

January 1975

# the toastmaster

**WHAT BODY  
LANGUAGE**

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TOASTMASTERS INTERNATIONAL is a non-profit, non-partisan, educational organization of Toastmasters clubs throughout the world.

First Toastmasters club established October 22, 1924. Toastmasters International was organized October 4, 1930 and incorporated December 19, 1932.

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

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

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## Building for the Future



It's over.

For the past year, Toastmasters all over the world have been celebrating the 50th Anniversary of an organization founded in the basement of a YMCA in Santa Ana, California.

During that year, the Toastmasters program and concepts have reached more people than ever before. We have seen city and state officials issue Toastmasters 50th Anniversary Proclamations; radio and television stations allowed us more time than ever before to tell our story; numerous newspapers and magazines contained articles highlighting the

Toastmasters 50th Anniversary; and those who attended the August Convention in Anaheim, California, witnessed the most successful yearly gathering in the history of Toastmasters International. This was indeed a very special year.

But it is over and we must turn our sights to the next fifty years, with the hopes of making the second fifty as successful as the first.

What can you and your club do to make this endeavor worthwhile and probable? For one thing, you can continue whatever 50th Anniversary publicity campaigns you have embarked upon. The idea of making the Toastmasters standard of excellence and program better known in your club and community is one that should not be limited to special occasions. This is a day-by-day, month-by-month, year-by-year job that has to be done if our organization is to continue to prosper and grow as it has over the last fifty years.

During this month and next month, your club should make a concerted effort to get out into your community and take full advantage of the designated advertising months. Use the Advertising Kit, especially developed for you, and show the world what Toastmasters is all about.

Now is the time for your club, area, and district to re-evaluate your goals for this and for future years. Establish your good points and try to improve upon them. Find your weak spots and discover the problem. You are building for the future! ■

# MEMBERSHIP



For the past few years Toastmasters International has introduced ongoing membership-building programs designed to give special recognition to those Toastmasters who have excelled in bringing new members and clubs into the organization.

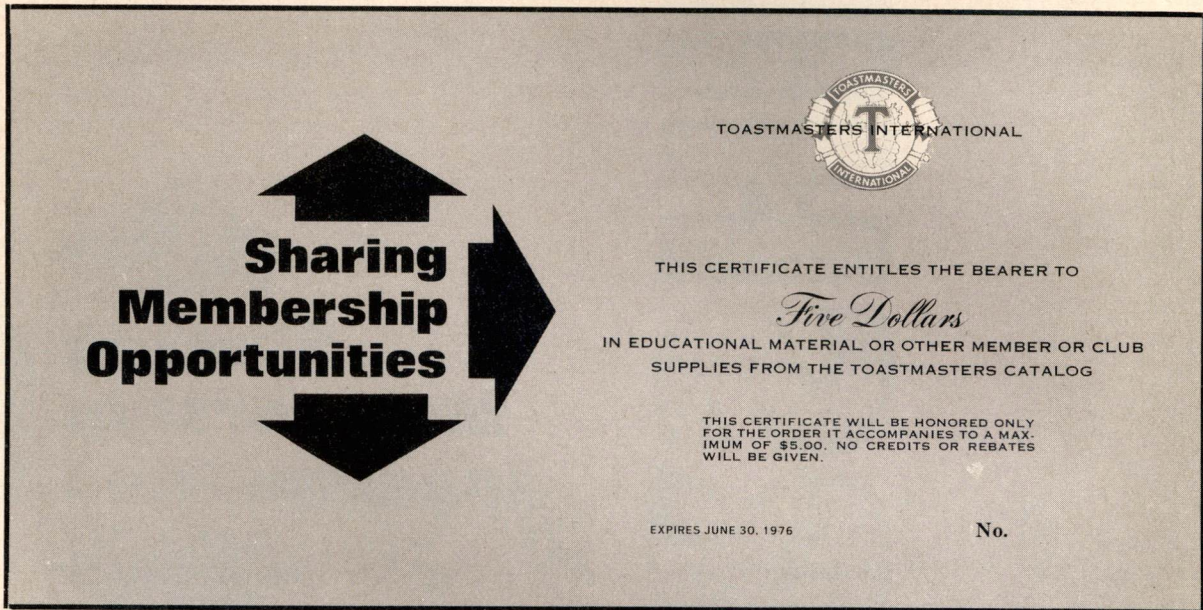
"Sharing Membership Opportunities," the program that replaces Golden Growth, will again feature special recognition, prizes and gifts for those Toastmasters who have done such a fine job in the membership-building effort.

Membership sponsors will receive their choice of Toastmasters educational materials or supplies through the gift certificate plan. As in the Golden Growth program, for every five new members sponsored, a Toastmaster will receive a Sharing Membership Opportunities Gift Certificate worth \$5.00 in educational materials or other Toastmasters club or member supplies at catalog price.

The "Toastmasters' Salesman"—the one member with the largest number of new members to his credit at the end of the year—will receive round trip (coach) air fare to the 1976 International Convention, single room accommodations at the Convention Hotel for four nights, complimentary convention registration and meal tickets, and a special plaque designating him "Toastmasters' Salesman."

#### **A Special District Award**

Two added incentives will be introduced in this year's Sharing Membership Opportunities Program. While clubs, areas, and districts will receive recognition in the Hall of



Fame and through credit in the Distinguished Club Plan and the Distinguished District Program, a special \$50 Toastmasters International Gift Certificate will be awarded to the district with the largest percentage net membership gain. However, in order to qualify for this special award, the district must reach its membership goal.

#### **Unlimited Chances**

In addition to the regularly-designated prizes that will be awarded, the new program will feature a drawing for grand prizes among all participants. The sponsor's name will be entered into the drawing once for every \$5 Sharing Membership Opportunities Gift Certificate issued in his name. This means that the individual Toastmaster has unlimited chances of winning the drawing prizes, which include a multi-band transistor radio as the grand prize, three transistor radios given as second prizes, and four Toastmasters Cross Pen and Pencil Sets awarded as third prizes. All winners of gift certificates and other awards and prizes will be recognized at the International Convention in the Hall of Fame.

#### **Effective Membership Builders**

Sharing Membership Opportunities is a refined combination of the two membership programs that preceded it. Over the three years that Project Fun and Golden Growth were in operation, individual efforts have resulted in as many as 150 new members and the vast majority of Toastmasters who participated brought in more than the minimum five members for recognition.

Clubs, areas, and districts are encouraged to establish

Sharing Membership Opportunities activities and competition among themselves. Any recognition given at those levels will not conflict with recognition given by Toastmasters International.

To be effective, Sharing Membership Opportunities must be combined with extensive club effort and follow-up by districts. Improved club programming, which will attract visitors and community publicity and promotion of the Toastmasters program, is essential if the Sharing Membership Opportunities Program is to be a success.

#### **Advertising Months**

Those Toastmasters interested in bettering their club, area, or district should make full use of the January/February Advertising months by using the TI Advertising Kit (Code No. 1150), especially developed for this purpose. With the help of this total media package, your club, area, or district's Sharing Membership Opportunities Program can be greatly bolstered through extensive radio, television, and newspaper coverage in your community.

As in all programs developed by Toastmasters International, the ultimate success of the Sharing Membership Opportunities Program hinges on a joint effort in community awareness (letting the people know the facts about the program Toastmasters has to offer) and club programming (assuring these people that the program is indeed worth their time).

Follow the outlined Sharing Membership Opportunities recognition procedures and get started right now — for a better club, a better organization — a better you! ■

## RECOGNITION PROCEDURES

1. In order for the sponsoring Toastmaster to receive credit, his name must appear on the application (No. 400) of the member he is claiming. The new member must join in calendar year 1975. December new membership applications must reach TI World Headquarters by January 8, 1976, and credit must be claimed by the Sharing Membership Opportunities sponsor by January 31, 1976.
2. Recognition is based upon the number of new members who pay the member service fee, charter members, and reinstated members. Transfers are not included.
3. The sponsoring Toastmaster submits his five members for a Sharing Membership Opportunities Gift Certificate by using the sponsor certificate form below. (This form will be reprinted periodically in the magazine and TIPS.)
4. Sharing Membership Opportunities Gift Certificate applications will be processed by World Headquarters and the certificate forwarded within 30 days.
5. For each Sharing Membership Opportunities Gift Certificate issued, the sponsoring Toastmaster's name will be entered into a drawing to be held at the conclusion of the program.
6. The Toastmaster may redeem the Sharing Membership Opportunities Gift Certificate any time during 1975, and through June 30, 1976. It will be honored only in payment (up to \$5.00) of the order submitted with it. No credits or rebates will be given.
7. Clubs, areas, and districts will receive recognition in the Hall of Fame and through credit in the Distinguished Club Plan and the Distinguished District Program. In addition, a \$50 Toastmasters International Gift Certificate will be awarded to the district with the largest percentage net membership gain. To qualify, the district must reach its membership goal.

**.....FILL OUT AND MAIL TO WHQ.....**

TOASTMASTER HAS SPONSORED MEMBERS INDICATED: (PLEASE PRINT)

COMPLETE & MAIL TO WHQ	TOASTMASTER	NAME: _____	
		ADDRESS: _____	
		ZIP: _____	
		CLUB: _____	DISTRICT: _____
NEW MEMBERS		CLUB NO.	

DATE \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

# BODY LANGUAGE

## *The Silent Side of Communication*

by James Costa

You've just been introduced and you approach the lectern with a certain confidence that you've never quite felt before. You know you're going to be good.

You base your assumption on a few of the basic ingredients necessary for an interesting and informative presentation — you are well-prepared, have geared your presentation to your audience, and plan to speak on a subject that is relevant and should be of interest to everyone. But, midway through your presentation, something happens that you can't quite explain. Your audience has, somehow, changed its appearance.

### **A New Language**

Although the change is not a major one, it is indeed noticeable that some have crossed their legs or folded their arms across their chests. Your further inspection reveals that some have slouched back into their chairs, while others sit up straight and present a slight smile of approval. Whether you realize it or not, you have been introduced to an exciting form of communication that has just

recently been uncovered and explored — body language.

Based on the behavioral patterns of nonverbal communication, body language has, within the last few years, captured the attention and imagination of people around the world who are interested in the broad field of communication. Known in scientific study as kinesics, it is still so new a science that recognized authorities are few and far between.

### **Unconscious Communication**

As in all forms of communication, body language depends on two prime factors to get the message across: there must be a sender and a receiver of the intended message. But, unlike verbal communication, the nonverbal communicator rarely sends his message consciously. In this form of communication, the sender may simply lift an eyebrow to convey disbelief, rub his nose to indicate puzzlement, clasp his arms for protection, shrug his shoulders for indifference, wink his eye for intimacy, or slap his forehead for forgetfulness. The task of receiving and interpreting the message is then left up to the one who observes the body movement. Where there is no understand-

ing of body language or its place in the realm of communication, there can be no message. In this instance, the receiver will simply pass the communication off as an inherited gesture.

Ever since the idea of body language was introduced and a study of it undertaken, a major controversy has arisen over this very point: Are gestures inherited or are they subjected to the same day-by-day learning experiences that we all go through? Does a smile always mean amusement or pleasure and a frown dissatisfaction?

### **The Facial Expression**

The question was first answered by Charles Darwin, the English naturalist. He believed that facial expressions of emotion are similar in all humans, regardless of culture. Later research disputed this conclusion, saying that in the different cultures around the world there did not seem to be a pattern for facial expressions. The researchers used the nodding of the head for an example, saying that in the Western hemisphere "no" is indicated by moving the head from side to side, while "yes" brings an up and down movement. They pointed out that there are some societies where the opposite appears to be true. But this revelation did not deter further research.

Some years later, tests were conducted which reinforced Darwin's original theory. The tests concluded that people in different cultures recognized the same emotions when they were shown a standard set of photos containing certain basic expressions and gestures. This brought forth the conclusion that, for example, all people are programmed to turn up the corners of their mouth when they are happy and down when they are unhappy.

Conscious or unconscious, inherited or not inherited, body language is as much a part of our daily routine as waking up in the morning.

### **Posture and Emotion**

Throughout most of our lives, we have been told to stand erect, keep our shoulders back, and our head facing forward. Good posture has come to mean a good, strong individual. This has a direct relation to kinesics, or body language.

A direct link has been found between posture and emotion. A person who stands with a swayed back is said to be depressed and lacking self-confidence, while the straight-backed individual



represents one who is sure of himself and firm in his decisions. A trained soldier offers a good example of this. These men have been drilled and drilled on the importance of good posture—a straight back—with the idea that good posture will make better soldiers and better people.

Another example is that of the man who will tighten his abdominal muscles and pull in his stomach while courting the woman of his dreams. When depressed, this same person may over-relax those muscles and let his stomach hang out.

At this point, it must be stated that no body position or movement has a precise meaning in itself. Scientists have found certain movement in one instance to mean one thing and in another to mean something totally different. To fully understand and appreciate the language of the body, you must remember that the movement you have interpreted as a message can only be valid communication when it is taken in the context of the entire behavior pattern of the individual. In short, body language and the spoken language are dependent upon each other.

How many times have you, while walking down a crowded street or rushing

onto a subway, bumped into someone and, without saying a single word, smiled? Surely your smile does not convey the feeling of happiness we have already discussed. You are not saying to that person, "I'm glad I bumped into you." What you are saying is "I'm sorry I bumped into you and I'll try not to let it happen again."

The same is true when you board an elevator in your office building. Unless you are acquainted with some or all of the people in the elevator, you hurriedly walk into the elevator, exchange a quick glance with the other passengers, and perhaps present a slight smile before turning around and facing the door. This absence of eye contact has become prevalent in our society today.

#### Suppressing the Stare

While eye contact is one of the most easily noticeable of the body movements, it is perhaps the most suppressed. There is the feeling that the longer the look, the more involved you want to get with that person. We've been told since our childhood not to stare at things we don't understand or consider peculiar. This fear of the prolonged look or stare causes us to mask our emotions. We tend to view these people as "non-persons" and they,

therefore, do not exist.

Since verbal language is often a mask in itself, body language becomes even more important in a close conversation with someone you are casually, socially, or intimately acquainted with. When a conversation is undertaken between two or more people, head movement is perhaps the most telling of the body signals. In a normal conversation, the head movement at the end of a statement is often used as a signal for the other speaker to start his answer. In this same context, a change in the posture of the person speaking may also indicate the end of a thought or statement.

#### More than Words

A change in the pitch of your voice also carries vital signals. You may have already found, from prior conversations with acquaintances, that the voice pitch rises on a question (Where are you going?) and lowers on a statement (To the store.). When a speaker wishes to continue with his statement, his voice holds the same pitch, his head remains straight, and his eye and hand movement remain unchanged.

In conversation, the eye is easily the most intriguing element of your body language. Famous writers throughout the



years have taken great pains to describe the eye movement or appearance. In some of the greatest love stories written over the centuries, the eyes have been described as steely, knowing, mocking, piercing, or burning. The cold eye, the watchful eye, and the evil eye have been described countless times by some of the giants of literature.

But what of the eye? Is it really capable of portraying the emotion attributed to it in these short stories and novels? The answer is a surprising "no."

#### **A Simple Body Organ**

The eye is a simple body organ, incapable of expressing any emotion in itself. True, eyes tend to take on a different appearance, but this is largely because of color and not because of ability to convey emotion. Why, then, is the eye so important?

When observed in combination with the other parts of a person's face, eye movement conveys many emotions. A quick glance, a wink, or a squint all become quite meaningful when taken in the context of the person's total behavioral pattern. The opening of the eyelids and the sideways glance all mean something when everything else is taken into account.

Of all the capabilities the eye possesses, perhaps the most important or telling is the long look or the stare. As stated before, this movement of the eye becomes quite intruding when used with people with whom you are not acquainted. But when used in the conversation, the long look or stare becomes something different, often conveying the message of intimacy, concern, or fascination.

#### **Know the Emotions**

When coupled with total body movement, the eyes, too, may mean nothing in one context but be significant in another. When used with a frown, they may mark a point in a sentence or, on the other hand, convey a sign of annoyance or deep concentration. To effectively read the body language transmitted through the eye, you must know the emotional state of the frowner.

While the points we have already covered are really of little use to our friend who is making his presentation, body lan-

guage is also of immense help in the speaking situation.

It has been said that the language of action is more convincing than the language of words, because it is easier to utter words that are not true than to pretend enthusiasm, sincerity, or friendliness through body language. The audience will not accept your words if they receive one kind of expression through their ears

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**The speaker who talks of a violent and dangerous situation, but whose arms hang limp at his sides, his back curved and his face expressionless, is not going to get his message across to his listeners.**

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and a totally different one through their eyes. The speaker who talks of a violent and dangerous situation, but whose arms hang limp at his sides, his back curved and his face expressionless, is not going to get his message across to his listeners. On the other hand, the speaker who makes a presentation before thousands of people in a huge lecture hall finds it far easier to lie with the motions of his body

than with the presentation made before a small social gathering.

He finds that, when addressing the large gathering, his gestures must be affected and more symbolic than those used at the social gathering.

What all this means, then, is that a speaker who accepts a speaking engagement must be concerned with territory—the size and shape of the place in which he is to give his presentation. In addition, concern must also be given to the regional location of the presentation because different body signals mean different things in different areas. The speaker who plans to present his speech in New York must make sure that whatever body language he utilizes will be applicable to that particular area, and not that of California.

#### **The Fundamental Gestures**

There are several basic communication functions which are best illustrated by body language. The audience will believe what is seen rather than what is heard. Here are a few fundamental gestures that can illustrate important verbal messages:

■ Size, weight, shape, direction and location are physical attributes that lend themselves to pointing and hand positions. When you say "Go that way!" you should look in that direction and might even nod your head that way. Your arm may jerk up and your finger may point along the same route.

■ Conveying the importance or urgency of your message is a vital part of your presentation, and convinces by action rather than words. A fist smashed down on a table top or into an open palm is certainly more effective than mere words, no matter how well they are delivered.

■ We often find that a distinction between friend and foe can be made by a variety of physical behavior. You shake hands with your friends, slap them on the back, or step a little closer towards them. Your face lights up with pleasure, your eyes open a bit wider, you smile, and you tend to stand straighter or maybe even lean forward a little during the meeting. On the other hand, when you dislike a person your hands may drop with the palms turned

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inward. You may frown, step backward, and generally mirror rejection through your bodily behavior.

■ Needless to say, as a speaker your hands help you greatly and are an important factor in the workings of the body language. Your hands and how you use them open up a veritable dictionary in this realm of nonverbal communication called body language. Your hands may indicate similarities when the two move in unison and differences through an unsynchronous movement.

### "Reading" the Audience

The body language of the audience is of equal importance to the speaker as his own. Through messages conveyed by your audience, you may receive effective and helpful feedback on the success of your presentation. For example, our friend at the beginning of this article found some people in his audience with their arms folded across their chests. While this may give an indication of hostile feelings towards the speaker ("I am closed to your advance and I will not listen"), it may also convey the feeling of frustration ("I am not getting what I need but I can be approached"), depending on the surroundings and the subject on which the presentation is based.

The positions of your audience also provide certain clues to the overall effec-

tiveness of the presentation. When some of the audience sit in the back of the room, there is good reason to believe that they will sacrifice total reception of the presentation for the anonymity that the back of the room offers. Those who get as close as they can to the speaker are indeed interested in catching all the points in the speech and pay little attention to the fact that they forfeit their anonymity and appear somewhat conspicuous.

Body language has been, and will always be, an important ingredient in every speaker's repertoire. To develop this skill to its fullest potential, two suggestions are offered by experts in the field of kinesics.

### Videotaping

First, videotaping provides an excellent opportunity to watch and study your use of body language. Since many Toastmasters clubs already have a videotape machine available, machinery and its handling may be no problem. The next time you present a speech, have the entire presentation put on videotape and go back and study your use of body language. Did you convey the message intended? Did your verbal and nonverbal language contradict each other? Study the tape with your fellow club members and ask them for any suggestions for improvement they may have.

The second and perhaps most feasible practice may come through a program designed to get a particular point across without the use of words. This charade-like game can be used in your club setting or utilized whenever you and friends get together. This idea can be modified to best fit your needs, but the main objective must always remain the same: you want to get your point across to your audience through the use of gestures alone. No words may be spoken.

### Acknowledging the Language

Since the time that body language has actually been acknowledged and studied, people from all walks of life have learned just how important it is in everyday communication. For years, politicians have been keenly aware of the significance of the nonverbal communication coupled with what was said. Political mimics David Frye and Rich Little have often said that the body movements—the gestures—are 95 percent of their imitations. Surprisingly, the voice is secondary.

Body language is a game that each of us have played and will continue to play throughout our lifetime. Through our understanding and use of it in our daily conversation and in formal presentations, we will find more emotion, understanding, and knowledge than we ever dreamed possible. ■

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**books  
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books**

**Charles R. Buening II, *Communicating on the Job. A Practical Guide for Supervisors.* 83 pages. Addison-Wesley Publishing Co., Reading, Massachusetts 01867.**

If you are in a business environment and would like to review some of the basics of supervisor-employee communication, this book can be of help. It is short and can be read quickly. The program is designed to help you improve your basic communication skills, develop your ability to analyze interpersonal communication, and increase your ability to effectively communicate while maintaining good interpersonal relationships. These goals are accomplished by looking at the techniques of asking the proper questions, of listening to and understanding the answers, and of avoiding the many barriers to communication. The material in the book is reinforced by Concept Review tests and several practical application exercises containing supervisor-employee dialogue.

# The Class of '59

by Charles S. Hopper



In 1959, just prior to graduation time at a major university, a unique experiment was suggested by an eminent professor. The graduating class, consisting of 5,000 students about to receive degrees in liberal arts, education, business, engineering, science, law, medicine, and dentistry would be asked to list every book they had read, scanned, seen the cover of, seen on a required reading list, or *heard* about from any source whatsoever. These lists would then be consolidated into one "master list," which would be sent to the university library. The library staff would go through the building and *remove* every item on the list from the book shelves.

Graduation was on Saturday. Just after the ceremonies, the new graduates would be assembled and marched single file past the newly purged library shelves. It was the professor's guess that there would seem to be hardly anything missing.

It was not necessary to conduct the experiment. It was enough for the professor only to suggest it. We knew he was most likely right — as usual.

That was 1959 — the dark ages — before the fantastic explosion of knowledge which took place in the 1960s. It was before the new generation computers, the moon walk, the Vietnam War, the Hippie movement.

## Where Are They?

What happened to those graduates who could add '59 after their names, but who soon found themselves unable to keep up with what little they did possess of the world's knowledge? What of the engineer, for example, who found the degree which he had spent four long years obtaining to be obsolete just a few years after graduation? What of the parents with three required college mathematics courses behind them, who later couldn't even help their own children with their homework because of the "new math"?

Some dropped out through alcohol, drugs, or suicide. Some gave their lives in Vietnam. Some became rich. Some achieved fame in art, music, engineering, or politics. The vast majority of the class of '59 are still around, somehow muddling through — making a living, raising a family, struggling with their income tax, and meeting each day as it comes.

How do they do it? I can't speak for the others, but as a member of that class, I can tell you how I survived. I have learned that you don't have to know everything. You don't even have to know very much to succeed in this world. What you do have to know is how to think, how to process the vast amount of knowledge which bombards you from all sides —

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how to screen the input, to filter out the knowledge that is necessary and shelve or discard the rest.

I believe you must have an open mind and a willingness to learn—a willingness to learn from anyone, no matter what his background. You must learn from negative as well as from positive experiences. I've had three water pumps go out in my car in 150,000 miles, so I've learned what the symptoms of water pump failure look and sound like—and what to do about it. It wasn't pleasant, but I learned something each time one went out.

Those who have seen success in life also have acquired a number of skills. Many are unrelated to formal schooling, such as the ability to communicate, to lead and, equally important, to follow. These people have the God-given ability to make friends and to keep them over the years. They seem to realize the extent of their knowledge, find efficient ways to acquire new knowledge, and apply what they have learned on a personal level. Above all, they never stop growing.

#### A Life-long Process

They realize that learning is a life-long process, not something which stops the moment you complete a course or graduate from a school. They also seem to be aware that, even in these days of overnight obsolescence, some things will endure. A friendly greeting, a word of encouragement, and a helpful gesture are as timeless as the willingness to improve, the ability to keep trying after repeated failure, and the acceptance of change as a fact of life.

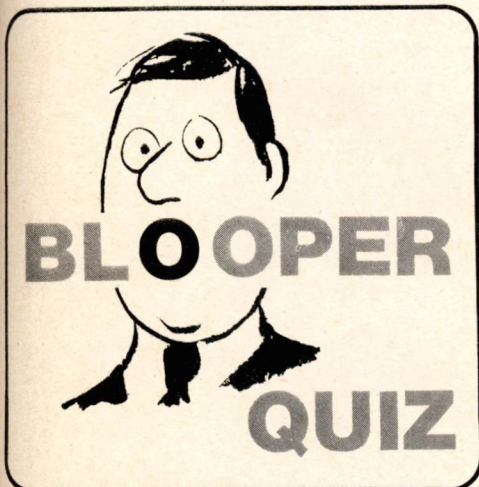
I have discovered that membership in Toastmasters and

regular meeting attendance are two of the most effective means of coping with change. Everything about the organization is keyed to the times in which we live. To be an effective member, one must first admit that he needs help—help in the art of communication and leadership. Then he must take the plunge into the world of parliamentary procedure, table topics, Ice Breaking, speech evaluation, and all the other programs offered by Toastmasters International. What the member actually receives is a fantastic up-to-date education. It not only helps him to cope with the ever-changing world, but he quite often finds himself out in front, with his new-found education carrying over to his work, family, and other activities. By constantly applying this education he can, through Toastmasters, become a real leader in a world which desperately needs leaders.

It's all there for us. All we have to do is grab hold of the Toastmasters "bag" and hold on. (This bag often turns out to be a jet-powered hot-air balloon that will take off and fly as fast and as far as you want it to take you. So watch out!)

So, if you have a friend who is having trouble in coping with the "information explosion," turn him on to Toastmasters. After a few Toastmasters experiences, I guarantee you that he won't panic when he sees the rest of the library. ■

Charles S. Hopper is a member of the U.S. Naval Construction Battalion Center Club 2858-33 in Port Hueneme, California.



Time again to test your grammar with Toastmaster Billy Bloop, as he presents another collection of slips of pen and lip by world leaders.

**Test your BQ (Bloopier Quotient) by circling the incorrect word or phrase.**

1. "I got up and told her, I said, teacher . . ."
2. "Different even than hearing him . . ."
3. "Let's have able-bodied persons as moderators."
4. "Up until yesterday . . ."
5. "More tax loopholes, not less . . ."

#### ANSWERS:

1. Whatever you may have said, I'll bet it was ungrammatical. Try **I got up and said, "Teacher . . ."**
2. Ouch! You've got double trouble. Omit **even than** and use the preposition **from**.
3. Maybe in the Navy, but here, on shore, let's settle for anyone who will volunteer.
4. You've got redundatiasis, the most common disease in English grammar. Omit **up**.
5. Your grammar has a hole or two, I'm afraid. Use **fewer**, not **less**.

SCORE: 5 correct — perfect; 4 correct — excellent; 3 correct — good; below that, keep reading the quiz.

# The Generation Gap—

## A “Now” Challenge to Effective Meetings

by Orvel H. Cockrel

*For the past few years, there has been a tremendous amount of interest expressed by young people in the Toastmasters program. Since a natural “generation gap” does indeed exist, it is something that should be given careful consideration when planning your next club, area, or district meeting. The following article analyzes this so-called “gap” and offers suggestions on how to cope with it and produce truly effective meetings.*

Few successful meetings have been produced by amateurs during any decade. But the need for professionalism in meeting planning and execution is greater during this decade than ever before. This need stems from what we often refer to as the “age gap” or, more popularly, the “generation gap.”

There are real reasons why a gap exists. There are real reasons why mishandling the matter, or simply ignoring the situation, can be disastrous to companies and associations.

Confusion exists because society has always been composed of people of differing age groups. What, then, is unique about this period? Why have we only recently become conscious of a difference so great that we call it a gap? There are at least two major reasons we should examine:

1. The younger generation makes up a greater proportion of our total popula-

tion today than has been the case at any time in the past. Consequently, this group must be dealt with as an important segment of our society. They are coming into our work force in such numbers as to dominate some areas of vital activity. They represent a force so great that they can neither be ignored nor simply be expected to integrate themselves into the established society without assistance.

2. What we call a “generation gap” today means not just a difference in age, as it has sometimes meant in the past. It is essentially an epistemological gap. Here we define epistemology as the theory of knowledge, or how we know, or how we know we know. Today’s generation looks at knowledge in a way radically different from previous generations. Thus, there is not just a difference in age, or a difference in thought, but a real difference in the way thoughts are developed and the basic assumptions on which they are based.

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Almost everyone is aware of the "baby boom" which took place in the United States in the period immediately following World War II. It was this dramatic increase in births in the late 1940s and early 1950s which led to a tremendous influx of young adults into our society, our colleges and our work force in the late 1960s and early 1970s. It has been primarily this group, and some adults who have chosen to identify with them, which has been in the forefront of the peace movement, consumer actions, equal rights movement and others. They constitute one side of the "age gap."

### A Growing Population

It is interesting to look back at the history of the past 20 years to see the steady climb in numbers of people under 24 years of age in our population. And it isn't just numbers. The percent of our total population accounted for by these young people has been increasing dramatically, too. In 1950, those people under 24 years of age constituted only 41.6% of our total population. By 1960, this percentage had grown to 44.5%. And, by 1970, the percentage of our population under 24 years of age had increased to 45.9%.

Numbers and percentages of this magnitude cannot be ignored. We must establish techniques for dealing with the problems created by these shifts. We must do this not just to solve our immediate problems, but also to enable us to cope with what is indicated for the future. It is expected that between now and 1985, one-third of the total population increase will come in the 25-34 age group. Altogether, we expect to have an additional 28 million people who will be in their twenties, thirties and forties by 1985. On the other hand, there will be virtually no change in the number of people between 45 and 64 years of age. Without question, the impact of youth on our culture will be even greater when today's children reach teenage years.

But numbers are probably the least important part of our "generation gap." The most important aspect has to do with differences in thought processes between young people moving into society and the generation already here. Thought processes, the way we look at knowledge, the assumptions on which our thinking is based, are radically different between the two groups. The real "generation gap" is

not one of age. Rather, it is caused primarily by a change in the concept of truth.

The generation which grew up in America prior to World War II constitutes much of the "establishment" today. These people grew up in, and are basically the product of, a culture which dominated much of the Western World prior to the 1900s. There are many aspects to this culture, including the renowned "work ethic."

But the aspect which we emphasize is the philosophic premise on which thought was based then, compared to the premise on which it is based today.

The basic premise then was that there really were such things as absolutes. People accepted the possibility of an absolute in the areas of knowledge and morals and behavior. Therefore, because they accepted the possibility of absolutes, though men might disagree as to what these were, they could reason together on the classic basis of antithesis. If something was true, then the opposite was false. If one thing was right, its opposite was wrong.

### The Thought Pattern

If you understand the extent to which this no longer holds sway, then you understand the magnitude of our present generation gap. You understand, too, that it is not so much an age factor as it is a thought pattern.

In the pre-World War II period, one could say, "this is true" or "this is right" and immediately be understood. People may not have thought out their beliefs consistently, but everyone would have been talking as though the idea of antithesis was correct. If a person said, "believe this, it is true," those who heard would have said, "well, then, he's saying that the opposite is false." Presupposition of antithesis involved people's entire mental outlook.

But all of this has changed. This doesn't mean that people have changed. But the balance has shifted so that the majority are now on the side of rationalism, or humanism, or existentialism, or whatever term we want to apply.

### Nothing is Absolute

The new approach discards thesis and antithesis as a means of discovering truth. In its stead, it places synthesis. Instead of moving along a horizontal cause and effect line, the move is a triangle. Things become relative. Instead of antithesis, as

a means of approaching truth, there is a substitute of synthesis. Nothing is absolute. Things are relative.

The door to this new way of handling truth was first opened by the German philosopher, Hegel. Soren Kierkegaard, the Dane, added to this and is often called the father of modern thinking. Others, such as Jaspers in Switzerland, Sartre in France and Heidegger in Germany have contributed their bit.

Jean-Paul Sartre is one of the most articulate spokesmen for the group. What he says will serve to illustrate what we are talking about. He says that we live in an absurd universe. The total, he says, is ridiculous. Nevertheless, one must try to "authenticate" himself by an act of the will. It doesn't really matter in which direction one moves, as long as he acts. People may be doing the same things now as they have done in the past, but their reasons are different.

In the past, when one committed a crime, even the person committing it believed that he was wrong. Now, individuals commit crimes and actually believe they are right. We see individuals involved in moral acts for which people would have been sorry and ashamed in the past, now demonstrating and demanding their "right" to do them.

### The Incentive to Achieve

Now, of course, there are other important aspects of this gap, even though they are less basic. For example, our younger generation in America has always had plenty of this world's goods. The lives of even the poverty-stricken in our country are beyond the wildest dreams of millions in some underdeveloped countries. Consequently, one of the greatest incentives to achieve, which spurred on the older generation, is now lacking in this one. It is important to recognize this and to find other incentives to take its place.

Our younger generation has "seen it all." At 25, there may be little left—good or bad—that the product of modern America has not seen on TV or experienced in person. Sex, drugs, war, crime—you name it—we have tried it. It may be no longer necessary or desirable to "join the Navy to see the world." Boredom and restlessness have become major characteristics of our young.

A generation gap of this magnitude has provided a real dilemma to many companies, as they have made an effort

to integrate the two basic philosophies into a smooth, functioning whole. Can it be done successfully? Has it been done? The answer to both questions is a positive yes.

The first step is to recognize that the generation gap is not primarily an age gap. It is primarily a philosophic gap. Just waiting for youngsters to grow old won't solve the problem. Ignoring it, or pretending that no problem exists, won't solve it either. The problem has to be dealt with, and it must be dealt with primarily on the philosophic level.

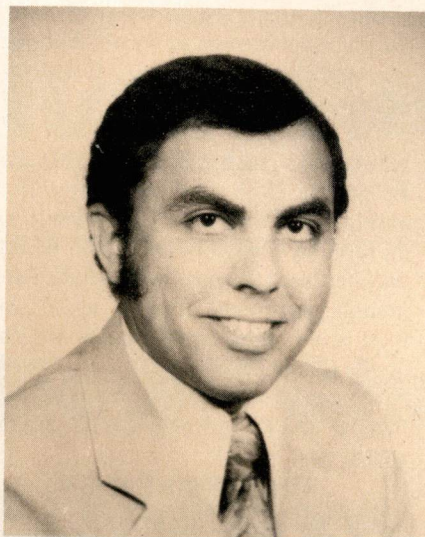
One way to attack the "bridging" process is through meetings, workshops and seminars. It is important that people confront each other in face-to-face situations, and that they see and hear at the same time problems are encountered and as an effort is made to overcome them. No other medium offers the advantages of meetings in this regard. Well-structured meetings, idea and experience exchange workshops, and well-planned seminars all lend themselves to attacking the gulf which separates the two groups.

#### **Professionalism**

Secondly, professionalism is needed to plan and execute meetings. This is true if we are to avoid a complete breakdown in communication. Meetings must be structured with philosophic problems clearly in mind. It must be understood that the same words have different meanings to the two groups. And, in particular, what is not said—the gap between thoughts expressed—will be filled differently by the two groups. On the basis of antithesis, one conclusion will be reached. On the basis of synthesis, a vastly different one will be reached. It is vital that these voids be filled by the person speaking or directing the group, in order to keep the gap closed.

Speakers must "tell it like it is." Even though the expression originated with the youth of the 60s, it is appreciated by all. There has never been a well-off society which placed a premium on lying, or on exaggeration of facts. "Telling it like it is" is one way of saying, "state the facts as they are, without editorializing." This can be a healthy trend in any group situation. With young people today, it is a "must." The younger generation is the first to grow up in the TV age. They have seen the best that professionals have to offer—in living color. We can no longer excite them by stomping our foot, shout-

## **New Department Head Named**



G. Anthony "Tony" Rector has been appointed manager of the Membership and New Club Development Department at Toastmasters International's World Headquarters.

A former executive secretary for a California-based trade association, Mr. Rector has had extensive experience in working with many associations and groups. Membership-building activities and public relations are but two of his main assets which he brings to TI.

While already very familiar with Toastmasters, Mr. Rector is looking forward to assisting all clubs, areas, and districts in their membership growth programs. ■

ing loudly, and waving a sheet of white paper. Regardless of the type of meeting, it must be done well, or it will be better to leave it undone.

Finally, younger people need as much help as their parents did. Even though they are exposed to a lot of things, much of what they know does not help them directly on the job. Consequently, they need training and assistance.

#### **The Pampered Generation**

But, this must be done without coddling them. Remember that this generation is one of the most pampered in history. We have extended their time of formal education longer than any previous generation. We have insisted that they remain adolescents for an abnormal period of time. They have time on their hands and energy in abundance, and they have long been frustrated at being barred from power and opportunity. Don't coddle them more. They want action. They want to test their wings.

Your meetings must provide opportunity for dialogue—for two-way com-

munication where honest opinion may be aired. You must consider small group discussion in favor of lectures and canned presentations. The youth today wants to participate in the decision-making process. You tap a huge reservoir of energy if your sessions allow ideas of the younger generation to surface.

You must develop and use skilled group leadership to make your sessions productive. Just as we have become skilled in multimedia, we must now sharpen our tools of group discussion. Small meeting techniques are those which will make the most impact to bridge the generation gap. ■

Orvel H. Cockrel is vice-president and publishing director for the Watt Publishing Company in Mount Morris, Illinois. Watt Publications include *Who's Who International*, *American Dairy Review*, *Poultry Tribune*, *Poultry Meat*, *Turkey World*, and others.



## **CLUB PRESIDENT**

# **The Leadership Process**

The *club president* in the leadership process provides just that—effective leadership for the entire club, its officers and the executive committee.

He must be sure that each club officer fully understands the duties of his office and is duly motivated to perform them to the best of his ability. On the subject of the individual club member, the club president's overriding duty is to instill enthusiasm for the Toastmasters program and to provide direction in areas that can, in the end, do the most good for the member.

As club president, you should work closely with the educational vice-president in setting up club programming. While variety is certainly important, it should be used in moderation. Too much variety can be as destructive as too little.

Your responsibility to the club and its members also entails ensuring that each executive member has an active committee and that the committees are all working towards the same objectives. These goals or objectives should be set at the beginning of the president's term and will be based on where he wants the club to be and where he wishes it to go. Throughout the balance of his term, assessment and review of these goals should become an on-going function designed to meet the changing needs of the members.

Besides insuring that every club officer is fully aware

of the duties of that particular office as laid out in the Club Officers' Manual, the president should also keep a watchful eye on the changing needs of the individual member. It is important for the president to provide some sort of communication vehicle whereby individual club members are given the opportunity to express their opinions about the club and its programs. With the help of this valuable source of feedback, the club president and officers can more easily determine what their members want and what they need.

Of course, there are other ways in which the club president can improve his club and provide the valuable leadership it needs. Inter-club visitations provide an excellent opportunity for the president to see just what other clubs are doing in terms of programming ideas and, if applicable, adapt them for use by his own club members. He should be an expert in the use of parliamentary procedure and, whenever necessary, provide his members with whatever information is needed on its proper place and use in the Toastmasters club meeting.

Since the performance of a club is the president's responsibility, he is in a position where he can direct the club towards a high standard of excellence or simply go through a ritual of meeting every week which provides little or nothing for the members.

It's ultimately up to you—the club president. ■

# Your Job Interview:

## *Success or Failure?*

Benjamin Disraeli once said, "There is no index of character so sure as the voice."

The impression you make is greatly influenced by your voice and speech. You cannot talk for long without revealing your interests, your achievements, your philosophy, or your emotional state. Hence, success in employment interviews depends to a great extent on the skillful use of language.

What is an interview? One definition of an interview states that it is a "conversation with a purpose." It is communication between two individuals.

There is a great difference between what a man has in his head and what he is able to communicate to others. You may know your own life like a book, but do a sorry job of telling your life story. Your job at an interview is taking facts out of your own head and getting them clearly into the head of your interviewer. You can do this only by putting them into words, extemporaneously, dealing with the facts in whatever sequence the questions of the interviewer will permit.

### **Examine Your Personality**

Your personality has much to do with the success of the interview. It is surely worthwhile to examine yourself to see whether there is anything you can do to improve the impression you make. Do you speak clearly so that the interviewer does not have to strain to follow you?

### **by Virgil Yorke**

Does your voice carry interest, or is it a monotone? Have you any unfortunate speech mannerisms?

At the interview, naturally, you want to be yourself at your best. But most of all, you want to be *yourself*. Don't try to be somebody else. However you may act, your actions will be best if they are natural, if they stay in character.

Many other factors are involved with achieving successful interviews, but we will be primarily concerned with the voice, words, and how to use them in an interview successfully.

### **The Check List**

Many interviewers have check lists which they check off after the interview. Here are some examples of these questions which the interviewer may be asked to check off as "yes," "no," or "undecided."

TALKS ENERGETICALLY, SHOWS STRONG CONVERSATIONAL INTERESTS. SELLS HIMSELF WELL IN CONVERSATION WITHOUT OVERDOING IT.

FORCEFUL IN HIS ARGUMENTS WITHOUT RUBBING YOU THE WRONG WAY.

TALKS TO THE POINT; DOESN'T BEAT AROUND THE BUSH.

MAINTAINS A CALM, FRIENDLY APPROACH DURING THE INTERVIEW; DOESN'T GET NERVOUS OR OVERLY EXCITED.

ATTRACTS ATTENTION, HOLDS ATTENTION AND AROUSES YOUR INTEREST.

Other interviewers use rating scales for recording their impression of the applicant. They check off the appropriate phrase.

EXAMPLE: "CONSIDER HIS ABILITY TO EXPRESS HIMSELF. ARE HIS STATEMENTS CLEAR AND SIMPLE? DOES HE USE GOOD ENGLISH?"

1. GETS TANGLED UP FREQUENTLY. HAS POOR COMMAND OF ENGLISH.

2. IS HESITANT IN EXPRESSION. FREQUENTLY USES POOR ENGLISH.

3. IS SOMEWHAT HESITANT IN EXPRESSION, BUT USES GOOD ENGLISH.

4. HAS FAIRLY EASY, INFORMAL EXPRESSION, BUT OCCASIONALLY MAKES A GRAMMATICAL ERROR.

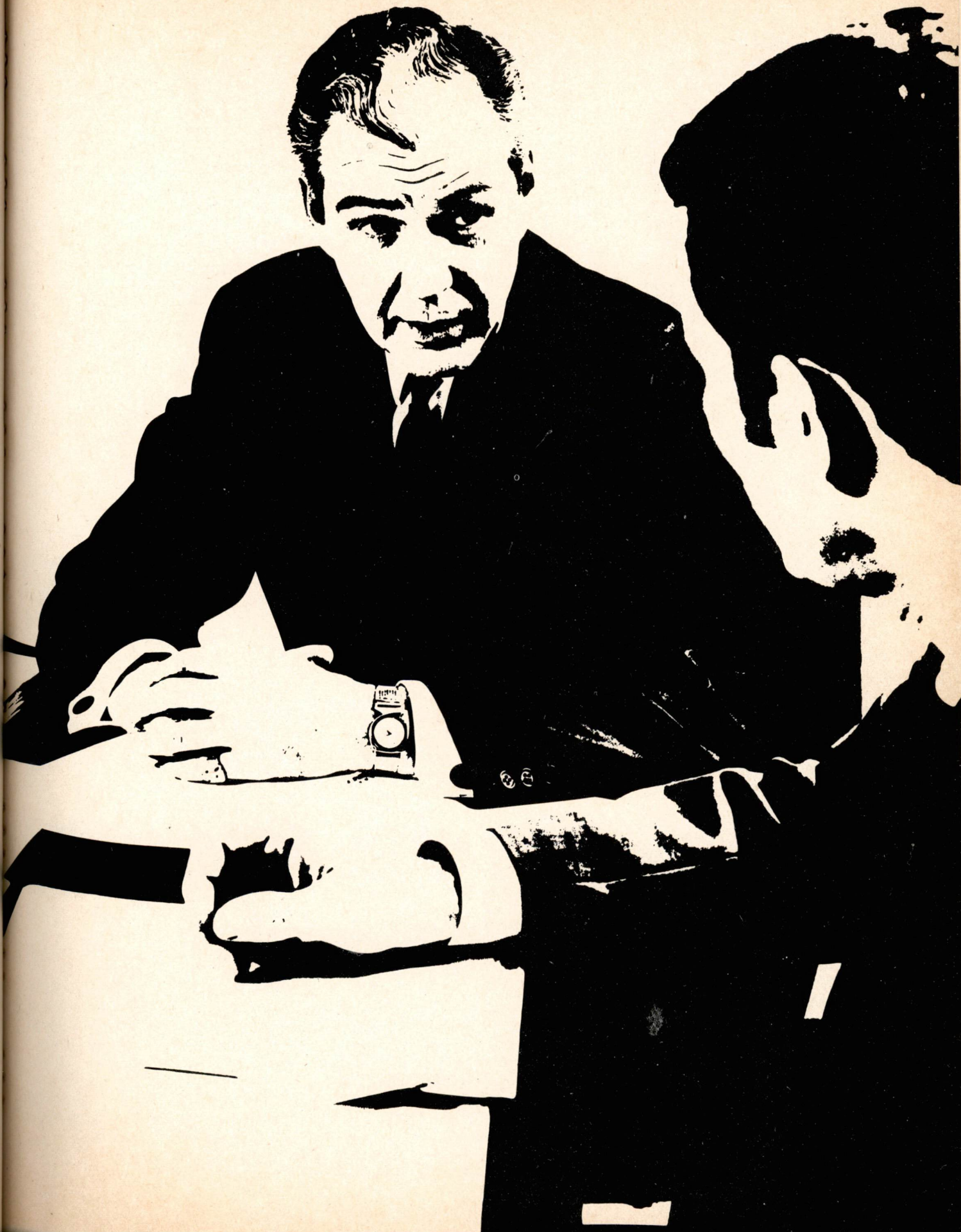
5. EXPRESSES SELF EASILY AND ACCURATELY. USES GOOD ENGLISH.

Do you wish to receive top grades on these questions? Of course you do! You must recognize that no matter how qualified you are, if you can't express yourself competently, you will probably not get the job offer you are seeking.

Let's see where the voice is important.

The interview begins the moment you walk into the interviewer's office. Your appearance has already told him some thing. Now he is going to hear your voice.

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and your manner of speaking. You should approach this initial contact something like this:

"Good morning, Mr. Jones. My name is Harry Brown."

This is it! At this moment the interviewer forms a favorable or unfavorable impression. This moment determines whether you are fighting a winning or losing battle. You should have a pleasant, resonant ring to your voice, speak the interviewer's name clearly, and above all act proud of yourself and your name and pronounce it distinctly, especially if your name is difficult to pronounce.

If you have executed this properly, you are off to a good start.

After you are seated, the interviewer may initiate the questioning with, "Well, Mr. Brown, tell me something about yourself."

Watch it! The interviewer is giving you the ball and sitting back and watching. You must carry the ball and you must score points. Take this opportunity to present information that you want the interviewer to remember. These are your first words and the most important.

"Mr. Jones, I have 10 years of increasingly responsible experience as a credit manager and have always performed my duties to the highest satisfaction." This opening statement should be totally positive and concise. The remainder of your answer should substantiate your opening statement.

#### Down to Specifics

After you have answered this question, the interviewer may get down to specifics with the following question:

"How did you like working for the ABC Corporation?"

If you answer with an "Oh, they're all right," you have missed the golden opportunity to score a significant impression of solidness and mature emotional adjustment. You should have begun your answer with, "They're a fine firm, and I enjoyed working with them." You were happy there. You speak nothing but good of them. Your voice shows it. You reek with sincerity.

These are elemental questions of interviewing, and if you don't answer positively with the proper inflection in your voice, you will be thrown for a loss.

The tone of your voice can cancel the importance of what you say. From it the interviewer gets the impression of your mental and emotional attitude towards

your job-seeking efforts. For instance, a flat monotone sounds as though you aren't interested in the position, so how can you expect the company to be interested in you? A belligerent tone gives the impression that you are on the defensive and unsure. A gloomy tone casts a pessimistic outlook over your thoughts. A harsh tone projects an altogether unlovely picture of what's on your mind and heart.

#### Watch Your Voice

An overwhelming amount of negative reaction is caused by the tone of your voice, or its emotional color. The interviewer will find himself responding as much to the emotional tone conveyed as to the actual words. Beware of allowing sarcasm or ridicule to appear in your voice. Avoid a condescending, patronizing tone if you wish to establish "magic chemistry" with the interviewer.

A pleasant, well-modulated voice and clear, well-chosen words always make a good impression. Careless enunciation and crude language cannot fail to cause unfavorable reactions.

Pauses are the punctuation marks of speech. They tend to dramatize and make more forceful what you say. They also give you time to think of what you will say next. Use pauses for important facts in your background that you wish to embed in the interviewer's mind. Pauses help you slow down if you speak too rapidly. Sometimes, words punctuated by the lift on an eyebrow, a grimace, or a movement of the hands say more effectively what is intended than words alone could.

Another point to remember is to use a conversational voice. Do not make a speech as if on a political stump. But do not appear too casual.

Success in an employment interview may be compared with success in giving a speech. The success is based on planning. You must know your facts — anticipate the questions to be asked and how you will answer them. Know the audience — find out all you can about the company. What is the purpose of the speech? It is to make the sale, to get the job offer.

In order to achieve a successful employment interview, the following factors dealing with voice and the personality it reflects should be observed:

A. HAVE ADVANCE KNOWLEDGE OF THE POSITION, THE COMPANY AND THE INTERVIEWER, IF POSSIBLE. KNOW ALL THE

INFORMATION IN YOUR RESUME VERY WELL. WORDS WILL FLOW MORE FREELY IF YOU KNOW WHAT YOU ARE TALKING ABOUT.

B. REHEARSE THE INTERVIEW WITH SOMEONE. IF YOU HAVE SAID SOMETHING ONCE BEFORE, IT IS EASIER THE SECOND TIME. YOU SHOULD PROFIT FROM MISTAKES MADE IN UNSUCCESSFUL INTERVIEWS.

C. DETERMINE TO LIKE THE INTERVIEWER. FEEL IT. DON'T BE TOO OBVIOUS, BUT LET IT COME THROUGH. THIS WILL HELP YOU WITH THE WARMTH OF YOUR VOICE AND ASSIST YOU TO GAIN THE RAPPORT BETWEEN YOU AND THE INTERVIEWER THAT IS NECESSARY BEFORE A JOB OFFER IS FORTHCOMING.

D. ADOPT A WHOLESOME, CONSTRUCTIVE AND POSITIVE ATTITUDE TOWARD THE INTERVIEW SO THAT YOUR PERSONALITY CAN DO YOU SOME GOOD. THE OVERRIDING FACTOR THAT OFTEN DETERMINES THE SUCCESS OR FAILURE OF AN EMPLOYMENT INTERVIEW IS THE PERSONALITY AND ATTITUDE OF THE APPLICANT.

#### Personal Preference

After all the qualifications of the various candidates are weighed and compared, the job often goes to the applicant whom the employer liked the best — liked personally, not for his qualifications or for what he could be.

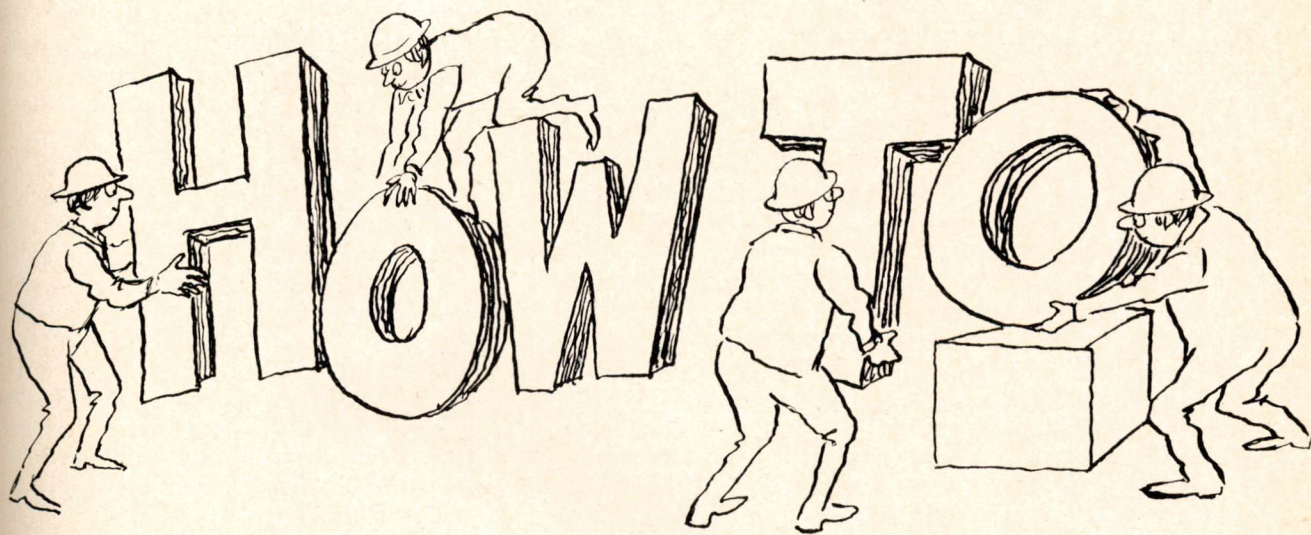
Employers will tend to disregard the qualifications requirements they have set up if they meet a candidate toward whom they are strongly drawn. Employers have frequently said to me, "Brown isn't the best qualified man by any means nor does he have the experience I'm looking for, but I think he'll fit in better than the other applicants."

It's the way you tell your story, your salesmanship more than your background, that determines whether you will be considered favorably for the job you want. ■

Virgil Yorke has served as a personnel manager, assistant director of Industrial Relations, Labor Relations manager, and as an employment manager. At the time this article first appeared in *The Toastmaster* in September, 1963, Mr. Yorke served as vice-president of Kenneth Yorke Associates, Inc., of New York City.

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## The "How To" Construction Company

*Membership is of prime importance in any Toastmasters club. It stands to reason that, for every new member that is brought into your club, a new and vital point of view enters with him, thereby enhancing your total Toastmasters experience.*

*Since this is the beginning of a new year, this month's "How to" is directed towards your club's membership and the premise that good club programming builds good club membership.*

*The first of this month's trio comes from Clem L. Ware, past president of the Pop-Up Toastmasters 3165-44 in Midland, Texas.*

It has become policy in the Pop-Up Toastmasters Club 3165-44 to assign each new member a coach, or advisor, at the time he is accepted into membership.

This procedure serves three purposes: first, it seems to help the new member overcome the problem of facing new goals and new faces when he has the help

of a friendly person; second, it helps him obtain a basic understanding of the aims and goals of Toastmasters International and the club by giving him an insight into club procedures and programming; and third, it provides a new opportunity for experienced club members to put what they have learned in Toastmasters to good use. Through this learning experience, the coach helps himself along the road to proficiency as a Toastmaster through this new application of his skills.

### The Knowledgeable Coach

For the assigned coach to be an effective mentor, he must be aware of club procedures and how it conducts the meetings. Therefore, the educational vice-president is constantly scanning his previous appointments of coaches, even while the prospect is making up his mind to join the club. It is highly recommended that, wherever possible, an experienced member be assigned to the new man as the coach. We classify a member as experienced when he has completed at least five of the basic manual projects.

Our programs generally consist of six major divisions:

1. The Opening Ceremonies
2. The Introduction of Guests
3. Old and/or New Business Review
4. The Introduction of the "Toastmaster of the Day"
5. The Program
6. The Closing Ceremony

We feel that, by the time a member has completed five or more of his manual projects, he has attended enough of our meetings to be able to communicate the procedure for conducting the meeting to someone else.

Pop-Up Toastmasters feel that it is the responsibility of the newly assigned coach to:

1. Insure that the new member understands and uses the communication and leadership guidelines set forth in the manuals.
2. Give the new member the full benefit of his time and experience as a Toastmaster, to instill the confi-

dence and assurance necessary to get him "off the ground."

3. Instruct the new member in club procedures.
4. Advise the new member of the communication and leadership opportunities available to him through membership in the club, such as Speechcraft, Youth Leadership, Speakers Bureau, Community Contact Teams, Reading Programs, and speaker and evaluator exchanges with other clubs.
5. Develop a sense of responsibility in the new member—responsibility to himself, his club, and his community—by participation in club affairs and programs, and in his area and district meetings as well.

How do we implement the foregoing procedures?

We follow the recommendations set forth in the Distinguished Club Plan and designate our educational vice-president as "head coach," who, in turn, assigns the individual coaches as required.

The head coach furnishes each assigned coach with a copy of the Member Program Planning Guide (403). Immediately upon the installation of the new member into the club, he is introduced to his new

coach. The coach then makes an appointment with the member at a convenient time to discuss the Member Program Planning Guide and explain its use and function. This will enable the new member to intelligently complete the questionnaire, to allow the educational vice-president to better fit him into the club programming schedule.

Once the coach and the new member have completed the Member Program Planning Guide, and the coach has a solid grasp on the new member's goals and ambitions as a Toastmaster, the coach schedules a second session to be held as soon as possible after the member receives his new member packet from World Headquarters.

#### Review the Manuals

In this second session, the coach reviews the basic Communication and Leadership Manual with the member, putting special emphasis on the step-by-step approach the manual takes to bring the new Toastmaster gradually through the process of turning a speaking introvert into a speaking extrovert, by a progression of increasingly difficult assignments.

The coach will then schedule a third session. In this third session, he should

discuss with complete candor the feelings and embarrassment he experienced during his "Ice Breaker." In this session, the coach can be most helpful to the new speaker by reviewing his own mistakes, by lending him a copy of his Ice Breaker speech, by helping him establish the format of his first speech, and by listening and evaluating his first effort.

#### After the Ice Breaker

Once the new member has made his "Ice Breaker" speech, the coach will then work carefully with him, stressing the use of the timer, the importance of meticulously observing the time limits set for his speech to avoid encroaching on the time reserved for another speaker, and the importance of rehearsing the speech. The coach should also stress that the evaluator is really not "out to get you," but that the value of the evaluation lies in the fact that ninety percent of the evaluation is designed to help the speaker improve.

A carefully planned review by the coach at this session will do much to make the student's initiation into the world of public speaking flow smoothly and may, in a larger sense, ease that feeling of "diving into an icy pool" that many new speakers encounter.

#### An Available Consultant

The Pop-Up Toastmasters feel that the coach should stay with the new member through the first five manual speeches. After that, he should keep himself available for consultation and assistance when the new member, in turn, becomes a coach.

It is our firm belief that the use of coaches in the early days of the new Toastmaster's life will go a long way toward leading the member to his ultimate goal. And, equally as important, he gains the knowledge that he too can handle himself on any occasion calling for an impromptu speech or a carefully planned formal speech. He knows that he can face an audience with absolute confidence.

We also believe that the use of coaches may play a large role in relieving the problem of the "drop out," by assuring the new member that we do care... (If we have an interest in him and his progress throughout his career with us.)

Each person who does his job as a coach well can tell himself with a quick pride, "I have helped my fellow man." Isn't that what it is all about? □



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# Weak or Strong

*This next idea comes from Past International Director Robert G. Glenn, DTM. Mr. Glenn, a member of the Town and College Club 975-19 in Ames, Iowa, offers an in-depth look at a problem that is shared by many Toastmasters clubs.*

Have you ever wondered why some clubs are weak and others strong?

A few years ago, we had an overall membership loss in our district. A poll was taken and these were the top 10 excuses given to area governors by low-membership clubs:

1. "It's the wrong night of the week." (I'm sure there is no such thing as the "perfect" night.)
2. "It's such a mobile community." (What community isn't?)
3. "The people are so busy." (It would certainly be a dull club if the people were all loafing.)
4. "Bad economic conditions." (As for me, that's the story of my life.)
5. "There's a lack of enthusiasm." (Now we're getting somewhere!)
6. "We usually experience the summer slip." (Who doesn't, but read *The Toastmaster* magazine for ideas.)
7. "Our club has been neglected by area governors." (Maybe they never invited him.)
8. "No one prepares his speeches." (This is truly a serious problem. Every speech should be a prepared manual exercise.)
9. "Very few people attend our meetings." (If there is no planning, who cares?)
10. "The Jaycees get all the people." (Boy, does this excuse get the prize! If one organization has more to offer, why shouldn't they get the people?)

Strangely enough, it was found that

the clubs that were doing well had certain things in common.

They were usually found to be blessed with dedicated and concerned officers who had the club meetings well planned in advance and often promoted meetings with other clubs. They made ample use of programs and ideas offered by Toastmasters International and used the manuals along their prescribed guides. Furthermore, the individual member often brought guests to attend the meeting, resulting in outstanding membership gains for the club.

Those clubs who had turned around a declining membership developed an extensive membership campaign designed to bring people into the club who were interested and dedicated to the programs and education that Toastmasters offers.

Local church members and school teachers were given invitations to visit the club and inspect the club meeting for themselves. Needless to say, great care was taken to assure stimulating and well attended meetings.

Guests at these meetings were provided with a friendly greeting before the meeting ever started and were given an

opportunity to inspect the manuals, membership list, and printed programs. Once the meeting had started, the guests were given a formal introduction and an opportunity to speak, if they desired. After the meeting had ended and the guest had had time to talk with some of the Toastmasters, he was asked if he would sign the club guest book.

After the poll was taken and the results verified, it was published in the district bulletin with special emphasis on the area governor and his responsibility to the clubs within his particular area. As a result of the poll and the fine work put in by the club and area officers, District 19 became a Distinguished District and had an overall increase in membership for that year.

In summarizing, the poll provided District 19 with valuable information that indeed paid off. It was found that, in order to strengthen your club, you must: 1) elect enthusiastic officials, 2) keep the program interesting and moving, 3) stick to the manuals, and 4) bring guests.

Follow these suggestions and you will find that even your 20-member club can become a President's 40 Club. □

## A Guide to Assignments

*This last suggestion comes from T. O. MacGillycuddy, a member of the Karingal Toastmasters 1665-70 in Sydney, Australia, and concerns a publication put out by the club to better educate the club members and all of District 70.*

The publication, "Your Guide to Assignments," prepared by the Karingal Club, has been used in the club almost since its inception and was recently made available to all clubs in District 70 on request.

The Guide is intended to supplement other Toastmasters material, not supersede it. As the introductory note in the

Guide indicates, it is open to interpretation and development by individual clubs and Toastmasters.

The 25-page Guide contains sections devoted to the various assignments a Toastmaster might encounter in his club meeting, including notes on: The Chairman, Parliamentary Procedure, Master Evaluator, Speech Evaluator, Explanatory Notes for Evaluators, Table Topics Evaluation, the Table Topicmaster, the Toastmaster, the Toast, the Invocation, Welcome to Visitors, Table Tonic, Unseemly Noise Counter, and the Gramarians Task.

It should be stressed that these explanatory notes are just that. They were compiled by the Karingal Toastmasters as a guide to the requirements of the various assignments. They are in no way an attempt to stereotype club meetings.

It is probable that when a member undertakes an assignment for the first time, he will closely follow the suggestions given. However, it is expected that as members progress, they will add the essence of individuality and originality that help make a successful and effective club. ■



# the action people

Word of Toastmasters 50th Anniversary was recently brought before both houses of Congress of the United States of America by two men who share a keen interest in the organization, **Senator John Tunney** of California and **Congressman David Towell** of Nevada.

In a recent presentation made before the Senate, **Senator Tunney** detailed the founding of Toastmasters by Dr. Ralph Smedley in October of 1924, and followed the evolution of the organization from its beginning to its present day membership of over 60,000 in over 3,000 locally-organized clubs throughout the world. He commended the organization for its remarkable accomplishment in the educational field.

"Over the past five decades," said Senator Tunney, "Toastmasters has developed a professionally-designed program for practical training in the power to communicate. Its foundation is learning by doing and improving through evaluation. Over a million people have joined local Toastmasters groups to profit from this training. I was one of those people, and I recommend the experience to anyone seeking the Toastmasters goals of better listening, thinking and speaking.

"I am pleased to call attention to this anniversary," continued Tunney, "for Toastmasters began its growth in my home state. Apart from regional pride, however, I am concerned with the need today for more effective communications training, and I recognize that in this age of growing community concern and civic involvement, more people find that they must speak before groups if they are to offer their ideas."

In closing, Senator Tunney said that he supported "the efforts being made by Toastmasters International as they form new clubs to bring this training to more people" and wished the organization continued success in the future.

In a similar presentation made before the House of Representatives by **David Towell** of Nevada, the importance of communication in government was highlighted.

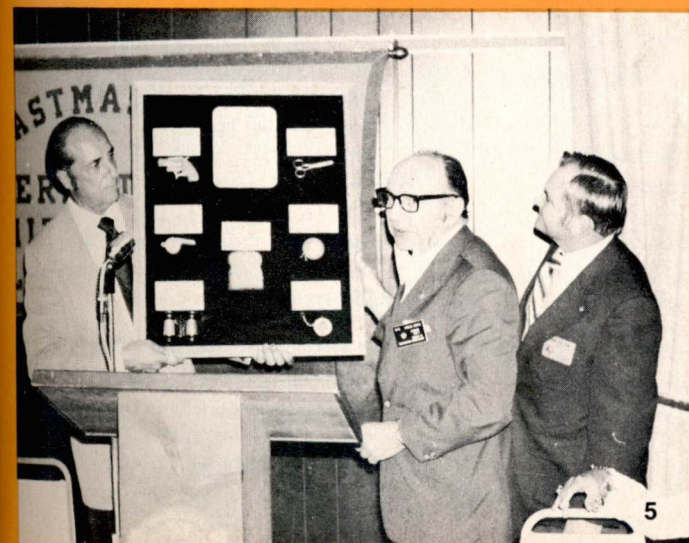
"All of us," said Congressman Towell, a former Toastmasters district governor, "as members of this legislative body, know the value and importance of communication. A large part of our work involves listening to determine the views of our constituents, evaluating the merits of proposals we must pass on, and expressing our own positions as clearly as possible. We have," he continued, "all encountered people whose lack of communicative skills works an injustice on the issues they support. Despite the technological advances in communication media, the human factor remains the biggest obstacle to better understanding. Toastmasters offers training to those who want to improve their ability to communicate."

Towell, like Senator Tunney, detailed the growth of Toastmasters to his fellow congressmen and then proceeded to tell them of his personal experiences with the organization.

"In pointing out the opportunities through Toastmasters membership," said Towell, "I speak as one who has personally benefitted. As a member, I prepared and delivered short speeches, participated in impromptu talks, and gave and received constructive evaluation. These form the core of the communication training. In addition, I was fortunate to participate in the leadership experience offered by Toastmasters, for before coming to Congress, I was privileged to serve as one of the 68 elected district governors. While the headquarters furnishes professionally-prepared materials, the operational responsibility for growth and education rests with the elected levels. It is truly a self-help effort." ■

1. **Cliff Jones**, administrative vice president of the Federal Employees Club 2287-43 in Little Rock, Arkansas welcomes **Linda Halford** (center) and **Carolyn Ringer** as the first women members of the club. The event earned the Federal Employees Toastmasters 30 seconds of television coverage on the evening news, two articles in local newspapers, and several spot announcements on local radio stations.
2. **District 47 Division Lt. Governor Floyd Sewell** (right) and **Nance Sanders** explain the benefits of Toastmasters to a prospective member who visited a recent display set up in **Regency Square**, the largest shopping center in Jacksonville, Florida. Toastmasters from three areas in District 47 joined to produce the impressive display.
3. **Harvey Seibert**, a member of the **Convair Club 3745-5** in San Diego, California, holds the **Bailey Davenport Memorial Trophy** presented him as result of winning District 5's **Humorous Speech Contest**. **Mr. and Mrs. Gene Garcia** and **Third Vice-President Duwood E. English, DTM**, were on hand when **Mr. Seibert** received the new trophy, named in honor of **Bailey Davenport**, who succumbed to a heart attack while participating in the District 5 contest. The contest was halted and later re-run, at which time **Mr. Seibert** was declared the winner.
4. **South Carolina Governor-Elect James Edwards** addresses members and guests of the **Gaffney Toastmasters 3556-58** of Gaffney, South Carolina, at a public forum sponsored by the club. **Governor-Elect Edwards** was one of the three 1974 gubernatorial candidates to address the 350-plus audience, who later participated in a question and answer period that followed the candidates' initial remarks.
5. **International President John Diaz** presented with a "presidential success kit" by **Pat Trotta** (center), president of the **Midland Park Club 3041-46** in Midland Park, New Jersey, and **Chil Claeys** (far left), a member of the Midland club. Among the things included in the kit were a whistle for getting the attention of the Board of Directors, a pair of scissors for cutting corners, and binoculars for keeping an eye on the regions.
6. **District 36 Division Lt. Governor Joe Pinkus** (far left) presents a charter to **Don Ellison** (center), president of the **U.S. Environmental Protection Agency Club 2775-36** in Washington, D.C. **John Settle**, who served as the club's first president, is also pictured.





# HALL OF FAME

## DISTINGUISHED TOASTMASTER (DTM)

Toastmasters International highest member recognition, the Distinguished Toastmaster award, has been presented to the following:

**Paul A. Lundy**  
Rodo Club 1339-19

**William Bruce Norman**  
Tulsa Club 148-16

**Phillip B. Richards**  
Anthony Wayne Club 1380-28

## ABLE TOASTMASTERS (ATM)

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

**Sam S. Alfano**  
Santa Barbara Club 5-33

**E. Alme**  
Noonday Club 3109-23

**Walter W. Barfield**  
MCAFAN Club 737-49

**Jerry Bartosz**  
Stevens Point Club 570-35

**Norris S. Bernard**  
Padres Club 1742-5

**Reginald R. Bernard**  
Windjammers Club 995-54

**Clinton M. Best**  
Uni Royal Club 2510-35

**Howard C. Brandt**  
Jefferson County Club 1482-8

**E. W. Brucks, D.V.M**  
Akron Club 151-10

**Robert Budd**  
Webster Groves Club 461-8

**Jim Burri**  
Salem Club 138-7

**Raymond L. Cano**  
White Sands Club 3422-23

**John W. Chalmers**  
Salina Club 2025-22

**Charles F. Courville**  
Central Club 2277-31

**Kenneth I. Covington**  
Speakeasy Club 1789-6

**Bernard F. DiAngelo**  
Harford County Club 1914-18

**Eugene W. Dryden**  
Miracle Mile Club 2283-47

**Jack Ellmann**  
High Noon Club 2096-47

**Maurice Ferdinando**  
Knox Club 1179-70

**Violet Fogarty**  
Purchasors Club 3021-61

**Walter R. Friesen**  
Oakland 88 Club 88-57

**Arthur M. Frutkin**  
Towne Club 443-10

**Aaron Geller**  
Lincoln Club 370-20

**Norman P. Glass**  
U.S. Postal Service Club 3711-36

**Lewis J. Graber**  
Redstone Club 1932-48

**Malcolm S. Hall**  
Fort Wayne Club 159-11

**Donald T. Hansen**  
Daybreakers Club 814-6

**Rob Harris**  
Webster Groves Club 461-8

**Anthony C. Hilinski**  
Forest City Club 1185-10

**Otis B. Hooper**  
Woodlawn-Security Club 2929-18

**Clarence W. Howard**  
Southwest Club 2066-16

**Maurice R. Huffer**  
Frankfort Club 2712-11

**Montie Herbert Johnson, Jr.**  
Springfield Club 527-22

**Millard W. Jones**  
Tiffin Club 3158-28

**Dr. Ronald E. Jones**  
Tifton Club 1434-14

**John H. Kuhlen**  
DPSC Club 3403-38

**Henry W. Kutzner**  
Greenville Club 964-58

**Michael E. Leiter**  
Windjammer Club 995-54

**Reuben R. Little**  
Cloverleaf Club 2060-29

**John F. Lomax**  
Magnavox Club 2568-11

**Thomas C. Mackey**  
Bluffers Club 2854-39

**Melvin E. McGee**  
Gunpowder Club 2562-18

**Theodore A. McGregor**  
Westgate Club 3159-28

**Raymond D. Mercer**  
Verdugo Hills Club 434-52

**Eugene Merigliano**  
Kingston Club 2966-53

**Marvin C. Midkiff**  
Kaneohe Bay Club 1805-49

**Frank P. Mollison**  
Concord Club 2107-70

**R. A. Montgomery**  
N O L Club 3637-36

**Fred O. Ostendorf**  
Gaveliers Club 1277-52

**Gordon J. C. Pattison**  
Assiniboine Club 419-64

**Bernie Pavlock**  
Youngstown Club 1986-10

**Robert D. Pettit**  
Los Gallos De La Bahi Club 3400-4

**Joseph W. Quick**  
Kingston Club 2966-53

**Carl L. Rempel**  
Salem Club 138-7

**Harold G. Ryerson**  
Fred H. Rohr Club 2518-5

**Helmut E. Schrank**  
Westinghouse Gaveliers Club 3160-18

**Robert G. Scott**  
Helena Jaycee Club 2067-17

**Louis O. Self**  
Big Town Club 734-3

**Harold L. Smith**  
Muncie Club 1096-11

**K. R. Snooks**  
City of Perth Club 3352-70

**Ronald V. Stanley**  
Fred H. Rohr Club 2518-5

**Victor Elvin Trost**  
Gamma Club 3423-66

**Clem L. Ware**  
Pop-Up Club 3165-44

# ANNIVERSARIES

## 35 YEARS

**Pendleton Club 154-9**  
Pendleton, Oregon

## 30 YEARS

**Carondelet Club 286-8**  
St. Louis, Missouri

**Brandon Club 293-64**  
Brandon, Man., Canada

## 25 YEARS

**Forty Niners Club 560-6**  
Minneapolis, Minnesota

**Midland Club 776-6**  
Minneapolis, Minnesota

**Northwestern Club 776-28**  
Detroit, Michigan

**Allis-Chalmers Club 189-35**  
West Allis, Wisconsin

## 20 YEARS

**Tempe Club 1715-3**  
Tempe, Arizona

**Metropolitan Club 1696-6**  
St. Paul, Minnesota

**Totem Pole Club 610-7**  
Vancouver, Washington

**Hettinger Club 1705-20**  
Hettinger, North Dakota

**Capital Club 1684-43**  
Jackson, Mississippi

**Pasadena Club 1716-56**  
Pasadena, Texas

**Port Credit Club 1474-60**  
Port Credit, Ont., Canada

**Coffee County Club 1719-63**  
Manchester, Tennessee

## 15 YEARS

**Massachusetts Bay Club 3038-31**  
Winthrop, Massachusetts

**Castle Club 3056-36**  
Washington, D. C.

**Raconteurs Club 3075-39**  
Rancho Cordova, California

**Fort McClellan Club 3071-48**  
Fort McClellan, Alabama

**Scarborough Club 3090-60**  
Scarborough, Ont., Canada

**Limestone City Club 3045-61**  
Kingston, Ont., Canada

**Algoa Club 2457-U**  
Port Eliz, South Africa

## 10 YEARS

**Safford Club 3020-3**  
Safford, Arizona

**Lutheran Brotherhood Club 1767-6**  
Minneapolis, Minnesota

**Richardson Noon Club 2146-25**  
Richardson, Texas

**Russellville Club 1591-43**  
Russellville, Arkansas

**Ottawa Club 1562-54**  
Ottawa, Illinois

**Avco Club 3831-63**  
Nashville, Tennessee

**Lafayette Club 2678-68**  
Lafayette, Louisiana

**Christchurch Club 1866-72**  
Christchurch, New Zealand

# Cut the DOUBLE DOUBLE TALK

by Florence Mouckley

How's that again?

More and more Americans are doing "doubletakes" as they are subjected to more and more "doubletalk" by politicians, government officials, the media, educators, advertisers, and others who have something to sell, promote, or conceal.

The misuse of the English language and other deceptive forms of persuasion have become so much a part of American life, say speech and language experts, that even the most sophisticated can be hoodwinked.

## The Imposter

As an experiment at the University of Southern California School of Medicine, an actor, introduced as a doctor, delivered a phony speech before a group of medical educators—psychologists, sociologists, physicians, and social workers. Not one of these professionals realized that he had been "taken."

The subject: Mathematical Game Theory as Applied to Physical Education.

The imposter, "Dr." Fox, was coached by Dr. John Ware, Jr., one of those who set up the experiment. Dr. Ware says:

"Fox is a dynamic speaker. He used non sequiturs, neol-

ogisms (new words), circular discussions, contradictory statements, and irrelevant details. He threw in a lot of interesting stories and jokes which had nothing to do with what he was saying. He would tell a joke and say, 'So you can see, gentlemen, in our field today, blah, blah, blah,' and one thing had nothing to do with the other."

Language experts, including English teachers and professors of speech, say that the misuse of language in the U.S. has become so widespread that the public's task of sorting fact from falsehood and of getting a clear idea of what words mean is made very difficult.

Some current examples they cite: the definition of an economic "recession," which has been described as "stagflation"; "downturn"; "not a real recession"; "an extended, substantial, and widespread decline in aggregate economic activity but one less severe than earlier 'depressions.'"

## Give Your Words Meaning

One man who is bettered by these words is Sen. Hubert H. Humphrey of Minnesota. At a recent congressional hearing, he said to Herbert Stein, chairman of the President's Council of Economic Advisors, "If we are going to use the terms, we ought to use them with some precision. The words 'recession' and 'depression' ought to have some meaning that when we talk about this and discuss this we are . . . talking about things that are measurable."

Speech and language experts wince at the overuse and

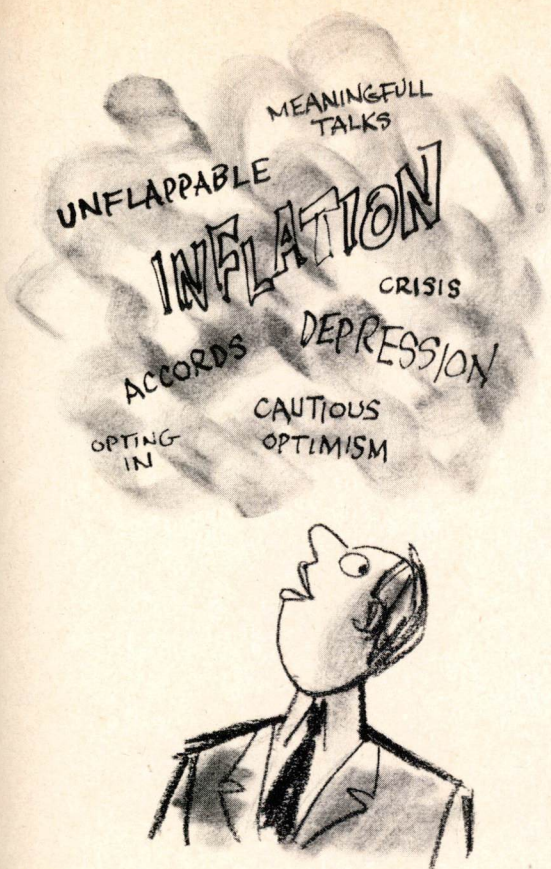
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People, he says, give up trying to sort out what they can believe and what they can't believe. "When that happens they take the attitude 'I can't believe anything.' If everyone turns his back on the government, then it is as easy for a dictatorship to be established as it is when everyone sells his soul to the government. When language is corrupted, then we all live in a world of illusions. . . ."

### Combatting the Danger

The primary way to combat the danger, he says, is to make people aware that they are being deceived. Courses not only for college students but for the public, he feels, are one important solution to the problem. "College teachers have the responsibility for making the public aware of what is going on. This, they haven't done."

A Public Doublespeak Committee of the National Council of Teachers of English is committed to bring language manipulation to the attention of the general public as well as to English teachers.

Daniel J. Dieterich, chairman of the Public Doublespeak Committee, reports a growing public awareness.

The committee, he says, has tripled its membership in the past few months. Teacher workshops are being set up around the country and classroom methods are being developed to teach children and older students to recognize propaganda techniques.

The committee is investigating the possibility of airing TV or radio spot announcements to educate the public about manipulation by commercial and political advertisements in the mass media.

In addition, it is checking on the possibility of setting up teacher training institutes on public doublespeak across the U.S.

Mr. Dieterich reports that a spate of books will be published shortly decrying the deceptive use of language in many phases of American life. He cites also the growing number of national publications alerting the public to the dangers of "doubletalk."

### The Effect of "Style"

The purpose of the University of Southern California hoax conducted by "Dr." Fox for Dr. Ware was to show the college the powerful effect of "style" on people—and to improve professors' teaching techniques.

Dr. Ware and Reed G. Williams have carried these experiments forward under more scientifically controlled conditions with student audiences at Southern Illinois University School of Medicine.

"The seductive manner of the presentation," concludes Dr. Ware, "whether it be a politician, a preacher, a professor, of whoever, is probably more important and has more effect on people than what he says." ■

Florence Mouckley is a staff writer for *The Christian Science Monitor*.

use of the word "specificity," used over and over again in the recent House and Judiciary Committee hearings on impeachment. They are adding it to the list of "Watergatespeak" such as "cover-up," "at this point in time," "inoperative," "scenario," "game plan," "telephonic communication," and "expletive deleted."

Another example of words becoming meaningless: One music critic says that musical reviews have become so complex and obscure that often the ordinary reader doesn't even try to penetrate the barrier of musical semantics. The same is true of some art criticism.

### The Answer of Expediency

Prof. F. Richard Friedman, chairman of the Department of Language and Literature at Central Oregon Community College, like many others in his field, deplores what he feels is the irresponsible use of speech and language.

"When a White House spokesman is asked to comment on the current legality of an act and gives an answer which says in effect, 'Well, it seemed the appropriate thing to do at the time,' he is avoiding the question—he's offering instead the answer of expediency," Professor Friedman says.

"If you have language that is so weakened and corrupted that you cannot hear within it the seeds of truth or the seeds of dishonesty, you've lost a basic tool in relating to your fellow men. . . . I think the situation is enormously dangerous today."

# new clubs

## **231-F NEWPORT CENTER CLUB**

Newport Beach, Calif. — Mon., 7:00 a.m., Coco's, 78 Fashion Island, (640-3695). Sponsored by Blue Flame Club 2717-F and Harbor Lites Club 1927-F.

## **2298-1 PUREX CLUB**

Lakewood, Calif. — Tues., 12:00 Noon, Purex Corp., 5101 Clark Ave., (634-3300). Sponsored by Douglas Toastmasters Club 1497-1.

## **1516-7 CLATSOP CO-EDS CLUB**

Astoria, Oregon — Wed., 6:30 p.m., Bank of Astoria, (325-2234). Sponsored by Astoria Club 775-7 and Sunset Empire Club 3374-7.

## **2713-23 S.E.C.U. CLUB**

Santa Fe, New Mexico — Fri., 7:00 a.m., Pantry Restaurant, 1820 Cerillos Road, (982-4624). Sponsored by Giovanni Grecco.

## **2429-26 THE DAYBREAKERS CLUB**

Rocky Ford, Colorado — Wed., 6:45 a.m., The High Chaparral Restaurant, 1319 Elm Ave., (254-6502). Sponsored by Rocky Ford Club 2909-26.

## **3135-33 FIREFIGHTERS CLUB**

Bakersfield, Calif. — Mon.-Thurs., 6:30 a.m., Ramada Inn, 2626 Pierce Road, (871-5883). Sponsored by Southern Valley Club 2752-33.

## **2449-38 TWIN TIERS CLUB**

Towanda, Penn. — Thurs., 6:45 p.m., Mary's Restaurant, 605 Main St., (265-6263), or (297-2830).

## **284-42 NORWOOD CLUB**

Edmonton, Alta., Canada — Thurs. 8:00 p.m., Norwood Legion, Branch 178, 11150-82nd St., (479-1178). Sponsored by The Y Toastmaster Club 2478-42.

## **22-47 PALM BEACH TM LUNCHEON CLUB**

West Palm Beach, Fla. — Tues., 12:00 Noon, Carling House Restaurant, 4 South Military Trail, (967-3880). Sponsored by Jack Jackson.

## **2912-56 GULFGATE CLUB**

Houston, Texas — Thurs., 5:30 p.m., Old Hickory Stick Restaurant, 5421 Telephone Rd. (926-3101). Sponsored by JSC Club 3116-56.

## **279-65 TRI-TOWN CLUB**

Sidney, New York — Tues., 6:00 p.m., Victory Restaurant, 16 Main St. (563-2397). Sponsored by Susquehanna Club 2644-65.

## **3118-70 ENGADINE DISTRICT CLUB**

Sydney, N.S.W., Australia — Mon. 7:30 p.m., Engadine Bowling Recreation Club, 63 Cambrai Ave., (520-0951). Sponsored by Cronulla Club 3034-70.

## **3180-70 THE HILLS DISTRICT CLUB**

Castle Hill, Sydney, N.S.W., Australia — Tues., 7:30 p.m., Castle Hill RSL Club, (639-0624 or 634-3370). Sponsored by Parramatta Club 2274-70.

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## Tell the Toastmasters Story

**If the editor of your company newsletter or magazine would like to print an article about Toastmasters, World Headquarters will be happy to provide one. Have the editor send a request to the Publications Department, with a sample of the publication, and we will supply an article adapted to their format.**

Notify World Headquarters if you move. Corrupted delivery will be at your expense.

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Name \_\_\_\_\_

Present Address \_\_\_\_\_

City \_\_\_\_\_

State/Province \_\_\_\_\_

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# your 1974-75 district governors

- F. Arthur W. Hofner, ATM, 1281 Mauna Loa Rd., Tustin, Calif. 92680
- 1. George Kuehne, DTM, 351 E. 231st St., Carson, Calif. 90745
- 2. Jack D. Howard, DTM, 1811 N.W. 198th St., Seattle, Wash. 98177
- 3. Milt Laffen, ATM, 8521 E. Desert Cove, Scottsdale, Ariz. 85254
- 4. Philip E. Lellman, 1188 Elmsford Dr., Cupertino, Calif. 95014
- 5. Norman L. Hartell, ATM, 8672 Harjoan Ave., San Diego, Calif. 92123
- 6. Ewald E. Koepsell, DTM, 2335 - 16th Ave., N.W., Rochester, Minn. 55901
- 7. Donald J. Wessels, ATM, 101 S.E. 205th Pl., Troutdale, Ore. 97060
- 8. Tom Dillon, ATM, 835 Madison Ave., Edwardsville, Ill. 62025
- 9. Carl Berryman, DTM, 711 Scenic Bluff Dr., Yakima, Wash. 98902
- 10. Robert Beavers, ATM, 4852 Scenic Dr., Ravenna, Ohio 44266
- 11. Floyd O. Kreider, ATM, 2504 Oakwood Ave., Muncie, Ind. 47304
- 13. George J. Ott, DTM, 830 West Grandview Blvd., Erie, Penn. 16509
- 14. R. A. (Dick) Anderson, DTM, 4200 Miners Creek Rd., Lithonia, Ga. 30058
- 15. Rulon M. Wood, DTM, 1911 South 2500 East, Salt Lake City, Utah 84108
- 16. Larry Selby, ATM, 5421 N.W. 65th St., Oklahoma City, Okla. 73132
- 17. John E. Grauman, DTM, 3436 Timberline Dr., Billings, Mont. 59102
- 18. John J. McWilliams, ATM, 412 Dewey Dr., Annapolis, Md. 21401
- 19. C. Eugene Stewart, ATM, 1303 Monona St., Boone, Iowa 50036
- 20. Ronald G. Fraase, ATM, 2215 Hoover Ave., Bismarck, No. Dak. 58501
- 21. S. H. (Clair) Farris, 1051 Beverley Pl., Victoria, B.C., Canada
- 22. Errol G. Wuertz, ATM, 1301 Steven Dr., Hays, Kan. 67601
- 23. Giovanni Grecco, ATM, P.O. Box 494, Santa Fe, N.M. 87501
- 24. Gary Shipley, ATM, 125 Gates Lane, Columbus, Neb. 68601
- 25. Leon M. Pliner, ATM, 909 Elmwood Ave., Shreveport, La. 71104
- 26. Gene Gunther, ATM, Rt. 4, Box 203, Greeley, Colo. 80631
- 28. Harold (Bud) Gilley, ATM, 1551 Inkster Rd., Apt. 3, Inkster, Mich. 48141
- 29. Kenneth W. Smith, 146 Live Oak Lane, Milton, Fla. 32570
- 30. W. S. (Bill) Downing, 6950 North Olcott Ave., Chicago, Ill. 60631
- 31. George Mullin, ATM, 100 Aberdeen St., Lowell, Mass. 01851
- 32. Rolland E. Jones, 1002 Parkwood Dr., Port Orchard, Wash. 98366
- 33. James W. Eggenberger, ATM, 225 Ibsen Pl., Oxnard, Calif. 93030
- 35. Earl Moss, ATM, 1111 Marshall Ave., South Milwaukee, Wisc. 53172
- 36. John F. Belin, DTM, 4313 Haverford Dr., Rockville, Md. 20853
- 37. James D. McCauley, ATM, P.O. Box 351, Burlington, No. Car. 27215
- 38. Alfred T. Rehm, Jr., DTM, P.O. Box 15306, Philadelphia, Penn. 19111
- 39. Ken Thiemann, 2501 Polk St., Reno, Nev. 89503
- 40. Guy H. Peden, ATM, 176 Oberlin Court No., Gahanna, Ohio 43230
- 41. Dr. George McDonald, Box 297, Luverne, Minn. 56156
- 42. John A. Koyko, DTM, 10721 - 159th St., Edmonton, Alta., Canada T5P 3B5
- 43. Edward J. Lott, ATM, 62 Weber St., Jackson, Tenn. 38301
- 44. Robert E. Dowden, ATM, 4017 E. 30th St., Odessa, Tex. 79762
- 45. George D. Fullerton, ATM, 7 Lorraine St., Dartmouth, N.S., Canada B3A 2B9
- 46. Leroy F. Schellhardt, ATM, 64 Amelia Ave., Livingston, N.J. 07039
- 47. Carleton J. Smith, DTM, 8100 - 14th St., No., St. Petersburg, Fla. 33702
- 48. Charles Bendall, ATM, 12010 Chickamauga Trail, S.E., Huntsville, Ala. 35803
- 49. John Zaulig, ATM, 850 - 19th Ave., Honolulu, Hawaii 96816
- 52. Ed Morris, ATM, 5130 Finehill Ave., La Crescenta, Calif. 91214
- 53. Richard A. Hazel, 2 Ivy Court, Elnora, New York 12065
- 54. Ronald W. Fandrick, 807 S. 4th St., St. Charles, Ill. 60174
- 56. Joe Robinson, 530 Seaway Dr., Seabrook, Tex. 77586
- 57. Charles Butler, ATM, 3260 Park Lane, Lafayette, Calif. 94549
- 58. John D. Combes, ATM, Rt. 1, Box 252, Chapin, So. Car. 29036
- 60. Terry R. Sweeney, 3251 Mainsail Cr., Mississauga, Ont., Canada
- 61. Arthur Cormier, 70 McEwen Ave., Apt. 302, Ottawa, Ont., Canada
- 62. Raymond F. Trappen, 233 Academy, Portland, Mich. 48875
- 63. Loyle P. Shaw, 2924 McCampbell Rd., Nashville, Tenn. 37214
- 64. James W. Tomko, DTM, STE. 202 - 411 Cumberland Ave., Winnipeg, Man., Canada
- 65. William E. Jones, Jr., 93 Lettington Ave., Rochester, N.Y. 14624
- 66. Darrell E. Rolison, ATM, 1411 Crestview Dr., Blacksburg, Va. 24060
- 68. Westmoreland Harris, 321 E. Livingston Pl., Metairie, La. 70005
- 69. Peter McCarthy, 21 Devona St., Aspley, 4034, Qld., Australia
- 70. George Bondzio, 30 Valaud Cres., Highfields 2289, N.S.W., Australia
- 71. Michael H. Murdoch, Twintrees, Water Lane, Ardley, Nr. Bicester, Oxon OX6 9NX, England
- 72. Clive Pryme, ATM, P.O. Box 622, New Plymouth, New Zealand

## MOVING?

Notify World Headquarters of your new address eight weeks prior to the scheduled move. Complete all the necessary information. This will assure you of uninterrupted delivery of The Toastmaster and other TI material.

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

Paste current address label here OR complete the following:

Name \_\_\_\_\_

Present Address \_\_\_\_\_

City \_\_\_\_\_

State/Province \_\_\_\_\_ Zip \_\_\_\_\_

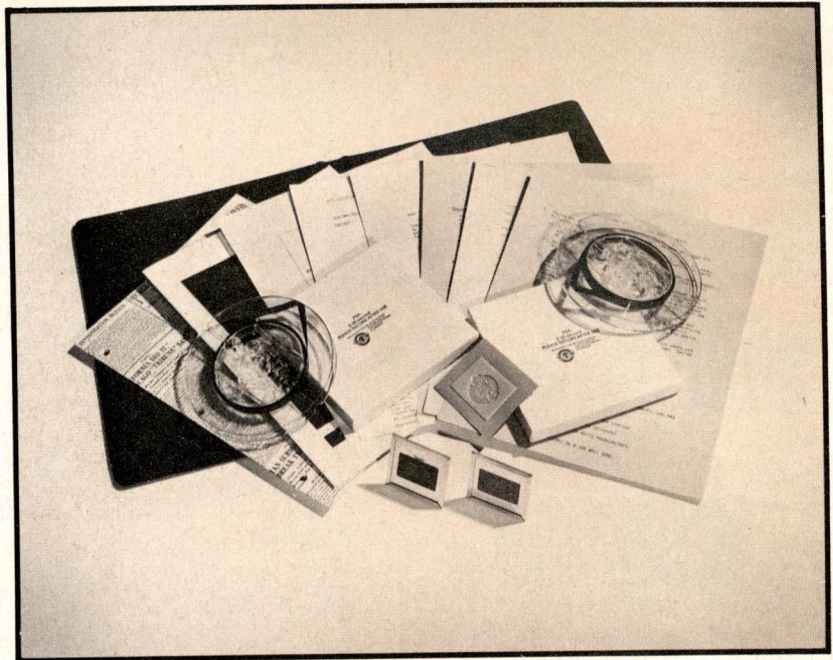
NEW ADDRESS \_\_\_\_\_

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If you are a club, area, division, or district officer, indicate complete title: \_\_\_\_\_

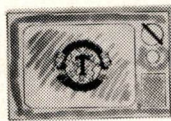
# FOR JAN/FEB ADVERTISING MONTHS



Here's the Advertising Kit you've been asking for...a total media package to cover radio, television and newspapers with the Toastmasters message. With this kit you will have all the materials necessary to set up an advertising campaign in your city. Here's what you get:



**RADIO**—Two professionally-recorded radio spot announcements of 30 seconds each, ready to be played on the air. Listeners are referred to your local chamber of commerce for information on Toastmasters, so the advertising campaign must be coordinated with them in advance.



**TELEVISION**—Two glass-mounted color television slides are included, for use with Toastmasters spot announcements and as a background for Toastmasters interviews and programs. Five scripts for spot announcements of 10, 20 and 30 seconds accompany the slides.



**NEWSPAPER**—For your newspaper publicity the kit includes a full Toastmasters advertisement, which can be made any size you wish, and a newspaper "mat" of the Toastmasters emblem, ready to be placed on the newspaper page with a minimum of effort by the publisher.

Also included are full instructions on the use of media for Toastmasters, fact sheets, and copies of the Publicity and Promotion manuals, full of sample news releases, display information and tips on publicity, all attractively packaged in a vinyl binder.

The **TOASTMASTERS ADVERTISING KIT** (catalog no. 1150) is available for only \$10.00 complete, plus 15% shipping/packing. California residents add 6% sales tax.