



DECEMBER, 1964

THE TOASTMASTER

FOR BETTER LISTENING, THINKING, SPEAKING



INDIANA, PA.
TOASTMASTER TOWN OF THE MONTH

IN THIS ISSUE
A CHRISTMAS CARD FOR YOU

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... a nonprofit, nonpartisan, nonsectarian educational organization which has helped more than three-quarter million men through its program of self-expression and self-improvement. There are now more than 3800 clubs in 50 countries and territories throughout the free world.

A Toastmasters club is an organized group providing its members with opportunities to improve their abilities to speak in public, conduct meetings and develop executive abilities. In congenial fellowship, ambitious men help each other through 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 World Headquarters.

The TOASTMASTER

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For Better Listening—Thinking—Speaking

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Christmas Greeting

The advent of Christmas reminds us that "Peace on Earth, good will towards men," can only become a reality when men have learned to communicate with one another.

This Holiday Season will take on added meaning for Toastmasters throughout the world if each of us will maintain an awareness of the great contribution we can make towards fulfillment of this greatest hope of all mankind.

One aspect of Toastmasters training which has always held special meaning for me at Christmastime is the acquired ability to listen and then to evaluate fairly and with logic. I wonder if we can truly comprehend the cumulative good will and understanding that has been developed throughout the world because Toastmasters International has made this simple, yet powerful, human ability a part of the daily lives of more than 750,000 men in the past 40 years.

If we apply our Toastmasters training, we can make the spirit of Christmas a better way of life. I earnestly urge all Toastmasters to remember throughout the year that fair evaluation and effective communication will make a better organization and a better world.

The Officers, Directors and World Headquarters Staff join me in wishing you a most happy Christmas Season and a successful New Year.

President, Toastmasters International

Short Guide To The History of Public Speaking

THE CLASSICAL PERIOD

By FREDRIC BRODER

(Public speaking is one of the most ancient arts in recorded history. The Toastmaster, in publishing this article, seeks to bring to the attention of Toastmasters the ancient and honorable traditions they follow. Future articles will be published from time to time that will continue tracing the history of public speaking.)

ABOUT 466 B.C., the Syracusans freed the island of Sicily from the rule of the tyrant Thrasylbulus and in doing so brought about the beginning of public speaking as an art.

On returning to reclaim their property, those who had fled from the dictator found that their lands were now "owned" by courtiers of the former ruler who refused to give it up. Disputes over rightful ownership followed.

These disputes were brought before the newly constituted courts and, since there were no



written precedents and lawyers had not yet been invented, each man was required to plead his own case before the judges. The better speaker invariably won the case and was awarded the land; few if any of the contestants had any speaking experience, so most of them viewed this situation as desperate.

First Textbook on Speech

Fortunately, there lived on the island a philosopher named Corax who recognized the danger of the situation. After much study and thought, he formulated a systematic plan for speaking which he "published" as "*The Art of Rhetoric*." It was the first known recorded textbook on speech. Thus, though the Greeks had been speaking publicly for many years, eloquence ceased to be a gift of the favored few; it became an art that could be taught.

Corax defined rhetoric as the

art of persuasion, designed to elicit a favorable response from the hearers. His system dealt chiefly with forensic, or legal oratory, and the ways to present a winning case. The book presented the first formal consideration of the arrangement of a speech. It divided persuasive speeches into five parts: a proem or opening, narration, argument, subsidiary remarks, and peroration or conclusion.

Of equal importance was Corax's application of the law of probability to rhetoric. He stated that "the likelihood of truth must always be present in order to be convincing."

The Founder of Rhetoric

Because he published the first study on speech, Corax is considered the "founder of the art of rhetoric." He might also be considered the first lawyer, as some of the wealthier claimants paid him to "speak for them" before the courts; unfortunately, history does not record how successful he, himself, was as a speaker.

Rhetoric in ancient Greece was far more than simply learning to speak well. It was the culmination of *all* learning; subject matter was united, rather than departmentalized, and great care was spent on the contents of the speech as well as its presentation. Rhetoric, in short, was the whole range of human knowledge, properly and effectively

communicated.

The Sophists

There arose in Greece around 400 B.C. a group of teachers, known as Sophists, who generally concentrated on speech presentation rather than content. They capitalized on the need for oral participation in Greek society, claiming they could teach anyone to be an effective speaker. They found it very profitable to teach, write texts about, and speak on the art of public speaking.

Several Sophists contributed important concepts to the art of speaking. Protagoras has been called the "father of debate" because he introduced argumentative discourse. He felt the job of rhetoric was to take opposing sides on any issue and argue them. He wrote, "Let us affirm nothing, let us deny nothing, let us hope. . . . Man is the measure of all things."

Prodicus contributed the first studies in Semantics with his efforts to discriminate words which express slight modifications of the same idea. Hippias was the first man to delve into memorization as an important factor in speaking.

Gorgias became the target of those who opposed Sophistry because of his concentration upon style in speaking, weaving words into artistic form to create a style in prose. He was accused of speaking most eloquently even

though he had nothing to say. His unique philosophy (Nothing exists; if anything really exists, we couldn't know it; even if it did exist, we couldn't communicate it) led him to teach speech on the basis that each man judged the truth-of-the-moment and presented it as a possibility.

An Attack on the Sophists

However, other philosophers attacked the superficiality of sophistry. Isocrates, who himself taught eloquence, wrote "*Against the Sophists*," condemning them for not stressing truth and honesty and for boasting of their success in teaching anyone to speak effectively. Isocrates opened a school in Athens, stressing character-building by teaching his students to admire the noble, love wisdom, seek worthwhile topics, and speak so as to be a credit to mankind.

Plato and Speech

The noted philosopher Plato attacked the sophists from a moralistic and philosophical viewpoint. In "*Gorgias*" he wrote that the sophists couldn't even define rhetoric, and that they willingly argued on topics they didn't fully understand. He decried their willingness to accept payment for teaching.

Plato believed that there were certain basic concepts, e.g., jus-

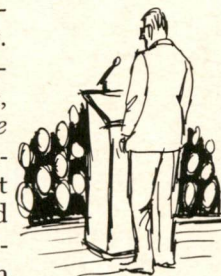
tice, love, God, which were everlasting and absolute and which could guide man to salvation without which man was condemned to live corruptly. Since these absolutes could only be discerned by long contemplation and study, he wrote of a theoretical Utopia, governed wisely by his philosopher-kings, whose speaking was confined to presenting these "discovered" truths to the populace.

Thus, his theory of absolute truths clashed with that of the sophists, who were relativists. Plato condemned rhetoric as being an immoral form of flattery, an illusion bred of treating it as an art. He defined rhetoric as "the influencing of the mind and soul" by simply presenting absolute truths. He preferred to use the dialectic (question and answer) method rather than discourses.

A New Concept

In spite of his efforts to discredit rhetoric, Plato added a new concept to the art of public speaking. Having insisted that a speaker define his terms and organize his materials carefully, Plato advised him to "know the nature of the soul you persuade." This was the first psychological approach to audience analysis, as useful a concept today as it was in Plato's era.

Rhetoricians study Plato's "*Phaedrus*" as a case-study of



three speeches on love: the first by a sophist who fails to define love and attempts to persuade without real knowledge, the second as a normal speech leaving several questions unanswered, and a final ideal speech fully covering the subject by using absolutes. These speeches also shed much light on Plato's condemnation of the civilization he knew.

Downfall of Sophistry Completed

The downfall of sophistry was completed by the works of Aristotle, and was so lasting that even today it is considered a dirty word, indicating superficial, profit-oriented training. The taint of "sophistry" is frowned upon in all academic circles, even though it once served a vital function.

An Attempt to Systemize

Aristotle attempted to systemize all of the knowledge known to his civilization. He also systematized rhetoric and related it to all of his other work. His was an amoral scientific-philosophic approach in which he held that speech was of itself neither good nor bad but dependent upon its uses. He wrote a most significant textbook, "*Rhetoric*," thoroughly covering the field of speech, which was, unfortunately, lost during the middle ages, causing the degeneration and corruption of the field of rhetoric.

Aristotle's Rhetoric

"*Rhetoric*" was divided into three books: The Orator — rhetoric's position in the arts of discourse; The Audience — the use of psychology in effective persuasion; The Speech — analyzing the five canons of rhetoric. Aristotle justifies rhetoric by showing that it is a useful art, that it can be taught as an art, that it is based upon faith in democracy and the urgency of the subject matter, and that it shows the difference between pure, scientific logic and applied, probable logic. He shows that the enthymeme, with its implied, missing fact, is more effective in speaking than the scientifically accurate syllogism because it allows for probability.

Book one also discusses the three types of speech: deliberative, dealing with social and political issues; forensic, legal speech; epideictic, speeches for special occasions.

The book deals with what Aristotle termed artistic proofs, or modes of persuading an audience. Logical proof consists of the presentation of facts and materials to substantiate the contention; ethical proof comprises the good will, sagacity, and character presented by the speaker; pathetic proof is the emotional appeal generated by the speaker and his cause. Any one, or all three, of these proofs are needed to sway an audience and it is the

speaker's duty to analyze his listeners to determine his most effective approach.

Five Basic Canons of Speech

Aristotle also used and elaborated upon the five basic canons of speech first listed by his competitor, Isocrates. These are basic to the concept of speech even today. They are:

1. INVENTION — the investigation, analysis, testing and selection of subject matter and ideas for the speech.

2. ARRANGEMENT — the outlining, or sequence, to provide for a clear presentation of the ideas in the speech.

3. STYLE — the choice of words, correct grammatical usage, figures of speech used in writing the speech.

4. MEMORY — both the ability to memorize the speech contents and the development of a "storehouse of knowledge."

5. DELIVERY — the use of physical and vocal control for effective presentation of the speech.

With the decline of the Classical Period of rhetoric, several of these canons were "lost" to speech. Invention and arrange-

ment were added to the realm of logic; style became the grammar of the written language; memory disappeared as an academic skill. Delivery, alone, withstood the encroachment of departmentalized education, but it gradually degenerated into the mockery of "elocution."

Rhetoric Brought to an End by Peloponnesian War

It seems a shame that rhetoric, or public speaking, as clearly outlined by Aristotle, was forced into decline by the advent of the Peloponnesian War. As the war dragged on and plagues ravished Athens, public speaking became continually more dangerous for orators; speakers who dared to talk on controversial topics were stoned, killed, or imprisoned. As Athenian democracy declined so, naturally, did the freedom of speech, and the Spartan conquest ended forever this noble experiment in early public address.

Thus, the end of the Golden Age of Greece brought to an end the Classical Era of the birth of rhetorical theory. Public address was all but lost for several hundred years.



Fredric Broder is the immediate past Founders District educational assistant, a past area governor and former president of Lakewood Toastmasters 815-F. He is currently working on a Masters Degree in Speech at California State College at Long Beach.

Breaking Down World-Wide

By FRANCIS A. CARTIER, Ph.D.
Director, Programmed Instruction
Program, U.S. Air Force Language School

(This was the Educational Key-note Speech given at the International Convention in Denver.)

IT WOULD MAKE a dramatic opening if I were to begin by promising you several clear-cut solutions to our problems of world-wide communication. Unfortunately, it is difficult enough to find clear-cut problems, let alone solutions. The truth is that the principal barrier to our international communication is our lack of understanding of the problem.

Every year, modern science gives us new electronic marvels that provide increased opportunities for international communication, but we still have learned precious little about how human communication takes place — when it does — and about why it so often fails. Last year, the Voice of America went on the air with the world's most power-

ful radio station, totalling 4,800,000 watts. But modern science has given the Voice of America staff little more guidance on what to broadcast over it than they could get from Aristotle's 2,000 year old essay on persuasion.

We have at least a dozen theories of human communication — each with some truth in it. But so far, we have been unable to put them together into an adequate answer to the question of how people communicate. This, then — our ignorance of the communication process — is the central barrier. Now, it is bad enough to be in doubt about the facts. It is worse to have a misconception of them.

One of the most common and persistent misconceptions is that the principal barrier to world-wide communication is the language barrier. It is a real barrier, but it certainly doesn't deserve the blame for all our failures. Virtually all of Latin America speaks Spanish, but those nations have not been notably successful in communicating with each other, have they? Nor are we do-

Communications



ing a remarkably good job of communicating with England and Canada. In fact, we are having a rather difficult time these days communicating with the American teen-agers — and they do speak one of the dialects of English. Knowing the other man's language does *not assure* communication, any more than owning a telephone does. Neither can do more than afford the *possibility* of it.

During the last few years, there has been a dramatic increase in the study of foreign languages. To cite an example I am most familiar with, our armed forces have a massive language-learning program. There are today about 6,000 men in uniform assigned *full-time* to studying a foreign language, and thousands more of them are studying a foreign language part-time or just in their spare-time. Also, both the Defense Department and the U.S. Information Agency have very active programs for teaching English overseas. About 50,000 military personnel of the Free World are receiving instruc-

tion in English each year in our military aid program.

We *are* trying to do something about the language barrier. Furthermore, we are not merely trying to increase our efforts along this line, but to improve them. Take the Air Force Language School at Lackland AFB for example. We teach only one foreign language there — English. The students are military personnel from nearly all the non-communist nations of the world, who have come to the United States for some kind of technical training. For the past two years, The American Institute for Research has had a small detachment there experimenting with programmed instruction. It is now clear that certain methods derived from teaching-machine technology are applicable to the learning of languages. Programmed instruction is not a miracle method that teaches like magic and makes the live teacher obsolete. Far from it. But this new method based on proved psychological principles does have instructional and economic advantages which are of

tremendous help to both the student and the teacher.

At least as important as programmed instruction, are the changes that are beginning to take place in the *philosophy* of language teaching.

Let's take the typical first-year course in Spanish, for example. The basic philosophy underlying high school and college courses in Spanish used to be the same as that for the Latin courses. There was little thought in the teacher's mind that the student would ever really *use* the language—that he would ever really speak it or read it for any practical purpose. You took those courses, and so did I. Spanish was taught—and so were French and German—just like Latin—as a sort of mental exercise that had little relevance to the real world. The courses were full of a lot of fancy grammar that most Latin Americans don't know even though they speak Spanish fluently. The courses taught the pronunciations of Castilian Spanish—the “pure,” the “beautiful” Spanish that is spoken by a very limited number of Spaniards and by almost no one in Central and South America. This first-year course sought for academic perfection on a massive list of irregular conjugations, of noun genders, and so on.

At the end of the year, tens of thousands of students got pass-

ing grades who couldn't speak enough of the language to ask directions in a Mexican village, let alone understand the reply! Such courses are not a thing of the past; they are still being taught in your school system. But this is beginning to change. This change is being forced by technology and contemporary history—most specifically by the airplane and our increasing responsibilities for international leadership.

We realize now that the first few months of study should—and can—teach the student to carry on simple purposeful conversations in a foreign country or with visitors from abroad. He may speak terrible Spanish—but he will actually speak Spanish. Later courses—or experience—can extend his knowledge of grammar and improve his pronunciation.

And under this philosophy of learning the students even enjoy learning! The old method, with its heavy emphasis on perfection of academic details, was frustrating and dull. But more importantly, it instilled a fear of incorrectness that inhibited the student from even trying to speak the language when the occasion arose. The importance of the student's motivation to speak cannot be overemphasized.

Let me read you a paragraph from the book, *Working Effectively Overseas*, which the Amer-

ican Institute for Research prepared at the request of the Peace Corps. One of the incidents collected in this research is very interesting. This is a Peace Corps volunteer speaking: “Two members of our group and two members of the Bolshoi Ballet were riding up in the elevator, which was operated by a Japanese girl. The Russians spoke to the elevator operator in very simple Japanese and she was obviously very pleased. We were merely silent. I had learned that much Japanese, too, but was too hesitant to use it because I was worried about my pronunciation, etc.”

Perhaps you consider that a trivial incident. I don't. It teaches one of the most important lessons to be learned about communication anywhere, any time: the only *complete* and absolute barrier to communication is failure to try! All the other barriers hinder communication to a lesser or greater degree—only that one *prevents* communication utterly.

Nor is *our* motivation problem the only one. The motivations of our listeners—or their lack of motivation—is a significant barrier, too. Not all the people of the world are striving mightily to achieve better communication with us. There are some very

basic human characteristics that form barriers. I could cite several cases of resistance to communication in the records of the Peace Corps, but they might lead you to believe that this is something new. Instead, let's go back awhile.

About 25 years ago, the Rockefeller Foundation sent a biologist, Dr. J. George Harrer, down to Mexico with a new breed of corn. Dr. Harrer took with him a corn that resisted bugs and blight and produced more tortillas per acre than the Mexican peon had ever dreamed of. Now, you might suppose that all he would have to do was grow a field of it and show it to the Mexican farmers and they would switch to it immediately. Not so. Harrer couldn't *give* his magnificent corn away. It took years of careful and subtle persuasion for him to get any significant number of them to try growing it for themselves. He finally succeeded, but listen to what he wrote. “The earth today can produce at least three times what it is now producing. . . . As far as scientific knowledge is concerned, there is no reason why any human being in the world should not be well fed. . . . The stumbling block is man himself—his prejudices and misinformation, his lack of educa-



tion and of ability to put to work the . . . scientific . . . knowledge that lies at hand."

Now, think how much more difficult it is to persuade someone to plant a new breed of ideas in his mind than to plant a new breed of corn in his field!

I used to wonder why our world-wide communication was such a problem when our professional communicators — the advertisers — are the best in the world. It seemed to me that this industry had really mastered the techniques of persuasion, and I couldn't imagine why its talents could not be applied as well to communicating with our friends (and our enemies) abroad. Well, if you look into the advertising industry, you will find that their secret is in the millions they spend every year investigating consumer motivation. They know how the American housewife thinks and what motivates her. They therefore know precisely what to say to her and exactly how to say it, and they can sell her almost anything.

But, unfortunately, no one else in the world thinks quite like the American housewife!

Nevertheless, there is an important lesson to be learned from the advertisers. It is a very common misconception that the first step in communication is to get a clear idea in your own mind what you want to say. Well, that isn't the first step. It isn't even the second. The first step is to decide exactly who your listener is and what motivates him. The second is to de-

cide *why* you want to communicate with him — not what you will say, but why you will say it. Only after you know who your listener is and how he thinks can you decide what profitably can be gained from communicating with him. And only after you have decided those two matters, can you intelligently decide what to say and how to say it.

That leads me to yet another common misconception of our world-wide communication problem — and the last I want to mention. You sometimes hear people say something like this: "Well, talk is better than war, so for heaven's sake, let's talk!" That is wrong! . . . And the shock that some of you feel from hearing me say that also shows a basic misconception of the problem — because I am not advocating war. Where did people ever get the idea that the only alternatives were war and talk? There is a third alternative, that we ought to try occasionally.

I'm not sure we are emotionally and intellectually capable of doing it, or strong enough to stand the shock of discovery when we try it, but I am certain of two things: first, we must avoid war if we possibly can; and second, our constant and highly-skilled world-wide talking has resulted in little improvement in world-wide understanding of us. So I'd like to change that statement to sound like this: "Talk is better than war, so for heaven's sake, let's listen."

Clubs Around the World

Installed as officers of the Laem Thong Toastmasters Club 1635-U, Bangkok, Thailand were, left to right, Captain Kajit Habanananda, Sergeant-at-Arms; Min Dhadasih, Administrative Vice President; Jiam Tanpaitoon-diti, Educational Vice President; Dr. Sanga Sabhasri, Treasurer; Bernard Meier, Secretary; M. R. Patanachai Jayant, President; and Wiraj Na Songkla, Advisor.



Premier Toastmasters Club 3835-U, Accra, Ghana, was chartered at a banquet held at the Ambassador Hotel, Accra. Newlove Mamattah is congratulated by Dr. Mark Davy-Hayford, President. Mamattah, organizer of the Ghana club, was elected Secretary of the group.

Aviano Air Base Toastmasters Club 3336-U, Aviano, Italy, started their Fall season with a drive to acquire new members. Major Ar-

nold Stenmark, second from right, addresses the group as SMSgt. James M. Shaughnessy, right, listens to the plans for the coming year.



PERSONALLY SPEAKING

By DR. RALPH C. SMEDLEY

FOUNDER

The name of Jesus of Nazareth is not commonly found in the lists of great orators as set forth by historians of oratory. He was not trained in the arts of speech. In an oratorical contest with Cicero and Demosthenes and Daniel Webster, no doubt He would have failed to win the highest honors, if the contest were judged along conventional lines.

And yet, He was one of the greatest speakers of all time, unquestionably the greatest in the permanent effectiveness of His speaking.

No doubt the style of His speech has been obscured by the greatness of His message. We are so concerned with the truths propounded in the Sermon on the Mount that we give no thought to the delivery. The disciples recorded what He said, but they gave no account of how He said it. Probably they were so enthralled by His words that they never thought of His preaching style.

One of the greatest compliments which can be paid a speaker is for his hearers to become so absorbed in what he

says that they disregard his manner of speaking. A still greater compliment is implied when the listeners go out to do the things which the speaker has advocated, even to the extent of changing their lives.

Why did they listen with such attention? Why did they adopt His philosophy? Why did they leave all and follow Him? The answer is found basically in the message which He had to deliver, but in addition, it is found in His way of presenting the message.

He spoke simply. He used plain language, the everyday language of the people.

His speech was concrete. He dealt with the most abstruse and difficult matters in terms of practical living. He led His hearers from the known to the unknown.

He made full use of illustrations, employing matters with which the people were well acquainted. The lilies of the field, the sower and the seed, the wandering sheep, the fowls of the air and many other commonplace things were brought into His speech to make the meanings clear.

He helped them to understand the most profound and mystical truths about God and about life by the use of parables, analogies, figures of speech, instead of confusing them with abstruse and incomprehensible philosophies.

He could not show them God, but He could liken God to an earthly father, or a king, or a shepherd, or a friend, and the people could understand. He was a masterful user of word pictures.

There was in His words a sense of authority. That is a great help to any speaker. The realization that the speaker knows what he is talking about makes all the difference in the world to an intelligent listener. Jesus talked about what He knew, and the people listened because there was no doubt of His knowledge and His sincerity.

And then He caused the people to think for themselves. He helped them to answer their own questions. An intelligent inquirer came to Him one day, asking, "What must I do to inherit life eternal?" Jesus replied with a question: "What is written in the law?" The man gave the right answer, and Jesus advised him to act on his own knowledge.

While we have no record of His manner of speaking, we may infer from what He said something of the way He said it.

His words gave a supreme exemplification of the power of truth and calmness. They are direct, simple, plain, convincing. His style of speaking must have been like that.

It is hard, perhaps impossible, for us to think of Jesus as a ranting, roaring orator, stamping the platform, waving the arms, shouting, scolding, using the various tricks of sophisticated speakers. That is not consistent with what He said. How could He have said, "Come unto me, all ye that labor and are heavy laden, and I will give you rest," except in a quiet, winning, friendly manner?

As we celebrate once more the birth of this Galilean carpenter whose message still rings around the world, and whose words are remembered and studied and quoted more generally than the words of any other man, let us take time to read again His "speeches" as they are reported in the Gospels. Then we may see for ourselves the reason why Jesus of Nazareth is entitled to the highest place among all the speakers and orators who have ever talked in this world. Perhaps we shall be wise enough to adopt for ourselves some of the earnestness, sincerity, directness and simplicity of speech which made Him unique as a speaker, and revealed Him to us as the Prince of Peace.



JUST IN JEST

Christmas: season of guided mistletoe.

• • •

"I don't like those new plunging necklines. In fact, I look down on them."

Red Skelton

• • •

Overheard at one of those cute tea-rooms where ladies gorge and men starve: "I can't go into all the details, darling. I've already told you more about it than I heard myself."

Exec. Digest

• • •

Think small—big ideas upset everyone.

• • •

Christmas: what kids look forward to for one whole year and parents pay for the next.

• • •

Spanish bullfighters in Madrid have dedicated a monument to Sir Alexander Fleming because the advent of his penicillin discovery drastically lowered the mortality rate among gored matadors.

Medicine At Work

The Christmas cigar a man really appreciates is the one that burns a hole in his Christmas tie.

• • •

A fool and his money are some party.

• • •

When they saw a deacon was lit on a nearby hill, the people knew something was up.

• • •

Our bodies are such beautifully designed machines that, with proper care, they should last us a life time.

Pinnacle Bulletin

• • •

Christmas is one time of year when a man's wife believes in giving him all the credit she can get.

• • •

A solution! Experts say that, extending the present birth and death rates, there will be standing room only everywhere on earth in another 342 years. That'll solve the problem!

Take Five

• • •

One of our present troubles seems to be that too many adults and not enough children believe in Santa Claus.



A Christmas Card For You

In 1846 the custom of sending Christmas greetings by means of ornamental cards began when Joseph Cundall, a London artist, published the first of such cards on a commercial basis.

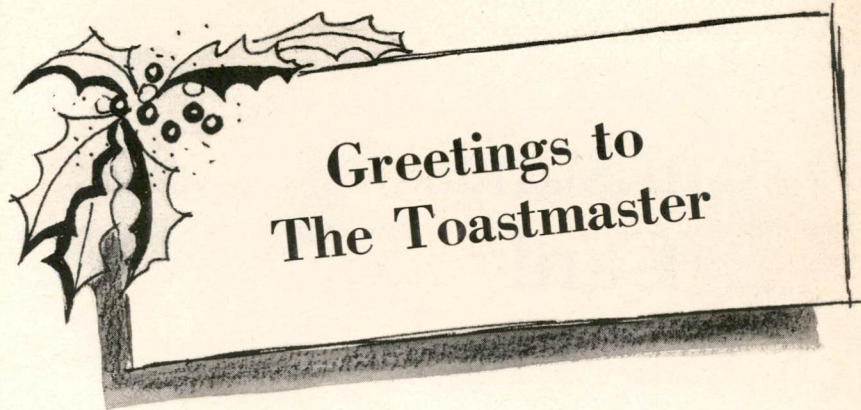
His total issue that year was 1,000 cards, laboriously produced by lithography and colored by hand. It took 15 or 20 years for the custom to become general and much longer for it to reach present-day proportions. This year, as in every year, hundreds of millions of artistically designed cards carrying friendly messages will be sent.

The following pages carry friendly greetings and messages to members of Toastmasters clubs. It is hoped that these "cards" may remind the recipients of their weaknesses and privileges and of the desire on the part of their fellow members to help them to grow and improve as speakers.

"Tis the season for kindling the fire of hospitality in the home, the genial fire of charity in the heart."

REMEMBER: To keep your *Toastmaster* magazine coming regularly, notify World Headquarters immediately of any change of address. Please give old address, new address, club and district number. If possible, include a mailing sticker from a previous magazine.

Send change of address to: World Headquarters, Toastmasters International, Santa Ana, California.



Dear Mr. Toastmaster —

We don't mind your cliches and trite sayings and corny jokes because we're used to you and know that you mean well. We realize that your trouble is that you didn't give more than five minutes of thought to the program before coming to the meeting. You evidently think it's easy to introduce speakers.

We've taken a lot of this from you in the past and, frankly, we're tired of it. So we're taking the opportunity this Christmas season to suggest that you put a little work into it the next time you're appointed Toastmaster. You can do much better than you've done and we think we deserve better treatment from you.

As our Christmas greeting to you, we offer some sound advice.

First, don't leave your preparations to the last minute. Get in touch with the men on your program at least a week in advance and talk to them about their subjects. This will help them by reminding them that they have speeches to prepare.

Second, try to tie their subjects together so the program gives an impression of coherence.

Third, throw away the old bromides and study how you can present each speaker in three or four crisp, attractive sentences. It will help to put the speaker at ease and set the audience in an attentive mood.

Fourth, remember that you are the springboard from which the speaker is launched into his speech. Start him with a spring, not a dead, dull, disappointing anti-climax.

Do these things, Mr. Toastmaster, and we shall all have a happier Christmas and a far, far better New Year.



Dear Funny Man —

Do you "roll them in the aisle" with your effervescent humor? Does the witty retort snap from your lips with the sparkle of a cork popping from a champagne bottle? Are you just naturally funny?

If so, you can pass this, because Santa has given you more than your share. This is for your not-so-funny brother, the fellow who has reached the plateau where he can give a serious speech without forgetting all that he came to say and now would like to liven up his talks with a little humor.

A little humor is all the average speech needs to boost it above average. It will relax you, the speaker; it will make your audience more friendly; it will make the serious material more acceptable.

Just remember a few don'ts and do's:

Don't ever let your audience know that you intend to do or say something funny. Surprise them. Laughs come from the unexpected.

Don't drag a story in by the heels just because it might be funny. Use stories to illustrate points in the speech. If the joke happens to go flat, it will still be on the subject.

Don't use dialect or imitations unless you can do them well. Practice such a story at home, in the office, or while driving your car. When you are sure of it, then you can venture to use it in a speech.

Don't say, "That reminds me of the traveling salesman who . . ." Ease into your story so that the listeners are interested even before they realize you are telling a "funny one."

Don't try to be funny at the expense of someone in the audience. Take a tip from America's best comedians: if you need a "goat," be it yourself and then everyone can laugh.

Go ahead and try. It works and it'll be a merrier Christmas for all of us.



Greetings to The Handy Man

Dear Handy Man —

It's lucky for you that the romantic character, Don Quixote, is not a member of your club.

The very sight of a windmill raised his blood pressure and he charged, lance in hand. As it is, the verbal lancings of your evaluator can be as fearful as those of Don Quixote, so let's do something about it.

First, let's face it. You are a high-strung animal. So is a race horse. You can take heart at this. The thoroughbred comes to the post, nervous and skittish, hard to control. Then, bang! He is off to victory — or else. Properly controlled, he can win. Properly controlled, you can win too — but you have to do the controlling.

How do you act when you come to the post? Do you teeter from one foot to the other, so that a passing zephyr might throw you off balance? Do your hands move with your first utterance and flay the air in meaningless gyrations? Do your movements detract from the sincere thoughts you wish to express?

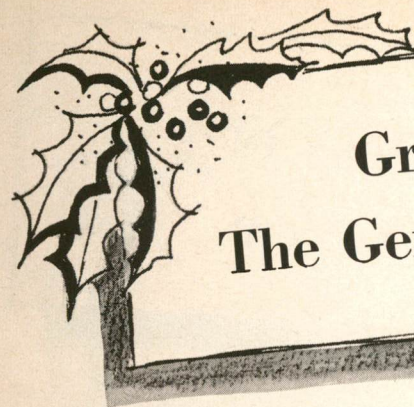
Yes, we know that it is difficult to sit on a keg of dynamite and remain calm but you can do it. Control yourself.

Here is your medicine, to be taken in frequent doses:

Try some talks with planned gestures. This might be bad for some people, but it will help you. Plan some unemotional, descriptive speeches. Choose subjects with which you are so familiar that you will not have to think too much about what you have to say. Then concentrate on how to say it.

Plan some hand gestures showing how high, wide, long, skinny or fat something is. Then plan to control yourself. Stand easily, well balanced and keep those hands at your sides. Tie mental ropes around them and don't untie them until you need them for a gesture. Then, don't jerk, but easily raise a hand, or both hands, into your descriptive gestures and afterward, return them to home base at your side.

There is a place for windmills, but it is not at Toastmasters' tables.



Greetings to The General Evaluator

Dear General Evaluator —

Let me wish you a Merry Christmas now, for fear that I may be unable to say it after you get through with me.

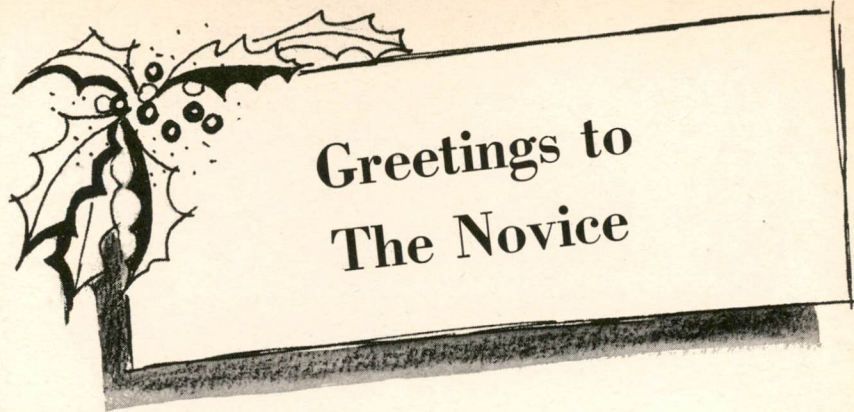
In just a few minutes I shall be called upon to deliver my maiden speech as a Toastmaster. In my inexperienced opinion, you are the most important person in the room, because you are to give me an appraisal of my effort and offer me suggestions for improvement, all remarks to be on the constructive side — I hope.

Until recently, I had never met a man in this room, which means that you know nothing about my past experience as a speaker. So please assume that I am absolutely a novice, and plan your comments accordingly.

I do not wish to dodge criticism which is due me, but, to be frank, I am afraid. In my few weeks as a member I have heard such a wide variety of evaluation that I am confused. Why, only last week, with six speakers on the program, the General Evaluator and his helpers used 40 minutes to appraise the meeting. Not only were the speakers individually criticized but the aforesaid G.E. tore limb from limb whatever carcass was left. That seemed to me to be too much, both in quantity and quality. Even an old, case-hardened Toastmaster could hardly be expected to endure so much.

You see, Mr. Evaluator, I want to accomplish what was promised me when I joined. I want to be able to think and speak on my feet before two people — or 200. I want you to tell me how I can best achieve this purpose. I want this information one point at a time, told frankly, without sugar-coating. But I would like to get the impression that you understand my shortcomings and are sympathetic.

My request is not out of line with Toastmasters' traditions. If you can help me as I hope, it will make my Christmas a happier one and it will add fervor to my Christmas wish for you.



Greetings to The Novice

Dear Mr. Novice —

I am to be your evaluator tonight — and Christmas is just ahead! May my comments help to make yours a happier one.

Since this is your first talk, I shall follow for you a procedure quite different from what it would be if I were working on one of our older, more experienced members.

Here are some of the things I shall watch:

How do you stand when you talk to us? Do you stand erect, on both feet, or do you lean on the table or the lectern?

Are there mannerisms in your speech which may detract? Do you make faces when you talk? Do you wear a stern look as though you were a judge pronouncing the death sentence? Or can you smile at will and look pleasant at all times?

Do you look your audience straight in the eyes? Do you peer over the heads or at the ceiling? Do you talk right to them?

I shall not confuse you with comments about gestures and other fine points of delivery. I want you to get down now to some of the most obvious fundamentals.

These points which I shall mention are some that you can work on all the time. You can stand erect when in ordinary conversation; you can maintain a pleasant expression and tone; and you can look directly at the one you address. Thus you can form good habits. You can get part of your training every day, not merely at the club meetings.

And so I am going to leave the use of your voice, organization, opening, conclusion and many other points for critics at later times. For this first speech, let's try to help you get into daily training on a few fundamentals.

If you concentrate on them, it will help you to have a happy Christmas because you will be conscious of improvement in your speech.



Greetings to The Topic Master

Dear Topic Master —

We like your part of the program — usually.

Those well-selected topics on which we can disagree, when you introduce them with some carefully prepared remarks, start us to thinking and then to talking. They bring us up on our feet with ideas, and in exchanging our ideas with the others, we get new ideas. Sometimes they help us to make up our minds about important matters.

I remember with pleasure that discussion we had recently about the United Nations. You had really prepared that one. Then you brought up the question of voting bonds for the new high school building and how we went for that! Some votes were changed that time as the men gained information about it.

But there was the evening when you came without any preparation at all. The president asked you for the Table Topic and you had not even thought about it, so you gave us some inane stuff about the styles in men's neckties and whether skirts should be longer or shorter and we wasted a good 20 minutes.

Subjects like that are all right sometimes, but you gave us no real start and we got nowhere.

The Table Topics period is the time when we have a chance to practice impromptu discussion — thinking on our feet — the kind of talking that most of us do most of the time. We can't afford to waste any of those precious minutes. If you aren't prepared, the time is wasted.

With our sincere greetings to you at this Christmas time comes our earnest reminder that you can do a great deal for all of us if you settle down to a serious course of preparation for the best possible Table Topics session at every one of our meetings.

Enjoy Toastmasters

*Toastmasters International President Paris Jackson
Outlines his theme . . .*

About six months ago the newly elected Educational Vice-President of our club was extolling the value of the educational materials put out by Toastmasters International and in the course of his presentation stated that "every club should have an Amateur Chairman." A member in the back of the room said, "We already have one . . . the only problem is we're stuck with him for six months." This type of spontaneous humor only occurs when good fellowship exists. It is highly important to the success of any Toastmasters Club. The lack of good humor and good fellowship as a major deterrent to the retention of members in many of our clubs, has been of growing concern to me.

This concern has led me to adopt "Enjoy Toastmasters" as the theme for my term as International President. I will be the first to admit that this theme, within itself, is not a particularly profound or earthshaking statement. However, a sincere effort on the part of our members to apply it within their club will produce results that can be

pleasantly surprising.

During my 14 years in Toastmasters I have been in contact with many clubs and almost without exception the successful clubs enjoy continuing good fellowship and humor as a part of their regular meetings. My own club has operated on this theory for many years and nine out of ten visitors (Toastmasters or others), when asked to comment on our meetings, reply that they thoroughly enjoyed the congenial spirit that prevailed. We never allow our meetings to get out of hand, but do adhere to the principle that membership in Toastmasters can and should be an enjoyable experience.

Let us consider for a moment the results we seek through the training we offer. Most certainly we do not develop orators nor do we encourage wordy individuals who believe that the sheer use of verbiage make them skilled in the art of communication. The Toastmaster I like to see our organization produce is a man of poise, presence and dignity, who can handle himself in any situation before any particular group.

If this is truly the type of individual we strive to produce in Toastmasters then I submit that we cannot effectively accomplish our goal through an overly academic atmosphere in our clubs. If our "end product" is to be poised and possessed of the ability to use that greatest of all weapons in the world of public speaking — good humor, it is axiomatic that he can be taught more effectively in an atmosphere that is relaxed and abounds with good fellowship.

If we do not teach our members the value and necessity of using humor in their speeches, then we have failed, both as clubs and as an organization. The audience only reflects the speaker, and if he is poised and relaxed, then the audience will reciprocate. Whether it is to win an audience in the beginning or to retrieve them if they wan-

der astray during a speech, the greatest tool any speaker can possess is humor. Humor and its successful usage does not come easy for most people, but to me it is a revelation to see men one would never believe to be capable of it blossom forth in this respect when the club maintains and stresses the important ingredients of fellowship and humor as part of its program.

Our fellowship is contagious. Once it becomes part of the club spirit it will be there to stay. The two most important aspects of Toastmasters that differentiate us from classroom speech courses are our unique format and our fellowship.

If we fail in the field of fellowship, our format is of decreasing value because our members will not remain with us when the learning process becomes boring and painful.



Toastmasters International President Paris Jackson (right) visited World Headquarters recently where he talked with Executive Director Maurice Forley and Founder Dr. Ralph C. Smedley on the theme for his term in office.

Improving Speech Contest

By L. KENNETH WRIGHT

I'VE HEARD it said that "judgment is man's most highly prized possession." I won't argue whether that is true, but I do know it is human nature for us to defend our judgment and to challenge another person's judgment when it differs from ours.

Many people look upon judgment in the same manner as did the little girl who was in her front yard crying her heart out. A neighbor asked, "Sally, why are you crying?" Little Sally replied, "My mother lost her psychology book." The neighbor asked, "What's so bad about your mother losing a psychology book?" Sally answered, "Now she's using her own judgment!"

My purpose is to stimulate interest in improving speech contest judging and offer a few suggestions on how this can be accomplished. Hundreds of volumes have been written on speech in the past 50 years—since speech was first made a part of college curriculum. Almost every week I get an announcement from a publishing company of another book on

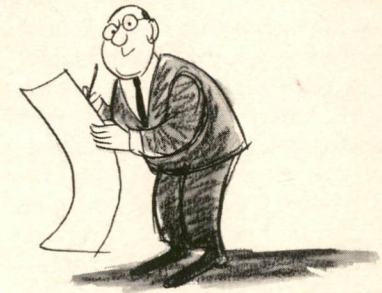
"Speaking." I don't order all of these books, because most of them give the same basic principles arranged differently or with a change in emphasis.

A judge cannot take a reference library with him when he goes to judge a Speech Contest. He must have in mind a few basic principles to use in comparing the speeches.

A judge must evaluate the speech as it is being presented, then arrive at a conclusion, and record it in about one minute.

Speech is an art. Art is not exact; therefore, it is subject to interpretation. Speech judging imposes a tremendous mental demand upon a judge. In comparing speeches and speakers a judge has to depend on his memory of what he *heard* and *observed*. His memory can be prompted only with the briefest notes or symbols. What can require greater concentration than remembering the essentials of four to eight speeches presented one after the other with only about a minute pause between the speakers?

Judging



Preparation is the key to better speech contest judging. A judge should know the rules of the contest so well that he can automatically score points for and against a speaker as he listens to the speech. In order to rate a speaker, the judge must be prepared to observe the speaker, as well as listen to him, and also to view the audience occasionally to evaluate their reactions to the speech.

Toastmasters, I think, are good judges of speakers. However, I believe we are generally so concerned about the speaker and evaluating him that the content of the speech does not get the attention it deserves. In improving speech contest judging, we should concern ourselves more with the speeches and their composition.

A judge should be aware of the speech items he will need to compare. There are *five* principal items I have found useful and easy to keep in mind in evaluating speeches.

1. The *first* of these is speech purpose. Dr. Smedley has re-

peatedly said that, "Every speech is intended to get a reaction from the audience." What particular reaction did the speaker want to get? To reach a goal, the speaker must first have a goal, an objective to achieve, and must chart his course to get there. He must know where he is going.

Dr. Alan Monroe, in his book on "Principles of Speech," lists the general purposes of speech in three classes. Some authors expand on these, but those Monroe gives us are good, workable ones to help in judging speeches. They are

- a. To entertain,
- b. To inform,
- c. To persuade.

These are primary classes; but most likely there will be some overlapping in purpose in any speech. Just because the purpose of a speech falls within one of these general classes, it does not follow that the speaker will have no concern for the other. For instance, a speaker must usually *inform* to *persuade* or convince.

He may need to *entertain* to *inform*.

2. The *second item* is the degree in achieving the purpose. How close did the speaker come to his target? In our extemporaneous speech contests, contestants are not restricted to any one particular type of speech. The judges may be required to compare speeches designed to entertain with those to inform and others to persuade. The judges use the same target in making their evaluation of the degree of purpose achieved.

3. Speech value is my *third item*.

In comparing the value of the speeches, I suggest that the judges apply this question to each speaker, "Why should this *audience* listen to this *speaker*, on this *subject*, at this *time*?"

4. *Item four* is speech composition. Is the speech made up of identifiable parts? Recently, I spoke to a group of ladies at a church meeting. After I completed my talk, one of the ladies inquired, "Mr. Wright, tell me how you organize a speech." I told her "I plan my talks to fall in three parts." She quickly remarked, "Oh, I knew your speech was falling apart, but I couldn't count the parts."

Without much effort the judge should be able to identify the:

- a. Introduction,
- b. Main structure, and
- c. Conclusion.

With these in mind, a judge can make a quick comparison of a series of speeches.

5. *Item five* is verbal support. Verbal support adds color — proof — humor — to the speech. It illuminates the speech.

Skilled speakers use verbal support to help them achieve purpose.

A few examples of verbal support include:

a. *Illustration*. Humorous stories and human-interest incidents are effective when skillfully used to illustrate a point.

b. *Analogy*. Arthur Godfrey, speaking about freedom, said "Freedom is like breathing. Hold your breath for a minute and you will gasp for air. Freedom is like that. You don't miss it until it is taken away from you."

Another example. A captain of a rowing team when asked why his team didn't win the race replied, "We rowed too long in the same place." Many of us do not get our work done because we spend too much time on one job.

c. *Statistics*. Use of statistics can add support or be a sedative depending on *how* the speaker uses them. Convert them to something that is meaningful. Also give the source of the information. For instance, according to the Chesapeake and Potomac Telephone Company, we have about 80 million telephones in the U.S. That is a tele-

phone in 9 out of every 10 homes. Giving the source of these statistics lends acceptance to them.

d. *Quotations*. A speaker can use quotations to *illustrate*, to *support*, to *prove*. Alert judges will not accept a scientific statement from a layman. Unless the speaker is an authority on a subject, he should rely on quoting well-known or identified authorities.

Speech judging requires skill just like speaking. We can *improve speech contest judging* if we will work together in mak-

ing the judging an integral part of our educational program and *train judges to judge contests*. Preparation for judging is just as important for good judging as it is for good speaking. Good judging will also result in better speaking.

If I have stimulated enough interest in the need for improving our speech contest judging so that District Officers will take this on as a project this year, then I *got my message across*. I hit the *target*.

L. Kenneth Wright, Toastmasters International Vice President for Education, is a division director in the U.S. Department of Agriculture, Marketing Service. A member of the U.S. Department of Agriculture's Graduate School faculty, he conducts training courses in conference methods and oral communication. He is a member of Potomac Toastmasters 827-36.



ROBERT A. MOORE

Toastmasters were shocked and saddened to hear of the death of Past Board of Directors Member Robert A. Moore. A member of Highlines Toastmasters Club 206 in Sacramento, California, he served on the Board of Directors from 1956 to 1958 and was governor of District 39 in 1954-55.

CLUBS IN THE NEWS



Pittsburgh Mayor Joseph W. Barr signs a proclamation designating Toastmasters Month in that city. It was part of a two-fold celebration by Pittsburgh Club 144-13 which celebrated its 25th anniversary and the 40th anniversary of Toastmasters International. Present at the ceremonies in the mayor's office were Paris Jackson, Toastmasters International President, seated, and Joseph P. Scellato, Floyd L. Rice and Pat DeLacio, standing.

Guests of honor at a special German Oktoberfest meeting held by Missilemasters Toastmasters Club 3114-36 were German Nationals employed by the U.S. Naval Weapons Laboratory at Dahlgren, Virginia. The purpose was to introduce Toastmasters to the outstanding scientists which come to this country under a special government program. Left to right are Werner Hoppe; Claus Oesterwinter; Walter J. Groeger; H. W. Greenup, Educational Vice President; F. E. Brooks, President; Capt. Robert C. Wise, USMC, District 36, Area X Governor; Juergen H. Richter; Hermut J. A. Schwab; Georg E. H. Beduhn; and Anthon Nagl.



Looking over the charter of MOTAC Toastmasters Club 2260-28, Warren, Mich., are Brig. Gen. B. J. Leon Hirshorn, Commanding General, U.S. Army Tank-Automotive Center; Geoffrey Grey, District Governor; Ben Vogel, President of the MOTAC club; and Col. John A. Graf, Chief of Staff, U.S. Army Mobility Command Headquarters.

Governor Karl R. Rolvaag of Minnesota proclaimed the week of October 4-10 as Toastmasters Week in the state of Minnesota. At the ceremonies, standing behind Governor Rolvaag, were Herb Caldwell, District 6 Secretary; Warren Wildasin, District Governor; Bernard Szymozaki, Lieutenant Governor, District 6; Robert Tokar, Lieutenant Governor, District 6; and Loyd Goolsby, District 6 Treasurer.



Indiana Governor Matthew E. Welsh signs letter commending District 11 Toastmasters for their contribution to leadership development in civic and business activities in Indiana. At the ceremonies were, left to right, Gil Smith, Lieutenant Governor; Loring Dalton, Past District Governor; and Bob Leiman, District Governor. The last week in October was declared Toastmasters Week in Indiana.



INDIANA, PA.

Toastmaster Town of the Month

INDIANA, PENNSYLVANIA, THE "CHRISTMAS TREE CAPITAL OF THE WORLD," is the largest producer of cultured, plantation-grown Christmas trees in the nation. Located 50 miles east of Pittsburgh, Indiana is the home of Indiana State College and the birthplace of Hollywood actor James Stewart.

There are over 300 Christmas tree growers in the Indiana area with close to 30,000 acres planted in Christmas trees. Over 1½ million of the trees are sold each year. There are also numerous evergreen nurseries that specialize in producing seedlings and supplying them to individuals who use them for ornamentals, Christmas tree plantations and timber.

Each year, in the Spring, a Christmas Tree Festival, featuring the Christmas Tree Candlestick Tour, is held. During the Spring the light green new growth of the Christmas trees stands out like a candle at the end of each branch.

Major industries in the Indiana area include McCreary Tire & Rubber Company, Robertshaw Controls Company, Season-all Company, Indiana Sportswear Company, Rochester and Pittsburgh Coal Company, Fisher Scientific Company and Syntron Company.

Toastmasters came to Indiana just last year and the club now has as members many of the area's leading citizens. The Toastmaster salutes the city of Indiana, Pennsylvania, the "Christmas Tree Capital of the World."

A real friend is one who helps us to think our best thoughts, do our noblest deeds, and be our finest selves.

Quote



COL. R. T. "BUCK" ENGLE has joined the staff at World Headquarters as Manager of Membership and Club Services.

He comes well-equipped for the job. A Toastmaster for 10 years, he has served in many district posts and as consultant to the Executive Director on Military Club Affairs. He became a Toastmaster in 1954 when he helped organize a club in Argentia, Newfoundland. In the years that followed he was an active Toastmaster wherever his military career took him. In 1959 he was chosen Outstanding Toastmaster in District 8 for his work as Educational Chairman.

Col. Engle is a graduate of Ohio University and retired recently from the Air Force.



GONZALO B. URIAS has joined Toastmasters International as editor of The Toastmaster.

He comes to World Headquarters after two years as Managing Editor of Orange County Newsmagazine of Life, Business & Industry.

A graduate of the University of Arizona with a BA degree in journalism, he was a reporter for the Arizona Daily Star in Tucson before entering the service.

Urias received a commission in the Navy after attending Officer Candidate School in Newport, Rhode Island, and then spent four years on active duty, serving on the Pacific Coast. He is presently a lieutenant in the Naval Reserve.

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The Timid and the Tough	Walter Holland Feb.—27
The Trophy is Secondary	James E. Zoubek Jan.—16
The Wonderful World of Words	Larry Dorst April—36
The Work of a Toastmaster	Russell V. Puzey Sept.—2
They Made History Aug.—13
TM Comes To Junior High	Frank G. Lewis April—14
Toastmasters in Uniform	Norman Ronis Sept.—12
Toastmasters on Wheels	James Davison April—9
Toastmasters — Stronger Than Ever	Report of the Executive Director Oct.—10
Today's Listeners	Gail Stout March—14
Towards Good Evaluation	John M. Cornwall Aug.—34
Use Plenty of Lather, Please	Durward E. Wright July—27
"What I Meant To Say . . ."	Barney Kingston May—12
What Makes Speakers Great	John R. Thomas Nov.—32
What Toastmasters Means To Me	Edward E. Thompson Feb.—34
Where Are We Going?	Frank I. Spangler May—2
Who's Next?	Stanley B. Hench March—7
Working With Words	Russell V. Puzey Jan.—2

TOASTscripts

★ ★ ★ ★ ★

Smedley Club No. 1, Santa Ana, held a highly successful 40th Anniversary banquet honoring Dr. Smedley that included two telephone calls from Toastmasters in Japan. Club members were relieved when Pacific Telephone picked up the tab which amounted to nearly \$100.

The birth of an organization — in this case a Gavel Club — sometimes takes place in strange ways. The story goes like this: Warden Mathews, Chief of the Wisconsin Division of Corrections, asked about Toastmasters while having some dental work done in the office of Dr. Virgil Simley, District 35 Public Relations Director. Dr. Simley passed the word on to Dean Babst, a fellow member of Madison 173-35, who contacted Karl Kapischke, a Division of Corrections employee, and invited him to a Toastmasters meeting. Kapischke joined the Madison club and arranged an organizational meeting between the club and men at the Oregon State Prison Farm. It resulted in Cavaliers Gavel Club No. 192, the first in what is hoped will be a number of Gavel

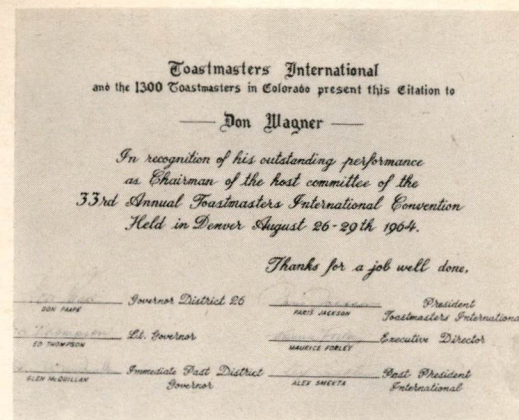
Clubs in Wisconsin correctional institutions.

* * *

Speakers bureau are springing up in clubs throughout the country and one that deserves mention is that of Toastmasters Club 15-F in Santa Ana, Calif. The club is using its bureau to help the People-to-People Program in their city. Manuel Esqueda, Chairman of the People-to-People Program in Santa Ana, and a former member of 15-F, arranged with the club to provide current information on People-to-People to interested groups in the city. The Sister City is Santa Ana, El Salvador.

* * *

World Headquarters is sometimes the recipient of late reports from districts and clubs. But we now have the new record-holder for tardiness. A charter receipt, dated October 17, 1962, was brought in recently by John N. Leech, who was secretary of Domei Toastmasters 3542-U in Naha, Okinawa. At the time the club was chartered Leech was being transferred back to the United States and decided to deliver the receipt in person.



This is a picture of the plaque presented to Don Wagner by District 26 for the outstanding job he did as Chairman of the Host Committee for the International Convention in Denver. World Headquarters adds its appreciation.

Well, as often happens to the military man, the plans didn't quite work out. Leech finally made it to World Headquarters two years later after stops in Vietnam and other places in the Far East.

* * *

Prof. Harold D. Hughes, 82, an active member of Ames (Iowa) Club 569-19, is trying to accomplish in Toastmasters some of the same wonders he wrought while head of the Agronomy Department at Iowa State University. He knows far better than most how to make a fertile soil produce more, how to make clover and alfalfa seeds germinate better, and how to help his fellow Toastmasters do a better job of getting their ideas out. According to Dr. K. S. Preston of the Ames group, "He's one of the real spark plugs in our club."

Two national magazines had articles of interest to Toastmasters in their November issues. Farm Journal contains an article on the Cowtown 4-H Gavel Club in Ft. Worth, Texas. The club is composed of 25 youngsters between the ages of 9 and 17 who are 4-H Club members with speech as a project. . . . The Paraplegia News, edited and published by Bob Webb (he's a member and past president of Sandpipers 1131-F, Seal Beach, California) devotes an editorial to encouraging paraplegics to join a Toastmaster club. . . . As an added note, Toastmaster Webb has a book out in paperback titled Grammar For People Who Wouldn't Have To Worry About It If They Didn't Have Children.

Presenting... Gifts Galore For Toastmasters



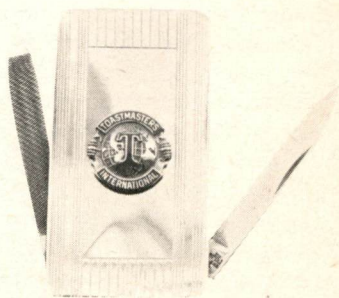
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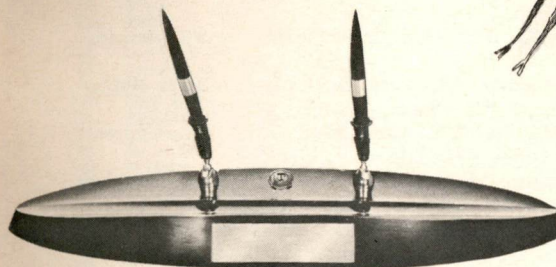
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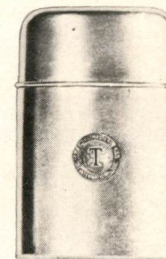
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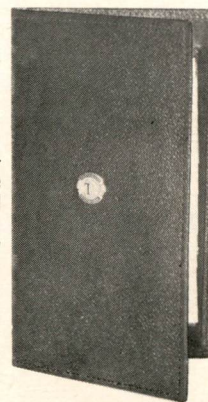
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New Clubs

(As of November 4, 1964)

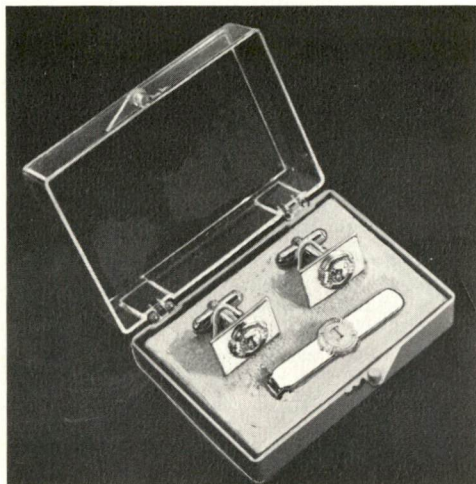
- 642-6 PINE ISLAND, Minnesota, *ZIP*, Wed. 6:15, Pines Cafe, Pine Island, Minnesota EL 6-2001
- 702-14 ATLANTA, Georgia, *Allstate*, Alt. Tues. 5:30 p.m., Allstate Bldg., 3585 Northside Parkway, N.W. Atlanta, Georgia 237-3361
- 1342-52 GLENDALE, California, *Postal Toasters*, Wed. 7:00 p.m., Conference Room, U. S. Post Office, Glendale
- 1591-43 RUSSELLVILLE, Arkansas, *Russellville*, Tues. 7:30 p.m., Peoples Bank & Trust Co., Russellville, Arkansas 967-4444
- 1749-31 BOSTON, Massachusetts, *New Boston*, Tues. 12:00 Noon to 1:00 p.m., 6:00 to 8:00 p.m., Purcell's Restaurant (12:00 Noon) and 55 Tremont St. (6:00 p.m.) CO 7-5700 Ext. 199
- 1973-56 KELLY AIR FORCE BASE, Texas, *Management*, 2nd & 4th Tues. 5:30 p.m., Kelly AFB, Officers Club DI 2-6222 Bus. WA 3-5411 Ext. 64236 Ext. 62128
- 1992-13 CHAMBERSBURG, Pennsylvania, *Falling Spring*, Biweekly Tues. 6:30 p.m., meeting place will vary 264-5455
- 2146-25 RICHARDSON, Texas, *Richardson Noon*, Wed. Noon, Dallas Continental Inn, Richardson, Texas AD 5-3411 Bus.: AD 5-9511
- 2503-55 CASPER, Wyoming, *Morning Tour*, Mon. 6:30 a.m., Tomahawk Room, Townsend Hotel, Casper, Wyoming 234-7323
- 2680-29 CENTURY, Florida, *Tri-Cities*, Thurs. 6:00 p.m., Century Hotel, Century, Florida 256-3456
- 3036-64 PORTAGE LA PRAIRIE, Manitoba, Canada, *Portage La Prairie*, Wed. 6:30 p.m., Portage Hotel, Portage La Prairie, Manitoba 857-6947
- 3290-56 HOUSTON, Texas, *Humble Club*, Alt. Thurs. 5:00 p.m., Room 1186, Humble Building, Houston, Texas CA 1-4993
- 3566-22 WICHITA, Kansas, *900*, Wed. 7:00 a.m., Downtown Y.M.C.A. Bldg., Wichita, Kansas AM 5-3231
- 3816-11 JASPER, Indiana, *Jasper*, 2nd & 4th Wed. 6:30 p.m., Columbian Home, Jasper, Indiana
- 3831-63 NASHVILLE, Tennessee, *AVCO*, 2nd & 4th Tues. 4:30 p.m., AVCO Plant, Berry Field, Nashville, Tennessee
- 3838-46 NEWARK, New Jersey, *Systems Equipment Engineering*, Alt. Wed. 5:45 p.m., Vail Hall, 540 Broad St., Newark, N. J. 565-7667
- 3839-47 SARASOTA, Florida, *EMR*, Mon. 5:15 p.m., EMR (Electro-Mechanical Research, Inc.), Sarasota, Florida 958-0811
- 3840-47 NORTH MIAMI BEACH, Florida, *North Miami Beach*, Alt. Tues. 6:45 p.m., Zeman's Restaurant, N. Miami Beach, Florida 758-0505
- 3841-49 HICKAM AFB, Hawaii, *Pacific Voices*, Thurs. 12:05-1:00 p.m., Hickam AFB NCO Club, Oahu, Hawaii 441944
- 3844-24 PLAINVIEW, Nebraska, *Plainview*, 2nd & 4th Mon. 6:30 a.m., Corner Cafe, Plainview, Nebraska 582-4545, 582-3324
- 648-52 LOS ANGELES, California, *West Adams*, 2nd & 4th Mon., 7:30 p.m., Los Angeles Post Office Training Center WE 6-5059

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