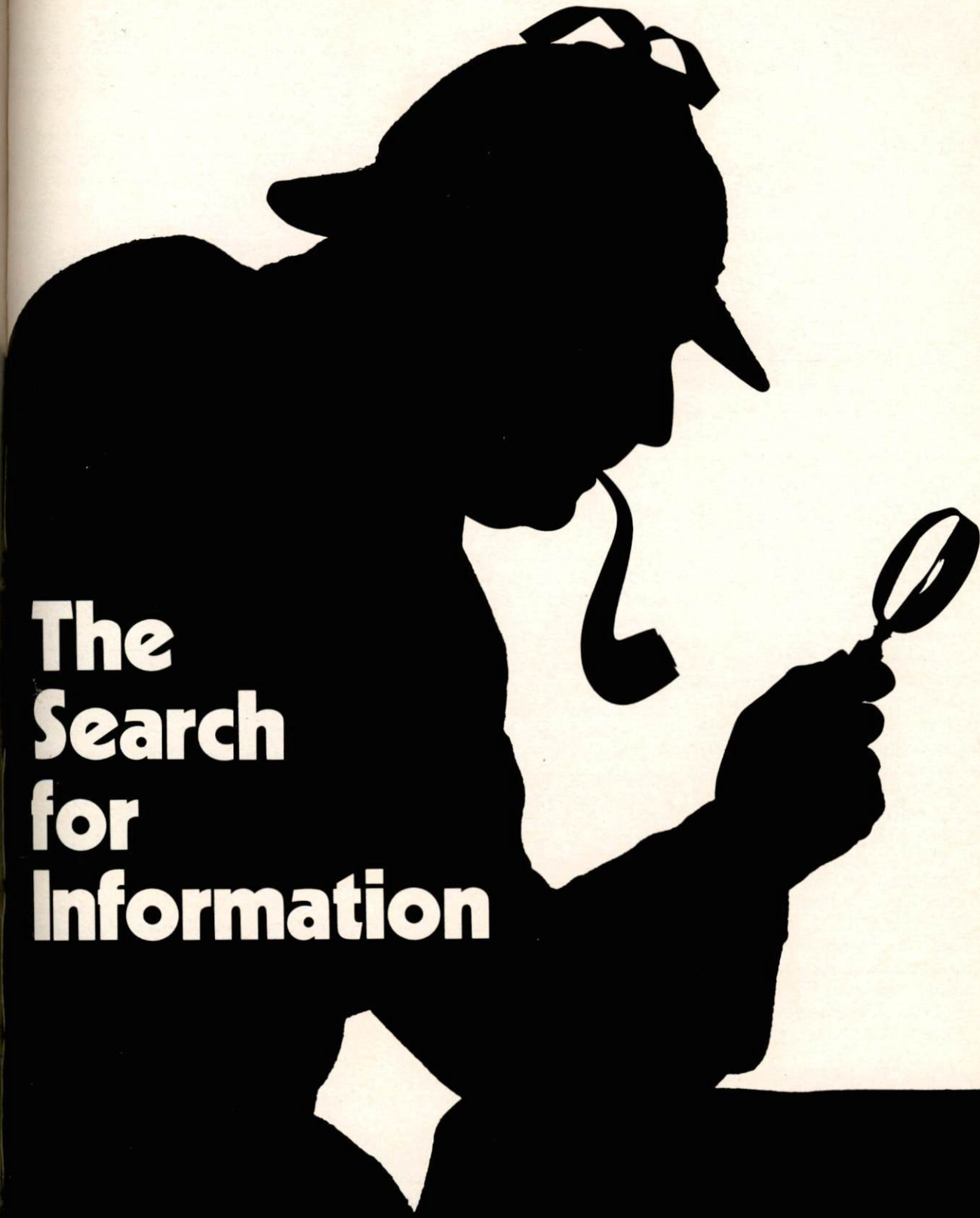


September 1976

toastmaster



**The
Search
for
Information**

letters to the editor



Generally Speaking . . .

It amazes me that Toastmasters could encourage the ridicule of a whole group of people in the guise of a jest. It is one thing to laugh at a particular person and quite another to laugh at the whole group.

I am specifically referring to R. J. Bayless' "Are You a Master of the Toast?" Witty . . . "To women, generally speaking, they are . . . generally speaking." I find this as insulting as the ethnic joke, and this has no place in Toastmasters.

Why is it that when a man makes a driving error it's said, "He is a terrible driver," but when a woman does the same thing *all* women drivers are condemned? Society has tolerated this kind of humor in the past—but it will do so no longer.

Kay O'Regan
East Rockaway, New York

Revised Horse Sense

"Management By Objectives," by Robert Anderson (July, 1976) was an excellent article, but I would like to add one more step to formalized MBO.

In addition to "goal setting, planning, scheduling, and evaluation . . ." I would suggest the fifth step of "Revision." This is the step the jewelry owner took when he revised his steps to control his inventory. One might argue that the concept of revision exists throughout the other four steps, but for that matter, evaluation is also a permeative step, yet it is formalized in MBO.

If one were to construct a flow-chart for MBO, using the block diagram method, "goal setting" would be the only block exclusively with an arrow pointing to the

right. "Revision" would be the only block with an arrow pointing exclusively to the left. All other blocks would show the flow exists in all directions. The "goal setting" and "revision" blocks would show they both continually receive input from all the other blocks in the flow chart.

MBO is simply "formalized horse sense." I use it not only in organizational management, but in constructing my Toastmasters and other speeches.

Thank you for publishing MBO and other excellent tips on self-development. Your special issue was great!

Floyd Lord
Yuma, Arizona

Some Wise Words

Congratulations on the July issue of THE TOASTMASTER magazine. This issue certainly focused on many aspects of its self-development theme—surely, it is recommended reading for all Toastmasters.

International President George Scott deserves special commendation for his perspective editorial, "We Can't Do It Alone." He points out, in a very constructive way, the problems facing every Toastmasters club in their ongoing educational programs. I trust that club officers, in particular, will take his words to heart.

Don Faass
Grand Rapids, Michigan

Shortchanged?

I recently paid my dues to our club treasurer as my contribution to an organization that provides a laboratory for me to practice my communication skills. I enjoy the fellowship very much—the fellowship

and opportunity it provides for all of us to improve ourselves.

Summer is finally leaving us, along with that hurried schedule we have all kept and the inevitable decision of our club's executive team to carry on a regular schedule or reduce it for the summer months. Allow me, if you will, to comment on this subject.

When I order a meal at a restaurant I expect to be charged for it. And I fully expect to be served the entire meal. When I deposit money in a savings account or a bank, I expect to be compensated for a full schedule, not a reduced rate due to the coming of summer.

When you entertain the thought of a reduced summer schedule because of the various conflicts with vacations, kids home from school, or longer daylight hours, you do risk the chance of a smaller group at your meetings. But on the other hand, you would be doing an injustice to my goal of becoming an ATM or of completing the manual in the framework of my schedule if you reduce the summer schedule. Did it ever occur to you that some of us attend school a few nights a month from September to June and actually have more time for Toastmasters during the summer?

So please, next summer, if you favor the decision to continue your meetings without interruption, I'm sure you'll make a great many of your fellow Toastmasters very happy. Smaller meetings we can live with, but to deprive many others of the opportunity to accomplish our goals is a great injustice . . . to all of us.

Norm Maier, A
Past International Director
Milwaukee, Wisconsin

"Letters to the Editor" are printed on the basis of their general reader interest and constructive suggestions. If you have something to say that may be of interest to other Toastmasters, write to us. All letters are subject to editing for brevity of space and clarity and must include the writer's name and address.

TOASTMASTERS INTERNATIONAL is a non-profit, educational organization of Toastmasters clubs throughout the world. First Toastmasters club established October 22, 1924. Toastmasters International was organized October 4, 1930 and incorporated December 19, 1932.

A Toastmasters club is an organized group, meeting regularly, which provides its members a professionally-designed program to improve their abilities in communication and to develop their leadership and executive potential. The club meetings are conducted so that the members themselves, in an atmosphere of friendliness and self-improvement. Members have the opportunity to deliver prepared speeches and impromptu talks, learn parliamentary procedure, conference and committee leadership and participation techniques, and then to be evaluated in detail by fellow Toastmasters.

Each club is a member of Toastmasters International. The club and its members receive services, supplies, and continuing guidance from World Headquarters, 2200 N. Grand Ave., Santa Ana, California, U.S.A. 92711.

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Dr. Ralph C. Smedley
Founder, 1878-1965

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by Dolores Spurgeon



We all know that looking for information can sometimes be a drudgery, even a nerve-racking experience. But as a speech-maker, you have the responsibility of communicating information that is interesting . . . and accurate. And the only way you're going to satisfy both those requirements is through good, sound research.

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Bob Blakeley--

A Proud Man With a Purpose



Robert W. Blakeley, DTM, became the 46th President of Toastmasters International on August 19, 1976.

A quiet, personable man, he is a man of experience, a man of ideas, a man with a purpose. As Chief, Office of Administrative Services for the U.S. Army Corps of Engineers, he has known the responsibility of leadership, and has handled it very well. With a program responsibility for approximately 87 million dollars of support services, you have to.

In a recent interview with THE TOASTMASTER, President Blakeley talked about the upcoming Toastmasters year . . . and what he hopes to accomplish.

THE TOASTMASTER: Your theme for the coming year is "Be Proud You're A Toastmaster." This is a little different from the themes we've seen in the past. You've put the emphasis on "pride." Why?

MR. BLAKELEY: Well, basically, the theme emphasizes the pride that an individual should have in belonging to an organization devoted to helping people help themselves. But it also stands for pride in our clubs and in our programs.

Clubs strong in membership have a pride of accomplishment. Different clubs have proved that—and this is in over a thousand clubs throughout the world. They have a certain amount of

pride in helping their members, and think a lot of this comes from using TI programs. When you do things right, things go well. The problem with guests who don't return after the first visit, in my view, can almost always be traced to a lack of pride in both the discipline of the club management, as well as the programming. I feel that if we sell pride from this point of view, we can overcome some of these difficulties.

The theme also relates to the "life" member. I think that he can be identified as not having met his personal goals because he didn't understand exactly what the organization has

er. And that's mainly because of the confusion that sometimes develops as a result of that lack of pride in our organization and our club activities. I don't mean to imply that we don't have a lot of members that do have pride. We do. I'm thinking of it in terms of identifying a problem, and am using pride as a vehicle for solving and overcoming that problem.

A lot of personal respect comes from our program, from watching a person develop his own sense of dignity, his own worth. That person is developing self-respect because he's been able to learn to use one of our greatest gifts—the ability to communicate. We all share that experience, and it makes us feel good. The pride theme is part of that feeling good, and it is a part of the growth of that individual because it is a rich experience. Dr. Smedley recognized this, and that's why many of his writings in *Personally Speaking* dealt with the pride of being a Toastmaster.

TM: Have you got any feedback from other Toastmasters on the theme? Our experience here at World Headquarters is that everyone seems very positive about it, very excited.

BLAKELEY: Yes, and it's been very interesting. At both the Regionals I attended this year, people started talking about pride immediately after I commented on it in the various sessions I led. It seemed to be something they could relate to. They picked it up quickly. And I felt good about that.

I sensed something at the last Board meeting, too, that was interesting. We were talking about changing the organizational structure, with the member on top of the pyramid instead of the Board of Directors. The idea was that everything done should be with the individual member's best interest in mind, that the member is the most important person in Toastmasters. It was all starting to turn upside-down and the fellows started kidding me about it. But they agreed. And they did it with a feeling of pride in what they were doing. This was an involvement, a philosophical change, a theme they could relate to.

TM: How do you think we can best instill this pride in the average Toastmaster? Pride is such an abstract word.

BLAKELEY: I think that talking and writing about the meaning of the theme should obviously be our first consideration. We should encourage our members to make the theme a daily part of their lives, and we can do this by the systems in which we write and talk.

Sometimes, in our desires for organizational achievement, we overlook the individual levels of achievement. We don't recognize that all our members have limits to what they can do, and they don't all progress at the same rate. But we can promote pride by recognizing the member's individual efforts and individual goals, and encouraging achievements that are within their reach. We have done this, to some extent, with the new CTM award.

TM: But isn't there often a problem with encouraging people to attempt something they feel they're not quite ready for?

BLAKELEY: I don't think so. To me, the worse thing in life is not to fail, but to not try to succeed. I think that if we talk a little about the success theme we have had in the past in relationship to pride, and relate it to that individual, we can reach him. Pride comes from doing things right, and the more we talk about doing things right and the less about the negative, the more success we will have.

We need to specifically recognize that the individual has goals that he wants to achieve and can achieve. This is very close to what Dr. Smedley said. I certainly don't want to put down our program efforts, but in many clubs, the drive for competition and organizational achievement sometimes overshadows the member's personal educational goal. And it turns people away because of it. I think we should work on that recognition phase of the individual and compliment him. It's like teaching a kid to swim. If you give him a hug and a pat on the back the first time he makes it across the pool, it's the greatest thing in the world. And when he stretches out and goes farther, you keep complimenting him.

We do that in a sense when we recognize members for completing our manuals. But I don't think we do it as much as we could. I'm talking about simply looking at the individual and

keeping him feeling that he's getting someplace. We need more of that one-to-one relationship.

TM: Let's go on to a subject that we're all very interested in—membership. We've weathered the recession and now appear to be growing in numbers. In the past couple of years, there has been a lot of emphasis on membership building. Will this continue and, if so, how big a part will the pride aspect play in it?

BLAKELEY: The membership building programs will continue. You have to have programs of this nature to survive. And we also have to have that program to survive in terms of providing the opportunity for people to meet their personal goals. Pride is a big part of it, and I think our effect will be felt when our membership realizes that the great gift of Toastmasters is something that should be shared with others.

Sharing is a theme that truly describes our attitude toward membership growth. Recognition for membership building efforts, whether it be to the individual in "Sharing '76" or to the clubs in the "Anniversary Month" and "Spring into Action" campaigns, is an important step in building pride. If you are proud of what you do, you tell people about it. When you are proud of what you do, you show people. If you are proud of your club, you invite people in. If not, you don't feel comfortable and you don't feel committed to bring membership in.

TM: What do you think is the most effective—and most successful—method of building this membership? Is it the "one-to-one" method?

BLAKELEY: I think that when we say "success," you have to look at it in terms of whether we are talking about short-term or long-term. I would like to see us extend the average membership of our Toastmasters to up to two years. However, I am not sure we will accomplish this in the next year. If we are looking for bunches, we can get bunches. But the long-range retention will not be there. Consequently, I believe that the only true way to build our membership is the one-on-one concept.

TM: Staying on the retention concept for a moment, there has been the problem in the past with the Toastmaster who



gets his ATM or DTM, goes through all the club, area, district, and even International offices, then pulls out of Toastmasters because he feels there is nothing more to go after—besides five more DTMs or six more ATMs. What can we offer this member?

BLAKELEY: First of all, I don't think there is anything wrong with a Toastmaster going after five more ATMs and six more DTMs. In going after these, he is involved. We have to encourage our people to recognize that their success in the program does not stop with the first time they go through the manual. I think that if we sell them on the idea that there is opportunity for continued growth by reworking into the program, we have accomplished a lot. I know that I have gone back and redone speech projects a number of times, and I have grown each time from that experience.

If we could, going back to the comments I made earlier about personal goals, work with people on the basis of their reassessed goals as they move through the organization, I think it would help tremendously. And you are seeing some of that in the new manuals. If we can find a way simply to accomplish what the member is working toward, I think we can convince him that there is some purpose in our organization, rather than just an opportunity to make use of the manuals. I also think that the Resources Program we have been talking about for the last few years, in getting these people involved in Speechcraft and in Youth Leadership, in getting experienced Toastmasters to serve as Mentors in new clubs, and in doing those

things that are community-oriented or organizationally-oriented are all part of that solution. We need that strong basis of experience, but it has to be vital, and it has to be committed.

We also have to realize that many of the people who have an opportunity for fellowship in our clubs stay there longer than those who do not. We need to sell this idea of a more fraternal relationship. Although I don't see any dramatic solutions, that one-on-one kind of thing, the people-oriented assessment, and the ability to convince the guy from his point of view that he has something to gain are our real ways out.

TM: Many have said that the future of the organization lies in the big companies that might sponsor a club for their employees. Do you share this feeling?

BLAKELEY: I think this is a trend we'll have to contend with. I don't think we should forget the "Main Street U.S.A." kind of clubs. The programs there, as Dr. Smedley said, serve the needs of everyone. I do believe, however, from a look at what has happened during the recent recession, and what has happened in the training field, that we have the answer to a lot of training officers' problems. These people pour a lot of money into executive, management, and employee training, and they have done this because they have big budgets. But those budgets don't exist in industries today, they certainly don't in government. And we're sitting with a low-budget type of program, a commitment type where the individual has to be motivated to do something off the job. We have the answer to the personal develop-

ment of management sitting right in our pocket. So I think that, just as a matter of evolution, we're going to see our greatest market shift from the club in the community to the corporate one.

TM: Bob, you've been in Toastmasters for about 18 years. What's happened to the organization since you first joined?

BLAKELEY: Although I have seen a lot of things happen, I don't think the basic program has changed much. It has stretched in many directions and has probed in many areas to try and solve problems, but I think it has remained sound.

For example, we have added leadership to our traditional communication goal, and we are pressing for it still. I think that is significant. When I first joined, there was very little discussion and very little involvement in this. If you look at the old manuals, it wasn't even discussed. It was discussed in articles by Dr. Smedley, but that was about all. So we have added leadership.

When we added Youth Leadership, we made a fine improvement in the program because it served a community need. It helped people think about us in a different light than they ever did before. It was also of tremendous benefit from a community point of view.

In addition, when we opened up our membership to women, we made a very positive move. Today, we have two women in key Toastmasters offices, with many more on the way. And, of course, we have opened up our publications in French and Spanish, as well as English.

In recent years, we have been thinking and expanding more on the international level than we were before. Until just recently, the "U" clubs had little or no contact with World Headquarters and the Board. The Board, in representing the interest of the total organization, are now involved, concerned, and interested in the international extensions. I recognize the problems in economics and communications, but I think we have opened our vistas considerably in terms of our attitudes toward people and the way we communicate our program.

TM: As TI President, you will be spending a good deal of time "on the road" during this next year visiting To-

masters both here and abroad. What is the real purpose of these "Presidential Visits" and what do you hope to accomplish?

BLAKELEY: What I basically want to do is use the office of International President to open doors for public support, to help people in the communities learn to work with their community and industry leaders and help them realize that we have a program that can satisfy many of their needs.

In doing this, I'll need to help our people understand ways in which they can follow-up. You know, I have found a natural reluctance in some of our Toastmasters just to stretch a little. And I think it's because they have not been in a position where they could feel comfortable dealing with people in key positions in industry or in the community. Many of our people are very strong in this, many of them are not. If we can help them understand that there are ways in doing things, and if I can do it by example, I think that the follow-up in membership and community relations can be pretty significant.

The second thing is that these visits will give me the opportunity to have a dialog with our Toastmasters members. You want to be sure that the relationship is meaningful and that we are all working towards the same goals. Many times, a leader appearing in an area, not because of human personality, but as an individual—as a figure head—has the opportunity to listen to people with a different point of view than our district governors or those on the Board. These people like to talk to you, and they like to express their views. Many times, just listening to them brings greater goodwill, as well as greater opportunity to see what they are doing. All the lectures or motivating speeches in the world won't always do that.

I also see this as an opportunity not necessarily to sell community and industry leaders on the idea of their becoming Toastmasters, but in terms of what the program can do for their employees or their associates. I know that we have done some of this in the past, but have we done enough of it? I would hope I can accomplish that.

TM: Bob, you've served in the majority of club, area, district, and International offices. You also hold a very important position with the U.S. Army as Chief, Office of Administrative Services. You've, naturally, got a lot of responsibilities. Has this leadership opportunity provided through Toastmasters helped you at all?

BLAKELEY: I'll tell you an interesting anecdote. Nineteen years ago when I moved into the job I'm in now, one of the things I had to do was brief a number of my senior people in the organization on the functions of the organization I had inherited and helped organize. And I wasn't satisfied with what had happened that day. I felt uncomfortable about it. So I got the tape and listened to it. And I had never heard so many guttural and incomplete sounds in my life. I was ashamed of it. It worried me because I was new on the job, and having moved in as a young man on top of a lot of older men, I really had to improve myself. I got talking to a neighbor one night and told him about the experience, and he invited me to Toastmasters. I went to the club, and am still in that same club.

I think that what has happened is not just the leadership responsibilities in Toastmasters, but the whole experience has helped me do a better job for the Federal Government. I was afforded the opportunity to learn and improve my communicative skills, and the interesting thing is that I have had no personal progression in terms of salary relationships because I was on top when I came in.

But what's happened is that the program has expanded, the dollar value and levels of responsibility have expanded, and I think the reason I have been able to keep up with it is because I have been able to practice and relate to people in a different kind of arena than I do in my daily work. So I think that the benefits come from the total program, not just from the offices.

TM: Since your participation has, obviously, been of great benefit to you, as well as countless numbers of other people in the organization, why is there such a lack of people who want to get involved in holding a Toastmasters club, area, or district office?

BLAKELEY: There is a lot of competition for our time, and I think that when we start talking about leadership, we have a tendency to sell it in too broad of a point of view. When we look at the basics in Toastmasters, we have to go back to Dr. Smedley's philosophy. Our leadership skills come through our club experience.

We went through a period—and we're still going through it to a certain degree—where we were pushing a broad academic leadership form. And I think that scares people away. There are those who want to be leaders, those who have always been leaders, and those who will never be leaders. I think that the best way to sell this is in terms of their personal benefits, as opposed to the obligations. And we can improve that by getting back to working with the individual.

Most people who are unsure of themselves, at least in my life's experience, shy away from the word "leadership," but would accept responsibility. This is the same thing in my mind. And most people will, when faced with the idea of accepting responsibility, make up their minds to take it. They will stretch to achieve it and will grow to take on more plateaus of responsibility. If we can approach it a little differently than we have, then we will get a lot more results. But again, we will never reach everybody. Some people simply don't want to accept responsibility.

TM: One last question. Five years from now, someone will look back to Bob Blakeley's year as Toastmasters International President. What do you hope they will say?

BLAKELEY: If they just say, "He left the organization better than he found it," that will be reward enough. As I mentioned earlier, I feel that I am obligated to use whatever talents and training I have for the organization. I don't see that we will have a graphic or dramatic change in membership, but if we can emphasize that and use it as a springboard for growth, and recognize me as a tool—and I look at myself as a tool—then that will give me some satisfaction.

I am basically a team kind of guy, and I guess I am mainly interested in seeing our organization succeed. □

Here's another batch of ideas and opinions from Toastmasters club and district bulletins around the world.

the Bulletin Board

Let's Have Some Fun

By Bob Erckert, ATM. From District 32's "View From 32," Western Washington.

Seriously, do you enjoy going to your Toastmasters meetings? Or is it a burdensome chore that you do only because you feel obligated to the group? Unless you have all the members in your club that you want, there's a good chance that the pain outweighs the pleasure.

Take another look at your club. How about the president or the Toastmaster? Do they always wear funeral director faces? If they do, you'll find it's contagious. Soon everybody will catch it. Why not try an "I'm glad to be here" smile, or maybe a joke now and then. (Even a bad pun that only gets a groan is better than a scowl.)

Are your Table Topics always on current events or philosophical topics that require a puckered brow to talk about? Before the meeting, try briefing some imaginative member so that you can call on him first and get things started in a lighthearted vein. That's contagious, too!

How about your speakers? Do they always make passionate pleas for strong social change? WOW—you *are* in trouble! When you are the Toastmaster, try to get one of the speakers to be a little less than grim for a change. Almost all of the speeches you will be giving in the "outside world" will be after-dinner speeches, and they better not be grim.

And those grim evaluations. They drive away more members than anything else. I don't mean that you should say only good things when you evaluate, but everyone makes a slip or two in his speech that you can poke a little fun at. Try to find one. You might even get him to grin a little at some of his flaws. I strongly believe that when your

suggestion for improvement makes the speaker laugh at himself, he will remember it far longer than when you try to horsewhip him with it.

If your club meetings aren't quite the enjoyable ones you would like them to be, perhaps you could try leaning a little bit toward the "fun" attitude. Remember, one of the four main points that our founder, Dr. Ralph C. Smedley, made was, "We learn best in moments of enjoyment." Try it. Let's have some "fun." □

Put Something Into It!

By Marvin E. Kline, ATM. From "The Communicator," Idaho Falls Club 548-15, Idaho Falls, Idaho.

Have you ever thought of what you should get out of your Toastmasters training? If you have, you'll know that your Toastmasters training can be likened to your bank checking account—if you don't put anything in, you can't make a withdrawal. It's the same way with your Toastmasters account!

Think about this principle the next time you are asked to help out in a Boy Scout Speech Contest, judge a high school debate tournament, or serve as one of the chairmen (Toastmaster, Chief Judge, Evaluator, Chief Timer, Timer, or Table Topicmaster) at an area contest or district conference. You may even be called on to participate in the educational sessions at the area or district level. *Accept the opportunity to develop yourself!* If you don't know what the specific job entails, call upon an experienced Toastmaster for advice. The exposure will be invaluable in your personal development. □

Are You Really Effective?

By David Soule. From District 36's "National Capital Communicator," Washington, D.C., Maryland, Northern Virginia.

Now is a good time to take a new look at

our Toastmasters slogan, "Better Listening, Thinking and Speaking." Let's focus on speaking for just a moment to see if you may be an ineffective for any of the following reasons:

You have nothing to say, or at least nothing appropriate to say. George Eliot once said "Blessed is the man who, having nothing to say, abstains from giving us wordy evidence of the fact." Do you prepare for your speech the night before and from an article in *Reader's Digest*? We can all prepare better. Start preparing today for your next speech whether it's in April or in June. Outline now and keep working on it in your spare time.

You can't be heard. People won't pay attention to a speaker very long if they can't hear him. Look at the size of your audience and the size of the room and check the competition from traffic noise, ventilation systems, and other nearby groups. If you can't speak up, maybe you'd better shut up or get a microphone.

You apologize for your message or preparation. "The Toastmaster called me just this morning to give this talk so I had to put it together in a hurry." Or "I don't know why I was asked to speak on this subject because I'm sure others in this room know more about it than I do." If this is the case, why embarrass yourself and probably the person who asked you to speak? Remember the old adage, "Remain silent and appear a fool, speak and remove all doubt." However, the speaker who says others know more than he does is really often an authority. Some speakers think that if they apologize, it will indicate their modesty. It won't. Apologies are almost never interpreted as modesty. Don't apologize. Prepare and deliver your message to the best of your ability. □

How to Find the Information You Need

As a speech-maker, you have a responsibility of communicating information that is both interesting and accurate. And the only way you're going to satisfy both those requirements is through good, sound research.

Looking for information can be drudgery, even a nerve-racking experience. But it can also be a stimulating challenge, perhaps as much fun as your favorite type of recreation—something like a treasure hunt.

The outcome depends largely on whether you know how to use print references, live sources, and your own experience and observations to become better informed.

As a speech-maker, you are spurred by the additional incentive—and responsibility—of communicating information to your audiences in an interesting way.

Where do you begin? Let's take an example.

Say your interest has been piqued by windmills and you plan to give a talk on that subject. Maybe you have seen the windmills of Holland or in the "Don Quixote country" of Spain, so you dig out your travel literature to review the

by
Dolores Spurgeon

pictures and explanations. Where should you turn next for additional information?

It might be to a local farmer who has a windmill, or to a standard encyclopedia such as the *Britannica* or the *Americana*. (All three should definitely be consulted.) Then you hear of a local school's innovative science program that inspired teachers and students to build an unusual windmill whose rotating segment is made from three 50-gallon drums. You talk to the students, the teachers, and you watch their windmill at work; from them you get the name of a helpful engineer who is mentioned in newspaper clippings

about the project. You read these, and make an appointment to interview the engineer. You have found points that need verification or clearing up, along with some new facts and an interesting anecdote or two.

This beginning sends you to the nearest public library to see what additional information might be in books and magazines, getting your direction from the card file of books (listed by both subject and author) and from the *Reader's Guide to Periodical Literature*, a continuing index to the contents of more than 120 magazines. Your key words are "windmills" and "wind power."

One of the references you find is to "The Mother Earth News Handbook of Homemade Power," and that reminds you, with some excitement, of a friend who has subscribed to the entire series of magazines by the name *Mother Earth News*. You make a mental note to get to

him as soon as possible to check for additional material. Meanwhile, you look up as many as you can of the fourteen magazine and four book references you have just recorded in the library, and—wonder of wonders—you learn that there is such a thing as an “inter-library loan,” which will get books for you not available here. (That, of course, takes time, and cautions against waiting until the last minute to start one’s research.)

Organizing

At this point, you may feel prepared to start organizing your notes (more about that later), having augmented what you know with solid information and “lore” to interest your audience. Not too painful a process—right? You draw from people, books, periodicals, experiences and observation, and, happily, one good discovery often leads to another.

You have followed the procedure for doing basic homework on any subject, especially when it comes to making friends with a good library—and a professional librarian.

A great many people are intimidated by libraries, as they might be with any unfamiliar entity. Don’t be scared to go in, look around, and ask questions! Libraries are there to be used, and who’s to use them if we don’t? As a professor, I’ve often escorted groups of students to particular sections of the main library on campus or invited a librarian to come to class and explain some of the services and facilities.

Somehow, library investigation becomes less forbidding if you know where to go. When you see the remarkable array of books, newspapers, magazines, recordings, tapes, directories, and special collections that are there for our benefit, you can’t help but be impressed.

Take a walking tour of your library’s reference department and you’ll note a wealth of material, including dozens of volumes about people, anthologies of quotations, and a variety of almanacs, dictionaries, encyclopedias, and concordances.

If you are not already familiar with the “Speech Index” or with the twice-monthly periodical *Vital Speeches of the Day*, get acquainted with them.

In the book stacks, public speakers will be drawn to the section dealing with how to make better speeches, selected addresses by experienced speakers, and various collections of “brighteners” known as supporting material. You will probably find that university libraries have a better selection of these than public libraries, because speech, debate, and oral interpretation are often taught on campus.

Perhaps the most attractive supporting material will be anthologies of anecdotes, epigrams, jokes, and introductions for all occasions. Among the best are: *Speaker’s and Toastmaster’s Handbook of Anecdotes by and About Famous Personalities*, by Jacob M. Braude (Prentice-Hall 1971); *Speaker’s Treasury of Anecdotes*, edited by Maxwell Droke (Grosset); *Toastmaster’s Treasury: A Complete Guide for the Toastmaster, Master of Ceremonies, and Program Chairman*, by Edward L. Friedman (Harper 1960); and *The Successful Toastmaster: A Treasure Chest of Introductions, Epigrams, Humor and Quotations*, by Herbert V. Prochnow and his son (Harper & Row 1966).

His Favorite Joke

A friend of mine who is a very polished public speaker says he gets most of his jokes from the Sunday magazine feature, “My Favorite Joke”; he saves them for opportune times, figuring that many people are too busy to read such features and, therefore, won’t find the jokes repetitious. (I think he would actually be smarter to acknowledge whose joke it is, or modify it in a way that makes it applicable to his subject and his audience.)

The best anecdotes are those drawn from the current scene or “news happenings.” You can get these, or develop them, from items in newspapers, magazines, journals of limited circulation, or simply by using your own wit to expand on a familiar situation. For example, before California’s Governor Brown acknowledged that he would be a candidate for the presidency in 1976, San Jose State University President John Bunzel, a political scientist/analyst, drew laughs with this observation: “Jerry Brown won’t run for President because there aren’t any apartments near the White House.” (Californians know that Governor Brown refused to live in the new

governor’s mansion in Sacramento in favor of an apartment within walking distance of the capitol.)

Conversations often produce witticisms that you can use in speech-making. Write the good ones down as you hear your clever friends say them, and you’ll eventually have a collection to choose from.

One of my college classmates was a droll Chinese youth who referred to himself as “The Yellow Peril.” He caused chuckles at a model U.N. committee meeting when he said, “I don’t know what I can add to this occasion except perhaps, a little color.”

If you do not have witty friends, or are not yourself a pundit, the next best way to introduce freshness into your talks is to adapt the witticisms of others.

I recently heard a speaker warm up his audience by saying he’d been advised that the ideal opener should include religion, royalty, sex, and suspense. “I thought of a way to do that,” he said. “‘My God!’ said the princess. ‘I’m pregnant. I wonder who did it!’”

A rewarding way to help yourself begin each information search is to start with a personal library of your own in the desk drawer, the study, or on a desk top.

Your Reference File

There are a number of excellent reference books available at quite reasonable prices in both hardback and paperback. Other low cost acquisitions can be made at flea markets and second hand shops. Such a collection could include a dictionary, a thesaurus and/or a word finder, an almanac, an atlas, *The Guinness Book of Records* or *Famous First Facts*, or an encyclopedia. There are “how-to” books of every description, including a compact handbook for public speakers, *How to Make a Speech and Like It*, by Lawrence H. Mouat and Celia DeLoach (Pacific Books, Palo Alto, CA).

Above all, perhaps the most important thing to remember when you are researching your topic is to know what you need to know. That sounds almost inappreciable, but librarians and interviewees in all fields are constantly approached by people who ask vague questions (the Commager, tell us about the industrial revolution.”), irrelevant questions (the

Maggio, who's going to win the Academy Awards?"), or by the people who cannot clearly state their objectives (like the youngster who wrote to the Library of Congress, Washington, D.C.: "Dear Sir—Please send me the Library of Congress").

Knowing what you need to know may indicate that you have some letters to write, as well as people to see and things to read. Seeking information by mail can be extremely helpful, or it can get you a pile of brochures and mimeographed data you cannot use. Don't send a questionnaire unless you absolutely have to; but, if you do, make it concise and to the point—test it first on a sampling of local people. The most productive method is the short, friendly letter asking one or two specific questions that won't require a week's study to answer. Type each letter individually, and supply a self-addressed, stamped envelope for reply.

Glad You're Alive

One of the delights of long distance information seeking is that pleasant correspondence can result. The late author Howard Pease was fond of telling audiences about a request for an autograph he received from a young reader whose teacher had described meeting him at a writers' conference. "Dear Mr. Pease—I was so glad to find out that you are alive. I did not know any authors were alive." I enjoyed a similar "thank you" for information sent to a newsman in Ireland: "Dear Mrs. Spurgeon—If you are ever in Dublin, I shall cause to be brewed a special run of poteen."

But don't count on 100 percent response—some people are not going to answer, no matter how carefully you plan. Letters do get lost, a few of them under stacks of accumulated mail on busy people's desks.

So, who would you write to? You can identify some logical sources from your own acquaintance with the subject matter, and from newspaper clips, magazine articles, talk shows, and personal recommendations. Often a good source of information will be your congressman; you can get his name and address from the library, from your newspaper (many Sunday editions carry a complete list on the Opinion/Editorial page), or from

party headquarters in the nearest city. One of my state legislators included in a recent "Report to the People" a comprehensive list of addresses of agencies to write about consumer complaints. Most state legislators now make it a practice to have open forums in various districts, opening up a handy opportunity for anyone to ask questions that relate to a particular interest.

There is probably an "institute," association, advisory board, or society for practically any subject, problem, commodity, or program you may mention. How to find these addresses? A simple way is to consult the phone book—your library has batteries of telephone books for every metropolitan city. Look under these headings: Associations, Institutes, Information Bureaus, also National, State, and United States Government.

Another convenient source of information, when the subject applies, is to consult public relations departments of companies, organizations, institutions, or causes. Vast amounts of data—and sometimes pictures and maps—are available in these offices, at no charge to anyone with a legitimate purpose.

You can be on the free mailing list for a popular bimonthly bulletin, "Selected United States Government Publications," which lists books and pamphlets available from various government bureaus, by simply requesting it. Write: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. There are also government bookstores in major cities, including San Francisco and Los Angeles.

An Abundance of Experts

People definitely provide the most exciting research possibilities because, through people, you get first-hand association that brings your inquiry to life. In every community, there are experts on any number of subjects, just as there are international, national, state, and regional authorities. Most of them will respond to courteously written or telephoned requests for information that pertains to their specialty, particularly if there is an area of public service. One person knows everything there is to know about growing camellias, another is widely recognized as a collector of antiques, the lady in the

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next office is a genealogist, that "eccentric" elderly gentleman is a noted numismatist—and so on. Some will tell you wonderful stories; others will show you mementos, relics, and photographs. They will refer you to other sources, perhaps better ones than you thought essential to your search. Find the persons who know more than you do, talk to them, write to them, and read their published work.

Attending appropriate conventions, conferences, classes, meetings, and visiting exhibits and museums can also give you valuable contacts, along with refreshing ideas.

If your subject relates in any way to the work of public agencies (the Health Department, the County Recorder's office, the City Clerk, the Fire Department), call that agency with your question. You should also ask if they have any publications or reports that you can pick up. Don't forget the Chamber of Commerce, a prolific source of information or referral about your local area.

The "morgue" (library) of the major metropolitan newspaper in your vicinity

may not be available for use by non-staff members, but you probably will be welcome to use the files of small newspaper offices, or you can consult old newspapers and microfilms in university libraries.

And don't forget the "question" columns. Newspapers and magazines offer a variety of specialists to help us with all kinds of problems. For example, my hometown library houses a world-famed collection of sports information data founded by a man named Fred Imhof and now supervised by Wes Mathis, a San Jose Mercury-News sportswriter. You can get the answer to practically any question relating to sports by writing him in care of the column ("Sports Expert," P.O. Box 652, Santa Clara, CA 95052). "Action Line" services are also available at many newspapers, radio, and television stations. By using all of these sources, you get the satisfaction of touching all the bases and add substance, color, and credibility to your speeches.

Don't Panic

What if your sources disagree? Don't panic—note the areas of difference and mention them in your talk, report, or discussion. In fact, such a variance might be just the take-off point you need for writing or telephoning someone on your list.

What do you do with all the information you gather? Presumably, you started out with a notebook and/or some 3x5 or 4x6 cards, and you have faithfully documented every reference. (This means, in the library, you record author, title, publisher, year, page numbers of books or magazine references, accurately reporting and crediting any quotes or facts you want to keep; for personal interviews you have separate notes, dated and identified at the beginning.) All the findings relating to one topic can be placed in a clearly labeled file-size manila folder or a 9x12 clasp envelope (I prefer the folder because it's easier to get at).

For instance, our introductory researcher should have a file labeled "Windmills." If he goes all-out for windmills, he might subdivide into several folders: "History of Windmills," "How to Build a Windmill," "People in My Area Who Have Windmills," or whatever is a workable breakdown.

Instead of the topical method, you may find it more suitable to classify material chronologically (by years, months, semesters, or before and after certain fixed dates). You could also file according to related causes-results, location (localities, countries, states) or problem-solution (including good and bad). You might want to keep a special file of "funnies"—jokes, amusing stories, epigrams, and other humorous bits to brighten your talks.

A ring binder with loose-leaf pages, preferably including some envelope or pocket sections for clips and cards, could serve adequately as a storehouse for many researchers. Sections can be keyed with colored tabs or dividers, and the binder will stand on a desk or fit in a drawer.

You need a storage file, or at least a good-sized carton, when your information collection becomes so ambitious or so varied that it threatens to take over your living space. Good looking wood or plastic cubes can be bought for this purpose, too.

One of my friends makes all her storage files from emptied detergent boxes with one side cut out. She decorates the boxes with paste-ups or paint, and labels the "backbone" with identifying key words.

Putting It All Together

To put your notes together in the form of a talk or report, first review all your findings and decide on a theme or key message. Then organize your material into units that contribute to that theme. You can't tell everything you've discovered about windmills, or whatever. Pick a focal point that will enable you to select and zero-in to fit your objective—a 10-minute talk, a keynote address, or a pro-con debate. Usually, you can decide on the focal point as soon as you are past the "greenhorn" stage of research. To get started, think of the old southern preacher who was asked the secret of his successful sermons: "First I tell 'em what I'm gonna tell 'em. Then I tell 'em. Then I tell 'em what I told 'em."

It will probably help to have all your notes, pamphlets, and clips out on a table, a desk, or on the floor, where you can see them as you work. Each item or stack should be identified so you can pull what

you need without having a nervous breakdown.

Using half-sheets of scratch paper to start outlining what you want to say. Half-sheets are easier to cope with than full sheets and less expensive than cards. You can shuffle or discard them without too much hassle, and it is not hard to find a quote or a fact after you have prepared several half-sheets. This will help to show where you need to fill in gaps, reach data, or add examples.

When you are satisfied with the order of your material, transfer it to cardstock typing paper as you deem appropriate for your project. And if you have material left over, don't fret—that is the mark of a good researcher. Besides, you may need to use it another time—that is why you documented everything.

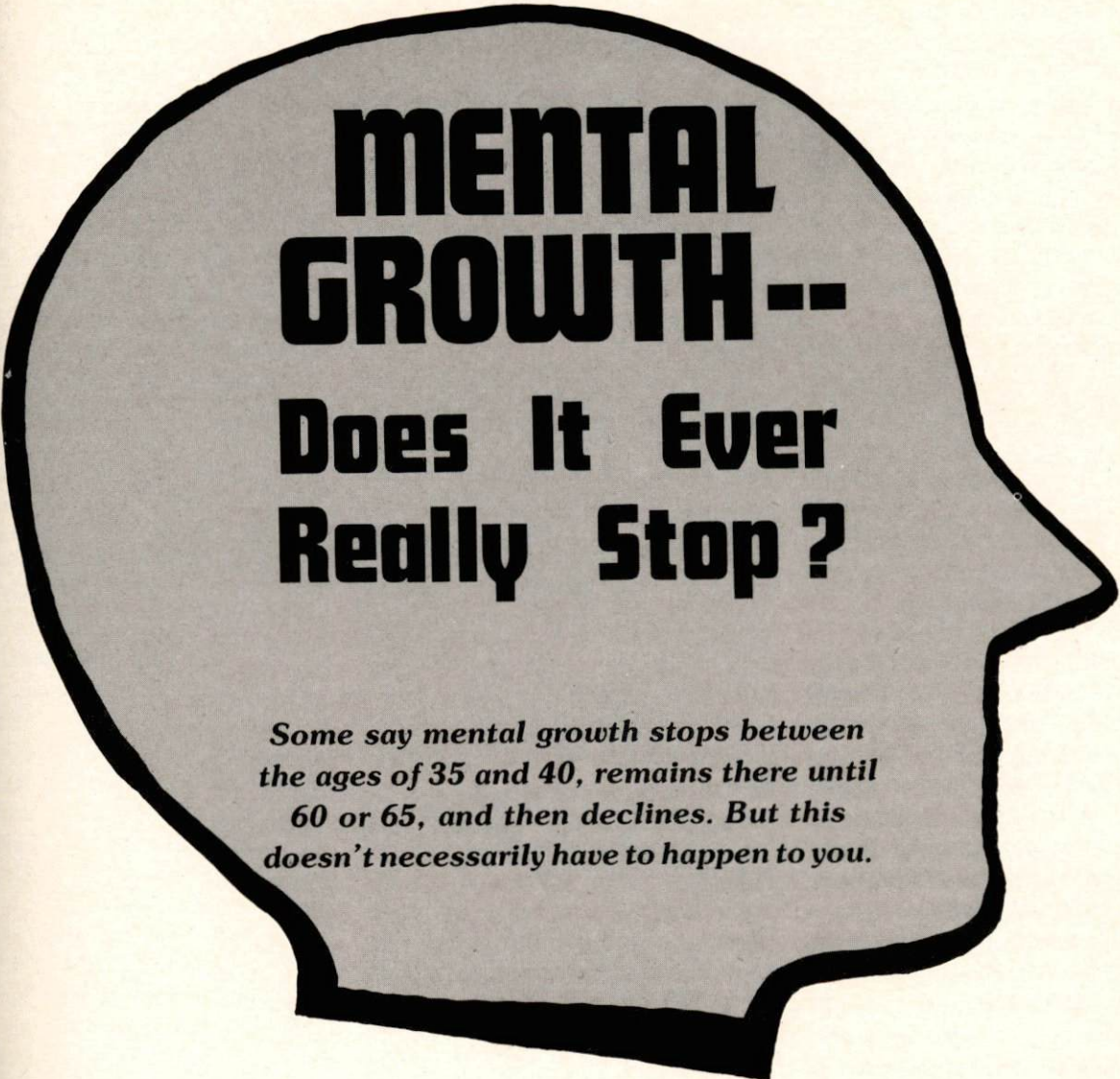
A Workable Quota

Digging for special information along with a full-time job may look like impossibility. The trick is to give yourself workable quotas to do in realistic amounts of time. You could look up a fact on your way to or from work occasionally, make one long distance phone call per week, write one letter each weekend, read newspapers or magazines during some of your lunch hours, mark time for clipping or photocopying as you go, or prime yourself to jot down a joke, anecdote, or quote soon after you hear it.

Naturally, you want to get your audience's attention and keep them listening so you choose something to say that is worth listening to. In order to do that, you must add interest value by associating your subject with the basic aptitudes and concerns of that audience.

The search for information and your interest appeals will help you reach your audiences as long as you respond to the challenge. Whether it becomes a major or minor sport for you, give each your best effort and you will feel increasingly rewarded. □

Dolores Spurgeon is a Professor of Journalism, Emeritus, at San Jose State University, San Jose, California. In 1972, she received the "Outstanding Educator" award for the year college division, from the California Newspaper Publishers Association.



MENTAL GROWTH-- Does It Ever Really Stop?

Some say mental growth stops between the ages of 35 and 40, remains there until 60 or 65, and then declines. But this doesn't necessarily have to happen to you.

by
**Robert P. Savoy,
ATM**

In today's everchanging world, a great many of our age-old customs, beliefs, and "popular misconceptions" have been undeniably refuted through the marvels of our technological society. For example, it was generally accepted 20 years ago that mental growth stops between the ages of 35 and 40, remains at that level until the age of 60 or 65, and then declines.

But thanks to modern science, psychologists who study this problem now tell us that there is no physical, mental, or emotional reason for this to be true. Those who engage in mentally stimulat-

ing activities, they say, will continue to grow mentally throughout their lifetime. Those who let themselves fall into a rut will be the ones who will find their mental growth stopping at 35 to 40, remaining at that level until 60 to 65, and then declining.

Assuming that you and I prefer to experience this mental growth throughout our lifetime, what kind of self-develop-

ment program can we implement that will assure us of this growth and prevent us from falling into that rut?

Before proceeding to a direct attack on this problem, let me first take you on a slight digression, the reason for which will become apparent in a moment. Several years ago I was reading a national photographic magazine when an article caught my attention. The article indicated that a serious photographer should, from time to time, review the photographs that he has taken in order to determine whether he has improved or not. For example, he should be able to notice

a marked improvement between the photographs that he is now taking compared with those he had taken five years ago. A photographer's judgement, it said, should improve so that he may evaluate his earlier work with a more discriminating eye, noticing things about his earlier photographs that he had not previously observed. The article indicated that if a photographer noticed no improvements over a five-year interval, that it was likely he was in a rut and merely repeating himself, rather than growing as a photographer.

As I read the article, I realized that it was directly analogous to the mental growth situation—that many of us simply repeat ourselves instead of growing mentally. What makes our problem even more difficult is that we have no collection of photographs to review or measure our growth (or lack of it). How, then, do we know if we are mentally growing or merely repeating ourselves?

Record Your Experiences

Returning to the photography analogy for a moment and looking there for clues, we might come up with the idea that we need a method of recording our experiences the way that a photographer does. By using this method, we will have a visual record to examine in order to determine our mental growth.

You may recall that Benjamin Franklin, in his *Autobiography*, once described his own self-development program. His recording scheme was a notebook wherein he drew up a matrix of personality traits. At the end of the day, he would note his strengths and weaknesses in each category. Sometimes he would single out a single personality trait for several days at a time and concentrate on obtaining improvement there. In the same *Autobiography*, Franklin claimed that his highly-successful life was due to this self-development program, which he assiduously practiced throughout his lifetime.

Franklin's method provides the records that can be later used for examination. Another method, believed by many to be simpler to use and containing more substance, is called the "free-narrative record."

This method will require a notebook that you will use to write down your experiences during the day. But do not try to record everything that happens as you might in a diary. Instead, pick out only one or two daily experiences, so as not to overwhelm yourself with too much of a burden.

It might be wise to select an experience that you felt you handled unusually well. Also, you might select an experience that you felt you handled very badly. Do not attempt evaluation for awhile, but continue to collect these records.

After a number of records have been collected, you may begin to evaluate yourself. Look for patterns of behavior, good or bad, that are repetitive. Is it the same type of situation that you feel you handle badly? If so, you should make a mental note to yourself to examine the situation in greater depth, in order to learn how to handle those types of situations better in the future. In your review of successful situations, are you able to pinpoint what there is about the situation or about you that allows you to handle it so well?

A number of successful executives have learned to do the above described procedure in their heads. That is, they collect and review examples of situations mentally, seldom putting anything down in writing. While the mental approach does work for some people, it is not recommended. Most of us need additional help in recording our observations that only a written record can provide.

The Four Goals

What should we be looking for in order to determine mental growth? Dr. Mortimer Feinberg, an industrial psychologist, states that the bottom line for mental growth should be emotional maturity and that the following goals must be reached in order to achieve emotional maturity: the capacity to deal constructively with reality; the ability to adapt to change; having a sense of humor; the ability to enjoy the simple pleasures of life; the capacity to accept negative feedback about oneself; the ability to relate to other people in a consistent manner with mutual satisfaction and helpfulness; and having relative

freedom from symptoms caused by tensions and anxieties.

These goals for emotional maturity should serve to direct our observations as we record our daily experiences. Also, they should serve as criteria against which we will measure our progress in our self-development program.

Suppose at the end of the day, while sitting down to write up one or two experiences, I find I must interrupt myself to go to the medicine cabinet for aspirin because I have a splitting headache. Noting that one of the Feinberg goals is that I should have relative freedom from symptoms produced by tensions and anxieties (such as headaches), I use the headache as a starting point to determine what I have done that day to cause my headache. While I am on this train of thought, I should review whether or not headaches are common occurrences with me. If they are, I clearly have far to go on my self-development program.

Use Your Judgement

Let's take a second example. Suppose I go on a vacation with my family to a cottage on the beach. Suppose, while there, I find myself restless, unable to lie on the beach and sunbathe, unable to sit in a lounge chair and read. Finally, I get to the telephone, call my office, and ask how the latest contract effort is coming. At the end of the day when I am writing up my one or two experiences, I should select this incident to write up. At face value, it would appear that this is a step backward in my self-development program, because I appear incapable of enjoying the simple pleasures of life, such as a day at the beach. However, judgement should be applied. Maybe the state of affairs when I left my office were such that a telephone call was justified and necessary.

Suppose I am offered a better job by my company by a superior who likes my work. Suppose, also, that I have known this superior for years, and find him to be domineering, demanding, authoritarian, arrogant, and uncooperative. My decision not to take this job should be recorded in my self-development notebook. The decision should be based on the fact that a relationship with this person could not be entered into with an expectation

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of mutual satisfaction and helpfulness. Although it is true that superior-subordinate relationships are not peer relationships, it is no less true that it is unwise to enter willingly into a demeaning relationship with anyone—superior or otherwise.

Negative Feedback

Let's consider the goal of accepting negative feedback about oneself. Under this heading we would list the following situations: Many people cannot accept the fact that their children have turned away from the family religion. Many fathers will not accept the fact that their sons will not join them in the family business. My personal hangup is the following: I have always taken pride in my Toastmasters membership. To assist my club, I once approached the Training Director of my organization and requested that the organization pay the Toastmasters dues for myself and for my club members out of its training budget. The Training Director refused, claiming that he could buy more and better public speaking training for his training dollar than by paying the Toastmasters dues for myself and for my club members. My inability to accept negative feedback on a subject near and dear to me surfaced and I became extremely hostile. This incident, which occurred over five years ago (as recorded in my self-development notebook) still arouses strong emotion whenever I read it.

I have a friend whom I have long admired for his ability to start and maintain a conversation. There are no long silences, golden or otherwise, when he is in a group. Whenever conversation lags, he will use a word or sentence from the last subject discussed, make an association with that word, and introduce a new, but not entirely unrelated, subject. This conversational ability is a great strength for him. It, however, can become a great weakness for him in problem-solving situations.

Before I had learned that it was useless to do so, I used to bring my problems to his attention. I would describe my problem and then wait patiently for his advice. To my dismay, he would focus on an isolated word or isolated sentence

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from my problem statement, make an association on that, and respond with an interesting anecdote from his limitless supply of conversational stories. The anecdote, while entertaining, did not illuminate nor clarify my problem, nor was it the slightest help in pointing out a solution. So my friend's great strength in making conversation is a great weakness in problem solving. I would classify this situation as an example of the incapacity to deal constructively with reality.

The Controlled Factors

The goals selected are believed to be the only valid indicators of one's progress. Consider what would happen if you chose other goals, such as a promotion on the job, an annual increase in salary of \$1,000, or the election to a city-wide office. Too many outside factors beyond one's control apply with these goals. For example, you could be the hardest worker in an office, the most knowledgeable about work procedures, and the person with the longest seniority. An economic downturn could bankrupt the company and you would still find yourself unemployed. You could run for city-wide office, stage the most aggressive campaign, be very personable, intelligent, and articulate, and still lose on a fluke. That's the reason for advocating the goals for emotional maturity, which depend, for the most part, on factors largely under one's control.

It has been said that many people repeat their mistakes throughout their lifetime. The man who gets a divorce because he can't stand his wife will remarry and later discover that his new wife has all of the qualities that he couldn't stand

in his old wife. An employer who fires a subordinate because he talks well but doesn't get the job done may hire another person of similar qualities. The difficulty is with the boss and not with the subordinate. He selects staff members because they speak well, but fails to check their job effectiveness when he hires them.

Those Built-In Directors

This repetitive pattern is similar to rehearsing for a play. The director steps out and tells the actors, "Now, let's all try it again from the start." Too many of us have our own built-in directors who keep starting us over again in our repetitive patterns.

It is possible to break out of these routines. The way that I recommend is for us to record a few of the things that we are doing, compare them with the goals for emotional maturity, and develop new strategies that will bring us closer to those goals.

Mental growth cannot be achieved through ordinary behavioral patterns. To continue to grow mentally requires a continuing expenditure of effort. If we are unwilling to make that effort, we will fall into a repetitive routine with mental growth stopping about age 40 and declining after age 65. If nothing else, that thought alone should stimulate us into immediately embarking on a vigorous self-development program. □

Robert P. Savoy, ATM, is a former District 31 Governor. A civilian electrical engineer with the United States Air Force, he is a member of the Researchers Club 2201-31 in Bedford, Massachusetts.



What's All This About Small Talk?

by Vivian Buchan

Small talk is something you do on a bus, at a party, or on a street corner. It can probably best be described as what you do when you and some stranger verbally circle one another like suspicious alley cats, taking each other's measure.

Small talk is something you do when you're *not* on the platform addressing a captive audience of polite folk who are committed to sit still and listen to you. You may preen your ego by assuming you're listenable, but could scurrying thoughts be racing through the minds of your audience, hidden behind these masks of attention? After all, how do you know you're not a crashing bore—behind the lectern or at a cocktail party?

Who's ever going to shake your hand

and say, "May I congratulate you on the lousiest and dullest speech I've ever heard." Or walk away from you at a party muttering, "You're the biggest bore I ever met in my life!"

How do you know if what you say is listenable or endurable? While small talk may or may not be listenable or endurable, it is adamantly practiced by most of us in our day-to-day, informal situations. So it is significant. Unfortunately, however, it too rarely is. If it were, we could all become better informed and better thinking speakers.

To explain what I'm talking about, I'm going to tell you about the research

I did at a cocktail party that I attended recently with one idea in mind—to study people and their small talk. And if there's any place where small talk goes on, it's at big parties where strangers chat almost desperately about the weather, vacations, clothes, children, etc.

The party was swinging when I arrived. I was deliberately late because I didn't want to get involved with friends I knew would be there. I wanted to talk with strangers I would select at random for my experiment. Weaving my way through a group of friends, I tossed off light greetings as I moved toward the man I'd selected as my first subject.

Standing nonchalantly and elegantly by the fireplace, he could have stepped

TO WORRY
of the pages of a men's high-fashion magazine. "Well now," I thought, "is that distinguished looking man as interesting as he looks?"

"Hello," I said. "Are you having a good time?"

Glancing sideways at me, he said, "Sister, I sure am. I'm trying to figure out what it's costing Bob to throw a shindig like this. I know he doesn't make more than 15 G's a year, and I'll bet he's laid out hundreds of bucks for this shindy. Wonder who he's trying to impress?"

I spent the next few minutes watching him watch others. His eyes darted from one person to another, obviously wondering who that was arriving late, who that was leaving early, who that was with that dowdy woman, why that slob had been invited, who that sexy dame was in the see-through dress, and where he could find refills for his plate and glass.

I knew when I murmured a "see you later" that he wouldn't recognize me again if I drifted across his line of vision within the next ten minutes (unless I was a sexy dame in a see-through dress—which I wasn't).

The next man I singled out was a rugged-outdoorsy-tweedy type who was standing alone by the bookcases. "Hello," I smiled. "Are you enjoying the party?"

"Yes, as a matter of fact I am. I'm so sleepy, though, I can hardly stay awake. I've been outside working with my cows all day. There's an epidemic of pinkeye going through my herd. I've been putting medicine in their eyes today to keep them from going blind."

An Animal Lesson

During the next 15 minutes, I was introduced to each of his cows by name, as well as to his thoroughbred horses that he sent with his trainer on the race-track circuit every summer. I learned that a collie was a better shepherd than a German shepherd and found out why Persian cats were more affectionate than Siamese.

At no time did his eyes wander around the room. He was oblivious to what was going on, unaware that his glass was empty (or that mine was, either), and un-

concerned that I wouldn't be fascinated with what he was telling me. And I was. Although I'm scared to death of cows and horses, I learned more about them than ever before. I also appreciated hearing about pedigreed cats, because I'm fond of cats myself.

This research in small talk ended when a bearded man with a shock of curly white hair tapped me on the arm and said, "I've been waiting to talk with you. A woman over there said you'd lived in Mexico for some time. I thought you'd be interested in knowing that I spent last summer in Cuernavaca where you had lived. I'd like to discuss Mexico with you."

So we began with people we knew, places we'd been, stores we'd shopped in, and the policemen who had guarded cars for a peso an hour who had now been replaced by parking meters. Then he started posing questions.

"What do you think inflation is doing to Mexico? I've been concerned by the way peasants have to struggle to survive on the few pesos they can scrounge together doing menial labor. I paid almost a dollar a gallon for gas, and I've no idea what it's up to now. How are those men who depend on taxis, trucks, and beat-up jalopies to make their living going to afford keeping their cars running? And the women! They work like wheel horses, day in and day out."

Discussing the Problem

We discussed these problems for awhile and then he asked, "Don't you think it's a blow to the economy to have more than 60,000 rooms canceled by this boycott that's depriving Mexico of the tourist dollar? The country depends so on foreign dollars flowing in when vacationers swarm all over the country. Talk about economic problems! Those poor buggers are really going to suffer this year."

This conversation was brought to an end when friends came up to discuss their skiing trips, Caribbean cruises, and the parties they'd been to and given.

But I was ready to leave anyway. I looked around to see what my three research subjects were doing. The first one was still casting furtive glances around the room while the woman stand-

ing beside him (not in a see-through dress) was trying to capture his attention by patting his arm. My "cow-horse-dog-cat" man was rubbing his eyes and buttoning his leather coat as he bid our host a sleepy goodnight. The third man was engaged in an animated conversation with a gentleman who was listening attentively. As I moved closer to eavesdrop in their discussion, I heard what Kissinger and the CIA were doing to our image around the world.

At, To or With?

Mulling over my mental notes after I went to bed, I remembered that some philosopher had once said, "Little minds discuss people, bigger minds discuss things, and big minds discuss ideas and problems." "Yes," I thought, "that's true if I apply that to the three men I met tonight."

But it seemed that small talk was even more than that. The first man had talked about people, yes, but he'd talked *at* me. I could have been a wooden Indian or a store mannequin for all he noticed (or cared). The second man talked about animals and things about them, but he talked *to* me. He informed me on things I didn't know about, like cows getting pinkeye, collies making good sheepdogs, and pedigreed cats. The third man who talked about ideas and problems of people talked *with* me. We didn't solve the Mexican economy, but he stimulated my thinking about it.

Small talk can be significant. And it should be—because we do so much of it. It's more than what's talked about, though. It's whether you talk *at*, *to*, or *with* someone that makes small talk become bigger than it actually appears.

Being talked *at* ignores us. Being talked *to* informs us. Being talked *with* involves us. And that, I believe, is what small talk is all about . . . and why it's big enough for all of us to be talking about. □

Vivian Buchan received her Bachelor's degree in English from Coe College in Cedar Rapids, Iowa, and her Master's in English from the University of Illinois. A freelance writer, she is a former member of the faculty of the University of Iowa, where she taught expository writing, public speaking, and literature.

Become a SUPER Topicmaster

by
David Cain
Club 144-13

After a sabbatical of a couple of years, I recently returned to the Golden Triangle Club 144-13 in Pittsburgh, Pennsylvania, to get some therapy. As all speech psychologists know, public expression before groups is excellent therapy for most kinds of emotional turbulence. The thinking here is if one can survive the challenge of facing a number of other individuals and speaking to them in a convincing manner under the pressure of the many situations that will arise, then other problems will seem relatively mild. In three meetings, my main trouble was self-diagnosed as "rusty pipes."

The rust, however, began to fade quickly; and better yet, I found that none of my abilities had decreased except my energy. But I also found that I had reached a new height. I found a keen desire to share the knowledge and practices that had helped me with those who might be in need of such assistance.

In the past, I'd gained the dubious reputation of being a "gung-ho" Table Topicmaster. My novel and story writing had always supplied me with countless ideas for new and exciting topics. It soon became obvious to me that this was one of the phases of Toastmasters where I could help the members, especially those who were too stiff, tense, and reluctant to "speak out."

Time to Prepare

My first opportunity as Topicmaster came when the regular one was unable to attend. I conducted a successful session; yet I knew that it could have been far better. My next chance came also as a volunteer for a member who could not attend. In this instance, I had seven days to prepare. Visions of props, strategems, and all sorts of unusual topics ran through my mind.

The following Friday I was at the Downtown YMCA promptly at 8 p.m.

With plenty of ammunition, I never felt more ready. My spot would be the last one of the evening.

When my time came, I began by calling on those who had not yet spoken, then progressed backwards toward the main speakers who would be called last, or as time would permit.

This particular routine was a "can't fail," because I had primary assignments, options, and secondary choices. After we shoved the table with the lectern upon it back against the wall, I laid newspapers on the table with headlines, back sections, whatever, facing up. Each speaker was told to pick his own subject and go with it. The gavel was put beside the newspapers with the instruction that when a speaker was finished with the item he had chosen to discuss, he use the gavel as a simulated microphone and go down the aisle to get further comments from members of his choice. In my hand I had additional subjects and questions to inject into the proceedings at crucial moments.

A Lively Program

The program caught fire immediately. The first called gave a lively couple of minutes on a headline, grabbed the "mike" and went into the audience to get more opinions. Everyone got into the act, and it was wonderful to see ordinarily "wooden" members letting their hair down.

There are a countless number of similar routines that can help insure that Table Topics will be a time when participants will be given the opportunity to improve their public speaking abilities. The stage, screen, television, books, and magazines are all excellent sources from which to draw ideas. As there is no better place to find topics than out of reality. It will offer ways and means of getting out of the "old rut," "yesteryear," when the Topicmaster was often heard to say, "Now John Smith will speak for two minutes on what he likes to do around the house. (We all know that John likes to get out of the house every so often. That is why he joined Toastmasters.)"

Whatever your pleasure, here is a list of successful Table Topics programs with instructions that you might find helpful:

1. A telephone conversation by members under the direction of the Topicmaster. The situations can be

oped. For example, one member calls another on the phone to inform him she has just won the \$50,000 state lottery, or similar great news. They are told to report the news the way they think they would if it were actually true. In another situation, a member is called to the telephone to be told he's been elected to the senate, the legislature, or any local, state, or federal political office (including the presidency). You may even want to try the one where a "loan shark" calls to ask for the delinquent payment of a loan secured to pay gambling debts. In this conversation, he makes threats of bodily harm to the debtor for failure to pay at the stated time. (The use of toy phones will add much to this one.)

2. *The "man-in-the-audience" routine is always popular.* As I mentioned previously, I had given the speaker the choice of going into the audience for comments after he spoke. In the "all-mike" program, he is sent down the aisle with the "mike" and instructions and/or questions supplied by the Topicmaster as a starter. Once he has departed from the podium, he is on his own. He may ad lib, improvise, freeze-up, or go into shock. He will, however, discover that many of the acts he imagined too difficult for him to do are actually easy.

3. *Have Topics participants act as newscasters, sportscasters, call a horse race, or get several up at once to act out a skit.* How about the Topicmaster putting on a talk show, just like the ones on television? What is being done on this medium can be repeated by any group of speakers (and often as well or better).

4. *Gripe session.* There are few among us who do not have "pet peeves." One member may not like the way his city is being run; another, the state or federal government; others, the transportation system, the police department, etc. Some may not like certain movies, books, television shows, parking meters, the new morality, crime in the streets. In the present era, change has created a multitude of "things" to be againt. This type of session always assures a lively discussion.

5. *Foremost authority session.* Each speaker, as he comes up, is labeled by the Topicmaster as a "foremost authority" in the topic he is assigned. He is instructed to remain at the lectern after his talk to field questions from the audience. General subjects here of major importance get excellent results. (Examples: mar-

riage, politics, education, sex, teenagers, permissiveness, or law enforcement.)

These are but five ideas for Topics programs. Variations of each have been used in some clubs. But it is vital that all clubs institute a policy of creative and dynamic sessions. It is at these moments that our "uptight" members can best be coaxed out of their shells. All should soon learn that public speaking can be a

pleasurable and rewarding experience. It doesn't *always* need to be painful.

Just remember this: An actor can get by being an actor; a comedian, a comedian; a politician, a politician. But a complete public speaker must be all of these, plus a scientist, doctor, lawyer, professor, student, orator, and humanitarian. And he must also hope that when the occasion demands, he'll be able to portray the role of the clown. □.

the Program Planner



If you're like most Toastmasters, the ability to speak—and speak well—before a group of people is one of your most prized possessions. But how often do you get a chance to speak to an audience outside of the Toastmasters club environment? Never? Well, if that's the case, a Toastmasters Speakers Bureau may be just what you need.

What is a Speakers Bureau? It's a program that provides people like you with the opportunity to speak before new and different audiences. Conducted on a strictly voluntary basis, each Bureau provides speakers for a variety of groups that use them, such as youth groups, chambers of commerce, PTA, churches, and social and civic organizations (Lions, Kiwanis, Rotary, etc.).

The TNT Club 2924-31 (Waltham, Massachusetts), for example, got their idea from a United Way poster in the main lobby of a public building. After getting all the information from the poster, TNT President Gene S. Selig, ATM, mailed out 128 copies of a form letter to the various groups represented on the poster. "Within five days," said Selig, "I had my first reply. Within six days, we had nine replies, with speaking dates on four of them. The others all wanted us to call them to discuss and firm up the dates for speaking."

Who benefits most from the Speakers Bureau? You will . . . because you'll have a variety of outside speaking experiences available, and subjects you want to speak on. Your community will . . . because they'll be supplied with skilled speakers to talk on worthwhile causes and address organizations in need of speakers. And your club, area, and district will . . . because you'll help make the Toastmasters name well-known in the community . . . a name that will automatically be identified with effective communication.

So there you have it! Why not have your club's educational vice-president send for the *Speakers Bureau Brochure (127)* and get a Speakers Bureau started today? After all . . . your audience is waiting!

How to Write Against Back

The long struggle to increase the number of good writers in industry and government is going badly.

The discouraging thing about it is not merely that poor writers greatly outnumber the good writers, but that their numerical superiority keeps on increasing despite all corrective efforts.

Our colleges and universities are the cause of the difficulty. They seem able to train and condition an endless supply of recruits eager to perfect their proficiency in producing dull and ponderous prose. And those recruits who are marginally proficient in saying nothing in 1,000 words seem supremely confident that they can quickly learn to say nothing in 5,000 words, once they begin working under the vigorous discipline of the veteran academic craftsmen in composition.

To counter the rapid deterioration of the written word, countless writing experts—some recognized and some self-acclaimed—have advanced on industry and government with countless remedies ranging from slogans to formulas which guarantee almost instantaneous cures. But since few, if any, of these remedies have been successful, I think it's time to adopt a new strategy. The one I propose won't win the struggle, but at least it will end it.

My suggestion is simply that we establish new standards of writing based on the practices of the poor writers.

In this way, what we lose in quality we'll gain in consistency. Of course, the few good writers may at first rebel at this idea, but the conversion shouldn't be

difficult once they recognize how easy it is to become a poor writer. The rules are simple.

1. Give no evidence of design. Resist the temptation to crystallize your ideas before trying to express them. Remember that organization requires thought and effort—two activities that should never interfere with writing.

Above all, never work from an outline because it might give evidence of order. And concealment thrives on disorder.

Therefore, try to introduce topics at random. If at first you blunder into discussing two related topics in sequence, don't be discouraged. Simply discard one or save it for another report.

2. Write long, incoherent paragraphs. To test the reader's endurance, introduce eight or ten unconnected ideas, but give a subtle hint of unity by combining them in one paragraph at least a page long.

By allowing your thoughts to wander aimlessly, you can suggest that your knowledge is so extensive that it overflows even the most elastic boundaries and, at the same time, you can offer the reader all the fun of a scavenger hunt.

This technique will help impress upon the reader a basic fact that he has never quite recognized: His time is less valuable than yours. Therefore, he should be content to spend his time tracking down wayward thoughts even if they take him on a safari into a wasteland overgrown with a stubble of words that are more or less meaningless to him.

He may be furious and frustrated at first, but he won't abandon the chase,

especially if he feels there's the slightest hope that an isolated idea may inadvertently emerge from the stubble and prove to be of some value to him.

3. Be insensitive to words. Remember that vocabulary can be a great asset in poor writing, but only after you've overcome the tendency to want to communicate genuinely. You must learn to use words with all the discrimination of a drunk throwing confetti at a holiday festival.

For example, write: "Your advertisement for a technical writer evokes an involuntary response from my desires and ambitions," or "I want to thank you for the inconvenience that I caused you by asking to change the delivery time," or "Since his appointment as corporate counsel, Mr. Smith has been responsible for all of the company's legal problems."

It's even more important to use a vocabulary that gives a simple thought an aura of greatness and makes a complex thought incomprehensible. Therefore, try to inject into your writing a well-balanced supply of vague terms, professional jargon, polysyllabic words, acronyms, and foreign phrases that you've just looked up in the dictionary. Be sure to use them casually so that the reader will immediately become conscious of his inferiority, and make him think it's his fault that he doesn't know what you're talking about.

You can, for example, relegate ideas to eternal obscurity by adopting a strategy based on the simple technique of embracing, in one sentence, every new idea you've seen or heard (but not necessarily

The Battle of Writing

by William J. Gallagher

arily learned) during the past six months: "Syncretism, which is central to reinterpretation, is caused by the interplay of elements within an ecology (i.e., by the ecosystem) and within a cultural trait (i.e., tripartite analysis)." In other words, interface what you are saying.

Another technique is to coin words without defining them. This technique can be especially effective if the coined term can be mistaken for a typographical error. In this way, the specialized meaning will doubtless escape the reader.

Using an abundance of abstract terms also helps create fuzziness. Therefore, sprinkle your text liberally with nebulous words and phrases, such as factor, functional aspects, environmental amenities, and parameter.

You might find the technique of abstraction difficult in the beginning, especially if you're accustomed to visualizing things in dimension. With practice, however, you'll be able to ignore dimension and deal only in essences and generalities.

You'll have taken a long stride forward when, instead of being tempted to write: "The house has five rooms," you unwaveringly write: "Five areas constitute the functional pattern of the basic dwelling unit."

4. Write ambiguously. Try to develop literary astigmatism so that the double meaning of words completely escapes you. But make sure that the double meaning will not escape the reader.

This deceptively artless technique is especially useful when you want to pro-

ject an image of omniscience but are not sure of your facts. It offers two convenient avenues of escape:

1. You can allow the reader to take whatever meaning he chooses and then agree with him.

2. If the reader has difficulty in determining the meaning intended, you can use this period of delay to go back to the laboratory, library, or drawing board to get a better fix on what you were trying to say. For example, if you're not sure whether operators are to be monitored or to do the monitoring, you could write: "The system makes greater use of operator monitoring."

Reward the Reader

An especially good approach is to make certain that the only intelligible sentence contains more humor than substance.

For example, if you want to discuss customer reaction to the bread delivered to the home by route salesmen, you might write: "Housewives formerly were assured of freshness through personal contact with their bakers." In this way, the reader will not go completely unrewarded even if he is convinced that the whole attempt at communicating information is a joke.

If you can't be insensitive to words, then at least try to be insensitive to the selection of qualifying clauses. Make sure that the term you intend to qualify is not directly expressed.

In this way, you can transmit an unintended meaning that reflects the artistry of the devil-may-care writer: "The purpose of internal communica-

tions is to eliminate confusion or lack of information, which is necessary to effective operation." If you're fortunate, a statement such as that may even win you a reputation as an innovative thinker in today's society.

5. Make liberal use of misplaced modifiers. Make your modifiers attract attention without contributing to the clarity and force of the thought.

The technique is simple. Carefully position them so far from the term they are intended to modify that their definitive value is lost.

For example, instead of writing: "The President appeared on television to discuss the energy crisis," you could write, "The President appeared to discuss the energy crisis on television." In this way, even if you don't create permanent distortion, you may at least sow seeds of doubt.

If you can't bring yourself to create genuine confusion, at least convince the reader that you spend little or no time in sullyng the original purity of your prose with wasteful editing.

For example, write: "When packaged in a box, the customer cannot see the potato chips." This kind of syntactical double exposure conveys such a ridiculous image that the reader should have no difficulty in extracting the intended meaning. But don't let that discourage you. It doesn't necessarily mean that your effort will be a complete failure.

Little touches such as imprecise syntax may very well create some suspicion about the accuracy of your thinking. And it's important not to let the reader

get too confident about your data or your thought processes. If you're lucky, his suspicion may carry over to other parts of your writing, especially to where you've bungled into a forceful, valid, logical conclusion.

6. Be verbose. Learn to use words to create the illusion that you are transmitting an abundance of information, even though little, if any, is able to penetrate the several layers of words you've constructed.

If you're not adept at withholding all information, at least be certain not to provide any new information. One approach is to create sentences that suggest movement but don't advance thought.

For example, you might create a sentence which gives promise of a tidal wave, but produces only a trickle, as in this litany of electronics: "Without the basic building blocks of resistors, capacitors, transistors, valves, connectors, special klystrons, magnetrons, traveling wave tubes, antennas, transformers, magnets, meter movements, without the benefit of wiring systems technology, information-handling and printed circuit technology, and without knowing how electrons perform in circuits, electronics would certainly not exist as it does in the world today."

Magnificent Monotony

Another effective technique is to repeat a simple thought in magnificently monotonous paraphrases that have the same effect as a one-note Javanese lullaby: "We plan to devote considerable effort to the study of developing requirements and will seek to develop proposed solutions to the various possible needs we can foresee, in advance of the time that a decision will be required."

Finally, the 360-degree sentence is always useful. The full circle of repetition can suggest that the sentence is brimming with ideas, when in reality the thought content wouldn't overflow a thimble: "The lack of locally produced veneer or veneer that can be imported from nearby sources will restrict the production of tables to those species which are available in veneer produced locally or imported from nearby sources."

7. String together a multitude of prepositional phrases. Give your reader

the vicarious pleasure of a track and field meet by stringing together a profusion of prepositional phrases like a series of hurdles. But unlike those in a track meet, your hurdles should be placed so close together that the reader will stumble and perhaps even fall.

Since prepositional phrases do not establish relationships as clearly as clauses, your reader will emerge not only winded but also scarred trying to make his way over the course you've laid out.

For example, don't provide a direct and unobstructed path by writing: "The bank is not sure that it can meet all customer orders, because its new certificate-handling system has not been implemented."

Instead, clutter his path and impede his progress by writing: "The unlikelihood of meeting orders from the majority of its customers is of concern to the bank due to the tardiness in the implementation of its new certificate-handling system."

What a magnificent challenge. An eight-hurdle barrier that forces the reader to be not only a hurdler but a broad jumper as well.

8. Pay no attention to subordination and coordination. Be democratic. Give all thoughts equal status by using a connective system composed exclusively of *and*. Above all, don't impose upon the reader the constraints of a rigid system of logic by establishing casual relationships, time sequences, and conditions.

For example, write: "A new publications manager was hired last week and five reports were not published on schedule." Let the readers try to figure out what relationship was intended—or whether one was intended. It's amusing how far they can go astray.

9. Use only impersonal constructions and the passive voice. Under the guise of objectivity, divorce yourself from the discussion by writing sentences such as, "It is expected that sales will increase."

In this way you can disclaim responsibility for error or lack of information. At the same time, you can give your writing a detective-story flavor by introducing the secret-agent technique. And you can sustain the suspense much longer than a detective story because, even after poring over an entire letter, article, or

report, the reader will wonder whodunit.

10. Change verbs to their noun forms. Remember that verbs are action words that contribute impact and vitality to thought. Be on the alert for them. If a few stray into your writing, eliminate them by changing to their noun form. And be sure to replace vigorous action verbs with weakened fillers such as *exist*, *experience*, *accomplish*, and forms of *to be*.

Don't write: "The equipment was shipped in May and installed in June." With a little thought you can write: "Shipment of the equipment was made in May and installation was accomplished in June." Note how beautifully the second version slows the movement of the sentence and gives the thought all the crispness and impact of a marshmallow.

11. Avoid balanced constructions. The late President Kennedy, conscious of the effect of balance and juxtaposition, insisted on creating such quotable sentences as: "Ask not what your country can do for you; ask what you can do for your country."

Had he chosen to invest the same idea with all the grace, rhythm, and impact of modern business and technical prose, he might have expressed it by writing: "Don't ask how your country can be met your requirements as a person, but make inquiries as to the method or manner in which you may be of service to some capacity"—and instead of creating an oft-quoted line, he very easily might have produced a sentence with a life expectancy of about 17 seconds.

Avoid the Balance

It's not too easy to create sentences that limp rather than stride. You have to avoid the myriad opportunities for balance provided by the English language. One of the best ways to avoid these opportunities is to try to become tone deaf to language.

For example, if you're tempted to write: "Four requests were approved and three denied," pause for a moment on the cadence of that construction loses appeal. With practice and determination you'll find that you'll be able to reject the natural rhythm of balanced constructions. You'll thrill with the sense of accomplishment when you can write: "Four requests were approved, and denials were

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Please describe present business _____

ded down in the other three cases." As
can see, the reward is worth the
Make ineffective use of imagery. This
technique can make life interesting for
reader because it introduces comic re-
But be sure to make it apparent that
humor is unintended. You can be-
a skilled practitioner with very little
effort. The major requirement is obtuse
perception.

For example, you can mix a metaphor
writing: "The ready-mix-concrete
field is not an overly green pasture." Still
another approach is to create a paradox
such as: "The softness in home building
has hit the plywood industry hard." Or
you can create unintentional imagery such
as: "This situation calls for a crash pro-
gram with top management in the
driver's seat."

Another variation is to make sure that
the literal, as well as the figurative, mean-
ing of a term makes sense. For example,
you can write: "The market for vinyl
films in babies' pants is completely satu-
rated," or "The pressure of competition
has forced bread bakers into transparent
bags."

Distract Your Reader

The main advantage of this technique
is that it helps distract the reader by draw-
ing his attention to the impact of the
mixed imagery. Therefore, deftly intro-
duce it at strategic locations, preferably
just before an important point you want
to make. Fascinated by the literary cen-
taurs you've created, the reader is almost
certain to miss any important ideas in
their immediate vicinity.

Of course, this strategy involves a risk.
Poor writers are notorious noncon-
formists; therefore, once they recognize
that poor writing is also governed by
rules, they may rebel. And by so doing
they may defeat my strategy by inadver-
tently creating a different kind of im-
balance—a vast number of good writers
and only a few poor ones.

But come to think of it, that may not be
too bad. □

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DISTRICT 5
Melverne E. Hansen, DTM
Southern California

DISTRICT 14
Charlie A. Powell, ATM
Georgia

DISTRICT 18
Bernard F. DiAngelo, ATM
Maryland, Delaware,
Northeastern Virginia

DISTRICT 31
Norman A. Cox, ATM
Rhode Island,
Eastern Massachusetts

DISTRICT 36
Joseph C. Luman
Washington, D.C., Maryland,
Northern Virginia

DISTRICT 39
Arun K. Sen, DTM
Northeastern, North Central
California, Northern, Central
Nevada

DISTRICT 49
Lionel Y. H. Low, ATM
Hawaii

DISTRICT 53
Roy B. Vickery, ATM
Connecticut, Western
Massachusetts, Eastern
New York

DISTRICT 56
John L. Staha, ATM
Southeastern Texas

DISTRICT 60
E. E. Doyle
Ontario, Canada

President's Top Ten Distinguished Clubs

VOICE OF MOTOROLA CLUB	2083-3	Scottsdale, Arizona
PARK CENTRAL CLUB	3527-3	Phoenix, Arizona
AEROSPACE CLUB	3368-14	Robins Air Force Base, Georgia
WESTINGHOUSE GAVELIERS	3160-18	Baltimore, Maryland
GOOD TIME CLUB	535-29	Eglin Air Force Base, Florida
MINIROYAL CLUB	2510-35	Eau Claire, Wisconsin
SEVEN HILLS CLUB	1578-40	Cincinnati, Ohio
ORLANDO CLUB	1066-47	Orlando, Florida
MASON DIXON CLUB	2186-48	Huntsville, Alabama
LINCOLN DOUGLAS CLUB	1196-54	Canton, Illinois

Top Ten District Bulletins

DISTRICT 1 SPARK PLUG District 1 Kenneth Himes, ATM, Editor	DISTRICT FORTY FOUR BULLET-IN District 44 Mike Joyce, ATM, Editor
THE FOURCASTER District 4 Marvin Hinton, ATM, Editor	THE SUNSHINER District 47 Nance Sanders, Editor
BIG SKY REPORTER District 17 John F. Griffith, Editor	THE EDUCATOR District 48 Perrin C. Cothran, II, Editor
TOASTMASTERSHIP—35 District 35 Dennis Pinkowski, Editor	THE FORUM 56 District 56 Jim Wueste, Editor
THE NATIONAL CAPITAL COMMUNICATOR District 36 Cathy Wood Loveless, Editor	THE PALMETTO TOASTMASTER District 58 William D. Loeble, DTM, Editor

Top Ten Club Bulletins

METROGLYPHS Capago Club 2694-3 Frank Brown, Editor	THE ZEPHYR Arousers Club 2202-24 Jeanie Keller, Editor
PARK CENTRAL CITATION Park Central Club 3527-3 Nina Harris, Editor	PALM CITY COMMUNICATOR Ft. Myers Club 1702-47 Robert A. Martin, Editor
THE SPOKESMAN Cartan Club 162-6 Jim Espy, Editor	THE EAGLE SPEAKS USAA Club 181-56 Earl King, Editor
THE TOASTER 10 North Club 2195-14 Lammie Lanham, Editor	EARLYBIRD Earlybird Club 2174-58 Bill Avila, Editor
THE VOICE OF ROTUNDA Rotunda Club 1099-18 William Geigert, Editor	KALORI Karingal Club 1665-70 T. O. MacGillycuddy, Editor

Outstanding Toastmaster of the Year

Roy Fenstermaker	D- F	Carl Peterson, ATM	D-30
Fred Collins, ATM	D- 1	Joseph R. Ray	D-31
Raymond M. Wells	D- 2	Tony Bertocchini	D-32
Juris J. Kursulis	D- 3	Don Ensch, ATM	D-33
Drew Hansen, ATM	D- 4	Edmund J. Schrang, ATM	D-35
Robert W. Root, DTM	D- 5	Mary Vest, ATM	D-36
Irv Fong	D- 6	Sara Smith	D-37
Don Woodward, ATM	D- 7	Alfred T. Rehm, Jr., DTM	D-38
Wilbur J. Fox	D- 8	Jack M. Hartman, DTM	D-39
Roy Richards, Jr.	D- 9	L. H. "Rick" Kolkman	D-41
Harry S. Popp, Sr., DTM	D- 9	Neil Wilkinson	D-42
J. Ceyril Crawford, ATM	D-10	Robert W. Stevens, ATM	D-43
Vince DeGeorge, ATM	D-13	Jeri L. Carson	D-44
Vesta J. Pattillo	D-14	George F. Burton, DTM	D-45
Marvin E. Kline, ATM	D-15	William J. Costello, ATM	D-46
William S. Brown, ATM	D-16	Eugene Lease	D-47
Robert M. Panich, ATM	D-17	William R. Truitt, ATM	D-48
Earl E. Warren	D-18	Carl Thormeyer, DTM	D-49
Irving R. Deihl, DTM	D-19	Donald Carlson	D-53
James R. Perry	D-21	Harry Yates, ATM	D-56
Thomas C. Kimball, ATM	D-23	Sal Lucido	D-57
Angie Kimball	D-23	Bruce B. Geibel	D-58
Edgar Kort, ATM	D-24	Dr. T. Francis	D-60
Al Gilbertson	D-25	William A. Westover	D-61
George E. Davis	D-26	Donald B. Milne	D-64
Alonzo Cockrell	D-28	William Sanders, ATM	D-66
George Deliduka, DTM	D-29	A. E. "Tony" Llambias	D-68

Area Governor of the Year

Ted Haddeman	D- F	Jim Sullivan, ATM	D-33
Gerrit DeKreek, ATM	D- 1	Thomas F. Roza	D-35
Elden G. Thorson	D- 2	Robert Wuhrman, ATM	D-36
John Epert	D- 3	Robert Fox, ATM	D-37
Dan A. Winterburn	D- 4	Harleigh Fatzinger, ATM	D-38
Floyd F. Manning	D- 5	Ron Morishita	D-39
Rick Johnson	D- 6	Collin J. Kollars	D-41
Kevin Rivers	D- 7	Herb Clark	D-42
Frank Hirt	D- 8	Bondie Armstrong	D-43
J. Ronald Zeller	D- 9	Scott Edwards	D-44
Rick Sudmalis, ATM	D-10	John F. Cowles	D-45
Bernie Matthews	D-13	David Hill	D-46
James E. "Jim" Pattillo	D-14	Lou Funk	D-47
George R. Miller	D-15	Garrett Grim	D-48
Richard A. Hicks, ATM	D-16	James Ito	D-49
Robert K. Powell	D-17	Kieran T. O'Riley	D-53
Jerry Bryan	D-18	H. Lockwood, ATM	D-56
Larry L. Madlem, ATM	D-19	Phillip A. Schultz	D-57
Dick Dixon	D-21	Gene Osburn	D-58
John Barrows Ligon, IV	D-22	Art Johnston	D-60
Frank G. Brown	D-23	William Groom	D-61
Everett Knutson	D-24	Grant K. Downes	D-64
Paul Darden	D-25	Louise M. Neal	D-66
Beulah R. Mason	D-26	Elmer Wagner	D-68
Sharon Ann Mohr	D-28	Ray Bird	D-69
Ann Breland	D-30	Bernie Gray	D-72
Robert Damiano	D-32		

THE CARE AND FEEDING of A TOASTMASTER

by
MADELEINE BREMERS

As any honest female who's been through it will tell you, there's more to this business of being a Toastmaster's wife than meets the eye. Much more!

She learns to take a clinical approach to the making of speeches. She has to understand the prenatal care, the feeding during confinement, and the delivery of her husband's speech. She becomes, in effect, a "speech midwife." But it's a wonderful experience!

A Thinking Man

It usually begins on a Saturday morning. Your first inkling that this is "V Day—V for *vexing*—is when your husband fails to wolf down his breakfast. He toys with his food, staring straight ahead like a zombie. He doesn't answer your anxious questions about his health and your cooking. Finally you recognize that you have a "thinking man" on your hands, and coerce the children into the backyard to play.

For the next hour he remains quietly somewhere out of sight. Then, without warning, he rushes at you from out of

nowhere, hair tousled, eyes glazed, shouting. "What have you done with my newspaper clippings?"

"Clippings?" you ask dazedly, dragging your thoughts away from that torn spot in the living room rug. "What clippings?"

"I had them in the right-hand desk drawer! If you've thrown them away. . . ." He glares as you march stolidly to the desk, muttering, "Oh *those!*"

Ten shouts, six threats, and 103 steps

later, you find the clippings in that old trunk in the attic. Peace descends on the household once more as the lord and master retires to the den, mumbling, "Gotta find an idea for that speech. . . ."

The rest of the day you devote to maintaining the proper attitude of silence and respect accorded a man in the throes of speech birth-pangs. It's not so easy. The telephone and door bell ring more often and more loudly than usual. The neighbors drop in for a visit. The children



come noisy, ghoulish little monsters. Evidently you try to maintain a reasonable facsimile of quiet, even though your neighbors may never speak to you again, even though your children may be psychologically inhibited for the rest of their lives.

When your husband drags wearily into the living room, a sheaf of dog-eared papers in his hand, and says, "Er—how's this sound to you?" you know that "Phase One"—the prenatal care of the speech—is over. You settle back to listen.

Nine minutes later, you realize that you are now faced with "Phase Two," the feeding-during-confinement stage. This consists of throwing him bits and pieces of ideas with which to nourish his original draft. It's a sort of spoon-feeding process, and requires the tact of a statesman, the mental agility of an Einstein, and the flattery of a millinery saleswoman.

"Wonderful, darling," you begin.

He smirks, and says modestly, "It'll wow 'em! Of course," he adds, "it is a little long."

Here's your opening wedge. "Perhaps if you cut out that second anecdote," you venture. Then as you note symptoms of fight in his eyes, you add hastily, "It's rather anti-climactic. Your opening joke is so good."

"Um. Mebbe you're right." He makes scrawling marks on the margin of page one. "Like that bit about the modern housewife? Pretty good, huh?"

"It's clever!" you reply, gritting your teeth. "Particularly that phrase 'muscle-bound parasites.' Is that original?"

The "Kill"

He nods happily, so you wade in for the kill. "It's much too clever for a Ladies' Night speech," you say with conviction. "I'd save that one for another night."

Now you have him where you want him—on the defensive. At the right moment, you break in with the punch line: "But dear, you don't want to waste your best puns on an unappreciative audience, do you?"

That does it. A sweep of the pencil cuts out half of page two. Now your moves must be faster paced. You casually mention an article about working wives

he read to you last week. You remind him of an experience he had at the office two years ago—a tale extremely successful at parties. You tell him a story you heard at the Garden Club, hoping he'll use it to replace his opening joke. (Of course, you've realized right along that this opening joke needed replacing!) Gradually his interest and imagination quicken until, excitedly, he rushes back to the typewriter to do a second draft.

On the rewrite, you give him nothing but praise. Rome was not built in a day. The speech will not be given until Monday night. You settle down to the important problem of what to wear as the wife of the "Best Speaker of the Evening" on Ladies' Night.

Late Sunday afternoon you listen to the fourth draft. This time you are sincere in your praise—the speech is really the best he has ever written! Even after hearing it eight times, you still think so.

The Big Night

"Phase Three"—the delivery of the speech—comes all too soon. Suddenly, here you are at Ladies' Night at his Toastmasters club. Wan and limp, but with a set, toothy smile, you taste your salad and listen to the Toastmaster of the evening. You chew and swallow your entree as you listen to the topic master and the educational vice-president. After dessert, you vaguely hear Speakers One and Two. Speaker Three jolts you out of your lethargy—he's good! In fact, he's terrific!

Speaker Four is announced, and your husband rises with a smiling glance in your direction. You watch him approach the rostrum and beat down the disloyal thought that this may be like listening to a PTA speaker after Bob Hope.

Through the vacuum which surrounds you, you hear your husband's familiar voice—but with a new note of assurance—begin to tell the Garden Club joke. Some titters and the laugh spreads through the audience.

With confidence, your speaker brings out the points about working wives; with just the right touch of humor he relates the experience at the office. Deftly he builds to a beautiful climax. He closes his talk quickly and neatly, just as the

How do you treat your guests?

Believe it or not, the treatment your guest gets when he attends your club meeting has a lot to do with whether or not he'll join your club. Here's a list of Toastmasters materials your club should have on hand to help ensure that your guest is treated right . . . and will want to become a member of your club.

- **Communication and Leadership Program (99)** 25 free to each club upon request
- **All About Toastmasters (124)** 10 cents.
- **Guest Badge-Visitor's Card (231)** 2 cents
- **Invitation to Membership (348)** \$1.25 for 25
- **Application for Membership Form (400)** No Charge (10 per club)
- **Prospect Orientation Program Form (402)** No Charge (Limit, 3 per club)
- **Visitor's Card (904)** 50 cents for 30

Ask your educational vice-president about these materials or check the Toastmasters Catalog for further details.

timer flashes the red light. You're so proud you can scarcely breathe!

After the other Toastmasters and the general evaluator have had their say, your husband is recalled to receive a small gold-plated cup. His speech has been voted the best of the evening! The other Toastmasters and their wives crowd around you both to offer congratulations, and one of the wives asks you softly, "It was worth it, wasn't it?"

You can only smile—because nothing you can say can express the delicious anxiety, the shared responsibility, the triumphant *togetherness*, or the sense of proud accomplishment you have experienced as the helpmate of a Toastmaster. □

Madeleine Bremers, a freelance radio and television writer, is the wife of Otto Bremers, Jr., a former president of the Plus Factor Club 1229-8 and a former member of the Tarsus Club 532-8, both in St. Louis, Missouri.

Is a Grammarian Only a Grammarian?

by
Dominic Martia
Club 1717-30

In George Bernard Shaw's *Pygmalion* (more familiar to most of us as *My Fair Lady*), Eliza Doolittle says, "I don't want to talk grammar; I want to talk like a lady." Eliza may have been ignorant, but her instincts were not defective. Nobody *wants* to talk grammar, because grammar is a sort of involuntary substructure of our speech. We have unconsciously spoken grammar, without deliberately wanting to, since we uttered our very first words. Eliza is correct in her perception that talking grammar and talking like a lady are not synonymous. Being grammatical and being refined are not the same. For the Toastmaster, being grammatical is a necessary condition of speech that, in itself, is not nearly enough. Besides being grammatical, he should be effective.

If all this is true, why do we appoint a club member at each meeting whose responsibility is to monitor our grammar? An obvious answer is that while most of us speak grammatically most of the time, we do occasionally slip, and the grammarian is there to remind us of our slips. Important as this role may sometimes be, doesn't it seem pretty inane? Look at your experiences as a grammarian. How many opportunities have you had to lend some valued as-

sistance to the speakers rather than just sounding the siren of alarm at the occasional transgression of a grammatical rule? I'll wager very few. Well then, why not make the grammarian's job mean more than just listening for slips? Why not look on it as a positive responsibility to help improve the speaker's skill? Why not broaden it, somewhat, to include not just the offenses against grammar, but the wrong word choices, the feeble metaphors, the clichés, the clumsy phrases, and the whole assortment of misuses of speech is often heir to.

The grammarian's basic task is to evaluate grammar, but why shouldn't he also judge and comment on effectiveness? To help denote this new role, let me coin a word: *effectarian*. Now let me illustrate the difference between being simply a grammarian and being a combination "grammarian-effectarian."

Suppose you are the grammarian for the evening. One of the speakers, in the course of his speech says, "Him and I were named judges because we were uninterested parties." The proficient grammarian would correctly point out, at the appropriate time, that "Him and I" is ungrammatical, that it should have been "He and I." He may even go on to instruct the speaker in the difference be-

tween the objective and the nominative cases that underlies the correction. But if you decide to be an effectarian as well as a grammarian, you would also remind the speaker that the word "uninterested" denotes indifference and what the speaker wanted to denote is objectivity. The correct word is not "uninterested," but "disinterested." The grammarian who limits himself to listening for errors in case, and other strictly grammatical errors, might have missed the ineffective use of words in this example.

Let me give a second illustration in which the work of the grammarian-effectarian is not so obvious. Again, you are the grammarian. In relating a personal experience, one of the speakers says, "Looking down the road, the horse approached me at full speed, and I was really scared." The alert grammarian would quickly point to the dangling participle and remind the speaker that the phrase "Looking down the road" should modify the person looking rather than the thing looked at. He might even revise the incorrect portion of the statement for the speaker as follows: "Looking down the road, I saw the horse. . . . But as a grammarian-effectarian, you want to guide the speaker toward more effective, as well as more grammatical language. Therefore, you would go a step further and comment on the dullness of the language. "Mr. Speaker," you might say, "that's supposed to be an exciting incident, but your words are ordinary that no excitement comes across. Try something more vivid. For example, you might have said, 'Looking down the road, I saw the horse bolt toward me like a frenzied demon, and I quaked with terror.'"

I hope the remarks I've made persuade you that being a grammarian can be more than it is usually cut out to be. Adding the responsibility of overseeing effectiveness to the task of monitoring grammar, the grammarian can do more than sound the siren of alarm. He can contribute immeasurably to the speaker's increased effectiveness, to the precision, imaginativeness, and clarity we all desire in our speeches.

Remember, not all speakers will be a siren to remind them they have been ungrammatical; but without exception all speakers will need an extra boost toward more effective speech. When you serve as grammarian for the evening, why not give them that boost? □

hall of fame

DISTINGUISHED TOASTMASTER (DTM)

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

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Minneapolis, Minnesota | Mathew B. McKoy
Downtown 297-47
Jacksonville, Florida |
| Bernard P. Mathews
Monroeville 2954-13
Monroeville, Pennsylvania | Dale Saville
Orlando 1066-47
Orlando, Florida |
| Thomas J. Samples
Maple Drive 2789-14
Atlanta, Georgia | Scott J. Hoehn
Coral Gables 1695-47
Coral Gables, Florida |
| Michael V. Deisz
Flickertail 581-20
Employment Security Bureau 3171-20
Bismarck, North Dakota | R. Floyd Sewell
Saturday Morning 2840-47
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| Jim Eggenberger
CBC 2858-33
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Florence 2101-48
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NUS 2408-36
Rockville, Maryland | K. Clare Charlton
Barrie 1603-60
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Hutchinson, Kansas |
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Sunrise 3253-25
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The Y Toastmasters 2478-42
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Garden City 94-60
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| J. E. Jacques
U.S. Postal Service 3711-36
Washington, D.C. | H. Master
Garden City 94-60
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Paradise 299-39
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Innisfail 2689-69
Innisfail, Qld., Australia |
| P. U. Nielson
Sunrisers 1188-41
Huron, South Dakota | L. E. Fifield
Brisbane Central 3433-69
Brisbane, Qld., Australia |

new clubs

425-F SANTA ANA I.R.S.

Santa Ana, California—Mon., 3:45 p.m., Federal Building, 34 Civic Center Plaza, (836-2831). Sponsored by Smedley No. One 1-F.

1218-1 ADAT SHALOM

Los Angeles, California—Thurs., 8:15 p.m., Adat Shalom Synagogue, 3030 Westwood Blvd., (391-3888). Sponsored by Los Caballeros 322-1, and Westchester, 869-1.

2795-4 U.S. LEASING

San Francisco, California—Mon., 12:00 noon, United States Leasing Corp., 615 Battery St., (445-7663).

2395-7 ROSS SPEAK-EASY

Vancouver, Washington—Mon., 12:00 noon, Dittmer Control Center, Room 104, J. D. Ross Complex, (696-0351). Sponsored by Blue Ox 1235-7.

1035-11 NEW CASTLE

New Castle, Indiana—Tues., 6:30 p.m., Mac's Steakhouse, 715 S. Memorial Dr., (529-1450). Sponsored by Del Rey 2665-11.

300-18 PARKVILLE

Parkville, Maryland—Wed., 8:00 p.m., Knights of Columbus Hall, 7910 Harford Rd., (665-2902). Sponsored by Towson 2707-18.

2799-19 GREENE SPEAKERS

Jefferson, Iowa—Tues., 6:55 a.m., Jefferson State Bank, 200 West State, (386-3125). Sponsored by Boone 184-19.

3029-19 MASSEY-FERGUSON

Des Moines, Iowa—Thurs., 12:00 noon, Massey-Ferguson, Inc., 1901 Bell Ave., (284-2011). Sponsored by Airport 380-19.

3566-19 NORTHWEST

Urbandale, Iowa—Wed., 6:45 a.m., Peppertree Restaurant, 3809 109th St., (276-1561). Sponsored by Area 6.

2695-25 GOOBERS

Stephenville, Texas—Tues., 7:00 a.m., Ramada Inn, 701 S. Loop, (965-3148).

1743-30 TOWNCRIERS

Lombard, Illinois—Wed., 7:30 p.m., International Village, Club House, 1300 S. Finley, (629-2530). Sponsored by Baxter's 2447-30.

2860-30 NORTHWEST SUBURBAN

Rolling Meadows, Illinois—Wed., 12:00 noon, Holiday Inn, 3405 Algonquin Rd., (576-6292).

1167-31 TSC

Cambridge, Massachusetts—Mon., 12:00 noon, DOT/Transportation Systems Center, Kendall Square, (494-2200).

1896-31 FOXBORO COMPANY

Foxboro, Massachusetts—Mon., 4:15 p.m., The Foxboro Company Visitor's Cafeteria, Neponset St., (543-8750). Sponsored by Wellesley 743-31.

2103-33 SUNSET

Las Vegas, Nevada—Thurs., 6:30 p.m., Carrows Hickory Chip Restaurant, 2401 West Sahara Ave., (735-5148). Sponsored by Windjammer 2628-33.

742-36 PRC

McLean, Virginia—Wed., 12:00 noon, Planning Research Corp., 7600 Old Springhouse, (893-1800). Sponsored by Mitre Washington 571-36.

3078-36 U.S. GEOLOGICAL SURVEY

Reston, Virginia—Thurs., 11:45 a.m., U.S. Geological Survey, National Center, (860-7211). Sponsored by Derey 171-36.

1426-42 VINCE McLEOD

Prince Albert, Sask., Canada—Wed., 6:30 p.m., Prince Albert Penitentiary, Box 160 (764-1586). Sponsored by Prince Albert 1318-42.

3845-43 TOASTMASTERS OF FORT SMITH

Fort Smith, Arkansas—Fri., 12:00 noon, Mister B's, Towson Ave., (782-6001).

680-44 ANDREWS

Andrews, Texas—Mon., 6:30 p.m., Chamber of Commerce, 204 N.E. First St., (523-3620). Sponsored by Chaparral 2358-44, Pop-Up 3165-44, and Tall Town Toasters 3189-44.

3177-44 PAMPA SUNRISERS

Pampa, Texas—Tues., 6:15 a.m., Lake Harriet 400-6 Minneapolis, Minnesota Frederic, (665-6235). Sponsored by Borger 218-44.

1955-45 NORTH WINDS

Barre, Vermont—Wed., 5:30 p.m., Rendezvous II Restaurant, North Main St., (223-3431). Sponsored by Speak-Easies 1770-45.

344-46 GREAT SWAMP

Basking Ridge-Morristown, New Jersey—Thurs., 12:00 noon, AT&T, 295 N. Maple Ave., (221-3331).

1669-47 TWILITE

Orlando, Florida—Thurs., 4:30 p.m., Martin Marietta Corp., (644-0246).

2985-47 EXECUTIVE FOR EXCELLENCE

Nassau, Bahamas—Fri., 6:30 p.m., (323-5561).

960-48 TENNESSEE VALLEY

Huntsville, Alabama—Thurs., 7:00 p.m., Rodeway Inn Restaurant, 3312 So. Memorial Pkwy., (859-0034). Sponsored by Mason-Dixon 2186-48.

1683-48 PROP AND ROTOR

Fort Rucker, Alabama—Wed. Sponsored by Dothan 2804-48.

2746-48 GABS

Guntersville, Alabama—Thurs., 6:00 p.m., Reids Restaurant, Highway 431 S., (582-2574). Sponsored by Redstone 1932-48.

1416-49 HAWAIIAN ELECTRIC

Honolulu, Hawaii—Hawaiian Electric, 900 Richards St. Sponsored by Waikiki 3680-49.

2805-49 PEARL CITY

Pearl City, Hawaii—Mon., 7:00 p.m., Aiea Library, Moanalua Rd., (456-3861). Sponsored by Kamehameha 720-49.

2810-49 THE NOONERS

Honolulu, Hawaii—Wed., 11:15 a.m., Federal Building, GSA Conference Rm., (546-8689). Sponsored by Honolulu 119-49.

3184-56 BROWNSVILLE

Brownsville, Texas—Tues., 7:00 p.m., Leonardo's Restaurant, Central Blvd., (546-6020). Sponsored by Harlingen 860-56.

3606-56 POSTMASTER'S

Austin, Texas—Mon., 11:30 a.m., U.S. Post Office, 300 E. 9th St., Rm. M-209, (397-5492). Sponsored by Balcones 3407-56.

3737-60 DONDON DOWNTOWN

London, Ont., Canada—Mon., 12:15 p.m., YM-YWCA, 433 Wellington St., (453-0568). Sponsored by Forest City 2729-60.

1801-66 ELIZABETH RIVER

Norfolk, Virginia—Tues., 11:30 a.m., rotates between Army Corp. of Engineers, Front St., and Atlantic Marine Center, 439 W. York St., (441-6276). Sponsored by Tidewater 1469-66.

567-70 DIAMOND VALLEY

Eltham, Vic., Australia—Wed. 7:45 p.m., Eltham Hotel, 746 Mar Rd., (435-6648). Sponsored by Yarra Valley 26-70.

986-70 CANBERRA CITY

Canberra, A.C.T., Australia—Wed. 7:00 p.m., Ainslie Hotel, Limestone Ave., (062-547379). Sponsored by Woden Valley 494-70.

2592-72 ENDEAVOUR

Wellington, New Zealand—Tues. 5:30 p.m., Wellington Cultural Centre, Sturdee St., WN., (726-0300). Sponsored by Capital 409-72.

1072-U FORUM

Pretoria, Transvaal, South Africa—Thurs., 7:00 p.m., The German Club, (451-636).

1111-U ANDALUCIAN

Rota, Spain—Thurs., 12:00 noon, Naval Station, Rota Officer's Club.

1754-U ISLAND PACE-SETTER

Naha City, Okinawa, Japan—Wed. 11:30 a.m., VFW Post 9723, (0589-55-2244).

2535-U IRAWO

Ibadan, Western State, Nigeria—Sat., 8:30 p.m., Irawo University Centre, (Ibadan 23822).

3692-U SANTA CRUZ

Lima, Peru—Tues., 8:00 p.m., The Church of the Good Shepherd, 40 Santa Cruz, (227086). Sponsored by 3098-U.

anniversaries

30 YEARS

Lake Harriet 400-6
Minneapolis, Minnesota
La Crosse 411-35
La Crosse, Wisconsin

25 YEARS

Santa Ana Toasters 991-F
Santa Ana, California
Monterey Peninsula 934-4
Monterey, California
Milwaukie 656-7
Milwaukie, Oregon
Kinston 962-37
Kinston, North Carolina
Castro Valley 961-57
Castro Valley, California
Ptarmigan 979-U
Anchorage, Alaska

20 YEARS

Space Center 2189-1
Inglewood, California
Researchers 2201-31
Bedford, Massachusetts
Air Force Systems Commission 2184-36
Andrews AFB, D.C.
Penn-Harris 2128-38
Harrisburg, Pennsylvania
TM Breakfast Club 2056-57
Concord, California

15 YEARS

Valley 3354-3
Phoenix, Arizona

Procurement 3344-14

Robins AFB, Georgia
Bellevue Breakfast 3369-24
Bellevue, Nebraska
New Southwest 3314-36
Washington, D.C.
Mooreville 3126-37
Mooreville, North Carolina
Wissahickon 1856-38
Ambler, Pennsylvania
Wayne 2099-46
Wayne, New Jersey
Newburgh 3331-53
Newburgh, New York
TM Club de Monterrey 3357-53
Monterrey, Mexico
Coolabah 3358-69
Makay, Qld., Australia
Pretoria 2199-U
Pretoria, South Africa

10 YEARS

Fort Leonard Wood 493-8
Fort Leonard Wood, Missouri
Armed Forces 1023-11
Indianapolis, Indiana
Tifton 1434-14
Tifton, Georgia
Brandywine 1939-38
Downingtown, Pennsylvania
TM Club of Dalby 2622-69
Dalby, Qld., Australia
Tamworth 2762-70
Tamworth, NSW, Australia
Grand Falls 3477-U
Grand Falls, Nfld., Canada

your 1976-77 district governors

- F. Walt Hamilton, ATM, 235 E. Ball Rd., Anaheim, CA 92805
1. Pat Scottino, ATM, 5622 Chariton Ave., Los Angeles, CA 90056
2. Eugene E. Park, ATM, 13934 106 Pl., N.E., Kirkland, WA 98033
3. Larry D. Dirrim, DTM, 4728 E. Polk St., Phoenix, AZ 85008
4. Wilford E. Smith, ATM, 886 Maranta Ave., Sunnyvale, CA 94087
5. Helen M. Blanchard, DTM, 430 San Antonio #2, San Diego, CA 92123
6. Mario Pedercini, DTM, 4243 York Ave., N., Robbinsdale, MN 55422
7. Jim R. Burri, DTM, 307 Garland Way, N., Salem, OR 97303
8. Virgil D. Greene, 318 Marilyn Dr., O'Fallon, IL 62269
9. Robert E. Seiler, ATM, Box 246, Grand Coulee, WA 99133
10. J. Charles Fisher, ATM, 463 Southam Cir., Berea, OH 44017
11. Russell L. Collins, ATM, RR2, Box 93A, Daleville, IN 47334
13. C. Donald Piland, 1939 W. 36th St., Erie, PA 16508
14. Jessie H. Paulk, DTM, 100 Merlin St., Warner Robins, GA 31093
15. Sidney M. Smith, DTM, 3336 Louise Ave., Salt Lake City, UT 84109
16. Lee Zimmerman, DTM, 4501 Outpost Dr., Spencer, OK 73084
17. Fred Sielbach, Jr., ATM, 3126 Laredo Pl., Billings, MT 59102
18. Albert H. Dumas, ATM, 9313 Thornewood Dr., Baltimore, MD 21234
19. Neil M. Longseth, ATM, 916 Elm, Story City, IA 50248
20. Aldean A. Wahl, 111 E. Broadway, P.O. Box 1526, Williston, ND 58801
21. Joe Balog, 5541 Brookdale Ct., Burnaby, BC, Canada
22. Montie H. Johnson, 517 S. Prince Ln., Springfield, MO 65802
23. Marvin A. Brotherton, 9305 Turrentine, El Paso, TX 79925
24. Lowell Matheson, ATM, 815 Ave. C, Council Bluffs, IA 51501
25. Gregg Trusty, DTM, 9313 Arrowwood Dr., Shreveport, LA 71108
26. William F. Lewis, 10567 Ura Lane, Northglenn, CO 80234
28. Michael Fogoros, DTM, 3042 Pembroke, Toledo, OH 43606
29. Ted Peaden, Rt. 6, Box 288, Milton, FL 32570
30. Albert F. Wilkus, 326 N. Orchard Dr., Park Forest, IL 60466
31. Telesphore (Ted) Wilga, 14 Elmbrook Cir., Bedford, MA 01730
32. Clifford R. Ellenwood, Jr., 1119 A St., Tacoma, WA 98401
33. William A. Fisher, DTM, 3313 Janene Way, Bakersfield, CA 93306
35. R. Dik Buntrock, DTM, 640 S. 15th Ave., West Bend, WI 53095
36. Albert H. Friedrich, DTM, 7406 Galantis Dr., Annandale, VA 22003
37. M. Bucky Sutton, DTM, 544 Ingram Dr., Asheboro, NC 27203
38. Marlin G. Bingeman, DTM, 290 W. Franklin St., Ephrata, PA 17522
39. Earl C. Keck, ATM, 5104 Modoc Way, Sacramento, CA 95841
40. Gary A. Dudgeon, ATM, 4833 Bromsgrove Ct., Columbus, OH 43227
41. Donald R. Ehlers, Rt. 3, Country View #2, Luverne, MN 56156
42. Jim Thompson, ATM, 10518 67 St., Edmonton, Alta., Canada
43. Harold T. Henson, Jr., 1283 Eason, Memphis, TN 38116
44. James B. Storey, ATM, 3610 45th St., Lubbock, TX 79413
45. J. Martin Rose, ATM, 37 Regent St., Amherst, N.S., Canada B4H 3S8
46. Frank Tully, ATM, 87-43 116 St., Richmond Hill, NY 11418
47. David B. Meeks, DTM, 8303 Millwood Rd., Tampa, FL 33615
48. Eugene (Gene) B. Lewis, 201 Office Pk. Dr., Birmingham, AL 35223
49. William (Bill) H. Schultz, P.O. Box 1034, Honolulu, HI 96808
52. Rudy Valle, DTM, 8811 Canoga #417, Canoga Park, CA 91304
53. Michael F. Marin, 52C Orchard St., E. Hartford, CT 06108
54. Harold H. Ellis, DTM, 240 S. First Ave., Canton, IL 61520
56. C. O. Shaw, DTM, 8814 Hendon, Houston, TX 77036
57. Ronald I. Wallace, ATM, 281 Paraiso Dr., Danville, CA 94526
58. Harold (Hal) T. Smoland, 1116 Conger Dr., Aiken, SC 29801
60. Doreen Henley, 30 Edgevalley Dr., Islington, Ont., Canada M9A 4N9
61. Harold A. Moodie, 3 Bradgate Dr., Ottawa, Ont., Canada K2G 0R7
62. LeRoy Isaksson, 2223 N. Woodbridge, Saginaw, MI 48602
63. Oscar Olive, Jr., DTM, 111 Spring Cir., Smyrna, TN 37167
64. Raymond (Ray) Henjum, DTM, 34 Oriole St., Winnipeg, Man., Canada R3T 0K3
65. Andy Anderson, ATM, R. D. 2, Rt. 3, Verona, NY 13478
66. William E. Lewis, Jr., ATM, 14608 Tranor Ave., Chester, VA 23831
68. Eli J. Bourgeois, 3700 Tulane Ave., New Orleans, LA 70119
69. Lionel E. Fifield, ATM, 191 Annie St., New Farm, Brisbane, Qld., Australia 4005
70. Ronald H. Green, ATM, 31 Romani St., N. Parramatta, NSW, Australia 2151
71. Niall Brunicardi, Loynnais Duntaheen Rd., Fermoy, Co. Cork, Rep. of Ireland
72. Derek J. Waite, ATM, 12A Lysaght St., Timaru, New Zealand
73. Ray Scott, 10 Carolyn Ct., Karingal, Frankston, Vic., Australia 3199

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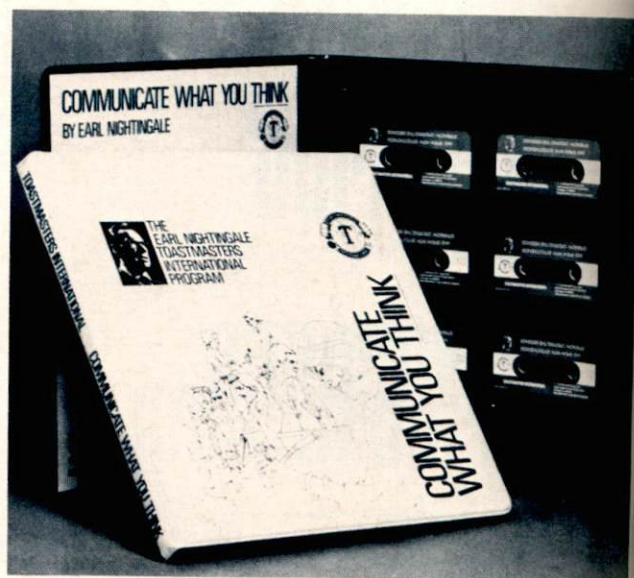
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17. But Are They Buying?
18. On Playing Tennis
19. On Preparing a Meeting
20. How to Make a Speech