

THE TOASTMASTER

MARCH 1992

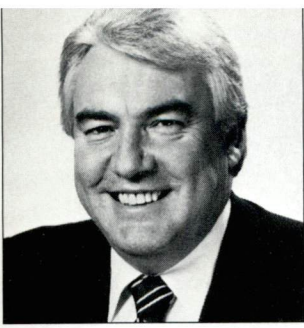


THE POWER OF HABITS

**WHEN ADULTS
CAN'T READ**

**WANT TO STAND OUT
IN A CROWD?
Hone Your Leadership Skills!**

**SPECIAL ISSUE:
Removing
Communication
Barriers**



VIEWPOINT

BARRIERS TO COMMUNICATION

"Although many do not realize it, the end of our training is better communication. In the process of learning to communicate better, we get the other benefits, which come as extra dividends. As we gain speech facility, we gain in our thinking and listening powers. We extend our horizons and enlarge our interests. We become better neighbors. We help in the cause of human progress."

DR. RALPH SMEDLEY
February 1955

■ Communicating improperly is easy – and most of us are unaware when we do it. We automatically assume that people understand us. Rather than making an effort to reach out to people, we leave much unsaid. As a result, misunderstandings occur – sometimes with devastating results. Wars have broken out, dynasties have fallen, marriages have failed, families and friends have been alienated – all because of failure to communicate.

Assuming that people understand us, and that we know and understand them, is dangerous. But by actively participating in Toastmasters club activities, we learn to change our assumptions in two ways:

First, by listening to so many speeches and Table Topics, we are exposed to the various experiences, attitudes and opinions of our fellow club members. We hear their personal stories and are given glimpses of why certain people behave the way they do and why they hold the beliefs they do. The great benefit to us is this: If we listen closely and analytically we come to understand and empathize with them.

Second, our own speech projects broaden our horizons. They help us change our opinions and attitudes. While preparing my earliest speeches from the Communication and Leadership Manual, I could hardly wait to vent my spleen about my pet beliefs. But to do a proper job, I was obliged to research my topic. However, the more facts and information I collected, the more I studied my topic, the more my opinion or attitude toward the subject changed. To my amazement, I often found that my opinions on a subject were now diametrically opposed to what they had been!

Having to research and prepare speeches was destroying some of my long held, precious beliefs. It was a tough learning experience!

Will Rogers once said, "Everybody is ignorant, only on different subjects." Ignorance and its natural companion, Fear, are perhaps the toughest communication barriers. The only way to rid ourselves of these dismal twins is to develop an attitude of open-mindedness and lifelong learning. As Will Rogers also said, "Discontent comes in proportion to knowledge. The more you know, the more you realize you don't know."

We like to pride ourselves on being enlightened. But when did you last allow an inappropriate attitude or ignorance to control your behavior?

Active participation in our Toastmasters Club promotes enlightenment in many subjects. Researching our speeches changes and challenges our assumptions. The knowledge of human nature gained in our meetings combats ignorance and fear. In short: we learn to tear down the barriers to communication.

As Dr. Smedley continued the above quote: "All civilization, all progress depends on communication of ideas."

JACK GILLESPIE, DTM
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LETTERS

PERISH THE THOUGHT

"A Pet Peeve Alphabet" (November) is one of the most refreshing articles I've read in some time. I enjoyed Barbara Du Bois' humorous approach in dealing with the finer points of proper grammar and its regular misuse.

I'd like to add a "pet peeve" under the letter "D" for "drug," used as a verb, especially in the world of sports: "The ball carrier was drug down from behind," or, "He drug his foot and was called for travelling." I dread the consequences if this spilled over into music. Could you imagine the Buckingham's' 1967 hit, "Kind of a Drug"?

J. P. SKELLY
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THE MOTHER TONGUE

So Doris M. Buck suffered culture shock when she visited Australia ("Crossing Cultures: The Language Trap," September). Imagine how I felt when, early one morning on a visit to Seattle, I found myself trying to decipher a restaurant menu. For some reason, American hotels do not serve breakfast, but restaurants do. This one had such weird things on the menu as bearclaws and butterhorns, with a waitress asking, "Moar cahfee, suh?"

In London I bought a British-American dictionary with 318 entries. Close scrutiny reveals that in 57% of cases, Australians follow the British usage, and in only 18% the American. For the other 25% we use both terms or neither. If nothing else, such a study shows points at which the three branches of the language have diverged, and it's interesting to speculate what

the situation will be like in a hundred years.

MALCOLM SMITH
SANDGATE CLUB 3721-69
BRIGHTON, QUEENSLAND, AUSTRALIA

GENDER OFFENDER

I found in your October 1991 "Romancing the Phone" article some outdated assumptions in the use of language. When including the job of secretary in a paragraph, you use the word "her" in association with "secretary." When including the job of executive in a paragraph, you use the words "he or she" in association with "executive."

C'mon, *Toastmaster*. It's the '90s. Let's not assume only women are secretaries. My office has had a series of male secretaries, now called "administrative assistants." Your illustration of a female secretary, looking something like Betty Boop, reinforced a sexist stereotype. Better luck next time on use of language and visual stereotypes!

DULCE SETTERFIELD
TOAST OF THE TOWN 4741-2
SEATTLE, WASHINGTON

LETTER MYSTERY SOLVED

I know "Wat Appened to te Letter Aich?" (November 1991): Hit's been picked hup by hall hof my Newfoundland neighbours.

JINNY GIZA
POSTAL CLUB 5375-45
HALIFAX, NOVA SCOTIA, CANADA

OPENED DOORS

As a stutterer, I was scared to death when I joined our newly founded club three years ago. But my self-confidence grew from the encouragement I received from fellow members. The more I was helped through rough times, the more I wanted to do for the club.

Being a daycare provider and homemaker for almost thirty years had kept my vocabulary and speaking skills at the level of a child's. I had to "open that door" and see what was outside my house. Joining Toastmasters clubs and taking courses moved me into a new phase of life. I'm so happy I took a risk. Now I know I can do whatever I want; in the past, only fear held me back. By being persistent and "pressing on," I will complete my goals. Thanks, fellow Toastmasters, for believing in me!

SUSAN KING, ATM
DIXON CLUB 6870-39
DIXON, CALIFORNIA

IMPAIRED AUTHORITY?

Roy Fenstermaker wrote a fine article on flawed logic (September 1991), but he himself relied on "impaired authority."

In the discussion of "improper use of statistics," he quoted a plagiarizing and inaccurate college professor. The original remark by Mark Twain was much more to the point: "There are three kinds of liars - ordinary liars, damned liars, and statisticians." Statistics themselves do not lie; people who use them may.

EDWARD G. LOWELL, CTM
ROCKETDYNE CLUB
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SUPPORT FOR STUTTERERS

Last May, after discovering Toastmasters through articles on stuttering in your magazine, I joined a Toastmasters club.

Toastmasters and self-help groups for stutterers like Speak Easy or the National Stuttering Project have much in common, but on different levels. A severe stutterer may face an almost insurmountable

task saying his name and address in front of a group, just as a new Toastmaster may fumble badly over his first Table Topic speech. Both organizations are dedicated to helping their members express themselves clearly and concisely. Both provide a friendly, positive atmosphere in which to test your speaking skills, no matter how bad the delivery may seem. And most important, they both work!

JACK HINSHAW
GROTON 3007-53
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IT DOESN'T ADD UP

I read *The Toastmaster* every month with much interest but the September article and quiz about "The TMA Syndrome" has me befuddled; I am sure you must have meant "score 2 points for each 'no' answer" rather than 'yes' answers - don't you think so? My own club falls short on numbers 4, 5, 6, 7 and 8... But who's perfect?

During the economic times ahead, Toastmasters could play an ever increasingly important role in aiding individuals. In the meantime, thank you for the grand experience you have allowed me to discover through public speaking.

RICHARD HENEFER, CTM
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Editor's Note: *It is gratifying to serve such observant readers! Quite a few Toastmasters notified us by letter, phone and fax regarding our blooper. Those of you who asked if we meant to score points for every "no" answer (rather than "yes" as printed) not only have a future in editing but are hereby diagnosed as totally free from the deadly TMA.*



MY TURN

CHEERS TO ALL DEDICATED
 TOASTMASTERS WHO
 GO THE EXTRA MILE TO
 ENSURE THEIR CLUBS
 MAINTAIN TOP QUALITY.

From the Pennsylvania Quakers to the American Red Cross, from the Peace Corps to present day anti-poverty programs, the country has relied on individuals – rather than the government – to donate time, talent and treasure.

Volunteers enrich the lives of other people by giving of themselves. Consider the middle-aged businessman visiting cancer patients in a hospital, the waitress who also is a volunteer fire fighter, the insurance agent who

LET'S HEAR IT FOR VOLUNTEERS!

**By Charles Dickson,
Ph.D.**

■ “Who, me? Volunteer? I’d love to, but I don’t have the time...” Those are usually our first words when asked to coach a Little League team, serve as club or district officer or join the church building committee. Our guard goes up as we mentally calculate our commitments: work, shopping, family, car repairs, Toastmasters club meetings, dinners with friends...Who has time to volunteer? The guy next door, maybe – but not us.

Considering the inventory of programmed excuses that roll off our tongues to avoid getting involved, you might think that volunteers have become another endangered species. Not so. In a 1989 Gallup Poll, nearly 50 percent of all Americans questioned said they did some kind of volunteer work. Moreover, the poll indicated

that volunteerism is not merely the province of the idle rich, since nearly one-fourth of all volunteers have an annual household income of \$20,000 or less.

Why such response? Volunteer administrator Brian O’Connell believes that America’s voluntary spirit stems largely from the nation’s religious heritage. While motivation for volunteering may be as varied as one’s religious, ethnic and cultural backgrounds, O’Connell points out the common root is “an awareness that service beyond the self is both an obligation and a joy.”

Service to others seems to be a universal ideal, shared by major religions. Jewish tradition, for example, speaks of the Zedekah, or obligation, to one another; Jesus taught that we express love for God by caring for others, and the Koran states that God appreciates good works.

Studies have shown that the average volunteer donates nearly five hours a week – a staggering amount, considering all the pressures families face in the ‘90s. Yet volunteer services are so important that the Rockefeller Foundation Study refers to volunteerism as the “Third Sector” of American political and economic life – the others being government and business. Volunteers can be found in every walk of life: in well-known international organizations or tucked away in obscure niches of society. Volunteers also come in many types: Some make a life-long commitment to a cause, while others give of themselves more sporadically and spontaneously.

The commitment to voluntarism in America is as old as the nation’s recorded experience.

coaches a recreational league basketball team – they all are part of this nation’s “Thousand Points of Light.”

Without volunteers we are a lost civilization. Can you imagine hospital rooms void of flowers and visitors, scout troupes or Sunday schools dissolving for lack of a leader, schools without field trips, colleges without scholarships, and art museums and symphony halls with closed doors and darkened rooms?

By the same token, how would your Toastmasters club survive without those members and officers who go out of their way to volunteer their time and abilities? With the 21st Century approaching, communication continues to have increasing importance as old systems are discarded and new ideas are sought. More than ever before, we need to prepare for future challenges by expanding our thinking and speaking skills.

As a Toastmaster, you can be an important part of the movement toward better worldwide communication by volunteering your time and talents in club activities. And if just one volunteer can make a difference, imagine the impact a dynamic Toastmasters club can have in promoting principles of clear communication in the community.

Life without volunteers would hardly be worthy of a caring society. So let’s hear it for volunteers! They make our standards of civilization a reality and shed light on a sometimes bleak-looking future. **T**

Charles Dickson, Ph.D., is a freelance writer who lives in Hickory, North Carolina.

MAKE YOUR SPEECHES *Listenable*

By Thomas Montalbo,
DTM



AUDIENCES
NEED ALL THE
HELP YOU CAN
GIVE THEM TO
STAY AWAKE.

ON THE FIRST DAY OF CLASS, ONE OF my college professors said, "For the next hour I'm going to talk, and hopefully you're going to listen. If you should finish before I do, please let me know." All the students laughed and listened attentively. Of course, he had an advantage over us: He was going to give us our grades.

Not many speakers have that kind of advantage over their audiences. Consider what happened to Nancy Austin, a management consultant and co-author with Tom Peters of the best-selling book, *A Passion for Excellence*. "Once, after giving what I thought was a perfectly good speech," she said, "a note was pressed into my hand by a woman from the audience on her way out. The note read, 'Do something about your hair! Look at Jane Pauley. If you wear your hair like she does, it would be a big improvement.'"

"But what about my speech?" Austin asked herself. "Did the woman listen to my speech?"

This incident points to a danger all public speakers face: Their words may go in one ear and out the other. Catching words only at intervals, listeners tend to tune in and out throughout a speech. Some even doze off. Why? Because people have a short attention span and listening is hard work. Listening requires motivation, conscious effort and close attention. In other words, audiences need all the help you can give them.

What kind of help? Making your speeches listenable is a good start. The dictionary defines listenable as that which can be listened to, especially with pleasure. If you adapt Rudyard Kipling's method of working, your speeches may be as successful as his stories. The English Nobel Prize winning author wrote:

*"I keep six honest serving men
They taught me all I knew
Their names are What and Why and When
And How and Where and Who."*

Ask yourself the same six questions in speechmaking that served Kipling so well in writing, but change the sequence. For example,

you've got to know "Who" is your audience before you can know "What" to talk about. Here are the six questions to ask yourself when preparing a speech:

1. Who is my audience?
2. What is my subject?
3. Why am I speaking?
4. Where do I get my material?
5. How do I organize my speech?
6. When do I practice my delivery?

Let's take a closer look at each question.

WHO IS MY AUDIENCE?

Find out as much as you can about your audience. Each group of people is different. Consider factors such as audience size, age range, male/female ratio, educational level, occupations and special interests. The more information you can get, the better you'll be able to pitch, slant or adapt each speech to a specific audience.

WHAT IS MY SUBJECT?

Choose a subject of interest to your audience, either as individuals or as members of an organized group. Approach *every* topic from their perspective rather than yours. What's in it for them? Customize the topic to suit each specific audience.

WHY AM I SPEAKING?

What's the purpose of your speech? Any subject can be handled in different ways to suit your purpose. Suppose your talk is about scuba diving. To inform, you might discuss the necessary gear, best diving spots and availability of lessons. To entertain, you'll mention amusing incidents that happened to you or other scuba divers. To persuade, you may describe the thrills of scuba diving and explain why it's the hobby of millions of people.

WHERE DO I GET MY MATERIAL?

Before you begin your research, review what you already know about your subject. Narrow your focus to the material you need for this

specific audience. Reference librarians can refer you to sources and help you find facts. But remember, listeners can absorb only so much information. You'll confuse or bore them if you try to cover everything.

HOW DO I ORGANIZE MY SPEECH?

Once you've gathered your material, it's time to organize it. Listeners should be able to easily visualize your outline as you proceed. Write out your speech in full. Why? Because writing crystallizes your thoughts, avoids rambling and puts your material in logical order. In writing your speech, be conversational, not literary. This is not the time to show off all the fancy Words of the Day you've learned. Write as if you were talking to a friend.

Of the three parts of your speech, the beginning and conclusion should take the least time and the middle the most time. In the beginning, arouse your audience's curiosity. Say something that grabs their attention and makes them eager to hear more. The middle is where you support your ideas with a variety of evidence: examples, anecdotes, analogies, statistics. Take your audience step by step. Build bridges from one point to another with connecting statements such as, "That's the first point" and "Now here's the second point."

Then close with a quotation, a plea for action, a summary, or some other short comment that wraps up your speech and leaves the audience with a sense of completion.

WHEN TO PRACTICE THE DELIVERY?

There's no such thing as too much practice. Your speech may look impressive on paper but not sound as good when spoken. So practice your speech aloud on your feet, the way you're going to deliver it. Make your written speech come alive with vocal variety, change of pace, pauses, facial expressions and other gestures.

Of all the factors that make a speech listenable, language is the main one. A sales manager giving a pep talk to his salespeople said, "Worship words. You don't eat without them." That's true not only of salespeople, but everyone else. As anyone knows who has visited a country and doesn't speak the language, communication without words leaves a lot to be desired. How you use words and structure your sentences is crucial to your success as a communicator.

Listeners must know what you mean the moment you speak. Talk is fleeting. That's

why words must be chosen carefully, precisely and appropriately. If you use unfamiliar or unusual words, listeners have to stop and think about their meaning. That's distracting and cause your listeners to lose the thread of your message. Confused, frustrated and irritated, they will tune out the rest of your speech.

Your language must be similar to the language your listeners use and are accustomed to hearing. Winston Churchill advised public speakers to use what he described as "short, homely words of common usage." Mark Twain, one of Churchill's boyhood heroes, once said, "By hard, honest labor, I've dug all the large words out of my vocabulary." Along with Churchill and Twain, famous speakers over the centuries have recognized the power of short words to make audiences listen.

So use short, familiar words for clear and instant understanding by your audiences. Avoid jargon and slang. To personalize your message, use personal pronouns such as "you," "your," "we," "our," "I," and "me." Use contractions. You can usually tell by how the words roll off your tongue when you're rehearsing your speech aloud. Contractions sound conversational and make listening easy.

Your sentences generally should also be short and simple, using subject-verb-object order. That doesn't make your ideas simplistic but more easily heard and understood. However, a series of short, simple sentences sound choppy, so vary the length of your sentences to provide contrast.

For example, in a speech on securing world peace through the law, an attorney said, "What we lawyers want to do is to substitute courts for carnage, briefs for bombers, warrants for warheads, and mandates for missiles." That's a long sentence but it's listenable because it contains a series of four brief phrases presented in a striking way with alliteration (words beginning with the same letter or sound). The short, rhythmic and alliterative phrases, despite the length of the sentence, perk up the listeners' ears.

As you've seen, a number of techniques can make your speeches more listenable. Try them! **T**

Thomas Montalbo, DTM, a member of Sparkling Toastmasters Club 3602-47 in St. Petersburg, Florida, is author of *The Power of Eloquence*, available from World Headquarters.

"How you use words and structure your sentences are crucial to your success as a communicator."

By Jon Corley, DTM

The last thing I remember was waking up. I don't recall dressing, shaving, tying my shoes or driving to work; I assume I didn't run any red lights or break the speed limit.

As I walked into my office, it occurred to me that everything I had done that morning reflected my habits. Throughout the day, I noticed my co-workers also followed their daily routines much as they had for the past year. Their daily activities and duties had gradually become routine, requiring little thought. Over time, habits had been formed.

The same process takes place in a Toastmasters club. In my experience as District 36 Education Coordinator and Club Rescue Chairman, I have found that habits – *bad* habits – are usually to blame when Toastmasters become inactive and clubs fold.

What constitutes a club's habits? The manner in which a meeting is conducted, the quality level of speeches and evaluations, the levels of participation, speech preparation and performance – these functions can all be met with a positive, habitually active approach. Or, if the club has lapsed into negative practices, minimum response and mediocre results.

There are three areas in which Toastmasters can not only accomplish more and feel better about themselves, but also increase the quality of the club. They are:

- 1.** Expanding the club and member comfort zone
- 2.** Improving personal habits
- 3.** Practicing time management

Don't get

trapped in

a routine.

The secret

to success

is to practice

what you're

not good at.

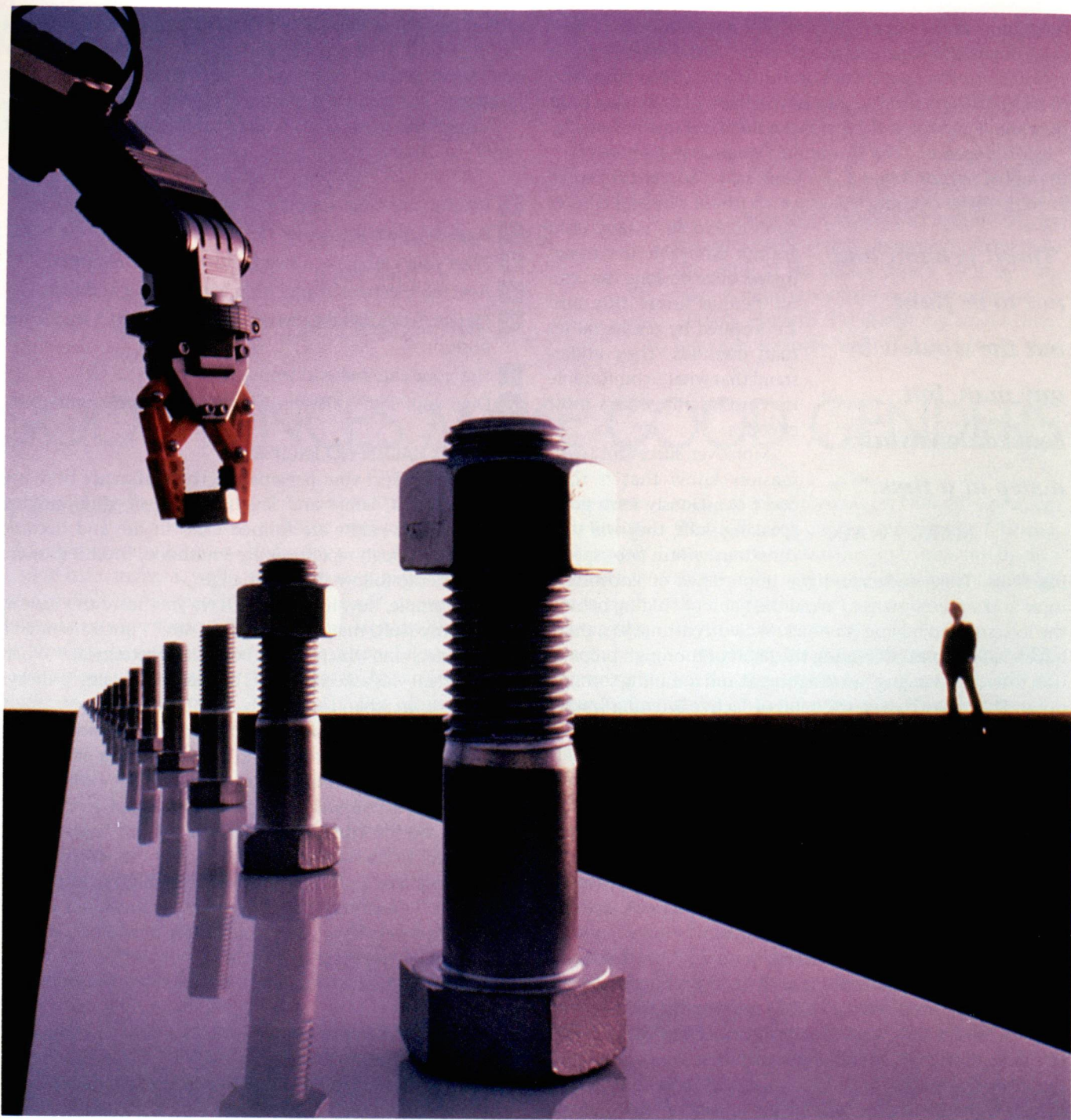
GET UNCOMFORTABLE!

A reporter once asked the great baseball player Lou Gehrig to identify the secret of his success. Lou replied, "I practiced what I was not good at." Exactly! He practiced what he felt uncomfortable doing, and became great in the process.

All successful people both in and out of Toastmasters have had to overcome obstacles in life – obstacles of no lesser magnitude than those you face. Chances are these individuals share the same apprehensions when giving a presentation, or face the same risks when assuming new assignments. What determines their ability to transcend these obstacles and apprehensions is a willingness to stretch their comfort zones.

In a Toastmasters club, your comfort zone is measured by the speeches you give and the assignments you take on. Successful Toastmasters have one thing in common:

THE POWER



OF HABITS

they jump at the opportunity to give a speech or try a new assignment, participate in speech and evaluation contests, or volunteer to run Speechcraft or Youth Leadership Programs. In short, like Lou Gehrig, they have a habit of practicing tasks they aren't good at, tasks that make them feel uncomfortable.

In his speech, "The Common Denominator of Success," the noted author Albert E. M. Gray said: "Successful people form the habit of doing things which [those who are] failures don't like to do." Many tasks are not enjoyable but nonetheless must be done. Successful people know this and are inspired by results rather than methods. They understand that what's comfortable isn't necessarily what's most effective.

"Habit is habit and not to be flung out the window by any man, but coaxed downstairs a step at a time."

MARK TWAIN

Moreover, successful Toastmasters know that if they don't consciously form good speaking skills, they will subconsciously form poor speaking skills. They understand the importance of knowing a topic and a speech so as to avoid the habit of "hiding behind the lectern" and relying on notes. Skilled Toastmasters, then, have made a point of forming the habit of thorough preparation to avoid "winging" an assignment and fumbling through notes. They have chosen the habit of "active listening" rather than succumbing to the habit of clock watching, day dreaming and planning their next remark in a conversation.

IS YOUR CLUB ZONED FOR COMFORT?

A club's comfort zone is measured by the type and quality of its meetings. While some clubs wish only to perpetuate the status quo, dynamic clubs continually try to improve by holding a variety of meetings, training their officers, actively recruiting members and conducting member interest surveys. Weak clubs, on the other hand, tend to hold informal, haphazardly prepared meetings. These clubs encourage the return of core membership but do nothing for membership growth. When this happens, the membership easily settles into a comfortable routine. Since members are comfortable, they lack the incentive to spur change. Strong clubs notice danger signals, such as lack of participation and member attrition, and take immediate action. Weak clubs tend to ignore the danger and refuse to change.

For example, I once visited a low membership club that had discarded the Area Governor's and club specialist's recommendations of running a Speechcraft program. Some club officers said they tried it "years ago, and nothing happened. It was a waste of time, so why should we try again?" This club failed to understand the obvious: that changes had occurred in its membership, in the community, and with local business leaders since the last time they considered the idea.

If your club doesn't find it worthwhile to have quality meetings, sponsor a Speechcraft program, hold speech contests or

recruit members, then a self-defeating pattern of mediocrity is bound to occur. If standards of speech preparation and delivery aren't enforced, members will automatically lapse into last minute practices and haphazard deliveries.

Answer these questions to determine your club's comfort zone:

1. Do club meetings start and end on time?
2. Is member attrition low?
3. Does your club have a steady flow of new members?
4. Are club meetings stimulating, challenging and fun?
5. Has any club member served in area or district leadership positions?
6. Has your club bulletin won any awards?
7. Does your club consistently have 20 or more members?

PERSONAL HABITS: NO EXCUSES!

Your habits reflect your personality. They influence how you dress, walk, sit, smile and laugh. A part of your internal makeup, most habits are formed early in life and become reinforced through repetition. By adulthood, these habits are much easier to follow than to change.

For example, how many times have you heard this caveat: "It's not my fault, that's just the way I am!" I once attended a Toastmasters club which always began its meetings late. When the president was asked why this happened, he said: "I always run late - even when I start early."

If you want to be more successful both in and out of Toastmasters you must make an effort to reject stagnation and form habits of self-improvement.

But what if you feel yourself the victim of a cruel and imperfect world? Think again! Whining about "what might have been" or shifting personal responsibility with the "if only" complaint is lazy, dangerously addictive, and turns people off. Remember that true success is measured not by how much others have given you, but by how much you are willing to give to yourself and others.

Ready to evaluate your personal habits? Ask yourself:

- Do successful, happy people seem to enjoy my company?
- Do others seek my advice?
- Do I continue to grow through careful reading and exposure to stimulating ideas?
- Do I surround myself with positive, uplifting influences?
- Do I usually feel good about myself?
- Do I look for new ways to improve my speaking, writing, or listening skills?

TIME MANAGEMENT FOR TIED UP TOASTMASTERS

"I just don't have time!" This is a lament to which Toastmasters, like the rest of the human race, are not immune. But a lack of time is almost always a lack of organization and management. And, once again, the ability to invest time wisely is a habit acquired through deliberate choice.

Continued on page 23

IT'S NOT HIM TALKING,
IT'S JUST HIS
Y CHROMOSOME

She observes that women, for example, engage in rapport talk, using conversation to increase the unity of the group. Men's style, by contrast, is more reportorial and task-oriented.

This explains the charge by women that men don't express their feelings openly, that

GOOD FENCES MAKE GOOD GENDERS

By Carol Richardson

■ Something there is about gender that loves a wall. Even though the overlap is always far greater than the differences between the sexes, it's the contrasts that engage us. So profound is this preoccupation that on any given best-seller list there's sure to be at least one book about Peter Pans, Cinderellas, Iron Johns, or any of the women and men who love too much or too little.

I'll be the first to admit to picking up a magazine that promises to disclose "Secrets men never tell women." Most people navigating the *terra incognita* of relationships are grateful for any puff in that windsock.

But unfortunately, when the emphasis is on differences, proportion is often lost, with gender distinctions cast as hopeless barriers, evidence that we are closer to two species rather than one. And the lamentable corollary to all this fuss is that women are routinely considered the "other" with maleness the norm.

Stressing differences has lately given rise to an entire cottage industry of pop psychologists who pay homage to women's "special needs," who in turn have contributed to efforts to protect (read: prevent) women from such things as demanding (read: high-paying) jobs. As Susan Faludi, author of the current bestseller *Backlash*, observes, "marking women as 'special' slips easily into demarcating limits on them. 'Special' may sound like superior, but it is also a euphemism for handicapped."

So I'll have to admit that I'm skeptical that any productive implications can be drawn from the suggestion that men and women have distinctive ways of speaking. Still, a number of books have been published recently noting those differences.

One such work is Carol Gilligan's *In A Different Voice*, which mostly explores the differing ethical development of boys and girls. Girls, notes Gilligan, solve problems in terms of people's feelings or relationships, while boys solve problems in more absolute terms, irrespective of feelings.

Unfortunately Gilligan's arguments have suffered from the aforementioned tendency to interpret women's "nurturing qualities" and "caring ethic" as intrinsically feminine. Despite positing herself as a neutral social scientist, Gilligan's observations of women's "difference" became wildly popular on the talk show circuit; with "difference" inevitably romanticized into a dewy-eyed vision of domestic confinement.

Deborah Tannen's book, *You Just Don't Understand* more explicitly explores the differing dynamics of speech between the sexes.

men are more focused on "fixing" a problem than reflecting on and discussing it. Likewise, it accounts for the converse complaint by men that women want to sit around and talk about their problems, but they don't want to do anything about them.

And even Mr. Iron John himself, Robert Bly, has his own observations of each gender's expectations of conversation. He notes that men prefer hierarchy in conversation while women are more comfortable with consensus. In a public context, men are more likely to speak up or express disagreement, while women are more guarded, and more likely to refrain from disagreement in order to preserve consensus.

So what are we to make of all this evidence of communication styles? We could debate whether these differences are cultural or biological. Either way, we could sigh and resign ourselves to a chasm that, by definition, we can never close. I'll admit at times bridging our speech gap does seem hopeless. Watching the Senate Judiciary Committee during Clarence Thomas/Anita Hill hearings was a depressing eye-opener for most women.

Better, I think, is to use this information to improve our understanding of what makes our conversation work the way it does. The better equipped we are to grasp this deeper structure of our speech, the more we reduce the chance of misunderstanding each other. And with these tools, we can begin to tear down the fences between genders, replacing them with bridges. **T**

Carol Richardson is a freelance writer living in Laguna Hills, California.

WHAT'S YOUR CQ?

COMMUNICATION IS ONE OF THE buzzwords of the '90s. Yet, while we're all quick to acknowledge how important good communication is, we often have a hard time spotting problems in our own communication styles. How many of the following communication barriers are keeping you from being an effective communicator?

1. Hearing Only What You Expect to Hear
When dealing with the day-to-day functions of a job, do you assume that you've "heard it all"? When one of your coworkers or club members is speaking to you, do you fall into the habit of simply nodding your head with a knowing smile because you *know* what they're going to say?

By *Lin Gensing*

YOUR COMMUNICATION QUOTIENT IS INVERSELY PROPORTIONAL TO THE NUMBER OF COMMUNICATION BARRIERS YOU MANAGE TO OVERCOME.

You may consciously (or unconsciously) ignore information you don't expect to hear. The classic example of this is the standard greeting, "How are you?" Do you really listen to the answer, or do you expect the response to always be "fine"?

2. Becoming Confused by Conflicting Information
Sometimes what we hear isn't consistent with our preconceptions of the speaker. When we hear a message that conflicts with our beliefs, our beliefs usually override the message and we end up validating inaccurate perceptions.

3. Letting Biases Interfere
It's unfortunate, but biases exist in every aspect of our relationships. If we like some people, we're more likely to listen to what they have to say than if we dislike them. In fact, even negative information is more readily accepted from those we like and respect.

Biases also affect the way we view the information we've been given. How likely would you be to pay close attention to a club member whose ideas in the past have been marginal?

4. Semantics
It's often said that the English language is very difficult to learn because of the great number of words with similar meanings. Even native English speakers often experience misunderstandings.

What do the phrases, "She's got a good track record," and "I couldn't get to first base," mean to you? What might these same phrases mean to an athletic coach?

5. Noise
Internal or external noise is a major cause of poor communication.

Since we process information at a much faster pace than a person can deliver the information, it's easy to find our minds wandering. This is even more likely to happen as we're bombarded on all sides by competing "noise."

6. Emotions
Our feelings and mood significantly impact how well we listen. If we're relaxed, we'll absorb more. If we've had a rough day or have a million other things on our minds, we won't pay close attention to what's being said to us.

For *each* of the above six barriers you recognize in yourself, add 5 points to your score.

COMMUNICATING NON-DEFENSIVELY

Are you communicating defensively, causing discomfort both to yourself and those who approach you? To find out, ask yourself these questions:

- 1) Have you ever been told, "You're being defensive"?
- 2) Do you frequently find yourself in verbal battles with your children or spouse?
- 3) Do you sometimes feel challenged or threatened by others?

If you answered "yes" to even one of the above questions, you may be communicating defensively. Give yourself 5 points for each question you answered "yes."

We all react defensively on occasion. It's the chronic outbursts of defensiveness that

"If you are not being understood, it's not the other person's fault, it's yours."

can be devastating to your interpersonal interactions and your career.

What to do about it? Here are five easy steps to non-defensive communication:

- **Don't expect to be understood.** When you're communicating with others the onus is on *you* to make yourself clear. If you're not being understood, it's not the other person's fault – it's yours.
- **Depersonalize.** The reason most of us behave defensively is that we perceive our competence being challenged. When you feel yourself turning defensive (and most of us recognize our own defensiveness signs), step outside the situation. Take an objective look at what's going on. Ask yourself:
 - What's the issue here?
 - As an outsider, how would I interpret the problem?
 - What can I do to solve the problem?
- **Don't provoke defensive interactions.** Some people seem to invite defensive behavior from others and then, in turn, react defensively themselves. Some common defense-provoking statements are:
 - "You're wrong."
 - "Why did you do that?"
 - "You can't be serious!"
 - "Do you expect me to believe that?"There are many more. Even tone of voice can trigger a defensive reaction. Listen for defense-provoking statements in others and guard for them in yourself.
- **Think before you speak.** So many of us speak before we think. It's better to speak deliberately and consider what you're going to say (especially if it's a potentially inflammatory comment) than to run off at the mouth and be consistently involved in verbal battles.
- **Take some "time out."** If defensiveness has a firm hold on you, the best thing to do is to move **out** of the situation. Schedule a time to get back together – a time that will allow you a cooling off period. Give yourself a breather during an especially volatile interchange. Say, "I'll need to think about that. Let me get back to you." Above all, don't rise to the bait.

Be on the lookout for signs of defensiveness in yourself and others. Learn to communicate *offensively*.

RECOGNIZING NON-VERBAL CLUES

While the spoken word is a major mode of communication, it is by no means the only one. Nonverbal communication also plays a vital role.

Some of the most common types of nonverbal behavior and their messages are familiar to us all: A nod of the head, a wave of the hand, a frown. "Reading" non-verbal clues (and reading them *correctly*) can be tricky. How good are your non-verbal communication skills?

Try this situation on for size: **If I see someone I recognize and she doesn't acknowledge my greeting I...**

- a) Feel snubbed and vow not to acknowledge *her* the next time.
- b) Yell, "Hey! What's *your* problem?"
- c) Assume she didn't see or hear me. I either proceed with my business or repeat the greeting.
- d) Give the person a call later saying, "I was disturbed today when you didn't acknowledge my comments to you at the club meeting. You seemed preoccupied. Is it something I could help with?"

Misunderstandings occur when we attempt to interpret non-verbal cues without checking our perceptions with the person we're observing. Add 5 points to your score if you answered "a" or "b."

Next, respond to the following statements by saying, "Yes, I do," or "No, I don't." Give yourself 5 points for every statement you answered "no."

- If I'm unsure of how to react to a situation, I'll take the lead from the other person.
- I try to be a good observer without "jumping to conclusions." I *always* check out my perceptions before acting on them.
- I try to find out the background of a situation. For instance, if I walked in on some club members and they all looked upset, I would say, "You all look upset. What's happening?"
- I understand that emotions are fleeting and that many facial expressions are really blends of two or more feelings.
- I try to find out how my behavior is affecting others. I make a conscious effort to get feedback on my own nonverbal cues.

YOUR C.Q.

How did you do? There are a total of 75 points possible. The lower your score, the better communicator you are.

Good communication is vital in any relationship. The art of positive communication requires *both* motivation and skill. It's up to you to make that effort and increase *your* communication quotient. ①

Lin Gensing is a writer living in Chippewa Falls, Wisconsin.



SPEAKING TO

CHILDREN

By Richard Clements, ATM-B

That is where I was about three years ago. I had finished my ATM and felt comfortable speaking to groups of adults. But when my daughter's Sunday School class needed a teacher, the old anxiety returned. I had never lead a group of children before; could I do it?

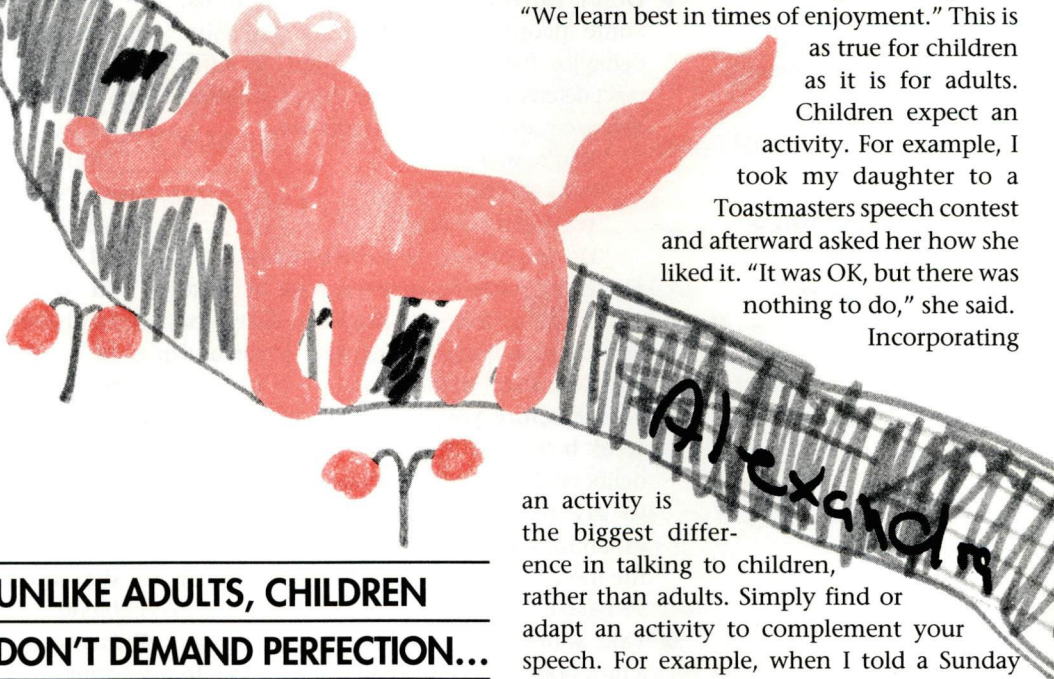
- I was able to do it by applying three principles from Toastmasters:
- 1) Learning should be fun (for myself and the children).
 - 2) Target the age level of the children.
 - 3) We must *do* in order to *learn*.

HAVING FUN MEANS SOMETHING TO DO

Toastmasters founder Dr. Ralph Smedley said, "We learn best in times of enjoyment." This is

as true for children as it is for adults. Children expect an activity. For example, I took my daughter to a Toastmasters speech contest and afterward asked her how she liked it. "It was OK, but there was nothing to do," she said.

Incorporating



an activity is the biggest difference in talking to children, rather than adults. Simply find or adapt an activity to complement your speech. For example, when I told a Sunday School class Mark Twain's story *The Notorious Jumping Frog of Calaveras County*, we folded frogs from construction paper. Then we had our own frog jumping contest.

The following Chinese Proverb shows the importance of activities in educational presentations: "I hear – I forget. I see – I remember. I do – I learn." Keep in mind, if you don't provide something for children to do, they will find something to do. Use games and activities to reinforce what has just been taught and to review previous information. For added interest, tie the games to a game show, upcoming holiday or event.

**UNLIKE ADULTS, CHILDREN
DON'T DEMAND PERFECTION...
THEY ARE HAPPY IF YOU JUST
SPEND TIME WITH THEM.**

You take your child to join Scouts or another organization. When you arrive, they get the adults together and ask, "Who will step forward and help?" So, you volunteer. After all, with your Toastmasters experience, you should be able to handle it. But remember, these are children, rather than the adults you are used to addressing at your Toastmasters club.

**"If you are talking
about canoeing,
climb into the canoe,
push off, kneel
down and paddle."**

For example, we are currently approaching the baseball season. You can build a board showing a baseball field, complete with bases and a home plate. The object is for each team to move their players around the bases by answering the questions correctly. The team with the most home runs wins.

Since all children won't work at the same rate, it is a good idea to have extra crafts available. Third and fourth-grade boys, for example, will tend to finish their projects quicker than girls of the same age. But games and crafts aren't used in most of the presentations to adults. They aren't covered in any of the manuals. Where can we get ideas? Most libraries and youth groups, such as Cub Scouts, have books about games and crafts.

CHILDREN AREN'T SHORT ADULTS

When telling a story, children like action and plot, while adults are more interested in humor and character interaction. Children also like more dynamic gestures than adults do. So, if you are talking about canoeing, climb into the canoe, push off, kneel down and paddle!

Many people talk to children as if they were adults. Targeting your audience may be the hardest part about speaking to children, because they are always changing. So, how are children different?

Age 4-5: Use Props. All children like variety, especially four- and five-year-olds. But since they tire easily, your presentation needs to be organized in small sections. For example, follow your brief talk with a project and a discussion.

Four and five-year-olds like to participate, but they also like to feel independent. If you are doing a craft, don't have everything cut out and ready to assemble. Reserve some steps that will allow them to show their own individuality.

Children learn through their senses much more so than adults do. So it is important to have props they can see, hear and touch. If the story is from a book, bring the book and show them the pictures.

Age 6-8: Expect Questions. Children this age like working in a group. They want to feel included and they like to imitate. They also want to know "why," so be prepared to answer even the most unusual questions patiently, and don't be afraid to say "I don't

know." Keep in mind that children take your answers literally. For example, a friend had a minor accident. As he started to get out of the car, his daughter asked him where he was going. He replied that he was "going to exchange names." When he returned, his daughter looked worried and asked, "What's your name now?"

It's obvious that children don't like to sit still. Expect them to sit and listen and they will fidget. Sometimes just having an assistant handle the fidgeting will eliminate problems and save you from having to interrupt your presentation.

Age 9-11: Use books. Reading aloud with younger children is best done in a group, as several children may need help. But nine-to-eleven-year-olds can read and write on their own. This opens up a new set of possibilities, especially if you are working with the same group of children for several weeks.

They can reason and draw conclusions. But they don't yet understand symbolism. They like heroes, an aspect you can easily incorporate into games and crafts. For example, this month's theme in Cub Scouts is "Living in the 21st Century." Incorporating the use of heroes into the theme, I am planning an astronaut relay. One boy from each team runs to the other end and does several skill activities, such as bouncing a ball and tying knots. Then, he runs back and tags the next team member.

WE LEARN BY DOING

Although the Toastmasters club is geared toward speaking to adults, I have occasionally used the club to practice speeches I was going to give to Cub Scouts or a Sunday School class. While club evaluations are helpful, you really need children to evaluate the effectiveness of your presentation. Fortunately, children don't demand perfection like adults do. They are happy if you are just willing to spend time with them.

When you take your child to an organization and they ask "Who will help?" take the courage you used when you joined Toastmasters, remember the principles you have learned, raise your hand and say, "I will!" **T**

Richard Clements, ATM-B, is a software engineer, Cub Scout Leader and Sunday School teacher. He's a member of Tualatin Club 5784-7 in Tualatin, Oregon.

WHEN ADULTS CAN'T READ

By Julie Bawden Davis

It was the worst seven minutes I've ever experienced," says Julie Kimball, CTM, of her 1987 icebreaker speech for the Park Central Toastmasters Club 3527-3 in Phoenix, Arizona. "As everyone looked at me strangely, I realized that something was wrong and I panicked. How in the world did I think I could be a professional speaker? I couldn't even read."

Thanks to the support of her Toastmasters club, and with the help of Literacy Volunteers of America, within three short years Kimball, 47, became both a polished speaker and an avid reader.

Julie Kimball owned a cleaning service with 125 employees. She wanted to give motivational speeches to entry-level workers. So she joined Toastmasters – but she couldn't decipher a word in her C&L manual.

Kimball's icebreaker speech discussed steam ships and ice picks. Why? Because that's the information her secretary uncovered when researching the topic of icebreakers in the library on Kimball's behalf. Kimball hadn't, and couldn't, read the manual instructions. Instead of criticizing her, however, fellow Toastmasters offered encouragement.

"They really supported me; I wouldn't be where I am today if it weren't for them," says Kimball, who eventually placed in a district speech contest and now gives about 150 speeches a year as an outspoken advocate for literacy.

Though her story may sound surprising, Kimball was not alone in her inability to read. Figures released by the U.S. Department of Education indicate that 25 to 27 million adults in America can't read past a 4th grade level. Linda Lowen of Literacy Volunteers of America – a national tutoring organization based in Syracuse, New York – puts the figure of functionally illiterate adults at 27 million, which amounts to one in

five people. "The term 'functionally illiterate' means lacking the reading, writing, computation and communication skills necessary to get through an average day of reading tasks," Lowen says. "Such reading tasks include completing an employment application, making out a grocery list, reading street signs and bus schedules, and reading a bedtime story to a child."

Surprisingly, many functionally illiterate adults are successful professionals, just like Kimball. "The stereotype of the functionally illiterate person is that he or she is on welfare

and probably alcoholic," says Lowen. On the contrary, "many are middle class Americans who just can't read."

Like Kimball, John Corcoran of Oceanside, Calif., couldn't be further from that stereotype. This college graduate, former high school teacher and millionaire real estate developer didn't learn to read until recently, at age 48. He kept his illiteracy a secret from his business associates, friends, former college instructors and high school students – even his two children. Only his wife knew.

How Corcoran, Kimball and other professionals operate businesses without the ability to read is remarkable. With a mix of ingenuity and sheer determination, they succeed despite their limitation – but not without a price.

As can be expected, years of hiding illiteracy take their toll on nerves and self image. "It eats at your soul to be continually on guard and have to cheat all the time," says Corcoran. "Asking a family member to fill out one's job application is a

**“The reason most people
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dehumanizing, humiliating experience.”

Dr. Judith C. Tingley, ATM, a psychologist and member of Kimball’s Park Central Toastmasters club, says, “If you can’t read, you don’t have control over your life. All of your energy is expended in pretending to be someone you aren’t. You’re bound to have a poor self image.”

Until he learned to read, Corcoran says he always felt dumb: “I believed there was something wrong with me.” To compensate, he thrived on challenges and was always an achiever. His risk taking in the real estate market paid off, but the more successful he got, the more dependent he became on others:

his wife, lawyer, accountant, office manager, and secretary.

Once, he staggered into the doctor’s office, a bundle of frayed nerves. “Tension,” the doctor diagnosed, and handed him a book on stress to read.

“It was difficult to make it through the day with no one finding out,” admits Kimball, whose only relief from the daily bluffing game came with sleep at night. “I thought that a part of my brain had malfunctioned. I was afraid I’d be labeled mentally retarded if I told someone.” So she, too, kept her illiteracy a secret.

Unfortunately, there is a stigma attached to illiteracy. “People still think that such people are lazy, inadequate or stupid,” says Löwen. Actually, it takes a lot of intelligence and ingenuity to hide illiteracy. The reason most people don’t realize the prevalence of illiteracy is precisely because those affected are so good at covering it up.

For example, consider the effort involved in a routine driver’s license renewal: Since no one else could take the



Julie Kimball (right) presents First Lady Barbara Bush with a T-shirt signed by mayors and governors of the cities and states she walked through on her bi-coastal “On the Road for Reading” trek.

test for him, Corcoran used to memorize which box to check for all 25 questions on *each* of the written test’s five possible versions. An illiterate person might very well carry a newspaper or magazine. But give that person something to read and he will claim to have forgotten his glasses and ask you to read it aloud. Eye glasses also can be part of the disguise: They may be prescribed by a doctor who thought the patient couldn’t see the letters on the eye exam when, in fact, the person *sees* them perfectly well, only he can’t identify them.

The functionally illiterate are careful not to

put themselves in situations that might reveal their secret. In restaurants, for instance, they will order what their companion is having or point to a picture on the menu. Mostly, people who can’t read rely on those who can. Professionals like Kimball and Corcoran would dictate all correspondence to secretaries and have others read out loud for them.

During the 18 years Corcoran taught social studies in high school, he would show films, facilitate group discussions, and have students read out loud or give oral book reports. He would never say “read this for me” when he needed to decode the letters on a page. “What does this mean to you?” he’d ask, or “What do they want here?” He also developed an elaborate way of taking role call. “I made a blank seating chart which I would pass around to the students on the first day of class so they could fill it in,” he says. From then on he had the students sit in the same places and used the chart to mark off who was present.

For Kimball and Corcoran, the inability to read eventually led to poor business decisions. "I went bankrupt at one point because I couldn't read the fine print in a contract," says Kimball. And Corcoran's incessant risk taking, combined with the declining real estate market, almost brought him to bankruptcy.

At that point, when he had reached an all-time low both in his personal and professional life, Corcoran figured he had nothing to lose. He walked into the local library and told the woman in charge of the tutoring program, "I can't read." Within 14 months, his land development company began to revive. And John Corcoran could read.

Once people learn to read, their new-found confidence shines through. While Kimball used to be shy, fellow club members now describe her as extremely confident, outgoing and assertive. Just a few years after learning to read through Literacy Volunteers of America, Kimball writes her own speeches and plays a mean game of Scrabble. "My tutor really has to work to beat me now," she boasts.

Lucy Snure, CTM, past president of the Park Central Toastmasters Club, adds: "Julie has improved immensely as a speaker. She's really been an inspiration to everyone in the club. When she gave her first speech about being illiterate, there wasn't a dry eye in the group. Almost every speech she gives is so emotionally packed that it's hard to remain passive. As a result, many club members have

looked into helping other illiterate individuals learn how to read."

Why some obviously intelligent people like Kimball and Corcoran are bypassed when it comes to acquiring reading skills is a mystery. "Some people say the educational system is at fault, while others feel that illiterate people suffer from undetected reading disorders," says Lowen. "Another theory is that reading may not be something you automatically learn in the first grade. It is believed that not everyone can learn at the same time."

A contributing factor to Corcoran's illiteracy, for example,

was the fact that his family moved frequently. By the time he graduated from high school, he had lived in 35 houses and attended 17 schools.

The time required to teach illiterate adults to read varies, depending on at what level an individual begins. "On the average, students go up one grade level in 35-40 hours of instruction," says Lowen. "It's not an overnight process. It takes 12 years of education for the average person to learn to read well. It won't take adults that long, but it will take some time."

Because it would be demeaning to have adults learn to read with "Dick and Jane" books, the Literacy Volunteers use materials that relate to adult lives. "We teach people how to read such important and relevant materials as a driver's manual," says Lowen. "We also use excerpts from books such as *Time Flies* by Bill Cosby."

Both Corcoran and Kimball now travel across the country and give speeches and lobby legislators on the need to attack the invisible epidemic of illiteracy, which afflicts an estimated 85 percent of this nation's juvenile delinquents and 75 percent of unemployed adults.

Kimball aims to increase public awareness about illiteracy anywhere she can, and she actively raises funds to combat the problem. She's shared her message on national television programs such as "The Sally Jessy Raphael Show" and "Good Morning America." And as Arizona's delegate to the 1989 National Adult Literacy Congress in Washington D.C., this articulate Toastmaster helped draft and deliver a proclamation at the Lincoln Memorial. She also gave the keynote address at the Arizona Supreme Court 1991 LEARN Conference, and was Arizona's delegate at the White House Conference on Library and Information Services.

But it was her much publicized 3,414 mile walk across America, called "On the Road for Reading," that added the most clout to her message. "I wasn't out to break any records," she says. "I was out to spread the word about an invisible handicap. When you walk your talk, people will listen."

Leaving from San Diego last April, she averaged 30 miles a day (trailed by a motor home) until reaching Washington D.C. in September in time for International Literacy Day. She spoke at schools and clubs along the way, inspired people she met on the sidewalk, and ended her bi-coastal trek with a lunch with First Lady Barbara Bush, whom she presented with an "On the Road for Reading" T-shirt signed by mayors and governors of the cities and states she had walked through.

No matter how long it takes to read, Kimball and other formerly illiterate adults can't say enough about the joy reading brings.

"When you learn how to read, you feel like a new person," says Kimball, who now studies (what else?) communications at Phoenix College. "I read everything – including *The Toastmaster* magazine – from cover to cover. When I go to the library, I'm like a kid in a candy store. There's a whole world opening up to me that I didn't know existed until recently."

And what does Corcoran read? Everything he can get his hands on, every road sign he passes. One day he finally uncovered a long-neglected, dusty, ribbon-bound box in his office. A quarter of a century after they were written, Corcoran finally was able to read that sheaf of papers, the love letters from his wife. ①

Julie Bawden Davis is a freelance writer from Orange, California.

"When I go to the library, I'm like a kid in a candy store. There's a whole world opening up to me that I didn't know existed until recently."

10 STEPS TO OVERCOME ILLITERACY

By Julie Bawden
Davis

"Illiteracy is a problem more common than you might think," says Linda Lowen of the national office of Literacy Volunteers of America in Syracuse, New York. It does, however, have its solutions. If you know someone who is illiterate or suspect that a person has a reading problem, you can help. To do so keep these 10 tips in mind:

1. DON'T ASSUME. "Illiterate people often use written materials as a cover," says Lowen. "Look out for frequent excuses such as forgotten glasses and requests for reading aloud."

2. IT COULD BE ANYONE. Your next-door neighbor or co-worker could be unable to read.

3. ILLITERATE ISN'T SYNONYMOUS WITH STUPID. "Some of the brightest, most articulate people I've met have been illiterate," says Lowen. "The ability to read is just a skill which some people haven't acquired."

4. NEVER ACCUSE. "Don't come right out and ask a person if he or she is illiterate," says Lowen. "People have their pride and will only get defensive. Instead let the illiterate person know in subtle ways that it's okay to approach you about his or her problem."

5. ASSIST. When you suspect that someone is illiterate, help the person out as much as possible. If, for instance, he or she is looking at a menu, mention various dishes the restaurant has so that the person can order one of them.

6. DON'T PUSH. "It doesn't matter how much pressure illiterate persons get from others, they will only learn to read when they themselves really want to," says Lowen. "The motivation comes from inside."

7. FIND HELP. There are plenty of reading programs available. Your local library is a good place to start looking.

8. SUGGEST SEVERAL PROGRAMS. All literacy programs are different and vary according to ability. A class may help one person, while a tutor is necessary for another. All tutors also are different.

9. SUCCESS DOESN'T COME OVERNIGHT. "Think about how many years it takes children to learn to read," says Lowen. "Although some adults learn more quickly than others, it is still a long process."

10. ENCOURAGE PRACTICE. The only way an illiterate person will learn to read is through practice. Offer to help in any way you can.

"The ability to communicate is everything" – *Lee Iacocca, CEO, Chrysler Corp.*

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DALE CARNEGIE

By Ann Marie Sabath

Mind your BUSINESS MANNERS

THINK YOU
KNOW THE
RULES? THERE
MIGHT STILL BE
SAND IN YOUR
SOCIAL GEARS.

ACTIONS THAT MOST PEOPLE TAKE FOR granted, or never think about, affect business deals. You may have the greatest product or the most marketable service since the invention of instant coffee, but if there is sand in your social gears, you may as well not be there in the first place.

Business relations at all levels should be simple and effortless—or at least should seem that way. With increased competition, having the right price or the right product isn't always enough; the comfort level between businesspeople must also be right.

Perhaps that's why, according to a recent *USA Weekend* story, one of the themes for the '90s is "good manners means good business." Knowing what to do and when to do it projects the confidence and *savoir-faire* essential to success.

So, whether you are meeting a client for the first time, conducting business over lunch or making telephone calls in transit, one thing is certain: Your actions are being watched.

FIRST THINGS FIRST

It takes 15 seconds to make a first impression, and the rest of your life to undo it if it was a negative one. Observing the "Rule of Twelve" is the key to projecting a positive image:

- The first 12 words you speak should include some form of thanks, if appropriate. When meeting someone for the first time, express

your gratitude. Example: "Thank you for scheduling this meeting."

- The first 12 steps you take should be those of confidence. Whether you're walking from the parking lot to your office, or are going to the reception area to greet clients, walk with a purpose—with vim, vigor and vitality.
- The first 12 inches from your shoulders down should include impeccable grooming. Your hair, collar and tie/scarf accessories should be a reflection of the quality person you are.

GREETINGS AND INTRODUCTIONS

What you say and how you say it is "The name of the game." That's why the four most commonly asked questions about greetings and introductions are listed below.

Q: When introducing my supervisor to a client, whose name should I say first?

A: The client's.

Q: When being introduced to a woman client, is it appropriate for a man to initiate a handshake?

A: Absolutely. In the past, social etiquette dictated that men should wait for women to initiate the handshake. However, in today's business arena, it is appropriate for either party to initiate this gesture of welcome.

Q: What is the best way to remember the name of a person I've just met?

A: When meeting someone for the first time, make a point of using his or her name when shaking hands. By repeating it at least once during your conversation, the name will be reinforced in your mind.

Q: What should you do when you encounter someone whose name "slips your mind"?

A: When the person approaches you, extend your hand and say your name. Typically, the other person will mimic your actions by giving his or her name.

CAR PHONE ETIQUETTE

Whether you're breezing down the freeway or stalled in traffic, car phone courtesy should be automatic.

**"It takes 15 seconds
to make a first
impression, and the
rest of your life to
undo it if it was a
negative one."**

When calling from a car phone:

- Identify yourself and indicate that you are calling from a car phone. This may expedite the call.
- When receiving a call on your mobile phone, identify yourself with your first and last name.
- When you have passengers, your car phone should be used sparingly, if at all.

When calling someone's car phone:

- Identify yourself and ask if this is a good time to talk.
- Remember, using a car phone is expensive. Discuss only pressing issues; save other conversations for office calls.
- If at all possible, refrain from putting car-phone users on hold.

9 KEY RULES FOR BUSINESS DINING

- When inviting clients to lunch, remember that the restaurant you select is perceived as an extension of your office. Choose a restaurant where the food is of good quality and the service is reliable.
- Familiarity breeds success. When frequenting the same restaurant, you can expect to be recognized, called by name and shown to an area that is conducive to doing business.
- When escorted to a table by a maitre d', your guest(s) should precede you. When seating yourself, take the lead.
- Be sure to offer the "power" seat to your guest. Seat yourself with your back to the door or main part of the room.
- Once everyone is seated, place your napkin on your lap. This serves as a cue that you are ready for menus to be brought to you.
- When making a food recommendation, realize that most guests will also take your suggestion as a guideline to suitable price ranges.
- When the server asks for your order before your guests', say, "I'd like my guests to order first." Besides being appropriate, it's a cue that you will take care of the check at the end of the meal.
- When reaching for the bread basket, salad dressing, etc., offer them to your guests before helping yourself.

Continued on next page

ETIQUETTE LITERACY QUIZ

1. What is the most appropriate way to screen a telephone call?
A. By saying, "May I tell him/her who is calling?"
B. By asking, "Who's calling please?"
C. By asking, "What is your name?"
2. What is the appropriate way to remove an olive pit from your mouth?
A. With a quick spit.
B. With your napkin.
C. The same way you put it in.
3. Is it necessary for a woman executive to stand when a male client enters her office?
A. Yes.
B. No.
C. Only if she wants to display corporate deference.
4. What is the proper way to eat spaghetti?
A. Cut the pasta as you eat it, using your fork.
B. Twist a few strands around your fork and secure them with the support of a spoon.
C. Cut the pasta up all at once and eat it with a fork.
5. A man should allow a woman to exit first from an elevator
A. Only if they are both in back of the elevator.
B. Only if they got on together.
C. No, it's perfectly permissible for a man to exit first.

Answers: 1. B. 2. C.* 3. A. 4. B. 5. C.

* When eating an olive as an appetizer, pick it up and put it in your mouth with your fingers; remove the pit the same way. When eating an olive as part of a salad, put it in your mouth with the fork and remove the pit, using the fork.

“Good breeding consists in concealing how much we think of ourselves and how little we think of the other person.”

MARK TWAIN

Continued from previous page

- Tip adequately. Treat your server with the same consideration you show to your business associates. A generous tip is a small price to pay for good service, personal attention and the business you hope you'll earn.

MEN AND WOMEN AS COLLEAGUES

Here are some social courtesies that are still welcomed by many women in the business world:

- When at a business meal with a woman, a man should offer to hold her chair as she is being seated.
- When a woman excuses herself from a business luncheon for a “fleeting moment,” the man seated closest to her should acknowledge her departure and return by standing.
- When going through a revolving door, a man should precede a woman.

- When going down an escalator, a man should precede a woman.
- When going up an escalator, a woman should precede a man.

Believe it or not, “non-machismo” chivalry is much appreciated. *Note:* My own findings in workshops with executive women indicate that up to 60 percent of them welcome these courtesies.

If you're a woman and prefer that these niceties not be extended to you, you may drop the hint by saying, “Thank you, but that's not necessary.” **T**

Ann Marie Sabbath is the business manners columnist for several national newspapers. She is also the founder of At Ease Inc., a Cincinnati-based company specializing in business protocol and etiquette training.

Originally published in *Communication Briefings*, October 1989.



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Continued from page 10

Motivational speaker Dr. Denis Waitley states in his book, *The Psychology of Winning*: "You only have time to win, not time to lose." With that in mind, take a few minutes to examine how you have spent the last 24 hours. Make a chart listing each hour of the day in one column and the activity for that hour in the next column. If you don't remember what you were doing, look at your to-do list. (If you don't have one, you *have* been wasting time!) Figure out the worth of each hour. How much time was spent idly waiting for a person or service? Staring blankly at a television set?

Once you have isolated your "down time," take action to use it constructively. Convert those minutes into productive segments that will serve both you and your club: work on a speech, make out an agenda, read your *Toastmaster* magazine, or formulate an article. The only way to make time count is to count your time as a valuable commodity.

Now take a moment and evaluate yourself:

- Am I often late for meetings?
- Do I stay within time limits when I give a speech?
- Do I set deadlines on important tasks or goals?
- Do I use a day timer?
- Do I keep a list of things to do?

SUCCESS HABITS REQUIRE PASSION

Like it or not, success is governed by laws of habit.

While success habits are not always easily developed, they are absolutely essential for achievement of any kind. But before incorporating these habits into your life, it is necessary to have an objective. This goal or objective must have an overwhelming purpose in order to motivate you into action. Or, as a law of habit states: "It's never the strength of a goal that will make you do anything in life, it's the strength of the purpose behind it."

If your goal in life is to make money so you can simply pay bills and put food on the table, for example, then that is all you will do. Such a standard requires you to cross a finish line

only because it exists. In a similar vein, if your goal is to save a shrinking Toastmasters club merely by signing up new members, a crystal ball is not needed to predict the consequences: the required new members will gradually slip away because the purpose of their joining was not fully realized.

In order to achieve a far greater level of success, you must have a "passion" or a

***"Never be content
with what you are,
if you want to be
what you are not."***

S. B. FULLER

purpose in order to go the distance. Your energy, enthusiasm and motivation to make a difference will, in turn, be captured by those around you.

Once a purpose is established, a commitment must be made to stick to your goal regardless of whatever roadblocks

may appear. Failure to do this means you will be stuck at the same decision making process the next day and the next. If you can't keep your commitment, don't shake your fist and curse! The simple truth is that your reason is not compelling enough to hold you to your course.

JUST ANOTHER COMMITMENT PROBLEM

After years of observation, I've concluded that clubs that are always in trouble seem to perpetuate the bad habits that caused their decline.

Some time ago I was asked to assist a club with low membership and poor participation. After a conversation with the President and Vice President Education, I knew the reason was not lack of enthusiasm; rather, it appeared to be the lack of member commitment.


One year later, the club had grown to 23 members, seven of whom had joined in the last two months. The dramatic turnaround was prompted by the club's new focus. Instead of concentrating on how to benefit the club, the emphasis was placed on benefits to the membership – that is, reasons for members to participate. This was accomplished by implementing ideas for meeting variety such as determining a theme for each meeting, planning one meeting around a picnic, scheduling a ladies night, etc. The results? Increased attendance, renewed enthusiasm and solid commitment. We simply changed the habits of the club and derived some fun in the process.

WHEN DISTRICT CPR MAKES A DIFFERENCE

Before a district can save a club, two questions must be asked: What "bad habits" has the club developed? Does the club truly wish to succeed?

If the reasons are strong enough and the club members are committed to the cause, almost any club can be saved. When an overwhelming desire does not exist, however, even the collective strength of the entire Toastmasters organization will be to no avail.

If you as a Toastmaster want to help your club as well as advance your own career, focus on your habits. Paired with Toastmasters skills, good habits can make a difference in all aspects of your life. So begin to move beyond your comfort zone, and don't be intimidated by challenges. Ask yourself if you are getting the results you want from relationships. Are they satisfying, and how could they be improved?

Finally, determine which habits you need to reach your goals and develop passion behind those goals in order to steady your course. Focus not on the obstacles, but on what you wish to achieve. Success is yours if you have the desire and devotion to make it happen! In the words of the cosmetic tycoon and financier S. B. Fuller, "Never be content with what you are, if you want to be what you are not." 

Jon Corley, DTM, is a member of Agricultural Club 3039-36 in Beltsville, Maryland and Green Light Club 886-27 in Alexandria, Virginia.

By James M. Jenks

Hone your leadership skills by studying different styles and selecting one best suited for the situation.

The progress of your career depends greatly on leadership skills," says Lester R. Bittel, editor of McGraw-Hill's authoritative reference volume, the *Encyclopedia of Management*.

WANT TO

"When you develop a leadership style that's just right for the situation," Bittel continues, "you communicate an improved management style not only to your associates but to the people who report to you. Your leadership promotes higher productivity, smoother operations and increased morale.

"And think about this: Superior leadership always makes you stand out from the crowd. You earn recognition from top executives in your organization. That's a sure-fire way to speed up your career growth."

QUALITIES OF LEADERS

Management and psychology experts have long tried to uncover the special qualities of leaders. They haven't yet found that having certain characteristics or personality traits guarantees successful leadership. They have discovered, though, that all true leaders exhibit certain qualities you can develop in yourself, no matter what type of organization you're in.

Energy and Perseverance

Successful leaders are active, on their feet, moving about. They usually work longer hours. They persevere when others lose the courage of their convictions. Good leaders know how to conserve energy and store it up for critical negotiations with customers or suppliers, for instance.

Develop energy and persistence by:

- Seeking out problems to solve rather than waiting for them to strike.
- Asserting your ideas and holding to them – just one more persuasive argument may win a negotiation or close a sale.
- Exercising regularly and controlling your diet. Energy is directly related to good health.

Education and Scholarship

Leaders are well-educated, either formally or by studying on their own. Their storehouse of knowledge aids others who seek guidance and inspiration – a sure attention-getter to help speed careers.

Increase your knowledge by:

- Reading copiously – trade magazines, newspapers, management periodicals. Listen and observe.
- Accepting all training offered by your organization.
- Attending public seminars or taking university courses at night or correspondence courses. Seize opportunities; don't wait for them. This shows initiative and a desire to forge ahead.

Good Judgment

This reflects common sense and indicates intelligence.

Sharpen your judgment by:

- Making sure that what you say makes sense before you say it. Privately rehearse until you've attained verbal facility.
- Staying alert at all times. There are no sleepy people on the fast track.
- Making your judgments reasonable and dependable.

Personality

Displaying distinguishing traits makes you attractive to other people.

Improve your personality by:

- Picking an individual whose personality you admire and focusing on the various qualities in him or her that win you over. One by one, emulate them.
- Putting yourself in the shoes of subordi-

BE THE ONE IN CHARGE?



Art Wolfe / AllStock Inc.

nates and treating them as you'd like to be treated if you were in their situation.

Self-Confidence

Leaders don't think about what they'll do *if* they don't succeed, but what they'll do *when* they make it.

Build your self-confidence by:

- Getting to know yourself as you really are. Don't kid yourself about the real motives that underlie your actions.
- Setting modest goals and short-range targets that you're sure you can achieve.
- Taking necessary countermeasures when you find yourself rationalizing your actions, reverting to bad behavior, or being too introverted or extroverted.

Creativity and Initiative

Leadership demands the readiness to step out in front of peers and visualize new directions. Creativity does not mean you have to be an inventor. You'll break away from dependence on the group and stimulate your creative skills when you:

- Maintain an open mind about new possibilities for products, marketing and operating methods.
- Actively seek new ideas from the individuals who report to you.
- Implement worthwhile ideas and strongly support the people who suggest them.

Enthusiasm and optimism

Dale Carnegie, a famous author of inspirational books, believed that these two traits are contagious.

Let your subordinates catch these qualities by:

- Taking care to display an upbeat demeanor in front of your employees. Sit and stand erect – and smile.
- Finding something to be cheerful about each day and being genuine about it.
- Watching the tone of your voice. Along with the look on your face, your oral expressions are a mirror of the feelings that your people look into regularly.

SITUATIONAL LEADERSHIP

Leadership styles have one common denominator: No single one is always best. Study techniques and over time learn to select the one that suits the situation.

Autocratic leadership is the only technique to use in an emergency, such as when a fire suddenly breaks out in the office or plant. It works poorly when the situation is unclear, still developing or very complex. Never attempt to use it when your position of power is not strong. If you try autocratic leadership from a position of weakness, you'll soon see your subordinates waving goodbye.

Participative leadership involves reaching an understanding through discussion. It works best when you face totally new, changing or problem-solving situations. It gets excellent results when you've earned respect from your subordinates. Participative leadership doesn't work well when you have to get a group of your people together to tackle a task, such as loading a truck or meeting a deadline.

Democratic leadership lies between autocratic and participative leadership. You retain the final decisions on how to get jobs done, but you find out what your employees prefer and take that into account. You'll use it when you need to lean toward one of the other types.

Inductive leadership lets you arrange tasks in a way that gives your employees a maximum amount of self-government and self-discipline.

CHOOSING A STYLE

You can't really adopt a permanent leadership style unless you have the kind of acting talent that allows you to constantly play a role. The best leaders can easily shift from one style to another depending upon circumstances and the situation.

Your leadership style, too, depends upon your natural tendencies, your abilities and your conditioning through experience.

Economic developments and social changes have affected the evolution of leadership styles. Autocratic techniques have gone out of fashion in recent years, though certain situations still call for their use. This style is stressful on subordinates and doesn't let you seek sympathy or support. When you shift from the autocratic technique to another, you confuse your employees as to what to expect.

Democratic techniques are popular. When you try not to be demanding, however, you may signal weakness. This style is effective in many situations without ever being completely effective in most.

Some managers use inductive leadership when they are unable to use participative approaches. It can't be used by those who are autocratic by nature and who find it difficult to hand over the reins to others.

A participative style helps you lead and motivate people as they are, rather than as you think they should be. To use it effectively, though, you must have genuine respect for the individuals you are managing. You must still criticize, though. And you must be sure to correct performance in a constructive manner.

Participative leadership is the only kind that fully releases the knowledge, skills and energies of your subordinates. It also helps resolve more quickly and effectively the inevitable conflicts among people.

As your career moves forward, choose to lead with a style that suits you and gets results. Learn which one works best for you in most situations. Better leadership will propel you more surely and quickly to new career heights. ①

James M. Jenks is chairman of the board of Alexander Hamilton Institute, Inc. Reprinted with permission from *Communication Briefings*, August, 1990.

"Leadership styles

have one common

denominator:

No single one is

always best."

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By Pamela Price, CTM

The Toastmaster Magazines: A TREASURE CHEST OF TRAINING MATERIAL

■ “Okay, I know it’s blasphemy,” my friend Jim admitted. “But I needed to clear some space.”

“Well, I understand wanting to simplify things since you’re getting ready to move,” I said. “But – throwing out all your copies of *The Toastmaster*?!”

Then I told Jim about all the different ways magazines can be distributed and put to good use.

The Toastmaster magazines are as educational as the Communication and Leadership manual, which most Toastmasters keep. However, if you don’t have a great deal of home storage, consider making copies of favorite articles and then **donating the magazines to your club or neighborhood library.**

If the periodicals librarian at your local library knows he can count on your monthly donation, it’s likely he will take time to catalog *The Toastmaster*. Otherwise, he might use them for reference questions on public speaking, donate several issues at the library’s book sale, or dis-

play them in the periodicals room. He may even decide to subscribe!

How about your club library? Always have several issues of *The Toastmaster* for new members and guests. **Articles or copies of articles can be categorized and placed in file folders as a reference to members.** Categories may include Speech Organization, Table Topics, Humor, Evaluation, Speaking Techniques, Language Usage, etc.

“An annual article index is published in the back of each December issue.”

and “Taking the Terror out of Table Topics” (Feb. 1992) all describe creative approaches for handling Table Topics. “Speaking to Win” (Dec. 1990) motivates members to compete in contests, as does “The Courage to Compete” (Jan. 1992).

At least three magazines per year are theme issues dedicated to a particular subject. For instance, the January 1992 issue had articles on positive thinking and goal setting, while the November 1991 issue discussed the use of language. The July 1991 issue focused on “The Club Experience.” And in May 1990, the emphasis was evaluation.

These files are not just a general resource, but can also serve specifically as a training aid for novice speakers, speech contestants and judges alike. For example, “Tactics for Taming Table Topics” (June, 1990), “Table Topics or Root Canal” (July 1991)

By referring to the annual article index published in each December issue, you’ll easily find articles categorized under certain topics. Also, some contributors specialize in certain topics. Gene Perret, for example, always writes about humor, and Carol Richardson’s “Manner of Speaking” column discusses aspects of language.

Contradictory comments culled from different articles or Letters to the Editor make interesting Table Topics. The entire “Letters to the Editor” page of the August 1991 issue addressed speech contest judging criteria. All of these letters were in response to one letter, “Audience is a Better Judge,” (Jan. 1991), which argued that the speech generating the most laughs in a humorous speech contest should win.

Recently, as Topicmaster, I presented pro and con excerpts of these Letters as Table Topics and had club members debate the validity of contest judging criteria. We ended up with some spirited responses!

If you’d like to add challenge to Table Topics, don’t just ask for the participant’s opinion of the excerpt you read; ask the member to support the statement. It’s more challenging to argue a case you don’t actually believe in. When you are the Topicmaster and use excerpts, take the magazines along to stimulate interest, then give copies of the articles to the respective participants after the meeting.

Two examples of discrepant statements are:
■ “The old, ‘Tell them where you’re going; take them there; and tell them where you’ve

Continued on next page

DUES DUE

It is once again time to submit Semiannual Reports. They are due April 10, 1992 and must be received no later than 5 PM PST for your club to receive credit in the Distinguished Club Program.

Do not include New Member Applications, orders, or correspondence with your Semiannual Report. Because of the time it takes to process the large number of Semiannual Reports received on April 10, there could be a delay in sending new member materials, filling orders, and responding to correspondence.

There's one exception: you ought to include New Member Applications if the new members are needed to bring your club's membership to the minimum requirement of eight.

Continued from previous page

been,' still applies." ("Joke Your Way to the Top," Nov. 1990)

- "...the military instruction motto of, "Tell them what you're going to say, say it, and then tell them what you said'"... translates to "bore them once, bore them twice, and then bore them a third time." (Letter: "Avoid Repetition," Feb. 1991)

FREE BACK ISSUES

If you would like back issues of Toastmaster magazines, call or write: Orders Departments, Toastmasters International, P.O. Box 9052, Mission Viejo, CA 92690, USA (714-858-8255). As postage must be prepaid, include your VISA or MasterCard account number and expiration date with your written request, or be ready to give the information over the telephone. You will also need to indicate the number of issues you wish to receive. Since Toastmasters International is limited to stock on hand, specific issues cannot be requested.

The Publications Department wants to find good homes for its offspring. Who better than you, an enthusiastic Toastmaster, to give those old-but-not forgotten issues a new lease on life?

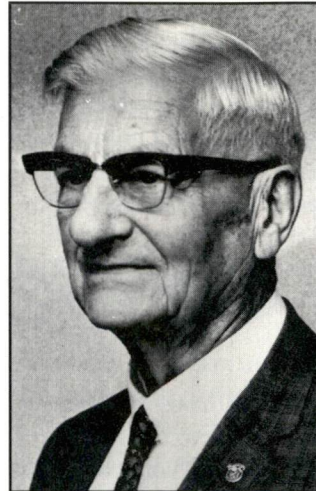
Pamela Price, CTM, is a freelance writer and member of Second Stage Club 3742-F in Irvine, California.

MEETING TIPS:

"Dear Abby"

For a different Table Topics program, ask members to become "advice columnists."

Members write down a problem they have encountered in their daily lives -- for example, a neighbor who borrows things but doesn't return them, or a co-worker who took credit for work that was not his. Each member then reads the problem to the club and the other members offer advice, just like the newspaper columnists.



KEEP THE LEGACY ALIVE!

You have the opportunity to continue the legacy of our organization's founder by contributing to the Ralph C. Smedley Memorial Fund. The fund is used to develop new and innovative educational materials, such as the video-

cassette "Meeting Excellence" and the Success/Leadership Series. Importantly, your entire contribution goes toward developing new educational materials for clubs and members. Not one penny is used for administrative costs! Contribute \$10 and receive a special Toastmasters International paperweight. A club donating \$50 or more will get a unique club banner ribbon. Donors of \$100 or more receive a special plaque and

have their names permanently inscribed on a donor recognition plaque at World Headquarters. In addition, every contributor will be recognized in *The Toastmaster* magazine.

All contributions are tax deductible. The support of you or your club will result in people learning, growing and achieving through Toastmasters. Why not discuss this during your club's next business meeting? Contributions should be sent to:

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If making an honorary or memorial contribution, please indicate the name and address of any person(s) to whom acknowledgement should be sent. **T**



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DTM

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

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L. Jane Draughn, 226-29
Joanne Mysak, 5921-42
Mollie Bradke Phillips, 7824-43
N. Andy Cole, 211-44
Jethlyn Aletha Burrows, 3596-47
Lynnette Henderson, 6860-47
Anita Prescott, 3366-64
Gregory A. McCaulley, 5802-66
Bob Kirchner, 5655-70
Sue Ann Shennan, 4775-72

ATM Silver

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

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Charles Ness, 1817-19
Carole Downey, 675-31
William G. Pasztor, 6895-39
Raymond F. Bell, 3863-53
Jacques Borne, 5842-61

ATM Bronze

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

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Joe Tajnai, 6645-4
Leslie Meredith, 47-5
Marilyn Mitchell, 4062-12
Stanley S. Reyburn, 4062-12
Stan Cottrell, 833-14
Barbara Joslin, 1873-16

Lonnie Henderson, 2042-16
Lee Ora Lewis, 4884-16
Colata "Jody" Harlan, 5467-16
Elna Grace Melbye, 759-20
Ronald Rosher, 2392-21
Alvin E. Krist, 5357-24
Kyle M. Morton, 2971-25
Marc Sullivan, 3740-28
Ronald W. Hruby, 6708-33
Pamela J. Raneri, 8487-33
Brent Sidley, 1907-38
Rose Martino-Gerhard, 1964-46
Hilda "Mickey" Tracy, 1397-47
"Patty" Cole M. Ulrichs, 677-57
Herman Thompson, 3834-63
Joel K. Furr, 3715-66
Joseph C. Harper, 6822-66
John Paul Haley, 7207-68
Maureen Owen, 5836-69
Helen Cameron, 5423-73
Jay L. Ledesma, 8249-75

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Leland R. DeVore, 4836-F
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Wayne E. K. Nielsen, 5002-1
Marilyn Freeman, 7145-1
Delmar M. Shiflet, 2139-2
Evelyn Barnett, 104-3
Laird Guttersen, 2531-3
Lynn M. Sherrell, 1771-4
Alice M. Au, 2407-4
Katherine V. Dickinson, 2736-4
Jaqueline RR Carter, 5707-4
Leslie Meredith, 47-5
Geoffrey S. Marsh, 1808-5
Janet Wilbur, 2504-5
Elizabeth Myers, 4152-5
Robert Wentzel, 447-6
Roger R. Hellesvig, 4619-6
Lisa Anghileri, 253-7
Diane S. Hardiman, 605-7
Bill Leistriz, 678-7
William W. Briney, 735-7
Ada Hibbard, 7558-7
Al Brasseur, 578-11
Bess Sturgis, 707-11
Robert Kempney, 5432-13
Jack E. Boal, 266-14
Joseph S. Staron, 3592-14
Wayne W. Warren, 5834-14
Ronald T. Gold, 5990-14
Marva I. Goff, 6752-14

Ricardo L. Armstrong, 7138-14
Deanne R. Chick, 548-15
Ty Swenson, 1277-15
Betty Burdue Turner, 186-16
Lucille J. Vaughan, 454-16
Harry A. Armstrong, Jr., 595-16
W. J. Toay, 1032-16
Dave M. Ross, 1302-16
Alan L. Lang, 2884-18
Jean J. Babcock, 3049-19
Kay Oliver, 5619-19
Natalina Caputo, 965-21
Olene M. Chaplin, 6095-21
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Adair Craig, 4296-24
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Marilynn Scullion, 868-62
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Shirley C. Schutt, 2644-65
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Douglass James Scott, 6228-69
Max Jarrott, 6228-69
Richard Sakurovs, 1879-70

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Pioneer, 453-40
San Leandro, 452-57

40 years

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Skyline, 1038-26
Saskatoon, 450-42
Park City, 1065-53

35 years

Early Birds, 2255-13
Macon, 824-14
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30 years

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25 years

Fred H. Rohr, 2518-5
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Rockhampton, 3732-69

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George Washington University, 1237-36
Wilmington, 3603-37
Lyoth, 215-39

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Lillian R. Bradley, 2346-47
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Dun Laoghaire, 3452-71

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Denver, Colorado
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Hub City, 8572-68
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Tamborine Mtn, 3813-69
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MAIL THIS PART TO: Toastmasters International, P.O. Box 9052, Mission Viejo, California 92690 (This form is not to be used by International Officers, Directors, Past International Presidents, Past International Directors or District Governors elected for 1992-93.)

To attend general sessions on Wednesday, Thursday and Friday, a registration badge will be required. Preregister and order event tickets now! **You must be registered to purchase tickets** to any event except the International Speech Contest. ATTENDANCE AT ALL MEAL EVENTS AND THE SPEECH CONTEST WILL BE BY TICKET ONLY. Advance registrants will receive a receipt by mail. Tickets can be claimed at the registration desk beginning at 10:00 a.m. Tuesday, August 18.

ALL ADVANCE REGISTRATIONS MUST REACH WORLD HEADQUARTERS BY JULY 10.

- _____ Member Registrations @ \$65.00 \$ _____
- _____ Joint Registration: Husband/Wife (both Toastmasters) @ \$115.00 \$ _____
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- _____ Dinner for Members Outside U.S. and Canada/Interdistrict Speech Contest (Monday, August 17) @ \$32.00 \$ _____
(Note: The above event is restricted to delegates from outside the U.S./Canada.)
- _____ Tickets: **Golden Gavel Luncheon** (Wednesday, August 19) @ \$25.00 \$ _____
(Please note: The Golden Gavel Luncheon will be held on Wednesday, August 19.
This is a change from previous convention schedules.)
- _____ Tickets: **Toastmasters & Guests Luncheon** (Thursday, August 20) @ \$21.00 \$ _____
- _____ Tickets: **DTM Luncheon** (Thursday, August 20) (Note DTM # _____) @ \$21.00 \$ _____
- _____ Tickets: **"All-Star Sports" Fun Night** (Thursday, August 20, Dinner/Show) @ \$37.00 \$ _____
- _____ Tickets: **President's Dinner Dance** (Friday, August 21, Dinner, Dancing, Program) @ \$37.00 \$ _____
- _____ Tickets: **International Speech Contest** (Saturday, August 22) @ \$10.00 \$ _____
(Please note: Continental breakfast items will be available for purchase prior to the contest.)

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August 18 - 22, 1992

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Individual

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