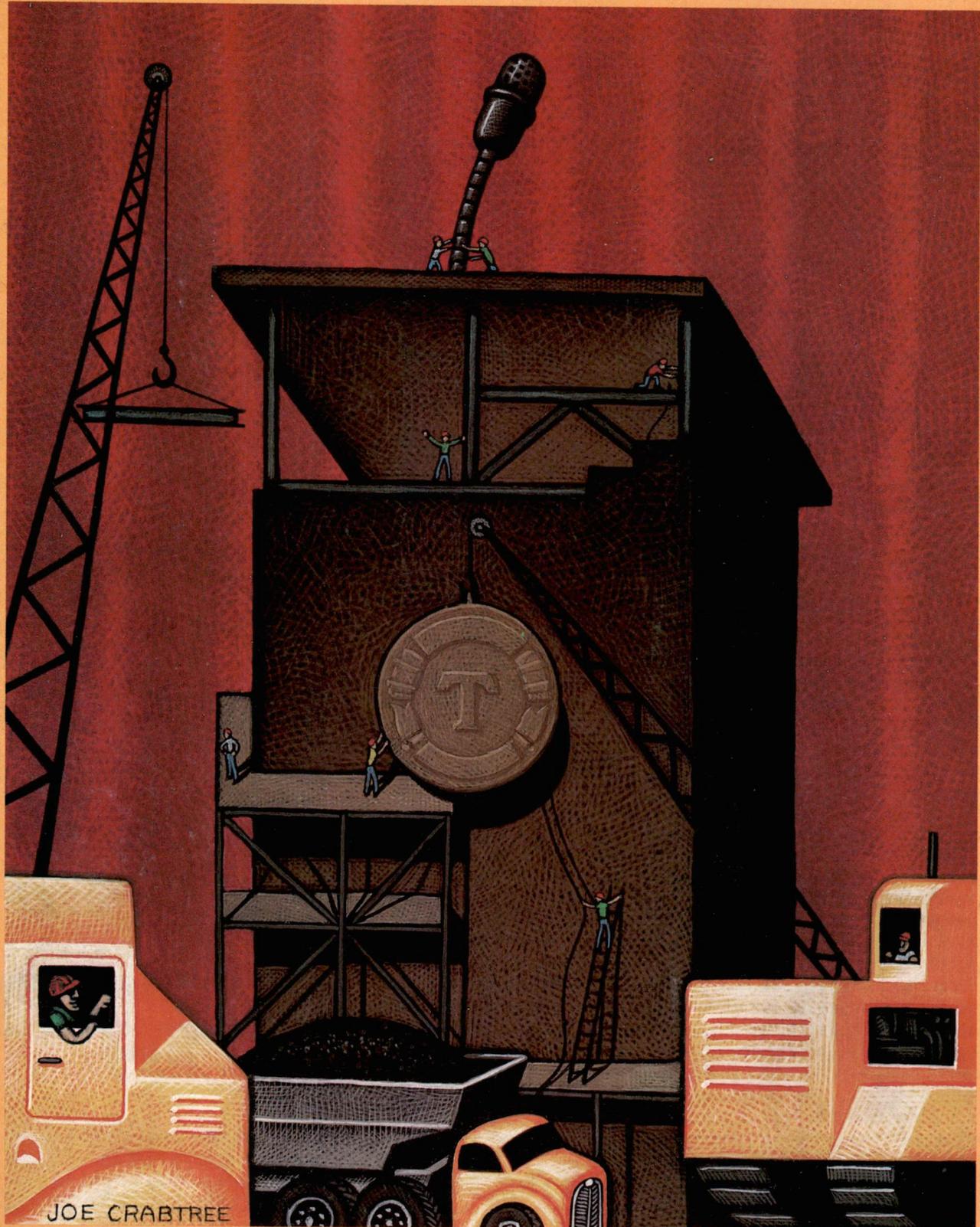


July 1987

THE TOASTMASTER



JOE CRABTREE

Lay Your Listening Foundation

VIEWPOINT

TI OFFICERS AND DIRECTORS

Listen, My Children...

Earlier this year, one of my district visits took me to Boston, Massachusetts. As my escorts whisked me from one appointment to the next, I saw many historical sites which reminded me of the significant events that occurred in this city.



As we passed near the famous North Church, I recalled the first time I heard the poem about one of the more important personalities of early American history... Paul Revere. I was in grade school when the teacher, her voice pitched just above a whisper, began to read the poem... "Listen, my children, and you shall hear of the midnight ride of Paul Revere." The class was hushed and held spellbound as she spoke each word.

Wouldn't it be wonderful if every time we spoke before a group, they would be held spellbound by our every word? While this may not be achievable each time we speak, it is essential to remember that in any communication exchange, the listener is the most important person.

If the purpose of effective oral communication is to help listeners clearly understand our message and be moved to action, then we must know our subject, have integrity, and use the least words possible in order to enhance our opportunity to be understood. In other words, we must be prepared to speak.

Usually the subject of listening is discussed from the viewpoint of developing individual listening skills. While exercising certain skills is vital, as speakers we also have an obligation to those most important people... the listeners themselves. I believe that sensitivity to your listeners is equally as important as improving individual listening abilities.

Listening is an essential ingredient of effective communications and has always been an integral part of the Toastmasters experience. It is no accident that "Better Listening, Thinking and Speaking" is the Toastmasters motto.

I have always described effective listening as 'having a warm ear.' To have a warm ear simply means adopting a positive mental attitude toward the communicator.

Warm ears are relaxed and receptive. Listeners with warm ears can tune out distractions and tune in to the speaker's message. While some effort is required to develop warm ears, the benefit far outweighs the effort expended.

Try listening with your eyes as well as your ears. Allow your eyes to work in concert with your ears. Gestures, facial expressions and body movements often say more than a speaker may actually utter. Listening with the eyes enhances the listening experience. What you see as well as what you hear will help you provide speakers with more insightful evaluations.

If your goal is to improve your personal listening skills, then I suggest you seriously consider developing a warm ear. If your goal is to have an audience glued to the edge of their seats, devouring your every word, then you must carefully prepare your speeches with your listeners in mind. And then, you yourself can listen to that hush that falls over the audience as you begin to speak...



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Editor's Note: This special issue is dedicated to **Dr. Ralph G. Nichols**, a pioneer in the study and development of listening skills. Dr. Nichols helped establish the International Listening Association (ILA), a worldwide network of professionals committed to promoting effective listening. Contact ILA, %Dr. Richard Quianthy, Broward Community College, 1000 Coconut Creek Boulevard, Pompano Beach, FL 33066; (305) 973-2370.

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Are You Listener Friendly?

by Henry J. Pratt

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By 'Hook' or By 'Look'

What about your presentation will compel an audience to listen?

by Tari Lynn Porter

Your speech is ready. You've researched, written and rehearsed it the point that it's ready to present to your audience.

But will they listen? Wouldn't it be nice to know that you'll have everyone's attention? To be so compelling that your audience might even be tempted to forget to count your ah's?

There are speakers who stand before an audience and command this kind of attention—speakers who readily establish rapport and charm their audiences with a gesture or witty remark.

This isn't as difficult as it may sound. Just make sure that each part of your presentation—attention-getter, body and conclusion—draws your audience. Each part should pique their curiosity and continue to intrigue them about some topic you've raised.

Grabbing Attention

Your opening, or attention-getter, should do exactly what the name implies, grab your audience's attention and interest them right away in what you have to say. An effective way to do this is to paint a vivid picture that stirs your audience's emotions.

One speaker at a high school speech tournament compelled her audience's attention with this opening:

She looked like an ad in the back of a magazine asking for help for the starving children of third world

countries. But if you looked closer you would see the cigarette burns that dotted her small body, the bruises and broken ribs. No, three-year-old Paula isn't an ad in the back of a magazine, and sending a check probably won't help. Paula is a victim of child abuse.

This graphic description, coupled with the speaker's intense delivery, had her audience visualizing the terrible plight of this child and wanting to know more.

But you don't have to shock your audience or bring them to the edge of tears to capture their attention. Comedians such as Bill Cosby and Robin Williams win us over by making us laugh at life's day-to-day trials.

Another sure-fire attention-getter is to select illustrations your particular audience will readily relate to, such as this opening at a parenting seminar:

When your two-year-old throws her food on the floor, you close your eyes and pray you'll make it through the 'terrible twos.' When your five-year-old refuses to go to school or your teenage daughter comes home from a party after midnight, you remember the 'terrible twos' and wonder what the challenge was. How do you deal with the never-ending challenges of parenting?

The parents in the audience ended

up nodding in agreement and waiting expectantly for the speaker to tell them how she might help.

Consider your goals carefully when planning your attention-getter. Do you want to make your audience analyze an issue critically? Or to offer a lighter view of a subject?

Once you have specified your purpose, consider your audience. How much do they already know about your topic? What's their specific age group? Always consider your purpose, your audience and your own personality when coming up with an attention-getter.

Body Maintenance

Now that you've captured your audience's attention, how will you maintain it?

Glenna Salsbury, a motivational speaker who travels internationally, generates a lot of energy. Throughout her presentations, her intensity draws you in.

Her conviction in what she is saying proves irresistible to audiences. Those attending her seminars stick around for a long time afterwards to eagerly ask her questions, and leave feeling empowered to excel.

Another speaker, Muriel Mabry, author of *The Woman's Key to the Executive Washroom* and president of Woman's World (a job placement organization for women), has a more intimate, low-key style. Speaking to small groups, she reaches people with a 'friend to friend' approach.

Mabry makes you feel she's sharing a secret with you alone, so that if you miss one word you will have missed something very valuable.

One point that cannot be stressed enough here is *know your topic*. Always try to speak on a topic you know well or have a strong interest in.

It's easier to stir an audience's interest when you yourself have a genuine enthusiasm for the subject. If you have chosen a topic that's new to you, learn as much as you can about it. Even if you don't use all this information, the knowledge gained will add to your confidence.

Avoid memorizing your speech word-for-word. A memorized presentation sounds like just that—something 'canned' or devoid of life. A memorized speech tends to sound too pat and to lack immediacy.

However, a speech in which you know the subject well enough to prepare without memorization will enable you to adapt to a particular audience. This kind of personalization creates a

bond between you and your audience, which lends credibility to what you tell them.

When a speaker knows a topic well it can often be difficult to keep it narrowed to a specific area. However, you'll hold your audience's interest more easily when you hone your speech to three or four main points. You can always use the rest for another speech!

When building the body of your speech, especially when choosing vocabulary, keep your audience's level of knowledge in mind. Attorney Albert Hirst speaks before groups of both fellow attorneys and the general public. When he speaks to attorneys he uses technical terminology, while for other groups he chooses terms which the lay person is familiar with.

Remember, though, that you can quickly lose your audience if they sense you're talking down to them.

Possibly the most important factor in holding your audience's attention is eye contact. Salsbury, who often speaks before audiences of several hundred, uses eye contact to maintain a personal feeling throughout her presentation.

Many speakers use visual aids to help capture their audience's attention. Visual aids can heighten interest and add impact to a speech.

However, keep charts and diagrams covered until you refer to them so as not to detract from the rest of your speech. If you use a blackboard, be sure it's clean until needed and erase it when finished so that it will not prove a distraction.

At a recent Toastmasters meeting a speaker used handouts. Her speech was well-written and had everyone's attention until the middle, when she had someone distribute her pamphlets. Right then and there, amidst the rustling of papers, she lost her audience.

If you are using a handout, wait to distribute it until after your talk. If it must be used during your talk, pass it out before the speech and bring it to

the attention of your audience only as needed.

Refrain from distributing photographs or other items around the room during your talk. Instead, have them blown up to be displayed in the full view of your audience.

Norene Hokett, a speech instructor at California Baptist College and a consultant for various corporations, counsels her students to pay attention to their appearance. She explains that how you look can draw attention away from what you're saying. This doesn't mean to always dress conservatively; what it does mean is to dress appropriately for your audience and setting.

Hokett also tells students to consider color when choosing clothing. For example, a red tie or scarf may go well with your outfit, but can prove distracting. Colors such as soft pink or blue soothe an audience and put them at ease.

Although clothing may have nothing to do with the topic of your speech, it can make a statement about you, so choose your wardrobe carefully.

Finale Focus

At last you've reached the end of your speech. The audience is hanging on to your every word, eager for more. So what do you do for your finale?

Briefly summarize the main points of your talk. Avoid rattling off a list, but do restate the important issues, keeping your level of enthusiasm high.

Try tying your ending in with your attention-getter by repainting the opening picture, using points from the body of your speech, or ending with a provocative question.

For example, after summarizing the main points of his speech on preparing a will, one speaker used the following conclusion: "The simple task of writing a will can protect your family and give you peace of mind. It is a sad fact that three out of four Americans will die without a will. Will you be one of

them?"

Use imagery or thought-provoking questions to resonate your audience's interest long after you've finished speaking. 

Tari Lynn Porter is a freelance writer living in Colton, California.

Poor Listening Changed History

Here are a couple instances where poor listening had an effect on the course of history:

- During the Crimean War, in 1854, the British Light Brigade was ordered to attack the enemy from the flanks. But somebody didn't listen, and a frontal attack was ordered instead. As a result, nearly two-thirds of the brigade was wiped out.

- During the Battle of Gettysburg, General Lee ordered General Longstreet of the Confederate Army to attack the Union forces right away. General Longstreet misinterpreted the orders and delayed his attack three hours. Some historians believe that General Longstreet's error may have cost the South the Battle of Gettysburg.

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Listening Links

Here's a check list for making sure your audience 'links up' with you as a speaker and listens to your speech:

- Are you enthusiastic about your topic?
- What is the purpose of your speech?
- Does your attention-getter draw your audience?
- Is the body of your speech narrowed to three or four main points?
- Are you using imagery and illustrations throughout your speech?
- Do you use your voice and gestures effectively?
- Is your terminology appropriate?
- How are you handling visual aids or handouts?
- Do you summarize your main points?
- **Don't forget eye contact!**

Listen and You Shall Hear

Listening well is hard—your heart beats faster, and your body temperature rises. The payoff is fewer misunderstandings and better communication.

by George R. Bell

Studies show that the average person spends about 80 percent of his or her waking hours engaged in communication. This communication time is divided among four skills: listening, speaking, reading, and writing.

Do you know how you divide your communication time among these four basic skills?

The skills are listed in the chart below. Fill in the space below each skill with the number you think represents the percent of communication time you devote daily to each particular skill. For example, if you believe that the time you spend communicating is divided evenly among all four skills, you would write the number 25 in each column.

Do this exercise now, before reading further. According to Lyman K. Steil

cent—or nearly half—of our communication time listening.

Let's try one more exercise. Take a moment to think about all the years that you attended school. Rate the four skills according to the amount of time your teachers devoted to teaching each skill. The most taught skill will be numbered 1, and the least taught skill will be numbered 4.

Number each skill in the chart below before reading further.

The Correct Order

The correct order is as follows: 1) writing; 2) reading; 3) speaking; 4) listening.

You've no doubt noticed there is an inverse relationship between the amount of time we engage in each skill and the time devoted to its teaching in

Because we haven't been trained how to listen, most of us are very poor at it. But lack of training isn't the only problem. As children we learned bad habits from our adult role models, especially parents and teachers.

For example, we quickly learned that it's acceptable to interrupt or change the subject although the other person might still want to talk. We learned not to look at speakers, to finish peoples' sentences for them, and to be easily distracted. These are all bad listening habits that we observed taking place between adults. And when it came to communication between adults and children, it was even worse. We quickly got the message: Children are seen but not listened to.

We Miss Much of What Is Said

The consequence of all this is that today the average adult listens at no better than 25 percent efficiency. Immediately after listening to a 10-minute oral presentation, the average person understands and remembers no more than half of what was said. One to two days later, less than one fourth of what was said will be remembered. If a speaker talks for more than 10 minutes, as often happens at seminars, conferences and business meetings, efficiency in listening might well be less than 25 percent.

We have learned to place tremendous value on speaking but very little value on listening. Thus, a person who does most of the talking at a business meeting is seen as assertive, confident and in control—even if what he or she says has little value.

The listener, on the other hand, may be perceived as timid and lacking in confidence. Yet, the good listener is likely to have a better understanding of what was said and a greater insight into problems and their solutions.

Listening is not only the most neglected communication skill but also the most critical management skill. Employees who do not know how to listen have cost organizations billions of dollars. Poor listening often accounts for letters that must be retyped, shipments that must be reshipped, misunderstandings, and the loss of important clients.

Information traveling down through your association's chain of command can get distorted by as much as 80 percent before it reaches your rank and file at the end of the chain. This often stirs up rumors, lowers morale, and leads to needless grievances. Many employee relations problems can be traced to poor listening, especially on the part of management.

	Listening	Speaking	Reading	Writing
Percent of daily communication time				
Importance as rated by teacher emphasis				

[author of the article, "Your Listening Profile" on page 26], chairman of the speech-communication division's department of rhetoric at the University of Minnesota, the amount of communication time that the average person spends everyday on each of the four skills divides this way: writing—9 percent; reading—16 percent; speaking—30 percent; and listening—45 percent.

It comes as a surprise to most people that on the average we spend 45 per-

cent on each of the four skills in our schools. Writing, the skill that is most taught, is the skill we use the least, only 9 percent of the time. Listening, the skill that is used in 45 percent of our communication time, is the least taught skill.

Based on the preceding exercises, you shouldn't be surprised to hear that listening has been described as our most neglected communication skill. Few people receive any training in how to listen.

Listening Can Be Learned

Can something be done to improve the quality of listening that takes place within your association?

The answer is yes. Because listening is a skill, it can be learned. As with any skill, there are three steps that must be followed.

1. You must have the right attitude. You must realize the importance of listening and want to become a better listener. This focus on attitude is extremely important because without the right attitude there will be no change in your listening habits.

2. You must learn the techniques of good listening, just as a pianist must learn the techniques of playing a piano and a typist must learn how to operate a typewriter.

3. You must practice what has been learned until the new skills become automatic. Listening is hard work. The heart beats faster, blood circulation increases, and body temperature rises when you work at listening.

AIM To Listen

Here's a simple technique that, if practiced, can help improve your listening efficiency. When you find yourself in a listening situation, use the acronym AIM to remind you of the three aspects of listening:

ATTENTION. Poor listeners fake paying attention while their minds wander and they think about other matters. The good listener knows that it takes effort to pay attention and consciously strives to resist distractions.

INTEREST. A major difference between good listeners and poor listeners is that the latter group usually decides after hearing the speaker say a few words that he or she isn't very interesting. This becomes an excuse to stop paying attention, and the act of listening comes to a screeching halt.

The good listener, on the other hand, asks if there's something the speaker is saying that might prove useful. No matter how dull the subject or how unskilled the speaker, the good listener manages to listen with interest.

MOTIVATION. How well you listen depends on how motivated you are. Good listeners know that listening can pay big dividends. This knowledge, along with the right attitude, is usually enough to motivate the sincere listener.

Habits Will Change

Once you develop the habit of consciously aiming to listen, you will begin to notice changes in your habits. You will maintain better eye contact with the speaker. You will find yourself asking

relevant questions. You will discover you don't often interrupt or change the subject until the speaker indicates the current subject has been exhausted. Also, you will be more responsive and alert to what people are saying.

As a result of your conscious aim to listen, there will be fewer misunderstandings, you will get into arguments less often, and you will be able to resolve disputes and settle grievances before they get out of hand.

As a listener, you will be in demand. To put it into the words of Dale Carnegie, "The chronic kicker, even the most violent critic, will frequently soften and be subdued in the presence of a patient, sympathetic listener—a listener who will be silent while the irate faultfinder dilates like a king cobra and spews the poison out of his system."

There can be no doubt as to the many benefits you can derive from working hard to be a good listener. The world abounds with talkers, but there are far fewer people willing to listen.

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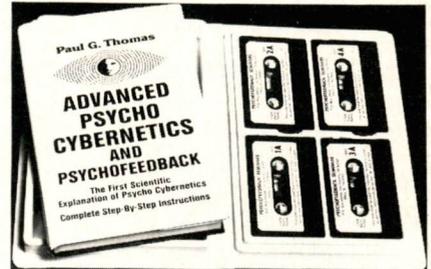
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LISTENING: Not a Spectator Sport!

by Thomas Montalbo, DTM

Listeners, 'Stretch to catch' what a speaker says.

On a television show Archie Bunker once said to his wife Edith, "The reason you don't understand me is because I'm talkin' to you in English and you're listenin' in dingbat."

That's not the only reason for poor listening. Robert L. Montgomery,* author of *Listening Made Easy* and a featured speaker at this year's Toastmasters International Convention in Chicago, says, "We are guilty of tuning out, yielding to distractions, becoming over-emotional, faking attention or even dozing with our eyes open."

Montgomery is right on target. We also let the speaker's words go in one ear and out the other—forgotten as soon as heard.

*You can check out a selection by Robert L. Montgomery, "Listening on Your Feet," by turning to page 14.

Some of us half listen or catch words at intervals. Others hear only what they want to hear. Still others distort what is said. Consider these examples:

A hostess doubted that anybody really listens at cocktail parties. She decided to check this out. Going around serving canapes to her guests, she said, "Do try one. I've spiced them with strychnine."

The guests gobbled them up. Most said, "Very tasty!" Others said, "Yummy!" Some even said, "I must have your recipe."

A syndicated newspaper columnist gave a lecture on "Great Books." His talk was covered by two reporters. Their published stories showed that each received a totally different impression of what the lecturer had said.

Rumor Control

As a rumor circulates from one person to another, it goes through various changes. By the time the information

spreads to the last person, the final version bears little or no resemblance to the original story.

A year and half ago, "The Next War," a radio play about a nuclear clash between the superpowers, caused panic when it was broadcast in Finland.

Broadcasting officials said switchboards were jammed with calls from listeners who, after hearing the play, were convinced the world was on the brink of a nuclear holocaust. Health centers in different parts of Finland reported many people needing treatment for shock. Yet announcements were broadcast before, during and after the radio drama that the content was fiction.

A similar reaction occurred in the United States in 1938 when people tuned their radios to Orson Welles' Mercury Theatre.

Hundreds of thousands in that radio audience were thrown into panic, believing that monsters from Mars, flying in spaceships, had landed on earth. Newspaper offices, police precincts and radio stations were swamped with calls from people who believed that war with Mars had come.

But that broadcast was nothing more than an adaptation of H.G. Wells' novel, *War of the Worlds*. Four times during the program listeners were told that they were hearing a dramatization.

Such instances could be multiplied almost without end. What's the problem? Yes, poor listening. But why?

'Earobics'

Philosopher Mortimer Adler says, "The most prevalent mistake that people make about listening is to regard it as passively receiving rather than as actively participating." Too many people find it hard to believe that listening is a learned skill. They have the notion that because they can hear, they're listening.

But they're not listening if they just sit back, relax and allow a speaker's words to pour into their ears. Listening



takes a lot more skill and effort than that.

The fact is that both speaker and listener must cooperate if communication is to take place. Each must be an active partner in the process.

John Drakeford in his book, *The Awesome Power of the Listening Ear*, writes, "The listener's activity is just as important in communication as the speaker's skill." Psychologist Eastwood Atwater says, "Listeners and speakers alike bear 100 percent of the responsibility for the communication."

Mortimer Adler believes that communication fails unless the listener reaches out to catch what the speaker says. Adler compares the speaker/listener relationship to throwing and catching a baseball or football: "Catching is as much an activity as throwing and requires as much skill, though it is a skill of a different kind. Without the complementary efforts of both players, properly attuned to each other, the play cannot be completed."

That's also true of communication, says Adler, adding, "The mind of the listener must somehow penetrate through the words used to the thought that lies behind them."

People listen for what they can 'get out of it.' To get the most out of your listening, however, takes know-how and effort. Let's look at the following guidelines that will help you develop your listening skills:

1. Watch Your Posture

'Posture' refers not only to the position of your body but also to your mental attitude. Slouching in your seat is an awkward way to listen and discourteous to speakers. It also suggests you're tired, lazy, dejected or uninterested.

But sitting upright makes you look and feel alert—with both body and mind ready to listen.

Just as a speaker talks to you with the whole body, you should listen with your whole self. Communicate with the

speaker by using body language: Make eye contact to say "I'm listening"; nod your head to agree; shake your head, wrinkle your forehead or nose to disagree; raise your eyebrows to indicate surprise; smile to show friendliness; and laugh to express amusement. Using such body language impels you to stay tuned in to the speaker.

2. Resist Distractions

Don't let your eyes—and ears—wander. Many distractions can be avoided: Close doors and windows; change seats if someone in front or on the side of you is fidgeting; move away from a nearby noisy hotel kitchen or a loud meeting next door; if members of the audience close to you are rustling papers or chatting, ask them to stop or move away from them. So much for 'external' distractions.

Other distractions that can prevent good listening are 'internal'—namely, preoccupations and pressures in your business and personal life.

Wondering if you'll get that raise or promotion? Worried you might not finish that big project on deadline? Concerned about your dentist or doctor appointment tomorrow? Such thoughts will diminish your attention when listening to a speech. Since internal distractions are wholly within your control, tune them *out*.

3. Concentrate

Both expressions, 'pay attention' and 'I'm all ears,' can be summed up in one word: concentrate. Direct all your thoughts and efforts to the speaker.

Concentration requires your exclusive attention and close mental application. When Art Linkletter, last year's recipient of the Toastmasters Golden Gavel Award, was asked his secret for success, he said, "Listen hard." That's good advice. You can't relax and listen at the same time.

Listening demands total concentration. You can't listen well if you do it half-heartedly. To understand why,

we need to know the difference between hearing and listening.

Mortimer Adler says, "Listening is primarily an activity of the mind, not of the ear. When the mind is not actively involved in the process, it should be called hearing, not listening."

Hearing is merely becoming aware of sound. Listening is a search for meaning. Keith Davis in his book, *Human Behavior At Work*, puts it this way, "Hearing is with the ears, but listening is with the mind."

Ruth Day, a Duke University psychologist, says that to understand listening is to recognize the human mind as an active processor of information and not a passive receiver.

A person hears words when the speaker's voice strikes the eardrums. Hearing is therefore a physical experience which requires no effort. But listening is a mental activity that exercises the mind.

Because we think at least four times faster than we talk, a huge gap develops between speaking and listening time. Ruth Day says, "The problem, in most instances, is that the head works much faster than the mouth and ears."

The poor listener, impatient with the much slower rate of spoken words, fills the time gap by thinking idle thoughts. The good listener, however, spends the extra time concentrating on what the speaker says.

As psychoanalyst Erich Fromm writes in his book, *For the Love of Life*, "A person with real concentration is capable of listening without his thoughts wandering off."

4. Filter Out Negative Reactions

Control your emotions as you listen. Avoid reacting so strongly to how speakers look and sound that you can't gauge the substance of what they're saying. Such speakers may have much to say that will benefit you.

Winston Churchill's voice was raspy. A stammer and a lisp often marred his speeches. Moreover, his snub nose



and jutting lower lip made him look like a bulldog. Despite these handicaps, millions of people did *not* tune him out.

To get the most out of your listening, judge the content rather than the delivery of speeches. Focus on finding out what information speakers are conveying in their speeches. That's how you learn from listening.

The famous Greek biographer Plutarch had it right many centuries ago when he advised, "Know how to listen and you will profit even from those who talk badly."

Be aware of a speaker's emotion-charged words: demagogue, communist, fascist. Hostile or emotional reactions to such words may cause you to develop 'deaf spots.'

Eastwood Atwater in his book, *I Hear You*, warns, "Don't overreact to emo-

tional words... Be alert for loaded words and expressions, but listen also for the message that comes with them. Your own feelings can block your understanding of something you may really need to hear."

5. Be Sensitive

Put yourself in the speaker's place and feel his or her feelings as though they're your own. Psychologists call this 'empathy.' Dr. Joyce Brothers, the 1982 recipient of the Toastmasters Golden Gavel Award, says, "The sensitive listener becomes closely involved with the speaker, identifies and empathizes with him."

Dr. Thomas G. Banville in his book, *How To Listen—How To Be Heard*, states that a good listener hears not only the content of a speaker's message but also the emotion behind it. Defining

empathy as "feeling what it's like to wear the other fellow's shoes," Dr. Banville believes this greatly increases the potential for genuine communication.

To fully understand the message, therefore, is to identify with the speaker so that you share in his or her feelings. Psychologists point out that even the mere desire to empathize may be helpful. Just the attitude of wanting to understand the speaker is valuable in and of itself.

Here's the gist of psychologist Carl Roger's thoughts on empathy: Real communication takes place when we listen with understanding; that is, see the speaker's idea from his or her viewpoint, sense how they feel about it, and realize why they're talking about it.

How do you reveal empathy? With body language. Lean slightly toward

Get Into Training

by Ann Odle

Our ears have little in common with our eyes, according to Mortimer J. Adler, author of *How To Speak, How To Listen*. But they can be as effectively closed!

Just as we may look at something and not really see it, we may also hear something and not really listen to it.

One of the first things we have to realize is that our ears are not the principal organ we use in listening. The mind plays the decisive role here.

For instance, how many times have we made out someone calling our name at a noisy party?

What's happened is that the brain has managed to pick out familiar sounds from all the surrounding noise. This is part of a process known as selective listening.

Since the mind, then, actually 'listens,' concentration plays a major part in the selective listening process. Learning to sharpen our concentration skills therefore enables us to sharpen our listening skills.

Block Out Distractions

Whether we're studying, reading or listening to a speech, we enlist selective listening to block out distractions. Some people are able to concentrate so intensely that they can tune out their surroundings entirely.

For us to achieve such a high level of

concentration, we need to focus our attention completely on what we're doing. Unfortunately, this isn't always as easy as it sounds.

Often the slightest distractions make us lose our trains of thought, while major disturbances occur right under our noses and we don't even notice!

We all, at one time or another, have found ourselves deep in concentration—trying to listen as a speaker drones on, for example—only to realize that our thoughts have wandered a million miles away. Suddenly we're immersed in the rhythm of the clock ticking, or in guessing what kind of car is passing by from the sound of the engine.

Don't get upset with yourself when this happens. It's just your brain crying out for a rest. Selective listening is hard work!

So you might ask: What can we do to improve our selective listening skills?

Freshen Up

Remember what was said above? Concentration and ability to focus attention are the keys to selective listening. Meditation is one way to improve both. Relaxation techniques and even hypnosis will work as well.

Although these are all effective methods for sharpening concentration and heightening attention, there's a way to improve that's even more read-

ily available.

Just practice listening as often as possible *with both ears wide open*. This can be fun!

For example, relax in a park and tune in on the great variety of sounds. You can hear bird chatter, cheering from the nearby soccer game, your own breathing. Or walk down a busy street and become amazed at the tremendous cacophony the city produces.

Concentrate on listening to one sound at a time—savor each one. As soon as you focus attention on that one sound, you'll find that other sounds seem to fade away. Guess what? You're selectively listening!

The best way to improve our selective listening skills, then, is to learn to discover the uniqueness of what we're hearing. This helps us hear things afresh, and motivates us to concentrate. What's 'new' will always keep our attention!

Keep in mind that an interest in what's being said improves concentration immensely.

Practicing this motivated, intentional listening does take an effort. But be patient with yourself—and keep your curiosity alive. It's the mind that listens, after all.

Remember, too, that everyone is unique and that people—even fellow club members you see week after week—can surprise you!

Realize that in listening to others, no matter what they're saying, we expand our own horizons. 🎧

Ann Odle is a freelance writer who lives in Costa Mesa, California.

the speaker. Show your rapt attention and focus your wide-awake eyes on the speaker as if to say, "I'm with you. Go ahead. Tell me more."

6. Keep Your Mind Open

Poor listeners often decide, after hearing the first few sentences, that a speaker's subject is not interesting. That's just an excuse for not listening more. Hear the speaker further and you might learn something.

G.K. Chesterton, the British critic, wisely observed, "There is no such thing as an uninteresting subject; there are only uninterested people."

If a speaker's ideas differ from yours, remain open-minded throughout the speech. Otherwise your mind may snap shut!

A major contributor to poor listening is wanting to break into the speaker's talk with your own dissenting thoughts. Scott Witt in his book, *How To Be Twice As Smart*, points out, "If you argue with what is being said (even if the arguments are mental and kept to yourself) you'll be blocking out a good deal of information, some of which could be valuable."

Baxter and Corinne Geeting in their book, *How To Listen Assertively*, say, "Assertive listeners are the ones who have approached communication situations with an open mind, free of either-or prejudice; have computerized all incoming data, both verbal and non-verbal; have constantly readjusted incoming signals and made basic decisions after careful consideration and the application of a sixth, intuitive sense of fair play—good judgment."

So don't jump to conclusions. Patiently hear the speech to completion before passing judgment. Keeping your mind open doesn't mean you're giving up your principles. It means that when you disagree with speakers, you use self-control and hear them out before judging what they say.

7. Identify the Speech Structure

By identifying the speech structure, you'll find it easier to understand and follow the speaker. Although a speech can be arranged in many ways, speakers usually lay out their ideas according to basic patterns of organization such as chronological, geographical, topical, problem-cause-solution.

Subtler types of structure are sometimes used. For example, a speaker may say, "My subject is like a large river with small streams flowing into it," and organize the speech in that way. Occasionally speakers may present their material with little or no discernible

form.

Most speakers, however, set up their material in some kind of arrangement so that it flows smoothly in a forward direction.

Analyze and keep abreast of various parts of the speech, including transitions between the parts. All through the speech be aware of the various stages of the speaker's development of the subject. This will also help you understand and remember the content of the speech.

8. Look for the Central Idea

Identifying the speech structure also helps you recognize the central idea—the sum and substance of the speaker's message. That will enable you to pick out the appropriate facts that relate to and support the central idea.

But if you try to get all the facts, you'll end up with too much detail ever to absorb. Communication specialists Matthew Culligan, Suzanne Deakins, and Arthur Young in their book, *Back-to-Basics Management*, say, "Attempting to extract only the facts from a message blocks effective listening. Dealing with facts out of context often causes confusion."

If you focus only on facts, you're so busy trying to keep details in mind that you fail to take in the broader strokes of what's being conveyed. Communication consultant Myles Martel recom-

mends 'big picture listening' as the remedy.

Especially helpful in getting the big picture is alerting yourself to the speaker's transitional devices. These are words, phrases or sentences that say in effect, "I'm leaving this part of my talk and going on to the next," moving from introduction to body to conclusion, from one idea to another, and clarifying the relationship between them.

Be on the lookout for cues like "Here's another important aspect of the problem," "Now let's consider..." or "By way of contrast..."

Watch also for the summary that often comes at the end of a speech. That gives you a chance to get an overall view of what the speaker has said and to pick up ideas and relationships you may have missed the first time.

9. Take Few Notes

For the same reason that listening only for facts is a bad habit, trying to take notes on everything you hear hinders good listening. Excessive note-taking greatly interferes with listening by reducing concentration and understanding.

Taking notes makes you preoccupied with words alone and unaware of context. When you're so busy writing you're not looking at the speaker either, so that you miss all-important

Listen to Smedley...

- Real communication is impossible without listening.
- Learning to make a speech is important, but almost equally so is learning to listen critically, analytically, and then to give the speaker the benefit.
- Too many of us listen with our prejudices rather than with our intelligence.

...and others!

I have suggested that listening requires something more than remaining mute while looking attentive—namely, it requires the ability to attend imaginatively to another's language. Actually, in listening we speak the other's words.

Leslie H. Farber
The Ways of the Will

To be listened to is, generally speaking, a nearly unique experience for most people. It is enormously stimulating. . . It is small wonder that people who have been demanding all their lives to be heard so often fall speechless when confronted with one who gravely agrees to lend an ear.

Robert C. Murphy
Psychotherapy Based on Human Longing

From listening comes wisdom, and from speaking repentance.

Italian Proverb

body language.

Notes do help in learning and remembering; but the shorter and more condensed, the greater their value. Jot down just a few ideas, using only key words to prompt you in a later review.

Better yet, make notes during breaks or after the speech, when you can summarize what you've learned.

"Why not use a tape recorder?" you might ask. This can help if you don't allow it to distract you. Use the recorder as a backup resource, but not as a substitute for your full involvement in

watching and hearing the speaker.

10. Listen Between the Lines

What speakers say with words alone may not fully represent their meanings. Words are accompanied by changing tones and volumes of voice, fluctuating facial expressions, hand gestures and other body movements. Body language may reinforce or contradict the speaker's words.

Banville says, "If one listens to the words alone and not to the entire content of the speaker's message, one can-

not understand the message because one hasn't sought its meaning. The meaning lies in the feelings of speaker and listener, not in the words."

By listening for the feeling or tone of spoken words, you'll tune in on the speaker's 'vibrations' and the emotional sensations they produce.

For example, Shakespeare's Othello, enraged by jealousy, in a rising voice tries to force an admission of unfaithfulness from his wife Desdemona. Sure of her innocence and confused by his vehemence, she says, "I understand a fury in your words, but not the words."

You've now seen ten guidelines for developing skills that will help you get the most out of your listening. Use them! The more you do, the easier effective listening becomes—and the sooner you'll strengthen the skills in turn.

Above all, have the *desire* to listen because that stimulates you to exercise the skills you've acquired to keep them 'in tone.' And in the process you'll find yourself getting more and more 'communication fit,' thanks to whatever time and energy you expend listening. 🎧

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Thomas Montalbo, DTM, a member of *Sparkling Toastmasters Club 3602-47* in St. Petersburg, Florida, has been active in Toastmasters since 1963, is a Past

Area Governor and has received a Presidential Citation for his articles in The Toastmaster. A former Financial Manager for the U.S. Treasury Dept., he holds a BA degree in English and an MBA degree in management and is the author of *The Power of Eloquence*, a public-speaking book published by Prentice-Hall, 1984.

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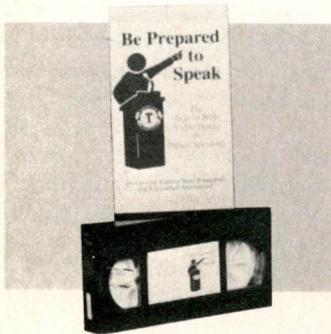
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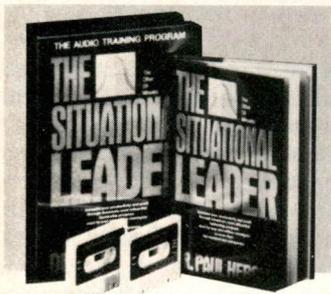
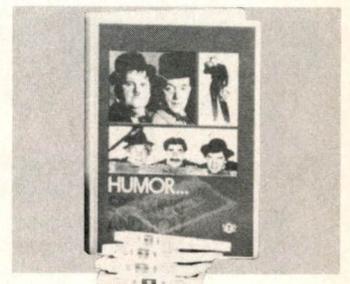


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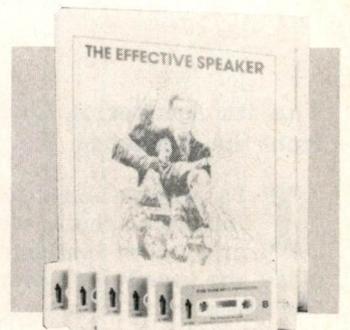


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Listening on Your Feet

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from a professional.

by Robert L. Montgomery

Tips for Answering Questions from the Audience

If a question and answer period follows a speech, which more and more audiences want today, the speech isn't over until the last question is answered and the speaker sits down. Many speakers do superbly well on their prepared speech and then ruin the occasion by doing a poor job of answering questions. You can avoid doing poorly, however, if you keep the following points in mind.

1. Concentrate on the individual who is asking the question, and look directly at the person. Don't pick up your notes or play with anything. Have nothing in your hands at all. Show complete interest in the person and in the question being asked.

2. Listen for both the content and the intent. Notice the facial expression and body language of the questioner. Listen for the tone of voice, a clue to the person's feelings. In short, listen for what is being asked and interpret what is meant by the question. Listening between the lines sometimes helps understand the intent of the questioner better.

3. Acknowledge the question when the audience is large. Repeat the question if the questioner cannot be heard

by all. Ordinarily you will have a microphone, but the people asking questions will not have one and cannot be heard by everyone, so remember to repeat the question if it's necessary.

4. Ask for clarification of the question if it isn't clear. Perhaps paraphrase the question back to the individual and ask if that is correct.

5. Answer the question clearly, specifically, and briefly. Don't tell the individual more than is wanted. The accent should be on brevity. After all, the talk has already been given. I've seen a speaker answer 11 questions effectively in one minute and others answer only a few questions in five minutes. If someone asks you to explain a complex principle, for example, aerodynamics or Einstein's theory on relativity, unless you are a master in giving short explanations, simply say, "It would take too long to answer that now, but I'll be happy to discuss it with you after the meeting ends."

6. Verify the listener's satisfaction when it isn't obvious you've answered the question clearly. When the question is more technical, controversial, or complex, ask if you've answered the question to the questioner's satisfaction. There is no need to check with the questioner on simple answers to ques-

tions, but check the others. Sometimes the listener can misinterpret the speaker's meaning.

7. Always be ready to corroborate the evidence and data that you include in your answers to questions. The audience may want to know names, dates, places, sources.

8. After acknowledging the question with a nod, a "thank you," or a "um hmm," be sure to look out at the whole audience to answer every question. Don't get locked into a tete-a-tete with the questioner and look only at that person. You're still the speaker, and the audience is still interested in hearing everything you say. They want to feel that you're also talking to them. Looking at one person for too long a time is a sure way to lose the audience in the question and answer period which is the real closing of your speech. Again, acknowledge the question but then look out at the entire audience and answer to all. Of course, you should glance back at the questioner a few times. If an answer takes longer than a few seconds, force yourself to look at the entire audience.

Many good speakers have ruined the occasion by getting into a conversation with just a few members of the audience who continue asking question after question. Keep it moving. Get as

many different individuals involved as possible.

9. **Treat two questions from the same person, the double-barreled question, as two separate questions.** If you treat them as one question your answer could be confusing and probably not complete.

10. **Admit you don't have an answer** if you really don't have one. Don't try to beat around the bush or generalize. There's nothing wrong with not having all the answers. Be honest. Or say, "I don't know but I'll find out for you." You'll have to get the person's name and address, however, so that you can get back to him or her. And *do* keep your promise.

11. **Be factual and accurate.** Too often a quick answer, unsupported by specific evidence, misses the goal completely. Therefore, don't use the following phrases: "They say..." or, "A recent report..." or, "It is well known..." Train yourself to speak in specific, accurate facts and figures. Use names of people when possible and permissible.

12. **Rotate the way in which you allow questions to be asked.** Let individuals from different sides of the room or auditorium, front, back, and middle, have a chance. Some speakers allow only those in front or on one side to ask questions, and this turns off others who want to be involved. Spread the opportunity to ask questions all around the room in order to maintain the interest of all.

Taboos for Question and Answer Sessions

So much for the positive things to do in question and answer sessions. Now let's discuss some don't's, things to avoid that can trap you.

1. **Don't grade questions** by telling a questioner, "Oh, that's a good question," but not telling all others that theirs are too. Simply answer the question.

2. **Don't argue** with anyone. State your response and end it there. You only lose ground when you argue.

3. **Don't allow one person to keep asking question after question.** One or two questions from the same person are enough. Simply say, "Many others have questions. I'll get back to you if there's time." Or, after you've answered the question, look away and acknowledge someone else quickly. Always be friendly.

4. **Be careful never to begin your answer to a question with any of the following:** "Well obviously..." "As I said in my talk..." "As I said..." or, "Anyone should know the answer

to that..." These are all 'put down' phrases and may unintentionally insult or embarrass the questioner and the audience. Avoid these and other needling phrases.

5. **Don't put your hands on your hips** while you are speaking but especially while you are answering questions. This may be interpreted by the audience as talking down to them.

6. **Don't point one finger at your audience** while you are speaking. It's a scolding pose and preachy. Nobody likes to be talked down to. Keep a

friendly face and a pleasant voice for best results. 🎤

From the book, *A Master Guide to Public Speaking*, Chapter 7, "Professional Tips for Answering Questions and Objections." Copyright © 1979 by Robert L. Montgomery. Reprinted by permission of Harper & Row, Publishers, Inc.

Editor's Note: Robert L. Montgomery will be a featured speaker at Toastmasters' International Convention next month in Chicago, Illinois.

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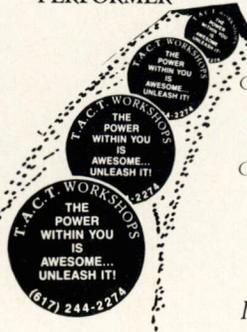
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JOE CRABTREE

Lay Your Listening Foundation

Contract with your Toastmasters club to build constructive listening.

by Vivian Buchan

My teacher in painting class said, "Self portraiture is difficult. Most of us don't really know how we look. Our self-image may be totally unlike the image we project to others."

Well, isn't that true of us as public speakers? How do we know if or when we're coming across to an audience?

We don't unless we're told. Now you may not enjoy criticism, but hopefully you're courageous enough to seek it. You wouldn't be a member of Toastmasters if you weren't!

Your aim is to improve as a public speaker. But how can you improve unless you know *what* to improve and *how*? Somehow or other you have to receive constructive criticism that will highlight both your weaknesses and your strengths.

Fill In the Details

The president of a Toastmasters club told me recently, "I think one of the things we need most is some criteria to evaluate speeches in a constructive way. It seems to me that most of us don't know just what to listen for or how to analyze a speech. We need some standards to use as guidelines, so we can offer help that's specific and relevant."

Author Christopher Morley once said, "There is only one rule for being a good talker: Learn to listen."

Listening isn't just hearing. It requires active participation and concentration. In other words, you need to listen critically and constructively.

How do you judge a speaker? Are you impressed with highfalutin rhetoric? Probably not! Like Matthew Prior who said, "It's remarkable that they talk most who have the least to say," you've already discovered that verbosity doesn't an effective speaker make!

However, most of you probably err in the opposite direction. You relate to the speaker who commented, "The human brain is a wonderful thing. It starts working the moment you are born, and never stops until you stand up to speak in public."

Overcoming the fear of turning tongue-tied in public isn't easy, but knowing that you're being listened to by an audience concerned with helping you improve certainly helps.

Your Toastmasters club in fact is a learning situation more or less analogous to an informal classroom. So then, let's talk about how my students at the University of Iowa learned to stand up and get their brains working in front of an audience.

Back to School

Every semester I had to prepare 75 to 80 students to give two-minute speeches. No drill sergeant ever faced a more despair-ridden bunch of rookies! Yet the course was required, so they had to go through with it.

How would they ever develop into poised and confident speakers? By having their speeches evaluated in such a way that pinpointed how they could improve.

As I mentioned, each class contained a motley group of inexperienced and terrified students there against their wills. A few did become enthralled

with their first captive audience—so much so that they finally had to be silenced by a timekeeper!

More, however, became thoroughly tongue-tied after the first 15 seconds. Still others hemmed and hawed their way through a haphazard jumble of ideas.

A Two-Way Street

Remember that these students couldn't improve unless they knew precisely how and what to improve. In order to strengthen their ability to listen critically—knowing that in so doing they'd improve their own speeches—students were assigned to evaluate speeches as well.

As evaluators, they had to be alert every second to analyze not only content, organization, vocabulary and body language, but gauge in general how well audience rapport was established. It wasn't easy!

Yet, as they listened constructively, they began to detect areas for improvement they hadn't noted before, in their own speeches as well as their classmates'.

Similarly, as you listen critically to fellow club members in order to evaluate their performances, you'll begin to wonder if you yourself tug at your tie as frantically as Henry, or smooth out your skirt as insistently as Miranda.

Most of us develop blind spots when it comes to our own shortcomings; and unless they're brought into sharp focus, we just go on perpetuating them.

Who else is going to tell you that your mannerisms are distracting, that you use 'dontcha' and 'y'know' ad nauseum, or that your ideas are garbled

and your organization nonexistent, if not your fellow Toastmasters?

To merely shake someone's hand and say, "That was a good speech you gave tonight," doesn't help that person much. As a critical listener you owe the speaker more specific comments that will help him or her better prepare the next speech.

Of course, it's bruising to someone's ego to say, "Julie, your speech was so poorly organized I couldn't follow you at all. Why don't you work on outlining? You sure need to."

Nor does it help Carlos to say, "Your

speech was better than last time." Carlos may feel glad, but he doesn't learn much.

It would be far more helpful to say, "Carlos, remember how you kept jangling those coins in your pocket last time? It was great you put them on the table instead—we could focus a lot better on your speech."

It's not often we can profit two ways from using one approach. But evaluation can do just that. By becoming a critical listener, you'll become a better speaker; and becoming a better speaker will make you a better listener. That's

a two-for-one bargain no Toastmaster can refuse. 🗣️



Vivian Buchan frequent contributor to The Toastmaster, has published more than 600 articles in 75 publications. A resident of Iowa City, Iowa, she is a

former faculty member of the University of Iowa, where she taught expository writing, public speaking and literature.

Did you know that on the average we spend more time listening than any other human activity except breathing? Yet, although we spend up to 45 percent of our waking time listening, 75 percent of all oral communication is ignored, misunderstood or forgotten. Obviously listening is the weak link in the chain of human communication.

How does this happen? According to Robert L. Montgomery* in the book *Listening Made Easy: How To Improve Listening on the Job, at Home, and in the Community* (New York: AMACOM, 1981), "Poor listening is a result of bad habits that develop because we haven't been trained to listen."

We learn to improve our speaking skills in speech classes and our writing skills in composition classes. Yet rarely are we taught specifically about developing our listening skills.

Nevertheless, listening skills are vital because they help determine how we relate to others. The way we listen can influence the quality of friendships, family relations and business interactions. Poor listening habits thus undermine these relationships.

But don't give up hope! Montgomery says we can improve our listening skills. He lists six rules, geared to interpersonal communication, for learning how to listen effectively. It's easy

to remember these rules, because they spell out the word LADDER. The six rules are:

1. Look.

Look at the person who is talking to you. Concentrate on the other person in order to judge the intent of the message as well as the content. Project genuine, active attention.

2. Ask questions.

This is the best way for anyone to quickly become a better listener. To encourage the other person to open up, develop the reporter's art of asking questions.

Remember that it's easier to build rapport with someone when you relate your questions sensitively to their background or frame of reference. Asking open-ended questions helps draw the other person out.

3. Don't interrupt.

Let other people complete their sentences or ideas. This may take some practice! But keep in mind that none of us likes to be cut off when we're trying to express ourselves. Work at letting others finish what they have to say.

4. Don't change the subject.

Although this is a little different from rule three, both are sure ways to alienate people—fast. In either case, the

other person gets the message that you don't care at all about what they're saying—or about them, either.

5. Emotions should be kept in check.

It doesn't pay to overreact to what others say. People are entitled to their opinions and the right to be heard.

Give others the chance, then, to explain their points of view. It's wise to hold off your judgement until then. And even wiser to hold off your reply.

Furthermore, getting overly excited causes us to fail to concentrate fully on what the other person might actually be saying.

6. Responsiveness pays off.

If you are unresponsive, the speaker will assume that he or she isn't getting across and may give up the effort.

Therefore, as you listen, look at the other person and show some sign of understanding. For example, smile, nod, frown in sympathy—whatever's appropriate. Although most of these cues are nonverbal, interjections such as "oh," "yes" and "hmmm" work well, too.

By the way, feel free to interrupt the speaker—cautiously, of course—when you need clarification about something he or she's said.

By following these six rules you can improve your listening skills. You can then expect improvement in your interpersonal skills as well.

Remember the words of the Greek philosopher Epictetus who said, "Nature has given us one tongue, but two ears, that we may hear from others twice as much as we speak." 🗣️

**To get in on more of Robert L. Montgomery's expertise, turn to page 14, and don't miss him at our upcoming Toastmasters International Convention.*

Jane Kvasnicka freelances out of Sparks, Nevada.

Set Up Your Listening Ladder

by Jane Kvasnicka



An evaluation sheet can provide a record of comments from fellow Toastmasters that will give you specific help in preparing your next speech. Here's a sample:

Evaluation

NAME _____ DATE _____

TITLE OF SPEECH _____

	COMMENTS
<p>CENTRAL IDEA: <u>Purpose or thesis</u>: significant to the audience, clear, focused, appropriate to the assignment. <u>Subordinate ideas</u>: Sufficient, distinct, proportionately balanced.</p>	
<p>SUPPORTING MATERIAL: Specific, sufficient, relevant, logically arranged.</p>	
<p>ORGANIZATION: <u>Introduction</u>: Indicates purpose, attracts attention, defines key terms. <u>Development</u>: Transitions clear, effectively organized. <u>Conclusion</u>: Purpose of speech evident.</p>	
<p>VOICE AND LANGUAGE: <u>Variation</u>: Intensity, rate, vocal color. <u>Inflection</u>: Appropriate to subject and audience. <u>Word Choice</u>: Appropriate to subject, grammatically correct; enough repetition of key words to clarify meaning. <u>Pronunciation</u>: Clear, accurate.</p>	
<p>DELIVERY: <u>Platform presence</u>: Poise, eye contact, enthusiasm. <u>Gestures</u>: Meaningful, sufficient, reinforcing.</p>	

How Does Your Listening Compute?

The human mind in the process of
listening models a computer
—with a difference!

by Joel B. Klein

Speaking and listening work in tandem in personal conversation. The speaker adjusts his or her message to the listener's response—or the conversation ends!

This doesn't necessarily follow in a prepared presentation. Despite what many audiences would wish, speakers don't depend on immediate feedback to continue their talks. In this case, the process of effective listening can be likened to the working of a computer.

Table 1 [page 21] presents listening techniques in parallel with computer operation. The parallel is most precise in starting the program; preparation largely determines the success of a program, just as preparation largely determines the likelihood of a speech being understood and appreciated to its fullest. This table offers a step by step approach to productive listening.

1. Prepare yourself.

Asking yourself questions such as those listed in Table 1 before the speech actually begins hones your listening skills. In this way you are forcing yourself to think about the setting, the subject, the speaker.

Such defining the 'environment,' which a computer programmer must do, focuses our (limited!) powers of concentration on the listening task at hand.

2. Remember words are symbols.

Words themselves are merely symbols, incidental to the meanings they convey. We must strive not to be distracted by, for example, mispronounced words.

Take a computer which is fed the number 43. Now the machine doesn't understand '43'—it needs translation to binary '101011' for communication.

We run into the same limitation when we cue into the linguistic signal itself. If a computer is programmed to expect a binary symbol and is fed '43,' it stops. If we key in on any single word symbol, we risk doing the same.

However, we learn and think in complete thoughts and thus should keep one up on any mainframe computer or PC!

I cannot emphasize these pre-evaluation steps strongly enough. If you neglect them, you'll find yourself overloaded by such externals as environ-

TABLE 1

When You Listen

1. **PREPARE YOURSELF.** Ask yourself questions: What is the purpose of the organization presenting this speaker? What's the purpose of the meeting? Is the environment familiar? What time of day is it - will it affect your concentration? What is the speech title? What does the Toastmaster's introduction tell you? What do you know about the speaker? Will the speaker be using any visual aids?
2. **REMEMBER WORDS ARE SYMBOLS.**
3. **PREVIEW.** Based on my information, what line of approach is the speaker likely to take, and what type of technique (style or format) will probably follow?
4. **MATCH** your internal language (ideas) with the words you hear and your initial assessment.*
5. * Have your assumptions held true? If not, modify the preview and repeat steps 4 and 5.

How The Computer Works

A computer has an "environment": memory, keyboard, screen, printer, disk drives. It will accept input through specific devices and with specific formats: keyboard, floppy disks, magnetic tape.

Words and numbers are binary symbols.

A program is written by a human, the logic drawn from the programmer's experience and learning.

Convert program language to machine language. Execute the program,* drawing from memory. Translate result back to program language and "human" symbols.

* Iteration -- moves to convergence.

ment and language.

In other words, your 'computer' will shut down by the time it comes to the main points of the talk.

3. Preview.

How often has someone told you to forget your preconceptions in evaluating a new idea, a new acquaintance, a new product? It doesn't work for long—we have nothing but preconceptions!

Many of us would never think to question printed computer results. Yet a human being programmed that machine, a human being fully equipped with prejudices. Therefore that 'magic' program you're depending on for your analysis was written with a series of assumptions.

Structure your own listening with such limitations in mind. State your preconceptions (to yourself) at the same time as you anticipate the aim of the speaker.

Meanwhile, withhold judgment as you absorb information from the speech. Check your resulting assessment against your initial idea and modify your preconceptions as needed.

This critical preview takes place during the speaker's introduction. Therefore this step is heavily 'front-loaded.'

Strive to read the speaker's direction as early in the game as possible. This allows more time for assessment as the talk progresses, because you have already established a starting point.

Three lines of thought will help you translate a speaker's style into your own terms:

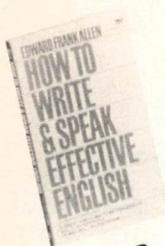
1. What **claims** is the speaker making?
2. What **clues** can I draw from what I know about the speaker's reputation?
3. What **conventions** can I expect from this style?

A few styles and possible initial assessments include:

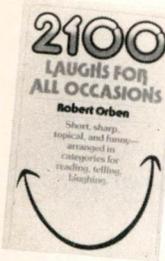
a) Anecdotal—I can expect jokes or pointed stories. Maybe I'll be entertained.

b) Complicated—I'll have to pay close attention to vocabulary and logic and may have to decode long, involved sentences. Mustn't let myself get sidetracked.

R d It And R p



32-B



23-B



29-B



17-B

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c) Challenging—I may need to adjust my frame of reference during the talk to meet challenges to cherished ideals or habits.

d) Emphatic—Obviously the speaker has strong convictions about the subject, but what supporting evidence will he or she provide?

4.,5. Match.

Your aim is to use whatever information you can draw from the speaker's first few paragraphs and run them through your 'computer.'

The more information you have to start—a breadth of information from a range of perspectives—the easier time you'll have with a speaker who views the world from a different angle.

Making some calculation at this early stage allows you to concentrate on the message rather than get distracted by its carrier. Does the speaker have an accent or a drawl? Does he or she come on strong? Is this a highly analytical talk full of complex sentences and abstract ideas?

The topic, title or introduction probably hinted what to expect. You may find styles uncomfortable or unfamiliar, but you can listen more effectively by virtue of your preview.

Computers work best by *iterating*—a repetitive process whose goal is to approximate, by increments, an accurate answer. So, too, will your listening be more satisfying once you've made a good initial guess from your preview and then followed up with reevaluation.

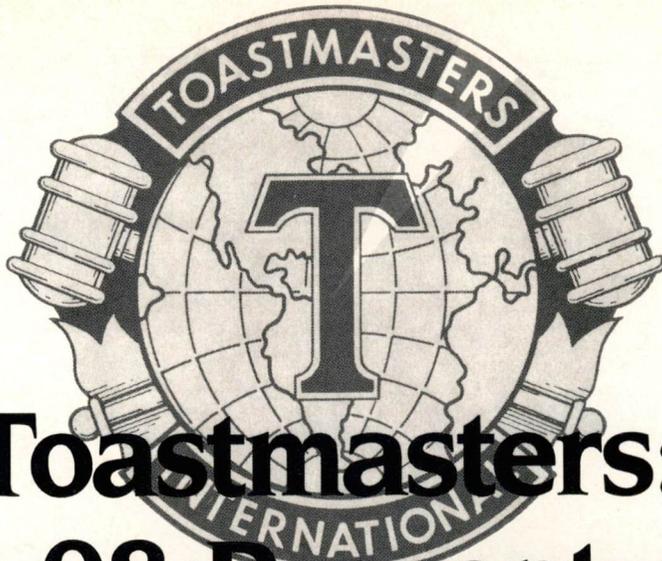
You're capable of this rapid reevaluation because you think at 5-10 times the rate you speak. (This is more time than you'll know what to do with if you don't focus in this way!)

Look at the speech from different angles for contradictions, incongruities and 'holes' in the arguments. Just as you use a multi-pass compiler, approach the target several times in short succession, each time from a different direction.

In their assessment of environment and their use of symbols, logic and iteration, computers model the human mind actively engaged in the process of listening.

But there's an important difference! We have the power to improve ourselves. And that's more than we can say of any electronic computer! 🗣️

Joel B. Klein, a current member of Oak Park Club 614-30 in Oak Park, Illinois, and former president of Sargent & Lundy Club 336-30 in Chicago, teaches communication skills at Northwestern University.



Toastmasters: The 98 Percent of It

by V.J. Flannery

It's obvious that a Toastmasters meeting is the place to gain practice and hone verbal skills through speaking. There is something, however, that is of even greater importance. Ninety-eight percent of a Toastmasters meeting consists not of speaking, but of listening.*

Listening may seem to be the most relaxing part of the meeting. Unfortunately, it's quite the reverse. Listening takes discipline.

There are many reasons why we as Toastmasters must work as hard at listening as we do in the preparation of a speech. First of all, the individual listener can gain valuable information from the speech content. The speaker therefore deserves the undivided attention sincere listening provides.

Keep in mind that both listeners and speaker develop and improve speech-making by working together.

Practicing Partners

Toastmasters meetings call for a special relationship between speaker and listener. Rules limit speaking to the person who has been addressed, or has been given permission or authority to talk at that time.

No comments or rebuttals from the floor are allowed. The audience's sole role, besides appropriately laughing and applauding—and there is a lot of this at Toastmasters—is to listen quietly.

Although this may seem stilted to an outsider, it's a matter of form, and there are definite advantages. Unlike cocktail parties, for example, there's no distracting background chatter or carrot munching. Nor will your average lis-

tener suddenly wander off to renew his drink or her chips and dip.

Nothing is more encouraging to those of us trying to learn to speak well than to have 20 or more people appear to be engrossed in our every word.

Such attention makes us feel that what we're saying is vitally important. We believe that the listener really does care for us and our message. Every Toastmaster is entitled to considerate listeners.

Learning to become a better speaker involves work on both sides of the lectern.

An active meeting participant such as the Evaluator must avoid the temptation to concentrate more on preparing his or her upcoming presentation than on devoting attention to the speaker. It's important to listen carefully to make certain the message is thoroughly understood before responding with any critical or judgmental feedback.

Similarly, Ah Counters and Gram-marians should avoid becoming so obsessed with particles and participles that they completely miss the point of the speech.

Members of the audience not assigned official roles still need to listen actively. Develop your own specific reason for listening, such as improving your vocabulary. After all, listening is a prime source of information.

And although a subject may seem dull to you or a listener, it's up to you to hunt for worthwhile information. Decide right at the start that "Nothing will stop me from getting some knowledge out of all this!"

Disagreeing with a speaker is no rea-

son for tuning him or her out, either. When a subject's controversial, we especially need to listen to enable us to weigh all sides of the matter.

Of course, people do not listen well instinctively; it's a skill that must be developed. Improving listening skills demands mental alertness and physical preparedness.

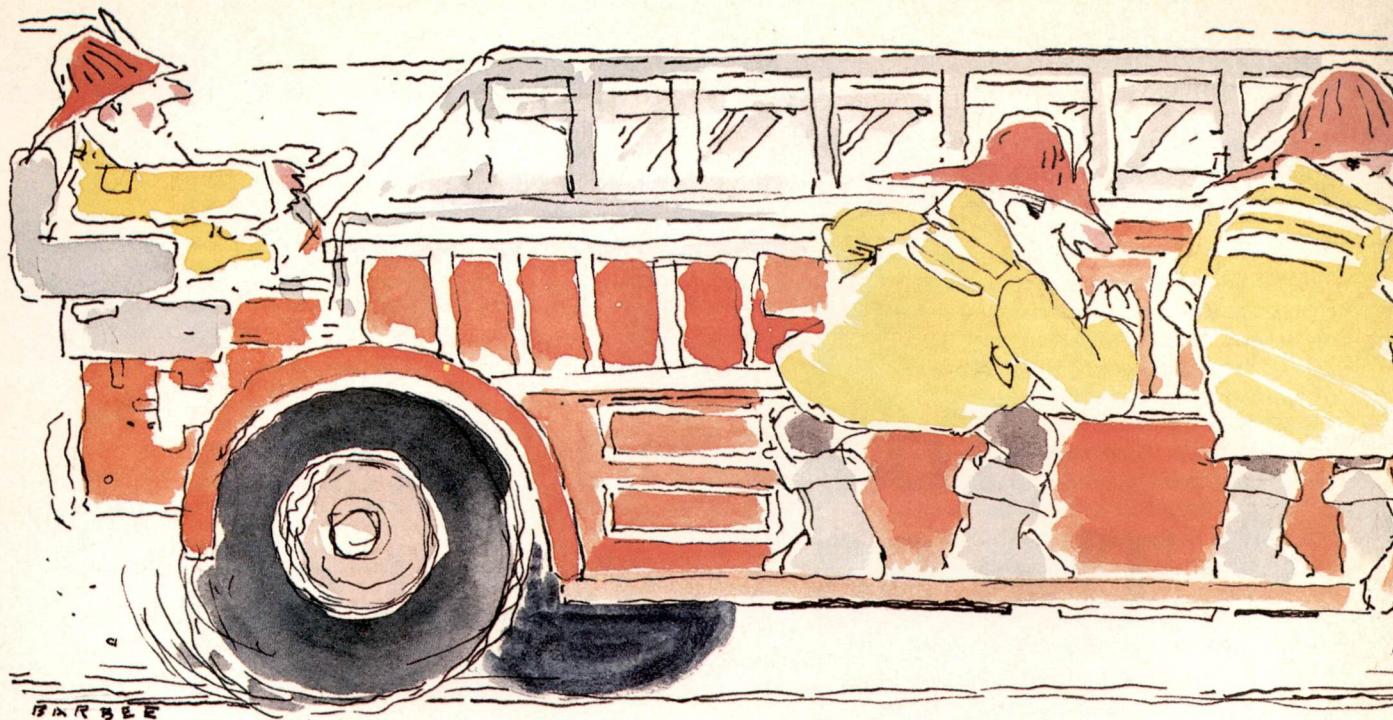
We must discipline ourselves to listen for general principles and overall concepts, to keep our perspective flexible and to discern what we can learn. We must eliminate distractions and be able to concentrate fully.

Remember that the brain speeds way ahead of the tongue. Use this differential between thought and speech rate to search out subtle meanings, to review or anticipate points, to identify the speaker's techniques and to make mental notes of bits of information.

No, listening isn't simple. It's a complex interaction of hearing, understanding and learning. And for 98 percent of our Toastmasters experience, it's vital!

***Author's Note:** *There is probably some mathematical whiz that will challenge that statement. "But," he or she might say, "to arrive at 98 percent listeners, you must have 49 listeners for every speaker; most Toastmasters clubs are smaller than that." I reply: It's hoped that, at least 60 percent of the time, you as a speaker are listening to yourself!* ♣

V.J. Flannery, CTM, a member of Mensanity Club 4438-F in Tustin, California, has led learning workshops at a local college and is currently working as a career consultant and freelance writer.



Sound the Alarm!

by James Gates, DTM

*Congress is so strange,
a man gets up to speak and
says nothing, nobody listens
and then everybody disagrees.*

—Will Rogers

I've always considered myself among the world's greatest listeners, and cannot bear the fact that others aren't as good.

Sound familiar? Yet I soon found out after being invited to a Toastmasters meeting that I wasn't so hot after all. I learned quite a lot about myself during the meeting, to the point where it was perplexing and even painful.

To say the least, I woke up to the reality of having to improve my listening skills, particularly my ability to pay attention. The notion that because we have two ears we automatically listen is merely wishful thinking.

While I was going through Toastmasters' awareness training, I began to really listen to others around me in a way I'd never cared to before. It's amazing how this training can sensitize you to how attentive people are.

For example, I had been speaking to my immediate supervisor, Elmer, in the hallway about where to locate several pieces of important equipment. Suddenly, mid-sentence, Elmer turned and walked away.

Had I bored him with the whole subject so quickly? Since then, I've come to realize that the hallway is a poor location to expect someone to give their undivided attention. Yet at that instant Elmer reminded me of George Burns in the movie *Oh, God!* when his character said, "I can't help hearing you, but



I don't always listen."

Atten-TION!!

According to a North Carolina University study, most people actively listen for about 17 seconds at a time. It's quite a challenge to make your point within the same amount of time allotted to television commercials!

The ability to give your undivided attention has to be learned, since it doesn't come naturally. Eastwood Atwater in his book *I Hear You* cites research concerning the attentiveness of a class of college psychology students during a semester.

The students were asked to record their momentary thoughts at various times throughout the course. The data collected revealed the following information:

- 20 percent were paying attention (although only 12 percent of these were actively listening)
- 20 percent were fantasizing
- 20 percent were reminiscing
- The remaining 40 percent were either daydreaming, worrying, meditating or planning what to have for lunch.

Atwater also offers a kind of what-not-to-do check list to determine how attentive a listener you are. Are you guilty of any of the following?

1. Are you easily distracted?
2. Do you patronize the speaker by

acting overly polite?

3. Do you frequently catch yourself faking attention?

4. Do you prematurely interrupt a discussion so you can make your point?

5. Do you often tune people out so you can get some work done?

6. Do you find yourself daydreaming, especially when the speaker is speaking slowly?

7. Do you often find fault with what the speaker is saying?

8. Do you catch yourself thinking of your own ideas before you respond to the speaker?

If you say yes to any of these eight items (as I've done) then you are a prime candidate for the Toastmasters Listening Module (see sidebar).

Listening isn't an easy assignment, but through practice we can learn to overcome habits of inattentiveness. Then we'll be alert to ways to bridge the communication gap looming so large before us. 🍌

James Gates, DTM, a member of *Los Angeles Club 3-52* and *MWD Tonight Club 382-52* in Los Angeles, California, achieved *District 52 Division Governor of the year in 1984*. He currently serves on the *Metropolitan Water District Federal Credit Union's Board of Directors* and is a member of the *water district's speakers bureau*.

Listen Up!

You can learn to listen better with Toastmasters International's Success/Leadership program, "How To Listen Effectively" (Code 242).

The seminar-style program provides instruction and practice in nine techniques toward effective listening. These can help you on the job, with family, and in Toastmasters activities.

A coordinator presents the one to one and one-half hour program to a group, working from a prepared script. Participants complete workbooks and exercises that make the learning process rewarding and enjoyable.

The program may be conducted in your own Toastmasters club, or presented to outside groups or companies. Each program kit contains a coordinator's guide and certificate, and notebooks and completion certificates for 10 participants.

Or try the "Listening To Learn Program" (1202.3), a complete cassette program on effective listening to be conducted during the Table Topics portion of your club meetings. This package also contains materials for 10 participants.

Refer to the Toastmasters Supply Catalog for complete descriptions and prices.

Your Listening

Lyman K. Steil, Ph.D.

QUIZ 3

How Well Do You Listen?

Here are three tests in which we'll ask you to rate yourself as a listener. There are no correct or incorrect answers. Your responses, however, will extend your understanding of yourself as a listener and highlight areas in which improvement might be welcome—to you and to those around you.

When you've completed the tests, see the "Profile Analysis," to see how your scores compare with those of thousands of others who've taken the same tests before you.

QUIZ 1

A. Circle the term that best describes you as a listener.

Superior Excellent Above Average
Average Below Average
Poor Terrible

B. On a scale of 0-100 (100 = highest), how would you rate yourself as a listener?

QUIZ 2

On a scale of 0-100 (100 = highest), how do you think the following people would rate you as a listener?

Your Best Friend _____
Your Boss _____
Business Colleague _____
A Job Subordinate _____
Your Spouse _____

As a listener, how often do you find yourself engaging in these 10 bad listening habits? First, check the appropriate columns. Then tabulate your score using the key below.

Listening	Frequency				Score
	Almost Always	Usually	Sometimes	Seldom	
1. Calling the subject uninteresting	—	—	—	—	—
2. Criticizing the speaker's delivery or mannerisms	—	—	—	—	—
3. Getting overstimulated by something the speaker says	—	—	—	—	—
4. Listening primarily for facts	—	—	—	—	—
5. Trying to outline everything	—	—	—	—	—
6. Faking attention to the speaker	—	—	—	—	—
7. Allowing interfering distractions	—	—	—	—	—
8. Avoiding difficult material	—	—	—	—	—
9. Letting emotion-laden words arouse personal antagonism	—	—	—	—	—
10. Wasting the advantage of thought speed (daydreaming)	—	—	—	—	—

Key

For every Almost Always checked, give yourself a score of 2
For every Usually checked, give yourself a score of 4
For every Sometimes checked, give yourself a score of 6
For every Seldom checked, give yourself a score of 8
For every Almost Never checked, give yourself a score of 10

TOTAL SCORE _____

g Profile

PROFILE ANALYSIS

This is how other people have responded to the same questions that you've just answered.

QUIZ 1

A. Eighty-five percent of all listeners questioned rate themselves as Average or less. Fewer than 5 percent rate themselves as Superior or Excellent.

B. On the 0-100 scale, the extreme range is 10-90; the general range is 35-85; and the average rating is 55.

QUIZ 2

When comparing the listening self-ratings and projected ratings of others, most respondents believe that their best friend would rate them highest as a listener. And that rating would be higher than the one they gave themselves in Quiz 1, where the average was a 55.

How come? We can only guess that best-friend status is such an intimate, special kind of relationship that you can't imagine its ever happening unless you *were* a good listener. If you weren't, you and he or she wouldn't be best friends to begin with.

Going down the list, people who take this test usually think their bosses would rate them higher than they rated themselves. Now, part of that is probably wishful thinking. And part of it is true. We *do* tend to listen to our bosses better, whether it's out of respect or fear or whatever doesn't matter.

The grades for colleague and job subordinate are just about the same as the average self-rating, that 55 figure again.

But when you get to spouse, something really dramatic happens. The score here is significantly lower than the 55 average that previous profile takers gave themselves. And what's interesting is that the figure goes steadily downhill. While newlyweds tend to rate their spouse at the same high level as their best friend, as the marriage goes on...and on...the rating falls. So in a household where the couple has been married 50 years, there could be a lot of talk. But maybe nobody is *really* listening.

QUIZ 3

The average score is a 62, 7 points higher than the 55 that the average test taker gave himself in Quiz 1. Which suggests that when listening is broken down into specific areas of competence, we rate ourselves better than we do when listening is considered only as a generality.

Of course, the best way to discover how well you listen is to ask those to whom you listen most frequently. Your spouse, boss, best friend, etc. They'll

give you an earful. 🎧

Lyman K. Steil, Ph.D., is president of *Communication Consultants Associated*, St. Paul, Minnesota, and is chairman of the speech-communication division, Department of Rhetoric, University of Minnesota. He is the author of the video-cassette series "Effective Listening: Developing Your Ear-Q!"

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Are You Listener Friendly?

Meet the information revolution with high-powered listening skills.

by Henry J. Pratt

The word explosion of our Computer Age has sparked an information revolution many experts predict has only begun. We're bombarded constantly with spoken and written words all demanding our undivided attention. It seems that everyone is not only talking, but hungering to be heard!

Yet when people talk, do you really listen? If you do, you're one of a few. Most of us keep pretty busy tuning out whatever we don't think we'll ever need. The trouble is, we don't really listen closely enough to discern what's valuable and what's 'junk' to toss away.

Actually, it's only half as important for us to talk as it is to listen. The significance of listening was emphasized by former U.S. Secretary of State Dean Rusk who remarked, "One of the best ways to persuade others is with your ears—by listening to them."

Unfortunately, with the poor concentration habits and short spans of attention many of us have, we end up processing only about half of the information we hear.

What's more, according to communications research, we don't have very long retention spans, either. Tests have shown that after 48 hours, the average listener remembers only about 25 percent of the information heard in a 10-minute talk. Put another way, roughly 75 percent of what we hear goes in one ear and out the other!

Not a Luxury

According to Lyman K. Steil, Ph.D., communications professor at the University of Minnesota [author of the article, "Your Listening Profile," on page 26] our schools may be at least partly to blame for our poor listening habits: "The focus in education is upside down. We spend the greatest amount of time teaching people to do what they spend the least time doing: writing. Yet, we spend the least amount of time teaching them what they do most



in life: listening."

It's been demonstrated that poor listening causes problems in receiving decent grades in school, raising our children, getting the most out of our marriage, moving ahead in our careers and preventing accidents and mistakes at work. Poor listening results in loss of time and money for us and our employers.

During the past few years, this communications problem has been seriously studied by professional speakers and listeners. Teachers, social workers, counselors, lawyers and psychiatrists insist we can improve our listening and retention skills. They say it's a matter of developing better concentration and sharpening our listening ability.

The idea of listening as a skill which can be learned is now formally recognized in the U.S. educational system. In 1979, the U.S. Congress added speaking and listening skills (oral communication) to the 'three R's' as a basic subject to be taught in the public schools. This requirement was included in the Basic Skills Improvement Pro-

gram, now part of the nation's educational law.

Many other organizations in government and private industry are searching in similar ways to upgrade their employees' listening skills.

Seminars on better listening have been conducted at Ford, Honeywell, IBM, Pillsbury, and Bank of America—to name just a few. The office of Personnel Management in Washington, D.C., periodically sponsors better-listening training throughout the U.S. civil service and the armed forces. These trends are encouraging!

The current information revolution is forcing us to develop ways to confront the massive amount of words that command our attention daily. By training with Toastmasters, we've already started learning to negotiate our way through the barrage. 🎤

Henry J. Pratt, who now lives in the Denver, Colorado area, served 31 years with the National Park Service, where he specialized in employee relations and training.

HALL of FAME

DTMs

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

Albert R. Pelsifer, Rialto Toasters 4064-F, Rialto, CA
Karen Lee Franz, Rise and Shiners 5341-F, Huntington Beach, CA
Helen Pugh, Western Sages 327-3, Scottsdale, AZ
Loran Silver Hassett, XY-Lence 4848-4, Campbell, CA
David F. Ravetti, Land Barons 6227-4, Daly City, CA
Bill Treece, Carondelet 286-8, St. Louis, MO
Carl H. Hendrickson, South County 1957-8, St Louis, MO
Leonard Roberts, Free State 3800-18, Baltimore, MD
Verlin E. Frank, Denison 3288-19, Denison, IA
Jeannine Windels, Crookston 600-20, Crookston, MN
Cheri Marie Johnson, Eddie Dunn 2499-24, Omaha, NE
Merlin V. Nuss, Douglas Dodgers 4976-24, Omaha, NE
G. Patrick Gallagher, Golden Triangle 5297-25, Keller, TX
Michael Meshii, Deerbrook Park 4868-30, Deerfield, IL
Gerald Dominick, Topa Topa 1553-33, Ojai, CA
Richard D. Hamilton, Arrowwood 4413-37, Charlotte, NC
Spurgeon H. "Spud" Barrett, Suncoast 1667-47, Tampa, FL
Ron Mobley, Bankoh 2074-49, Honolulu, HI
Paula Denise Tunison, Tejas 966-56, Austin, TX
Jan Derby, Namboour 4164-69, Nambour, Qld., Australia
Dennis Greenwood, Dynamic Dora Creek 6419-70, Dora Creek, NSW, Australia
Thomas William Horne, Algoa 2457-74, Port Elizabeth, South Africa

ATM Silver

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

Alan D. Pauw, Riverside Breakfast 1348-F, Riverside, CA
Danny Lee Knight, Pleasant Valley 2317-15, Boise, ID
Clifton M. Sanders, Broadway 4986-16, Edmond, OK
K. Sue Meade, Nite Owl's 4221-33, Lancaster, CA

ATM Bronze

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

Stanley Joseph Jarzombek, Aerovision 4419-1, El Segundo, CA
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Doris M Gelini, Land Barons 6227-4, Daly City, CA
Clifton M. Sanders, Broadway 4986-16, Edmond, OK
Darwin Jay Robinson, Innovators 4362-24, Lincoln, NE
Bernard S. Kamenear, Schaumberg Area 3241-30, Des Plaines, IL
Darcey Carter, Windjammers 2628-33, Las Vegas, NV
Dennis R. Jones, Skyliners 831-64, Winnipeg, Man., Canada

ATMs

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

David Inglis, Jaycee 130-F, Riverside, CA
Celestia O. Parlette, Capistrano Valley 1707-F, San Juan Capistrano, CA
Linda Paine, Orange Motivators 3033-F, Costa Mesa, CA
Grace H. Sparhawk, Ptarmigan 979-U, Anchorage, AK
Monroe Smith, Hub-City Communicators 5662-1, Compton, CA
Jean Radley Elmer, High Risers 3278-2, Seattle, WA
Charles H. Helms, Bellingham Evening 4470-2, Bellingham, WA
Lahla M. Keiser, One-ders 4486-4, Palo Alto, CA

Stephen Guffanti, Vista 276-5, Vista, CA
Lloyd Merritt Smigel, Expressions Unlimited 4130-5, Carlsbad, CA
Jose Eulalio Garza, Arinc Articulators 5555-5, San Diego, CA
James Donahue, Daybreakers 814-6, St. Louis Park, MN
William F. Johnson, Scintillators 1201-6, Minneapolis, MN
Larry La Coursiere, Honeywell Masterblenders 4756-6, Hopkins, MN
Hans H. Schallig, Corvallis 395-7, Corvallis, OR
Raymond Richard, Grants Pass 852-7, Grants Pass, OR
Dennis A. Erickson, Hillsboro 881-7, Hillsboro, OR
David S. de Calesta, Yawner's Toastmasters 982-7, Corvallis, OR
Michael L. Bowman, Sundial 2586-7, Gresham, OR
Norman F. Simpson, High Noon 3714-7, Salem, OR
Donna E. Ayers, Moonlighters 431-9, Spokane, WA
Mary Ellen Paulus, Fairlawn 2803-10, Akron, OH
Nan Potter, Berea 2917-10, Berea, OH
Rebecca R. Smith, Tuesday Night 394-11, South Bend, IN
Richard N. Cooper, Anthony Wayne 521-11, Ft. Wayne, IN
Ben Myers, Calumet 3313-11, Highland, IN
Richard Byham, Calumet 3313-11, Highland, IN
Peggy M. Reen, St. Elizabeth Hospital 4564-11, Lafayette, IN
Vernon W. Cissell, St. Matthew/Lyndon 5104-11, Louisville, KY
Margaret L. Rudolph, Alcoa 1092-13, Pittsburgh, PA
Jim Graham, Tifton 1434-14, Tifton, GA
Terry Carrie Fike, All American 5307-14, Columbus, OH
Betty Y. Bennett, Georgia 100 6240-14, Augusta, GA
Kevin Paul Smith, Sperry Date Linkers 5719-15, Salt Lake City, UT
Walter M. Benjamin, Delta 1678-16, Tulsa, OK
Zenobia Jones, Okmulgee County 2469-16, Okmulgee, OK

Lloyd Bryant, New Dawn 4101-16, Lexington, OK
Doris J. Clark, OKC Speaking Singles 4906-16, Oklahoma City, OK
Jerry L. Jaworsky, OKC Speaking Singles 4906-16, Oklahoma City, OK
Jimmie E. Doyle, Flyers and Floaters 5467-16, Oklahoma City, OK
Gary S. Linderman, Boot Hill 429-17, Billings, MT
Harold Strobel, Big Sky 3175-17, Bozeman, MT
Ed Beaudette, Speakeasys 5544-17, Anaconda, MT
Claudette R. Elliot, Mason Dixon 2384-18, Fort Ritchie, MD
Dale L. Geise, Town and College 875-19, Ames, IA
George A. Champion, Pentiction 2392-21, Pentiction, BC, Canada
Leni Gloria Richardson, Goldstream 5952-21, Victoria, BC, Canada
Alma Louise Anderson, Beechmasters 1279-22, Wichita, KS
Everett Matzigkeit, Espanola Valley 799-23, Espanola, NM
Mark J. Hammer, Jr., HDR Toastmasters 1454-24, Omaha, NE
Sondra Ferstl, Denton 3055-25, Denton, TX
William E. Lockhart, SME Toastmasters Dallas 4446-25, Dallas, TX
Anders T. Nygaard, Golden 6191-25, Fort Worth, TX
John Merrell, Storagetalk 4071-26, Louisville, CO
William W. Wareham, II, Loveland 4553-26, Loveland, CO
Andrew E. Pierce, Dearborns Dynamic 726-28, Dearborn, MI
Kathy Lehman, Bambastic Bixby Babblers 3371-28, Adrian, MI
William E. Pictor, McHenry Area 4491-30, McHenry, IL
William Jenkins, Coldwell Bankers 5236-30, Oakbrook, IL
Irving W. Doucet, South Suburbia 5532-30, Alsip, IL
Laura B. Chapman, GSA 4073-32, Auburn, WA
Garth Koecke, Eyeopeners 4076-32, Tacoma, WA

Berl Colley, Meridian
4681-32, Lacey, WA

Alan Hoeft, Oconomowoc
834-35, Oconomowoc, WI
Shirley A. Crawley, Mitre
Washington 571-36, McLean,
VA

Harold A. Taylor, Columbia
Plaza 4230-36, Washington,
DC

Verna E. Fogarty, Lebanon
Toastmasters Club 2118-38,
Lebanon, PA

Fred D. Bowman, Little
Nipper 2749-38, Camden, NJ

Marilyn Minden, Great
North Stockton 64-39,
Stockton, CA

Thomas D. Valentine, Great
North Stockton 64-39,
Stockton, CA

Cynthia S. Downs, El Bohe-
mio 4163-39, Stockton, CA

Joy L. Koch, Ross 3912-40,
Columbus, OH

A. Joseph Kusimo, City
Center East 5916-40,
Charleston, WV

Robert W. Anderson, Mit-
chell 495-41, Mitchell, SD

David William Smith, C.B.A.
2882-42, Saskatoon, Sask.,
Canada

Bill W. Hayes, Sunset 3619-
42, Regina, Sask., Canada

Bonnie K. Gregorwich, Vik-
ing 3650-42, Edmonton,
Alta., Canada

Dick Caldwell, Advanced
Speakers 5824-42, Calgary,
Alta., Canada

Linda McMurray, Big Think-
ers 5921-42, Saskatoon,
Sask., Canada

Patricia L. Carbee, Speak
Easies 1770-45, Montpelier,
VT

Heather Perkins, Schooner
3978-45, Halifax, NS, Canada

Donald George Adams,
Sackville 4588-45, Sackville,
NS, Canada

Neal Gerhard, Huntington
1964-46, Huntington, NY

E. James Gannon, Ebasco
4764-46, New York, NY

Barbara Rosenstroch, Ebasco
4764-46, New York, NY

Steven C. Alabeck, Triple
Crown 4147-47, Ocala, FL

D.C. Stultz, Harris Malabar
4170-47, Malabar, FL

Joyce H. Allain, Communi-
cators 4562-48, Huntsville, AL

Linda M. Allen, Blue Cross

& Blue Shield 3874-48, Birm-
ingham, AL

William A.B. Dowell,
Twickenham 4272-48, Hunts-
ville, AL

James E. Pitton, Honolulu
119-49, Honolulu, HI

K. Kenneth Siu, Kameha-
meha 720-49, Honolulu, HI

William E. Carruth, Mass
Mutual 5716-53, Springfield,
IL

David Hadsell, Caterpillar
Employees 79-54, Peoria, IL

Irene N. Dolak, Mainline
1446-54, Joliet, IL

George W. Cribbs, Jr., Ran-
toul 2379-54, Rantoul, IL

David R. Gibson, Alamo
City 1855-56, San Antonio,
TX

Albert C. Hartland, Speak-
easy 2208-56, Houston, TX

Scott G. Moore, 1960 North
Houston 2659-56, Houston,
TX

Richard V. Battle, Highroller
3730-56, Austin, TX

Jim Marshall, River City
5292-56, Austin, TX

Frederick J. Petzold, Brown
& Root Concourse 5811-56,
Houston, TX

Donald B. Burnett, Enter-
prising Toastmasters 133-57,
Alameda Naval Air Station,
CA

Dee D. Smith, Northern
Marin 166-57, Novato, CA

Nathan Schafler, Southern
Marin 1441-57, Mill Valley,
CA

Richard O. Green, Las Jun-
tas 2473-57, Walnut Creek,
CA

Lina Joan Rice, State Health
2973-57, Berkeley, CA

Gerald E. Weltner, Alameda
3904-57, Alameda, CA

Robert B. Turner, Chevron
Refined Speakers 5079-57,
Richmond, CA

Thomas Durant Taylor, Jr.,
Chester 366-58, Chester, SC

William F. Trammell, North
Augusta 2947-58, North
Augusta, SC

Paul Thomas Crawford,
Podium 2303-60, Toronto,
Ont., Canada

Thomas J. Rhodes, Skyway
3301-60, Burlington, Ont.,
Canada

Eileen Ball, Carlingwood
3319-61, Ottawa, Ont.,

Canada

Wayne A. Cooper, Luncheon
Troupers 5458-61, Ottawa,
Ont., Canada

Wilmer C. Heckert, Marshall
868-62, Marshall, MI

Charles H. Allbright, Frank-
lin 1836-63, Franklin, TN

Charles M. West, Oak Ridge
1858-63, Oak Ridge, TN

Charles Coonley, Monday
Mumblers 2976-63, Chat-
tanooga, TN

Jessee William Hewlett,
Monday Mumblers 2976-63,
Chattanooga, TN

Marti Fleischer, Energy
Capital 4703-63, Oak Ridge,
TN

Carolyn Cramer, Blue Cross/
Blue Shield-TN 5502-63,
Chattanooga, TN

Walter W. Nedokus, Speak-
easies 2750-64, Winnipeg,
Man., Canada

Jagdisch C. Malik, Dauphin
2991-64, Dauphin, Man.,
Canada

Mary Lee Friesen, The Hen-
jum Toastmasters Club 2994-
64, Winnipeg, Man., Canada

Joseph O. La Riviere, Swan
Valley 4454-64, Swan River,
Man., Canada

Joseph P. Masi, North Kil-
donan 5535-64, Winnipeg,
Man., Canada

Mark E. Glogowski, Brock
Port Canalside 1136-65,
Brockport, NY

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Brockport, NY

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Mark E. Glogowski, Brock
Port Canalside 1136-65,
Brockport, NY

tion Center, Norton Air
Force Base (382-2671).

6510-U Puerto Rico
San Juan, Puerto Rico—Mon.,
noon, Kodak Caribbean,
Ltd. (757-5500 ext. 212).

6516-U Shape
Shape, Belgium—1st & 3rd
Thurs., 7:30 a.m., Officer's
Club, Shape, Belgium
(68-86-17).

5336-1 Nissan
Carson, CA—Tues., 12:10
p.m., Nissan Motor Corp.,
18501 S. Figueroa St.
(532-3111 ext. 6288).

5635-3 Byliners
Phoenix, AZ—Mon., 7:15
a.m., Phoenix Newspapers,
Inc., 120 E. Van Buren
(271-8070).

6532-3 Pine Country
Payson, AZ—Wed., 7 a.m.,
Payson Public Library.

6508-4 Longwinds
Walnut Creek, CA—Tues.,
(every 3 weeks), 11 a.m.,
Longs Drugs Stores Califor-
nia, Inc., 141 N. Civic Dr.

6509-4 Toasterrifics
Palo Alto, CA—Mon., noon,
Hewlett-Packard, 3000
Hanover St. (857-8473).

6521-4 San Francisco Realtors
San Francisco, CA—Mon.,
noon, San Francisco Board
of Realtors, 301 Grove St.
(929-7100).

4783-5 Cultural
No information available.

**6498-5 Sweetwater Union
High School District**
Chula Vista, CA—Tues.,
6:45 a.m., Sweetwater Union
High School District, 1130
5th Ave. (267-5148).

6515-7 Talk of the Town
Ashland, OR—Thurs., 11:30
a.m., Andres Restaurant,
170 S. Main (482-9175).

6525-7 Sunriver Hooters
Sunriver, OR—2nd & 4th
Wed., 7:30 a.m., Sunriver
Lodge (593-1221).

6500-10 Single's
Beachwood, OH—Tues.,
7:30 p.m., Beachwood Pub-
lic Library 25501 Shaker
Blvd. (473-0921).

4927-19 Public Speaks
Waterloo, IA—2nd & 4th
Wed., 11:30 a.m., City Hall,
Fire Station #1—Library
(235-0607).

6507-20 Medical Park

New Clubs

3358-F TRW #1
Orange, CA—Wed., noon,
TRW Information Services,
505 City Pkwy. W.

5410-F TRW #2
Orange, CA—Thurs., noon,
TRW Information Services,
505 City Pkwy. W.

6497-F UCIMC
Orange, CA—2nd & 4th
Fri., noon, UCI Medical
Center, 101 City Dr. S.
(634-6514).

**6512-F Anaheim Board of
Realtors**
Anaheim, CA—Wed., noon,
Anaheim Board of Realtors
240 S. Euclid Ave., (774-0826).

6513-F Founders Keepers
San Bernardino, CA—Tues.,
5:15 p.m., Galaxy Recrea-

Grand Forks, ND—Fri., noon, The United Hospital, 1200 S. Columbia Rd. (780-5177).

6539-20 Continuum

Fargo, ND—Wed., 1:15 p.m., Continuum, 26 Roberts St. (234-9399).

6524-23 Out-To-Lunch Bunch

Organ, NM—Mon., 12:05 p.m., AF Communication Support Facility.

6505-25 J.C. Penney's

Dallas, TX—Mon., noon, J.C. Penney Co., Park Central #3 (387-6850).

6523-25 Soaring Eagle

Fort Worth, TX—Wed., noon, General Dynamics, 4900 W. Vickery (762-0526).

6527-25 University

Denton, TX—Thurs., 4 p.m., North Texas State University, Student Union Bldg., rm. 415 (565-9649).

6530-25 United Singles

Arlington, TX—Tues., 7 p.m., First United Methodist Church of Arlington, 313 N. Center St. (465-4090).

6531-25 Single Expressions

Fort Worth, TX—Mon., 7 p.m., Ben E. Keith Co., 601 E. 7th (284-5081).

6534-25 Intecomunicators

Allen, TX—Thurs., 11:30 a.m., Intecom, Inc., 601 Intecom Dr. (727-9141).

6503-26 Sheridan

Sheridan, WY—Mon., Sheridan Holiday Inn, 1809 Sugarland Dr. (674-6519).

6504-30 Ingalls

Harvey, IL—2nd & 4th Thurs., noon, Ingalls Hospital, One Ingalls Dr. (333-2300).

6506-31 Fault Tolerant Communicators

Marlboro, MA—Tues., noon, Stratus Computer, 55 Fairbanks Blvd. (460-2000).

6538-35 Premium

Brookfield, WI—Thurs., (monthly), 5 p.m., Payco American Corp., 180 N. Executive Dr., 3rd fl. training rm. (784-6565).

6496-36 Income Maintenance

Washington, DC—2nd & 4th Wed., noon, Income Maintenance Admin., 500 First St. NW, rm. 4091.

6520-38 Union Public

Speaker's
Trenton, NJ—1st & 3rd Wed.,

5:30 p.m., Union Baptist Church, 301 Pennington Ave. (882-6972).

6526-39 Totally Toastmasters

Sacramento, CA—1st & 3rd Tues., 4 p.m., Sacramento State University, 6000 J St.

6495-42 Nisbet Nooners

Prince Albert, Sask., Canada—Mon., 12:10 p.m., MacIntosh Mall, 800 Central Ave. (953-2343).

6528-43 First Class

Jackson, MS—2nd & 4th Wed., 6 p.m., Mail Processing Annex, 1640 Kerr Dr. (968-5758).

6535-43 Pocahontas

Pocahontas, AK—Tues., 7 p.m., Pocahontas Chamber of Commerce, Hwy. 67 S. (892-4046).

6511-46 BASF

Parsippany, NJ—2nd & 4th Mon., noon, BASF Corp., Chemical Div., 100 Cherry Hill Rd. (263-4028).

6533-47 U-2

Cecil Field, FL—2nd & 4th Mon., 12:15 p.m., Recreational Services, Bldg. 200, Naval Air Station (778-6004).

6518-53 Capitol

Albany, NY—2nd & 4th Tues., 6:30 p.m. (434-8674).

6514-56 Houston Speakers Forum

Houston, TX—1st & 3rd Thurs., 6:30 p.m., The Hilton Southwest, 6780 Southwest Fwy. (232-3394).

6536-61 C.R.N.L.

Chalk River, Ont., Canada—Wed., noon, Chalk River Nuclear Laboratories, Bldg. 508 conf. rm. (584-3311).

6517-56 Southside Evening

Corpus Christi, TX—Tues., 6:30 p.m., The Hot Biscuit, Airline and SPID (857-6733).

6501-57 Farmers Insurance Group

Pleasanton, CA—1st & 3rd Tues., 11:30 a.m., Pleasanton Regional Office, 11555 Dublin Canyon Rd. (847-3280).

6519-57 Nationwide N-CAL

Walnut Creek, CA—Thurs., noon, Nationwide Insurance Co., 355 Lennon Ln. (945-4566).

6529-58 Conway

Conway, SC—Alt. Thurs., 7:30 a.m., Wayne's Billiard Emporium, 1127 3rd Ave. (347-3186).

6494-60 Toastmasters of Cedarbrae

Scarborough, Ont., Canada—2nd & last Thurs., Cedarbrook Community Ctr., 91 East Blvd. (266-5816).

6502-61 Club Toastmasters

De Chicoutimi

Chicoutimi, Que., Canada—Thurs., 5:30 p.m., Hotel Chicoutimi, Inc., 460 Racine E. (549-66550).

6499-65 University at Buffalo

Buffalo, NY—2nd & 4th Tues., noon, State University of New York at Buffalo, Crofts Hall (636-2738).

6522-68 Middle South Mouths

New Orleans, LA—2nd & 4th Thurs., noon, System Services, Inc., One Poydras Plaza (569-4494).

6537-75 Philphos

Isabel, Leyte, Philippines—1st & 3rd Thurs., 7 p.m., Philphos/Pasar Clubhouse, Leyte Industrial Dev. Estate.

Anniversaries

45 Years

Washington 237-13, Washington, PA

40 Years

Cosmopolitan 515-6, Minneapolis, MN

Mitchell 495-41, Mitchell, SD

Marquette 509-41, Sioux Falls, SD

Vulcan Voices 512-48, Birmingham, AL

Buffalo Pioneer 506-65, Buffalo, NY

35 Years

Crownmasters 1133-4, San Francisco, CA

Washington 1089-19, Washington, IA

Gateway 1101-24, Grand Island, NE

Acorn 1068-28, Royal Oak, MI

Arlington Heights 1087-30, Arlington Heights, IL

Federal 1037-36, Washington, DC

Anchor 1110-36, Washington, DC

St. Catharines 1102-60, St. Catharines, Ont., Canada

Hamilton No. 1 1114-60, Hamilton, Ont., Canada

30 Years

Indio 2528-F, Indio, CA

Santa Ana Winds 2555-F, Santa Ana, CA

Bob Leiman 666-11, Fort Wayne, IN

North Hills 2472-13, Pittsburgh, PA

Gunpowder 2562-18, Edgewood Arsenal, MD

Early Bird 2534-23, Albuquerque, NM

Navy Resale Systems Office 2285-46, Brooklyn, NY

State Farm 2385-47, Jacksonville, FL

Amador Valley 2452-57, Pleasanton, CA

25 Years

Athens 1779-14, Athens, GA

20 Years

Morning Glories 3788-7, Portland, OR

Lucky 3231-36, Arlington, VA

Sparkling 3602-47, St. Petersburg, FL

Hutt Valley 3839-72, Lower Hutt, New Zealand

15 Years

Midway 953-10, Lorain, OH

Canterbury Green 857-11, Ft. Wayne, IN

CSC 2561-36, Falls Church, VA

10 Years

Asian Express 2203-4, San Francisco, CA

Pacesetters 1589-43, Memphis, TN

East Bay Municipal Utility District 2527-57, Oakland, CA

Entre Amis 1421-64, Winnipeg, Man., Canada

1987 INTERNATIONAL CONVENTION

HYATT REGENCY

AUG. 25-29

Chicago, Illinois

1988 INTERNATIONAL CONVENTION

Washington Hilton

AUG. 16-20

Washington, D.C.

A picture is worth a thousand words!

Wear the emblem that lets everyone know you belong to a great organization. The Toastmasters symbol says eloquently what words can't express. It tells about achievement—yours and that of Toastmasters International.

PINS

- Miniature membership pin (5751), 1/2" diameter, \$2.00; 12 or more (5752), \$1.80.
- Large membership pin (5753), 5/8" diameter, \$2.25; 12 or more (5754), \$2.00.
- Women's membership pin (5702), 5/8" diameter with guard clasp, \$4.00.
- Club President (5801), \$6.00.
- Club President with two zircons (5802), \$14.25.
- Administrative Vice-President (5803), \$6.00.
- Educational Vice-President (5804), \$6.00.
- Secretary (5805), \$6.00.
- Treasurer (5806), \$6.00.
- Sergeant-at-Arms (5807), \$6.00.

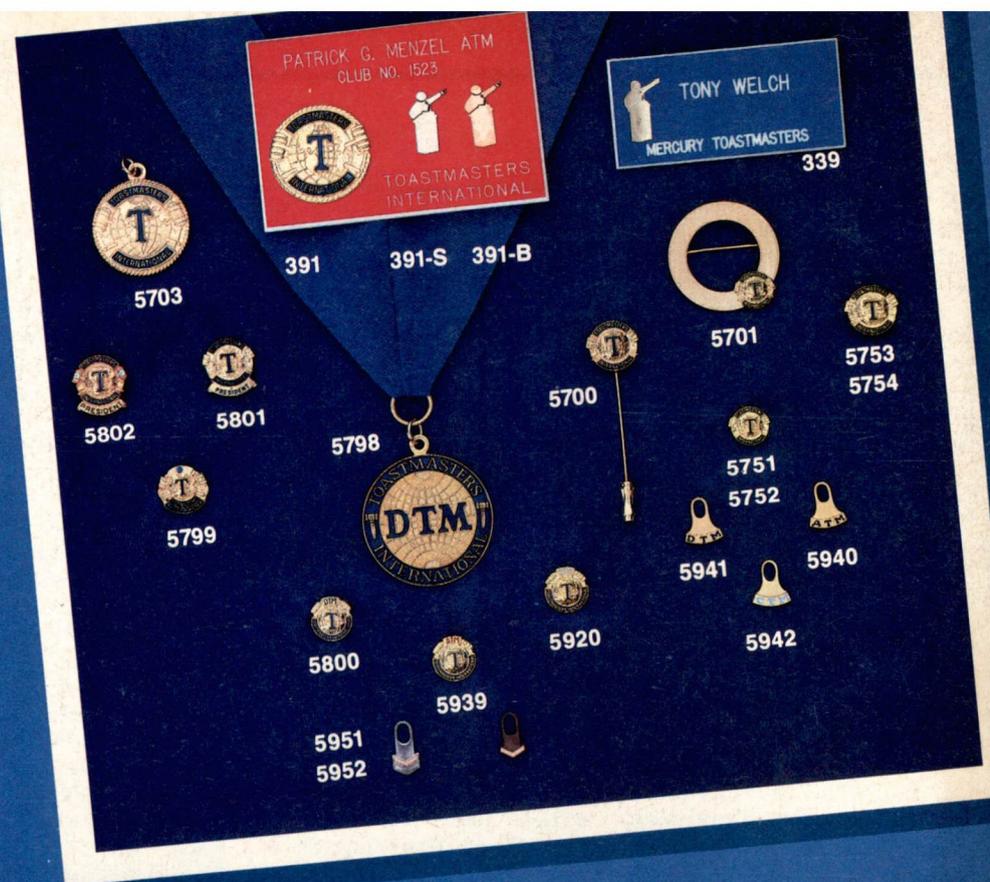
See the Supply Catalog for Past Officer, District Officer and Area Officer Pins.

TOASTMASTER TAGS

Gold-type CTM, ATM and DTM tags attach to any membership pin.

- CTM tag (5942) has white letters, \$3.50.
- ATM tag (5940) has red letters, \$3.50.
- DTM tag (5941) has blue letters, \$3.50.

See the Supply Catalog for a complete listing of member anniversary tags honoring membership and service.



IDENTIFICATION BADGES

- TOASTMASTERS ID BADGE (343 clip on, 343-A pin back)...special white badge with name, office and club name engraved in red, \$7.50 each.
- CTM ID BADGE (340 clip on, 340-A pin back)...special brown badge with name and club number engraved in white, \$7.50 each.
- ATM ID BADGE (391 clip on, 391-A pin back)...special red plastic badge with name and club number engraved in white, \$7.50 each.

Your ATM badge can show your level of ATM achievement. These polished bronze and silver speaker figures adhere to your ATM badge. \$2.00 each:

- ATM Bronze attachment (391-B).
- ATM Silver attachment (391-S).
- DTM ID BADGE (389 clip on, 389-A pin back)...Special gold plastic badge with name and club number engraved in black, \$7.50 each.

- TOASTMASTERS CLUB ID BADGE (339)...Small blue plastic badge, pin back with name and club name engraved in white, \$3.25 each.

Be sure to print all information for engraving. You can turn a pin-back badge into a clip-on badge with the clip-on attachment (390), \$1.00 each.

MARK OF DISTINCTION

Provide yourself with some added recognition.

FOR CTMS: CTM Pin (5920), \$6.00.
FOR ATMS: ATM Pin (5939), \$6.00.

- ATM Bronze Chevron (5951), \$3.00.
- ATM Silver Chevron (5952), \$3.00.

FOR DTMS: DTM Pin (5800), \$6.00.
DTM Pin w/blue sapphire stone (5799), \$11.00.
DTM Medallion (5798), \$15.00.

FOR OUR WOMEN TOASTMASTERS

- Scarf-Pin (5700), \$3.75.
- Membership Brooch (5701), \$9.00.

OFFICIAL TI PENDANT

Gold antique finish, TI emblem, with polished back for engraving (5703), \$12.00

See the Supply Catalog for more samples of official TI pins and jewelry. California orders add 6% sales tax. Add postage and handling charges as follows: Miniature and large membership pins, 1-12 @ 50 cents; 13-24 @ \$1.00. All other items add 50 cents per item. Air mail extra. Where postage charges exceed these figures, customer will be billed for the excess.

Mail to: Toastmasters International, P.O. Box 10400, Santa Ana, CA 92711

Enclosed is \$_____ (U.S.) check or money order payable to Toastmasters International. (Be sure to include postage, handling and tax charges as stated above.)

NAME _____ CLUB & DISTRICT NO. _____

ADDRESS _____

CITY _____ STATE/PROVINCE _____

COUNTRY _____ ZIP _____

___5751	___5801	___5806	___343*	___391-A*	___339*	___5952	___5701
___5752	___5802	___5807	___343-A*	___391-B	___390	___5800	___5703
___5753	___5803	___5942	___340*	___391-S	___5920	___5799	
___5754	___5804	___5940	___340-A*	___389*	___5939	___5798	
___5702	___5805	___5941	___391*	___389-A*	___5951	___5700	

*Please print engraving requirements here: _____