorist; Cicero, the orator; and Quintilian, the educator.

Unfortunately, Quintilian's books were but a candle in the encroaching darkness of sophistic declamation and eloquence. The Romans, deprived of the freedom of speech, discarded the valid rules of speaking, thereafter, and concentrated upon the trivialities of artistic style and eloquent delivery in meaningless oratory.

### Second Sophistic

For the next 300 years, Roman oratory was engulfed in a period known as the Second Sophistic. Roman rhetoric never recovered. After the destruction of the Roman Empire this bleak period of rhetorical history ended.

*Fredric Broder is a past Founders District educational assistant, past area governor and former president of Lakewood Toastmasters 815-F. He is currently working on a Masters Degree in Speech at California State College at Long Beach.*



*Learning for Themselves Isn't  
Enough—These Toastmasters are . . .*

## Helping Junior Achievers Achieve

By **BILL HOLMAN**

OF THE TOLEDO, Ohio young people who joined Junior Achievement to learn how businesses operate, 150 of them have discovered that they can reap unexpected benefits.

They're learning about Toastmasters—an idea that originated with Charles Mohr, Sun Oil executive and currently senior vice president of Toastmasters International. Long aware of the good work of Junior Achievement, Mohr saw an opportunity for his club to make a contribution that would be a valuable addition to the education of these energetic teen-agers. He proposed the idea of driving home speech techniques the way he'd learned them himself—by actual practice every week.

The Achievers themselves are enthusiastic over the program.



Charles Mohr, first vice president of Toastmasters International and originator of Junior Achievement Speech training, introduces Vickie Moore during a meeting.



Dave Hotz, Junior Achievement Toastmaster, is introduced by Toledo's top speaker, Bill McDonagh. Toastmasters conducting the classes are members of Anthony Wayne Club 1380-28.

One girl remarked, "I have found this fine organization has uncovered self-confidence that I never knew I had."

A husky high school athlete proclaimed: "I used to say it was sissy to want to speak before groups. Now I know deep down I didn't want to do it because I was scared. The speech classes helped me get over it."

The classes are conducted by volunteers from Toledo's Anthony Wayne Club 1380-28. The full gamut is run—chairmanship, table topics, speeches, and evaluations.

Anthony Wayners have long been noted in the community for their willingness to tackle worth-

while projects. Members have spoken on the mental health problem. They take their noon hours to promote Christmas Seals before service clubs for the TB Society. Earlier this year they wound up a six-month campaign against litterbugs.

Junior Achievement Speechcraft enrollment, in its third year, is expected to grow still larger. Starting with 30 in 1962, it leaped to 130 in the 1963-64 season. You might say that the Anthony Wayne Toastmasters are growing their own replacements.

*Bill Holman is past president of Anthony Wayne Toastmasters 8130-28 of Toledo, Ohio.*



Debra Niekranz, one of the top Junior Achievers in the program, participates in a program while other achievers evaluate her performance.



Toastmaster Bill McDonagh listens attentively as Kay Sheriff ponders a point in her speech.



Katie Moore voices her thoughts during a Table Topics session during a session of Junior Achievement speech training.

REMEMBER: To keep your *Toastmaster* magazine coming regularly, notify World Headquarters immediately of any change of address. Please give old address, new address, club and district number. If possible, include a mailing sticker from a previous magazine.

Send change of address to: World Headquarters, Toastmasters International, Santa Ana, California.



## GAVEL CLUB NEWS

Gavel Club 185, Jacksonville, Fla., recently received its Certificate of Affiliation. This group is composed of members of The Youth Council on Civic Affairs. The Youth Council is designed to build better lines of communication between adults and young people. Gavel Club training in public speaking will help the members to attain this goal.

One of the most interesting groups we are working with and hope to certify soon is located at the Arkansas Enterprises for the Blind, Little Rock, Ark. This institution is sponsored by the Lions Clubs of Arkansas. They specialize in rehabilitative training for the blind or nearly blind who are interested in self improvement through public speaking.

In the mail recently we received a copy of a very impressive program which was presented by the Point Concepcion Gavel Club 81, Lompoc, Calif., (correctional institution). This program was in honor of the 40th anniversary of Toastmasters International. Included in the program was a history of Gavel Club 81 and two Toastmasters clubs in the area, 450-12, Vandenberg AFB, Calif., and 2969-12, Lompoc, Calif., which have assisted the Gavel Club from time to time. Very well stated thank yous for assistance in the past to the Gavel Club were issued to William Latour, a member of Toastmasters 2969-12, to Forrest Barefoot, club counselor, and to R. G. Wilcox, supervisor of education.

Congratulations were in order for

Gene Wilson, former member of **Cowtown 4-H Gavel Club 142**, Fort Worth, Texas, in the August issue of *The Toastmaster* magazine for winning the Texas State 4-H Club Public Speaking Award at Texas A&M University. In the November issue of *The Toastmaster* he was honored for becoming the first 18 year-old member of a regular Toastmasters club since the change in the age limit was made at the convention in Denver in August. He's a member of **Wranglers' Club 2103-25**, Ft. Worth, Texas.

Gavel Clubs receiving their Certificates of Affiliation recently include the following: **Federal Gavel Club 2**, Nashville, Tenn., (federal employees); **Women's Gavel Club of Rochester 5**, Rochester, Minn., (women's group); **Crossroads Gavel Club 183**, Belleville, Kan., (4-H group); **Parlima Gavel Club 186**, Rawlins, Wyo., (correctional institution); **New Horizons Gavel Club 187**, Victoria, B. C., Canada (adult church group); **USADJ Gavel Club 188**, Sagami, Japan, (English speaking Japanese employees, male and female); **Mountaineers Gavel Club 190**, Stony Mountain, Man., Canada, (correctional institution); **The Communicators 192**, Oregon, Wis., (correctional institution); **The Springfield Gavel Club 194**, Springfield, Mo., (U.S. Medical Center for Federal Prisoners).

Quote from the **Seagoville Gavel Club 92 Notes**, Seagoville, Texas: "It is impossible for anyone to know as much as most ignorant people think they know."

# TOASTscripts



The San Diego Tribune carried a story about a Toastmasters club formed during World War II in a German POW camp, reports Vince O'Hearn of Fallbrook Toastmasters Club 2335-5, Fallbrook, Calif.

Elmer R. King of Vista, Calif., Chamber of Commerce manager and a former Toastmaster, told the story about his son who was given up for lost in the Ardennes Forest during the war. On Christmas Day, 1944, he received a letter through the Red Cross from his son in a prison camp in Germany.

King said that in prewar times he had taken his son to the

Toastmasters club. According to the article, "in that forlorn, underfed prison camp in Germany, his son had organized a Toastmasters club among the prisoners. In some instances the project assuredly saved lives. It gave the prisoners an activity when they were sick, starving, cold and disheartened. The prisoners began putting in all their time writing and polishing speeches. You might say they orated themselves to survival."

Oak Ridge Toastmasters Club 1858-63 was faced with the problems of finding new members and acquainting the community with its club. It solved both problems in one evening by holding a community demonstration meeting.

The stage of the Oak Ridge Playhouse had a different kind of production listed on its marquee. This time the performance was a duet by the Oak Ridge Toastmasters and Toastmistresses clubs who jointly set up a demonstration meeting to introduce Toastmasters to the community.

Articles appeared in the Oak Ridge and Knoxville papers prior to the meeting and the club also

TMI World Headquarters staff members received a special present at Christmas with the arrival by Railway Express of a seven-foot Scotch pine Christmas tree — the gift of Greater Indiana Toastmasters Club 1440-13, Indiana, Pa., and the Indiana County Christmas Tree Growers Association. Decorating the tree in the World Headquarters lobby were, clockwise, Mrs. Martha Sowards, Mrs. Sharon Beaulieu, Executive Director Maurice Forley and Mrs. Tona Hicks.



received publicity on radio and TV. A Toastmaster finalist in the international speech contest and a Toastmistress international director were the two main speakers. The two other speakers, evaluators and other participants were from the two clubs.

The mayor of Oak Ridge, who had previously decreed Toastmaster-Toastmistress Week, was made an honorary Toastmaster. Over 100 persons attended.

The results? Six new members, plenty of publicity and good will, plus a sharp increase in the activity in their speakers bureau. Expensive? Not really. Some hard work in planning and less than \$75 in cash.

**CONGRATULATIONS:** Robert H. Blum, member of Arlington Heights Toastmasters Club 1087-30, won top honors in a nationwide distributor sales contest sponsored by General Electric Company... Howard Bond for selection as Toastmaster of the Year by Evergreen Toastmasters

Club 333-32, Tacoma, Wash. Known as Mr. Toastmaster in Tacoma, Bond teaches an evening public speaking course at Tacoma Vocational-Technical Institute's management development department... M/Sgt. Leland B. Frazee received a letter of commendation from the commanding officer of the Newark Air Force Station (Ohio) for his efforts, not only in furthering the interests of the Newark Air Force Station Toastmasters Club 3604-40, but in helping to organize a Toastmistress club and working on the drives of the Red Cross Blood Mobile and the Licking County Society for Crippled Children.

Dr. Ralph C. Smedley, founder of Toastmasters International, will celebrate his 87th birthday February 22. All Toastmasters join in wishing Dr. Smedley a "Happy Birthday" as he passes another milestone in his long and fruitful life.

THESE MEN ARE MEMBERS OF TOASTMASTERS INTERNATIONAL—



What is a Toastmaster?  
 How much can I benefit by joining Toastmasters?  
 Where and when do these clubs meet?  
 How much does all this cost and why?

It pays to advertise! Orlando Air Force Base Clubs 2271-47 and 3079-47 use posters like this one in their membership drives. Both clubs at the Florida base report membership gains since they started using the posters.

# Dramatize Your Educational Features

By FRED E. EBEL

WHO WERE YOUR best teachers? Weren't they the ones who *dramatized* their subject? The English teacher who played parts of Shakespeare's plays; the physics teacher who showed that air has weight by weighing an automobile tire before and after it had been pumped up.

All these teachers had something in common. They *dramatized* education. It's not surprising, then, that educational features come alive when dramatized. That's what we did at Milwaukee Toastmasters Club 466-35 — we *played* our educational features rather than talked them.

The premier, titled "How to Make a Meaningful Speech," is a good example of our dramatized educational features. The subject could have been handled in the conventional prosaic manner. Instead, our educational vice

president got the session off to a fast start with:

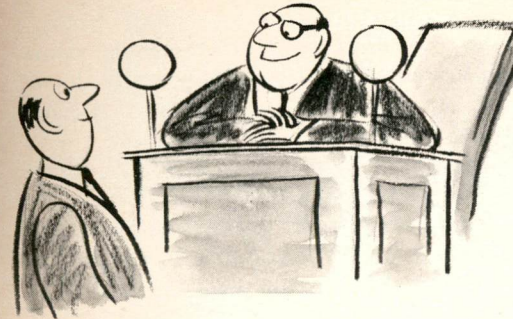
"It's easy to make a meaningful speech when you use the Borden formula. Why, if a zoologist lost on his way to the auditorium were to open that door at this moment, he could make an effective speech!"

This was my cue to open the door, announce: "I'm a zoologist lost on his way to the auditorium. Could you direct me?"

"Certainly," he said. "But first, would you submit to an experiment? Here," he said, handing the zoologist the Borden formula, "make a speech using this formula."

I read the formula aloud, and then while displaying an air-hole punched box, opened my speech like this. "Gentlemen, the thing in this box could be your death some day!"

After the speech, I left the



*Variety can make your programs successful*

room and the educational vice president made a summation, pointing out how I had followed the formula, thereby making a meaningful speech.

Note how the dramatized educational feature provides variety, brings in participants, lends itself to humor. And the entire session took only ten minutes!

Based on this initial success, we launched another dramatized educational feature, titled "How to be a Good Judge." Simulating a courtroom atmosphere, the judge sentenced various offenders of poor evaluations. One offender, Picayune Pete, firmly defended his evaluation like this: "The speaker pulled his ear lobe twice and touched his tie. I gave him a good lecture on not doing those awful things!"

"What happened?"

"The speaker quit the club and I was convicted of membership decimation."

The judge then asked the

name of the book the defendant was carrying. "How to Raise Aardvarks," he was told.

"How did you happen to buy such an unusual book?"

"It was that speech — the one that got me into this trouble. It was titled, 'How to Raise Aardvarks.' I became so interested in Aardvarks, I bought the book."

"So you ignored the fact that the speaker made the sale and made your evaluation on the basis of a few trivial mannerisms. An evaluator like you does not deserve to be loose in our society. I sentence you to 15 years of cleaning Aardvark cages!"

The judge then heard the cases of other Toastmasters who had violated good evaluation practice. The result: A lively educational session that left a lasting impression.

It was obvious now that dramatization was the key to success. So we proceeded to another

feature, this one titled, "Human Relations, or the Art of Getting Along." Incidentally, the educational feature leader writes the script. The participating "actors" are given their specific scripts which they can memorize or read.

Two TM actors dramatized what was good and what was bad in human relations. The "good guy" was called Dan Dignifier; the "bad guy" was called Ben Belittler.

For example, here's how the subject of criticism was handled:

BEN BELITTLER: "That idea won't work and is typical of your knuckleheaded thinking!"

DAN DIGNIFIER: "That idea has worthwhile advantages, but also some disadvantages, I believe. Let's make an over-all evaluation."

Still another sample:

BEN BELITTLER: "We took your idea with all its drawbacks and weak points and made something worthwhile out of it!"

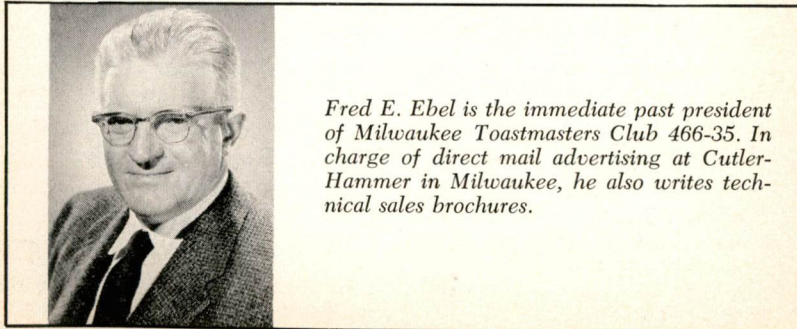
DAN DIGNIFIER: "You gave

us the seed that precipitated this whole project. Without your idea, we probably would have never achieved the success that we did!"

Besides being a highly effective training device, dramatization offers considerable humor relief. For example, in the educational feature, "How to Tell a Funny Story," TM's learned while they laughed. One actor showed how a joke could be killed by laughing it to death. Another TM showed how inexperienced dialect can send an otherwise good joke to the grave.

Humor was also in abundance during "Dramatics for Better Speaking," subtitled "Theatrics." Here the TM actors had a field day with gestures—gestures that were remembered because they were demonstrated.

If your educational features are bogging down, make them come to vibrant life through dramatization. *Show it, don't talk it.* And have a lot of fun in the process!



*Fred E. Ebel is the immediate past president of Milwaukee Toastmasters Club 466-35. In charge of direct mail advertising at Cutler-Hammer in Milwaukee, he also writes technical sales brochures.*



## JUST IN JEST

A newspaper reporter said to a lecturer: "You have a great gift for oratory. How did you develop it?"

"The same way," the speaker said, "I learned to ice skate. I kept making a fool of myself until I mastered it."

*Even if you are on the right track, you will get run over if you just sit there.*

• • •

A young reporter was instructed by his editor never to state anything as a fact that he could not verify from personal knowledge. Sent out to cover an important social event soon afterward, he turned in this story:

"A woman giving the name of Mrs. James Jones, who is reported to be one of the society leaders of the city, is said to have given what purported to be a party yesterday to a number of alleged ladies. The hostess claims to be the wife of a reputed attorney."

• • •

*About the only thing you can do on a shoestring these days is trip.*

Upbraiding his teen-age daughter for her slovenly appearance, a father started in on a tirade on the faults of modern-day children.

"Why, look at your hair," he snorted. "It looks like a mop."

The child looked up and innocently inquired, "What's a mop?"

*It's the little things that bother  
And put us on the rack:  
You can sit upon a mountain,  
But not upon a tack.*

The old man was celebrating his hundredth birthday and the reporter was interviewing him.

"To what do you attribute your longevity?" the reporter asked.

The old man thought a moment and then said, "I never smoked, drank whiskey, or stayed out late. And I always walked two miles a day."

"But," said the reporter, "I had an uncle who lived that way, yet he only lived to be eighty. How do you account for that?"

"He just didn't keep it up long enough," the man said.

*If cleanliness is a virtue  
Then I must be twice blessed;  
With high taxes and high prices  
I'm always cleaned and pressed.*

Asked by a panhandler for a dollar for a cup of coffee, a man answered, "I won't give you a buck for a cup of coffee but you find four people who will give you 25 cents each and you'll have your dollar."

Said the thirsty one: "You don't have to give me a dollar but for Pete's sake don't try to tell me how to run my business."

# Program Chairman VS Matchmaker

By S. DAN DANIELS

MEMBERSHIP IN A Toastmasters Club is a two-way street with signs pointing in either direction. Both signs begin with the letter, "R". One reads, "Rewards" and the other reads, "Responsibilities."

No Toastmaster needs reminding that in *our* organization a man is urged to be completely selfish in availing himself of a full share of its advantages. Some *do*

need reminding, however, that with these rewards comes a like share of responsibilities; obligations to fellow members! This is particularly true in club programming.

I am reminded of the ham Program Chairman who eagerly accepts the honors and the bows that go with the role, but consistently ducks the work and responsibilities of mature, selective planning that makes for a stimulating, smooth running program.

These, too, go with the job and the man who side-steps them is cheating himself as well as the other members of his club. Result? There is the Toastmaster of the Evening who waits until

he arrives at the meeting and on the members' time starts gathering data to introduce the speakers and the segments of the meeting. Naturally, he presents a botched-up, warmed-over program. And,

of course, we are all too familiar with the lazy Educational Veep who never prepares any worthwhile material and never intended to. He shouldn't have accepted the job in the first place, but he was too mealy mouthed to say no! In fairness to his fellow members, he should have stepped aside for the live wire who is seeking work and experience and not glory. Of course, there is no excuse for the scheduled speaker who arrives



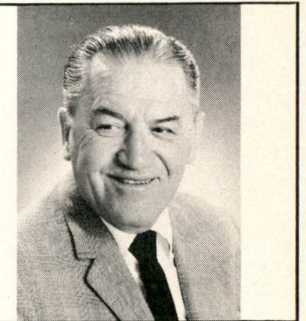
at the meeting with a last minute hodge-podge of ideas and notes which he foists on his patient listeners as a "speech." His efforts, or lack of them, are insulting to the members of the audience who give of their valuable time to listen to him. As bad as the others are, the real stinkeroo of any program is the honey-mouthed Master Evaluator who fails to organize his evaluation staff or himself and blunders through the session with sketchy material and shop-worn flowery phrases.

I recommend that we take a tip from the sports world. Instead of a "Program Chairman" let's have a "Matchmaker" who will pit the members of the club against each other in a knock-

down-drag-out battle of prepared talent. If a man won't train, won't prepare for each bout; for each meeting, he doesn't belong on the card. It should be the Program Chair... (sorry) the Matchmaker's job to see that he doesn't get on it until he *has* completed his road work and *is* in condition.

How would I advise a man just starting to serve as Program Chairman? I'd advise him to GET TOUGH! There is more concentrated gray matter in the average Toastmasters meeting than in any other club audience of similar size anywhere. A man should be made to prove himself worthy of taking up the time and attention of these intelligent men.

*S. Dan Daniels is a department head, Public Relations Activities, with the Western Electric Company, and a member of Broadway Toastmasters Club 1000-46 which he helped organize in 1951. When he is not making speeches or editing his weekly newsletter, "The Speaker," he dabbles in oil paint.*



*"Knowledge gives us power, but only wisdom will give us freedom"*

— Thomas Paine

# New Clubs

(As of January 5, 1965)

- 442-4 SALINAS, California, *Firestone*, Thurs. 6:00 p.m., Valley Center Bowling, 1081 South Main St., Salinas, California
- 1288-38 WYNDMOOR, Pennsylvania, *A.R.S. East Wynd*, 1st-3rd Wed. 8:00-10:00 p.m. 600 E. Mermaid Lane, Wyndmoor, Penn. MI 6-4757
- 1686-36 FORT GEORGE G. MEADE, Maryland, *KRITIKOS*, 1st-3rd Mon. 5:30 p.m., Dairyland Restaurant, Route 175, Jessup, Md. Pres. 677-6394
- 1687-37 CHARLOTTE, North Carolina, *Food Dealers*, Mon. 7:00-8:30 p.m., Plantation Grill & Restaurant, 2426 W. Morehead St. 334-2863
- 1736-U ROME, Italy, *Roman Forum*, 1st-3rd Tues. 12:15 p.m., Madison House Restaurant 46-47 Ext. 352
- 1770-52 LOS ANGELES, California, *LAIRS*, Alt. Tues. 12:00-2:00 p.m., Local County & State Cafeterias as announced 688-4569
- 2053-12 LAS VEGAS, Nevada, *REECO*, Wed. 12:05 p.m., Castaways Hotel, Las Vegas, Nevada 734-3011 Ext. 3712
- 2119-12 CAMARILLO, California, *Pleasant Valley*, Wed. 6:00 p.m., N.C.O. Club Oxnard Air Force Base, Camarillo, California 482-5916
- 2139-U DUNEDIN, New Zealand, *Otakou*, Mon. 5:30 p.m., R.S.A. Club Rooms, Dunedin, New Zealand 78960
- 2256-45 SKOWHEGAN, Maine, *Skowhegan*, 1st-3rd Thurs. 6:30 p.m., Whittemore's Restaurant, Skowhegan, Maine 474-9459
- 2645-46 BROOKLYN, New York, *Consolidated Insurance Companies*, Alt. Tues. 5:00 p.m., 6th Floor, 345 Adams Street, Brooklyn, New York
- 2760-28 ROYAL OAK, Michigan, *Michigan Life*, Mon. 7:15 a.m., Michigan Life Insurance Co. Royal Oak, Michigan 549-2100
- 3107-38 NAVAL AIR STATION, WILLOW GROVE, Pennsylvania, *Guardian*, Thurs. 11:30 a.m., NAS, Willow Grove Commissioned Officers Mess OS 5-7070 Ext. 310
- 3781-61 DONNACONA, Portneuf County, Quebec, Canada, *Jacques-Cartier*, Tues. 6:30 p.m., Manoir Donnacona, Donnacona 358-W
- 3856-TCBI FORT WILLIAM, Inverness-Shire, Scotland, *Fort William*, 1st-3rd Wed. 7:30 p.m., Highland Hotel, Fort William
- 3857-TCA GRAFTON, N.S.W., Australia, *Jacaranda*, Thurs. 6:00 p.m., Jade Room, Crown Hotel, Grafton, N.S.W., Australia
- 3858-26 U. S. AIR FORCE ACADEMY, Colorado, *Falconaires*, Fri. 4:30 p.m., Fairchild Hall, U. S. Air Force Academy, Colorado 472-1690
- 3860-36 WASHINGTON, D. C., *Washington Council, K. of C.*, Tues. 7:00 p.m., Washington Council Home, 5034 Wisconsin Avenue, N.W. 363-8222
- 3861-36 WASHINGTON, D. C., *Executive Office of the President*, Tues. 12 noon, Executive Office Building, Washington, D. C. 382-1152
- 3862-TCBI CUMBERNAULD, Dumbartonshire, Scotland, *Cumbernauld*, 1st-2nd Thurs. 2:45 p.m., Kildrum Church Hut, Cumbernauld
- 3863-34 ALBANY, New York, *Campus*, Alt. week days (M-T-W-Th) 5:15 p.m., New York State Campus Cafeteria, Bldg. #3 Albany, N.Y. GL 7-5477
- 3864-TCBI MONTROSE, Angus, Scotland, *Montrose*, 1st Tues. & 3rd Thurs. of each month, Star Hotel, New Wynd, Montrose

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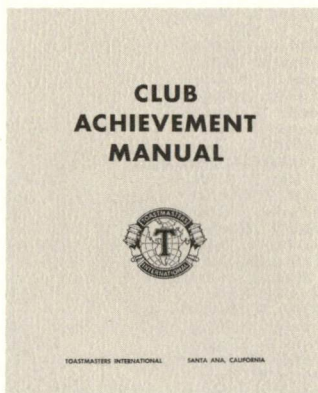
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