

February 1986

THE TOASTMASTER



The Personality Rainbow

VIEWPOINT

TI OFFICERS AND DIRECTORS

Personal Excellence: Inspired in a Tire Store

Not long ago I stopped by the service center after work to have my car checked before driving to Santa Ana the next morning. Everything checked out okay except I needed new tires—immediately! I was tired from a long day and somewhat disgruntled as I drove to the nearest tire store that kept evening hours. After choosing tires for my car I slipped into the small, cold waiting room. I longed for the comfort of my favorite chair and was filled with resentment at the time lost from my evening. Luckily, I had some Toastmasters work in my briefcase to occupy my mind.



After about 10 minutes, impatience overcame me and I went to the work area to see what progress was being made. My car was already on the hoist with all four wheels off. A skinny kid was working with a machine taking the tires off the rims. He seemed to delight in his work. Every motion had a purpose—man and machine worked together with rhythm and grace. He enjoyed his task and I knew he was fast and good. It was evident in his stance.

There must have been competition between the tire changers; periodically I heard a voice call out, “Go, Ralph, go!” Even though there may have been a race with time, I knew that the job was being done well. This kid had pride in his workmanship. I could see it when he walked away with his head high and his shoulders back. What would this world be if we all had that kind of pride and dedication to our work?

Michelangelo, one of the greatest artists of all time, planned most of his sculpture to be placed against a wall where it would be viewed from one side. As he worked on the fine details on the back of one of his masterpieces, he was asked why he was putting forth so much effort where no one would ever see it. He replied, “I will know.”

I’m sure you’re familiar with the words of the English statesman and writer, Lord Chesterfield: “Whatever is worth doing at all is worth doing well.” You’re probably so familiar with this phrase, in fact, that the words have lost much of their meaning.

When we offer a half-hearted effort we often excuse ourselves by saying we don’t care about the work. The truth is, however, it is ourselves, our pride we don’t care about. No matter what the job is, we owe it to ourselves to do it in such a way that we walk away with pride and satisfaction others can see. Remember, excellence is not something you put on, but something you bring out—be the best at all you do!

Our founder, Dr. Ralph Smedley, expressed it this way: “Reach for what is out of reach. Attempt the impossible. Strive to attain the unattainable. There is no challenge in things within reach.”

Let’s make a banner year by setting goals and achieving them. Build that castle in the air. BELIEVE you can do it, WANT to do it, and ACT; stretch yourself to reach your goal. COMMIT TO EXCELLENCE!

Helen M. Blanchard

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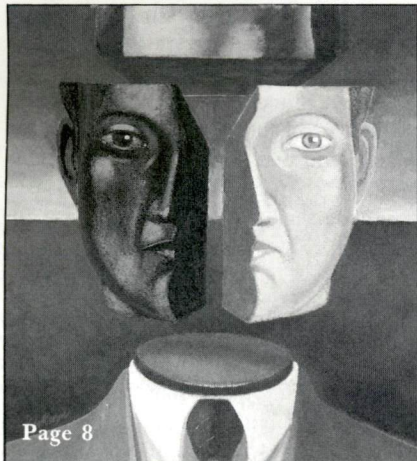
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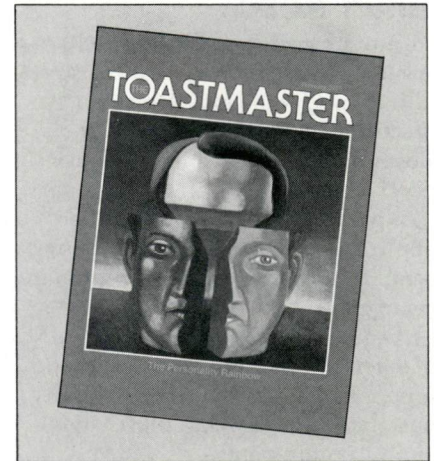
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Merge Your Body with Your Words

by Mary Ellen Ducklow



COVER

Are you a red, blue or green personality type? The Personality Rainbow contains a vast spectrum of colorful traits that can tell you a lot about yourself. This month discover the way your personality colors your behavior.

Cover illustration by Geoffrey Krueger.

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LETTERS

Taken Aback

I am amazed (and taken aback) at how our fellow Macky Toastmasters Club from Queensland, Australia ("An Effective Ultimatum," August *Letters*) effectively forced a member to make a speech.

As a Vice President for Education, I fully respect and understand why my members, at one time or another and for one reason or another, cannot adhere to a scheduled program. I know that my members are all ambitious men and women and that often higher priority must be given to their office and/or family commitments.

Besides, isn't Toastmasters meant to be a "work at your own pace" program? I appreciate the fact that it is sometimes difficult to find speakers, even at our club with 38 active members out of a membership strength of 53. Perhaps you may like to consider scheduling your Executive Council members as stand-by speakers.

This way, your speakers program will always be filled, or at least appear to be filled. On seeing this, members may then join in the rush to "book" a date for their projects.

Kevin Ong
SIM Toastmasters
Republic of Singapore

Anniversary in Peru

Lima Toastmasters Club 3098-U of Lima, Peru, celebrated its 25th anniversary in recent months. We are proud to be a part of Toastmasters International, and considering the transient nature of the population of this city, especially among the English-speaking community, we feel we do indeed have something to celebrate when we mark the passage of 25 years of existence. We are a truly international club with members from England, Scotland, the United States, Switzerland, Argentina, Bolivia and of course, Peru.

Our entire membership looks forward to receiving *The Toastmaster* magazine because we find it a useful, informative and educational, as well as enjoyable, magazine.

Macksyne Conde
Lima Toastmasters
Lima, Peru

If the Shoe Fits . . .

Regarding the article "Approach Leadership Scientifically," (October): As far as I am aware, none of the governing levels in Toastmasters International has the power to force a club to do anything. If this is true then "telling" a weak club what to do might do more harm than good. "Selling" is satisfactory in the long term only if the product sold really fills a need from the purchaser's point of view. "Participating" or "delegating" may or may not help.

The best method of dealing with such a problem is well-covered, however, in the next article, "Communicate by Changing Shoes" by Vivian Buchan. It directs us not merely to communicate but to find out *why* a club is failing and *what* the problems are. Only when armed with that information can someone outside the club really help.

H. R. Trehearne, CTM
Princeton, British Columbia, Canada

Preposition Superstition

Old myths die hard, and none it seems more than that quaint superstition about the "illegal" preposition at the end of a sentence. One would have thought that Dr. Laura Wilson's article in the September *Toastmaster* had laid it to rest for good—but no, the December issue contains a letter from a DTM referring to the "infraction" of this "rule."

In fact, there *is no such rule*, so it makes no sense to speak of an "infraction." In many situations in English, it is perfectly LEGAL AND PROPER to end a sentence with a preposition. I have checked nine authorities other than those listed by Dr. Wilson in her article, including the *Dictionary of Contemporary American Usage*, *Modern English Usage* and *The Heritage Dictionary of the English Language*, and not one spoke against the preposition at the end of the sentence. Eight of them specifically approved it; the other, Wilson Follett's *Modern American Usage*, didn't discuss the matter one way or the other.

Here's a challenge to those Toastmasters who still think that a rule against ending an English sentence with a preposition exists: State your authorities! Give us the references! Who are they?

I agree with the correspondent DTM

that we shouldn't carelessly lose listeners through grammar errors that grate on their nerves; but there are so many egregious blunders heard these days that it's a pity to agonize over uninformed listeners who fuss about something that is actually correct. Churchill was right: There are some kinds of nonsense up with which we should not put.

Hugh Hay-Roe, Ph.D.
Humble Opinion Toastmasters
Humble, Texas

Mr. Hugh Curley makes a great deal to do about ending a sentence with a preposition, yet he immediately proceeds to split an infinitive: "If we want to successfully convey our messages . . ."

Where does one draw the line? The late Winston Churchill put the whole thing in humorous context when he quoted a little child addressing her father: "Daddy, why did you bring that book that I don't want to be read to out of up for?"

Max M. Samfield
Durham Toastmasters
Durham, North Carolina

Traveling Toastmasters

As George Shyrock stated in his letter "Give Us a Sign" in the November issue, I too have seen no Toastmasters highway signs in all my travels around the continent, nor have I been able to find Toastmasters listed in telephone books at the countless motels I've spent lonely evenings at.

Our club has voted down many motions (over the years) to buy and put up a highway sign. Why? Because the *rental fee* for space on the local "community" signboard is prohibitive.

I suspect the reason clubs don't put their numbers in the phone book is that officers change too frequently for the phone company to keep current. Or that it costs too much for the expected return in visitors to club meetings.

Highway signs and telephone book listings would attract traveling Toastmasters, but I doubt that they are anywhere near as effective as the *personal invitation* for bringing in prospective new members. I suggest traveling Toastmasters acquire a copy of the *Toastmas-*

(Continued on Page 22)

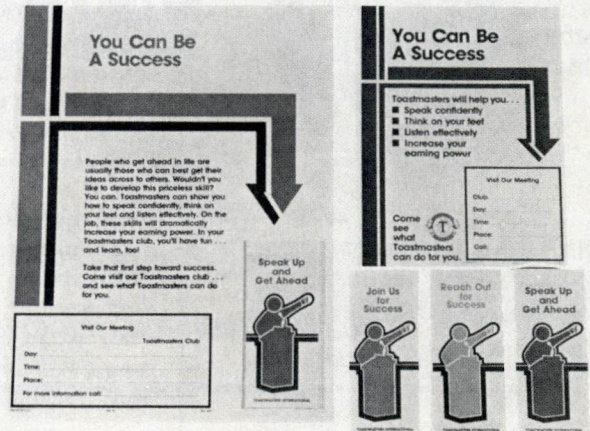
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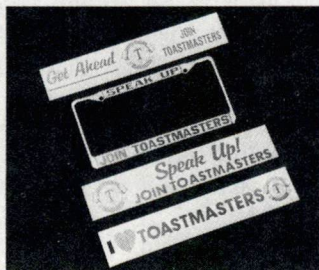
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Wrap It Up Well

*The conclusion is your
chance to wrap your speech into a complete
and meaningful package.*

by Rose Marie Walker, CTM

Do you have any idea how speakers are selected? That guy talked for 50 minutes but he didn't seem to have anything to say."

"May I borrow your program? I don't think that speaker knew what his topic was."

These comments come when a speaker fails to wrap up his address. Whether you are given a topic or choose your own, you should close your speech in such a way that the listener has no doubt as to your talk's purpose. Wrap it up well.

The wrap-up is the most important part of your speech. That's when you convince the audience that you have made a worthwhile contribution. And when you end on time, you show that you respect the members of your audience as individuals.

The wrap-up is your last opportunity to resolve any loose ends so that your listeners will not feel disoriented. Your audience wants to be led down a distinct garden path. If they can't see the trail or keep up with the leader, they will get lost and turn their attention elsewhere.

It's your last chance to show them that you know your subject. In fact, beginning your speech preparation with the wrap-up will insure that you keep your audience's attention. Begin at the end.

Starting with the Close

How do you start the process for preparing the close? By asking yourself some questions and writing down the answers. Once you have gone through the process a few times, the value of this writing exercise will be evident. And you will gain speed.

The first question should be—what is my subject? Is this my own subject or one the program chairman requested? Why this subject? Write down as much as possible. Don't leave anything out. Now, dig a bit deeper into the reasons; expand on them. Keep writing until you cannot think of another thing.

On another piece of paper, write an outline of your speech, even if it is a speech you've done before. The information you have just compiled on your subject and the reasons for the choice of subject could be the basis of your outline.

In this outline, where do you identify the connection between you and your interest in the subject? Where is the connection between your audience and their interest in the subject? Are you going to quote some statistics? How do they relate to you and your audience? Where does this material fit into the outline?

If you find it difficult to think of questions on your chosen subject, perhaps the following example of the questioning

process will give you some ideas.

Let's use Harold's interest in how political bills are passed. Bills introduced in the legislature must go through a lengthy process before they ever get to the point where the legislature can vote on them. Harold wants to tell the need for changing this process. Should he just describe the lengthy process? Will the audience understand why he is describing the procedure? What questions can Harold ask himself in working out this speech?

He could ask: What is wrong with the current system? Is it costly? Why so? How many different steps must a bill go through? What are some of the problems with the long delays? How could it be done differently? Why is a change desirable?

What specifically does Harold want changed? How can the changes be made? What are the benefits? What can the audience do about this? Do they need an address, name or phone number? Can you think of other questions Harold might consider?

Simply describing the lengthy legislative process would be boring. Harold wants to convey what's wrong with the system, why it should be changed and how it can be changed. This is where Harold relates the subject to the theme for the audience.

Matching Theme to Audience

Let's try the question technique on another type of speech. The subject is how to sew your own tent. No one in the audience has ever slept in a tent. They turn their heads to look the other way when they drive by a sporting goods store. In fact, you are fortunate they even got out of their TV chairs to come hear your eloquence.

Sewing a tent happens to be something you've actually done and therefore can speak knowledgeably about. How do you get and keep this audience interested? What techniques will you use?

Consider how you would approach the same subject if you were going to speak at a meeting of a backpacking club. Would you emphasize the benefits as you describe the process of sewing your own tent? Would you give them enough information to decide if it would be more beneficial for them to buy or make their own tent?

By asking yourself all sorts of questions, you'll discover that although the subject is the same, the theme is different for the two different audiences.

So, how do we discover the theme of our close? Well, we must first know the theme for our speech—not what we

thought it was, or might be, but what we determined by our exhaustive interrogative search.

Once you've gone through this question process a few times, it will get easier and take less time. If it does not seem to be working, ask yourself more questions. Or you might ask other people for ideas. What would they like to know about your subject?

Question and outline until you feel you have a firm grasp on your issue and treatment. Keith Spicer, author of *Winging It*, suggests that you determine them by "...digging deep into the topic for an issue which you can honestly get worked up about, and which you think you can treat to meet the mentality, experience, hopes and fears of your listeners."

Another reason for probing your mind so deeply regarding your speech topic is to gain spontaneity and self-assurance. A Spicer rule is, "In order to improvise, you must prepare."

Do you offer new information during the wrap-up? Absolutely not. In *Talk-Power*, Natalie H. Rogers says, "Facts of statements that have not been fully clarified in the body of your speech should be avoided." A good plan helps you resist inserting additional information.

"Never omit to state your plan;" Spicer warns, "it is your listeners' strongest crutch, their surest defense against your constant rivals: boredom and day-dreaming." He says this "...whets their appetite to hear how you will actually pull off the plan."

Sound preparation leads to superb wrap-up. Spicer suggests you "jot down ... as many core-themes as you can that look like points where you and your audience might rendezvous."

Verify Your Theme

Verifying your theme may well be the point where you should spend the most time. Spend whatever amount of time is necessary to be well-prepared. Spicer dues us in to the "secret of killing terror," which "is not to paddle frantically in all directions, but to stroke firmly in a planned direction."

How do you verify your theme? Try telling a friend what your speech is about in one sentence. Or you could pretend it is the day after your speech and you must reply to someone who asks, "What was your speech about?"

Another method is to play your tape-recorded practice session back, listening for all your important points and how they relate. Is your wrap-up clear? What would be your response if someone said,

"Can you make that easier for me to understand?"

In verifying the theme, we are working on the close of the speech; we are wrapping up. Knowing your close is what makes a timely wrap-up possible and puts you in demand as a speaker.

Pull it together at the end. Remind your audience of your theme when you close. Don't be afraid of repetition. Many things can cause a person to miss some of your words.

Some will be mentally evaluating and reviewing your speech—trying to "second guess" you. In order for the audience to leave with the important points of your speech on their minds, it is essential that you give a good recap of your theme and those points.

Whatever they were distracted by, remember that your audience cannot stop to re-play portions of your speech as they can with a tape recorder. Nor can they re-read or underline sections as when reading a book or magazine. You must underline for them. They may have missed an important point.

"The listener must depend on the speaker alone to fill in any gaps in comprehension and to emphasize what the speaker wants emphasized," says James R. Andrews in *Essentials of Public Communication*. The listener should also be given a clear idea of any suggestions for action.

"The very last point you make ... is your final opportunity to get through to your audience," says Rogers.

Consequently, the part of your speech you must know best is the close. If you've prepared and practiced it first, and constructed it to impact the audience, they'll leave the presentation saying things like:

"Could you tell me where and when you'll be giving your next speech?"

"I hope they have that speaker back again."

"Now I know what to say when my boss asks me what I learned today."

"I know a group that would be interested in hearing you speak."

"That speaker made the whole day worthwhile."

And all this means that you wrapped it up well! 🗣️



Rose Marie Walker, CTM, Past Administrative Assistant in Division D, Founder's District, is a freelance writer based in Whittier, California.

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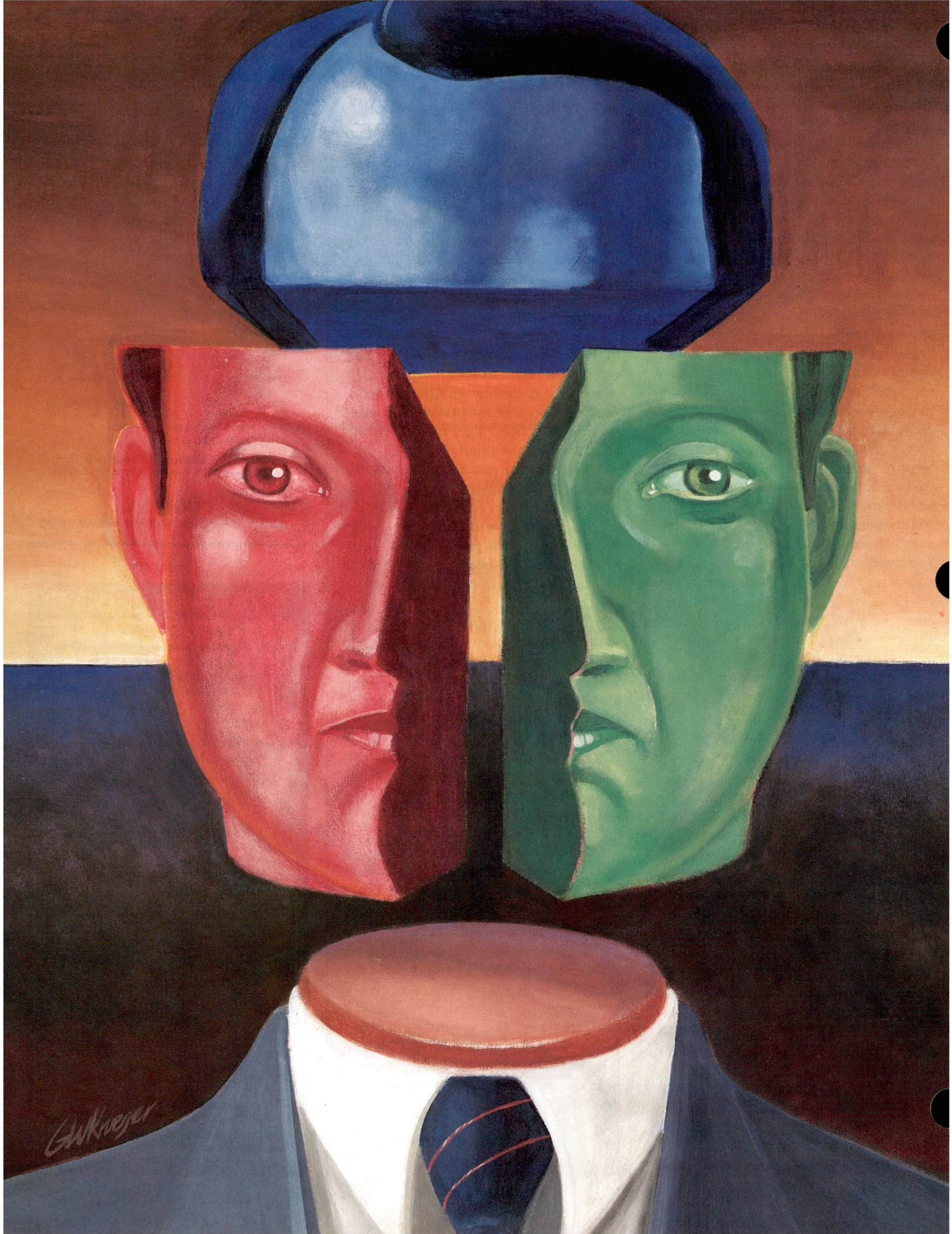
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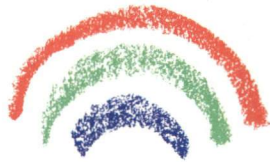
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G. Kneizer



THE PERSONALITY RAINBOW

*Discover the way your personality
colors your behavior.*

by Bobette Williamson

Each of us has a preferred operating style—a way we habitually interact with other people. Our behavioral styles are based on different ways of thinking and feeling, which lead to different ways of acting. While human beings are far too complex to pigeon-hole, we can describe certain general style categories and place ourselves and others in those categories depending on how frequently we use one style instead of another.

Some individuals are people-oriented. They enjoy working collaboratively in a warm, friendly environment. They are sensitive to the needs of other people, and expect others to be sensitive to their needs in return. They set high standards for themselves and others, and will give 110 percent to a project or a cause if they understand the relevance of the effort. Individuals who fit this style might be called “Concerned Helpers.” If we were to choose a color for them, it would be blue—“True Blue.”

Another group of people, whom we will call “Strong Achievers,” love challenge and competition. They like to be

in charge, and will fight for control of a group. If they recognize someone with greater technical competence or position power, they may defer to that individual, because they value power and competence and respect those traits in others. They make decisions quickly and confront conflict directly. They like control over resources, the authority to do the job and the freedom to set their own priorities. If we were to select a color for the Strong Achievers, it would be red—“Red Hot.”

A third style can be seen in people who are calm and logical. They enjoy working with data and things, and they make decisions based on information. They are slow to speak out because they value correctness, and they want to be sure they have thought issues through thoroughly before taking a stand. These people may be shy and reserved in social situations, and are often uncomfortable in emotional situations. We call this group “Logical Thinkers” and label them with green—“Cool Green.”

Each style is more or less effective depending on the demands of the situation.

Each style has an associated set of strengths, and paradoxically, each style has the potential to become a weakness when pushed to excess.

Strengths vs. Weaknesses

The special strengths of the True Blue are high concern for quality and excellence, recognition of the needs of others, ability to gain cooperation from others, ability to focus on relevant goals and idealism. When Concerned Helpers over-rely on these strengths, they can become perfectionistic and moralistic. When they don't perform up to their own standards, they feel guilty, and may eventually transfer these feelings of guilt to others as well.

Sometimes when they put the needs of others before their own, they feel taken advantage of, and in retrospect, wish they had held their ground. True Blues have a low tolerance for conflict, unless they believe a principle is at stake. Then they will come out fighting in defense of what they believe to be right or fair.

The special strengths of the Red Hots

are decisiveness, directness and action orientation. They are high risk-takers who welcome challenge and newness. The potential weaknesses are premature decision-making (because they sometimes lack patience to wait for all the data) and behaving in a domineering or authoritarian manner. Sometimes they take on too many things just to prove they can be done, and their efforts lack focus. When they become task-oriented, Strong Achievers can overlook interpersonal needs.

Methodical and consistent, the Cool Green excel at information gathering and data reduction. They like the tried and true, and approach change incrementally, building the future on the past. They always keep an eye on the consequences. They like organization and system, and frequently they are the authors of procedures manuals, the developers of budgets and the analysts who do trade-off studies.

In their excess mode, they can become so caught up in the search for additional information that they go into analysis paralysis and are unable to make decisions in a timely fashion. Because they fight with facts, they can become nit-picky, a behavior which is especially annoying to a Red Hot who has a low concern for detail. Their incremental approach to change can harden into opposition.

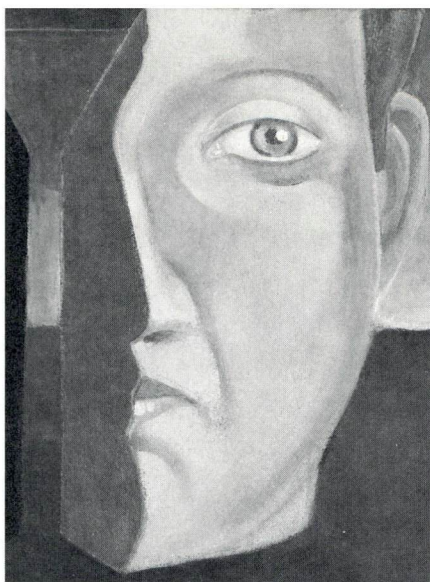
Determine Their Style

There are several ways to determine a person's interpersonal operating style. One way is to observe behavior. Some people use one style so consistently that it is relatively easy to pinpoint their style preference.

Others may use a blend of two styles, and still others have so much flexibility that they become almost completely situational in their use of style. They select the style they perceive will work in a particular situation or with a certain individual or group.

Some people have a "main style" which they use when things are going well, and a "backup style" which they bring into play when their main style is not working.

Another way to determine a style is to observe the surroundings people create for themselves. For example, True Blues like informal furniture arrangements. In their offices, you may see Sierra Club posters, nature art, slogans, family pictures and awards. Red Hots position their furniture for power and control. Their offices may be cluttered—the signs of all the projects in which they are in-



*Strong achievers are
"Red Hot," while
logical thinkers are
"Cool Green."*

involved. They, too, will have awards and trophies, and sometimes pictures of themselves with important persons or with a prize marlin or moose.

Cool Greens generally have neat, well-organized offices. The walls may have planning calendars, PERT charts or non-representational art. Typical of the Cool Green office is that of the electronics engineer who has a two-foot by three-foot enlargement of his latest microcircuit on the wall, or a model of a piece of hardware on the desk.

Advantages

By far the most accurate method to determine a person's style is to administer an assessment questionnaire which presents descriptions of behavior and asks the respondent to select behaviors which are most or least like her. The result is a profile which represents that individual's self-perception.

The next step is to ask three or four others who know the individual well to complete an assessment to check self-perceptions against the perceptions of others. There are a number of these personality profiles on the market, many of which must be administered by a trained person. The questionnaire which most closely corresponds with the style model presented in this article is the Strength Deployment Inventory, which was developed by Elias Porter, Ph.D.

There are many advantages to understanding your interpersonal operating

style and being able to determine the styles of others. Research shows that people who understand themselves and the strengths and weaknesses of their styles are more effective because they can maximize their strengths and be alert for signs that they are using these strengths to excess.

Teamwork can be fostered among people who work together when they appreciate their individual strengths and style differences. True Blues and Cool Greens need the Red Hots to move products forward. Red Hots and Cool Greens need the True Blues to remind them that people are the most important resource. Red Hots and True Blues need the Cool Greens to keep them looking at facts and figures.

By understanding these styles you can increase your effectiveness as a communicator, because once you understand another's style preferences, you know what approaches are most effective and what kinds of questions are upper-most in their minds. For instance, a True Blue always wants to know how things affect people; a Red Hot may ask where the challenge is; and the Cool Green's concern is, "What will it cost and has it worked before?"

In the communication process, it is possible to adjust your natural style to a style more compatible with those around you. It's similar to selecting the correct frequency channel on a C.B. radio.

Our behavioral styles are the result of both genetic factors and environmental influences. To what extent style can be modified is still the subject of debate among behavioral scientists. Many would argue that if you have a wide range of operating styles you'll be more effective in working with others, provided you are able to choose the appropriate style for each situation. The fact is that many individuals have successfully extended their style range as work or life demands have required different or modified behavior.



Bobette Williamson is Director of the Motivators, a management consulting firm in San Diego, California, which specializes in human relations and communications. A professional

speaker and seminar leader, she is on the faculty at the University of California at San Diego Extension. Her articles appear frequently in business and professional publications, and she holds B.A. and M.A. degrees from the University of California at Berkeley.

GETTING THE GO-AHEAD

*You can get people to
approve your requests by
taking just four steps.*

by Jack W. Purdy, ATM

Eob takes a deep breath. Joan, his supervisor, is looking out the window, contemplating his request. Bob has worked for Joan about three years and feels they have a good working relationship, with one exception: During the past three years, Joan has refused every request Bob has made.

Bob exhales and looks out the window. He is asking for approval to purchase a personal computer for his office. Will Joan turn him down again?

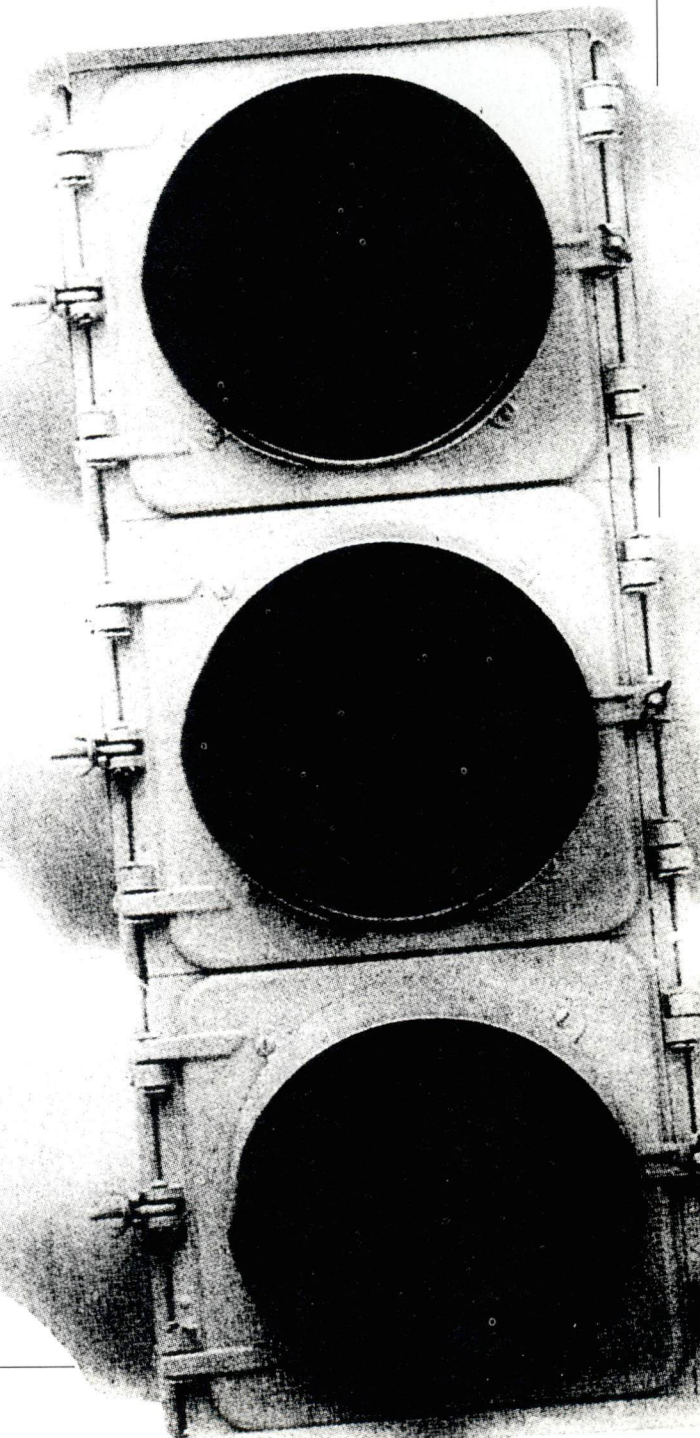
Whether Joan refuses Bob's request or not depends a great deal on Bob. Based on Bob's past experience, it appears that Joan will probably again refuse to give an approval. On the other hand, perhaps Bob has become wiser and realizes that he can do things to improve the chances of getting Joan to agree to what he wants.

When you think someone is going to be reluctant to agree to a request—for example, that he or she may feel there is not a need or that it is not cost-justified—you can improve the chances of getting agreement if you properly manage the manner in which you prepare and make your request.

There are four basic steps involved in getting a difficult request approved: goal definition, objective evaluation, preparation and presentation.

1. Goal Definition. It is important to know exactly what it is that you want, and why you want it. Before asking for something, you should answer two basic questions: What is the end result that I am seeking? What is needed to achieve this result? Be honest with yourself when answering these questions.

Bob is requesting approval to obtain a personal computer for his office. Joan



will probably ask why a personal computer is needed. If Joan is going to be reluctant to spend money, then Bob better have a good reason for making the request.

The most solid and convincing reason will be one that will help achieve a worthy goal. If Bob's goal is to be able to more efficiently and accurately conduct certain types of arithmetic calculations, then perhaps a less expensive programmable printing calculator would suffice.

Could it be that Bob has gotten caught up in the popularity and intriguing features of personal computers, and has asked for something that is really not needed for his job? If so, Joan may detect this when she asks Bob why money should be spent on a personal computer, and Bob may end up again with nothing.

Being sure about the end result that you seek and what is needed to achieve your goal will help you lay the groundwork for having a sound, rational reason for your request. This is important if what you will be asking for is going to be challenged, or if some major obstacles are blocking an approval.

2. Objective Evaluation. You should try to consider your request from the viewpoint of the person who will decide to approve it or reject it. Imagine yourself in the person's position, and consider possible advantages and disadvantages of giving approval.

List the pros and cons, and then try to determine an answer or solution to each disadvantage you've listed. Some disadvantages may be neutralized or resolved by the strength of counter or opposite advantages. Identify the major disadvantages and make special preparations to deal with these if you believe they could be major obstacles.

It is important to recognize that a request should not necessarily be rejected because there are some disadvantages or negative aspects to it. But to improve your chances of getting agreement, you must understand what the weaknesses are, if any, and what the solution(s) should be.

Next, ask yourself: Does this request make sense? Should it be approved and why? It is important that you answer these two questions as objectively as you can—that is, try to answer them without the influence of your personal bias and feelings.

If you can satisfy yourself with affirmative answers, you will have made a very important step to getting your request approved. You will have defined your conviction and that it definitely deserves approval.

List benefits the person will gain if they approve your request.

3. Preparation. In the previous step, you've already completed part of your preparation. You have identified major disadvantages, negatives and objections that may be raised, and you've developed solutions or answers to these. Now look at the positive aspects of the request. There should be some good reasons why it should be approved. Document these reasons if possible.

Documentation involves the development of a formal statement—either written or verbal—of the rationale for your request, and the collection of any pertinent facts available that show a need for or benefits received from approval of your request.

How much efficiency or productivity will be gained? What will be the savings in operating costs? How much time will be saved? What can be accomplished that is not being accomplished now?

To whatever extent possible, document what benefits will be received by your company, boss or whomever will be considering your request. If you cannot document with facts and figures, then you should be prepared to present a logical and sound explanation of the benefits that should result if approval is given.

The next step in your preparation is to decide when and how you will make your request. Timing can be very important, particularly if it is going to be difficult to get approval. You need to assess when the person making the decision will be most amenable to deciding in your favor.

For example, the first thing on Monday morning or the last thing on Friday may be bad times. If you know the person is under stress or pressure from some other matter, it may be better to wait a few days.

If what you are asking for is going to require an expenditure from your boss' operating budget, then make your request before the budget is prepared and submitted rather than afterwards when the boss is locked into a budget.

In other words, use common-sense thinking to present your request at a time when the person will be most favorable to it, when there are a minimum of extraneous matters that could interfere with securing approval.

You also need to consider how you will make your request. Are you going to use

the wet dishrag approach—flat smack in the face without a warning—or a soft-sell, easy lead-in approach? Should you bring up a problem or opportunity, state what you want and then give the reason or rationale for it?

How you do it depends on such factors as what you are asking for, how difficult you think it will be to get an approval and the personality of the person who will decide on your request. Again, use common sense to determine the best way to handle the situation.

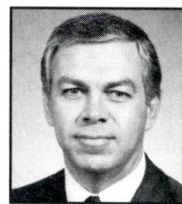
4. Presentation. How you go about making your presentation can be a crucial factor to acceptance or rejection. Know ahead of time what your opening, body and close will be. Generally, your opening will be something that you can prepare and rehearse.

Because there will very likely be a dialogue with the person who will consider your request, you may not be able to prepare or rehearse the precise wording you will use in the body and close of your presentation. But you can have in mind the major points you want to discuss and what you want to communicate.

Practice your opening ahead of time. You don't want to start your presentation by stumbling over your words, getting mixed up or saying the wrong things. Instead, you want to be poised and confident. You must be able to speak with authority and conviction.

How you handle yourself will influence how you'll be viewed by the person considering your request, and this in turn will influence how receptive he or she will be to it.

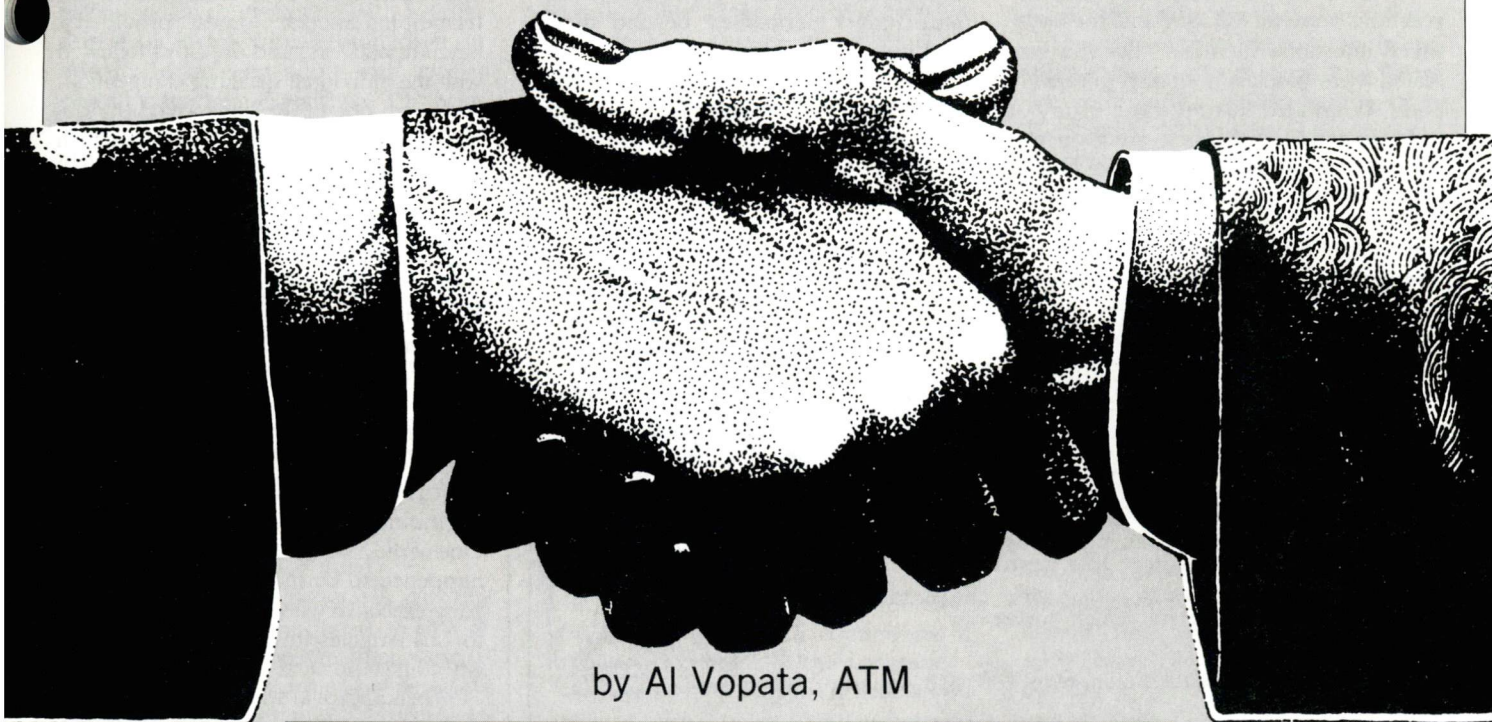
Is Bob going to be turned down again? This will depend on the merits of his request, and on Bob. If Bob has taken steps to assure proper goal definition, objective evaluation, preparation and presentation technique, then the probability of approval is greatly improved. When you try to persuade someone to approve a difficult request, your chances of success can be increased if you take these four steps. 🎤



Jack W. Purdy, ATM, a member of Pacesetters Toastmasters Club 1589-43 in Memphis, Tennessee, has served as Area Governor, club president and in several club offices. He is a marketing

executive with Conwood Corporation and is member of the Memphis Toastmasters Speakers Bureau.

LEND YOUTH A HAND



by Al Vopata, ATM

Teenage boys in drab correction center uniforms, which unfortunately match their low self-esteem, are transformed into neatly attired, articulate, self-respecting young men for perhaps the first time in their lives. They have just completed a Youth Leadership course.

We've had encouraging success in planning and implementing Youth Leadership programs with a broad range of young people in District 33. For instance, our Toastmasters clubs in Area Three have provided Youth Leadership to such varied groups as 4-H Clubs, students preparing for academic decathlons, delinquent youth in correctional centers and children with severe physical impairments enrolled in special education programs.

If these places and the young people in them have anything in common, it is their diversity. We looked at these groups, saw some challenging needs and came forth with Toastmasters Youth Leadership.

Success was elusive at first: We offered a Youth Leadership Program, but nobody came. We also discovered that not every Toastmaster is ready and willing to spring into action when given the opportunity to stand face to face with a room filled with semi-civilized teenagers.

Nor are most young people eager to prepare and present orations before a bunch of potentially critical adults who call themselves Toastmasters.

Thus we needed to resolve two dilemmas: How do we get the Toastmasters prepared and in contact with these young people, and how do we get the teenagers to participate in the Youth Leadership Program?

The Solution

We soon discovered that we needed to form a group of Toastmasters who were knowledgeable about Youth Leadership procedure. Then we needed to adjust our knowledge and procedure in relation to particular groups.

For instance, in planning programs for academically-gifted students, we learned that we needed to discuss our plans with the county coordinator of instructional programs, and work with him in communicating the benefits of participating in a Toastmasters Youth Leadership Program.

This was accomplished by discussing our plans with him, and by sending letters describing the program to high school counselors who were preparing their students for an academic decathlon.

The academic decathlon, held each

autumn, is an opportunity for high school youth to compete in 10 academic areas. Two categories, speech and interviews, directly relate to the communication skills developed in Toastmasters Youth Leadership Program. So Toastmasters were first asked to serve as judges when the decathlons started in our Northern California county five years ago. Then we saw the opportunity to help directly train the students for the decathlons by conducting Youth Leadership programs for them.

In one of the high schools where our Youth Leadership Program was especially successful in helping students score high in the communications part of the academic decathlon, the principal and assistant principal became charter members of a new Toastmasters club in the community, and one of them eventually became club president.

Troubled Youth

We used a different approach to bring Youth Leadership to troubled youth in local correctional centers. After we met with the center staff to explain the program, we arranged an orientation program with youth at the facility.

Most of these young people were high-school-age males with a last opportunity to redirect their lives before being sent to a secure state facility for incorrigible delinquents.

When we first met with the youth, the reactions were mixed. Some of the boys asked questions such as, "Do you get scared when you talk in front of groups?" and "What's in this for you?"

In response to the first question we had to admit that sometimes we had a little difficulty getting our butterflies to

fly in formation—for instance, even when talking with them.

The second question took a little longer to answer. We did it during awards night nine weeks later when we expressed our satisfaction as the Youth Leadership participants performed beyond their, and our, expectations.

We are now involved in conducting our fourth Youth Leadership in a juvenile correctional center. The last course included a debate of the topic, "Should Marijuana be Legalized in California?"

and included teams of all the boys who completed the program. An assistant district attorney, a juvenile judge and a YMCA director served as judges.

After the debate, Mr. Russell Short, a contestant in the 1982 Toastmasters International Speech Contest, provided a keynote address, and the boys followed with the individual speaking competition. Although one of the boys asked the obvious question, "How do we follow such a professional-sounding speaker as that?" they did it with poise, creativity and speaking talent that amazed the audience.

One spoke humorously of "Sweet Revenge," another guided us through "The Hills of Adeline," while a third speaker explained that his favorite car is a '57 Chevy and "No '57 Chevy is complete unless you have a good-looking girl in the front seat of it beside you."

For these three top speakers, the awards presented that night were just the beginning of rewards for their efforts. One of the Youth Leadership coordinators happened to be married to an oil company executive who offered to fly the boys to Los Angeles for a day, if they could get court approval.

When approval was obtained, we flew the boys to Los Angeles and even arranged for them to spend time in Hollywood where they watched a craftsman prepare a star in a sidewalk for another great performer, Michael Jackson. As we flew back to Visalia, in Northern California, the boys expressed appreciation and spoke of their future plans with fresh enthusiasm.

Impaired Youth

Their enthusiasm inspired us to our next project: establishing a Youth Leadership Program at a school for children with severe physical impairments. We began by making preparations with a special education program coordinator and with the school principal. Parents were informed of our plan, and their approval was readily obtained.

Getting accepted and started appeared too easy. This thought became reality as we asked students to respond to our introductions, and we received blank looks instead. Then some nodded and smiled, while others began to be much more verbal. This enabled us to complete the eight-week program without being the only ones talking.

You may wonder what the benefits are in providing a Youth Leadership Program to low-functioning youth. The benefits are similar to those provided to higher functioning youth: increased group participation and leadership skills;

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increased presentation planning, delivery and speech improvement skills; and increased listening, interpretation and evaluation skills.

Our experience showed us it's very helpful, when conducting Youth Leadership to physically impaired children, to initially include an adult with special education teaching experience. This helps bridge any gaps that may arise because of the special circumstances.

As an educator of special education students, I was able to set the pace and level of the program to reduce frustration and stimulate progress. But my fellow Toastmasters quickly let me step aside as they capably guided these youngsters through a successful Youth Leadership Program.

At first, members of the youth group may not seem like silver-tongued orators, but their interest and appreciation is golden.

The Purpose and Plan

Youth Leadership programs are "designed to develop the latent talents of promising young people, helping them to become participants, instead of detached dreamers or delinquents," according to Toastmasters' promotional pamphlets on

the program.

The roles of experienced Toastmasters are likewise clearly explained: The forward of the Youth Leadership Coordinator's Guide states, "Our background of proven ability in the field of leadership training places upon us an added and inescapable responsibility to provide the leaders of tomorrow with leadership training today."

Such materials, including student handbooks and quality supplemental items, are readily available from Toastmasters' World Headquarters. These materials are all you need to start and complete one of these community service projects in your area.

When you consider providing a Youth Leadership Program, you will be successful if, in addition to securing the proper materials from World Headquarters, you follow these guidelines:

1. Get involved in assisting a Youth Leadership Coordinator prior to conducting your own program.
2. Arrange contacts with coordinators of youth groups in your community to explain the benefits of the program.
3. Narrow down the list of groups you prefer to work with first, and arrange an orientation meeting with them to describe

Youth Leadership and respond to their questions.

4. If there is sufficient interest, quickly begin providing a quality, consistent Youth Leadership Program that fits the needs and ability level of that group.

Through our experience with diverse youth groups, we have proven that Toastmasters Youth Leadership can be effectively included in the life experiences of a broad spectrum of participants to "develop the latent talent of promising young people." The double benefit is that it's just as rewarding for the Toastmasters involved!



Al Vopata, ATM, is a member of Mineral King Toastmasters 887-33, in Visalia, California, Tulare 1963-33, in Tulare, California and FUDS 398-33, in Bakersfield,

California, and has competed in three district speech contests. He is serving his third term as District Youth Leadership Chairman, and helped District 33 complete 60 Youth Leadership programs last year. Vopata is a Designated Instruction and Services Specialist for the Tulare County Department of Education.

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When the Toastmaster of a speech contest declares, "Let the contest begin," excitement fills the banquet room.

Contests are exciting. The thrill of competition is imminent when the audience knows the race will be close and each contestant has an equal opportunity to win. Contests enhance performance, and the most important key to their success is proficient judging.

If you want to contribute to an exciting speech contest, and you're not already a contestant or one of the program leaders, be a judge. As judge, you change from a casual observer to an active participant.

Judging speech contests is another learning experience Toastmasters provides to its members. Rewards go beyond introduction by name, gracious applause and a certificate or gift of appreciation:

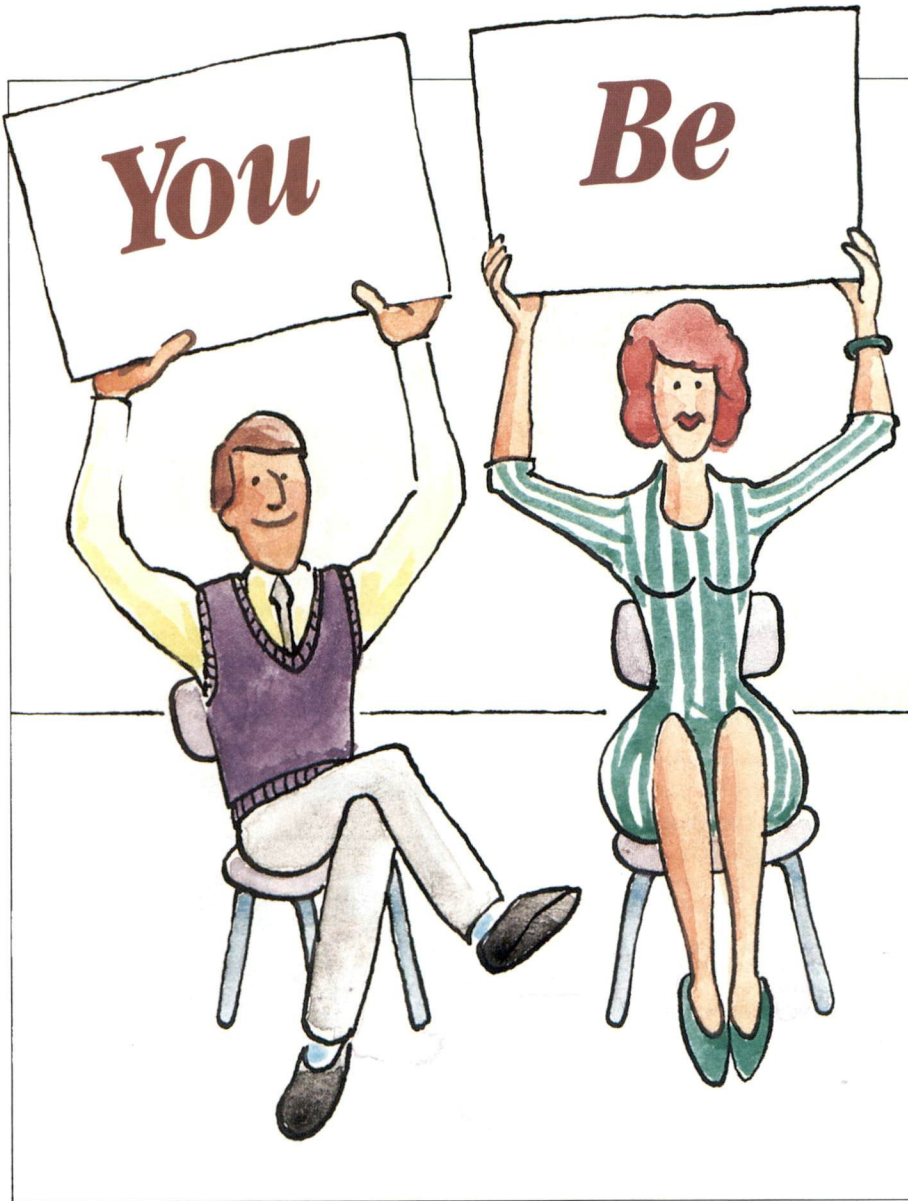
- You become more familiar with the judging criteria;
- You gain insight into what a winning speech contains;
- You expand your listening skills;
- You learn to appreciate the importance of speech contests.

Your performance as judge will be as important to the success of a speech contest as that of the speakers. The judges uphold the rules so the contest will be impartial and challenging. It is imperative the contestants be given every opportunity to do their best.

Who Should Judge?

The Toastmasters International Speech Contest Manual (No. 1173) states explicitly the qualifications for Toastmasters to judge major contests above club level (i.e., the International Speech and the Humorous Speech). The judges of these and similar contests should be knowledgeable of the Toastmasters approach to speaking. Therefore, veteran Toastmasters are the most adept for upholding the contest rules and assuring fairness to the contestants.

Nonetheless, Toastmasters who are working in the Basic Communications and Leadership Manual can also realize the rewards and benefits of judging speech contests. My purpose is to extol the merits of judges and possibly dispel



by Robert

uncertainty for Toastmasters who think contest judging is a task for advanced members only.

You have to start someplace, and one theme of Toastmasters is "We learn by doing." If you have given several satisfactory evaluations for fellow club members, you likely possess the necessary prerequisites to start judging speech contests.

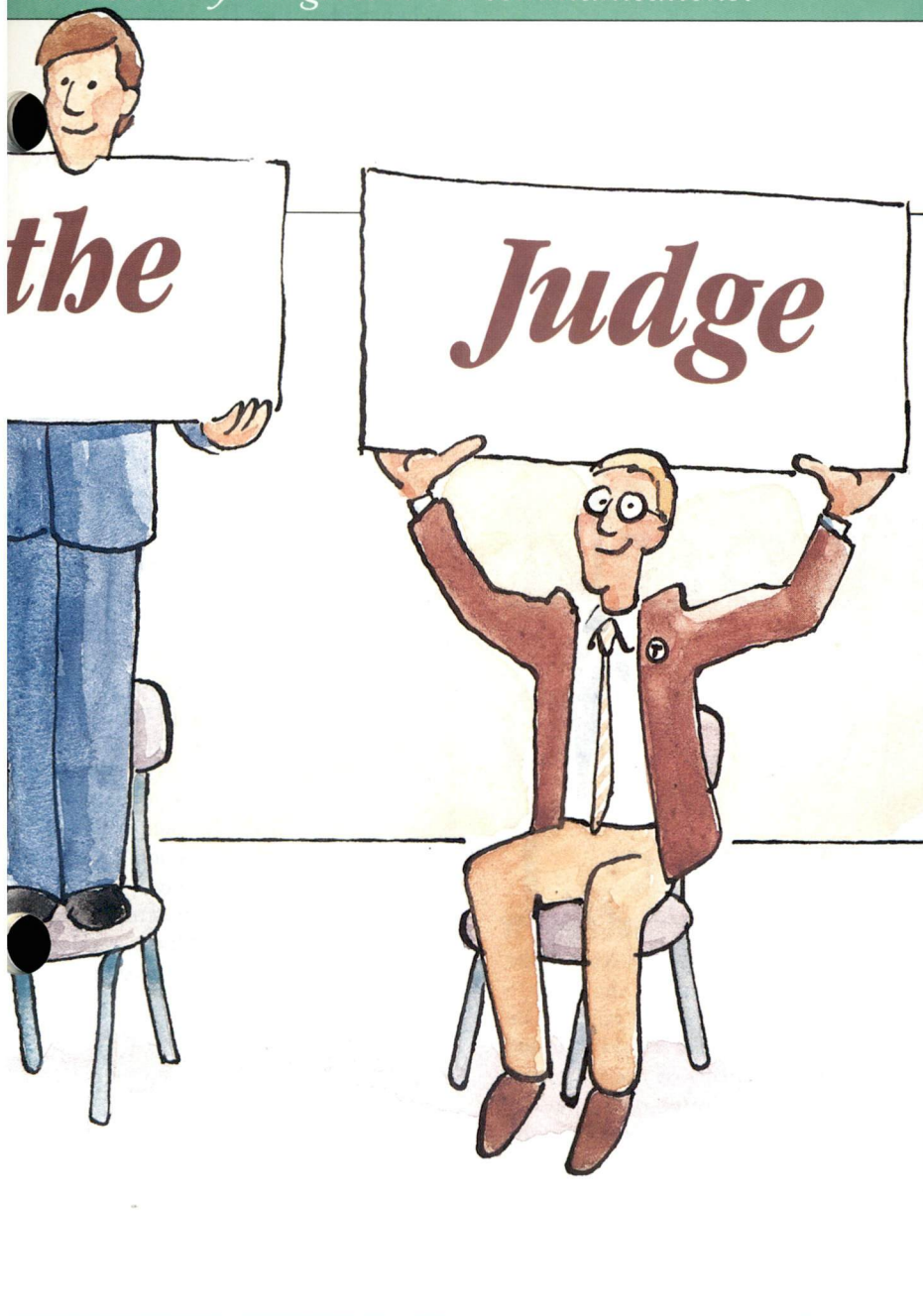
There is probably no perfect judge, anymore than there is a perfect human being. Since contest judging is a learning experience, human tendencies that

might interfere can be learned away just like undesirable speaking mannerisms. Concentrated effort and experience will overcome any human negativity or bias that may impair judgment.

Judges must not consider any contestant's club, area, division or district affiliation. They also must not consider any contestant's age, sex, race, creed, national origin, profession or political beliefs.

How To Prepare

At club level, Toastmasters in atten-



matter what happened before the contest, prepare yourself to be in the proper frame of mind. Also be punctual and report promptly to the chief judge. Show that you are ready and willing to serve as judge. The chief judge has many responsibilities, and tardiness adds worry, apprehension and disorder to the contest preparations.

Try to seat yourself facing the lectern, but not necessarily front and center. In fact, unless you have a hearing impairment, sit more to the rear of the room. This gives you a selected vantage point to better determine the speakers' voice quality and volume and to analyze eye contact. You can also observe the audience better.

Be sociable, yes, but it is not appropriate for judges and speakers to confer about the contest before it begins. The reason is to prevent speakers from influencing judges and for judges to avoid prejudgment.

What Is Judging?

Proper judging for Toastmasters speech contests is based on established scoring criteria and point values for each item of criteria.

The recommended Toastmasters speech contest judge's guide and ballot has two portions. The upper portion is the judge's guide for scoring. Across the top, there are places for the speakers' names, and below that, spaces for the scores.

The guide lists three essential categories for judging: content, delivery and language. These categories are subdivided into the various judgment criteria with established point values for each.

The criteria items are weighted as to their importance in the contest. The maximum point values for excellence total 100 points. All other numbers shown on the ballot are provided merely to guide the judges in scoring; that is, judges may use values between those shown.

The lower portion is the judge's ballot, where the judge indicates the order of finish and signs it. The judge writes the names of the first, second and third place speakers in preferred order.

Normally, each judge submits only the lower portion to the counters for tabula-

ler, ATM

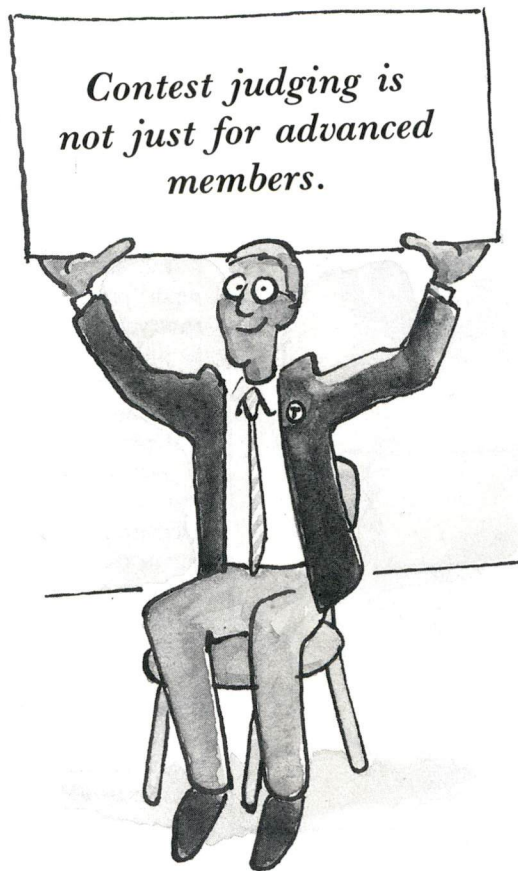
dance are often pressed to judge speech contests on the meeting program. To attempt contests outside one's club, newer Toastmasters should start with a Table Topics Contest or an Evaluation Contest. These contests closely resemble regular club activities with which the new member is familiar.

Toastmasters with six or more Communication and Leadership manual projects and numerous evaluations completed will be better suited for judging contests of prepared speeches, such as the International or Humorous contests. These

contests involve more Toastmasters skills to be noted and annotated.

I suggest you prepare for judging by reading the rules of the contest and previewing the list of judging criteria on the judge's guide and ballot. If possible, do this about one week in advance of the speech contest date. Study the rules and criteria again one day before the event. Just before the contest starts, another review of the items will refresh your memory.

Arrive "alive." Be enthusiastic, be positive and be cheerful. That is, no



tion of votes. However, the chief judge may arrange for listing the judge's individual scores for each speaker. The results of this listing are given accordingly to each speaker for his or her future improvement.

Methods of scoring vary widely. For example, you can jot down numbers according to your first impression, then erase and change values to raise or lower the points per item as the speaker continues. After the speaker has finished, you may still modify the values prior to totalling them.

One Distinguished Toastmaster suggests the following method: Under each item of criteria for each contestant, mark a tiny plus sign for a good display and a minus sign for a weak expression of that item. At the end of each speech, these little marks remind you of the speaker's better and weaker points. You are then able to determine a specific number and a fair score. I find this method the most efficient.

Try this idea, also: List the speakers' names from right to left instead of left to right. This way you can cover scores (keep them out of sight) for previous speakers while scoring current ones.

As always, the method you develop is best for you. What's important is that

the speech judge use the entire ballot. If a judge uses only the lower portion of the form, without attention to the judge's guide for scoring, the result tends to be incomplete. All speakers should be tested equally for all aspects of the contest.

And remember, timing of the speeches is of no concern to a judge. You must not consider the possibility of undertime or overtime when judging a contestant's speech.

The Judging Criteria

Strictly speaking, you should judge the speaker's performance in compliance with the rules. Based on the three essential criteria of judgment, develop your own evaluation questions for each. Here are some of mine.

- **Content.** This does not refer to the "subject of the speech." Foremost in content is structure. Is the opening an "attention grabber?" Are the speaker's points clearly stated? Does the speech make you think and follow its message? Does the conclusion move you to action or at least to a decision? If a speech has a distinctive opening, body and closing with suitable transitions, then it has high-caliber effectiveness.

A judge should also test audience reaction. Occasionally glance around the

room as the speaker performs, to gauge audience response. Dr. Ralph Smedley said, "The true test of a speech is the reaction of the whole audience, not of a single evaluator." Practice reading audience awareness from a judge's standpoint. This can help you in future speeches of your own.

- **Delivery.** Judging a speaker's delivery is the easiest for me because it involves everything the speaker projects. Does the speaker have a professional appearance? Is the body language effective without being overdone? How about the speaker's voice? Is it flexible in pitch? Is there variety in volume and rate? Does the speaker's voice have good speaking quality?

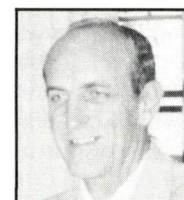
A true "judgment call" is required to determine the speaker's personal qualities. Is there ample enthusiasm? Do you sense self-confidence? For this evaluation, I suggest you direct your attention to the speaker's eyes. Do the eyes maintain contact with individuals in the audience? Do they frequently glance at notes or stare at an inanimate object?

- **Language.** For judging someone else's language do the best you can with what you have. Is the speaker's choice of words suitable to the audience? Does the speaker use correct language? Can you detect improper use of grammar? Any improper pronunciation? If the speaker's words are perfectly clear to your ear, score another 10 points.

To Be a Better Judge

The heaviest fault to effective judging is favoritism. Avoid prejudgment! As Dr. Smedley said, "Too many of us listen with our prejudices rather than with our intelligence."

Hopefully, you will leave the contest with the satisfaction that you did your best as judge. If all judges do the same, each contestant is assured of a fair chance, and most certainly, the best speaker will win. 🎤



Robert E. Miller, ATM, is Senior Technical Writer for Gould Inc., Computer Systems Division, Plantation, Florida, and is a member of and has held all club offices in Venetian Club 952-47 and Gould Club 5080-47. He

also has served as Area 4 Secretary for successive years and as District 47 Secretary. Rob serves often as a contest judge in District 47's various speech contests.

*The very core
of correct
pronunciation
is linked
to spelling.*

Get at the *leus* Nuculus of Language

by Linda L. Woods

One day while I was driving, I saw a sign in a floral shop that said, "BOKAYS \$4." I wondered if the word had been misspelled purposely for shock value or if it was a legitimate mistake.

For the sake of argument, let's assume that the mistake was an honest one—that the proprietor spelled "bouquet" just as he pronounced it. This unfortunate blunder aptly illustrates the difficulties speakers of English have when they attempt to link pronunciation with spelling. Whether the shop owner pronounced the word correctly in the first place we will never know, but the correct articulation of words frequently affect your spelling ability.

Learning to *correctly* pronounce English words can become a royal headache if you attempt to use spelling as your *only* guide. Nevertheless, a good many people misspell a great number of words due to incorrect and sloppy pronunciation. It is a common error to spell "incidentally" as "incidently" because that's the way most people say it. "Government" frequently is spelled "goverment" because we hear it said this way.

To rely solely upon our ear as a guide to spelling can be confusing and often misleading for speakers of English. To illustrate the absurdity of our language, George Bernard Shaw, the playwright and a great advocate of spelling reform,

spelled FISH in this manner: GHOTI. He used the GH from "tough," the O from "women" and the TI from "addition."

Despite the built-in handicaps of the English language, correctly pronouncing words will at least get you off to a good start. Some radio broadcasters used to place marbles or other small objects in their mouths and thus learned to articulate so well that their speech was unhindered. By listening to some of the entertainers who bring us the evening news, it is evident that this approach to pronunciation is no longer being used.

Daily we hear our language mispronounced by those who would be expected

*Don't rely solely on
your ears as a guide
to spelling.*

to know better. This reinforces our own sloppy pronunciation. It becomes a difficult battle then to remember to spell a word in a way which we never hear spoken.

How did our language ever get so complicated in the first place? In order to understand why our spelling and pronunciation are not only inconsistent, but irrational in many instances, a peek into history will help to unravel the mystery.

The Historical View

Early man first recorded speech by picture writing. Picture writing requires concrete, visual concepts and exceptional skill in portrayal if it is to be read. At best, it is limited to very factual records embodying easily represented ideas.

Our own alphabet can be traced back to the next stage—hieroglyphic writing. Ideographic and syllabic writing developed from hieroglyphics. Then Cadmus, a Greek genius, saw that his spoken language could be related to a written language based on a very few basic sounds. After each sign was learned, any word of the language could be represented by a combination of the signs. Thus, the alphabet was invented.

For centuries scholars have called attention to the chaos and unnecessary confusion of English spelling. During the 14th and 15th centuries people spelled as they saw fit. Since there were no rules, they merely matched sound with letters.

This brought about great varieties in the way one word could be spelled, given the region of the country that originated it. In England, the Scottish and Irish influence also added confusion to pronunciation and spelling.

Until the 14th century, it was often possible to attribute manuscripts to their dialect source and to what part of England they came from. In the early 15th century, rapid changes evolved in the spoken language and spelling failed to keep pace. Many of the old grammatical inflections disappeared about this time and spelling thus became very uncertain.

With the influence of students of Latin and Greek, during the Renaissance the notion that spelling should clearly represent sound gave way more and more to the idea that it should be associated instead with *derivation*! Often times these students incorrectly assigned the wrong etymology to words and falsely altered their spellings.

We have retained so many archaic and incorrect spellings from these early centuries that much of our spelling legacy is nothing more than a museum piece. Here are some examples of these misguided

scholars and their disastrous effect on our language:

ISLAND: From Old English *iland*.

The spelling wrongly suggests association with the Latin *insula* and "s" was inserted in the 15th century.

SOVEREIGN: Spelled *soverain* by Chaucer and *sovrain* by Milton correctly, and related to the late Latin *sovranus* which in turn is related to the classical *superanus*; has nothing to do with *regno* and *reign*. Thus, a misguided scribe inserted the "g" and has caused untold misery to generations of English spellers.

The publication of the King James version of the Bible in 1611 helped to solidify the language. The opening verse of the Book of Genesis was spelled like this:

IN the beginning God created the Heauen and the Earth. And the earth was without forme and voyd, and darkenesse was vpon the face of the deepe and the Spirit of God mooued vpon the face of the waters.

A Search for New Methods

Educators have long struggled to find the best and most efficient method to teach people to read and spell. The problems have been debated for centuries. Charles Reed, Chairman of the London School Board in 1877, said that such difficulties were "... attributable in a great measure to the difficulties of the present mode of Spelling, it is advisable for the promotion of Education, that some change should be effected, in order to remedy the evil."

In 1768, Ben Franklin attempted to take the bull by the horns to stop this spelling foolishness. He devised his own spelling system, wrote his own alphabet and justified its use by saying, "As to those who do not spell well... their present spelling is only bad, because it is contrary to the present bad rules; under the new rules it would be good."

Franklin signed a letter in his own spelling system in this manner:

yi am, myi diir frind,
iurs afekhynetli,
B. Franklin

Other innovative Americans attempted to impose some order too. In 1793 Dr. Thornton published his *Cadmus, Or Treatise on Written Language* in which he recommended a wholesale reform of orthography with the introduction of several new characters to the alphabet. Dr. Andrew Comstock published book

with his own simplified spelling, and William Pelham, a bookseller of Boston, published *A System of Notation* and other books as yet another approach to spelling English.

Any conscientious person who frequently consults a dictionary as a guide to pronunciation or spelling and is old enough to look back over a good number of years will be able to see trends and changes in the English language. "Ain't," once an illiterate utterance, has found its way into the pages of most standard dictionaries and is now labeled "colloquial."

Our spellings retain archaic vestiges that our mouths ignore; for example, "knight": We say "nite" so why not spell it that way? Perhaps someday we will, since the very nature of language is to change to reflect the communication needs of its speakers. Maybe it will take a massive uprising of the people to demand the grand scale alteration of English.

Here are a few hints to hopefully help you cope until the glorious spelling revolution comes!

Here's Help

To improve your spelling and pronunciation, you must first understand syllabication. The *Century Junior Dictionary* defines *syllable* as "Part of a word pronounced as a unit consisting of a vowel alone or with one or more consonants."

to	has one syllable
let ter	has two syllables
syl la ble	has three syllables

The easiest way to divide words into their parts is to clap them out. This is the beginning method in elementary school to teach children to distinguish word sections. This method is all an adult needs to facilitate syllabication unless memorization of rules is desired.

Clap as you say the word: el (clap) e (clap) phant (clap). You clapped three times and there are three syllables in "elephant." Do this as you pronounce the troublesome words here.

ac com mo date	ac know ledge
en deav or	mag nif i cent
Wed nes day	mag a zine
dis ap pear	dis ar range
in pre ted	

Here are syllabication rules for those of you who may need a quick review:

1. A consonant between two vowels is pronounced with the later syllable when the first vowel is long: ro man tic.

2. A consonant between two vowels is pronounced with the first vowel if it is short: vow el

3. Adjoining consonants most often separate into syllables: can dy

4. Double consonants are not divided when a *suffix* is added: hiss ing, hitt ing

There are some words that fall prey to a different type of pronunciation error—the addition of syllables or letters. Listen to yourself say the following list of words, noting if you tend to add parts that do not exist.

drowned (one syllable)
grievous (two syllables)
mischievous (three syllables)

Hidden Little Words

Another clue to help with pronunciation and ultimately with spelling, is to look for the little words buried within big words. To remember the "n" in "government," remember that it contains the man's name, Vern, and that Vern is involved in "government."

Another example is the word "opinion;" it may contain comments sharp as a "pin." If we don't take care of the "environment" we may not have enough "iron" left in the future.

Mispronunciation causes some people to reverse letters when they write the word. They are hearing the word wrong in their heads and this misinformation results in errors.

Correct Spelling

relevant
children
hundred
modern
perspiration
western

Mispronunciation/Misspelling

revelant
childern
hunderd
modren
prespiration
westren

Another group of words that requires careful pronunciation is the "dropped E group." Problems arise when you remember the spelling of the original word and try to retain elements of it in the new form of the word.

Original Word

enter
monster
hunger
disaster

New Form of the Word

entrance
monstrous
hungry
disastrous

Articulate the consonants in the following words. If you're saying them, most likely you won't forget the letters when you spell them.

impromptu pumpkin description
pamphlet congratulate representative
quantity strictly

Vowel Problems

The following list of words contains problems with the letter "a"—either it's eliminated or another letter is substituted in its place. In some instances, accentuate the pronunciation and you will hear the "a" sound.

maintain grammar captain calendar partially principal dictionary straight salary equally

In this list, there is a problem with "e"—it is either forgotten or another letter is substituted.

efficient luncheon permanent privileges prominent competent conscience correspondence

The letter "i" causes problems in the following list.

quantities quiet definite business articles peculiar principle anticipate

This list contains words that have "o" problems. Study the words carefully.

attorney strenuously tailor competitors authorize favorable memory color

The double letters in the following list are not pronounced but they may cause you trouble.

accommodate committee succeed assistance across illegible occasion opposite possession interrupted appropriate proceed

February is often mispronounced as Feb oo er i and thus misspelled. Nuclear is often mispronounced nu cu lar.

Note the bold parts in the following words. These are areas many people forget to include in spelling the word.

accidentally accuracy acquire arctic aspirin athletic authentic basically boundary different height incidentally laboratory library miniature partner quantity surprise temperament temperature sophomore scenery candidate chocolate handsome literature

Despite the zany and old-fashioned spellings of many of our words, we are notoriously lazy about the pronunciation of our language. In our attempt to streamline our language whenever possible, we have eliminated vowels, consonants and entire syllables. We have in the past 50 years incorporated a "fast food" approach to our language.

Language will change—it's the nature of the beast. But in our attempt to get the words out fast, we may be affecting our spelling skills. The direct link between pronunciation and spelling ability is one which is well documented. Analyze your own spelling difficulties and listen to your own pronunciation and some surprising insights may emerge. 🎤

Linda L. Woods, a freelance writer based in Laguna Beach, California, is a marketing communications coordinator for Griswold Controls in Irvine, California. She is a technical writer in the mechanical engineering field.

ters International Directory (Supply Catalog #50) so we can plan our arrival at the next town in time to drop in for a meeting (and dinner?).

L. Wayne Collins
Dubuque Toastmasters
Dubuque, Iowa

Having read G.H. Shyrock's letter, I wish to convey my experience. I spent much of the summer touring the U.S. on business, and visiting Toastmasters clubs. Since much of my trip was by plane, I wasn't able to see any Toastmasters roadside signs! But I carried and referenced the 1985 *Toastmasters Directory*. I found that clubs seem to relocate to a more convenient location often, but the contact person listed in the Directory *always* supplies the updated information!

Since I was without personal transportation, Toastmasters in clubs I contacted always provided. I was also provided guided tours, often excellent facilities and even tickets to the number one Florida State University vs. Kansas Jayhawks football game! When Toastmasters travel, they will always find they have congenial and helpful friends in nearly every city of the U.S.!

A.J. Richter, DTM
Los Nortenos Toastmasters and
Old Pueblo Orators Toastmasters
Tucson, Arizona

The NOW Syndrome

In your November issue, Kristi Heim stumbles over the singular subject, plural object or verb, in "Anyone can access their creative ability." She does well later, with "A speaker. . . she," "A person. . . he," and "A manager. . . she."

When I'm Grammarian in our club, I usually come up with half a dozen of what I call the NOW syndrome. Angry women have made "he" and "him" curse words and imposed their distortions on all of us.

We can use the ancient standard and be carped at in evaluation, or perhaps better, stick to plurals all the way—it reduces freshness and personal application of our ideas, but it's safer. Or we can shock everyone by using the indefinite, such as "The baby. . . it." You won't win contests with it because it swings so widely from common practice.

Probably in Toastmasters we should

accept "The person. . . he" as we have "chairman" when handled by either sex, and stand stubbornly against sex-mad distortions of ancient practice. Above all, we must not use "he or she" as the coward's way out.

Tom Booz, ATM
West Broward Toastmasters
Plantation, Florida

Dry as Bones

Your feature article, "Bury-the-Dry-as-Bones Lecture," (December) by Pacquita Schlicht, is right on the money. As a photojournalist for some 35-plus years, specializing in investigative photojournalism in areas of consumer fraud, I am called upon to do lectures and seminars for various groups—from police departments to insurance companies to retail management teams—and none of them need to sit through still another dry-as-bones lecture or seminar.

I have designed my lectures to be factual, but interspersed with anecdotes related to them, with an incident here or there where I turn a rather tragic event into humor. The reward is that a majority of the audience always comes forward afterwards to shake my hand and say that it was funny, interesting and informative.

Life is, after all, a one way street, so why not laugh a little, even in the face of all the bad around us. At lectures and seminars we have a perfect podium to practice that philosophy and I do it all the time. Thanks to Pacquita Schlicht for a wonderful article.

Gene Selig, DTM
Blue Flame Toastmasters
Irvine, California

Drowning in Paperwork

Someone needs to speak out about something that can be very detrimental to the Toastmasters organization.

The great flood of paper that is required of individual clubs and officers is overbearing. Perhaps because I was president of two clubs at the same time, I felt a double shot of it. However, I believe there is entirely too much paperwork when the primary objective of most club members is better communication skills.

I seriously doubt if being inundated with paper helps one to be a better leader or that leadership has much of anything to do with handling reams of paperwork. Probably the best leaders are

the ones who get away from the paperwork. So I am strongly urging and suggesting that you focus on the purpose of Toastmasters—improvement of communication and leadership skills, not paperwork skills.

I understand a club must have direction, purpose and goals. Having it on paper is important. Also, World Headquarters needs to know what is going on. But I have been told that the reason we beat the Nazis in World War II was because they had four carbon copies of everything and we only had three!

I think Toastmasters is too fine an organization to lose sight of its true objectives—communication and leadership—and to become less effective and less of an organization because of unreasonable paperwork and handling.

Thomas J. Young
Indianapolis, Indiana

Smile When You Say That

Toastmasters is a great organization—an organization which is educational, informative and interesting. It is especially interesting because every member has his own personality, characteristics and style.

But it appears to me that a weakness in evaluations is evident. I enjoy giving humorous speeches, but if I were to smile during the speeches it would be a forced smile, which would create a negative effect.

Often I have heard evaluators say, "Your speech was excellent, but you didn't enjoy yourself—you didn't smile." (The speaker has the feeling that he has just been 'run over' by the welcome wagon!) A good evaluator, like a detective, should learn to detect humor by looking at the speaker's eyes.

They say it takes 70 muscles to frown and only 14 to smile. . . perhaps I have too many muscles in my head, and I should be thankful that the mirror is fogged up when I get out of the shower!

T. R. "Bob" Kirby, ATM
Havana Toastmasters
Havana, Illinois

A Hand for Youth Leadership

I have just finished coordinating a Youth Leadership Program here in Tauranga, New Zealand, and I must write and express my admiration for this program. So much careful thought and understanding is expressed in its design.

It gives so much scope to suit the various students, colleges and situations.

Here in Tauranga, we still have the archaic system of "single sex schools." In our Youth Leadership course, we had students from the girl's college, boy's college and a mixed school.

Your readers can well imagine how much these students enjoyed the contact with each other. They loved the group discussions, panel discussions, listening to each other's speeches and evaluating one another. What a wonderful opportunity it was to communicate in this way.

It was equally rewarding for those Toastmasters who took part in the program. I can recommend it to all clubs. It is made so easy with the excellent guide books we get. Thank you Toastmasters International for making young people more capable and skillful and making our world a better place to live.

H. Wilson
Tauranga Toastmasters
Tauranga, New Zealand

When It's Your Turn

I am a member of Minuteman Club 2288-31 in Waltham, Massachusetts. As Table Topics Master, I asked the following question at our last meeting: What do you get out of the Toastmasters program and why do you stay in it?

Beyond the usual "to improve my communication skills, make better presentations at work," etc., there were some interesting new points brought up:

- I like challenges. Every time I tackle a speaking assignment, it is a challenge. . .
- I have developed self-confidence. I feel I could get up and speak anywhere when called upon. . .
- I enjoy meeting people. Here I come to know people through their speeches in a very special kind of way. It's fascinating. . .

• For me it is something extraordinary to get up and be listened to! It's intoxicating! Do you know how difficult it is for a woman to get listened to? A woman listens to lengthy descriptions of this and that, to dull discussions of all sorts; but when she feels it's her turn, like at a party when she wants to share an interesting story, men get restless, shift their eyes, are ready for another drink, for making that phone call. She loses them before she gets started. Boy, at Toastmasters when it's your turn, they listen!

Dr. Eva Balaza
Minuteman Toastmasters
Arlington, Massachusetts

THE GOOD OF ORDER

Conduct Successful Elections

by Bob Leiman, DTM, CPP

Important keys to the success of an organization are the election rules and how well they are written and followed. An organization's bylaws should represent the will of the members relating to nominations and elections. Bylaws calling for a ballot vote cannot be suspended, even if there is only one candidate, unless provided for in the Documents of Authority. For cases not listed in these Documents, the parliamentary authority can rule. Standing orders may include such things as allowing candidates to be elected by acclamation if there is no opposition. These orders may be suspended or changed without previous notice by a two-thirds vote.

Nominations may be made in several ways: from the floor, by ballot or petition, by mail, by a committee. Nominations by standing or special nominating committees are probably the best and most democratic way to provide nominees for office. Over half of the committee should be elected by the membership to avoid control by leaders or cliques. Committee members may also be candidates for offices, but the president, even ex-officio, should not serve on this committee.

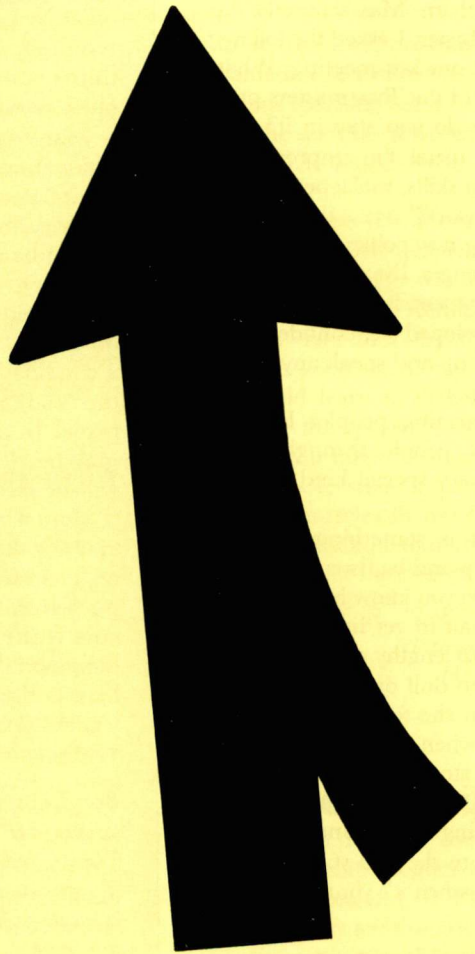
The nominating committee accepts suggestions from members, makes their selections privately and reports as prescribed by the bylaws. Candidates should be posted on a chart or blackboard visible to all members. Then the president or the Chair asks for additional nominations and each member may nominate a candidate for each pending office. When there appears to be no more nominations, the president or the Chair may close nominations for that office by consent. A member may move to close nominations, with a second required. According to *Robert's Rules of Order*, this motion requires a two-thirds vote, since it takes away the rights of a member. The motion to reopen nominations requires a majority vote.

Many smaller organizations have one slate of officers and seldom have additional nominations. Their bylaws should permit election by voice vote or by acclamation. When there is competition for office the vote should generally be by ballot. Ballots, allowing a different number of votes in case of proxies, should be prepared in advance. Tellers are appointed to provide secrecy in collecting ballots, counting them and giving the written results to the designated officer. A majority vote is required unless the bylaws prescribe otherwise. In case of a tie, the group votes again and continues to vote until a candidate has a majority. The standing orders may provide for dropping the candidate with the least votes after a certain number of ballots have been taken. In cases where several members are elected to a board, the members may be elected by a plurality; e.g. the three members with the most votes will be elected.

Here are some clarifications of commonly confused rules: Members may vote for themselves if eligible. Members absent on the first ballot may vote on later ballots. Members who are in arrears in dues are eligible to vote unless purged from membership or ineligible according to bylaws. One person, one vote is the general rule. Serving more than half term is considered having served a full term. Thank you Toastmasters for the encouraging words, questions and suggestions. Continually UPGRADE YOUR PLAN—and if at first you don't succeed, you are about average. Write me for information at 124 W. Washington Blvd., Suite 144, Ft. Wayne, Indiana 46802 or call 219-422-3680.

Bob Leiman, DTM, CPP, Executive Director of the American Institute of Parliamentarians (AIP) since August 1983, operates that organization's World Headquarters in Fort Wayne, Indiana. A Toastmaster for 28 years, Bob is a Past District Governor and was Toastmasters' 84th Distinguished Toastmaster. His parliamentary programs at four TI conventions have been popular and prompted strong interest and activity in parliamentary procedure.

MERGE



... YOUR BODY WITH YOUR WORDS

by Mary Ellen Ducklow

temporary. Her expression is composed. Neat navy blue pumps. Her resume is great; experience, good; college transcript impressive.

You don't hire her. The application goes to the bottom of the pile. Why?

Her hands, with nails bitten to the quick, fidgeted in her lap. Her voice was high and breathy. Her ankles were twisted around the legs of the chair.

Miss X communicated stress, anxiety, uncertainty, lack of confidence. And the administrative assistant you're hiring has to handle stress with poise and assurance, right?

Scene two: The doctor's office. Characters: You, the patient; and the physician.

The doctor is crisp, busy, short. He fires questions at you; doesn't seem to hear your answers. Gee whiz, it's *your* lower back pain, not his. You search his face. That's not easy; it's averted, as he scribbles away on your case history. His shoulders are turned away from you. Should you be concerned about that pain? Or take an aspirin and call him in the morning?

You hobble out, feeling let-down, foolish and apologetic for taking up his time. And you've got the message. You're going to call that nice, new young M.D. you met at the last club meeting. He

looks you in the eye like an equal, and he's got a warm, firm handshake.

What's the link between Miss X and Doctor X? Their words are fine for the respective situations. But their nonverbal communication is lousy. Their bodies are saying something different from their words.

Theda Babcock McLaren, assistant professor of communication arts at the University of Wisconsin Center-Fox Valley, has been teaching standing-room-only classes in "interpersonal communication" for five years. Her high class enrollments semester after semester testify to the growing awareness of the significance...and the utility...of effective nonverbal communication.

Granting such broad awareness of nonverbal language, why are so many of us still sending out mixed signals? Probably it's because a lot of the time we don't know, won't admit to or feel guilty about what we're talking about. Our voices, hands and feet are saying things our mouths aren't. So our listeners don't know what we're *really* saying—we're sending, and they're getting, mixed messages.

To unmix the signals, it's important that we master body language. "We're talking about the language of the total person," McLaren says. "Kinesis, movement, face, gestures, posture, personal distance and space. Body orientation, territory, environment. Vocalization.

"And then there are the 'artifactual' aspects," she adds. "For example: What are you carrying? A briefcase? A manila folder? A handbag? A shopping bag? What kind of briefcase?

"And what about hair style? And how about the design of glasses frames? And clothes? They all convey messages...but

*You're saying
the right thing.*

*Make sure your body is
sending the same message.*

Scene: Your office. Characters: You, the boss; and the job applicant.

Her dark blue flannel blazer is well-cut; her soft white blouse, immaculate and modest. Her pretty face is discreetly made up; her hair is shiny and attractively styled...conservative, but con-

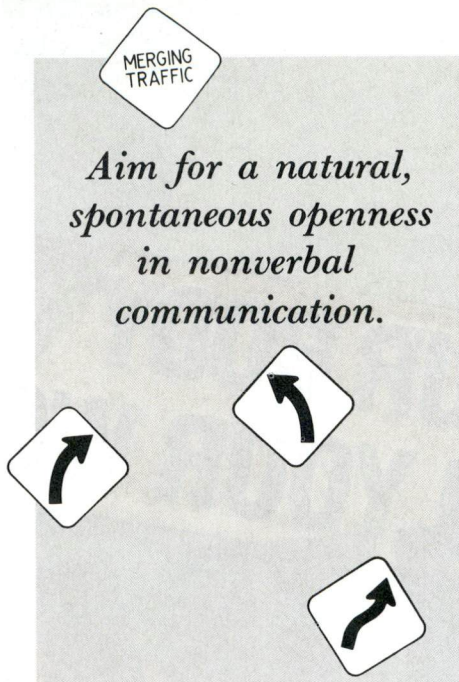
it goes beyond 'dressing for success.' Any one of these things by itself sends a message. . . but they're only a part of the vocabulary.

"We all, consciously or unconsciously, recognize other people's body language," McLaren continues. "The real heart of the matter is to become a better reader of the subliminal message. . . and a better sender."

'Preening' gestures are good examples of nonverbal activity that carry a subliminal effect. McLaren explains that this aspect of body vocabulary encompasses all the unconscious movements that indicate sexual awareness: Shaking back hair over one's shoulders, if one is a female; crossing one's ankles; even pulling up one's socks.

McLaren suggests that a natural, spontaneous and uncontrived openness ought to be the aspiration of the student of nonverbal communication. On the other hand, being aware of other people's nonverbal behavior can let us check what they are truly feeling against the messages we're getting. This skill is very useful in family and personal relationships, as well as in business.

Everybody knows what happens when a parent doesn't hug or kiss or touch a child. His words may say "I love you," but his manner and mien say "Don't bother me." The horror stories about babies dying for lack of touch or cuddling are true stories. The experiment with



baby monkeys receiving milk from an artificial wire 'mother' monkey and then returning instantly to the comfort and closeness of a terrycloth surrogate mother are widely known.

We communicate by touch. How do the distances we maintain between ourselves and others affect interpersonal encounters?

In business, the messages are clear, says McLaren. "Nonverbal communication is an indication of status. The boss sits down; the subordinate stands up. Equals stand closer to each other than supervisors and underlings. The subordinate looks more often at the boss, trying to check out his messages. The supervisor simply doesn't have to 'read' as much to get along. He has the power position."

Awareness, then, of the secret meanings of position and space and distance can boost one professionally, socially. "But there can be pitfalls," McLaren says. "Nonverbal communication can become an exercise in game playing and power plays. We have to remember that some people are innately or by training exceptionally well-skilled in body language; an actor, for example. So some messages can become manipulative, artificial.

"Take faces. Do you know that the human face is capable of 640 sets of expressions, and that they can change in a fifth of a second? (Words may say one thing and the face another.)

"Researchers have determined 65 to 93 percent of a message is conveyed nonverbally," she insists. "We forget that voice is a nonverbal element; that is a strong vehicle of feeling and emotion. It's much more difficult to lie with one's

voice, face or body than it is with one's words.

"Nonverbal communication is simply more accurate," she says. "If we check out clues to falsifying, if we watch for moments of distraction, we get a clear message. Hands don't necessarily agree with face, with voice, with words. They can indicate uncertainty when everything else is composed. In a personal encounter, for example, words can say 'yes, I'm excited,' but the rest of the body may be saying 'Forget it.' "

Can we discipline face, body, voice to say what is not true? "Yes," McLaren says, "but psychosomatic illnesses can result. It's a heavy price to pay. Feelings have to have an outlet. If emotions aren't expressed, we catch colds and flu. There's even some research indicating that the onset of cancer may follow trauma. Other experts feel that's far-fetched, but there are clear clues that valid expressions of feeling are of aid in cancer recovery. Obviously, when we mash all our feelings down, we risk emotional sterility. . . and that affects our physical bodies."

Recently the medical professions clearly have perceived these principles; attitudes have changed markedly among segments of physicians, nurses, dentists, even veterinarians. Touching, expressing concern, eye contact, encouraging patients to talk, to express feelings, all these part of a "new" therapy, which is essentially a bowing to the importance of body language.

What does your voice tell your listener about you? "It's more than a vehicle for your words," McLaren says. "It conveys an emotional state, a mental state. It indicates an educational and a social level. It is a clue to the speaker's health, age, sex, locale. It is a biography in sound."

McLaren cites studies in which subjects listened to tapes made by persons of varying backgrounds and occupations: reading neutral, non-revealing material. In a high percentage of the results listeners were able to identify the voices of persons whose biographies previously had been made available to them.

Biographies in sound, indeed. Whatever one's aspirations, personal, business or social, the ability to send and receive nonverbal messages accurately can make the difference between success and failure.

So let your hands, feet, face and voice match your words. Your speech or dialogue doesn't tell it all. Your body language does.

Mary Ellen Ducklow is a freelance writer based in Appleton, Wisconsin.

1985 Convention Tapes No Longer Available

The cassette tapes of the 1985 International Convention events advertised in the October issue of *The Toastmaster* are no longer available and cannot be ordered. If you have placed an order and have not yet received your tapes, please write directly to the taping company at its *new* address:

Pro-Audio Recordings
Div. Ampro International
755 Florida Avenue
Minneapolis, MN 55426
(612) 546-5353

★ Reach for the Stars ★ ★ In Reno this Summer ★



At our 55th Annual International Convention!

Get ready for fun and excitement in one of America's favorite vacation spots! Don't miss:

- **World Championship of Public Speaking** featuring nine of the World's Greatest Speakers.
- **Gala Presidential Dinner Dance** honoring the installation of our 1986-87 International President.
- **Hollywood Fun Night**—Dress up as your favorite movie star or character of the present or past. The members are part of the entertainment!
- Golden Gavel Luncheon featuring **Art Linkletter!**
- **Sessions** and **workshops** on leadership, evaluation, voice, storytelling, humor and more.

Plan your vacation now. Registration details appear next month in *The Toastmaster!*



★ Reach For the Stars ★
in Reno ★

August 26-30, 1986
MGM GRAND HOTEL
Reno, Nevada

"THE BIGGEST LITTLE CITY IN THE WORLD"

WHATEVER IT IS YOU WANT FROM LIFE CAN BE YOURS WITH

NEW ADVANCED PSYCHO CYBERNETICS



PSYCHO CYBERNETICS

PSYCHO CYBERNETICS is the study, by comparison, which has been made into the way in which computers work and the way in which the brain and human mind works, and the related methods of control of both.

The comparative study shows that the part of our brain which functions at the unconscious level, the so-called sub-conscious, is a biocomputer, functioning by exactly the same principles as a mechanical computer. (1) By having an Input and an Output. (2) By having stored information and instructions, its program. Obviously, there is a different program in every biocomputer. But that, and only that, is what gives each of us our unique individuality.

PSYCHOFEEDBACK

PSYCHOFEEDBACK, a mind/brain mechanism, is man's ONLY means of governing and controlling his actions by BOTH reinserting into the biocomputer the results of past experience AND, with the imagination, by inserting the results of PRESENT experience.

Is there a difference between biofeedback and psychofeedback? Yes, there is. Briefly, biofeedback requires the use of electro-mechanical devices for its implementation, psychofeedback does not. Psychofeedback finally recognizes the overwhelming importance of imagination to our goal seeking activities.

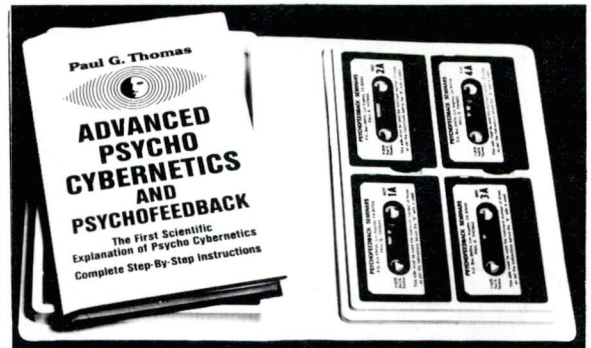
It is **IMPOSSIBLE** to achieve **ANY** goal without using psychofeedback. From the simplest of goals such as putting one foot in front of the other to walk or lifting a glass to the mouth to drink. But because our biocomputer cannot tell the difference between a real and an imagined experience, we do not have to have had the experience to use psychofeedback.

You will prove this for yourself by using a small kit you will receive.

You have probably read many self-improvement books which say you must have

British psycho cybernetician Paul G. Thomas, one of the world's leading experts on personal motivation, discovered the great truth that it is **impossible** to achieve any goal without psychofeedback.

The result of twenty years of research, Thomas is the first to give a full explanation of psycho cybernetics. Scientifically based, his book is recognized as one of the most important ever written on motivation. Defining motivation as "the energizing and control of purposeful behavior towards specific goals" he explains the exact neurological process which releases the latent power in the greatest computer known - the human biocomputer.



What do you really want out of life?

Earn more money and enjoy greater career success? Increased happiness and personal growth? Improved, more meaningful relationships with family and friends? Develop a more dynamic personality? Greater productivity, concentration, self-discipline? Eliminate fears, frustrations, depressions and procrastination? Become more energetic and imaginative? Play better golf or any other sport? Lose unsightly weight?

Whatever it is, hundreds of books have been published promising to bring you such benefits. Few have ever been able to deliver on any of their promises, and none has ever been able to offer a full scientific explanation of how to achieve these goals.

NOT UNTIL NOW

If you desire greater success in your life . . . if you want to become more decisive . . . more creative . . . more productive . . . genuinely enthusiastic . . . more positive in your approach to daily living . . . you must have this program.

It will show you the **EASY WAY** to initiate positive action in your life. Positive action that will mean great success and happiness for you immediately. It will turn your dreams into realities . . . your desires into goal-directed, workable plans.

Whatever your present circumstances, it is impossible for you not to be more successful when you follow the simple instructions.

Thousands have already brought enormous improvement into their lives.

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Under no obligation, I want to preview the program. Here is \$1.00 to cover postage & handling for ONE CASSETTE, AN 8 PAGE BOOKLET AND THE PROVING KIT MENTIONED ABOVE . (NO REQUEST ANSWERED WITHOUT \$1 FOREIGN COUNTRIES - SEND \$2.00)

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HALL of FAME

DTMs

Congratulations to these Toastmasters who have received the Distinguished Toastmaster certificate, Toastmasters International's highest recognition.

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New Horizons 1360-7, Portland, OR

Laura E. Gregory

Wichita Falls 305-25, Wichita Falls, TX

Joanette Pete James

West Florida 4100-29, Pensacola, FL

Vernon Wendell Bouton, Sr.

Eyepeners 4076-32, Tacoma, WA

Wesley E. Davies

Golden Tongued 4452-33, Bakersfield, CA

Karl W. Sachse

Reedsburg Area 2780-35, Reedsburg, WI

Robert McKeever Freeman

Gold Mine 241-37, Concord, NC

Anthony E. Llambias

Catawba Valley 1193-37, Hickory, NC

Hazel A. Hagans

Albemarle 1811-37, Albemarle, NC

Barbara L. Taylor

Ponderosa 559-39, Reno, NV

Nelson C. Lees

Bryant Park 2895-46, New York, NY

Robert J. Walsh

Pathside 546-47, Jacksonville, FL

Charles E. Dobson

Mason-Dixon 2186-48, Huntsville, AL

Roger H. Brown

Greater Hartford 919-53, Windsor, CT

Gwendolyn K. Galbreath

Money Changers 802-63, Knoxville, TN

Elayne Shelton Hyatt

Dow Chemical 4586-68, Plaquemine, LA

John George Graham

Nambour 4164-69, Nambour, Qld., Aust

Roy D. Bray

Belconnen 4237-70, Canberra, ACT., Aust

ATM Silver

Congratulations to these Toastmasters who have received the Able Toastmaster Silver certificate of achievement.

Mike Moore, DTM

Orange County Libertarian 5275-F, Santa Ana, CA

Ivan Gerson

TM-by-the-Sea 298-1, Santa Monica, CA

Bob Gorby

International City 1377-1, Long Beach, CA

Richard R. Rahder

International City 1377-1, Long Beach, CA

Michael S. Johnson

Jose TM 1577-4, San Jose, CA

Joseph Vasilik

Rogue Valley 5633-4, Medford, OR

David W. Caraway

Fountain City 3871-14, Columbus, GA

Dana Edward Snyder

Poets 1024-24, Lincoln, NE

G.P. Gallagher, DTM

Park Central 4095-25, Dallas, TX

Frank C. Brown, DTM

Shaklee 1745-48, Montgomery, AL

John Mark von Dadelzen

Hastings 3473-72, Hastings, NZ

ATM Bronze

Congratulations to these Toastmasters who have received the Able Toastmaster Bronze certificate of achievement.

Bob Gorby

International City 1377-1, Long Beach, CA

Loran S. Hassett

Zilog-Cution 4848-4, Campbell, CA

Margaret F. Hope

Vancouver 59-21, Vancouver, B.C., Can

Janet Amber Bieber

Golden Gavel 438-21, Calgary, Alta., Can

Janet C. Bigelow

Friendly 3001-47, Ft. Lauderdale, FL

Carroll W. Puckett

Montala 2482-48, Montgomery, AL

Frances E. Chalifour, DTM

Greatland 3069-U, Anchorage, AK

ATMs

Congratulations to these Toastmasters who have received the Able Toastmaster certificate of achievement.

Brenda L. Keeling

Professional Speakers 9-F, Santa Ana, CA

David M. Schafer

Flair Centurions 1055-F, Rosemead, CA

B. Stephen Woods

Capsule Communicators 2276-F, Downey, CA

David C. Markovitz

Yawn Patrol 3436-F, Fullerton, CA

Evelyn R. Alexander

Rosaland 4202-F, San Bernardino, CA

Thomas R. Daugherty

Prescott 104-3, Prescott, AZ

Richard C. Moore

Dawn Busters 1918-3, Phoenix, AZ

Jerry Sullivan

Park Central 3527-3, Phoenix, AZ

Robert W. Nowlin

Electric Toasters 4029-3, Phoenix, AZ

Steven E. Gardner

Oak Creek Orators 4459-3, Sedona, AZ

Elaine Hammerschlag

The Innovators 4633-3, Phoenix, AZ

John R. Rickford

Early Risers 2117-4, Palo Alto, CA

Charles L. Jensen

Castaways 3918-4, Sunnyvale, CA

Robert Dominguez

Adelante 5232-4, San Jose, CA

Marion D. Whooley

Point Loma 198-5, San Diego, CA

Rita Kahn

The Hard Hats 1394-5, San Diego, CA

Zada K. Eckhart

Hidden Valley 2006-5, Escondido, CA

Jordan Orace Larson

Northern Voices 185-6, Minneapolis, MN

James Jay Rennie

Northwest Wind 692-6, Osseo, MN

Victoria J. Ruhland

Toast O'the Town 3932-6, St. Paul, MN

James Paul Halvorson

Capitol 4179-6, St. Paul, MN

Doris I. Furness

New Ulm 4878-6, New Ulm, MN

Ron Wyffels

Portland 31-7, Portland, OR

Candis Smyk Hurlbut

Downtowners 2887-7, Vancouver, WA

Nancy A. Gass

Noontoasters 1822-8, St. Louis, MO

Sheryl H. Clayton

Metro-East 2878-8, E. St. Louis, MO

H.R. "Dick" Pennington

Evening 5573-8, Ft. Leonard Wood, MO

Joseph L. Spatafore

Triangle-Forum 1936-10, Canton, OH

Lorentz P. Davis

Irvington 199-11, Indianapolis, IN

Dennis W. Prichard

Aerospace 3368-14, Robins Air Force Base, GA

Georgia Ann Vanis

Downtown Revenewers 4377-14, Atlanta, GA

Claudia A. Brown

Los Gallos 2428-15, Salt Lake City, UT

Lenore H. Brown

IRS Express 3531-15, Ogden, UT

Lynn R. Behn

Key 3723-15, Salt Lake City, UT

Michael J. Delaney

Southwest 2066-16, Oklahoma City, OK

Nan Bolton Saunders

Southwest 2066-16, Oklahoma City, OK

Michael A. Rhett

Indian Meridian 2361-16, Oklahoma City, OK

LaMere Dayshone Love

Unique 3980-16, Hominy, OK

Chuck Orr

Meadeators 1746-18, Fort George G. Meade, MD

Fred L. Bunn

Harford County 1914-18, Bel Aire, MD

Angela M.S. Lannen

Towson 2707-18, Towson, MD

Allan Kaufman

Woodlawn-Security 2929-18, Baltimore, MD

Nat Scott Lerner

Hastings 3473-72, Hastings, NZ

Darcy R. Hogue

Blenheim 4518-72, Blenheim, NZ

Stephen A. Shur

River Park 5008-74, Johannesburg, TVL, RSA

George L. Watson

Alyeska 4960-U, Anchorage, AK

Ellen Kan

CECI 5013-U, Taipei, Taiwan

Jose Luis Guerrero Tostado

Del Sol 5492-U, Guadalajara, Jalisco, Mex

New Clubs

1948-1 GSM

Los Angeles, CA—Fri., 8:30 a.m., UCLA Graduate School of Management.

4369-1 Libertines

Lakewood, CA—Mon., 6:30 p.m., Callender's Restaurant and Saloon, 4771 Candlewood Ave., Garden Room (630-4369).

1218-4 Town and Gown

Santa Clara, CA—Fri., noon, Mission College, 3400 Mission College Blvd., Room N3-501 (998-2200).

1984-4 SFO Airmaster

San Francisco, CA—Wed., noon, San Francisco International Airport, Engineering Building.

3083-4 Toastman

Los Altos, CA—Wed., noon, Ask Computer Systems, Inc., 730 Distel Dr. (969-4442).

4366-5 LI-Limelighters

San Diego, CA—Mon., 11:40 a.m., Loral Instrumentation, 8401 Aero Dr. (560-5888).

3354-11 Toast of Meridian

Indianapolis, IN—Tues., 11:30 a.m., Meridian Insurance, 2955 N. Meridian (927-8336).

2402-14 Vogtle

Waynesboro, GA—2nd & 4th Fri., 7:15 a.m., Georgia Power Co., Vogtle Plant, Administration Building Auditorium (724-1257).

3070-14 Fulton Industrial

Atlanta, GA—Every other Mon., 7:30 a.m., Georgia Power Building, 1311 Fulton Industrial Blvd. (952-1664).

4312-14 United Cities Gas House Gang

Columbus, GA—1st & 3rd Wed., 7:00 a.m., United Cities Gas Co., Gas Light Division, 1421 4th Ave. (322-8891).

4671-14 United Cities

Columbus, GA—2nd & 4th Wed., 7:00 a.m., United Cities Gas Co., Gas Light Division, 1421 4th Ave. (322-8891).

4102-15 Tongue Coordinators

Clearfield, UT—2nd & 4th Wed., 11:00 a.m., Hercules Inc., Freeport Center, Building A-15, Room 121 (662-3395, ex. 71672).

4689-17 Off Broadway

Missoula, MT—2nd & 4th Tues., noon, Missoula City Hall, 201 W. Spruce (721-4700).

4546-18 Voicemaster

Severn, MD—2nd & 4th Mon., 7:00 p.m., Metropolitan United Methodist Church, 548 Queenstown Rd. (969-6511).

2293-21 Bulkley Valley

Smithers, B.C., Can—Mon., 7:30 p.m., Chandler Park Middle School, 1306 Vancouver St. (847-9646).

4640-23 Electric Toasters

Hobbs, NM—Mon., 11:45 a.m., K-Bob's Steak House, 108 N. Bender Blvd. (393-2171).

4765-28 Dynamic Detroiters

Detroit, MI—2nd & 4th Tues., 6:00 p.m., Cadillac Tower Building, Suite 3200 (961-2525).

4655-31 Aetna-NEBO

Brockton, MA—1st & 3rd Tues., 4:30 p.m., Aetna Life & Casualty-NEBO, 500 Belmont St.

307-33 Gabbing Gourmets

Dos Palos, CA—2nd Tues., monthly, 7:00 p.m., 19772 S. Elgia (392-6144).

3616-33 Noon Talkers

Modesto, CA—Mon., noon, Carmen's Restaurant, McHenry Village (523-3326).

4135-37 Monday High Noon

Charlotte, NC—Mon., noon, Wachovia Center, 400 S. Tryon, Room 1530 (373-6394).

2025-39 Capital Mall

Sacramento, CA—Tues., 5:15 p.m., Capital Bank of Commerce, 300 Capital Mall, 2nd Floor Lunchroom (449-8405).

864-42 Golden Mountain

Edmonton, Alta., Can—Wed., 7:30 p.m., Edmonton Chinese Multi-Culture Centre, 9540 102 Ave. (435-0134).

3237-42 Golden Tower

Regina, Sask., Can—Tues., 12:05 p.m., Saskatchewan Government Insurance, 2260 11th Ave.

3545-42 Risk Talkers

Regina, Sask., Can—Wed., noon, Saskatchewan Government Insurance, 2260 11th Ave. (565-1566).

4699-42 Confidence Builders

Edmonton, Alta., Can—Wed., noon, Twin Atria Building, 4999 98th Ave. (427-7646).

3111-43 BMH

Memphis, TN—Wed., noon, Baptist Memorial Hospital, 899 Madison Ave. (522-5297).

2123-44 Plainview Evening

Plainview, TX—Tues., 7:30 p.m., Smokey's, 506 W. 5th St. (667-3638).

3795-44 Los Madrugadores

San Angelo, TX—Sat., 7:00 a.m., Church of Christ Fellowship Hall, 2200 Johnson (653-5995).

254-45 DEC Mates

Salem, NH—Wed., noon, Digital Equipment Corp., 9 Northeastern Blvd.

4051-47 Plant City

Plant City, FL—Thurs., 7:30 a.m., Plant City Chamber of Commerce, P.O. Drawer 66 (754-3707).

4012-49 East-West

Honolulu, HI—1st & 3rd Mon., noon, East-West Center, 1777 East-West Rd., Burns Hall, Room 3012 (944-7555).

1034-57 People Movers

Oakland, CA—Wed., noon, Metro Center, 101 8th St. (464-6144).

1078-60 Petro-Canada Central

Toronto, Ont., Can—Petro Canada Products, 101 Valley Brook Dr. (869-7614).

1908-60 Cambridge Nooners

Cambridge, Ont., Can—Mon., 11:30 a.m., Ontario CAD/CAM Centre, 400 Collier MacMillan Dr.

2062-60 Professional Speakers

Toronto, Ont., Can—2nd & 4th Thurs., 6:00 p.m., MacDonald Block, 900 Bay St. at Wellesley (920-4578).

4111-63 Nashville Gas

Nashville, TN—2nd & 4th Tues., noon, Nashville Gas, 814 Church St. (244-7080, ex. 302).

3685-65 Daybreakers

Rochester, NY—Thurs., 7:30 a.m., University of Rochester, 260 Crittenden Blvd. (275-4641).

4054-65 Linebenders

Binghamton, NY—Wed., 7:00 p.m., VFW Hall, Great Bend St. (967-2764).

2831-69 Queensland Epicure

Brisbane, Qld., Aust—Last Mon., monthly,

30 p.m., various locations (834-9718).

4164-69 Nambour

Nambour, Qld., Aust—1st & 3rd Tues.,
7:00 p.m., Nambour Golf Club, Bruce
Highway (41-2778).

3141-71 Tara

Dublin, Ire—Thurs., 7:50 p.m., Montrose
Hotel, Stillorgan Rd. (606011).

5036-73 St. James AMP

Melbourne, Vic., Aust—2nd & 4th Tues.,
12:15 p.m., AMP Building, 535 Bourke St.
(617-6000).

5031-74 Alberton

Alberton, Transvaal, RSA—2nd & 4th
Thurs., Alberton Hotel, Voortrekker Ave.
(869-6900).

633-75P Insular Eagle

General Santos City, Phil—Wed., 5:00
p.m., Insular Life Assurance Co., Ltd.,
Yap Building, Roxas Ave. (2361).

1366-75P M'ranao

Marawi, Phil—1st & 3rd Wed., 11:00
a.m., MSU Campus, MSU Cafeteria.

3310-75P Golden Salakot

Makati, Metro Manila, Phil—Wed., 6:30
p.m., Carlos J. Valdes & Co., CJVC
Building, Aguirre St., Legaspi Village
(86-59-31).

3471-75P Tagum

Tagum, Davao, Phil—Wed., 6:30 p.m.,
L'Mar Refreshment Parlor, Rizal St.

4176-75P VMC

Victorias, Neg. Occ., Phil—Tues., 5:30
p.m., Victorias Milling Co., Inc.,
Engineering Building, Conference Room
(431-241-216).

18-U Ernst & Whinney

Singapore—Tues., monthly, 4:30 p.m.,
Ernst & Whinney, 10 Collyer Quay, 19th
Floor, Training Room (917777).

1629-U Sandcastle

Anchorage, AK—Wed., noon, Anchorage
Telephone Utility, 600 E. 38th, 4th Floor,
Conference Room (564-1681).

4694-U Jeddah

Jeddah, SA—2nd & 4th Mon., 8:00 p.m.,
North Campus, P.O. Box 167, CC 100.

4879-U Seward

Seward, AK—Tues., 6:45 a.m., Seward
Coffee Shop, 205 4th Ave.

40 Years

Lewis-Clark 369-9, Lewiston, ID
Missoula 347-17, Missoula, MT
Brandywine 359-18, Wilmington, DE
Lake Region 377-20, Fergus Falls, MN
Plus-Two 349-25, Fort Worth, TX
Speakers Forum 371-30, Chicago, IL

35 Years

Paul Bunyan 922-6, Brainerd, MN
Farmers Insurance Group 458-22,
Shawnee Mission, KS
Charter Oak 931-53, East Hartford, CT

30 Years

Dawn Buster 1918-3, Phoenix, AZ
Scottsdale 2013-3, Scottsdale, AZ
Glen Ellyn 156-30, Wheaton, IL
Downtowners 1989-35, Milwaukee, WI
Pagoda 1809-38, Reading, PA
Independence 1907-38, Philadelphia, PA
Sears-Halifax 1555-45, Halifax, N.S.,
Can
SEC Roughriders 1876-46, New York,
NY
Cosmopolitans 2655-46, Whippany, NJ
Lyceum 1993-65, Rochester, NY

25 Years

Lima 3098-U, Lima, Peru
Mondanto 1267-8, Creve Coeur, MO
Pershing Point 2662-14, Atlanta, GA
Hilltoppers 3232-29, Mobile, AL
Bluemound 3227-35, Milwaukee, WI
Sierra Sunrise 2318-39, Reno, NV
Shaganappi 60 3205-42, Calgary, Alta.,
Can
West Toronto 3057-60, Toronto, Ont.,
Can
Winnipeg Keystone 3211-64, Winnipeg,
Man., Can

20 Years

Mid-Day 1802-40, Columbus, OH
Capitol 194-75, Quezon City, Phil

15 Years

Bechtel TM Unlimited 587-F, Norwalk,
CA
Naval Postgraduate School 2032-4, Mon-
terey, CA
Noontoaster 1822-8, St. Louis, MO
Dawn Patrol 2234-41, Luverne, MN

10 Years

Bon Marche 3309-2, Seattle, WA
Presidencial Fronterizo 772-5, Tijuana,
Mex
Undersea 888-5, San Diego, CA
Noon Flight 1062-16, Tinker Air Force
Base, OK
Cessna 1543-22, Wichita, KS
Central Business District 3549-25, Dallas,
TX
Spaceland 745-56, Houston, TX
Lucas Green 3321-57, San Rafael, CA
Golden Triangle 2015-68, Beaumont, TX
Otumoetai 3511-72, Tauranga, NZ

TOASTMASTERS INTERNATIONAL'S CONFERENCE/CONVENTION CALENDAR

1986 REGIONAL CONFERENCES

REGION I June 6-7

Salt Lake Sheraton
Salt Lake City, Utah

Contact: Joan Haynes
4657 Loyola Street
West Valley, Utah 84120

REGION II JUNE 27-28

Red Lion Inn
San Jose, Calif.

Contact: Vit Eckersdorf, DTM
78 Shearer Drive
Atherton, California 94025

REGION III JUNE 6-7

The Brown Palace
Denver, Colorado

Contact: Cecilia Cohn, DTM
771 South Holly
Denver, Colorado 80222

REGION IV JUNE 20-21

Kirkwood Motor Inn
Bismarck, N. Dakota

Contact: Allen Weisbeck
414 Tulsa Drive
Bismarck, N. Dakota 54801

REGION V JUNE 13-14

Hilton on the Circle
Indianapolis, Indiana

Contact: Steve Land
RR #4, Box 58B
Logansport, Indiana 56947

REGION VI JUNE 27-28

Marriott
Charleston, W. Virginia

Contact: Rhuell K. Croddock, DTM
1413 Princess Drive
S. Charleston, W. Virginia

REGION VII JUNE 20-21

Summit Hotel
Hartford, Connecticut

Contact: Robert C. Rankin, ATM
RFD #1 Long Hill Road
Essex, Connecticut 06426

REGION VIII JUNE 13-14

The Admiral Semmes
Mobile, Alabama

Contact: Ted Merry, DTM
Box 308
Mobile, Alabama 36601

1986 INTERNATIONAL CONVENTION

MGM GRAND HOTEL
AUG. 26-30
Reno, Nevada

1987 INTERNATIONAL CONVENTION

HYATT REGENCY
AUG. 4-8
Chicago, Illinois

Anniversaries

45 Years

Gopher 183-6, Minneapolis, MN

SALUTE THE ACHIEVERS



1810



1842



1843



1840



1844



1917



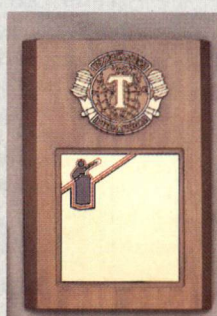
1980



1976



1977



1978



1984

Honor club members' achievement with distinctive awards. Each of these new Toastmasters awards is unique and offers recognition with quiet grace and elegance. Perfect for saluting—and inspiring—excellence in communication.

INTERNATIONAL CUP COLLECTION

Following the line of awards presented to the International Speech Contest winners. Perfect for District Contests. Goldtone figure and cup on a walnut base.

1980	17½"	\$32.00
1981	14"	\$25.00
1982	12½"	\$16.00
1983	10"	\$11.00

GOLDEN TI FIGURE

The beautiful TI figure and logo on a handsome walnut base makes this the perfect recognition for Area and Divisional Speech Contests.

1984	12"	\$23.00
1985	10½"	\$22.00
1986	9¾"	\$21.00

GEOMETRIC BEAUTY

The modern TI speaker figure stands in goldtone backdropped by a striking walnut triangle with a goldtone TI logo. Walnut base. A uniquely contemporary award.

1987	12"	\$18.00
1988	10½"	\$17.00
1989	9¾"	\$16.00

SPEAKER RECOGNITION

1976 - A handsome plaque with modern TI speaker figure. Large engraving plate allows space for recognition of dignitaries or contest winners. 7" x 10½" \$18.00

1977 - A uniquely dimensional design in walnut and goldtone finish provides an affordable way to recognize your speakers or contest winners. 7" x 9" (Engraving plate 5" x 2") \$16.00

1978 - Large TI emblem in goldtone finish mounted on beveled walnut panel. Engraving plate incorporates modern TI speaker figure in color. Perfect contest recognition award. 7¾" x 11" \$17.00

FOR THE DESK TOP AND BOOKSHELF

1842, 1843, 1844 - Male, female and TI goldtone speaker figures (respectively) on walnut bases. Each 7" \$8.00

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