

DECEMBER, 1958



THE TOASTMASTER

FOR BETTER LISTENING, THINKING, SPEAKING

Continuing Liberal Education

By Richard D. Weigle

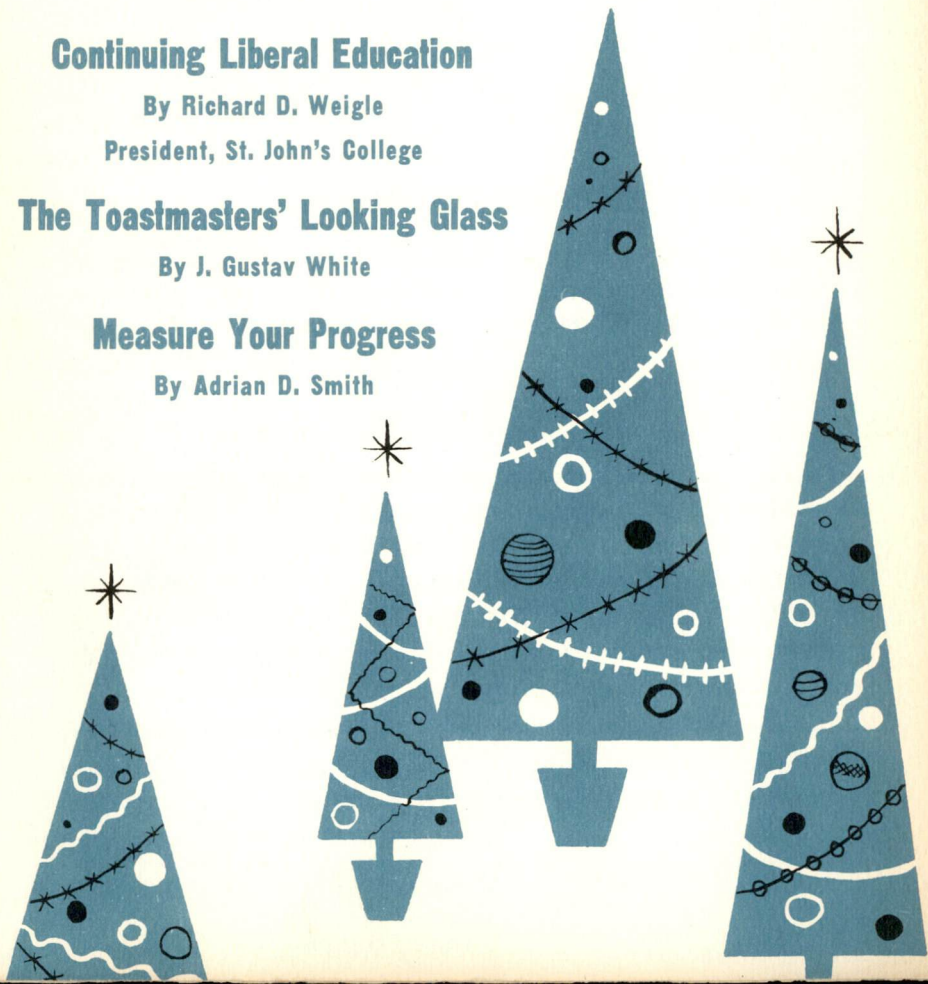
President, St. John's College

The Toastmasters' Looking Glass

By J. Gustav White

Measure Your Progress

By Adrian D. Smith



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A Toastmasters club is an organized group providing its members with opportunities to improve their abilities to speak in public, conduct meetings and develop their executive abilities. In congenial fellowship, ambitious men help each other through actual practice, mutual constructive criticism and the assumption of responsibilities within the organization.

Each club is a member of Toastmasters International. The club and its members receive services, supplies and continuing counsel from the Home Office.

"As a man speaks, so is he."—Publius Syrus, 43 B.C.

The TOASTMASTER

For Better Thinking—Speaking—Listening

OFFICIAL PUBLICATION OF TOASTMASTERS INTERNATIONAL, INC.

VOLUME 24 NUMBER 12 DECEMBER, 1958

INDEX

CONTINUING LIBERAL EDUCATION— By Richard D. Weigle.....	3
CONVERSATION—By Franklin M. Finsthwait.....	8
THE TOASTMASTER'S LOOKING GLASS— By J. Gustav White.....	9
MEASURE YOUR PROGRESS— By Adrian D. Smith.....	13
TOASTMASTERS: WHO ARE THEY?— By Dale Wolgamuth and Russell Gillis.....	16
ON PREPARING A SPEECH.....	28
THANK GOD FOR TOASTMASTERS—By Paul J. Knapp.....	32
HOME OFFICE REPORT, 18 — CLUB TO CLUB, 20 — PERSONALLY SPEAKING, 26 — LETTERS TO THE EDITOR, 36 — SUBJECT IN- DEX, 38.	

PRINTED IN U.S.A.

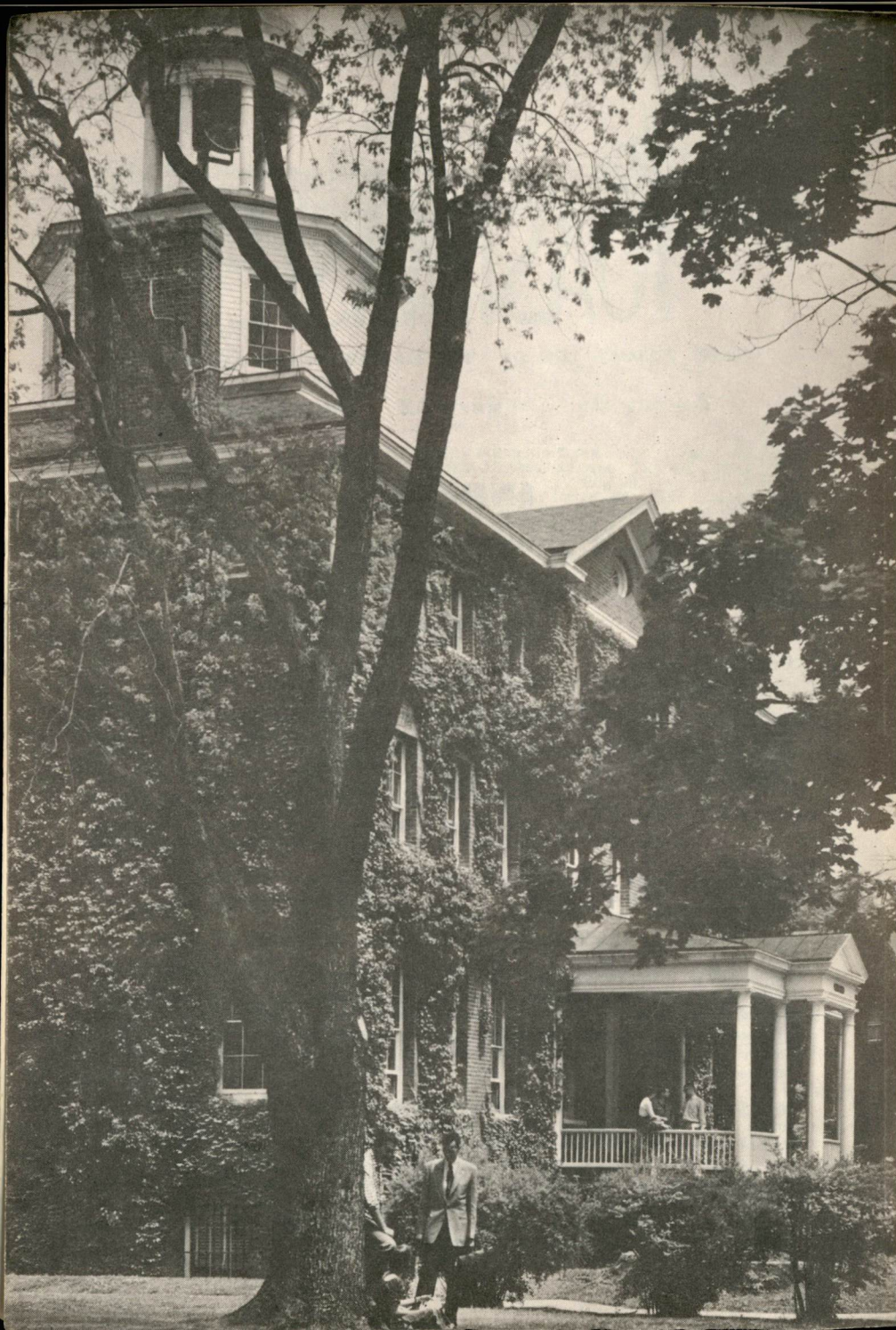
PRICE \$1.50 PER YEAR

Address All Communications

The Toastmaster, Santa Ana, California

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On the campus, St. John's College

*It is time to explode a myth or two
about education. Here is
an authoritative discussion of*

Continuing Liberal Education

By RICHARD D. WEIGLE

President, St. John's College, Annapolis, Maryland

EDUCATION is not something which a person puts behind him upon completion of his formal schooling, whether this be at age eighteen or four years later at age twenty-two. Education and living go together; the end of one is not the commencement of the other. The four years of college are indeed part of a long continuum which ends in the seventies or the eighties, or may even go on to a round hundred.

In this process there may or may not be actual courses. Probably there will be orientation programs or other training in the armed forces, professional schools, the bank or the factory. More likely the education will come through reading newspapers, magazines, and books, through listening to the radio and watching television, through talks over the back fence and on the commuters' special, and through all the experiences of life,

at home, in P.T.A. meetings, on church boards, at political rallies, and on the job, whatever it may be. One never stops learning.

A second misconception about education is that this is something which a school or a college does to an individual. There is no magical process by which any faculty can inject education into a student cranium. Nor should the student assume that exposure to the requisite number of professors and absorption of a respectable number of facts out of textbooks and lectures constitute real learning. Credit hours do not necessarily add up to an educated man, and it is a little disconcerting to discover that some students can spend four full years as undergraduates and pretty effectively escape education in the process.

Learning after all is essentially an individual matter. It goes on within the mind of each student. All that a college or university can do is to provide the facilities and the best possible surroundings where this learning may take place. The institution will offer every encouragement as well, through able teachers, a challenging library, and a stimulating atmosphere. But none of these guarantees an education. That is up to the individual student and depends upon his will and initiative.

A third misconception is that education is generally rather theoretical and impractical, particularly what is popularly called the liberal arts. Unless a student is majoring in accounting, or pre-medical work, or engineering, he

may become restive and wonder what his course work has to do with his life. This is perhaps natural in a young person, who tends to be impatient. He cannot easily relate what he is doing in school to the maturing of his mind. Nor does he fully recognize that man wishes to know because that is his nature. To know is often its own reward.

Liberal education is indeed the great hope for the Republic, and it may be well to clarify the issue by setting forth three goals or ends which the liberal college has in view. Certain knowledges must be imparted to young minds—the heritage and the traditions of Western man, facts and fundamental principles in certain fields, scientific developments, mathematics, and so on. Subject matter is certainly important, but it can never be stored up against future selective recall, except in the most unusual cases.

The developing of intellectual skills is a second aim of liberal education. These skills are the liberal or liberating skills which are denominated the liberal arts. Traditionally, the Greeks thought of them as seven in number: grammar, rhetoric, and logic, arithmetic, geometry, music, and astronomy. It is important to note that they include both what we today term the "humanities," and mathematics and laboratory science. The liberal arts are not co-extensive with any particular set of courses, however. Any course may be taught so as to contribute to the development of the liberal skills in the mind of a student.

To think imaginatively, to reason logically, to define clearly, to choose well; to speak with precision, to listen with comprehension, to write with effectiveness; to reckon, to experiment, to hypothesize, to demonstrate—these are the liberal skills which man would have his mind perform for him. He is then indeed "liberated" and can function in some measure as a man ought to function.

Finally a liberal education must set *understandings* as a goal for the student. It is not enough to know or to know how; one must know *why* as well. This means that the student must face up to the basic questions of life. He must ask what he is as a man, what this world is, what God is, and what his relationships are. He must seek perspective on life and develop for him-

self a philosophy of living, aided, to be sure, by men of today and of all time who have addressed themselves to these same questions.

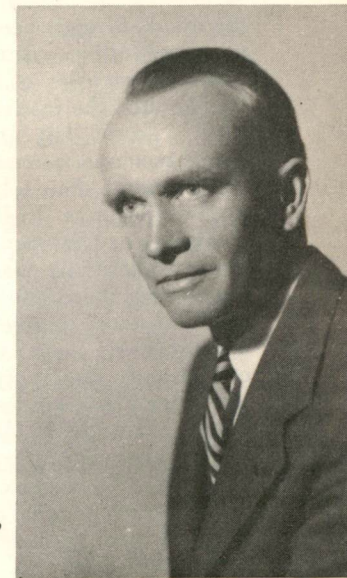
In these terms a good liberal education would indeed seem to be the most practical and useful education that a young man or woman could obtain. A versatile and well-trained mind is the finest asset that an individual can bring to any job. It should aid him in seeking solutions to problems at home, at church, in the community, and at the polls as well. Furthermore, a liberal education helps to meet man's intellectual needs as he progresses through life to greater maturity and wisdom. As a matter of fact, liberal education has failed almost completely if it does not provide the impulse to go on with one's

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After the war, he served in the U.S. State Department as Executive Officer in the Office of Far Eastern Affairs, until he became President of St. John's College in 1949.

St. John's, founded in 1696, is the third oldest institution of higher education in America. "As a pilot college in liberal arts education," says Dr. Weigle, "St. John's College, in the words of the 18th Century charter, is dedicated to the task of continuing to provide 'a succession of able and honest men for discharging the various offices and duties of life, both civil and religious, with usefulness and reputation.'"

Blackstone Studios Photo
New York, N.Y.



education. This does not mean simply more formal schooling, though post-college work will often be taken. It means rather that the individual remains intellectually alive and alert—finding food for thought and re-creation in good conversation, good books, lectures and concerts, adult discussion groups, and the like.

In the days of the Greeks it was only the leisured class, the upper or ruling class, that had the leisure to indulge in discussions and learning. Hence the Greek word *σχολη* meaning *leisure* has given us our English word "school." Today the machine age and automation have given the world undreamed of leisure. As never before men can today gratify their desires for intellectual activity, as well as for play and recreation.

The term *adult education* conjures up conventional pictures in the minds of most people—elderly people of foreign extraction toiling with the vagaries of the English language or the intricacies of history; earnest but impecunious young men and women seeking advancement on their jobs by boning up on Business English or Accounting or Salesmanship; and perhaps dilettante women indulging themselves in applied arts and crafts or music appreciation. This is however no longer true of adult education in the United States. In one large urban university, for example, there are 12,000 adult students taking over 700 courses *without credit*. To be sure, some of the courses are vocational in nature but many of them are in the full tradition of the liberal arts.

At five American colleges and universities executives from one of the nation's largest corporations are embarked upon work for personal development by taking such courses as the History and Meaning of Science, the Philosophy of Ethics, and American Civilization. Their time has been released by the corporation for this activity, and their salaries are continued.

Many organizations have recognized man's needs in the field of liberal education. Through such agencies as the Great Books Foundation, the Fund for Adult Education, the American Foundation for Political Education, Toastmasters International, and the American Library Association, interested groups of adults have come together on a regular and continuing basis to work and study together, not primarily for vocational advancement but rather for the intrinsic value in education itself. Some participants are college graduates with active and inquiring minds; others are individuals who missed going to college; still others are specialists who talk only a specialized jargon and feel the need for breadth and balance in their lives.

Interestingly enough, even college presidents feel the need for activity of this sort, badgered as they are by administrative duties and by fund-raising. The Commission on Liberal Education of the Association of American Colleges recognized this need of the college president for replenishment of his intellectual reservoirs. Three years ago it began a series of so-called intellectual life conferences at Pug-

wash, Nova Scotia, where Mr. Cyrus Eaton offered hospitality at his ancestral home. Fifteen presidents at a ten-day session read books like Plato's *Apology and Crito*, Machiavelli's *Prince*, Swift's *Gulliver's Travels*, and DeTocqueville's *Democracy in America* and then discuss the fundamental problems they pose for men in all time. Was Socrates right in honoring the laws which unjustly condemned him? Should a government base its actions upon the practical reality that men are by nature bad in Machiavelli's terms? Is DeTocqueville correct in assuming that equality of social condition would lead to tyranny of the majority in a democracy?

Questions like these are posed in many of the programs of adult education now enjoying such encouraging popularity in this country. Typical of the kinds of weekly or fortnightly discussion courses available in many communities all over the country are: Aging in the Modern World, American Democracy, Economic Reasoning, Great Issues in American Politics, Russian Foreign Policy, The Power to Govern, You and Your Community, Ways of Mankind, Ways to Justice, and World Politics.

For the most part these courses use the seminar method, relying upon one or two leaders to moderate the discussions, as the group seeks to pool its collective wisdom and to search for right answers.

Adult education today best serves the people when it is liberal education. Programs like those outlined above do indeed fulfill the basic aims of liberal education. As men and women read and study together, whether for discussion purposes, to meet individual needs, or to speak before others, they acquire new knowledges which cannot fail to stimulate them to new intellectual activity. As they think through basic questions and seek to find answers, they attain to new understandings. They clarify their positions on political, religious, and social issues; they attain to new insights on justice, and war, and peace, and the way men live together.

Finally, out of the give and take of the seminar table, the discussion group, or the meeting room, come improvement and development of those skills which are the liberal arts. Men and women learn to read better, to separate truth from propaganda, to define their terms more clearly, to delineate alternatives and to choose between them, to think more logically, to listen more attentively and willingly, and to communicate ideas more effectively.

Knowledges, skills, and understandings—they are both ends and means of liberal education. Education never stops. It is a continuing process. It can never be otherwise for it is man's nature to want to learn and to keep on learning. ❖



CONVERSATION

By FRANKLIN M. FINSTHWAIT

AFTER ATTENDING a Washington cocktail party recently, a visiting dignitary was heard to remark, "Conversation is a dying art!"

This is a startling statement and yet, after a moment's reflection, we will have to acknowledge that conversation, as a social grace, is one of the casualties of our modern way of life. More and more the competition for our time is causing us to limit conversation to minimum practical needs.

We can no longer, like James Boswell, spend half our time in a coffee house enjoying the conversation of the local wits. We are at our wit's end to find time for a cup of coffee! We *could*, by giving thought, however, use to better advantage the opportunities we *do* have for better conversation.

Conversation is the *basic* social grace. It is the oil which lubricates human relationships, the spark which fires the imagination and the life blood of companionship. What a tragedy it would be if we were to let this precious heritage of ours be pushed aside by the bulldozer of this materialistic age!

A good conversationalist does not *just happen*. He must train himself. Recognized authorities such as Chesterfield, Franklin, and Carlyle recommend many ways to develop this skill. May I suggest a few of them:

1. *Consideration* for the other fellow. We must learn to see beneath the hard outer shell that surrounds most of us, that kernel of latent personality which is there

but which is more evident in some persons than in others. We often have no idea what a few kind words may mean to someone or what response may spring forth.

2. *Sincerity*. I used to work for a man who is now one of the outstanding executives of a large corporation. One thing I will always remember about him is his way of talking to everyone as though each were the most important person he had ever met.

3. *Tact*. Someone says, "Harry has just been promoted to Vice President."—"I hear they're making vice presidents of everyone who signs contracts" is not in the best interests of conversation.

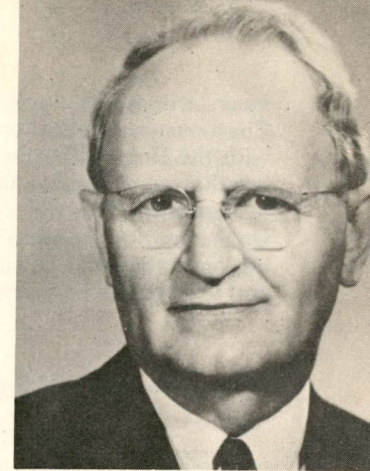
4. Be a *good listener*. To listen carefully to the other fellow is to pay him a compliment—and believe me, you *may* learn something.

5. Be *brief*. It is harder to organize your thoughts than to ramble, but more effective.

Toastmasters provides training in all the basic skills of conversation: consideration, sincerity, tact, attentiveness, and brevity. To make good use of this opportunity is to become a better companion, and a better man. ❖

Franklin M. Finsthwait has been a charter member of two Toastmasters clubs of New York City, the Union Carbide Club 1766 and the Traffic Club Toastmasters 2286. He heads his own company, the Seaboard Sales Corporation, selling machinery and car specialties to the railroad industry.

J. Gustav White was one of the pioneer Toastmasters who planned and executed the founding and incorporation of Toastmasters International. A former YMCA worker and college professor, he is now a counseling psychologist, with offices in Los Angeles, Calif. His home is in Whittier, Calif., where he is a member of the Quaker-towne Club No. 19.



The Toastmaster's Looking Glass

By J. GUSTAV WHITE

ONE OF THE DISTINGUISHING features of Toastmasters Clubs is honest evaluation to improve speaking.

When you evaluate a speaker you present him with the gift of the gods. For you recall that the poet Robert Burns wrote, "Oh wad some power the giftie gie us To see ourself as others see us."

That's what evaluation does for us. An evaluator kindly holds up a looking glass for a speaker, so that he sees himself as others see him. We should underscore the word "kindly" for there is no verbal vitamin more potent than praise.

No matter what Toastmasters may tell you, they are human and would rather be spoiled by praise

than saved by criticism. So if, when you evaluate, you find pleasure in pointing out the faults of a speaker, look out! You are in danger. If, on the other hand, you feel sorry to point out his faults and do so only to help him, you are safe.

If I have heightened your appreciation of evaluation and suggested the helpful attitude necessary for an evaluator, let us examine an aid to evaluation called *The Toastmaster's Looking Glass*.

This device is the product of twenty-five years of evaluating. Beginning in Los Angeles Club #3, I have been privileged to be general evaluator on an average of one club per week during these

years since I helped to found Toastmasters International. I agree with the Home Office in emphasizing the use of regular members as evaluators. We do so in our Quakertown Toastmasters Club, but once a month I come in as general evaluator. For years I have

kept a record of the points which were emphasized in evaluations. From these items and those emphasized in the Basic Training Manual, I have compiled this aid.

The Looking Glass is divided into four areas, corresponding to the main questions naturally asked by

a listener regarding a speaker, *i.e.*, (1) how does he *look*, (2) how does he *sound*, (3) how does he *think*, and (4) how does he *affect* me, the listener? Each area has four or five columns divided by an "average" line. Look at the first column. If a speaker's perform-

ance is below average in stage presence the evaluator circles a number in front of the word which conveys his opinion, *e.g.*, (-1) because he is too stiff and tense. If his stage presence is above average, circle one or more numbers above the average line.

I. APPEARANCE				
A. Stage Presence	B. Dress	C. Gestures		D. Attitude
		a. Body & Arms	b. Face & Head	
8 dynamic	9 attractive	9 expressive	8 animated	8 sincere
7 enthusiastic	7 becoming		7 enthusiastic	
6 alert		6 descriptive	6 genial	5 friendly
5 friendly	5 good taste		4 smiling	4 energetic
4 erect	3 well groomed	3 natural	3 eye sparkle	2 judicial
3 poised				+1 authoritative
2 relaxed				
+1 steady	+1 neat	+1 eye contact		
AVERAGE				
-1 stiff, tense		-1 half-stopped	-1 bashful eyes	-1 formal
2 shifty	2 wrinkled	2 poorly timed	2 pan face	
3 swaying		3 pocketed		3 apologetic
4 leaning	4 flashy	4 repetitive	4 frowning	4 shy
5 bobbing		5 one-armed		5 self conscious
6 akimbo	6 untidy	6 artificial	6 head jerks	
7 ungainly		7 awkward		7 cold
8 slouchy	8 loaded pockets	8 handcuffed	8 grimacing	8 cringing
9 manneristic		9 absent		
II. SOUND				
A. Voice	B. Delivery	C. Enunciation	D. Diction	
	9 spontaneous	9 cultured		
8 modulated			7 picturesque	
7 animated	7 fluent	6 well-stressed		
6 resonant				
5 clear	5 steady			
		+3 distinct		
3 pleasant	3 well-timed		+2 accurate	
2 varied pitch				
+1 conversational	+1 deliberate			
AVERAGE				
-1 too quiet	-1 memorized		-1 common	
2 too strong		-2 indistinct	2 flowery	
3 too high	3 note-bound	3 tight lipped		
4 explosive	4 repetitive	4 mumbled	4 slangy	
5 affected	5 too slow	5 telescoped		
6 nasal	6 too fast	6 dropped syllables	6 inaccurate	
7 flat				
8 monotonous	8 jerky	8 affected	8 ungrammatical	
9 indistinct	9 halting (ah, uh)	9 grunty	9 crude	
10 lifeless				

III. THOUGHT				
A. Topic	B. Material	C. Arrangement	D. Illustrations	E. Quotations
9 arresting	9 original	9 climactic	9 vivid	8 arresting
8 attractive	8 humorous		8 artistic	
	7 stimulating	7 sequential	7 human	6 appropriate
6 appropriate	6 realistic	6 logical	6 original	
	5 illustrative	5 progressive		4 decorative
4 timely	4 analytical		4 personal	
	3 pertinent	3 balanced	3 objective	
+2 provocative	2 philosophical			+2 authoritative
	+1 authoritative	+1 organized	+1 appropriate	
AVERAGE				
-2 ordinary	-1 platitudinous	-2 catalogish	-2 far-fetched	-2 ill-fitting
3 controversial	3 ordinary		3 abstract	
		4 unbalanced		4 too long
5 trite	5 uninteresting	6 jumbled	5 pointless	6 poorly memorized
			6 too long	
7 inane	7 stale	8 jumpy	7 crude	
	8 dogmatic		8 dull	
9 repellent	9 antagonizing		9 smutty	
IV. EFFECT				
A. Opening	B. Audience Contact	C. Closing	D. Audience Reaction	
9 sparkling		9 climactic	9 captivated	
	8 integrated (we)		8 entertained	
7 gracious		7 summarizing	7 persuaded	
6 arresting		6 humorous	6 convinced	
5 challenging	5 natural	5 complimentary		
4 appropriate			4 instructed	
3 direct	+3 connected with previous speaker	3 graceful		
2 definitive				
+1 casual		+1 definite	+1 alerted	
AVERAGE				
-1 commonplace		-1 announced		
2 repetitive			-2 tolerant	
3 precipitous		3 abrupt		
4 slow	-4 sermonistic	4 unfinished	4 unconvinced	
5 inappropriate		5 dragged out		
6 clumsy			6 uninterested	
7 apologetic		7 weaker than opening	7 confused	
8 argumentative	8 antagonistic		8 bored	
9 inane		9 vague	9 repelled	

In beginning the use of this Looking Glass, select only one or two columns in each of the four areas in evaluation. You may find it wise to ask a speaker in advance, "For what points would you like me to watch especially?"

He may answer, "I find it hard to gesture and tonight I'm trying to do so."

Now you look up and down the two columns on Gestures and circle the numbers indicating your opinion. Under "Face and Head" gestures you may pay especial attention to +1, "Eye-contact," which is important because public speaking is enlarged conversation.

Looking now at Area II-B, *Delivery*, you will watch -1 "memorized," because a memorized speech is a canned speech; the words have lost their freshness.

In Column II-D, *Diction*, you should be able to give the speaker at least a +2, for his "accurate" words. Remember words must be accurately understood as well as accurately spoken.

Now abideth appearance, sound and clarity, and the greatest of these is clarity, clear thought. Your words may carry you to the tops of mountains but if you have not clarity it avails you naught; you become a brassy Toastmaster or a tinkling politician. Therefore our Basic Training Manual rightly calls

attention to the *thought* of a speech in each of the ten assignments. Look down Column III-B, *Material*. You have a choice of 16 different words to describe your opinion. Simply circle the one or two that give your evaluation.

Under III-C, *Arrangement*, you have a choice of ten words to circle, or write in your own. Remember a Toastmaster's speech must not be like a merry-go-round, a lot of motion but getting nowhere. It should rather be like a range round-up, bringing together all the maverick thoughts into one corral.

Finally, look at Area IV, and remember that good speeches have handles to them, something the audience can take hold of and carry home. Focus attention on Column D, *Audience Reaction*. What happened in the minds of the listeners? Public speaking is like pulling the trigger of a gun. Unless the gun and the speaker are loaded, nothing happens. Did he say anything worth remembering? How did the audience react?

This is enough as an introduction lesson on evaluating by the use of this Looking Glass. It is not all. We will never learn all there is to know about evaluating, even though it is the distinguishing feature of Toastmasters training. It is an art, and art has a beginning but no ending. ❖

**The holiday season --
a good time to**

Measure Your Progress

By ADRIAN D. SMITH

WHAT PROGRESS have I made? How many times have you asked yourself this question? How many times have you wondered if you have made the same progress that Bill has, or Jim? or Tom?

You *know* the gains Bill has made. You remember him, nervous and tense, in his first speeches; you've watched him week after

week as he fought his way slowly forward; and finally comes the realization that he is now a forceful, effective speaker. You take pleasure in recalling his start and his steady improvement.

But—how about yourself?

You wonder. You recall what the evaluators have said and you know that you're currently on the

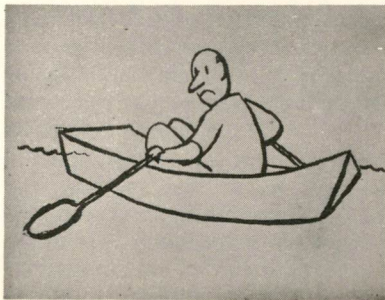


eighth speech in the Manual. But, are you really improving? Are you getting better?

If these questions occur to you, you're not alone. At some time or other they've found their way into the thinking of every Toastmaster. If you feel like a man rowing a boat in mid-ocean, unable to tell whether he's moving for want of some fixed object, some point of reference—if you feel this way, you're normal and healthily curious.

Furthermore, there is a way to measure your own progress, a way of fixing your position with respect to your starting point. It is possible to find points of reference within yourself by which your progress as a speaker may be measured.

It is important that we be able to make these measurements. I once heard a speaker say that "Man's progress in engineering is



directly proportional to his ability to measure things." If measuring devices are of such great value to engineers, certainly they have equal value to beginning speakers.

Here, then, are three ways of measuring your growing effectiveness as a speaker. They are presented in the sequence in which a beginning speaker might use them.

First of all, you will know you have made your first step forward *when you can see your audience.*

Too simple! Irrelevant! Of course I see my audience! Is this your reaction to this first measuring device? Before you write off its pertinence, give yourself this test: immediately upon resuming your seat after giving your next speech before your club, write down the names of at least half of the men you saw watching you. If you can do this you are to be congratulated. Go on to the next device.

But, if you are typical, seeing your audience is a real problem. More than one member of our club has told me that in his first talk before the club he neither saw anyone nor remembered anything that he had said. Others have told me that they left out important parts of their talks and were not aware of the omissions until they sat down.

Yes, seeing each member of your audience is a problem. And when you have solved it, when you have looked at each one of them and have really seen them, what does it signify?

It means that you have overcome the worst terrors of nervousness. You have won a bout with fear. It means that you have mastered your tenseness and that you are able to speak and see at the same time. When you have achieved this much, you have passed your first milestone.

You will know you have passed your second milestone *when you can appraise your audience.*

The problem here is to see your audience critically. You see your audience as individuals and you ask yourself whether you are getting through to each one of them. Is what I'm saying, you ask yourself, interesting to the guest at the corner table? You see the member at the front table and, despite the contagion of proximity, you know that he isn't really listening. And there, off to one side, is the inveterate doodler penciling weird designs on the paper place mat. Is he as absorbed in his doodling as he seems or is he listening?

Your audience is made up of individuals and you are curious about the effect your talk is having upon them. As you talk you make a swift appraisal of each man facing you. You are seeing critically. And a critical attitude is vital to all advancement.

You will know you have passed a third milestone as a speaker *when you can react positively to your audience.*

You can see your audience. You can appraise them. Your appraisal tells you something is lacking in your talk. Can you do anything about it? There sits the Doodler, absorbed with his pencil. Can you capture his attention, force him to forego his doodling, center his eyes and his thoughts upon you?

Adrian D. Smith, Senior Project Engineer of the Oldsmobile Division of General Motors Corporation, is Past President of the Capitol City Toastmasters Club 639 of Lansing, Michigan.



Or, there sits the club's Gloomy Gus. He resists your every effort at humor. Can you make him smile? Can you make him laugh? Or—even more challenging—there sits the Next Speaker absorbed, worried, harried by doubts. Can you get him to forget himself and listen to you?

If you can do these things—if you can take an unresponsive group of individuals and make them respond in the way you want them to, you have passed your third milestone.

You are, moreover, an accomplished speaker. You have wit, a flexible voice, commanding presence, a fund of anecdote, a store of information, a perceptive eye—in short, all the manifold appurtenances of an effective public speaker.

Measure yourself as a speaker with these three devices. To be lost is one of the primal fears; to know where one stands is vital to all self-understanding, to all advancement. It is not enough to *hope* for advancement, to *feel* that you are moving ahead. To *know* that you have advanced will give you confidence to go further; to *know* that you have moved thus far from your starting point will encourage you to go on. It is possible to measure your own progress. ♦

TOASTMASTERS: *who are they?*

ONE YEAR AGO, we undertook, in conjunction with the Home Office of Toastmasters International, a study to determine some characteristics of the great group of men known as Toastmasters. As members of the faculty of the University of Maryland, we were interested in the reasons which impel men to embark upon the training which Toastmasters offers; what changes might be made in college curricula to meet more adequately the needs they find in adult life. The Home Office of Toastmasters International wanted to discover more about Toastmasters in order to design materials and programs for the most effective service.

To obtain an adequate cross-section of Toastmasters, ten per cent of the clubs in each district were chosen. The members of these clubs (over 6,500 men) were mailed questionnaires which asked such questions as: Why did you join Toastmasters? Has the training met your expectations? Do you apply the training in your work?

In a survey of this sort, a response of 30% is considered normal and adequate. Toastmasters, we found, are an unusually cooperative group—over 80% of the questionnaires were filled out and returned.

The data was then submitted to an IBM automatic processing unit for tabulation and compilation. Although the work is not yet completed, enough material has been obtained for a preliminary report.

Now we grant that percentages may be somewhat confusing. For example, 96% of Toastmasters are married, yet we can not say that the typical Toastmaster is 96% married! Nor can we list a number of characteristics and say "Here is the average Toastmaster." Naturally, the "average" Toastmaster does not exist any more than does the "average" man. But if you will bear with us and remember that the percentages merely indicate the degree of probability with which they fit, they may be of interest.

If we were to sketch a profile of you from the statistics, here is what we would say:

You joined Toastmasters because you felt you needed training in public speaking. You are between the ages of 31 and 40; you have had some college training or its equivalent in technical or sales training. You have probably had military service. You are a partner in a relatively "stable" marriage. You work for someone else, as an engineer, salesman or manager-

supervisor. Your yearly earnings are somewhere between six and ten thousand dollars, and you are on your way towards a more responsible position. You did not have much speech training before joining Toastmasters.

These are the broad outlines. For a deeper study, we must move into percentages:

35% of you have been Toastmasters for less than a year. To the question, "Does Toastmasters work meet your expectations?" 75% of this "newer" group replied that it did. This percentage rises for those who have been members for a longer period of time; 90% of those who have been Toastmasters for three years or more indicate that the work comes up to their desires. 45% of the less-than-a-year men say that they can apply their Toastmasters training in their business or profession. Again the percentage rises for the longer term men; 80% of three-year-and-over members state they can apply their training in their work.

About a sixth of all the members have completed the twelve assignments of the Basic Training Manual. About a third are still working on their first five assignments. One-fourth of the men who have been Toastmasters for four years earn more than \$10,000 a year; about a fifth of all Toastmasters earn such an amount.

11% of those who joined Toastmasters because of a need for training in public speaking have had four years or more of college training. 44% have had up to four years of college. This would sug-

gest that for some reason or other, their college experience failed to anticipate adequately their need for skill in public speaking. This in turn suggests further study: Did they have speech course work in college? How much? Was it too academic or not academic enough?

Of those who indicated a need for training in public speaking as their motive for becoming a Toastmaster, 25% had had a course in sales or business speaking; 53% in group discussion or conference techniques; 63% in public speaking. You will note that the total here is greater than 100%, indicating that some men had had training in more than one area.

To summarize this portrait of the average or composite Toastmaster, we would say that he is above the sociological average; in fact, in a relatively select group of society. He is fairly young in business and is ambitious to progress. A statistical prediction could be that the man in Toastmasters is a better-than-average gamble to be a success in earning a livelihood and in living. ❖

Since the beginning of this study, Professors Wolgamuth and Gillis have left the faculty of Maryland University, Dr. Wolgamuth for The American University of Washington, D. C.; Dr. Gillis for State Teachers College, California, Pa. Their Toastmasters research project was made with the assistance of Dr. Seth Fessenden, Educational Research Director of Toastmasters International.

HOME OFFICE REPORT

By MAURICE FORLEY

Executive Director

FROM TIME TO TIME this space will be used to bring you an informal report on the work of the Home Office and the activities of our organization as a whole.

According to our by-laws, THE TOASTMASTER MAGAZINE is the official publication of our organization. It is the only direct, regular communication between the Home Office and each Toastmaster. I hope that these pages may serve as a reminder that we belong to you. We must practice communication as well as preach it to others.

This month our affairs are dominated by the spirit of Christmas. It, therefore, seems an appropriate time to talk about goodwill and a Community Service program which has been initiated by the Home Office.

There is a growing recognition that the maintenance of a club based on the mutual interest of members in speech improvement is not enough to sustain a club or the interest of its members. Our members enjoy meeting with each other and trading ideas. However, they cannot go on making practice speeches indefinitely. Moreover, we must not lose sight of the fact that club speeches are *practice* speeches. There comes a time when members want to apply the skills they have acquired in their club. After all, they joined to acquire speaking ability and for the purpose of putting such ability to use elsewhere. I have always thought that Toastmasters International stopped short of fulfilling its job after offering members Basic Training and Beyond Basic Training. At this point we have said, "You're on your own." I think it a logical extension of our purposes to give a club member assistance in presenting himself to the community. By helping him serve others, we will be helping him serve himself. The projection of this principle also will cultivate goodwill for Toastmasters International.

With these thoughts in mind, we at the Home Office have proposed a plan and are working out the details of a program that should be helpful. The basic plan has been accepted by the Boy Scouts of America, The National Foundation (March of Dimes) and The American Cancer Society—all outstanding organizations in the fields of health and community welfare. These organizations will encourage their own male members to join Toastmasters so that they may tell the story of their own organization more successfully. We are proud that our reputation and success have brought us this recognition.

The organizations I have mentioned are also preparing, at their own expense, speech kits for the specific use of Toastmasters. With this material, members can offer speeches based on a knowledge of each of the other organizations. These speeches may be a part of the member's club program activity or members may use the information to make speeches to other groups in the community. Such activity is optional on the part of our members. No endorsement by Toastmasters International is necessary. We are making a service available to our members. Local units of the National Foundation, the Boy Scouts of America and The American Cancer Society may call on the educational vice president of individual Toastmasters clubs asking them to invite club members to talk before other groups.

Naturally, good speakers are preferred. We want to be represented by competent examples of what Toastmasters training can do for members. Therefore, we hope each club will adopt a policy authorizing the educational vice president to relay speaking engagements only to those club members who have completed an agreed number of Basic Training assignments. We hope this will encourage laggards to carry on their Basic Training work. We also hope this program will provide an incentive to those who have completed Basic Training to maintain their club membership while applying their speaking abilities for the service of others in the community. As plans are completed you will be informed in these pages and through Home Office mailings.

In appreciation of the help offered through each Toastmasters club, semiannually local units of the three cooperating organizations will award a "Community Service Citation" to those Toastmasters who have responded to an agreed number of invitations. Local publicity for these awards has been planned. Thus, Toastmasters Goodwill Speakers will do more than talk about good will at the Christmas season; they will practice it the year 'round with benefit to their neighbors, to themselves and to the good name of Toastmasters.

With the hope that all our members will subscribe to this program, we wish you all a Merry Christmas and a year filled with the satisfaction that comes from self-improvement and service to others.

The aim of a true philosophy must lie, not in futile efforts towards the complete accommodation of man to the circumstances in which he chances to find himself, but in the maintenance of a kind of candid discontent, in the face of the very highest achievement.

—Walter Pater



Members of Club 2069, Naval Air Station, Glenview, Ill., liked the "Thought for Today" presented by TM Bill Nelson so well that they have preserved it as a "Thought for Every Day."

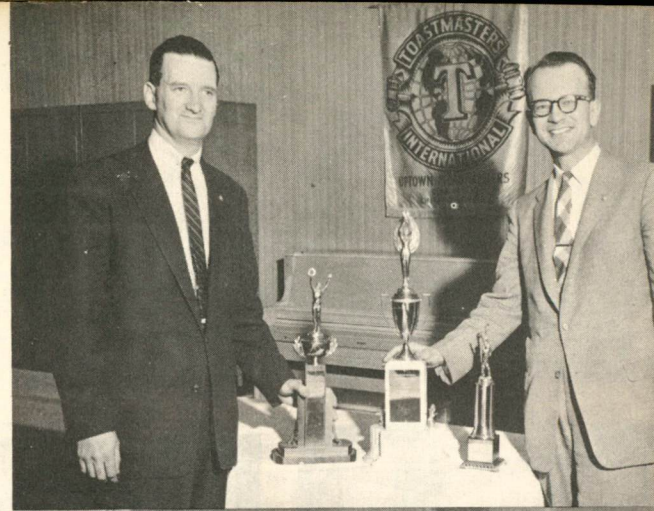
Members of 2069 are officers on the Staff, Chief of Naval Air Reserve Training; Staff, Marine Air Reserve Training Command; Naval Air Station; and Marine Air Detachment, Glenview

looking at TOASTMASTERS

Daybreakers Club 1015 (Portland, Ore.) and Beyond Basic Training Club 1360 find inspiration in sunrise breakfast meeting in beautiful Washington Park. Both clubs agree that meetings like this stimulate interest and attendance



DG Bill Gobel (l) and Pres. Roger Olin of Uptown Club 830 (Chicago) display trophies won at Dist. 30 Conference. Two of these, the Fred Braun Memorial and the Dist. Club Achievement Award, are now "retired" after Uptown's 3rd win



Capt. J. D. Harrington (l) Commanding Officer, Naval Aux. Air Station Whiting Field (Fla.) was a recent guest speaker at Mentors Club 1974; was so impressed with club work he became a member two weeks later. Welcoming him to the group is club Pres. Tom Leonard
US Navy Photo



Smiles prove newly-chartered Robin Hood TM's (Minneapolis) is composed of "Merry Men." Pres. Don McConnell (l) accepts charter from Lt. Gov. Max Perras





Preparing table topics are these members of Madison (Wisc.) Club 173. Each received a clip of "You Be the Judge" from Sat Eve Post—had to read "case" and give decision; Topicmaster than read actual decision given



Mayor Alex P. Smekta and visitor Ian McIntyre of Scotland toast city of Rochester, Minn., on its centennial anniversary. Mayor Smekta is also past member of Board of Directors, TMI



Dist. 19 Gov. John B. Miller presents TM road sign to Pres. B. D. Fickess, East Story Club 504, to initiate district-wide program of putting Toastmasters on the road map



2nd TM club in Hong Kong, Victoria Club 2787 receives charter from Dr. A. M. Rodrigues, Past Pres. Hong Kong Club 1364. (l to r) Dr. Rodrigues, Gerry Sweijen, Sec., Dr. Ray Gamby, Pres., Arthur Gomes, Ed. V-P, Ted Kyffn, Sgt-at-Arms



Opening of new gymnasium for NATO forces of Hq. of Allies Forces Central Europe gave Fontainebleau (France) Club 2199 a chance to introduce themselves — and Toastmasters—to general public. Left to right: Sgt. A. Leontowitsch, Lt. Col. Lake, Sgt. Bob Lee



Kaposisa Toastmasters Club 330 St. Paul, Minnesota:

We had a novel Toastmasters' table topics at a recent meeting, one which might interest other clubs. One of our members, Mr. Glen Holmquist, is an instructor at our senior high school in social studies. He asked members of his class to submit questions in reference to the course, such as: "Under what system of government would an under-developed country develop the fastest and make the greatest gains—capitalism, communism, or fascism?" or "What chance does the small manufacturer have against the large corporations such as General Motors, etc.?" As the Toastmasters discussed these questions during table topics, their answers were recorded on tape and later played back in Mr. Holmquist's classroom to give his students a cross section of our point of view on their questions.

The session created tremendous interest and could work out equally well in other clubs.

Bremerton Toastmasters No. 63; Downtown Toastmasters No. 1806; Port Orchard Club No. 1181 District 32, Washington:

The members of the two Bremerton Toastmasters Clubs and the Port Orchard Club joined for a Ladies' Night banquet and humorous speech contest at Bixby's of Chico. Special guests in attendance were members of the only float-

ing Toastmasters Club in the world, the Hornet Toastmasters No. 1889, whose club location is "Aboard the USS Hornet." The Downtown Toastmasters assisted in the formation of the "floating" club when the Aircraft Carrier Hornet was in Bremerton for extensive modernization in 1956.

Modesto Toastmasters Club 609 Modesto, Calif.

In a precedent-shattering appearance of a woman guest speaker, members of Modesto Club 609 did a good turn and learned something about the plywood industry of the neighbor state of Oregon.

Desiring to improve her public speaking and overcome her timidity in appearing before audiences, Mrs. Ella Apperson, vacationing visitor from Oregon, appealed to the Club for help. Members responded with true Toastmasters gallantry; a coaching staff consisting of Pres. F. K. Floden, Frank Riser, Herman Christensen and Ron Camp was appointed.

At the next club meeting she gave her "icebreaker" on the subject "My Career." The speech was so enthusiastically received that she was immediately asked to give a second and impromptu talk on "The Plywood Industry."

In expressing her appreciation to the club, Mrs. Apperson promised that their efforts would be repaid by her heightened ability to contribute to community service in her home town.

**Chico Toastmasters Club No. 558
Chico, California:**

A switch in award presentations was featured at a recent joint Ladies Night meeting of the Chico Toastmasters and the Marysville Toastmasters Clubs. Chico-an Harold Elliott was judged best table topics speaker for his discussion of the subject: "The Two People I Would Like to be on an Island with." His award was presented to his wife—a dozen beautiful roses.

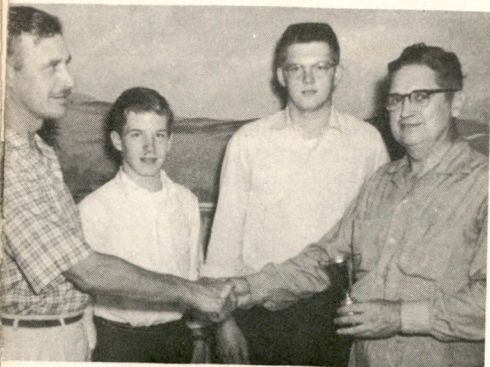
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**Ferguson Toastmasters No. 525
Ferguson, Missouri:**

Eleven children, ranging from six to twenty years of age, attended as guests of their fathers at a Father and Son/Daughter meeting of the Ferguson Toastmasters. Table topics and prepared speeches were designed to hold the attention of the youthful audience and adult members equally—a challenge to which the club rose triumphantly.

Picture shows William Dubro accepting the cup for best performance of the evening, while sons Don and Jack wait to congratulate him. Presentation was made by Ed Nielson.

Best talker to teen-agers



**Occidental Toastmasters Club
No. 613**

Los Angeles, California:

The Occidental Life Insurance Company of California was the scene of a recent Red Cross Drive for funds. Occidental Club No. 613 took a big part in this drive and helped to make it a big success.

The Toastmasters put on talks in the various departments, pointing out the advantages and activities of the Red Cross, appealed for funds and told the employees how they could donate.

A quota of \$5400.00 had been set for the Company, and the final results showed \$5966.77 collected.

* * *

**Fontainebleau Toastmasters
No. 2199**

Fontainebleau, France:

When American Forces personnel founded a branch of Toastmasters International in the lovely and historic French town of Fontainebleau two years ago, they wanted to make the branch as international as the spirit of their organization.

Fontainebleau was just the place to do this, for it is the seat of four major NATO military headquarters and American personnel here work side by side with troops from Canada, Britain, France, Germany, The Netherlands, Belgium and Luxembourg.

The U. S. personnel were encouraged to invite their friends to join Toastmasters and the club is now proud to list Canadians, Dutch and Germans among its members.

The Fontainebleau Toastmasters have twin ambitions—to improve speech delivery and executive ability, and to increase its international membership. The

members are confident that they can overcome the main difficulty here—the language barrier.

Members of the club meet regularly at St. Joseph's Restaurant in Samois—an area famous for its hospitality and French cuisine.

* * *

**Naval Supply Center Club 2541
Norfolk, Virginia:**

The Norfolk Naval Supply Center Toastmasters Club recently celebrated its first anniversary with a party and buffet supper.

The highlight of the evening was the presentation to the Supply Center of a montage of the club's charter members. Rear Admiral J. L. Herlihy, SC, USN, NSC commanding officer, accepted the montage in behalf of the center. Cdr. R. W. Murphy, SC, USN, organizer and first president of the club, made the presentation. Admiral Herlihy is an honorary charter member of the club.

Cdr. Jack Tallent, President of Club 2541, is also Assistant Area Governor of Area 14, Dist. 36. Area 14 includes the seven military Toastmasters Clubs in the Norfolk area.

* * *

**Area 6, District 5
San Diego, California:**

Area 6 of Toastmasters District 5 has established an award to be presented to the club within the area which shows the greatest improvement during a six month period in membership growth, educational achievements and area functions attended.

First presentation of the trophy was made to the Clairemont Club No. 2084, and accepted by its President Fred Kalsow. Presentation was made by Rupert Evilsizor, Area Governor.



Admiral Herlihy accepts montage of charter members, Club 2541

Area Gov. Evilsizor congratulates Fred Kalsow on club's achievements



PERSONALLY SPEAKING

By RALPH C. SMEDLEY

Christmas Greetings

This is the season when good wishes and friendly greetings fill the air. We shall be greeting friends by the hundred with our "Merry Christmas" salutation, and we shall receive, in our turn, similar good wishes from a multitude of people. What does it all mean?

What do you mean by "Merry Christmas"? Does it suggest fun, sport, jolly good times, much elbow bending, perhaps?

Or does it mean personal welfare, peace, prosperity, a worthy satisfaction in life, a deep, abiding sense of happiness and joy in living? Does it suggest to you something of the "peace, good will to men" which came in the song of the angels at the birth of the One in whose name we celebrate Christmas?

Whatever the inner meaning of the phrase, it is difficult to wish "Merry Christmas" to a person, and at the same time cherish hatred toward him. Thus the Christmas season becomes with most of us a time for entertaining kindly, cordial, neighborly sentiments toward all those about us.

What a pity it is that we limit our time of good will to a few days at the end of the year! What a bet-

ter world this would be if we carried the Christmas spirit throughout the year! Will you try it?

Life will take on a finer aspect if you can put the spirit of "Merry Christmas" into the "good morning" with which you greet people every day of your life.

My Christmas Card for You

Dear New Member:

Welcome to the fellowship of Toastmasters! Welcome to the club where you will "learn in moments of enjoyment"! Welcome to the beginning of a new phase of life!

Whatever your purpose in becoming a member, you will soon find that you had small conception of what there was in it for you. New vistas will open as you learn to prepare a speech, to face an audience, to speak your thoughts clearly, to listen appreciatively to the comments and suggestions of your fellow members. Growth and development in all phases of your life will come as you learn to communicate—to listen, think, speak.

Start in with the determination that you will stay with the training for years, and that you will try to give help to others even as they try to help you.

Dear Old-Timer:

You have been a member for a long time—perhaps five or ten or even fifteen years. Can you remember when you started? Do you recall the fears, the discouragements, your tendency to resent friendly criticism, your temptations to give it all up?

If your memory serves you honestly, you will be better fitted to help today's beginners in your club. You can realize how much your advice and understanding will mean to the new member, and you will be impelled to offer him encouragement and helpful suggestions.

For yourself and the club, what a helper you can be, with your long experience. Without attempting to "run things," you can offer many good suggestions to the present officers, and you can join in their efforts to serve the club well. You can continue to grow and improve and develop yourself, as a speaker, a worker, and an observer.

You may even decide to start in on Beyond Basic Training, and give yourself a new boost in your own betterment.

Dear Club Officers:

To each one of you, from President on through the list, wonderful opportunities offer themselves. As leaders, each in his own field, you are learning how to attend to duties, how to deal with other people, how to guide discussions and projects so that the greatest good will result, how to plan projects, and how to be a good and faithful worker.

In your club office, you can find out the ways which will make your business or professional activities work out better; how to win advancement or customers or public favor. You can learn how to be a better citizen.

My wish for you at this Christmas is that you will make use of every such opportunity to improve yourself. May your life become more creatively productive, and may your joy in living be constantly increased by your leadership in your Toastmasters Club!

Dear Former Toastmaster:

You were with us for a while, and we were happy to enjoy fellowship with you, and to listen to your experiences. But you dropped out. Business affairs or family matters interfered, or perhaps you just lost interest. We are sorry you quit.

But we dare to hope that your Toastmasters training, however brief, did you some good, and that your life has been enriched by it. We hope that you are a better citizen and a better member of your family because of the time you spent with us. And we venture to hope that you may come back to us again one of these days. There is much more that we can do for you, and much that you can do for us. The door is open. Let this Christmas time remind you that we are your friends, and that friendship is one of the choicest gifts that the Toastmasters Club can offer to its members. So, Merry Christmas to you. Don't forget us. Come back and see us some day soon. ❖

On preparing

TALKING IN PUBLIC is not the out-of-the-way event it used to be for the average man. Even if a person is not asked to mount a platform, he can hardly expect in these days to avoid being called upon to speak from the floor.

Business people are in demand to speak for their industries and to lead campaigns for this and that good purpose. They need to be able to address shareholders and employees, trade associations, community chest campaigners, groups of men and women in church and school activities, and luncheon clubs. It is a sign of a person's growing stature when the number of his invitations to speak in public increases.

Because of the number of occasions given a person to address the public it is important that he should realize the significance of the spoken word.

In all democracies history is not only written with words; it is made with words. Most of the mighty movements affecting the destiny of mankind have gathered strength in obscure places from the talk of nameless men, and have been thrown into final form and given momentum by leaders who could state in common words the needs and hopes of men and women.

This is not an essay about deportment on the platform, the use of gestures, and such-like. It is concerned with the vitally fundamental element in speech making: *preparation of something to say.*

Private Practice

Public speaking requires private practice: practice in vocabulary building, practice in managing the voice, and practice in orderly thinking. Whatever forcefulness or persuasiveness you put into your speech must have behind it a charge of matter prepared in advance.

This is not counsel for amateurs only. The greatest orators in history made careful preparation. Demosthenes, revered as a model of the eloquent speaker, would not rise in the assembly, even though importuned by the people, unless he had previously considered the subject under debate, and had come prepared to speak.

The worthless speaker is the man with nothing ready to say who nevertheless can painfully consume a half hour of an audience's time without profit.

A speech has to be built. You need a foundation, a framework, and the edifice they support. If you put these together well, if what you

a Speech

say tells the facts relating to a problem or a situation in such a way that the audience can follow your build up without effort, and if the audience feels at the end of your address the way you wish it to feel, then you have done a good job.

Preparation of a public talk of whatever sort requires that you procure authentic, up to date and interesting information on your subject; put this information into logical order so as to build toward the purpose you have in mind, and fill in the outline with facts, figures and illustrations.

Preparation means that you will cover all aspects of your topic. Don't concentrate only on facts that are favorable to your argument. Even if you don't express them, you must know what the opposition thoughts are. Are there, perhaps, considerations which you have left out, which tend to destroy the power of your argument? A good speech, with a half dozen strong points, may be demolished by an opponent who attacks the one weak point around which the speaker was not forehanded enough to erect defences.

Obligation to audience

You have an obligation to your audience. These people have come to hear you give your best. They

expect something to justify their attending the meeting. They are not passively waiting, but are reaching out eagerly for your thoughts and judgments.

The kind of speech you make must be fitting to the occasion. Establish the fact that your subject is important to you and to your audience, and never get below that level of interest. Slovenliness is the most contemptible of aesthetic sins.

What is the present general feeling of your audience toward the proposition you intend to lay before them? Plan your speech so as to cover everyone's interest, but lay special emphasis on the points that will appeal to those who can be swayed to your way of thinking.

Don't depend too greatly upon the inspiration you will draw from your audience when you rise to give your address. Write the inspiration into your speech so as to animate your audience.

The positive approach to avoiding danger is to come to the audience in terms of the audience's interest vividly expressed. The rule applies in speech-making as in all other activities involving public relations: *think, speak and act in terms of the people's interests.*

We must try to imagine what questions the audience would ask if we were seated across a desk or

table from them, and to answer those questions in the course of our address. This weaving of answers into the speech as we write it is what makes the difference between talking "with" and not "to" our audience.

When you come to this task of preparing a speech in terms of the experience of the audience, reconcile yourself to the fact that you may have to leave out some of your more brilliant passages. They may seem colorful to you, but they do not belong in the speech unless you can truthfully say they are important to the audience.

Have a purpose

The first requirement of speech-making is, of course, to have something to say. This does not mean merely something that may be said; it means something that *must* be said, something that presses uncomfortably on the mind until it is uttered. Says Ethel Cotton in *Keeping Mentally Alive*, a book still readable after 27 years in print: "The great need in public speech is not more elaborate technique, but more consideration as to the value of the thoughts to be presented."

The speaker must know the task that has been set him and how far it is his duty to carry the audience. The question he needs to answer is not primarily "what am I to say?" but "why?" Why have I been invited to speak? What special knowledge or experience have I to pass along to these people?

You may not want to sell an article, or win a vote, or organize a society, but unless you have set a

target for yourself, established some way in which you want your audience to react, your speech will lack vitality.

Just as soon as you give your promissory note to the organizer of a meeting, you place yourself under obligation to consider all these points.

From beginning to end

There are, as a wise man said centuries ago, three parts to a speech: beginning, middle and end. This may seem obvious, but really it is a principle sadly neglected.

You use the introduction to warm up your audience to the purpose of your address. In the body of your speech you present and develop the facts upon which your thesis rests. The conclusion is the place and time to lead the audience to accept your viewpoint and, perhaps, to act on your proposals.

What you say in your opening sentences should attract favorable attention, arouse interest, and lead without interruption into the main part of your speech.

Don't use the introduction to excuse or apologize. You've heard speakers apologize for everything—for being there, for presuming to talk on the subject, for not being prepared properly. If you have nothing to say that is worth listening to, don't speak. If you have something to say, get right into it.

Be modest, by all means, but don't belittle your audience. If you start by saying that you were pushed into speaking, or were called upon because someone else didn't come, or were shanghaied in

spite of your obvious lack of competence, what you are doing is saying that the chairman or president didn't think the audience important enough to get a good speaker.

Body of the speech

It is not enough to make a faultless start. You are not like royalty, to lay a corner stone and go home to lunch, leaving others to complete the edifice.

Having caught the attention of the audience, you must hold, impress, convince and direct. Here, in the body of your speech, is its meat.

If you are making an annual address to shareholders, a safety talk to Boy Scouts, a booster talk at a service club, or any other speech to any body of people, there is a principle to guide you. You are not called upon to stampede your audience by use of brilliant rhetoric, but to increase the understanding and comprehension of your hearers so that they will move with you in the way you wish to go.

The sequence of your material should have a forward movement. Your speech should have vivacity. You cannot secure that by forgetting yourself and thinking only of your subject, or by applying lessons in imitative elocution. You can do it by building it into your address as you write it, and staying awake every second of your appearance before your audience. Show intense interest in your subject and what you say about it. From this will follow animation and physical earnestness.

This is Part I of a two-part article on speech preparation. Part II will appear in an early issue of THE TOASTMASTER.

Vary your pace. If your style is inclined to be slow or, as authors say of a certain manner of composition, *pedestrian*, try writing an occasional paragraph made up of short sentences and sharp words. If you tend to speak too fast for easy audience comprehension, inject some sentences of more resonant sort to slow you down.

Stick to the point. Any digression or needless detail will weaken your power of conviction, besides making your talk tiresome. The shorter the time allowed for your address, the more ruthless you must be in cutting out attractive but unnecessary particulars.

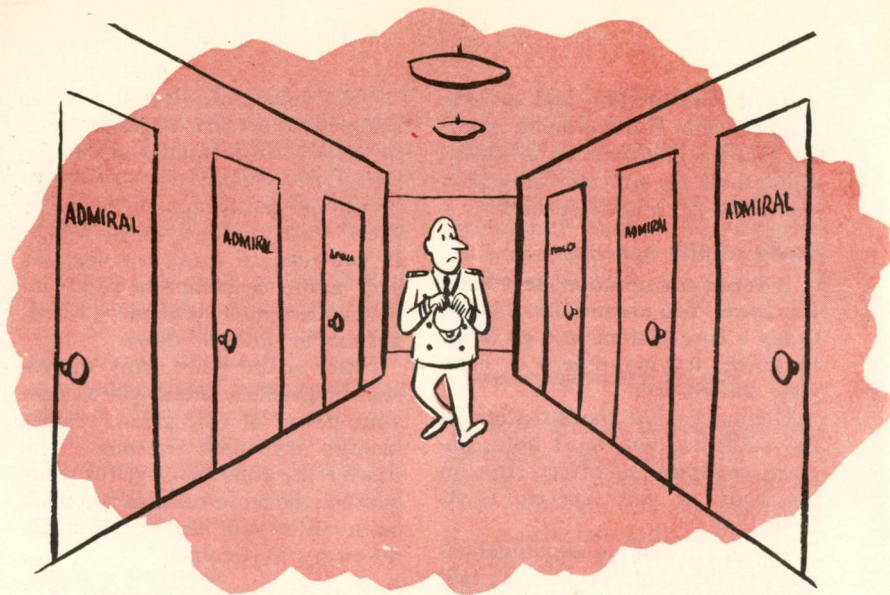
Conclusion of the speech

The conclusion is your great moment. Here you and your audience reach the point for which you set out together.

Don't leave your audience in mid air; come in for a graceful landing; make an effective stop.

The danger at this point is that a speaker will undo all the good wrought in his address by dragging in new or irrelevant material, or by indulging in a witless anticlimax. So often one hears a fine speech well delivered, followed by an inane expression of thanks for attention or a drivelling apology for lengthiness.

If you reject these temptations that lure you into a lingering death, you may sit down triumphant, leaving the audience to surmise that you could have continued on the same high plane for another half hour, but refrained out of modesty.



Thank God for Toastmasters!

By PAUL J. KNAPP

THE HOUR—1530. The date—27 January 1958. The place—the long Pentagon corridor leading from Op-56's office to the office of the Chief of Naval Operations. The occasion—approximately one hour earlier I had been told that at 1545 I was to brief Admiral Burke on a proposed aviation program.

I came to Washington with the Chief of Staff to fill in the officers in Op-56 on the details of this proposed program. Now here I was marching smartly down a corridor 3 paces behind the Deputy Chief of

Naval Operations for Air, Admiral Davis himself, on my way to brief Admiral Burke. A million thoughts were running through my mind—relax, you know the program inside out—but Admiral Burke is a busy man and our briefing is precisely for 1545—how much time can I take—oh, don't worry, he'll ask you to sit down and will probably lead you on with questions. But what if he doesn't? Suppose I bore him with details to the extent that he finally says, "Yes! Yes! Young man, I know all that. Just

give me the broad program and its major points." He is a busy man—if only someone had told me for how long this briefing was scheduled! Well relax—it's too late to worry now. Remember your evaluations at Toastmasters—*Yes—remember to speak out, don't murmur—speak each word.*

Thank God for Toastmasters.

We are there; once more my pulse pounds. Three vice admirals are waiting their turn to be ushered into Admiral Burke's private office. If I waste 10-15 minutes of the time he could be giving to these Admirals . . . and here comes another! What's that?—these are all the different deputy chiefs and they are here to get my briefing? Good God no—how did I get trapped like this?

This was not a nightmare; it actually happened. However, to the best of my knowledge the briefing went off without a hitch. My audience of seven vice admirals, the Vice Chief of Naval Operations, Admiral Felt, and Admiral Burke received my briefing without interruption and four of those admirals took the time afterwards to congratulate me on it.

This is why I am a Toastmaster. I am certain that without the experience and training I have received in this wonderful organization I would have made a complete ass of myself that day.

Today sitting in Washington a Board of admirals is poring over the records of two to three thousand commanders trying to pick out four to five hundred they consider best qualified for promotion

to captain. My jacket is one of those being reviewed. I would like to think that one of the admirals who sat in on that briefing I gave was on the selection board.

Regardless of that, I know that my participation in Toastmasters has been a valuable asset to my career. It can't help but impress your contemporaries and senior officers as well as your boss, to see a weekly speech award sitting on your desk or to read that you have won the trophy.

I have cherished this trophy each time I have won it, and I have never won it without working hard for it. Yes, there have been times when I got up at 0530 Wednesday morning to prepare a speech for that day's program—and yes, each one of those speeches received the polite but unenthusiastic reception it deserved. There have also been times when I worked hard to prepare a good speech, but the competition was too keen. But trophy or no trophy, each speech taught me more and more how valuable Toastmasters training is.

How many of you have ever sat down and thought out why you are a Toastmaster and what you hope to gain from being one? I never really did until it came time to work on my No. 12 speech. From cover to cover I reviewed my Basic Training Manual and as I closed the back cover there in big print I saw—"BASIC GAINS—Certain definite gains which will come to you as a personal reward for your services."

Twelve gains were listed. I reviewed them against my training in Toastmasters.

First—Self Confidence: I have gained self confidence, and, as the book states, not mere self conceit nor empty pride. I have gained the self confidence of a man who recognizes his weaknesses and limitations as well as his points of strength. I am confident that I have the ability and training to address myself to almost any audience so long as I prepare myself adequately. I still have the nervous twinges that we all experience, but the degree and severity of this nervousness is not related to my confidence in being able to give a speech.

Second—Ability to think more clearly and constructively. No one has better training in this than a Toastmaster who must put an attention-getting opening together with a clear logical body and a socko finish in a five minute speech. This has been my greatest challenge and in meeting it I have learned I must separate the wheat from the chaff and discard the superfluous. Getting a message across to your audience requires clear logical statements. No matter how great the gestures and how fine the oratory, they are meaningless unless they help your audience to understand your message.

Third—Tolerance: Yes, it takes a tolerant man to be a Toastmaster. Tolerance towards the evaluator who blares forth your faults—tolerance for the speaker who obviously has been too lazy to work at his speech and is wasting his and your time by being up there—tolerance for the speaker who can't make it the day you are Toastmaster of the Day—tolerance for the lights and buzzer—tolerance for

the waiters and the public address system—tolerance for the food. Pushing all these aside, however, you do learn tolerance for the views of others. Never was this more pointedly illustrated to me than on the day I drew as an evaluator the Toastmaster whose views on investments and war bonds I was rebutting. I took a strong stand against his views. In his evaluation he stated: "This was the most persuasive speech I ever heard delivered. Outstanding in every way. I still disagree though."

Fourth—Ability to speak effectively: I know I have progressed in this direction. I realize I still have far to go to be truly effective, but I have gained.

Fifth and Sixth—Advancement in position and in Office: I have already stated my views on this. Whether I gain that 4th stripe or not, I know that being a Toastmaster has increased my prestige, and as a Naval officer or future civilian I will always be thankful.

Seventh—Ability as a leader: I don't know if I have gained as a leader. My position the past two years has been such that I have had little testing in this regard. I do know, however, that I have equipped myself better to be a leader.

Eighth—Ability to listen critically: I can't listen to a speech anywhere now but what I am the evaluator assigned to the speaker by Toastmasters standards. I pick out the good points and the bad points and evaluate the effectiveness of a speech. This type of evaluation is building constructive criticism in my mind for future use in making

Captain Paul J. Knapp won his promotion. An officer in the regular Navy since 1941, he is at present Director of Training on the staff of the Chief of Naval Air Training. He is a member of the Wings of Gold Toastmasters Club 1836, NAS Pensacola, Florida.



speeches. You can't see faults without building a defense against them.

*Ninth—A general broadening of your interests in life—*how true this has been! Who could listen to the brilliant and enlightening speeches week after week and have no interests and desires aroused in him? True, in our club we are predominantly military men, but this does not mean we are any more stereotyped in our thoughts, acts and desires than are our civilian contemporaries.

Tenth—Increased usefulness in your home and community life. Here is a potential gain that I must admit default on. Not that Toastmasters hasn't made this possible for me, but it is a basic gain which I have failed to utilize. I feel that I have been remiss in my obligations to myself, the Navy and this wonderful organization by not having volunteered my services for outside speaking engagements. Excuses would be easy to offer; however, they all add up to one thing—too lazy to undertake the additional task.

Eleventh—Political preference: All life after a certain stage is a game of one form of politics or another—having the boss to dinner, attending functions because you

are expected to, meeting the right people. Who can but agree that on all such occasions effective speaking is most advantageous?

Twelfth and last on the list of gains is *valuable friendships.* Webster defines a friend as one attached to another by esteem, respect and affection. I hope I qualify in one or another of these measures. I believe that as a group we have much in common; our morals, code of ethics and purpose in life fit a definite pattern that sets us above and apart from our contemporaries. We are ambitious but willing to work and sacrifice to fulfill our ambitions. We are devoted men striving for improvement not only in our own lives, but for our contemporaries. We are the type of men who make our country strong.

These are the twelve benefits my Basic Training Manual said I might gain from Toastmasters. I have reviewed these possible rewards against my own efforts in this Wings of Gold Club. I can think of no other project that I have undertaken in which the value received has so far outweighed the effort involved.

Yes, gentlemen, I said it walking down that long Pentagon corridor and I say it again, "Thank God for Toastmasters." ♦

Letters to the Editor

(Because of obvious space limitations we often print only pertinent portions of letters received. While only signed letters will be considered for publication, names of writers will be withheld on request.—Editor)

Congress of the United States
House of Representatives

Dear Mr. Forley:

Thank you for sending me pictures taken at the Toastmasters 27th Annual Convention in Pittsburgh. I shall add these to my album as a memento of this happy occasion.

The convention was stimulating and enjoyable, since it afforded me an opportunity to meet once again friends whom I admire and respect. I hold a feeling of deep affection for Toastmasters International and no other experience has had a greater bearing on my career than the years I spent in that organization.

D. S. Saund
Member of Congress

We thought you might be interested in knowing that Northwestern Mutual Toastmasters Club 2191 does not confine itself, in securing members for Toastmasters International, only to this vicinity. Here is an example.

My son accepted a position as principal of St. John's Lutheran School in Yankton, South Dakota. We had often told him of the many advantages of being a member of Toastmasters. We knew he would be too busy and preoccupied with his duties at the beginning of the school year to contact the local club. Therefore, we wrote directly to the Secretary of the Yankton

Toastmasters Club 1294, telling him the circumstances. Our son informs us that, as we knew good Toastmasters would, the members contacted him and took him to their meeting last night. He's enthused as we surmised, and will join.

Thank you, Yankton Toastmasters Club 1294.

H. E. Wiedenkiller, Sec'y,
Northwestern Mutual
Toastmasters Club 2191
Milwaukee, Wisconsin

I have in the past asked a couple of my friends to join Toastmasters and no sooner have they done so than the old question which is faced by every Toastmaster arises: "Where do I get material for my next speech?"

I think I have found part of the solution and would like to pass it on to all Toastmasters. Magazines. Any kind, shape, background, etc. . . . go through the list of contents, read the article, set yourself up a filing system and start clipping. After you have done this for a couple of months you will find that you have little trouble in finding information for almost any kind of speech you may be called upon to make.

Toastmasters has certainly helped me in my work and I hope this little tidbit will help someone else.

Gerald A. deMink
Club 1270
Kalamazoo, Michigan

Under the spirited leadership of our Public Relations and Publicity Chairman, Robert A. Cameron, the Capital City Toastmasters Club 142 of Sacramento, California, has programmed a series of public relations events which has been of great interest to the public and of benefit to the Toastmasters participating in the activities.

Here is how it works: Bob arranges with local service organizations for our Club to present a brief Toastmasters program at their luncheon meetings. Usually, two of our members, introduced by Bob as emcee, give speeches four to five minutes long, after which Bob calls on various members of the audience to evaluate the speakers. This has proved instructive, educational and entertaining not only to the service clubs but also to our members.

The pamphlet "Introducing Toastmasters" is made available to those interested. They are invited to attend any of the various Toastmasters clubs in the Sacramento area.

It is planned to extend this approach before more clubs, churches, parent-teachers associations and similar groups, since it is excellent training for our members outside our regular meetings and, more important, shows to the public "Toastmasters at work."

If other clubs are interested, feel free to contact:

Robert A. Cameron
1160 Cavanaugh Way
Sacramento 22, Calif.

R. M. Sherick, Sec'y
Club 142
Sacramento, Calif.

Dear Mr. Forley:

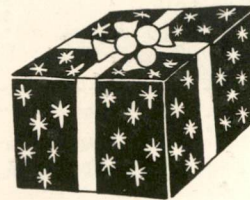
Thank you for writing me on August 22 advising that Mr. Richard Lindeman is receiving training from his local Toastmasters Club.

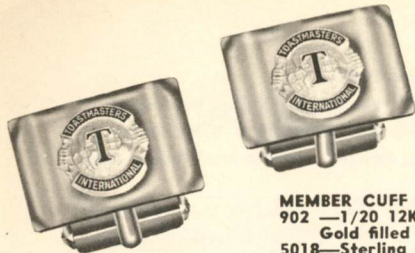
This is similarly true in the instance of many of our 700 sales representatives and managers throughout the U.S., and they are encouraged to do so from here.

Our Mr. J. A. Lamplugh is a very active member in the Stamford Chapter and, I believe, an officer in this area. You may be interested to know our General Sales Manager, General Service Manager, and several other executives also participate.

The article which you sent me is particularly interesting in that the author, Mr. Wallace Jamie, and I attended the Advance Management Program at Harvard last fall. In fact, Mr. Jamie was one of the 8-man discussion group with which I was privileged to be associated. I have a very high regard for Mr. Jamie as a friend and businessman, and for his unique and outstanding ability of self-expression. In this respect he completely captivated just about everyone.

E. M. Davis
Vice President for Sales
and Service
Pitney-Bowes, Inc.
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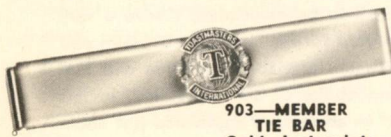
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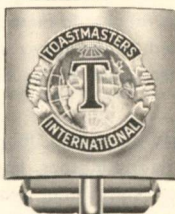
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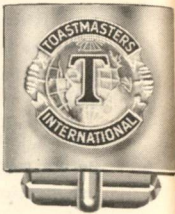
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SUBJECT INDEX — THE TOASTMASTER, 1958

And Churchill Said— Adrian D. Smith.....	July—28	Glasgow Club Comes of Age— A. Sinclair.....	Aug.—10
As Others See Us— J. E. Bardwell.....	Mar.—20	Gosh, I've Gotta Preside— Ernest Wooster.....	Oct.—11
As We Were— J. Clark Chamberlain.....	Feb.—2	High Road and Low, The— Paul W. Haeberlin.....	Mar.—25
Care and Feeding of Guests— Fred DeArmond.....	Sept.—11	Hoosier Hospitality— S. Dan Daniels.....	Aug.—34
Cend Mille Failte— Robert P. Cochrane.....	Aug.—13	How Much in 5 Minutes— Charles Willeford.....	Apr.—34
Clarity, First of the Graces— Fred DeArmond.....	Nov.—14	How to Keep a Creative Man Creative.....	Sept.—2
Cloak of Conservatism— Donald Warne.....	June—9	How to Win with Words— James Menzies Black.....	Nov.—33
Come and Get It— Harold Brigham.....	Mar.—12	If I Only Had Time— I. Louis Cook.....	Feb.—28
Continuing Liberal Education— Richard D. Weigle.....	Dec.—2	Invocation—The Proper Prelude— Frank C. Cothrell.....	Oct.—6
Conversation, Chiefly Academic— A. Whitney Griswold.....	June—2	Justice on the Diamond— Wm. M. Musser, Jr.....	Mar.—34
Conversation— Franklin M. Finstwait.....	Dec.—8	Key to Success— Samuel W. McDonnell.....	Apr.—25
Do It Yourself Psychotherapy— Philip B. Phillips.....	Apr.—10	Land of Heather— Paul W. Haeberlin.....	Aug.—15
Don't Hide Your Candle— Mal Johnson.....	Apr.—30	Last Straw, The— Rex P. Merilatt.....	June—34
Do You Know How to Listen?— Lydia Strong.....	Jan.—2	Measure Your Progress— Adrian D. Smith.....	Dec.—13
Duties of a Critic— M. Lathey.....	Apr.—28	Meeting at Maxie's— Chas. R. Edwards.....	Sept.—32
Effective Communication— Adm. L. D. Coates.....	Aug.—9	Membership— James McBride.....	Sept.—29
Evaluating a Speech— Lionel Crocker.....	Nov.—7	Nobody Tells Me Anything— Kahn & Cannell.....	May—2
Evaluation—Two-fold Responsibility— Thomas J. Toole.....	June—14	Nit-Pickers— Philip B. Phillips.....	July—30
First Tap for Gavel Clubs.....	Sept.—9	Needed: More and Better Gov't Administrators— Harris Ellsworth.....	Aug.—2
For the Year Ahead— Aubrey B. Hamilton.....	Oct.—26	One Hundred Years Ago— R. C. Smedley.....	May—16
From Rags to Speeches— Darrell Terrell.....	Feb.—11	On Leaving Office— M. W. McLean.....	Oct.—32
Getting to Know You— John P. Rice, Jr.....	Nov.—12		

Parable on Guam—			
Al Harmon	May—32	Ticket to Arabia—	
Preparing a Speech	Dec.—28	Grant Butler	Feb.—14
Public is Listening—		Try a Book Review—	
Chas. V. Opdyke	July—10	Adrian D. Smith	Apr.—14
Public Relations—		Toastmasters Club, The—	
Edward F. Baumer	Nov.—2	R. C. Smedley	Feb.—6
Qualities of a Leader, The—		Toastmasters Comes to Chinatown—	
Maj. Gen. R. C. Harmon	Aug.—6	Frederick Dong	Sept.—27
Questions, Questionnaires & Answers—		Toastmasters Looking Glass—	
Harold W. Foss	Sept.—36	J. Gustav White	Dec.—9
Radio Today—		Toastmasters in Action—	
Don Mozley	Oct.—2	Walter Holland	Oct.—14
Responsibilities of a Club Officer—		Toastmasters: Who Are They?—	
Robert Leffler	Nov.—31	Dale Wolgemuth and Russell Gillis	Dec.—16
Rule of Reason, The—		Use 'Em or Lose 'Em—	
George E. Dale	May—38	Robert O. Donovan	Feb.—17
S Plus Au Equals E 3—		Watch the Criticizers—	
Marcel Goldenberg	Sept.—7	Walt Reynolds	May—35
Say It With Words—		What Qualities Make a Speaker Effective	
Chas. W. Ferguson	July—2	—Robert T. Oliver	Apr.—2
Say Something—		What's It Worth?	
Roy C. Laible	Feb.—34	Ernest Wooster	Apr.—8
Science: Link Between Nations—		Word to the Wives, A—	
Lee A. DuBridge	Mar.—2	Carolyn A. Mohr	May—14
Show Those Feelings—		Writing Clearly	July—32
Jules B. Singer	Nov.—38		
Sixty Minutes—One Meeting—			
Jerry Klein	Oct.—9		
Socrates on Conversation	June—8		
Speechmaking & Law of Compensation—			
Fred DeArmond	May—10		
Summer Meetings—			
Ed Mercer	June—16		
Table Topics Pay Off—			
Ernest P. Strub	July—16		
Tale of Toastmasters Cow	Oct.—34		
Tape Your Meetings Together—			
Joseph A. Zamoyta	Aug.—31		
10,000 Speeches a Year—			
Roy S. Dunton	July—14		
Thank God for Toastmasters—			
Paul Knapp	Dec.—32		
They Speak by Night—			
Otto Wodtly	June—12		
This Family Has Its Own TM Club—			
Luke Greene	June—31		
Throw the Rascals Out—			
H. T. Lawrence	Feb.—31		

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