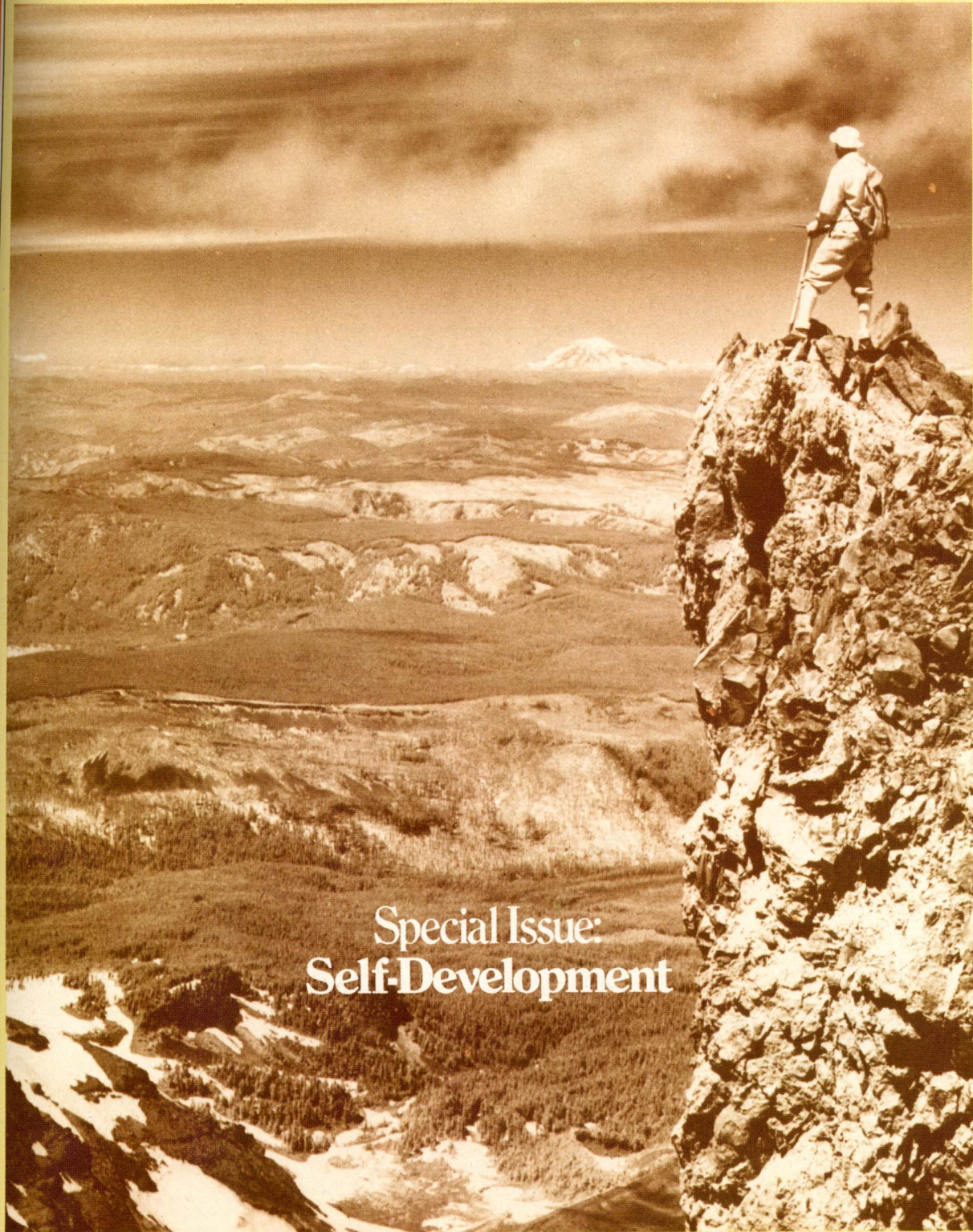


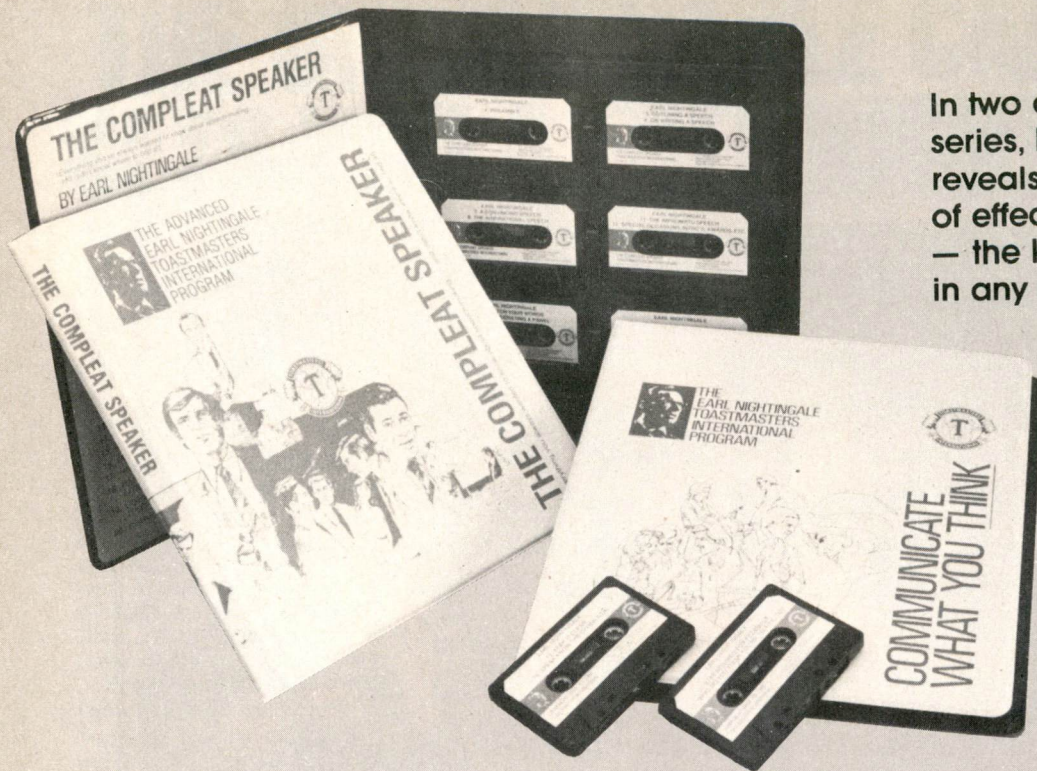
# The Toastmaster

JULY 1980



Special Issue:  
Self-Development

*Ah, but a man's reach should exceed his grasp, or what's a Heaven for?"*



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# The Toastmaster

JULY 1980

Vol. 46 No. 7

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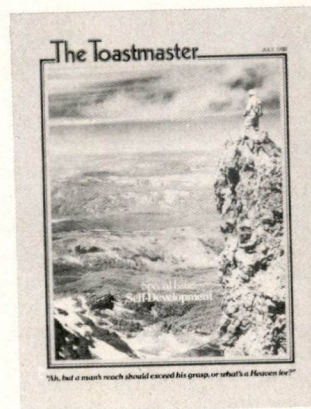
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*The pinnacle. The top of the heap. Life moves fast, and the demands to achieve sometimes seem overwhelming. But wasn't there a time when each of us took pleasure in striving for seemingly impossible dreams? That's what self-development is all about: Reaching beyond our grasp for challenging, fulfilling goals — and achieving them. Each article in this special issue of The Toastmaster points to roads leading toward constructive self-development, the kind Robert Browning had in mind when he wrote the famous words on this month's cover.*



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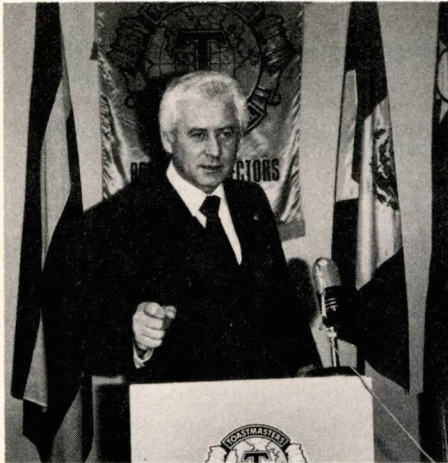
Judy Turk

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## The Pursuit of Personal Growth

*It's the greatest self-improvement organization in the world! It's the one place a person can fully develop his or her communication and leadership skills. After attending only one or two club meetings, Toastmasters are able to stand before any group — no matter how large — and speak with confidence.*

We've all heard the above statements, and most of us have quoted them. That's the sales pitch that has motivated thousands of individuals to join Toastmasters. Each of them came to our organization with a different set of goals, but all share one basic purpose: self-development.

This growing process is exemplified by the novice Toastmaster who is anxious to learn and explore his or her potential. Constantly striving, this individual learns by absorbing information from educational manuals and fellow members and by applying those lessons in a variety of speaking situations. To the novice, an icebreaker is a challenge, a starting point toward bigger and better achievements. At first, giving a speech or presiding over a business meeting seems like an insurmountable task. But — gradually — the once self-conscious member finds exhilaration in taking command of a previously frightening situation. Motivated by success, he or she hungers to reach higher, to grasp greater achievements. *That's self-development.*

Most of us have opportunities for growth all our lives. But as Toastmasters, we are especially fortunate because we have a unique opportunity to *learn by doing*. Toastmasters doesn't just tell you how to speak effectively or how to be a good leader. Our educational programs are designed to guide you in discovering and cultivating your own strengths and talents. Toastmasters provides a supportive, stimulating learning environment; the rest is up to you.

What Toastmasters offers is vital to the process of self-development, no matter what your goals are. In the club setting, you find encouragement, inspiration and competition to keep you motivated even when you aren't progressing as fast or as well as you anticipated. It's a place where you can

make mistakes without being defeated by them; you not only receive constructive feedback telling you how to improve, you also are given a chance to try again. Self-development is, above all, a learning process. In Toastmasters, that process is immensely rewarding because the learning is shared and growth is not only recognized, but applauded.

We are expected to grow in many different ways throughout our lives. When we're young, our parents want us to grow straight and tall and to be healthy — physically and mentally. Our teachers want us to develop our minds, to think and reason. And today, we are even being encouraged to use our imaginations and develop fantasies because dreams are real tomorrow's realities. To succeed in every phase of growth, we must have the ability to understand and to express ourselves. Without that ability, we cannot expect to reach our potential. That's why Toastmasters is so important. By helping us become better listeners, better thinkers and better speakers, Toastmasters gives us the best possible chance of becoming what we are capable of being.

Toastmasters represents one of the most important steps on my personal ladder of self-development. It has improved my understanding of myself, the world and the people around me, and it has made it possible for me to help others become better understand themselves. Toastmasters has made the process of self-development an exciting adventure for me, and it can be the same for anyone who accepts the fact that the only way to continue learning is by *doing*, and the only way to reach your potential is to make the pursuit of growth a life-long endeavor.

Eric K. Stuhlmuehler, DTM, International President

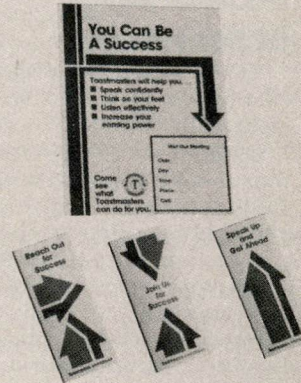
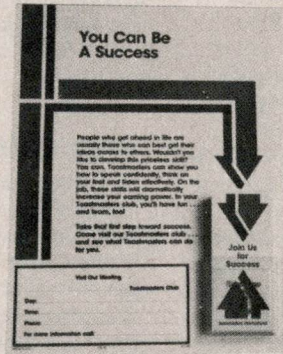
# Spread the Word About Toastmasters!

Toastmasters can lead you to greatness. And that's no secret. So why not tell everyone about it? Starting today — with these appealing promotional tools. . .

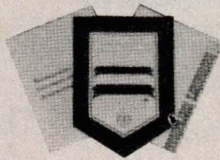
**367-368. New TI Posters.** These eye-catching works of art will help you get your message across quickly and eloquently. Two sizes available. The smallest (367), is 11" x 14". The color scheme is navy blue and white and there's space for your club's name, meeting time and place and phone number. Set of 10: \$2. The large red, white and blue poster (368) is 22" x 17" and comes with a plastic stick-on brochure holder. Set of three: \$4.

**99-101. New Brochures.** Toastmasters has completely revised its promotional brochures, giving them an attractive design that complements the new posters.

The new brochures include *Reach Out For Success* (99), which tells prospective members what Toastmasters is all about; *Join Us For Success* (100), which includes statements from prominent persons who have been helped by Toastmasters; and *Speak Up and Get Ahead* (101), which is tailor-made for company clubs that want to promote their programs within their organizations. Clubs may request up to 25 of the above brochures at no charge. Additional copies are 2 cents each. Contact World Headquarters' order department for details on quantity prices for orders of 1000 or more.



**267. Communication Achievement Award.** Now your club can honor a local dignitary for outstanding communication achievements and gain valuable publicity at the same time! Comes complete with a handsome award plaque ready for engraving and a helpful "how to" booklet with valuable tips on who to select, how to present the award and how to gain the needed publicity. \$15.



**363. Highway Sign — 22".** Features the Toastmasters emblem in weatherproof paint with reflecting Scotchlite "T." Provides an excellent way to publicize Toastmasters — and your own club — in your community. Pre-drilled holes make this sign easy to attach. \$15.



**376. Membership and Extension Slide Presentation.** This unique 40-slide show provides a great way to introduce Toastmasters to a civic group, business association or prospective club. The show comes with professionally prepared slides and a script booklet. \$15.



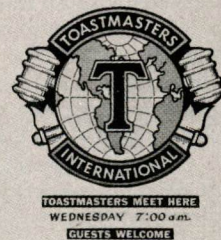
**377-378. TV, Radio Public Service Announcements.** Let Earl Nightingale work for you! These 30-second television and radio public service spots will go a long way toward making the Toastmasters program better known in your community. Information sheets with tips on how to use the tapes are included. Television spots (377), \$25; Radio (378), \$5.



**369-370. TI License Plate Frames and Bumper Stickers.** Carry Toastmasters with you wherever you go . . . or give these popular items as gifts. Let everyone know how proud you are to be a Toastmaster. License Plate Frames (369) sold only in sets of two — \$2.50, plus \$1 postage and handling (U.S.). Bumper Stickers (370) come in sets of two — 70 cents each.



**384. Official Club Meeting Plaque.** White plastic plaque, 10" square. This attractive plaque makes an effective promotional tool to hang in restaurants, auditoriums, business rooms . . . wherever your club meets. Includes pressure-sensitive decals for posting the day and hour of your meeting. \$3.50.



## A Catalyst for Better Health

Thank you for your March article, "Creative Health: The Holistic Approach."

It covered many phases of health improvement. Any person desiring to find areas for his own improvement certainly has a place to begin research.

I was familiar with many of these items and practice some of them. The 12th approach of "Fletcherizing" was the most revealing. I immediately put this into practice. I wonder how my stomach has tolerated the previous situation for so long. I'm proud of the benefit I've gained and the feeling of improvement it has given me.

Jim Brewer  
N. Little Rock, Arkansas

## How to Get Publicity into Local Newspapers

For the most part, I found Dorrine Anderson Turecamo's article "Be Your Own Public Relations Expert" of value. However, as city editor of a medium-sized daily newspaper, I encourage Toastmasters to take a second look at some suggestions concerning the press.

The press is an important vehicle to building a positive image. Why create an adversary relationship by behaving like a distrustful, publicity-crazed pest?

Instead of "insisting" on seeing anything written about you before publication, as the author suggests, why not let the reporter know you are available if there is a need to double check facts or verify a quote? Many reporters would be more likely to take you up on the offer if you let them know they won't be imposing on your time.

Instead of submitting a one- or two-page press release to the local editor every time you speak, accept an award or appear as a guest, why not do some checking beforehand? Is your host planning to handle the publicity? And what are the "ground rules" at your local paper concerning this type of news? Ask the editor beforehand, not after your two-page

release appears as two paragraphs in the newspaper.

Brian Cooper  
Quincy, Illinois

## Improving Your Image

I take exception to your May cover illustration of what a person should look like to be his own public relations expert. A lot of us "old fogies" are still turned off by a man who has a drooping mustache and long hair. Of course, he will be a hit with all those of similar attire.

One aspect of public relations left out of the article was the need to remember names. Like most others, I have great difficulty in this respect, but I work at it. In 1964, I was elected a lieutenant district governor over a much more qualified man because I knew so many members.

Steve Ogden  
Ashland, Kentucky

## The Duke's Power As a Communicator

My initial reaction to the John Wayne article was somewhat similar to that of reader Leon Mitrani ("Letters," May issue). I said, "Why? He wasn't a Toastmaster." Then I did what Toastmasters are supposed to do. I listened. I "listened" to the man John Wayne was. I realized he belonged in the magazine. And probably more so than some others. If reader Mitrani wishes to give an evaluation of Mr. Bell's article, he is free to do so. But to say the Duke doesn't belong in *The Toastmaster* is to say Toastmasters don't belong in America!

John Wayne stood up for this country. He spoke out about patriotism when it was not very popular to be patriotic. He risked his career in doing so. He spoke out about people in politics, supported those he respected and said so. Very risky for an actor. He communicated his position. Clearly. He stood up and was counted when many of his peers carefully avoided doing likewise. If he doesn't belong in *The Toastmaster* as an example of a communicator, who does?

Thomas McKerlie  
Santa Ana, California

## Wayne's Inspiration

This letter is being written to tell you how seriously I disagree with the comments of Messrs. Mitrani and Thomas in your May 1980 issue regarding the earlier article on John Wayne.

When I first joined Toastmasters, your magazine bordered on being a complete waste of the reader's time — full of cute, superficial articles of no practical value. More recently, the quality has improved. Not only are there frequent incisive articles on the various aspects of preparing and delivering speeches, but there are also thought-provoking pieces on related subjects.

W.G. Sutcliffe  
McLean, Virginia

## Defending the Hero

Replying to the May letters questioning the propriety of Mr. Bell's February cover story about John Wayne, Mr. Mitrani of New York insults the intelligence and judgments of the magazine and its readers with his unfounded pronouncement that, "Hero-worshipping is an adolescent state. . . ." What does this say about all those hero-worshipping New York Yankee fans? Are they "emotionally unhealthy"? I think not.

Also unfounded and completely inappropriate was Mr. Thomas' comment, "You have institutionalized dumbness. . . ."

The audacity of these two gentlemen's comments doesn't deserve space in our fine magazine. Their pusillanimous negativism does a great injustice to a patriotic American who gave hope and courage to other cancer patients. And wasn't it for John Wayne-American that our Congress authorized the striking of a first-of-its-kind gold medal? If Mitrani and Thomas can't relate John Wayne's contributions to leadership and communication, perhaps it is they, not the Duke, who are displaying a proclivity to "dumbness."

Gene Dryden  
Gatlinburg, Tennessee

Five steps to expand  
your opportunities for growth.

# An Action Plan for Self-Development

by Carol Schneider

The emphasis on *action* in our achievement-oriented society may help us reach our goals, but it can also be a negative force that conditions us to judge ourselves and others solely on the basis of performance. When that happens, we tend to forget that what we do is not as important as *who* we are. If we could grasp that most important concept, our experience of life would evolve into the most satisfying journey to be known. When I was in the convent as a young woman Catholic nun, I loved to sit under a wonderful old oak tree and ponder the thought that "God made me to get nothing out of me." I am already perfect, a perfect essence, just as everyone else in the universe is. The only problem is that we just don't know it. We sense our need for value judging and comparing ourselves against one another. That comparison process is self-creating because it makes us feel isolated from those whom we believe are better than we are as well as those who seem inferior. It doesn't make sense to feel alone in a world made for our enjoyment and enrichment. How can we allow ourselves to miss out on so much?

## Overcoming Negativity

The wonderful gift of words is meant for three purposes. First, words are meant to *heal*, second to *bless* and third to *prosper*. So often, we have used words in ways that don't serve those purposes. Instead, we have been negative, judgmental and fearful, thus limiting our participation in life.

For true self-development to occur, we must grow up and out of the negative, judgmental, fearful limitations we have placed upon ourselves. To combat the fear and negativity we have learned and reinforced in ourselves through our own words, we must turn back and examine all of our beliefs, all that we have been taught. Whatever we believe, we will attract to ourselves. For example, those people who continually speak of disease often succumb to it, whereas, those who speak of health, goodwill and peace frequently find these things in themselves and bring them about in others. When you fail to take the time to examine faulty cultural beliefs that keep you from becoming all that you were meant to be, you limit your

personal and professional expansion. However, if you create space within yourself for more unfolding and enjoyment of life, you will progress swiftly in your career as well as your personal development.

The truth is that there is nothing else to do in life but self develop. "Be transformed by the renewing of your mind," says the New Testament. Remember, we get what we believe. Plan to act as you would like to attract. A feeling of opulence or success must precede its manifestation.

## Steps to Growth

Your action plan for self-develop-

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## We must feel good about ourselves as well as our accomplishments.

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ment should include the following steps:

- *Affirm* — Think and speak positively and affirm that you are fulfilling your true purpose in life. Acknowledge the fact that nothing can hinder or delay you if you are determined to reach your goals. Do this every day. This affirmation will build your self-esteem and give you the confidence to reach your full potential.

- *Actualization* — As you affirm that you are progressing toward your self-development goals, consciously evaluate how you look, feel, act and react. Nothing ever happens in your world without first having appeared on your screen of consciousness. You initiate all action, first by conceiving what you desire and then by consciously creating an image of your objective. Your subconscious mind, always sensitive to the mental suggestions and visual images in your conscious mind, receives these pictured impulses and instantly goes to work to make your mental image and desire a reality.

- *Meditate* — Meditation is a unique opportunity to develop a high degree of concentration. Meditation can help you:
  - See clearly what you want and where you are going
  - Be more yourself
  - Enjoy the process of self-development

- Expand your potential
- Reduce tension

Meditation provides an opportunity to listen to yourself without the noise and other distractions that are often around you. Remember that life is first an internal process before it becomes a successful external process.

- *Read* — Every day, acquire new information that will help you expand your awareness and develop a more positive outlook on life. There has been much written on a variety of subjects that will help you, but you must take time to read the material. It will be time well invested, I recommend the following books: *Essays on Self-Esteem* by L.S. Barksdale, *The Game of Life and How to Play It* by Florence Scovel Shinn, *Path of Action* by Jack Schwarz, *Joys Way* by W. Brughjoy, M.D. and *The Experience of Insight: A Natural Unfolding* by Joseph Goldstein.

- *Body Therapy and Exercise* — Mental and emotional patterns are intimately related to patterns of movement and expression in the body. Restricting images of ourselves and our capacities build and reinforce patterns of physical tension and rigidity. Body therapy and exercise free you for radiant, vigorous and full self-expression. Investigate body therapy and exercise programs in your community. I also highly recommend the book *Fit or Fat* by Covert Bailey.

As you explore these five steps, remember that self-development is most successful when pursued as a group effort. I meet with a group of friends once a month to meditate, communicate and share an informal meal. We offer each other genuine interest and encouragement. We all need the love and support of friends. It makes a difference in how we grow. With friends, self-development will never be laborious. Instead, you will find it of such absorbing interest it will seem like play. ♣



Carol Schneider is founder and director of Talking/Listening/Communicating Seminars, a San Francisco firm serving major corporate institutions. A popular public speaker, Ms. Schneider also leads

seminars for the American Management Association.





How self-discipline, courage and enthusiasm  
advance self-development.

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# WHEN DID YOU STOP GROWING?

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by Dorrine Anderson Turecamo

Here I am, 56 years old, and I still don't know what I want to be when I grow up," Peter Ker, a leading management scientist, said a few years ago. According to relations experts, most of us are growing by the age of 16, leaving 95 percent of our potential undeveloped. Afraid to risk failure, excited by the unknown or be "different," we rationalize our stunted growth with excuses like:

"I just don't have the time. . ."  
"I should have done better, but I had this problem. . ."  
"If only I were more aggressive. . ."  
"I'm just not as creative as Bill. . ."  
"If you only knew what I've had to deal with!"

When we allow fatigue, discouragement, resentment or frustration to let us settle for mediocrity. When my children were toddlers, I bought an "I Grow Up Stick" so they could measure themselves each day. The stick reached to an amazing five feet. If they had stopped growing at five feet, it would have been disappointing, but they continued to develop as adults because they had learned that being "grown up" doesn't mean you've

reached the limits of your potential for growth.

I began to understand the meaning of "thinking as though you were born tomorrow" when I moved to New York City several years ago. Between job interviews, I went to a party, leaving the two enormous scrapbooks that held the highlights of my life's achievements (including awards, work samples, press

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**There are no limits  
to what you can do  
if you'll only stretch.**

---

releases and letters of recommendation) in my room at the New York Hilton. When I returned three hours later, they were gone. Weeks of sleuthing by the hotel management, police and friends bore no results. Years of hard work and achievements had been erased.

"You might as well give up," I told myself. But then I thought, "If past achievements are all you have to go on, if you have nothing to offer today, you

can't be worth much!" Losing those scrapbooks might have been one of the best things that could have happened to me. It taught me to begin each day as a new born babe. It made me realize that I had to learn to "stretch." As clinical psychologist Bob Dorn says, "There are no limits to what a human being can do if he'll only stretch. People are fantastic, beautiful organisms."

Walter Hoving, chairman of the board of Tiffany & Co., is recognized as a man who will never settle for less than the highest quality — regardless of the consequences. He says, "Your adversities sometimes do more good for you than your successes." Tragedies such as illness, the death of a loved one and the loss of a job have led many people to a new mission and fulfillment in life. Forced to grow in another direction, we unearth potentials that might have been buried forever.

Through necessity, many people have amazed themselves by discovering talents and strengths they never realized they had. The film *Joni* tells the story of a champion swimmer who lost both arms and legs in a diving accident. This remarkable young woman is now a famous artist who draws by holding a

pencil between her teeth. Crises have transformed me into a square dance caller, a camp cook, a legal secretary, a Flamenco dancer, a seamstress and a chicken farmer. How about you?

There's a lot of truth in the adage that "the only difference between a grave and a rut are the dimensions." As insurance actuary tables on retirees have proven, when people stop growing and striving, they begin to decline mentally and physically.

One of the chief reasons for the generation gap is that as we grow older, most of us begin to suffer from *hardening of the attitudes*. How long has it been since you've challenged your own limits? Could you secretly be afraid of your own potential?

When we keep ourselves overly occupied with meaningless diversities, we're protected from having to face the fact that we're stagnating. ("Me thinks he thought he was busier than he was," says one of Shakespeare's wise old men.) Along with these bad habits, could your environment, overprotective parents or even some of your friends be stifling your growth? Perhaps you are restricting your opportunities for growth by failing to explore the unusual because an inner voice is telling you, "Forget that silly idea! Grow up." This attitude is the greatest squelcher of enthusiasm known to man. It creates people like the man who sighs every morning and says, "Oh, well! Another day, another dollar." It's an attitude that leads to desperation. It's the approach to life that anthropologist Margaret Mead was rejecting when she said she hoped she would never grow up.

### Stretching Beyond Limits

Few of us are really satisfied with being spectators. We'd all rather be a driving person than one who is driven. Three keys will help you give up your security blanket and uncover your potential: *self-discipline, courage and enthusiasm*. With these exceptional tools, you can make *stretching* a way of life. Only you can stop your growth.

It takes everything we have — including emotional commitment, intelligence and will power — to reach our potential for growth. It's much easier to settle for mediocrity. But when we fail to push ourselves — or underestimate our abilities — we put brakes on our development, denying ourselves the rewards of growth. The more we learn, the more we're able to learn. So instead of setting goals, why not establish a new lifestyle in which goals are transcended by a constant effort to go beyond limits? Man's potential is as infinite as his ideas, and we find fulfillment only to the extent that we use those ideas.

When we're very young, we have great dreams and no doubts that we will reach them. But as we get older, we

tend to allow the constraints of apathy, fear of failure or "common sense" to slow us down to a point at which we're using only a fragment of our talents and energies. Some lose sight of the overall picture and begin to grow lopsided, like the tree in the forest that only gets the sun from one side. They throw all of their energies into only one area and let the rest of their potential starve. They are people such as the mechanical genius who can't spell, the accomplished dancer with no knowledge of current affairs, the economics expert who neglects his physical health. Although we can't all be Albert Schweitzer or Leonardo Da Vinci, some balance of physical, mental and spiritual development is healthy.

Historian-philosopher Will Durant suggests that anyone concerned with self-development should read one of the world's greatest books each month. Other means of growth include reading about current affairs, exploring one new subject each month (through a magazine, a trip, a visit to a museum), becoming actively involved with a spe-

cial interest organization, taking courses and participating in seminars. How often do you expose yourself to different types of music, art, drama, dance and design? Do you view every new acquaintance as a possible friend? Two habits that will help you feel vibrantly alive are maintaining a close relationship with at least one teenager who is considered "with it" and keeping your body in top physical condition through regular participation in sports.

### Accepting New Challenges

Albert Einstein, the greatest physicist of all time, used to tell people he didn't think of himself as a genius; he was tenacious, he'd say. Once he conceived a puzzling idea, he would stay with it 10 years or longer until he finally worked it out. This pursuit — the chase, as in courting — is often more fun than the winning of the prize.

"A productive purpose is a psychological need — a requirement of psychological well-being," says Nathaniel Branden.

"We don't teach acting," says Malcolm Law, director of Boston University

## A Yardstick for Personal Achievement

by Howard E. Hill

- The first law of creative thinking is *movement*. Do you practice some form of idea building every day?
- Do you read from "cover to cover" each issue of the leading trade or professional magazine in your field?
- Do you read at least one good book each month related in some way to your work?
- Do you participate in a local trade or professional organization identified with your work?
- Are you always on the lookout for new and better ways to do your job?
- Do you make it a point to meet and maintain contact with leaders in your field?
- Do you make it a point to take at least one refresher or advanced course related to your work each year?
- Do you have a strong inner drive aimed at some definite accomplishment in your work?
- Have you set up a blueprint of step-by-step advancement you would like to achieve in the next five years?
- Are your sights raised above and beyond your present capabilities so that every day is a challenge to do a better job?
- Have you set aside time each

day when you will be undisturbed so you can concentrate on the problem that have developed in your work.

- Are you fully aware that conscious, affirmative effort applied to your life every day is the real key to your personal progress?

- Do you have a hobby or outside interest that encourages the use of some creative effort on your part?

- Are you convinced that the habit of doing things you know ought to be done *now* is one of the levers that can move creative thinking into action?

- Do you take the pains to visualize your objectives and commit main points to small cards to carry with you as a constant reminder of your goals?

- Have you developed a sense of humor to cushion the little setbacks that are bound to come in even the best of living?

- Do you clip news items and magazine articles, jot down references and make notes of good ideas as you are developing a creative project?

Howard E. Hill, a veteran Toastmaster, is the author of 29 books, including *Think Like a Millionaire* and *Rich and Nine Magic Secrets of Life*.

"we merely help a potential develop." A well-known Broad-rector once said, "If an actor tells great enthusiasm, that he finally character down pat, I fire him spot. He has then stopped ng." Even a character in a play orever continue to develop. To eing satisfied is to confess the less of our aspirations. Even if presenting the same speech for h time, it should never be ht of as a repetition, but as a re- on.

the other hand, change doesn't arily mean growth. We have all n a jack-of-all-trades who feels he mplishing something by dabbling ny endeavors and excelling in ng. It's much more exciting and ving to excel at something you onvinced you couldn't do. My mination to learn to swim at the 23 motivated me to take the ning course three times. (I was ed of putting my face under- ) When I finally passed the begin- equirements, I was so ecstatic went on to the intermediate es, diving and, finally, life-saving. uring my fear of water has long

**h conquered goal  
make your next  
allenge easier.**

one of my proudest accomplish- s.  
I have all missed opportunities for development because we lacked or courage. In *Excellence*, John ner says, "We pay a heavy price for ear of failure."  
Paul Cashman, one of the most us-minded, inventive people I have vn, constantly nourishes his excit- mind. Aroused by the spirit of ert Pirsig's *Zen and the Art of Motor- Maintenance*, this University of Min- ta professor now spends most of ree time exploring our country by orcycle. Another of his idiosyncra- is the collapsible kayak he carries in trunk of his car; it can be pulled out, mbled and placed on any available in 28 minutes. Cashman doesn't w the meaning of repetition or it. Every day, meal, person or ight signals a new adventure to .  
When facing a new challenge, it's tural to fear making a mistake and earing foolish. Remember the first e you tried to ride a bicycle? You mbled as you threw your leg over d placed your foot on the pedal. Auple of hesitations, a little wobbling, d you pushed the pedal down with or-die determination. And you fell.

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But you managed to make the wheels revolve three or four times before you lost your balance, and your friends were cheering you on, so you got back on the bike, not allowing yourself time to "chicken out." After half a block of see-sawing from one side of the street to the other, you fell again. But you'd had a taste of the exhilaration of success and nothing could stop you now. Nothing did. Another try or two and you had full control of the bicycle.

### Taking Chances

Every failure can be a learning experience if you accept it as such. If you hadn't tried, you wouldn't know what you know now. Don't call yourself a failure when you make a mistake. Just say, "Okay, so I failed this time. I'll make it yet!" The greatest failure is not making the attempt. You may not always succeed, but with unbridled enthusiasm, curiosity and determination, you will grow.

John Dow, a Boston police captain, announced, "I'm going to be 50 soon. That's the age of wisdom. I feel that I'm going into a great new era. I'd like to retire from the force soon, head for Florida and become a law teacher. The

philosophy of law has always intrigued me."

More than 65 percent of the great achievements of the world have been made by people over 60. Each conquered goal will make your next challenge easier and give you new insight and more zest for life. A project may seem risky, but self-development requires a willingness to take chances, make mistakes, break habits and keep an open attitude toward new ideas and experiences. You can stay in your safe little corner, or you can venture into the unknown and allow the greatness within you to surface. Some pain is inevitable at times, but the three keys of self-discipline, courage and enthusiasm will carry you through the difficult periods. Challenge every limit you encounter and your "I Grow Up" stick will read, "I Keep Growing." 



Dorrine Anderson Turcarno is a New York management consultant, speaker and talk show hostess.



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The key to a successful learning experience is careful homework completed beforehand

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# How to Manage Your Learning in Public Seminars

by Malcolm Warren

1. Know what you seek.
2. Know how much you wish to know.
3. Know how you will know you know it.
4. Know that the teacher will teach it.
5. Know that the teacher knows what you wish to know and how much you wish to know and how the teacher will know it.
6. Remind the teacher of your desired knowledge.
7. Know that you have learned what you wish to know.

These seven steps form a strategy for managing your own learning without relying on the resource itself to manage it. Even the best programs cannot be tailored to the specific needs of all participants. At worst, such programs meet only the needs of the instructor. In any case, if the program content has merit and if the presenters are competent and knowledgeable, the participant can gain from it. And *what* the individual gains depends largely on his or her own management of the process.

**Know what you seek.** Common sense suggests that anyone planning to participate in a developmental activity should have a clear objective. Most of us have had experience in setting learning objectives. Managing your own seminar participation begins with a learning challenge: learning how to set learning objectives.

Like a task objective, a learning objective describes what will be true after completion of the process. We know that effective task objectives are specific and measurable, and setting them is a skill in itself. Making a learning objective precise, specific and measurable is often more difficult. The participant begins by describing what he or she wants to learn about by focusing on course content. Little is said about the result of attending a program. Program brochures or other advance materials provide little assistance because they so focus on content, not results.

Participants who manage their own learning may begin by saying they want to learn about something; then they will specify why they want to learn it, how they will use it and in what situation. For example, a sales manager

seeking a promotion wants to learn about financial analysis. He or she specifies the need to use financial data in identifying critical performance variances when revising district sales plans. A manufacturing manager who wants to learn about motivation specifies the need to gain improved individual productivity by training supervisors to change performance on the plant floor.

Now the individual is describing some of the results expected from the learning experience. It would be even more helpful to describe some way of measuring the result. For example, the sales manager might want to measure the learning by specifying the kinds of plans to be analyzed and the types of decisions to be made after the analysis. The manufacturing manager might specify the performance improvements that

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## To get the most out of a seminar, establish specific objectives.

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will result after training supervisors.

Often, one doesn't know enough about the course content to set specific measures. For example, the manufacturing manager may not know enough about motivational processes to know what performance improvements are possible. The next step will help.

**2 Know how much you wish to know.** If we have a clear idea of what we want to learn about, why we want to learn it; how we plan to use it and where we want to apply it, we can look at the depth of learning we need. There are two excellent reasons for this step. First, it will help specify and measure accomplishment of the learner's objective. Second, it is critical in qualifying

the program. Obviously, if one must learn enough to teach others, the required program would be different from a program satisfying a need to evaluate the performance of others. In the first case, the participant must be able to transfer learning; in the second, only to identify the performance in others.

For planning purposes, one can define eight levels of learning:

- Knowing enough about the subject to describe its features, concepts on which it is based, how it can be applied and where resources for applying it or learning more about it can be found.
- Being able to tell whether another person knows enough to apply the knowledge in a task situation.
- Being able to evaluate another person's performance requiring the knowledge or skill.
- Being able to manage the performance of another person in applying his knowledge.
- Knowing enough to apply the knowledge in task situations.
- Knowing enough to train others.
- Knowing enough to generalize from what has been learned to apply it appropriately in new ways or new situations.
- Knowing enough to go beyond what others know about the subject — in other words, knowing enough to "advance the state of the art."

Each level is progressively more complex. Levels one and two can often be reached through a short seminar or by reading books. Level eight can be reached only after spending considerable time in a variety of learning and application situations. Few programs offered today go beyond level four — managing another's performance in a given area. Some extended workshops

or experiential learning programs can provide resources for level five — using the knowledge in real situations. Levels six and seven — training and new applications — require special design elements rarely found in publicly offered programs.

**3 Know how you will know you know it.** Like the first two steps, this one further clarifies the learning objective by defining what to measure and how to measure it. The easiest approach is to think in terms of "Monday, back on-the-job." The well-prepared participant identifies on-the-job activities that will use the planned learnings. Once these are identified, the participant can specify performance indicators that measure the new knowledge or skill. The manager who wants to learn about motivation in order to improve supervisor performance might identify a poorly performing supervisor, specify the kind of performance to be improved (for example, scrap control) and set a standard. Similarly, the marketing executive might think about the activity of listing critical variables in district sales performance.

**4 Know that the teacher will teach it.** Before attending any program, the cau-

tious participant will see whether his or her learning objectives can be met. First, brochures are reviewed to see whether the participant's planned objectives are included in the course objectives or outline. If nothing in the printed material comes close, it might be wise to reject the program immediately. If there is some similarity between the brochure and the participant's objectives, further checking is warranted. A review of learning objectives with previous participants may be helpful. The final check requires calling the program manager, coordinator or instructor. If, at this point, the program seems promising, the registration forms can be completed and the tuition purchase order requested.

**5 Know that the teacher knows what you seek, how much you wish to know and how you will know it.** The successful participant will send a letter to the program manager with the registration form. This letter describes the learning objectives defined in the first three steps and confirms the program manager's agreement that they can be met. If possible, copies of the letter should be sent to the instructor, with a request that he or she also confirms that the objectives can be met.

None of this is as threatening or

presumptuous as it may seem. Nearly all program sponsors and instructors want to do a good job, and long-term success is based on participant satisfaction. The participant's letter, sent before the program begins, can help make the program more relevant and better focused.

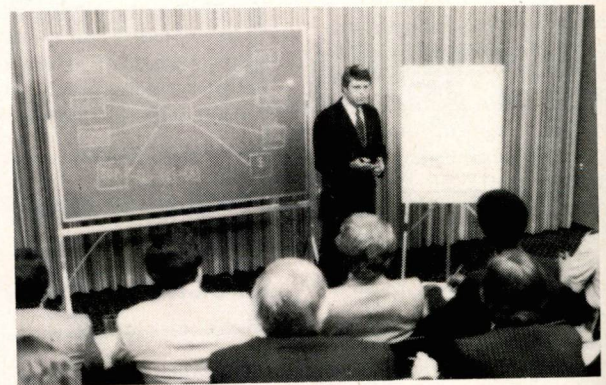
**6 Remind the teacher of your desired learning goals.** The participant arms with learning objectives and commitment that the objectives can be met now ready for the program. If it is a multi-instructor program, the participant should arrive early to remind the program manager about the agreed-upon learning objectives, to find out where in the program the objectives likely to be covered and to see if the instructors are aware of those learning objectives.

Just in case the objectives have been forgotten or miscommunicated, it may be a good idea to bring a few extra copies of the learning objectives along.

As the program progresses, the participant may find that the objectives are not being met. Others may be moving in a different direction, or the instructor may have forgotten the participant's intent. For whatever reason, a reminder is necessary if the game plan isn't being followed. This may take some cour-

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mean interrupting a lecture. It even involve being rude. Failure to maintain focus, however, may mean going home empty-handed and frustrated because the objectives have not been met.

Know that you have learned what you sought to know. Continuous learning checks are necessary as the program progresses. Is the objective being met? Has enough been learned to take the "back home" applications? If

note-taking is part of the participant's plan, it might be useful to catalogue notes according to learning objectives. This can provide an effective reference for daily checking of progress. And the notes also can suggest questions to be asked at the next session.

The participant's goal — not the program sponsor's or the instructor's goal — is to ensure that the desired learning takes place. The more carefully the participant checks his progress, the more likely it is he'll get what he paid for.

Remember, the key to a successful program is the participant's management of learning. The seven steps of learning management can help participants evaluate a program on how well their planned objectives were met, not on showmanship, environment or informal discussion. ■

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# Making Educational Programs Pay Off

by Robert P. Levoy

Was the last educational program you attended just another course with a pleasant lunch and a notebook of materials you haven't looked at since? Or, was it the beginning of greater personal effectiveness and career advancement?

These programs represent hefty time and money investments. While the subject and the speaker have a lot to do with the value of the program, they are not everything. Another factor of equal importance (and one over which you have complete control) is your ability to "wring learning" from the experience.

Following are five ways to see that you get your money's worth:

- *Don't study the recipe; taste the cake.* An audience thinks faster than a speaker can talk. During the time lags, there's a tendency to mentally debate the speaker, dwell on the exceptions to what is said and — worst of all — decide that "it won't work in my organization" (or "with my customers").

Remember the bumblebee; nothing that flies is less qualified to do so. Its wings are undersized. Its configuration is unsuited for flight. Yet, despite the laws of aerodynamics, the bumblebee flies.

Similarly, many times you hear

something at a seminar that doesn't "sound" as if it would work. The temptation is to disregard it. However, *non tentare; non pugnare* — if you haven't tried it, don't knock it.

- *Give as well as take.* Don't be a back-row, arms-folded nonparticipant. Sit in front; get involved. React; respond to questions.

At my workshops, I frequently pop questions. It's a form of brainstorming. It rivets attentions, gets people thinking, reacting, learning — from each other as well as from me. It also creates lively repartee that adds interest and enjoyment. But it takes a responsive audience to make it work.

- *Don't be trapped by either-or thinking.* A wit has noted that there are two kinds of people — those who divide people into two kinds and those who don't.

That's either-or thinking. So is saying that what you hear at a seminar must be implemented across-the-board or not at all. For example, take job enrichment. The concept of improving the content of a job so that it yields more intrinsic rewards is a proven way to boost morale, motivation and productivity. But forcing job enrichment on some people is as big a mistake as denying it to others.

An obvious alternative to either-or thinking is *selective* use of what you hear.

- *Have a system for taking and using notes.* Note-taking aids learning in two ways. First, it provides you with an external memory device (the notes). As the proverb states, the strongest memory is weaker than the palest ink.

A second benefit is that it provides a "decoding opportunity" for you to transform the lecture material into a more personally meaningful and easily remembered form.

List usable ideas as they come up. Keep them brief, so they will be legible and will pop out at you later. Then,

convert these to a numbered list of "action steps" with the easiest to implement at the top.

This rank ordering is critical. In fact, it's the secret to getting the best results from courses. Achievement leads to motivation. Taking one step at a time and *succeeding* is sure to whet your appetite. Starting with a difficult-to-implement idea may, if you succeed, be more dramatic. But, by definition, the odds are against you. If you subsequently encounter problems, or if the idea fails, or even worse, if it backfires, the results are bound to be discouraging, if not to you then to those whose approval you seek or need for future projects.

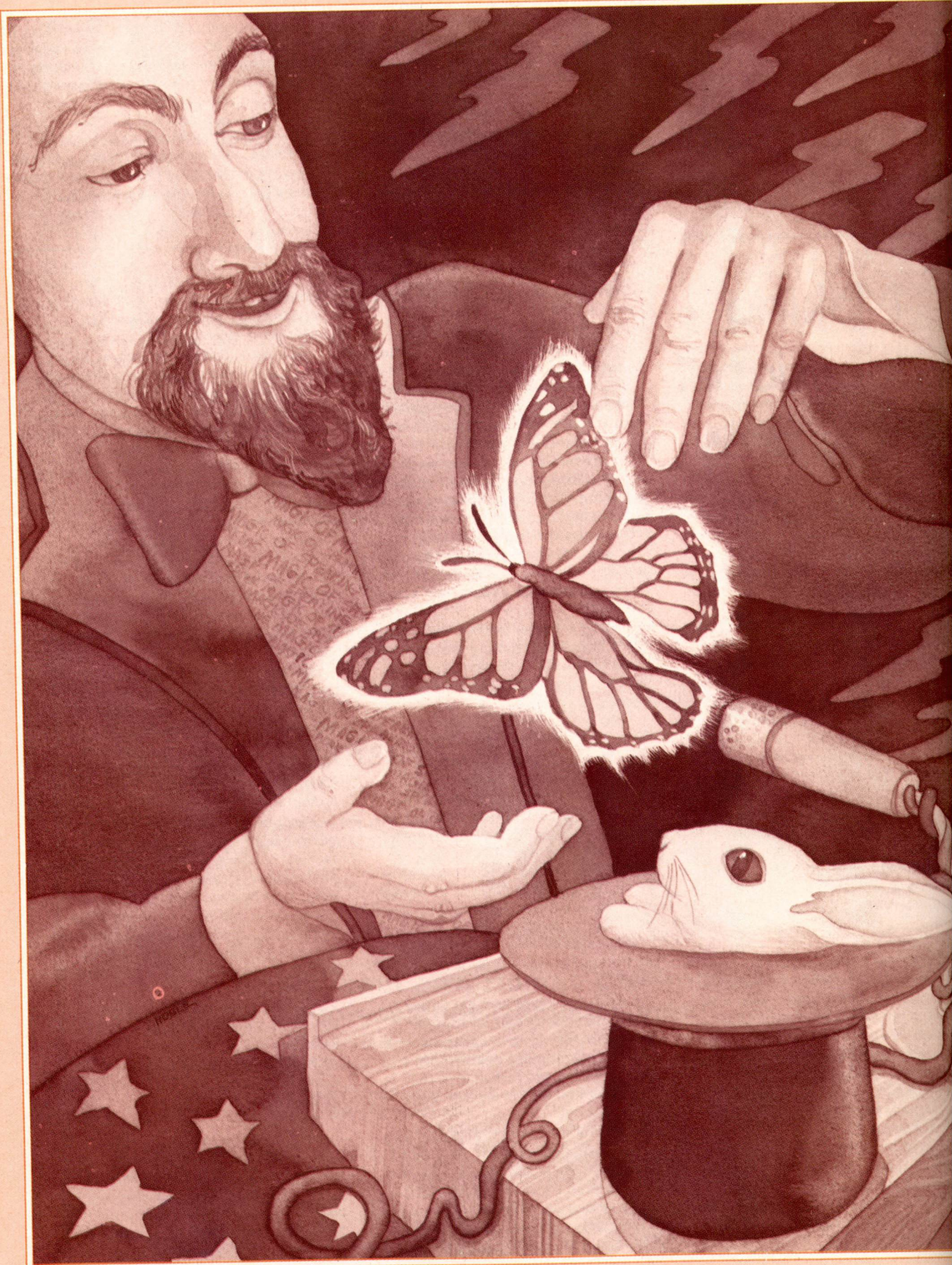
- *Take a chance on change.* If after the program you deal with work-related problems in exactly the same way you did before, it will have been of little value. It's true that change often entails some risk. But it's also the only way you can ever hope to find a better way to solve those problems and experience personal growth.

A plaque in the boardroom of one of America's largest corporations states: "Nothing will ever be accomplished if every possible objection must first be overcome."

Use these concepts to wring more learning from educational programs. You can get your money's worth and then some.

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Robert P. Levoy has conducted more than 2500 management and sales training seminars for business and professional groups, government agencies, leading universities and client firms throughout North America and overseas. He is the author of more than 300 articles and two books published by Prentice-Hall, Inc.





Conjuring up magical moments in speechmaking.

# THE WONDERFUL MAGIC OF SPEAKING

by Marcus Bach

Most speakers agree that the truly great talks are those in which communication reaches a point "beyond words." Whether you call it empathy, rapport or simply being "on-the-beam," every unforgettable presentation has its magic moments of spontaneous response, a rewarding feedback of feeling. How can a speaker create that kind of magic? An answer came to me one night in Hollywood's Magic Castle as I watched Jay Ose demonstrate his sorcery with playing cards. Ose's ease of manner is superb, his power of reception classically off-handed. His artistry on this particular night brewed up a mood of believability as high as the show bills of the old masters that looked down from the aged ceiling of the mansion on Franklin Avenue. During the most transcendent magical performances, the atmosphere becomes electric with expectation. The power of suggestion gets so hot, the hypnotic effect so high, that a super magic dominates the scene. Jay Ose was approaching that peak. As I studied his technique, I thought of my work as a lecturer and how I frequently conjure up a bit of magic, moments when I'm tempted to say to the audience, "We have just reached a higher wavelength. We have entered a state of non-verbal communication!" Such were my thoughts when magician Ose asked me to think of a card. I merely think of one, mind you. Which I

did. I thought of an odd-numbered card, and obviously did not tell Ose what it was. Nor did he want to know. All he did was cut the deck into three stacks and ask me which I wanted the card to appear in. I indicated stack number one. Top or bottom? Bottom. Then he requested that I pick up the stack and there before me was the seven of clubs — my thought-of card. In answer to my amazement, Ose said in his engaging way, "You have the magic touch!"

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## "The caterpillar thinks he's dying but he's really being born. . ."

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I was convinced then and there that if mental attitude works in the Magic Castle in Hollywood, it should work even better in the Magic Castle of Life which, for the speaker, is the lecture hall or wherever he or she persuades listeners that *they* have a magic touch. You need not be a magician to achieve this. You need only recognize your desire to communicate your deepest convictions to your listeners with sincerity, truth and a technique that transmits a *feeling* as well as a verbal message.

### Turn on Your Magic

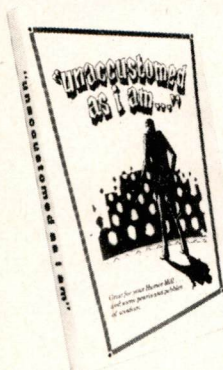
For days after my meeting with Ose, no assignment was too difficult. His

words — "You have the magic touch!" — became a potent affirmation that inspired tremendous inner control and confidence.

But how do you turn on the magic? One way is to recognize your audience's contemporary interest in the "unknown." Dare to enter into the field of the unusual, especially if you have an experience to relate that is relevant to your subject and that makes its point. Don't underestimate your listeners' familiarity with and attraction for uncommon phenomena. After all, most of it is no longer uncommon.

As a case in point: Several years ago, my wife, Lorena, and I decided to leave the Chicago area and seek our fortune on either the East or West Coast. We didn't have a promise of a job or security in either area. We decided to "meditate on it," but nothing came through. Finally, Lorena said, "Let's flip a coin. Heads it's New York, tails it's California." I agreed and tossed the coin. It came up "heads." We both looked at it thoughtfully. Then Lorena said, "Don't you think we should try two out of three?" That sounded reasonable, so I gave her the coin. Again it came up "heads." We stood looking at it and then looked at each other. "It seems it's New York," she conceded. "It sure does," I said and then added impulsively, "Let's go to California!" "Let's do," she agreed. And to this day, we've never regretted that decision. There is definitely a knowing within the know-

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ing if you can catch its magical depth.

A better case in point is more recent. I have been giving lectures on "The Challenge of Change" in which I discuss life's metamorphosis, ways to meet the impact of the unexpected, the credibility of the incredible and so on. When I compare life to a caterpillar transforming itself into a butterfly, people listen. They listen because of their respect for nature and their awareness of the close ecological relationships in our environment.

So when I relate how, in a Mid-western classroom, a six-year-old boy came to school with a milkweed twig on which dangled a cocoon, the audience responds not only with a touch of nostalgia but a touch of magic, especially when I tell them the boy laid the twig on the teacher's desk and whispered, "The caterpillar thinks he's dying, but he's really being born."

This, of course, is rich material, for we all have moments when we feel as if something or someone is wrapping us in a cocoon, when we go through the experience of change and wonder how we can find our wings. But the story did not end there, for when the transmutation took place and the butterfly was born, the school children named

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the heart and mind.**

him "Monty." When the teacher asked, "Why Monty?" they shrugged as if to say, "If you don't know, we can't tell."

But it was when the youngsters decided to give the butterfly its freedom that the magic really began. They telephoned me in California and seriously urged me to look for him in our garden because, "Monty is heading west!"

We are now touching something beyond words, and my audiences seem to sense the magic when I tell them what happened next. One misty, rainy night when I approached the entrance to my home, I saw a wet, bedraggled monarch perched on the doorknob as if it was waiting for me. I ran around to the back door and summoned my wife, confident that I would need verification for this intriguing episode. Lorena cupped "Monty" in her hands and took him into the house, where he hung on a drapery overnight. The following morning she coaxed him onto a rosebud, photographed him and watched him take flight at the click of the shutter. The picture became the jacket cover for my *I, Monty* book, an allegory on life's metamorphosis.

**Exploring New Frontiers**

Everyone, at some time or other, has felt a magic touch or been involved in a

serendipitous event. The hunch that a letter will arrive, the luck at the race track, the premonition of meeting someone who comes as though called, the flash of ESP, the deja vu experience, the subjective vision, the butterfly on the doorknob — all are attention-getters and metaphors of special interest and appeal.

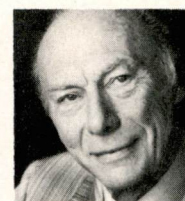
Certainly a speaker's objectives are to avoid over-intellectualization, to provide intuitive insights and to transmit sensations of feeling instead of mere words.

I keep harking back to the Magic Castle as a touchstone for reaching through to the mind of a listener and the heart of an audience. If you believe in yourself and your art as Ose does, you can convey that magic wherever people are waiting to be challenged and inspired by *something beyond words*.

Beyond words. That is where the magic of communication began. It began in consciousness. People started exchanging ideas and the ideas began changing the world. Why? Because for the first time people began hearing ideas they had secretly pondered but had been reluctant to express until someone with understanding entered their realm of awareness.

That's what empathy is all about. People are eager to consider the seemingly illogical if they can find someone who presents the subject from a logical point of view. The media world is too much with us. We are relieved and encouraged by side trips into new frontiers of heart and mind. The exploration of those frontiers is what makes a speech magical.

Judging from current reports on the subject, science may well be just another name for magic unveiled. Religion is without a doubt the result of the magic of faith. Public speaking is the transmission of ideas through the magic of sensory and extra-sensory communication. What the best speaker put across to their listeners is a glimpse of new horizons with the reassuring reminder — "You have the magic touch!"



Dr. Marcus Bach is the founder and director of The Fellowship for Spiritual Understanding in Southern California, a leading authority on contemporary religious movements, he is one of the

most sought-after lecturers in his field. He has a Ph.D. from the University of Iowa and five honorary degrees from other American universities. He is the author of more than 20 books based on his research into world religions and holistic healing. His most recent book *I, Monty* — an allegory on life's metamorphosis — was obtained by writing to Dr. Bach at Box 816, Palos Verdes Estates, CA 90274.

**M**ost organizations pride themselves in showing you how they develop their people through a process of selection, training, education and assignments to eventually fill top managerial and professional jobs in their organization. Large staffs administer these programs and much money is spent in training and education. Even more energy is expended by those enrolling in these programs who are trying to fill in the

## Career Development:

# PREPARING ROUND PEGS FOR SQUARE HOLES

by Leonard Ackerman

appropriate blocks that will allow them to fill in more blocks that will make them more competitive for further advancement and development.

Whether it is industry, government or university, those at the bottom are always trying to ascertain what tickets are needed to get to the top. Choice assignments, particular education or training or publication in a prestigious journal may be important steps up the ladder of success.

Career development has been almost universally accepted as the epitome of managing an organization's human resources. And yet this writer has some grave misgivings not only about the effectiveness of these programs but in the underlying philosophy and its implications.

Do we know what skills, knowledge and experiences will need to be developed during the next 10 to 30 years? I think not. History has shown that technological innovation has far exceeded our ability to control and manage it. We are constantly faced with after-the-fact management. One has only to look at the utilization of computers in contemporary organizations. The majority of our sophisticated computers are currently being used as glorified accounting machines, spewing out payrolls and inventories, hardly ever working on the complex problems they were designed to deal with. And so we run courses for executives designed to give them an understanding and appreciation for computers and what they can do for managers. But it's too late! How can we expect individuals who have gotten where they are, based on a totally different way of doing things, to feel other than distrusting, threatened and inadequate when faced with something they really don't understand?

Where are those individuals who were being developed 20 years ago to meet the challenges of change?

They're exactly where they are supposed to be; unfortunately they are not equipped in terms of knowledge and, at an even more basic level, in terms of understanding or appreciation of change implications. They are where they are based on past knowledge, skills and experience. We have taught them techniques that have already outlived their time spans rather than having prepared them to develop new techniques and methods for future problems brought on by a technology of which we have only a small inkling.

Does this mean that education, training and experience are for naught and that nihilism is the only way to cope? Far from it. What is required is a restructuring of the whole developmental process. Let's still educate and train, both in the classroom and on the job, and give our people the necessary knowledge and skill to handle their current and immediate future jobs, but

instead of typecasting them for a role that will be written out of the play, let's prepare them to act in plays that have yet to be written in roles that will have to be interpreted.

### An Uncertain Future

What is to be accomplished is fairly obvious. How to do it is the most difficult problem facing organizations today.

It is readily apparent that the only way to prepare for an uncertain future is to develop in those who are to face it the necessary capacities of broad outlook, flexibility, tolerance for ambiguity, ability to analyze and synthesize and to be able to make decisions under conditions of risk and uncertainty. More of this later.

The primary goal of career development programs is to develop top-level managers and professionals to meet the future needs of the organization. At the same time, they are designed to develop the individual careerist to maximum potential. Surely these goals are meritorious. However, are they really being attained?

Career development programs are designed to do this through a series of planned educational, training and experiential opportunities. Selection for these opportunities is based on performance in previous activities and "potential" for further development.

In addition, the careerist can opt for different types of programs and activities. Programs have historically progressed from the narrow to the general with job content and educational and training activities taking on broader areas as the individual moves up the career ladder. It is this writer's contention that the broadening comes too late and that the molding, either implicit or explicit, in these programs has preordained their failure.

When an individual goes to work for an organization, he or she learns what things must be done to succeed in that organization. Assuming that person stays with the organization and accepts the system, he or she will play the career development game since it's the only game in town and he or she is striving to succeed in that organization.

The individual learns which types of assignments are better for his or her career and will try to get them. If an advanced degree is important, the individual will try to get to school — even if he or she has to do it on personal time and expense. (In fact, in many organizations this carries more credit than if the company sends the person.) Others will try to become proteges of those who appear to be going places in the organization. In other words, people play the career development game not because it necessarily leads to professional competence but because it leads to success! Many people have played the career

game only to find that the organization has changed the rules of the game and what the individual thought was the ideal preparation for success is no longer relevant. This seems to be on the increase as career programs become more structured while the needs of the organization are being constantly modified.

### Scrap Our Programs

The way out of this dilemma is to scrap our career development programs. Let's limit our education, training and experience assignments to the immediate job or to the next job a person is going to fill. The underlying assumption is that since we cannot predict with any degree of certainty what specific skills and knowledge will be needed in the long-term it is self-defeating to try! It results in a net waste of organizational and individual resources.

In order to meet the needs of the future, individuals and organizations must be flexible if they are to remain competitive. Those unable to meet the demands of a constantly changing environment will become obsolete. Planning is a critical part of any organization's process of coping with change. However, overplanning results in in-

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## Promotion should be based on potential and past performance.

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flexibility and trying to make reality fit the plan rather than modifying the plan to meet reality. This writer believes that this is the case with career development. We are programming people for a reality that will not be there.

A similar problem can be seen in many colleges and universities where the program of study is so restricted that the individual is prepared for only a very narrow area, having no appreciation or understanding of other disciplines and their relationships. The problem then is how to develop what is essentially an orientation toward change. How do we prepare people to meet the challenges of the future? How do we develop tolerance for ambiguity?

Of primary importance is the development of an organizational climate that is open in that it is not bound by the constraints of conventional wisdom but dares to seek new solutions. This climate, reinforced by a rewards structure that is not concerned with the tickets one has punched but rather with the ability of the individual to perform well in situations of ambiguity, risk and uncertainty, will do more to prepare the individual for the future than any career program currently extant. In this kind of environment, people will make

mistakes and, if people are to learn from them, then the organization must have the capacity to accept them.

When the price of failure is so high that people will not chance even the smallest risk, the organization will eventually suffer.

As for formalized training and education, I would restrict this to current job needs and possibly for the next job an individual will fill if that person is programmed to fill it and if the knowledge or skill is necessary to perform the job. This would eliminate training large groups of people for jobs to be filled in the future when only a few will actually be needed.

In place of these career development programs I would substitute an educational program that would have one objective in mind, simply to broaden the background and understanding of the individual. It would focus on teaching the individual to analyze, synthesize and draw conclusions and to apply the abilities on the job. It would not be geared to any particular level of the organization but would be an ongoing process from the time a junior engineer or management trainee first comes to work for the organization until retirement.

It would not be formal except that organization might want to run it as an in-house program or to make arrangements with an outside activity to provide the program. It would be strictly voluntary in that it would not be required for advancement. In this scheme the only measure for promotion would be previous performance and potential. Included in the evaluation would be individual's tolerance for ambiguity, flexibility and ability to operate under conditions of risk and uncertainty. Whether the individual had taken a course or not would be immaterial; the *true* measure would be performance. Thus, some people might find the educational experience helpful in performing their jobs while others might find it a waste of time. The only value judgment made is that a broad background in a variety of disciplines may be beneficial to some people in meeting future organizational problems.

What is to be studied has no limits. History, philosophy, literature, the natural and social sciences are all "for the mill." The only limits are that participants are not to be graded as courses are not to teach *how* to do anything. They are to be experienced, gaining knowledge, understanding, appreciation of the world in which live. 📖

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# Communicating Political Visions



Congressman Jerry Patterson went into the debate feeling confident that his plan to establish a strong energy committee in the House of Representatives had enough backing to insure passage. The 45-year-old California Democrat — a former Toastmaster — had even formed an alliance with Republicans who also wanted the jurisdiction over energy policy, now divided among 83 committees, to be consolidated into one strong group. But as soon as the debate in the House floor started, Patterson knew his plan was in trouble. Two powerful committee chairmen who were determined to maintain their influence over energy issues had come up with a rival plan, and legislators who had privately pledged their support for Patterson's proposal were speaking out against it.

Patterson was worried, but not at all intimidated by the powerful bloc of opposition that confronted him as he led the debate. While others traded insults when they felt they were losing ground, Patterson remained calm — and kept his sense of humor. At one point, when referring to the Senate, Patterson noted the former House speaker who died, "The other body is that institution where old members of the House go when they die." That light touch relieved the tension — for the moment, at least — and cooled down the hot-tempered House leaders who were intent on protecting their committee powers.

In another confrontation, Patterson skillfully trapped his opponent into repeating his own argument. Michigan Congressman John Dingell, the author

of the rival proposal, was arguing against one amendment on the ground that it duplicated another. Patterson asked Dingell to read the amendment he opposed aloud. As he did so, the differences became clear. "Thank you for presenting my case," Patterson said. Dingell reluctantly conceded.

Patterson lost that bid for House reform, but he won respect — even from his opponents — and strengthened his image as a quick-thinking, cool-headed Congressional reformer.

Patterson, whose district office is located in Toastmasters' hometown, says his three years of involvement in Toastmasters have served him well in Congress. The techniques he now uses to push legislation, inform constituents and campaign for votes are skills he developed as he was learning the art of speechmaking through Toastmasters' educational program.

While active in Toastmasters, Patterson was involved in local politics as a councilman and mayor of Santa Ana, California. He was elected to Congress in 1974 and soon became a vocal advocate of environmental protection, low-income housing and other social issues. In March 1979, he was appointed chairman of the special Committee on Committee Reorganization, becoming the youngest member to chair a full committee of the House. Although his energy plan was defeated, his special committee did streamline the legislative process by eliminating 26 subcommittees and taking other measures to give bills a faster, more direct route to the floor of the House.

Patterson says the ability to communicate has been crucial to his success in politics.

"Success is largely the ability to communicate your goals, to persuade others," he says. "Communication is the key to getting the job done."

Patterson finds impromptu speaking more challenging and exciting than formal speechmaking. He's not afraid to open himself up to criticism from constituents. In fact, he makes opportunities for voters to speak to him freely and directly. He tries to limit his formal speeches to 15 minutes to allow time for questions, and he regularly holds informal community forums in his district. Tempers often flare during those discussions, but Patterson has learned to diffuse anger by steering the debate back to the issues whenever he becomes the target of personal attacks.

In formal addresses, Patterson strives for a positive approach.

"People want to be led by somebody who is hopeful, someone who has a solution — a vision they can connect with," he explains.

He makes a conscious effort to get his audiences involved by maintaining eye contact and using dramatic gestures. His speeches are further enhanced by the "little things" he remembers from his Toastmasters training ("keep your coat buttoned, don't fidget and always shake the hand of the person who introduced you"). Patterson believes in the importance of these "little things." For him, they add up to big things — success, personal fulfillment and a very promising political future.



How you can make learning a fulfilling process of growth for others.

# Developing Skillful People

by Len Corcoran and Jeannette Heitger

**Y**ou are a teacher! Whatever other role you may happen to play in life — doctor, lawyer, merchant, chief, parent, manager, speaker or friend — still you are a teacher. By your words and actions, successes and failures, you are showing others how or how *not* to conduct their own lives.

If you have no investment (financial, emotional or otherwise) in the people who are learning from you, read no further. However, if you do have such an investment — if you care about what certain people learn and how they use that information — don't leave it to chance and imitation. Develop a plan for developing skillful people.

A great deal of research has been done in the field of learning. Psychologists and behavioral scientists have discovered that specific techniques will produce specific results, regularly and predictably, with people of all ages, intelligence levels and backgrounds.

## The Learning Process

If you are to develop a skill (regardless of whether it is social, mechanical or otherwise), you first must have a goal — that is, a concrete idea of what is expected of you or what you expect of yourself. In other words, you must have *knowledge*.

You must also have *desire*. Every deliberate learning process requires effort, so the person who sets out to acquire a skill must be prepared to work for it. The more important your reason for starting toward the specified goal, the stronger your motivation will be and the more quickly and surely you will learn.

Finally, you must *practice*. Only through experience can the activity become a true skill.

As a teacher, it's important for you to develop a plan that will encompass these three steps — *knowledge*, *desire* and *practice*. It's also important to set a specific schedule and provide a good learning environment.

Make sure the surroundings are appropriate. No one can learn to drive a car on a dance floor — or learn to dance in a car! It would be tough to learn multiplication tables in the midst of a lively conversation or to do creative writing at a football stadium. So set the scene for the type of learning you are trying to generate.

to prepare and present lessons in the most effective way, it is wise to use specific, proven teaching techniques. Research has shown that:

*Timing is important.* "First impressions are lasting ones." We tend to remember the first part of any given presentation. Therefore, if the gist of the lesson is capsulized first, the learner is apt to retain a broad concept of it. It is also true that the most recent points stay with us. Decide what you want to impress on the learner and end the lesson with that information.

*Drama is effective.* We remember messages presented with emphasis, vividness and intensity. Increase the volume of your voice, or speak very slowly. Use role playing, give vivid examples, or tell humorous stories to illustrate your point.

*Repetition is imperative.* Probably the longest method of teaching is simple repetition. Say the same thing a number of times, occasionally varying words or methods. As an old minister once said: "Tell 'em what you're gonna tell 'em; tell 'em; then tell 'em what you tell 'em."

### Motivation

Be sure to define your objective in measurable terms. Your goal for the learner should agree with the goal that the learner has set for himself. Discuss it, so both have a clear concept of what the outcome will be. Set up a reasonable schedule. Should it take a week? A month? A year? What have other people done in the same field? In other words, know your responsibilities.

Another very important consideration is the attitude of the learners. If they are reluctant, they will absorb very little. They must want to acquire the skill more than you want them to have it since they are the ones who will have to do the work. There are a lot of adults who took piano lessons as children but can no longer play the instrument because they never *wanted* to learn; they studied music only because their parents wanted them to. Do your best to instill an attitude of enthusiasm and confidence. Make sure the learners know the advantages they stand to gain. They must have strong motivation or they will not make the necessary effort.

If you have already begun the training process when you have handled these preliminaries. Now you are ready for the learning to begin.

As you proceed, bear in mind that people remember about 10 percent of what they read, 20 percent of what they hear, 30 percent of what they see, 50 percent of what they see and hear and 90 percent of what they discuss and do. *Tell . . . show . . . do.* That is the simple formula for successful teaching: Tell the person what to do; show the person how to do it; have the person do it. Repeat the process as often as necessary to make the learner aware of what is expected.

Encouragement is essential to the learning process. Make sure your compliments are genuine, and be careful not to pass your own value judgments along as rules. To get a clear understanding of this point, compare these two statements, both of which are

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## Use vivid examples. We remember messages presented dramatically.

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complimentary and encouraging:

- "I like the way you have used space in this layout."
- "That's good . . . you should always use space that way to create the effect we're looking for."

The first statement says, in effect, "You pleased me because you did well." The second says, "You pleased me because you did it my way." It may be essential that the work be done "your way," but it is also essential that learners find out they can trust their own judgment.

Another way to use encouragement to further the learning process is to express confidence in the learner. If he or she hesitates or asks a question that indicates a need for reassurance more than information, say something like, "You seem to have handled other things up to this point very well. I'm sure you'll figure this one out, too." Or turn the question back to the learner by saying, "What do you think would work in this situation?"

Most people are very much aware of the true quality of their work. Therefore, even if there is much room for improvement, you can focus on the good aspects of what has been done. If

you make this a practice, you'll be surprised at what a reinforcing influence you can be!

### Guiding the Learner

After the learner has a good understanding of what is expected, explain (or show) what improvements or adjustments might help, demonstrate an effective way the task could be done and then have the person do it again.

Keep repeating these last three steps until the skill is developed. As you are discussing possible improvements or adjustments, try to lead the learner to draw his or her own conclusions by asking questions in a non-critical tone. A typical conversation might go like this:

**Teacher:** "When you're addressing those envelopes, do you ever have trouble losing your place?"

**Typist:** "Yes, I do."

**Teacher:** "Some people have found that placing a ruler across the page helps."

People welcome tips that really help them, providing the information is given in a way that doesn't undermine their self-esteem.

As you progress through the process of showing, telling and doing, you will be more effective if you remember the acronym KISS — Keep It Short and Simple. Most people can't handle more than three variables at one time.

It will be helpful if you check out the work your learners are doing. If they know you will be inspecting their work, they will do it. Otherwise, they may procrastinate. A progress check is a way of reinforcing motivation; it needn't come across as "policing." You can also make this an opportunity to offer encouragement.

Finally, expect the very best of those you teach, for they will most certainly become what you truly expect. 🗣️



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trainer. He is past Area Governor of District 11 and a current member of the Earlybirds Club 3293-11 in Fort Wayne, Indiana. Jeannette Heitger, a technical writer, is one of Mr. Corcoran's communications workshop participants.

One of the most valuable concepts you can learn is the fact that you never work for someone else. The truth is that someone is paying you to work for yourself. Once you've accepted that, the next great discovery you can make is the realization that work — when it is goal-directed — is not a burden, but a blessing.

People often point to the story of the Garden of Eden and man's loss of Paradise to support the notion that work is man's penance. They forget that Adam and Eve were given the job of cultivating the Garden of Eden. They knew the pure joy of work. Banishment from Paradise did not create the necessity for work; it merely multiplied the obstacles.

Work, when applied toward a meaningful goal, develops human potential.

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### Your work should be something in which you can immerse yourself.

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Work is a way of putting your stamp on what you do. The inspiration created by your work breathes your spirit into each hour of the day. Only through your work can you contribute to human progress. Turning a job into a mission — a cause — brings an exciting thrill to your work. Doing a job well and enjoying it opens new opportunities for achievement and career advancement.

#### Learning to Enjoy Work

It's sad that today's workers have lost much of the excitement craftsmen of the past found in their work. One reason for this disturbing trend is industrialization, which put many people to work on assembly lines. Because these workers never see the results of their labor, they lack the pride a craftsman gains through involvement in every phase of production.

My dad, a German immigrant, spent four years working as an apprentice before he became a master cabinet maker. He made the construction of our home in California a family project. We drew the plans, mixed the cement by hand, laid the brick, threaded the pipe, installed the electrical wiring and mixed the colors for the paint.

When I asked him why we were building the home ourselves, he said, "We're doing it so you can learn to enjoy work, to be creative, to feel the sense of pride that comes from labor, to develop the habit of work." When we finished the house, we were proud of what we'd accomplished. I'm thankful

# THE PURE JOY OF WORK

by Paul J. Meyer

*Work is pure joy.*

*Work polishes silver, purifies gold, and refines character.*

*Work lifts weights and spirits.*

*Work overcomes adversity and defeat.*

*Work is an exciting thrill.*

*Work is the action in motivation.*

*Work is the reward for being alive.*

*Work mines coal from the earth and uncovers diamonds.*

*Work brings reality to the dreams of inventors.*

*Work — intelligent work — has made America the most prosperous nation in the world.*

my parents made it possible for me to experience the thrill of doing a job well.

In contrast, many parents who worked extremely hard in their youth and eventually experienced success say, "I don't want my kids to work as hard as I did." As a result, they give their children not only what they need, but what they want plus a lot of other things they don't want. These parents forget that hard work is what brought them success; consequently, their children miss the opportunity to develop good work habits.

When you set challenging goals and discipline yourself to work toward them, you can accomplish anything you desire, but too few people today are willing to give what it takes to succeed.

Your work fills the majority of your time. It should be something you enjoy, something that consumes you, something in which you can immerse yourself. Although 65 percent of the people in America today report that they are not happy with what they are doing, they keep plodding along at the same old jobs. Many of them feel trapped but, instead of exploring their options,

they play it safe and spend an entire career marking time, waiting for retirement.

Rembrandt is reported to have said that no man can become a great painter until he learns to lose himself in his work. The true mark of greatness in any field is the joyful love of the work itself, which enables the worker to forget himself — and to find himself in his work.

When Edison worked in his laboratory, he lost all sense of time and frequently missed meals without even realizing it. J. Harvey Kellogg, who founded the famous breakfast food company, once wrote: "When a young man, I became convinced that the true way to attain real success in life was to attach oneself to some great new truth or idea coming into the world and work for it with all one's might."

A magazine writer recently asked what I would do if I had a chance to start over. "If I had all money in the world, I'd be doing what I'm doing now," I said. "I love my work because I hear and see that, as a result of what I do, people change. They come out

THE TOASTMA





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## SPEAKING RESOURCES

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## MISCELLANEOUS

Gavels. Gavels. Gavels. From 3½ inches to 36 inches. From 1 dollar to 60. Box 1408, Beverly Hills, CA 90213.

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their cocoons, unfold, grow, become and achieve."

Your life will be happy, satisfying and successful if your work:

- Allows you to use your full potential for creative expression.
- Fills your time with an activity that is intensely interesting to you.
- Provides an opportunity to share something of yourself with other people.
- Brings you the financial rewards you desire.

Work that fulfills these requirements promotes creativity and growth and makes it possible for you to earn whatever financial freedom and independence you want. When you choose an occupation or career that fits those criteria, you will discover that the thrilling opportunity to work is a priceless gift that enriches life and makes it worth living. Let's look at a few of the benefits of work:

- *Work structures time — the basic building block of life.* Did one of your children ever come bouncing in, eyes bright with excitement, and say, "Daddy, Mamma, I don't have anything to do!" Not likely. Those words are always delivered with a whine or a sigh. What is the usual response to that complaint?

Perhaps when you were a child you

## When you enjoy your work, each day is exhilarating.

were told, "Don't bother me; go outside and play." Today's variation is likely to be, "Don't bother me; go watch TV." An answer like that short-changes children. It steals their right to learn to be involved — to do the work that will fill their hours with achievement.

Unfortunately, too many children are told to get out of the way. If they are left with the impression that they can't do anything, they may never learn the value of work. If you were lucky enough to have parents like mine, you learned at an early age the importance of doing something worthwhile, the importance of working to earn what you want in life.

- *Work increases your energy and capacity to perform.* This is one of the most exciting benefits of work. When you first begin a jogging program, your legs ache, you puff and pant, your heart pounds, and you feel exhausted after just a few laps around the track. If you give up at this level, you'll never set any records. But if you stick to it, you'll soon have enough energy to cover that distance and much more without even getting winded.

You'll experience a similar energy build-up in a job you enjoy. You may feel overwhelmed at first, but as you become involved in projects you find

stimulating, you'll discover that it's possible to increase your productivity substantially.

Once you experience this "second wind" in your business, you have a choice. You can lapse comfortably back into your former level of achievement and say, "Well, I did it. I proved I was a champion." Or you can choose this new level as your normal pattern. The new pattern will be challenging to maintain for a while; but persistent performance at the new level will soon establish it as a habit, and you will then be ready to reach for even higher accomplishments.

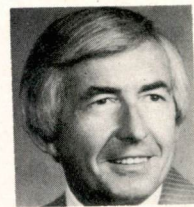
Be like the high jumper who begins a child with the bar at two or three feet and moves it up a fraction of an inch at a time — always straining to jump a little higher.

- *Work offers you an opportunity to grow.* Work directed toward fulfillment of your goals provides a reason for doing more and doing it better each day. When you clearly visualize the payoff you will enjoy from success in your work, the daily activities of your profession are filled with purpose and meaning. They become a labor of love, a game, a fascinating adventure. You are inspired to reach for a higher plateau each day.

- *Work generates the thrill of the chase.* When you experience the exciting thrill of work, you achieve your goals without bitterness or regret. You enjoy success — not as the end of a battle, as the culmination of a game. Each day is exhilarating. You don't need to wait for some nebulous time in the future to enjoy the final results of your effort. Every day you enjoy progressively larger and more intense rewards as you move toward the full realization of long-range goals.

Work is the vehicle that unlocks your potential and enables you to soar to heights of personal fulfillment that amaze others — and even astound them. When you discover the pure joy of work, you will realize that the words of the poet, Longfellow, were written about you:

*The heights by great men reached and kept,  
Were not attained by sudden flight,  
But they, while their companions slept,  
Were toiling upward in the night.*



Paul J. Meyer is president of SMI International, Inc., the parent company of Success Motivation Institute, which he founded in Waco, Texas in 1971. Mr. Meyer's knowledge and experience in sales

motivation and management have made him one of the world's leading authorities in the field of creative selling. He is the author of eight books, a number of cassette tapes and more than 200 articles published in magazines and journals.

To savor the beauty of good writing, you must read slowly.

# Speed Reading Overrated?

by James B. Storey, DTM

I've heard many exasperated students and professionals express a desire to take a speed reading course so they can increase their knowledge at a faster rate. But the information I've collected over the last few years leads me to believe that "speed reading" may be less useful than most people think.

There are techniques that can be taught to help you move your eyes across a page in a more disciplined and efficient manner. When I taught at the University of Oklahoma, I always spent part of the first class period discussing some of these techniques. Primarily, I tried to make students more aware of how the eye tends to wander (usually downwards and upwards) when reading. There are other bad reading habits that can be broken through instruction, but you don't need a formal course to increase your reading speed. For a couple of dollars, you can buy any one of a half a dozen books on speed reading. If you practice the techniques outlined in any one of those books, I'm certain you'll learn to read somewhat faster than you do now. At least you'll discover what you're doing wrong.

## Retention

Don't push yourself to read at an extraordinary pace. The claims that you can read and fully comprehend 30,000 to 40,000 words per minute (or even 100 words per minute) is a gross exaggeration. One researcher proved this in a study in which irrelevant and logical sentences were added to a passage of writing. The "speed readers" who were tested didn't notice the relevant lines — the non-speed readers spotted them immediately. And about the 40,000-words-per-minute readers: It was said that President Kennedy read three or four major daily newspapers each morning in just a few minutes. But he probably obtained the information he needed from the headlines and topic paragraphs. I wish I could have tested him after he commented his daily newspaper reading. I'm willing to bet he would not have known most details revealed in the body of the articles — except for those in stories he read completely. I suspect that's also

true of most persons who make claims to great reading speeds.

I've never taken one of the reading courses that promise to increase your reading pace astronomically, but I've spoken at length to many persons who have. Virtually all of them felt the courses had been helpful but, in the long run, didn't make them faster readers.

My secretary used to teach a speed reading course for the personnel department of a large utility company. She told me the follow-up surveys indicated that employees who attended all 12 classes showed no significant long-term improvement in their reading speed. She did add, however, that many company employees took the course to enhance their promotion opportunities, and it may well have served that purpose.

I have also interviewed people who have attended the free introductory sessions offered by some of these courses. Their stories indicate that dubious methods are sometimes used to sell the courses. Here's how: First, you are asked to read a passage from a book with which most persons would be unfamiliar. Your reading speed and comprehension are tested during this exercise. Then, after about an hour of instruction, another reading test is given. But this time the reading is one with which most educated Americans would be familiar — such as *Huckleberry Finn*. Not surprisingly, persons attending these introductory sessions find that their "exit" speed and comprehension are better than their "entry" performance.

I'm not saying the promoters of these courses are unethical. Far from it. They are legitimate business people providing a service which may benefit many people. Whether or not this sales technique is valid is up to you to decide.

## Appreciating Beauty

Finally, let's address the question of whether speed reading is even a desirable goal. I am an avid fiction reader. Consciously or unconsciously, readers of fiction appreciate the beauty in good writing. Occasionally I will read a passage or sentence over and over just to let the beauty of its construction soak in. I never fail to be impressed by the opening sentences of Ernest

Hemingway's *The Old Man and the Sea*, Vladimir Nabakov's *Invitation of a Beheading* and Herman Melville's *Moby Dick*.

If I was a determined speed reader, I would never have the time to appreciate these beautiful passages. And I'd never have the time to savor the development of a character like Rhett Butler, the Great Gatsby or Captain Ahab. Good writers must be read carefully and thoughtfully to be fully appreciated.

To carry the question of the need for rapid reading a bit further, let's consider the technical or educational material most of us must read for our jobs. If you work in a technical field — and most business and professional people do — you'd better read slowly and carefully. Almost all businesses today are subject to federal regulation to some degree. If you must read the *Federal Register*, the *Code of Federal Regulations*, the *OSHA Handbook* or other technical materials related directly to your job, I'd urge you to take your time. A misreading could be costly or damaging to your firm.

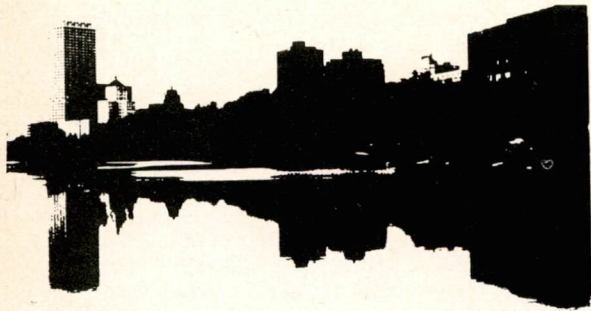
On the other hand, newspapers, news magazines and other publications should be read with some degree of speed. Here's where a general knowledge of speed reading techniques might be useful. Especially since this is the most common type of reading we do.

Anyone can improve their reading efficiency. To do so, you must learn some basic techniques and then consciously apply them. Perhaps an expensive course would help you, but an inexpensive paperback and concentrated practice might provide as much long-term benefit. In any case, you lose nothing by trying the self-help approach.

But before you get too worried about your present reading speed, remember: Most of the publications we read for enjoyment, education or for our jobs should be read slowly and carefully anyway. So maybe we should all worry less about imagined deficiencies in our reading speed. 🕒

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Dr. James B. Storey, DTM, is past District 44 Governor and a current member of South Plains Club 261-44 in Lubbock, Texas.



# Toastmasters' 49th Annual Convention

## August 20-23, 1980

### The Marc Plaza Hotel

### Milwaukee, Wisconsin

Mail to: Toastmasters International, 2200 N. Grand Avenue, P.O. Box 10400, Santa Ana, California 92711. (This form is not to be used by International Officers, Directors, Past International Presidents or District Governors elected for 1980-81.)

Registration will be required at all general sessions on Wednesday, Thursday and Friday. Pre-register and order meal-event tickets now. ATTENDANCE AT ALL MEAL EVENTS WILL BE BY TICKET ONLY. Advance registrants will receive a claim ticket for a packet of Toastmasters materials.

Please have my advance convention registration and tickets to the following meal events waiting for me at the Convention Registration Desk. **All advance registrations must reach World Headquarters by July 10.**

_____	Member Registrations @ \$15 .....	\$ _____
_____	Joint Registration: Husband/Wife (both Toastmasters) @ \$20 .....	\$ _____
_____	Spouse/Guest Registrations @ \$5 .....	\$ _____
_____	Youth Registrations (Free) .....	\$ _____
_____	Tickets: "Dress for Success — Ladies Luncheon" (Wed. noon, Aug. 20) @ \$8.75 .....	\$ _____
_____	Tickets: Golden Gavel Luncheon (Thurs. noon, Aug. 21) @ \$9.50 .....	\$ _____
_____	Tickets: Oktoberfest (Thurs. Aug. 21, Dinner, Dancing & Program) @ \$19.00 .....	\$ _____
_____	Tickets: President's Dinner Dance (Fri., Aug. 22, Dinner, Dancing and Program) @ \$19.00 .....	\$ _____
_____	Tickets: International Speech Contest Breakfast (Sat., Aug. 23) @ \$6.25 .....	\$ _____
	Total ....	\$ _____

Check enclosed for \$ \_\_\_\_\_ (U.S.) payable to Toastmasters International. **Cancellations reimbursement requests not accepted after July 31.**

(PLEASE PRINT)

Club No. \_\_\_\_\_ District No. \_\_\_\_\_

NAME \_\_\_\_\_

SPOUSE/GUEST NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE/PROVINCE \_\_\_\_\_

COUNTRY \_\_\_\_\_ ZIP CODE \_\_\_\_\_

NO. CHILDREN ATTENDING \_\_\_\_\_ AGES \_\_\_\_\_

If you are an incoming district officer (other than district governor), please indicate office: \_\_\_\_\_

Mail to: The Marc Plaza Hotel, 509 W. Wisconsin Ave., Milwaukee, Wisconsin 53203 / (414) 271-7250. **Reservation requests must reach the hotel on or prior to July 28, 1980.**

Please circle room and approximate price desired. (If rate requested not available, next highest price will prevail.) 9% state/local sales tax will be added to all rates. All rates European Plan (no meal included).

	Double	Queen-Twin-Db/Db	King
1 Person	\$35.00-\$45.00	\$39.00-\$49.00	\$42.00-\$52.00
2 Persons	\$47.00-\$57.00	\$51.00-\$61.00	\$54.00-\$64.00
Parlor and 1 Bedroom	\$105.00-\$115.00		
Parlor and 2 Bedrooms	\$140.00-\$150.00		
Add \$10.00 each additional person (above 2).			

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE/PROVINCE \_\_\_\_\_

COUNTRY \_\_\_\_\_ ZIP CODE \_\_\_\_\_

I will arrive approximately \_\_\_\_\_ a.m. \_\_\_\_\_ p.m. on August \_\_\_\_\_, 1980

( check enclosed to cover first night for arrival after 6 p.m.)

I will depart on August \_\_\_\_\_, 1980. Arrival by car  other

I am sharing room with \_\_\_\_\_

Room will be held only until 6 p.m. unless first night is paid in advance.

**Toastmasters International Convention, August 20-23, 1980.**

To WHQ

To Hotel

## Mental Pictures Improve Your Memory

Could I memorize my speeches before going to the lectern? If so, what techniques can you recommend?

EVER memorize a talk word for word. It is the worst way to prepare a speech because it is totally unnatural. It eliminates spontaneity. It's the surest way to dullness or failure or both. Most speech trainers, including myself, recommend using a written outline for your presentation. (The only exceptions are to eliminate notes for a speech contest.) The top speaker in America, Kenneth McFarland, uses a key idea outline. Some speakers use key words rather than sentences to highlight their outline.

The best way to recall the main points of a speech is to form a mental picture of each of the key ideas in your talk. I've used this method for many years. Although I recommend that you prepare an outline for effective, confident and dramatized speaking, it's best to be able to go along without any notes. Therefore, an alternative is to use mental pictures and symbols.

I will remember a talk I gave 10 years ago because I used an acronym for the main points in the speech and drew a mental picture for each of the ideas.

The talk is entitled "Tools of Leadership" and the subject is getting along with people. The acronym is the single word CASH. Each of the four letters stands for a human relations principle. These are the cues I use in my mental outline: First, I picture a can of coffee overflowing with \$100 bills. Next, I visualize a copy of *Reader's Digest* opened to page 70. Next, a big sign reading CCC. Then a picture of a bouquet of flowers. Next, a pair of cauliflower ears. Then I visualize a football coach motivating the team. Last, I hold a mental picture of a bank giving money away. And that's all I need for the key points of a talk that could be done in ten minutes or expanded on just those points to fill an hour. Here's how it works.

The can of coffee with the money overflowing from it is all I need to recall the opening of the talk, a quotation: "The ability to deal with people is as cheap as sugar or coffee and I will pay more for that ability than any money on earth." Then I add, "Those words were spoken by John D. Rockefeller, the richest man who ever lived. That he was talking about is popularly

known as human relations. He used to give speeches on the subject. Also, he gave out new dimes to his listeners after the talk, a dime for each person in his audience. And that was done in a day when a dime was worth 10 cents."

Then I simply say, "But does it really pay to practice good human relations?" Remember, my next mental picture is a copy of *Reader's Digest* opened to page 70. This reminds me of my next point, the answer to the question I've posed.

"*Reader's Digest* took a poll of major corporations asking them one question: Of the last 25 employees discharged from their company, what were the reasons? The *Digest* reported that 70 percent of the individuals from these companies were fired for the same reason, their inability to get along with their fellow employees." Now I'm ready to swing into the heart of my talk and the four ideas that spell CASH.

The "C" of my acronym CASH reminds me that the first principle is: Don't criticize, condemn or complain.

The "A" of CASH and the mental picture of a bouquet of flowers reminds me of principle number two: Give honest, sincere appreciation.

Next, the "S" is the first letter of the word emphasized in the third principle symbolized mentally by the two cauliflower ears: Become sincerely interested in other people.

The fourth and final principle signified by the "H" of the word CASH and the visualization of a coach motivating a team with a pep talk is: Have a hearty enthusiasm.

There's still my last mental image of a bank giving money away. I close by saying, "I have for each one of you a copper plaque of Abraham Lincoln." I have distributed brand new, shiny pennies to the members of the audience, and my final words are, "I can't afford to give out new dimes as John D. Rockefeller did, but put the penny in your pocket or purse and let it remind you to practice the CASH principles for better human relations."

And that's it! All I need to remind me of the entire talk, even 10 years later, are these simple mental pictures. Until you get used to visualizing pictures or symbols in your mind, use a simple written outline of key words or ideas. Remember, never memorize a talk word for word. But always memorize the opening and closing of your speech so you can look at your listeners at these critical points.

Contributed by Robert L. Montgomery, internationally known speaker and seminar leader

specializing in memory, communication and motivation. A former Toastmaster, Montgomery is the author of *Memory Made Easy*.

## Dramatize Your Talks

**Q** In my last speech evaluation, I was told that my talk lacked drama and creativity. How can I add these ingredients to my presentation?

**A** To dramatize your speeches creatively, you must acquire the good habit of drawing word pictures. The process of translating mere words into verbal artwork requires the speaker to almost photographically describe his or her subject. The audience must see the subject as well as hear the speaker's translation. Very few audiences truly "listen with both ears." Therefore, it's necessary for the speaker to use vivid word pictures. One of the best ways to learn how to create effective word pictures is to study good fiction.

There are dozens of excellent writers with work on the shelf today, but one of my favorites is Irving Wallace, whose powerful best sellers have led the literary world for years. Such skillful works as *The R Document*, *The Fan Club*, *The Prize*, *The Word*, *The Man*, *The Seven Minutes* and others have made Wallace one of the most widely read authors of our time. People read Irving Wallace novels because they entertain. They'll listen to your speech if you can entertain them similarly. The concept is the same.

The library is full of good works by thousands of good writers who can help you draw more effective word pictures for your audiences.

The toughest part of creating the word picture is the research it requires. One must truly become a student of fiction to understand the importance of emotionalizing a speech. Study the author's "written and unwritten" concepts. Watch closely as the writer sets the scene. Take notes on how a story unfolds and how it is tied together.

Fiction, in and of itself, won't make you a better speaker. But it will help you put creativity into your public speaking. It will help you understand the way your audience thinks because, as a reader of fiction, you are a member of the author's audience. Let him hold your hand through one of the most pleasant growth experiences you'll ever endure.

Contributed by Michael A. Aun, Toastmasters' 1978 International Speech Contest Winner. A member of the 7 A.M. Club 3391-58 in Columbia, South Carolina, Aun is scheduled to speak at Toastmasters' upcoming August convention in Milwaukee, Wisconsin.

# Hall of Fame

## DTMs

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

**Ralph B. McKenzie**

San Marcos 70-3, Chandler, AZ

**Mohammad H. Navabi**

Eyeopener 607-3, Tucson, AZ

**Patricia Van Noy**

Northwest 30-11, Indianapolis, IN

**Frank E. Horka**

Tuesday Y 394-11, South Bend, IN

**H.M. McDaniel**

Verdigris Valley 1017-16, Nowata, OK

**Gary Shipley**

Columbus 744-24, Columbus, NE

**Obie S. Young**

Jackson County 1871-29, Pascagoula, MS

**Campbell Snowberger**

Va Gaveliers 2920-36, Washington, D.C.

**Robert Ambrose, Sr.**

Sea N Air 2314-38, Lakehurst, NJ

**Michael R. Denney**

Ishi 3316-39, Chico, CA

**Virginia K. Arbaugh**

Buckeye Union 3916-40, Columbus, OH

**Gordon S. Bonner**

Northern Lights 489-42, Edmonton, Alta., Can

**Brian W.G. Papineau**

Bowmen 2161-42, Sherwood Park, Alta., Can

**Jack Kiuru**

Sears-Halivax 1555-45, Halifax, NS

**Sanford C. Schulman**

Alzafar Shrine 2180-56, San Antonio, TX

**J. Don Scott**

Anderson 1946-58, Anderson, SC

**Peter J. Crabtree**

Oakville 2245-60, Oakville, Ont., Can

**Joe Fredette**

Louis Riel 3207-64, Saint Boniface, Man., Can

**Raymond W. Tardiff**

RTC 1342-65, Rochester, NY

**Kenneth C. Rennie**

Parramatta 2274-70, Parramatta, N.S.W.

## ATMs

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

**Ambrose Driscoll**

South Bay 280-1, Torrance, CA

**Edward M. Fontes**

Aerospace 401-1, El Segundo, CA

**Wallace I. Smith**

North Star 3696-2, Seattle, WA

**Marguerite Wuebker**

Ocotillo 68-3, Phoenix, AZ

**Jay. C. Towsley**

Cochise 3198-3, Sierra Vista, AZ

**Herbert Wegwerth**

King Boreas 208-6, St. Paul, MN

**Raymond J. Tanis**

Zephrus 490-6, St. Paul, MN

**Gilbert N. Harlage**

Spirit of Babbage 3417-6, Minneapolis, MN

**William G. Grimsley**

Sikeston 2366-8, Sikeston, MO

**Edward A. Tritschler**

Med Town 283-8, St. Louis, MO

**John A. Smith**

Walla Walla 81-9, Walla Walla, WA

**Roland C. Hintze**

Ritzville 3555-9, Ritzville, WA

**Loma A. Saunders**

Ritzville 3555-9, Ritzville, WA

**Chas. Saunders**

Ritzville 3555-9, Ritzville, WA

**Carole B. Breckbill**

Towne 443-10, Canton, OH

**Frank D. Breckbill**

Towne 443-10, Canton, OH

**Ken W. Gordon**

Spokesmen 1599-11, Fort Wayne, IN

**Albert Williams, Jr.**

Noontimers 1345-18, Baltimore, MD

**Ambrose W. Hagarty**

Dover 2077-18, Dover, DE

**John de S. Coutinho**

Susquehanna 3898-18, Aberdeen, PRV GR, MD

**Ray A. Stevens**

Downtowners 1325-19, Davenport, IA

**Paulette Lehmann**

Cranbrook Ladies 731-21, Cranbrook, BC

**Gerald W. Anderson**

St. Joseph 1493-22, St. Joseph, MO

**Sue Ann Sorenson**

Sandia 765-23, Albuquerque, NM

**Gary E. Shipley**

Columbus 744-24, Columbus, NE

**Rod Steinacher**

Sunrise 2788-24, Lincoln, NE

**Roy Purczynsky**

McCook 2888-24, McCook, NE

**James C. Wadge**

Skyline 1038-26, Denver, CO

**Robert S. Wozniak**

Elmhurst 1604-30, Elmhurst, IL

**W. David Malcolm, Jr.**

Honeywell Billerica 301-31, Billerica, MA

**June Weeks**

North Shore Badgers 2612-35, Milwaukee, WI

**Gary T. St. Louis**

Keynoters 3390-35, Madison, WI

**Edward E. Cohen**

Keynoters 1314-36, Arlington, VA

**Eugene E. Rodenburg**

Helmsmen 2412-36, Arlington, VA

**James W. New**

Pacific 3943-39, Stockton, CA

**Raymond R. Schoolfield**

Downtown Charleston 1014-40, Charleston, WV

**David L. Hahn**

Badlanders 1478-41, Wall, SD

**Donald M. Severtson**

Watertown 2656-41, Watertown, SD

**Eugenie Bobier**

Golden Gavel 438-42, Calgary, Alta., Can

**Gordon S. Bonner**

Rooster Rousers 1774-42, Edmonton, Alta., Can

**Robert G. Allen**

Lewistown & Auburn 1741-45, Lewistown, ME

**John M. Kavahagh**

Charlotte County 1463-47, Port Charlotte, FL

**Phillip E. Evans**

Century 2346-47, Jacksonville, FL

**Joseph R. Schwab**

Friendly 3001-47, Oakland Park, FL

**Grace S. Caldwell**

Jose Gasper 3668-47, Tampa, FL

**Doris J. Owens**

Eonchati 2313-48, Montgomery, AL

**June E. Forsberg**

Bankoh 2074-49, Honolulu, HI

**Francis Verdonck**

Bankoh 2074-49, Honolulu, HI

**Edmund G. Tanner**

Last Word 3853-53, Pittsfield, MA

**Donald W. Maynard**

Lincoln Trail 629-54, Danville, IL

**Donald C. Ross**

Nooners 877-56, Houston, TX

**Harry M. Nichandros**

Diablo 598-57, Walnut Creek, CA

**George W. Gage, Jr.**

Fort Mill 1370-58, Fort Mill, SC

**Foorian L. Beles**

Main Street 1407-62, St. Joseph, MI

**Harry H. Jones**

Early Bird 3719-62, Grand Rapids, MI

**Paul L. Vavrin**

Breakfast 72-63, Nashville, TN

**Douglas G. Meakin**

Skyliners 831-64, Winnipeg, Man., Can

**David Lord**

Tower 963-65, Rochester, NY

**Ann J. Snyder**  
Lynchburg 562-66, Lynchburg, VA

**Robert G. Trauth**  
Public Service 3174-68, New Orleans, LA

**Griffin**  
Living Downs 3574-69, Toowoomba, QLD

**Bert G. Davis**  
Phone 3585-70, The Hornsby District,  
W., Aust

**Anda Kitnitchee**  
in Thong 1635-U, Bangkok-Thailand

**Donald J. Benoit**  
Stuttgart Intl. 3685-U, Stuttgart, Germany

## New Clubs

**4-F Palm Springs**  
Palm Springs, CA — Tues., 7:30 p.m.,  
Palm Valley Springs and Loan, Palm  
Valley Drive (323-2233). Sponsored by  
P.F.

**4 High Noon Orators**  
Rose, CA — Mon., Noon, Sambos  
Restaurant, 700 S. Winchester (946-2670).  
Sponsored by 107-4.

**5 Lindbergh Field**  
San Diego, CA — Mon., 5 p.m., Space  
Title Conf. Room/General Dynamics  
Building, 3302 Pacific Highway (561-2773).  
Sponsored by 3745-5.

**6 Capitol**  
St. Paul, MN — Tues., Noon, Minnesota  
Department of Transportation, Transportation  
Center, Room B-9 (296-1363). Sponsored by  
6.

**7 Safeco Panthers**  
Cincinnati, OH — Wed., 6:45 a.m., Kopper  
Club, 7200 SW Hazel Fern. (225-1005).

**15 Toastmasters of UTC**  
Salt Lake City, UT — Wed., 7 p.m., Utah  
Technical College at Salt Lake, 4600 South  
Wood Road, Taylorsville (967-4295).  
Sponsored by 1252-15.

**19 Phonetics**  
Des Moines, IA — Mon., Noon, North-  
western Bell Telephone Co., 900 Keo-1st  
Conference Room (286-7533). Spon-  
sored by 625-19.

**19 Sioux Sayers**  
Sioux Falls, IA — Mon., 7:15 a.m., Postal  
Service Company, 814 Pierce Street  
(624).

**20 91CES**  
Off Air Force Base, ND — Thurs., 11:30  
91CES Conference Room, Bldg. 445  
4761 x 3691). Sponsored by 3201-20.

**23 Electric Toasters**  
Portland, TX — Mon., 12:05 p.m., Mills  
Training Room, 303 North Oregon  
4011). Sponsored by 2461-23.

**24 Farm Credit Banks of Omaha**  
Omaha, NE — Mon., 7:15 a.m., Farm Credit  
Training Center, 206 South 19th  
Street (444-3381).

**4195-24 Behlen Speech Builders**  
Columbus, NE — Fri., 7 a.m., Behlen Manu-  
facturing Company, Box 569 (564-3111).  
Sponsored by 744-24.

**4184-33 Point Conception**  
Lompoc, CA — Fri., 6:45 p.m., Federal  
Prison, P.O. Box W (735-2771).

**4178-36 VA Speakeasys**  
Washington, D.C. — Wed., Noon, Director's  
Conference Room (1B143), WVAMC, 50  
Irving St., N.W. (389-7252). Sponsored by  
2920-36.

**4181-37 Garner**  
Garner, NC — Tues., 6:30 p.m., Greens  
Garner Grill, Old Garner Road (772-6531).  
Sponsored by 843-37.

**4183-37 Aggies**  
Greensboro, NC — Tues., 5 p.m., North  
Carolina A&T State University, Merrick  
Hall, Room 308 (379-7657). Sponsored by  
3040-37.

**4187-37 Statesville**  
Statesville, NC — Mon., 6:30 p.m., Bonanza  
Steak House, Sullivan Road (873-0765).  
Sponsored by 241-37.

**4180-43 Philadelphia**  
Philadelphia, MS — Tues., 7 p.m., The  
Colonial House Restaurant, Hwy. 19 North  
Philadelphia (656-6231).

**4191-43 Methodist Hospital**  
Memphis, TN — 1st & 3rd Tues., 5 p.m.  
Methodist Hospital, 1265 Union Ave.  
(726-7660).

**4173-45 Valley**  
Woodstock, New Brunswick, Can — Wed.,  
7:30 p.m. Southern Carleton School  
(374-6819). Sponsored by 2204-45.

**4170-47 Harris Uptowners**  
Melbourne, FL — Tues., Noon, Harris Cor-  
poration, 1025 Nasa Blvd. (727-9100).  
Sponsored by 1423-47.

**4188-48 Protective Pacesetters**  
Birmingham, AL — Alt., Tues., 11:45 a.m.,  
Protective Life Insurance Company, P.O.  
Box 2606 (879-9230). Sponsored by 2811-48.

**4171-58 Lexington**  
Lexington, SC — Wed., 12:30 p.m., Harri-  
son, West Main Street (356-0777). Spon-  
sored by 3391-58.

**4172-62 Steelcase**  
Grand Rapids, MI — Mon., 4:45 p.m.,  
Steelcase Tech Center, 1120 36th Street  
(531-6902). Sponsored by 404-62.

**4189-60 London-Western**  
London, Ontario, Can. — Mon., 7 p.m.,  
Room 210, Somerville House, University of  
Western Ontario Campus (471-6504). Spon-  
sored by 2729-60.

**4196-60 Sears Toronto**  
Toronto, Ontario, Can. — 1st & 3rd Tues.,  
7 p.m., Craftsman Distribution Centre-  
Simpsons Sears Ltd., 650 Dixon Road, Rex-  
dale. Sponsored by 3057-60.

**4169-68 Orange**  
Orange, TX — 2nd & 4th Thurs., 7:30 p.m.,  
Martin K. Thomer Community Center, 1413  
N. 20th Street (883-3952). Sponsored by  
2181-68.

**4174-68 Crescent City**  
New Orleans, LA — 1st & 3rd Thurs.,  
6 p.m., The Saxony, 1717 Canal Street  
(821-5512).

**4186-68 New Iberia**  
New Iberia, LA — 2nd & 4th Thurs., 7 p.m.,  
Ramada Inn, Admiralty Doyle Drive  
(265-2773). Sponsored by 2678-68.

**4185-73 Melton**  
Melton, Victoria, Aust. — 2nd & 4th Mon.,  
8 p.m. Sponsored by 1568-73.

**4175-74P Bulawayo**  
Bulawayo, Zimbabwe, Rhodesia — 1st & 3rd  
Tues., 5:30 p.m., Bulawayo Civil Service  
Club, Cement Street, Main Street  
(19 42243).

**4194-U Valley**  
Juneau, AL — 2nd & 4th Tues., 7:30 p.m.,  
Floyd Dryden Jr. High School (789-2590)

## Anniversaries

### 35 Years

Augusta 326-14, Augusta, GA

### 30 Years

Temple City 554-F, Temple City, CA  
Orange Belt 828-33, Porterville, CA  
Tuscaloosa 858-48, Tuscaloosa, AL  
Pearl Harbor 123-49, Honolulu, HI  
Stamford 865-53, Stamford, CT  
Harlingen 860-56, Harlingen, TX

### 25 Years

Lancaster 1723-38, Lancaster, PA  
Roseville 712-39, Roseville, CA

### 20 Years

Gardena Lunchmasters 2631-1, Gardena, CA  
Wadsworth 1970-10, Wadsworth, OH  
HI-Noon 1165-11, Ft. Wagne, IN  
Westinghouse Gaveliers 3160-18, Baltimore,  
MD  
HI-Noon 2217-43, Little Rock, AK  
Pop-Up 3165-44, Midland, TX

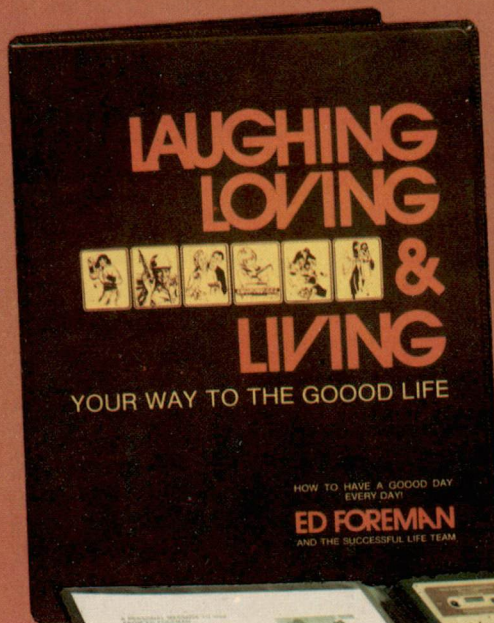
### 15 Years

Bridgetown 2660-U, Bridgetown, BDOS  
Westinghouse Friendship 1054-18, Balti-  
more, MD  
Scottish Rite 1817-19, Des Moines, IA  
Delavan 3925-35, Delavan, WI  
Art-O-Rhec 2604-43, Memphis, TN  
Greater Houston 2386-56, Houston, TX  
Devonport 3913-73, Devonport, TAS

### 10 Years

Bechtel 3589-F, Norwalk, CA  
The Governors 3031-16, Oklahoma City, OK  
Truckee Meadows 178-39, Reno, NV  
Preston Hill 1361-53, Middlebury, CT  
Landmark 3291-66, Norfolk, VA  
Media-Mix 2509-69, Brisbane, QLD

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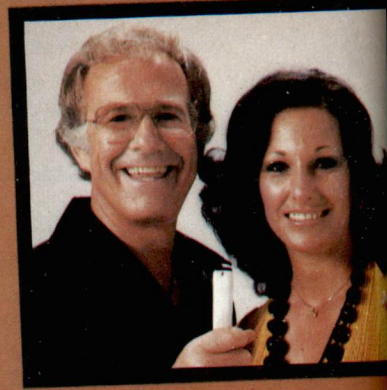
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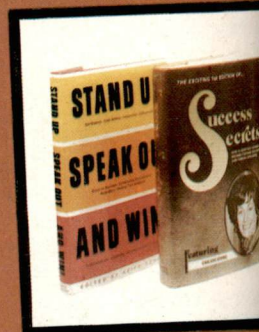
**ED FOREMAN** is the only person in this country to have been elected to the United States Congress from two different states (Texas and New Mexico). He has enjoyed a close working relationship with five U.S. Presidents and served as a Presidential Appointee in two national administrations. He has built a financially successful career in consulting, transportation & petroleum development and has been a leader in executive development programs since 1960. He is rated as America's most successful speaker-trainer-motivator in the art of "Successful Daily Living".

**EARLENE VINING** is an accomplished executive & management consultant with an extensive background in economics projects, public relations, sales and sales management. She has hosted her own radio and T.V. series and is a recognized specialist in office administration, business management techniques and an instructor of personal development and management improvement programs. Two of her most popular speech topics are "Dealing With Failure" and "Dream Big Dreams and Make Them Come True".

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