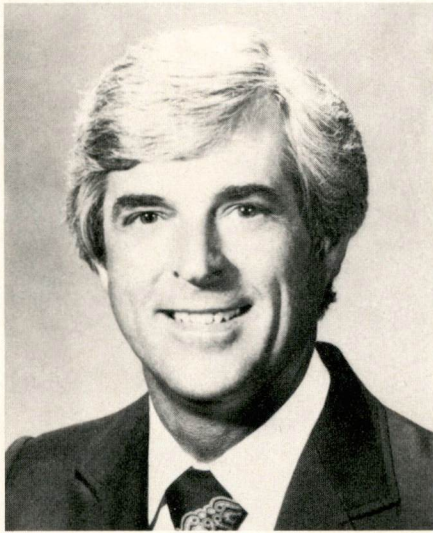


The Toastmaster

JUNE 1982



Barbara Walters, A Master of Questioning. See Page 9.



New Paths to Personal Growth

Like most of you, I'm proud to be a Toastmaster. The benefits I've derived from my Toastmasters membership are incalculable. I'm especially proud to serve as your International President — it's a personal opportunity for growth and achievement I'd never dreamed was possible!

When I reflect on the self-development I've achieved as a Toastmaster, it's clear to me why our organization has experienced such phenomenal growth in recent years. When an organization is so committed to the personal growth of every member, it follows almost automatically that the organization will grow, too.

The key to Toastmasters International's ability to provide personal growth opportunities is, of course, the learning environment afforded by our clubs. But there are other personal educational opportunities that are available to Toastmasters.

Take our cassette learning programs, for example. In 1976, in a joint venture with the Nightingale-Conant Corporation, we released the cassette series "Communicate What You Think," featuring Earl Nightingale. This was followed by a cassette series for more advanced speakers entitled "The Complete Speaker," also narrated by Mr. Nightingale.

The success of these programs caused Toastmasters International to venture into producing our own cassette learning programs. The first was "The Effective Speaker," which features narrated instruction on public speaking combined with

recordings from actual speeches by some of the world's greatest speakers. These include such historical figures as Winston Churchill, John F. Kennedy and Martin Luther King, as well as outstanding contemporary speakers. Soon after its release, this album earned wide acclaim as the finest audio program on public speaking ever produced!

Recently Toastmasters followed with another independent cassette program that's devoted to humor. Entitled "Humor, Speaking and You," it tells you how to use humor effectively as a tool to inform, entertain, motivate and inspire. Not only is this program highly educational, it's also tremendously funny. In addition to instruction on how to find and deliver humorous material, it contains hilarious examples recorded by several outstanding humorous speakers, including Will Rogers, Mark Russell and Dr. Charles Jarvis. Already this album has earned rave reviews from a number of professional speakers and humorists.

Another cassette program available to Toastmasters is the album containing the highlights of our annual convention. The convention album is much more than just a recording of an event — it's a top-notch educational program offering superlative instruction on a variety of communication-related topics. If you haven't ordered your Phoenix 1981 Convention album, I urge you to do so before the supply is gone.

All of these outstanding audio programs offer personal growth opportunities that go beyond what you receive in your Toastmasters club. For use in the club, though, Toastmasters has created the first addition to our new member kit in years — a voice manual entitled *Your Speaking Voice*. It contains tips and special exercises that can improve your vocal production, pitch, rate, intonation, volume and variety. Frankly, I wish I'd had access to something like this when I was starting out in Toastmasters many years ago.

Incidentally, all of these new educational tools, as well as our "old standbys," will be on display in the Education Center at this year's convention.

Growth and achievement . . . it's a matter of looking forward. It's what all of us are concerned with, and it's the reason we stay and grow with Toastmasters. It's also the reason our organization grows so successfully.

William D. Hamilton

William D. Hamilton
International President

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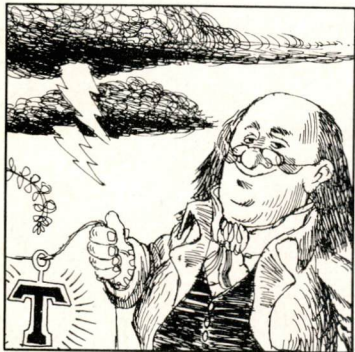
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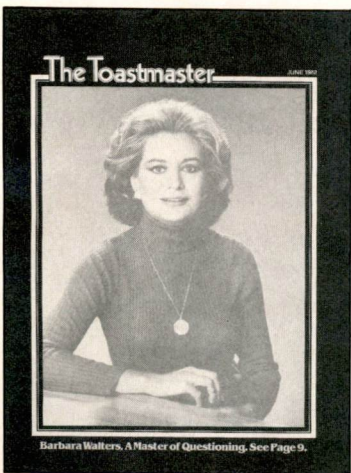
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COVER

Have you ever been afraid to ask a question because you thought it was stupid or because you would expose yourself to ridicule? In this month's cover story, Foster Davidoff urges you to overcome these fears, for questioning provides opportunities to be recognized and to further your own success. It enables you to take the initiative, to move into areas in which you are comfortable and for which you are prepared, he writes. To help you cultivate your questioning skills, Davidoff offers some tips on developing, wording and presenting questions. After reading his advice, you'll be able to fire off questions that will get you the answers you want and the recognition you need to succeed.

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Shyness and the Need for Approval

In his article "Overcoming Shyness" in the April issue, Dr. Gerald Phillips did something I wish all authors would do — give an address to which we may write to the author himself.

The nature of his article is techniques and self-evaluation. For some people, it is better they eschew any self-evaluation about how they acted in a social situation because they have a haunting fear of making a mistake. Whenever these people believe they said the wrong thing (and it is not necessarily the wrong thing), they process it into excessive self-blame. These people put too high a premium on other people approving their actions. But there is one technique that guarantees they won't make a mistake — do nothing. So such people say nothing at all to avoid saying the wrong thing.

Also, some people think they are competing with other people in the social setting when they say anything. But since they also fear they are inferior to these people they shy away from the competition. This last statement explains why such people feel ill at ease whenever a person of authority is present.

The antidote for that kind of shyness is positive thinking. These people must realize they are not so inferior, and they must force themselves to do the thing they hate and fear to do.

*Lester Hemphill
Sparta, New Jersey*

Humor Just for Its Own Sake

I agree with Mr. Weil's criticism of humorous speech contests in the March issue.

Designating a speech beforehand as humorous creates listener expectations that lead to evaluations based on the level of humor rather than its use in enhancing the quality of the presentation. No wonder it often becomes a series of jokes or anecdotes. Lost is the element of surprise, the unexpected change of pace or the remark that can be effective in attracting listener attention, creating rapport or dispelling tension in an audience. As listeners we know the pleasure of hearing a speech that unexpectedly entertains as well as informs. We know also the disappoint-

ment when not sufficiently amused after anticipating we will be.

If the objective of Toastmasters is to improve communication, then all speeches have a "serious" purpose and could be so labeled. In this context, the use of humor in helping to achieve our speech objective will be better understood and applied.

*Frank Sincaglia
Chagrin Falls, Ohio*

Eliminating Sexist Language

Regarding Susan Schmidt's letter in the February issue, it is obvious some feminists are afflicted with an inferiority complex in their continuous harping on sexist language and use of nonsexist words.

I've never read anything about women wanting to change the term "manslaughter" to "womanslaughter" or "personslaughter." The disease meningitis is hardly an illness anyone wants, but where are the feminists urging it to be changed to "personingitis"?

A while back one city council decided to change the word "manhole" to "personhole." The uproar from the public was heard from coast to coast. The result was a reversal to the old word.

In all these instances I do not recall reading about men holding rallies and seminars to change unflattering words because a prefix read "man" or "men."

When are the female "Toastpersons" going to write and talk like Toastmasters? They'd better get off their sensitive kick and act like Toastmasters instead of whining nannies.

*Deane Stevens
Portland, Maine*

Insuring Competent Judging in Contests

Since I have been a speech contest participant at all levels of our organization, I've developed some strong sentiments regarding the selection of judges for speech contests.

Some areas, divisions and districts select judges promiscuously, resulting in pernicious judging. Some comments I've heard are, "They have never judged but they need the experience," and "No, they have not given six speeches, but they are good Toastmasters!" Some judges are actually selected after they

arrive at the contest!

A contestant has spent a lot of time preparing and practicing his or her speech. Is it too much to ask that judges spend some time in training for their part?

Because of my strong beliefs about competent judges, I recently conducted a seminar for my area on judging and evaluating. Not being fortunate enough to have a model for this type of seminar, I developed my own program.

Each Toastmaster was given a judging form with explanations of the various categories. A Toastmaster gave a speech and the group marked the judging sheet. Then the three sections were discussed: content, delivery and language. Following a lively, informative discussion, three members gave prepared speeches on the three sections of the judging form. Then, after these speeches, someone gave another speech which was judged and discussed again.

Forms used for judging evaluation contests were distributed. Following another speech, three Toastmasters volunteered to evaluate the speech and the remainder of the group judged the evaluators. After another lively group discussion, our former district governor gave a speech on evaluation.

It was a productive meeting and as a result, I know that our area will have better qualified contest judges.

I believe all districts should sponsor a judging seminar. Not only does this give contestants equitable judgments, but evaluations on the club level also improve.

*Wanda Juanita Hamilton
Kennewick, Washington*

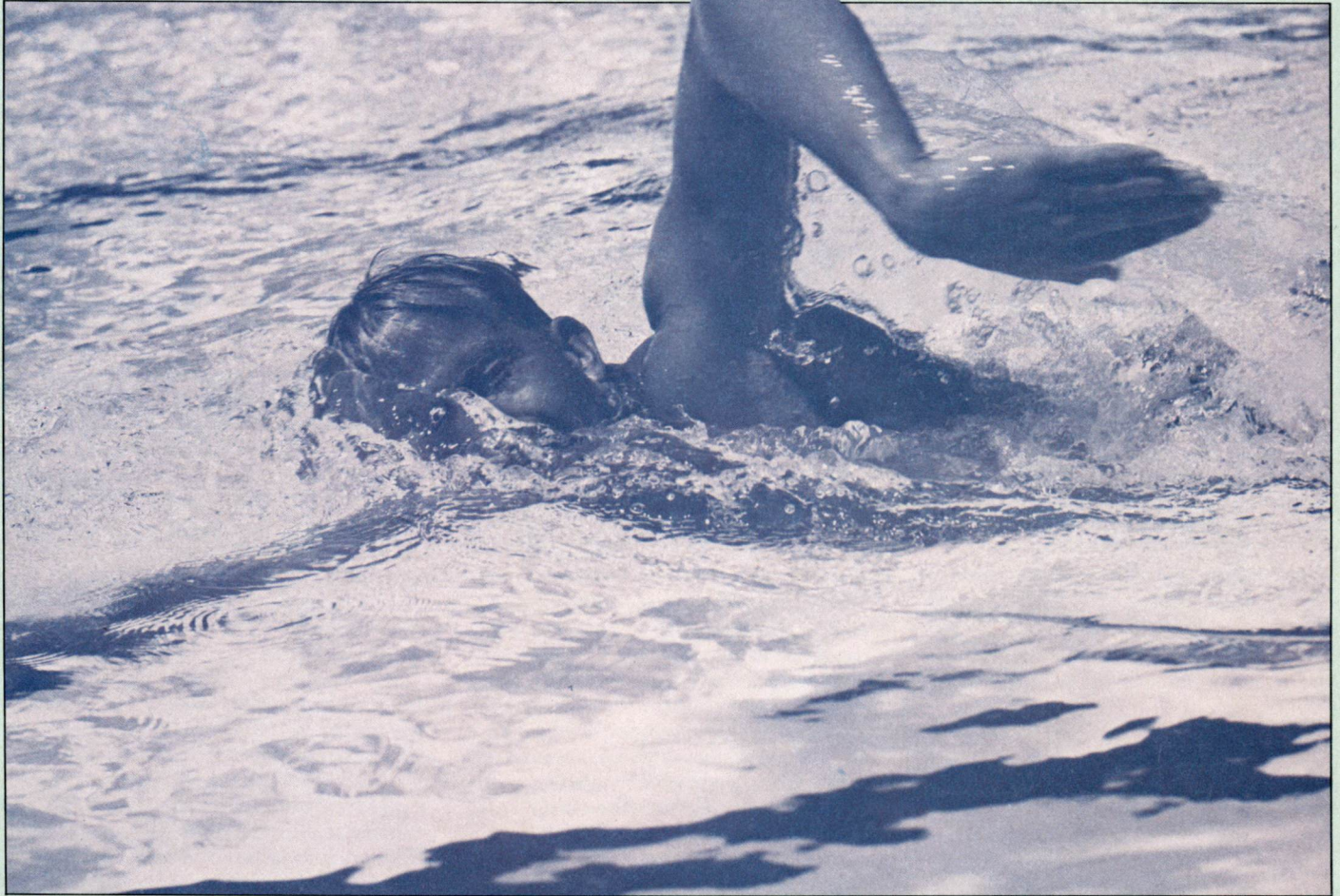
The Executive Who Excels

Hats off to Dr. John D. Proe and Dr. Mark B. Silber for the excellent article "Executive Eminence" in the March issue. As I read through the article, I felt a strange sense of déjà vu overcome me. This article describes the management tactics of my former boss to a tee!

Sensitive managers who promote personal growth have limitless power with those individuals plus the satisfaction of helping them develop to their full potential. I am a product of such a manager, and I will be forever grateful to her!

*Debbie Pena
San Antonio, Texas*

OF SPORTS AND SPEAKERS



Like the athlete, the speaker should have some goal for which he is in training.

by Dr. Marcus Bach

I have just witnessed the completion of one of the toughest, most grueling sports events in the world. They call it the triathlon, and here at Kalua Kona on the Big Island under a blazing Hawaiian sky, it was a thriller.

Nine hours earlier, at 7:30 a.m., 600 bronzed, keyed-up men and women contestants plunged into the heaving Kona surf for the triathlon opener: a 2.4-mile swimming match.

This tempestuous assignment was merely the first phase in the competition, followed immediately by a back-breaking bike race of 112 miles, then climaxed by a punishing 26.3-mile marathon run over highway and turf. No wonder the affair was billed as the Original Ironman Triathlon, and that winner Scott Tinley, 25, of San Diego (who finished off the three awesome events in 9 hours, 19 minutes, 41 seconds) was hailed as the

new superstar triathlete.

If it's part of the purpose of sports spectacles to plunge us spectators into some deep psychological bemusings, then this triathlon was unbeatable. Most of us know full well that though we may not be in shape to excel in even one of the triads, we see something of our undiscovered selves in those who swim, bike and jog their way to the tantalizing goal. Our cheers for the entire pack are nostalgic

Develop Your Leadership Potential



Do you have what it takes to be a leader? You probably have the potential, because leadership ability is learned — we're not born with it.

Would you like to turn this potential into a proven skill that can directly benefit your professional life? One of the best ways you can do this is by organizing a new Toastmasters club. As a club builder, you'll gain valuable leadership training and experience. You can also receive recognition as a sponsor or mentor, as well as credit toward your DTM.

New club opportunities are everywhere. For information on how to find them and turn them into strong new clubs, contact World Headquarters or your district governor.

echoes of our own still-to-be-realized dreams. "If we can't beat 'em," we catch ourselves saying, "let's join them in some secret ambition and goal for which we are in training." So saying, we admit we all have our triathlons.

The event triggered some deep thoughts about the relationship between these plucky contestants and my career as a public speaker. And not to mine only, but to that of every lecturer or communicator who realizes that beyond one's present competencies are capabilities still to be attained.

I got to thinking in terms of a "public speaker's triathlon" in which the challenges have a striking likeness to swimming, biking and jogging. Let's imagine that a speaker's triathlon consists of a triad as follows: *preparation, presentation* and an ever increasing *performance*.

The analogy has interesting connotations. In comparing a speaker's presentation to the first phase of a sports triathlon, it seemed logical to assume that any public speaker worth his salt must first of all get into the "swim." He or she must keep abreast of things, whether it's the news of the day or the drift of events as these apply to one's subject matter.

A speaker, like a swimmer, must be informed about the tides and currents of life. There may be times when something can be gained by simply sitting on the beach and letting the sand trickle thoughtfully through your fingers, but it's highly important that you also become part of the action out there where the waves are rolling.

The sports triathlon said to me, "Be informed. Be adventurous. Be sufficiently courageous to develop your own style, and remember that whatever your goal or your line of discussion, every talk should have levels in which a child can wade and depths in which a giant must swim. You should be able to identify with each extreme, for both children and giants are bound to be somewhere in your audiences."

When, in this first phase of the sports triathlon, I saw the bobbing heads of the red-capped swimmers, each contestant confident of a particular technique, each geared for the event, I was reminded of a speech teacher's advice to me: "Take your lecture work seriously but don't make it a matter of sink or swim." Which is to say that in both speechmaking and swimming, preparation is a vital factor. Both require relaxation and supreme inner confidence, but don't overdo it. Don't overtrain.

That is why the Toastmasters talks, six minutes or whatever the time may be, are so important. They demand thorough preparation, good timing, proper spacing. They are part of the "swim" phase of a public speaker's triathlon.

Severe Test

The second category in the sports triathlon, biking for a staggering 112 miles, is even more revealing in our analogy, especially when we think of it as a corollary

for a speaker's presentation, the talk or speech itself.

Many triathletes insist that the bike race is where you are put to the most severe test. It is here that you may conceivably win or lose the total challenge. In the swimming event, that is, in your preparation, you are on your own, but in this second triathlon encounter you must have dependable equipment. The important question is, "How's your bike?"

This is also an important question in your presentation when you are on platform. How is your equipment? How do you look? What kind of platform presence are you projecting? The matter of personal appearance, dressing up or dressing down to fit the occasion, has become very individualized rather than standardized. It now depends upon one's lifestyle, character, subject matter and image. It is difficult to lay down rules only to say that, like a bike rider in the sports event, you must know your course. Know your audience. Know what you wish to project.

There is no question that the appearance of your "bike" adds attraction and has a psychological effect, but more important is the matter of its workability. Let it have character, but don't underestimate its efficiency factors.

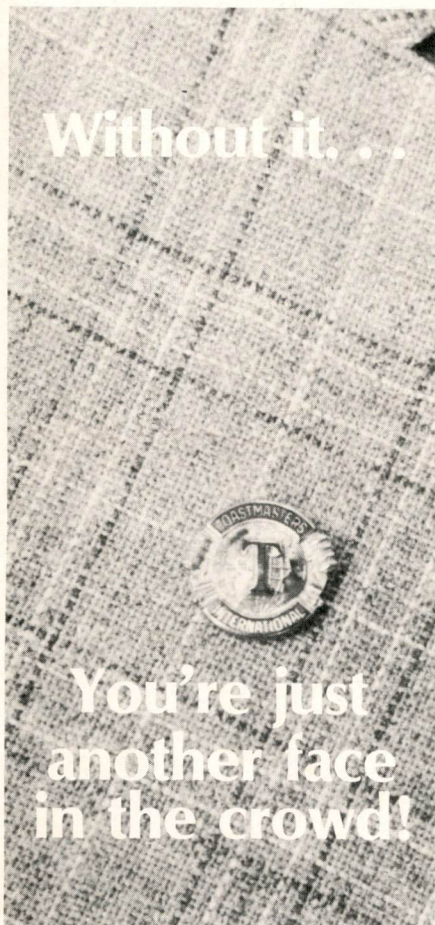
A friend of mine has a television show that he is currently "bicycling" up the

After the applause dies down, take time for your own reflection.

California coast. "Bicycling" is an expression in the media field indicating that a program has proved its worth in a given locale and is now ready for expanded exposure. Lecturers are also "bicycled" as their reputations grow. Oldtime Chautauqua speakers referred to it as "circuit riding." Their reputation preceded them via word of mouth, just as today's television transmits impressions about you to people's minds before you ever meet your audiences face to face. The lecture platform is the "bike" and the public is interested in your presentation, a phase, as we have said, particularly vital to your rating in the public speaker's triathlon.

The analogy I have drawn between sports and a speaker's relationship could well include another speculation: Winners can inspire one another by the close proximity of their interests and talents. In other words, let the members of Toastmasters remain closely related to their fountainhead! The more they train with the basic material provided by headquarters, the more they share in the prescribed programs, the better winners they should become — the better "bike riders" they will be!

Certainly, the semantic relationship of



"pedaling" a bike and the "peddling" of creative ideas is interesting. The bike rider and the circuit rider may have more in common than they realize. The saying, "He rode in with flying colors," or "All he did was spin his wheels," are references applicable to presentations in both the field of sports and speechmaking.

Improved Performance

Then there is the third component in the public speaker's triathlon: an ever improving performance. In sports this third assignment, as we have seen, refers to the marathon run or jog of 26.3 miles. The parallel here, as every speaker knows, is simply this: There is nothing more constructive than the afterthoughts following a talk, just as every athlete knows that nothing provides a more perfect setting for self-evaluation than filling a body and mind with the exhilaration and oxygenation that come with jogging the open road.

Any seasoned jogger will tell you that constructive ideas for improvement, plans for greater excellence and an honest review of the total self are most clearly revealed when one is off and running, be it in a marathon or a solo run for fun and relaxation.

Aloneness, with an honest inventory of one's abilities, is indispensable for improved performance. Professional counsel is surely essential. The will to accept criticism is certainly a beneficial factor, but to see oneself as others see us and to hear ourselves as others hear us, are insights that come through impressively when we are strictly on our own.

When you receive an evaluation on a talk you have presented at a Toastmasters meeting, have you ever noticed that your mind is open and receptive to an honest view of your part in the program? You may not always agree with the suggestions, but you are at least highly conscious of what is being transmitted to you!

During your walk or drive home from a meeting, give serious thought to your impressions and reactions. Let these reflections "jog" through your mind and accept whatever will improve your performance. That is what mental jogging is all about.

There are moments in sports jogging when oxygenation becomes so high that one's sensory faculties are infinitely sharpened. Even more, there are moments in which states of altered consciousness are induced.

This is equally true of the depth of awareness that comes to speakers. After the applause, the acclaim, after the comments and audience response, take time for your own unbiased reflection. Get away by yourself while your mind is eager and ready for your own counsel. Analyze what went well, why it went well, and what could be improved or reorganized the next time you go on stage.

Free Flow

It is a good idea to jot down any impromptu and inspired thoughts, words, phrases and illustrations that came to

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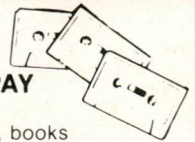
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you spontaneously during your platform appearance. My personal preference is to speak completely free of notes, manuscript or cue sheets of any kind. These should not be part of your equipment. When you create empathy with your audience and are unbound by any trappings, inspiration has a free flow and you are on course.

It occurred to me while watching the sports triathlon how incongruous it would be for participants in the bike race to suddenly consult road maps during their journey over the track. They should know their way — their presentation — so well that spectators are convinced beyond the shadow of doubt that they know where they are going. Some speakers often give the impression they don't know.

Everyone who witnessed the Ironman World Triathlon got something out of it in the way of a personal inspiration, an objective admiration, and a secret expectation to do something more with one's innate potentials no matter what one's field or career might happen to be. I will long remember the event as one of the best possible lessons for those of us in the field of communications and leadership.

To bring the analogy of sports and speakers together even more closely, let's remember the modern approach that the more physically fit the speaker, the better the speech. This does not by any means

imply that lecturers who may be physically handicapped, impaired or victims of inexplicable circumstances cannot thrill and inspire audiences. On the contrary. One need only cite the power of the word through Franklin Delano Roosevelt or the platform presence of a Helen Keller to recognize how great their gifts and how moving was the passion of their communicative skills. They exhibited a "wellness" and a fitness deep within their nature.

What I have talked about in the triathlon symbolism is the challenge to each one of us who has not yet fully realized the range of capabilities waiting to be demonstrated. That is why the swim, the bike and the jog are so graphic and important as we view them in the light of the preparation, the presentation, and the ability of each of us to improve our performance — even if we are in competition with no one but ourselves. 🗣️



Dr. Marcus Bach is a writer based in Palos Verdes Estates, California. He is the author of more than 20 books based on his research into world religions and holistic healings. In addition to having a Ph.D. from the University of Iowa, Dr. Bach has five honorary degrees from other American universities.

Engineers Receive Much-needed Help

"Engineers have a reputation of being poor communicators. And I think we deserve it," says Randall Reeder, DTM, an agricultural engineer at Ohio State University and past District 40 governor.

To help change their reputation, Reeder, along with two other Toastmasters, presented the Speakers' Workshop for Engineers at the winter meeting of the American Society of Agricultural Engineers (ASAE) in Chicago, Illinois.

The workshop is the brainchild of Reeder and current and past Toastmasters International Directors Louis Kiriazis, DTM, and Nath Nayak, DTM, who each gave one-hour presentations and assisted with evaluations during the meeting.

Each engineer at the workshop gave a 5- to 10-minute prepared speech, received evaluations from Toastmasters and then repeated the speech.

Participants received educational materials from Toastmasters International and 3M Corporation, a cassette tape of their speeches and written evaluations.

The ASAE itself is already greatly influenced by Toastmasters. Its new president, Bob Tweedy, a manager for strategic business planning for the Allis-Chalmers Corporation, is a former Toastmaster who "knows the value of the Toastmasters experience," Reeder states. Also, six staff workers at the society's headquarters in St. Joseph, Michigan, are members of Main Street Toastmasters Club 1407-62.

Because it proved to be such a success, the Speakers' Workshop will be repeated at the ASAE's summer meeting in Madison, Wisconsin. "It may even become a permanent fixture at our twice-a-year meetings," Reeder says.



SPEAKERS' WORKSHOP — Randall Reeder, DTM, offers advice on public speaking to members of the American Society of Engineers during the organization's recent meeting in Chicago, Illinois.

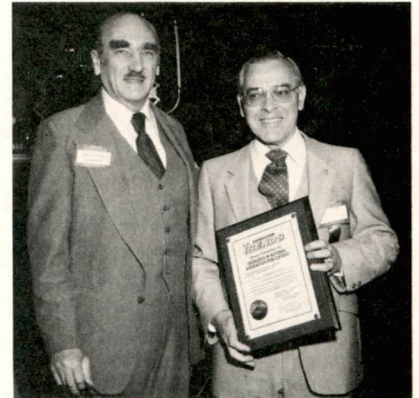
TI Press Kit Captures Award in Competition

Toastmasters International's Press/Membership Kit won first prize in its category in the 1981 Association Trends Publication Contest, sponsored by *Association Trends*, the national newsweekly for association executives.

The award was given for the Press/Membership Kits category. Toastmasters was commended for the kit's portfolio cover, a collage of oldtime newspaper articles, as well as for the kit's informative factsheets and inserts.

Accepting the award, a walnut plaque, on behalf of Toastmasters International was William O. Miller, DTM, Toastmasters' senior vice president, who attended the awards luncheon at the Capital Hilton Hotel in Washington, D.C.

Association Trends' annual contest attracts hundreds of entries from all over the United States. Winners for each of the 16 categories — which include trade association magazines, monthly newsletters, press/membership kits, and



FIRST PRIZE — Toastmasters' senior vice president, William O. Miller, DTM, accepts the first place award from Association Trends magazine's editor and publisher, Frank Martineau. Toastmasters International received the award for its press/membership kit.

many more — are chosen by the editors of *Association Trends*.

The kit is produced by the Clubs and Extension Department at World Headquarters.

Supporting Future Leaders Today

Ever since 1970, when it drafted the original rules and regulations, Toastmasters International has helped to ensure that the Boy Scouts of America's public speaking contest was a success. And our organization was there this year for the contest that marked the end of the program.

Sponsored by the Reader's Digest Association, the contest was held at the Dallas-Fort Worth Airport, where 19 members of District 25 were on hand to assist in the two-day competition. Mrs. Bert Markwardt, DTM, District 25's governor, served as the contest's chief judge.

The national finals found six Boy Scouts and six Explorers competing in their categories for post high school educational scholarships totaling \$11,500.

Winners for first place and \$2000 scholarships each were Boy Scout Jackson Ross Wagner Jr., 15, of Akron, Ohio, and Explorer Brian C. Butz, 20, of Murrysville, Pennsylvania.

Second place and \$1250 scholarships each went to Boy Scout Dennis Duke, 14, of Albany, Georgia, and Explorer Christopher Leo Sliney, 18, of Palo Alto, California.

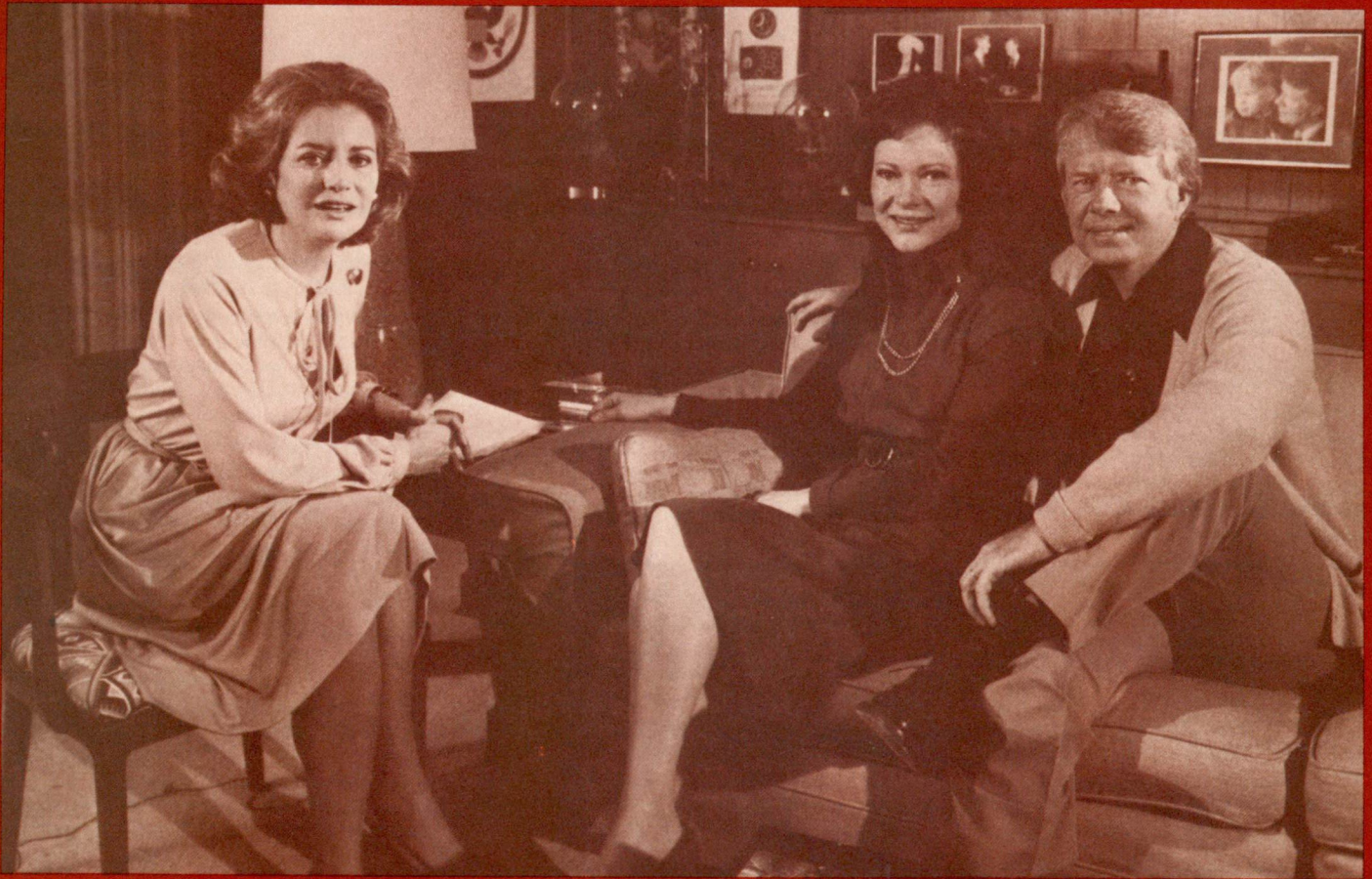


SCHOLARSHIP WINNERS — Boy Scout Jackson (left) and Explorer Brian (right) display their first place awards in the Reader's Digest-Boy Scouts of America National Public Speaking Contest with Chief Scout Executive J.L. Tarr (center). Toastmasters helped judge the contest.

The program involved almost 2000 young people and consisted of speeches drawn from some phrase of the Scout Oath or the Explorer Code.

The Boy Scouts' public speaking contest is being replaced by a new program which will provide opportunities for Scouts to cultivate leadership skills.

"We have always had a good working relationship with Toastmasters," says Zach Hirsch Jr., activities service director for Boy Scouts of America. "Because both organizations have strong interest in youth programs, that relationship has been enhanced."



PRESIDENTIAL OBSERVATIONS — Former President Jimmy Carter and his wife Rosalyn discuss their years in the White House with newswoman Barbara Walters. Walters is known for her direct, intelligent questioning.

Taking the offensive will increase your self-confidence
and attract favorable attention.

QUESTIONING YOUR WAY TO SUCCESS

by Foster Davidoff

A recent spot television commercial advertising the CBS news broadcasts said, "Questions? At CBS News we never stop asking."

When I, a college president, was invited

to become a director of a large wholesale distributing company, I protested, "Why me? I hold no financial interest in the company. I don't know anything about grocery distribution."

"Because you ask the right questions in the right way," was the answer.

Questioning as a way to recognition and success became evident to me during my college days. I was a military veteran, serious about my education and determined to make up for the lost years. Another veteran and I sat in the last row of every class, eager to learn. But we were intimidated by the bright youngsters fresh out of high school and worried that we would be wiped out when the inevitable curve was applied to our grades. So as a way of making ourselves known to our professors, we developed the strategy of asking questions. Within a few weeks after a class started, we would move in at the appropriate time, asking questions that proved we had been listening. If a question was given an incomplete answer we would ask another. If the professor became uncomfortable, we laid back.

Our method didn't endear us to some of the insecure teachers, and we also learned that we were frightening some of the students of whom we had earlier been so scared. But we received instant

recognition and admiration from those teachers who were excited by highly motivated adults.

Our questions were not capricious or impudent. They were carefully planned, usually starting out with an apology: "I may have missed this," or "Maybe we'll get to this later, but I wonder if you'd answer a question for me..." We wanted to know, to fill in the blank spots, to explore ideas.

And we were not alone.

Other veterans, reassured by seeing professors paying attention to us, also questioned. None of us knew it at the time, but our broader experiences were helping to change the face of higher education in America for all time. We brought about a revolution that shook

Turning the Tables

In their attempts to involve everyone in the selection process, community college boards typically follow practices that may not bring forth the most qualified candidate. I appeared before a committee of 16 people. Students, nonteaching employees, teachers and administrators were all represented. And the chairman of the committee was the president of a sister college who had fought against the establishment of the college for which we were being interviewed.

It was like casting for a play. Twelve of us were being interviewed. We all sat nervously in the outside office, waiting for our turn. We were all qualified, having been screened down from a pool of over 60 people. Every one of us was planning how to make a lasting impression so he would be passed on as one of five for an interview with the board itself. the stodgy, lethargic teachers right out of the tree and raised the standards of excellence for all students.

When I was ready for my second presidency, to build a newly founded college, questioning made the difference.

During my interview, my opportunity to impress came after exactly 30 minutes. The panel grilled me from their list of questions about my philosophy of education and hypothetical financial situations over which no college president really has control. Then, as though a gong had been struck, the chairman of the group stood and said, "Our time is up. Thank you. We're allowing exactly half an hour for each interview."

I knew my chances were gone if I didn't do something to take the initiative.

"I don't believe this," I said. "You're seeking someone to build a \$40 million

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Many of us don't question because we're insecure.

college. Forty million dollars! And you turn them off without the chance to ask a few questions of the group."

"You have questions?" the chairman asked in amazement.

"I certainly do. Lots of them. You're making a decision about me and I'm making a decision about you at the same time."

He asked that I wait outside for a few minutes, returned and said the committee would give me not more than 10 additional minutes to ask a question or two of my own.

I questioned the committee from a list I had prepared in advance. I had visited the community, talked to people and knew more about the expectations for the college than did those who had done the interviewing. I had come prepared to ask questions.

The interview lasted two hours. I got the job.

Questioning does not imply abrasiveness, nor does it mean being discourteous. It gives an opportunity to take the initiative, to move into areas with which you are comfortable and for which you are prepared, rather than being on the defensive. It shows self-confidence.

Watch the experts who have made

highly successful careers of questioning. How many talk show hosts would survive without the ability to question? How many times have those of you who watch Merv Griffin heard him say to a guest, "I do the questioning"? Look at Johnny Carson, Dick Cavett, Barbara Walters and Phil Donahue, who is the absolute master of the technique. Watch Mike Wallace of "Sixty Minutes," and the experts on "Meet the Press" and "Face the Nation." They have all developed questioning into a process that tells as much about them as about the individual being questioned. They probe. They follow up on previous questions. They pay attention to nuances of expression, changes in tone and body language. And they frame their questions with all of these things in mind.

Open to Ridicule

Many of us don't question because we are insecure about ourselves, anxious about exposing ourselves to possible ridicule. We are fearful of asking the stupid question or of being looked upon as a wise-guy. Yet seldom in a group does a question occur to only one individual. How many times have you heard a question and thought, "I could have asked that"?

All of us at some time in our professional lives, civic work or other daily activity will have opportunities to be recognized and further our success by questioning. A few simple techniques will help.

- *Listen carefully.* True for everyone, it is particularly important to hear what is being said if you are to ask meaningful questions.
- *Watch your timing.* Don't anticipate the speaker. Give him a chance. Take notes if appropriate and pop your question when it will have the strongest effect.
- *Think it out.* Few of us think before we speak. Frame your question in your mind, being precise but polite.
- *Articulate carefully.* In all speaking it is necessary to articulate carefully. When presenting a question, careful articulation adds force to what you are asking and draws attention to you.
- *Follow up.* A second clarifying question is seldom out of order.
- *Give others a chance.* Frequently your question will elicit others' questions. Relax. Give them a chance. You've made your point. Don't hog the show. Knowing when to be silent is as important as knowing when to speak.

It is unlikely that most of us will become Tom Brokaw or Jane Pauley. It may even be unlikely that questioning will move the middle manager into the presidency in one great promotion. It is realistic to expect that learning to question effectively will draw favorable attention to you while giving you the increased confidence necessary to achieve your goals. 🗣️

A former college president and communication instructor, Foster Davidoff is active in community affairs.

"How's that new baby of yours?" a man asked the proud young father. "Has he learned to talk yet?"

"Oh, yes," said the young father. "Now we're trying to teach him to keep quiet."

The young boy brought his report card home to his father, who was a nationally known television personality.

"Were you promoted?" the man asked his son.

"Oh, better than that, Dad," the boy said. "I was held over for another 26 weeks."

"That's an interesting looking book you have there," a girl said to her friend. "What is it?"

"It's a mystery book," her friend said.

"That sounds exciting," the first girl said. "What is the title?"

"Advanced Algebra," her friend replied.

A father was trying to break up his daughter's habit of making too many telephone calls. In an effort to slow her down he made a small sign for the telephone which read, "Is this call really necessary?"

The next day he found this sign in its place: "How can I tell until after I have made it?"

The ancient beat-up jalopy sputtered to a stop at the turnpike toll gate.

"Sixty-five cents," said the attendant.

"Sold," said the driver, "and thanks a lot."

A young man was making a date with his girl friend. "Meet me at the Statler-Hilton," he said.

"Oh," she squealed, "that's a real nice place."

"Yes, it is," her boy friend said. "And, besides, it's close to where we are going."

"Looking back on it," the fellow said, "I often wish I had gone to college."

"What stopped you?" his friend asked.

"High school," the fellow said.

The third grade teacher was calling attention to the total eclipse of the moon that was due that evening.

"It's going to be at 9 p.m.," she said, "and you shouldn't miss it. It's one of the most glorious shows that nature puts on. Not only that, it is free."

A little girl raised her hand. "What channel will it be on?" she asked.

A high school senior said to his father, "Is it all right if I borrow that new red necktie you got for your birthday?"

"Why did you suddenly start to ask my permission?" his father asked.

"Because you've hidden it in a new place," the boy said.

A man came home from work one day absolutely dragging. It was all he could do to get to the couch and stretch out.

"Did you have a hard day at the office?" his wife asked.

"It was terrible," he moaned. "The computer broke down in the middle of the morning and we had to do our own thinking all day."

It was 11p.m. Christmas Eve in a tough part of town. The policeman on the beat came upon half a dozen little street urchins making a lot of noise as they dragged a large sack down the street. They weren't breaking the law — except for making a lot of noise. The policeman didn't want to be too hard on them on Christmas Eve, so he said, "Hey, you kids. You shouldn't be out this time of night making all that noise. This is Christmas Eve. If you don't go home and behave, Santa Claus won't come to see you tonight."

"Who do you think we got in this bag?" one of the boys asked.

From the book *505 Jokes You Can Tell*, by Winston Pendleton. Mr. Pendleton is a humorist and author who has been a regular contributor to *The Toastmaster* since 1966. For more of his humor, order his book *How To Win Audiences with Humor (B-4, \$3.95)* from *Toastmasters' supply catalog*.

1982-83 Officer Candidates

Toastmasters still have two months to consider who will be elected as their organization's 1982-83 officers, but it isn't too early to decide who should provide this important leadership. Those members who are undecided may have a difficult time choosing, since this year's candidates for top offices are all outstanding. The roster includes five distinguished Toastmasters who have held various leadership positions both inside and outside our organization and who have proven themselves as effective communicators and leaders.

The International Nominating Committee has nominated these candidates for the offices of president, senior vice-president, second vice-president and third vice-president. The committee's report on each individual's qualifications is presented here in accordance with Article III, Section I of Toastmasters International's Bylaws. Election of officers will be held during the annual convention August 18-21 in Philadelphia, Pennsylvania. It is the duty of all clubs to participate in the vote either by proxy or through their representatives at the convention. Since those officers elected will direct our organization's activities for the coming year, all members are encouraged to give careful consideration to the qualifications of each candidate.

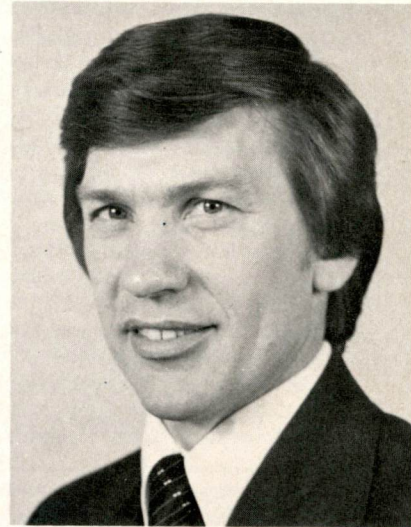
(Additional nominations for international offices may be made from the floor at the annual business meeting. International director candidates will be nominated at the eight regional conferences to be held this month.)

Nominating Committee — Hubert E. Dobson, DTM, *chairman*; Eric K. Stuhlmüller, DTM; David A. Corey, DTM; J. Ronald Zeller, DTM; Vance J. Mingus, DTM; Larry Selby, DTM; Neil R. Wilkinson, DTM; Tom Seale, DTM; Peter Crabtree, DTM; Telesphore Ted Wilga, DTM; and Richard A. Taylor, DTM.



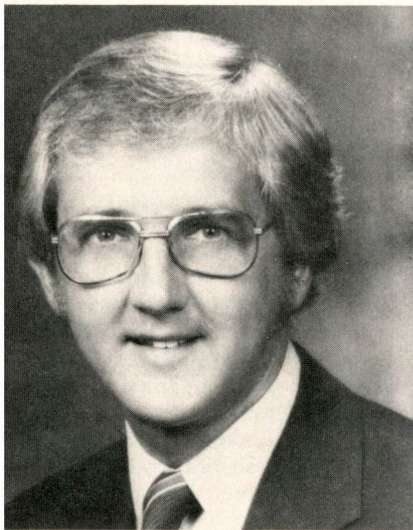
For President

William O. Miller, DTM — Senior vice-president of Toastmasters International, second vice-president 1980-81, third vice-president 1979-80, 1977-79 international director and former District 36 governor. A Toastmaster for 14 years, he was the 1980-81 chairman of the Education Committee. He is a member of three clubs — Bethesda 684-36, and Atomic Energy Commission Club 2901-36, both in Bethesda, Maryland, and Saint Judes 4580-36 in Rockville, Maryland. An official of the U.S. Nuclear Regulatory Commission, Mr. Miller is the recipient of the Superior Performance Award from the U.S. Atomic Energy Commission and the Special Achievement Award from the U.S. Nuclear Regulatory Commission. He has also received a 1970 Toastmaster of the Year Award, as well as the Special Service Award of Boy Scouts of America. A leader in the Boy Scouts for more than a decade, he is active in St. Judes CCD program, Randolph Civic Association and the Model Learning Center of Montgomery Co. Detention Center. He and his wife, Betty Jane, have six children and live in Rockville, Maryland.



For Senior Vice-President

Eddie V. Dunn, DTM — Second vice-president of Toastmasters International, third vice-president 1980-81 and an international director from 1977 to 1979. A Toastmaster for 14 years, Mr. Dunn is a member of Top O The Morning Club 3786-20 in Fargo, North Dakota. In 1977 he received a Presidential Citation from Toastmasters International. He was named Toastmaster of the Year by District 20 and has received his district's Distinguished Service Award. In addition, he was named Outstanding Educator of the Year by North Dakota State University. A program coordinator for the university, he is a member of the Community Development Society of America, a former member of the University Senate and past executive secretary of Northwest Farm Managers Association. Mr. Dunn and his wife, Beverly, live in Fargo with their two children.



For Second Vice-President
John S. Latin, DTM — Third vice-president of Toastmasters International, an international director from 1977 to 1979 and governor of Founder's District from 1975 to 1976. He is a member of Professional Speakers Club 9-F in Santa Ana, and Downey Space Club 513-F and Downey Breakfast Club 2741-F, both in Downey, California. He is a marketing specialist in the Program Development Department at Rockwell International in Downey, California, and a speaker for Space Operations at Rockwell. A recipient of NASA's Apollo Achievement Award, Mr. Latin has also received the Space Shuttle Approach and Landing Test Award and the National Management Association's Leadership Award. He's active in the Technical Marketing Society of America, the National Space Institute and the Institute of Electrical and Electronic Engineers, as well as the National Management Association. He lives in San Dimas, California.



For Third Vice-President
Theodore C. Wood, DTM — An international director from 1979 to 1981, Mr. Wood served as governor of District 18 from 1977 to 1978. A Toastmaster for 15 years, he is a member of three clubs — Kirtikos 1686-18, Meadeators 1746-18 and Colloquist 1944-18, all in Fort George G. Meade, Maryland. He has served in various offices at the club level and as educational lieutenant governor, administrative lieutenant governor and area governor. Under his leadership his district received the President's Distinguished District Award and he himself is the recipient of seven Distinguished District Service Awards. In addition, he has received two Toastmaster of the Year awards, the Exceptional Service plaque from the Region VII districts, and several Civilian Outstanding Performance Awards. Mr. Wood is a policy staff officer for the Department of Defense. He is a member of the National Speakers Association, the Communication Analysis Association, the Board of Directors for the Fort Meade Officer's Club and the Youth Activities Board of his church. He and his wife, Inez, live with their son in Hyattsville, Maryland.



For Third Vice-President
Helen M. Blanchard, DTM — An international director from 1978-1980, Mrs. Blanchard has served as governor of District 5 from 1976 to 1977, as area governor, and in all offices at the club level. She is a member of Excelsior Club 699-5, Undersea Club 888-5 and Naval R & D Club 2539-5, all in San Diego, California. She's active in the National Speakers Association, United States Naval Institute and Save Our Heritage Organization. An employee of the Naval Ocean Systems Center in San Diego, she is head of the Fleet Sensor Data Bank. She was named Woman of the Year by the Navy Electronics Laboratory Center. A NAVMAT nominee for the Federal Woman of the Year Award, she is the recipient of awards for conducting a special study for the United Kingdom, instructing NATO engineers in fleet sensor testing and reporting in Norway, and developing and conducting presentation workshops for scientists of the Naval Ocean Systems Center. Mrs. Blanchard lives in San Diego, California.

A seminar offers a chance to share your knowledge and use your speaking skills.

Presenting the Successful Technical Seminar

by Thomas Ealey

The knowledge explosion and the desire of most business people to enhance their careers has led to a boom in continuing education classes, usually in seminar form. The demand for highly technical seminars has created many opportunities for knowledgeable people with good communication skills, but with these opportunities come considerable challenge and usually unforeseen problems.

Whether your field is law, medicine, accounting, engineering or computer science, you may at some point be requested to present or coordinate such a seminar, or you may even take the initiative and present one yourself. The seminar can be an opportunity to make a great impression on colleagues, your employer, potential employers, and persons who will be hiring instructors for future seminars. Unhappily, you can also cause yourself considerable embarrassment and discomfort by doing only an adequate job when expectations are high or, worse, by doing a poor job.

The people who attend technical seminars, as a group, are much different than the participants in general interest seminars, which deal with such broad subjects as motivation, basic speechcraft or general leadership skills. Technical seminar participants have a specific purpose and a sharp focus. They are, for the most part, demanding and serious. They value their time and take great pride in their skills and talents. Most have limited time budgeted during the year for continuing education. They either have paid for the seminar personally or know what their employer has paid, and they expect their money's worth. If they feel their time is being wasted, they will certainly let you know.

The key to presenting a good technical seminar is preparation. People attend technical seminars because they feel that each hour in class has more value than many hours of independent reading and analysis. They expect you to have done the "homework," the long hours of reading and analysis, so they may receive a concise presentation of the information they need. They don't expect you to cover each and every fine point within the subject area, but they do want to leave feeling they can use something from the seminar in their daily work.

Basic Outline

The first steps in preparing the technical seminar are to outline the material, then plan topical segments of digestible size.

The exact nature of your subject usually suggests your topical organization. A tax seminar may proceed on a numerical

sequence of revenue code sections, while an architectural seminar may proceed from foundation to roof. Don't discount an outline that seems too obvious and straightforward; your group will be able to distinguish between an erudite leader and one who tries to appear intelligent by complicating the material. If you cannot fit your material into an outline of eight or fewer topics for an all day seminar, then you need further planning and revision.

A segment should rarely run longer than one hour, and you should never conduct more than two segments without taking a break. One hour is usually as long as the audience's attention span can be stretched. If you do plan to move from segment to segment without taking a break, schedule a short question and answer period and a 30-second stretch and yawn session to clearly mark the transition.

If you are truly prepared, you will probably develop 12 hours of material to fit your eight-hour outline. (Remember, however, you're preparing to talk to experts, so there is no such thing as being too prepared!) If this is the case, you must edit the material so your presentation will fit the time schedule and still be clear and concise. Any edited-out material is still useful, though — it enables you to fill in any extra time you may suddenly have in your actual presentation, and it gives you the background to handle questions.

The presentation itself should be tailored to the needs of the audience and the demands made by the material. There's no one correct style for a presentation; rather, your style and format depend on each other and deserve as much thought as the material itself.

Obviously, some materials demand a lecture format, usually supplemented with handouts and projected transparencies. Remember the earlier comments about time efficiency and your group's desire to assimilate as much information as possible in the limited time available — a crisp, concise lecture can be both enlightening and efficient.

The lecture format doesn't, however, work in all instances. You may be teaching one of the newer theories of management which are heavily oriented toward democratic participation, enlightened thinking and improved communication skills. What kind of example would you be creating if your presentation format ignored or violated your own lesson? This type of seminar calls for a combination of lecture, small group discussion, role playing and films. No matter what your format, though, always provide your group with

a topical outline at the beginning of the session. This defines the path you are following and prevents distracting conjecture on what is going to happen next.

Never insult your group by reading material to them. You may need to read specific passages or statistics, but your group will start napping or become aggravated if you do little else but read to them. Add flesh to whatever concepts or techniques you're teaching by providing emphasis, examples, anecdotes and enthusiasm.

Always include time for questions from your audience, either by allowing questions at any time during the presentation or by calling for them at the end of your presentation. Keep in mind that taking questions throughout the seminar can be disastrous if you allow yourself to be led off the track, or if you devote so much time to them that you cannot finish your presentation in the allotted time. The best approach is to set aside specific times for

You're talking to experts, so you can't be too prepared.

questions, perhaps as you finish each major topic within your outline. This way you'll keep in touch with the group while still controlling the flow and continuity of the presentation.

Comfortable Seats

Motivational speakers and tent preachers may enjoy "packin' 'em in," but crowded conditions and uncomfortable room temperatures aren't appreciated by persons interested in capital gains taxes or the load-bearing properties of concrete. Arrange for a room which is large enough to allow each person to have an adequate table top area and comfortable seating. If necessary, place a strict limit on the number of people attending — wouldn't you rather have 40 satisfied participants than 50 disgruntled ones?

Provide a break area which is roomy and well-ventilated for smokers and has access to restrooms. Preferably this should be an area completely separate from the classroom so there'll be a true break from work.

Sound and audiovisual systems are critical and deserve a great deal of your attention. Talk with your host and the facility manager as far in advance as possible,

being very specific about the type and quality of equipment you need.

When using a microphone, arrive early enough to test the mike and adjust the sound level before your audience arrives. Protest if the equipment is not delivered as promised, and inquire about back-up equipment and access to amplifier controls and power sources. Someone should have immediate access to the amplifier controls during your entire presentation.


If an overhead projector or a film projector is part of your program, have the appropriate spare bulb on hand. If a film is the cornerstone of your presentation, have a splicer or a spare print ready. A good supply of grease pencils and blank transparencies allows spontaneous additions to projected displays. Whatever your set up, no one will ever complain because you are over-prepared.

Feedback Mechanism

Many seminar leaders today are including evaluation mechanisms in their programs. They need to know if their presentations are accomplishing their purposes and satisfying their audiences. If you're planning to conduct more seminars, this information is invaluable.

The most commonly used evaluation technique is the questionnaire. Brief and to the point, it contains just enough questions to evaluate the major areas of presentation, organization and setting. Designing a questionnaire is not an easy job, so seek help if you are not confident in your ability to design a meaningful evaluation tool.

Remember, too, that a questionnaire isn't the only evaluation technique you can use. Consider choosing a few members of the group and asking them for a brief oral evaluation immediately after the seminar. You could ask for a written evaluation from them in memo form as a follow-up. Whatever the evaluation tool, if you have the mature ability to accept and utilize constructive criticism, the information will be helpful as you prepare future seminars.

When the work is done and the evaluations are in, sit back and give your seminar the ultimate test of quality. Would you want to sit through the seminar you just presented? If you can honestly pass this test, you can be sure your technical seminar was well organized and professionally presented. You can take considerable pride in having satisfied a tough audience! 

Thomas Ealey is an instructor of business at Findlay College in Ohio. He is a member of Maumee Valley Club 1637-28 and Speakers Bureau Club 4656-28, both in Toledo, Ohio.

Toastmasters International's
51st Annual Convention
August 17-21, 1982
Franklin Plaza Hotel
Philadelphia, Pennsylvania

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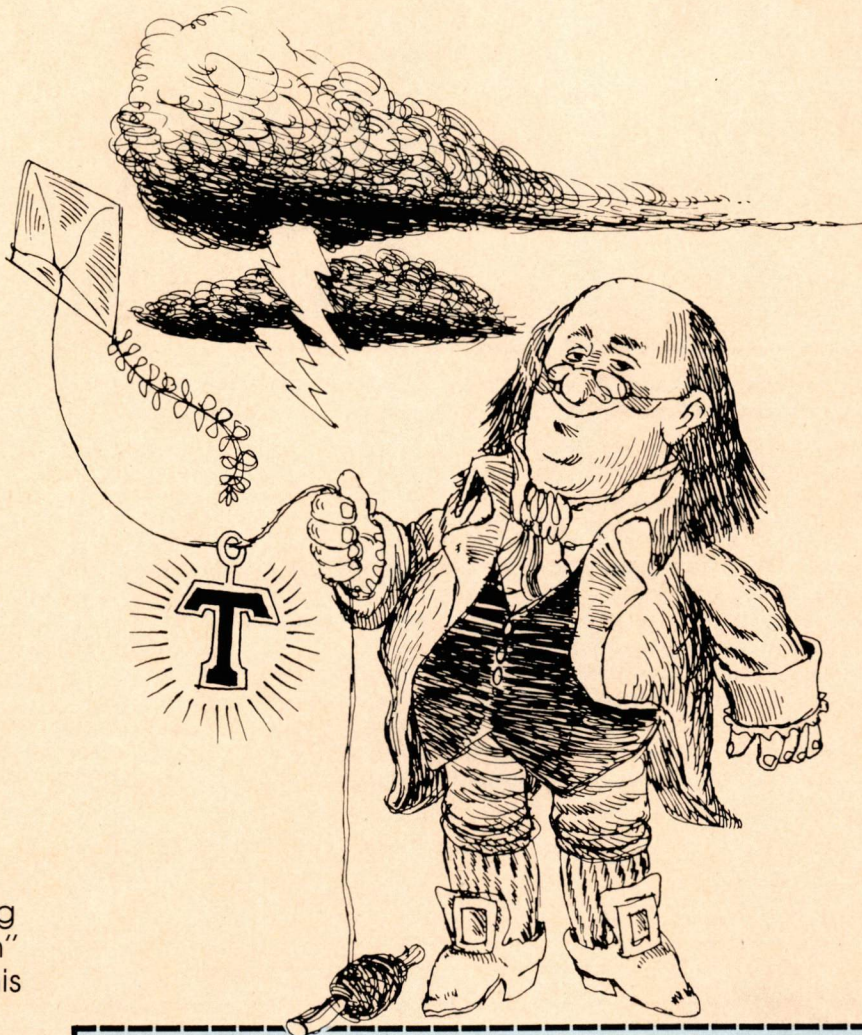
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TOASTMASTERS' 51st ANNUAL CONVENTION AUGUST 17-21, 1982 FRANKLIN PLAZA HOTEL PHILADELPHIA, PA. 19103

Mail to: Toastmasters International, P.O. Box 10400, Santa Ana, CA 92711. (This form is not to be used by International Officers, Directors, Past International Presidents or District Governors elected for 1982-83.)

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

Please have my advance convention registration and tickets for the following meal events waiting for me at the Convention Registration Desk. **All advance registrations must reach World Headquarters by July 12.**

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_____	Tickets: Golden Gavel Luncheon (Wednesday, August 18) @ \$15.00	\$ _____
_____	Tickets: "Ladies Luncheon" (Thurs., noon, August 19) @ \$13.50	\$ _____
_____	Tickets: "Philadelphia Block Party" (Thurs., Aug. 19, Dinner, Show & Dancing) @ \$27.00	\$ _____
_____	Tickets: President's Dinner Dance (Friday, Aug. 20, Dinner, Dancing & Program) @ \$27.00	\$ _____
_____	Tickets: International Speech Contest Breakfast (Saturday, Aug. 21) @ \$11.00	\$ _____
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Check enclosed for \$ _____ (U.S.) payable to Toastmasters International. **Cancellations reimbursement requests not accepted after July 31.**

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Do you have what it takes to be a professional speechwriter?

Is There Life Outside of Toastmasters?

by Charles E. Waterman

If you truly enjoy writing as well as giving speeches in your club, a career — or possibly a subcareer — may be waiting for you as a speechwriter.

The opportunity might arise where you work. Bosses like to turn to Toastmasters, sometimes even preferring them over their own training people. That's how I got into speechwriting. Our "big boss" himself had been a Toastmaster, and he dropped in on one of our meetings one day. Soon thereafter, I was invited to his office for a quiet chat.

If you are good and have a healthy ego protected by a thick skin, you could even

**You must know what
will work and what won't
with each speaker.**

go professional. Anyone listening to and watching today's crop of public speakers knows help ought to be on the way. The nation surely can't stand many more years of ho-hum and humdrum. Once the word gets out that you are a crackerjack writer, speakers who are serious about communicating will look you up (especially if you are in the Yellow Pages).

Let's be honest. Ghostwriters have to write well, and then not care when others take credit for all their carefully crafted words. A ghost has to recognize early in the game that the principal who will be delivering a masterpiece may botch it

royally. A ghost is the speaker's alter ego (and believe me, sometimes the boss' ego is unalterable!), working to make the principal look and sound good. Anonymity is the invisible badge the ghost must wear. As A. J. Bakaitis of Cooper Tire says, "After all, the writer is a ghost — the phantom of the podium . . . for all practical egocentric purposes we do not exist."

Why should anyone want to be a ghost-writer? It can pay pretty well, once you've established yourself. You sometimes rub shoulders with influential people whose causes you may materially advance through your typewriter artistry. When you have written an honest-to-goodness power piece, and your principal does it justice, you know that it was *your* choice of words and *your* play of thoughts that fed the fire of your speaker's delivery. When everything turns out right, the psychological payoff is great.

Careful Research

Ghost assignments vary with the subject and the principal, of course, but most speechwriters encounter problems and challenges much like those you face when you set out to write and deliver one of your program-stopping club speeches. When a ghost takes on a speech assignment, all the tricks of visualizing one's audience, researching the subject and zeroing in on the few key thoughts come into play. If you can prepare a ring-a-ding seven-minute speech, you'll find you can do even better with a 20-minute one. (In honesty, the big ones usually don't say much more than the good short ones given in our clubs; they just have more examples and more artistic embellishment.)

A professional writer putting together a speech for someone else asks many of the same questions that a good Toastmaster asks in preparing a club presentation: "What do I want the audience to do?" "What is the message?" "What obstacles must I overcome?" "What opportunities does this audience present that can make this speech just right for them?" The list goes on. In fact, the questions you ask are far more important than the words you eventually write, for good ghosts first think through their subjects and *then* sit down at the typewriter or — to use the modern method — lean back and dictate to a machine.

It helps to work up a treatment of the speech. Is this to be a tuxedo address or

a shirt-sleeve talk? Another useful device is to write, as if you were a reporter, the story that you hope will be written about your principal's speech after it's given. If you follow good journalistic practices — with the who, what, why, where, when, how and all the rest — you'll gain powerful insight into your subject even before you start to write your speech.

Professionals develop their own techniques for overcoming writer's block and for organizing their thoughts. Writers must learn what works best for them and then stick with the system that produces results. As a professional, I can tell you that my own technique has grown out of my Toastmasters materials. If you take an assignment and work out a variation you

particularly like, you will be well on the way to the pro category. Having your own sure-fire, workable approach to a writing assignment is vital; to a pro, time is money.

Writing the first draft puts all your research and thinking ingenuity to the test. You have the know-how to go about doing research, how to cope with files, how to manage your desk. The elusive quote you half recall but can't find, the indispensable statistic or the world-shaker of a joke — these and a multitude of others will come under your control when you get the hang of things. Part of the secret is having too much good material. Drew Pearson, the long-time newspaper columnist, said that "unless a writer knows five times as much as he ever puts down on paper about a subject, his article looks thin and 'sucked out of his thumb'." When you have plenty of material, one particular anecdote or laugh-getter that just won't come when you beckon loses its importance as you turn to other material that, on second look, may be even better.

Writing the first draft is only part of the job, of course. As the ghost, you must often work with other people before polishing the speech for ultimate delivery.

A speechwriter has to be both a diplomat and a marketing genius.

Here's where the writer has to be a diplomat and marketing genius, all rolled into one. For many speeches, you may need technical assistance. The speech may require visual aids — perhaps major ones, requiring hours or even days and weeks of preparation. A writer must anticipate such a need early and make at least preliminary inquiries about the availability of talent to get the job done on time. Most artists will be helpful and creative in their own ways, if the writer lets them. Take some advice: Let them!

Perfect the Product

Before your session with your principal, you'll want to do a lot of polishing. This is another place where your Toastmasters experience comes in. You must give the speech in the privacy of your workplace, or even at home, as if you were the principal. Imagine the audience that will be there. Think of yourself as your principal, with whatever strengths and weaknesses you know your principal has. And make the speech several times. We tell our clients that the ear is the best detective of poor material. A false line or a difficult sequence of sounds will trip the alarm in your ear. Mark the weak passages quickly as you are practicing, then go back and improve each one before giving the speech to your imaginary audience a third, a

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fourth and a fifth time.

As a speechwriter you must have an intimate knowledge of your topic. (Of course, becoming a "weekend expert" is one of the feats of magic you will have to learn.) But what some writers and many speakers don't realize is that the ghost must also have a deep-down understanding of the principal. To write for Mr. X, who would rather not be giving a speech at all, means one thing to you as a ghost. For Ms. Y, who charms her audiences, you have another challenge — to make her look and sound better. For Mr. Z, you may have to guess, because he's too remote to know — and that's a pity. In any case, the more confident the speaker is of your talent, the easier it is for you to work closely with that person.

You know from your own Toastmasters experience that giving your speech in a Toastmasters meeting or before a group of Speechcrafters is intensely personal for you. Similarly, giving a ghosted speech is just as intensely personal for your principal. Good ghosts must be practicing psychologists. They get to know what will work and what won't with each speaker.

One high-level man I wrote for, whom I'll call Mr. Waite, knew his professional field perhaps as well as any man in the country, but he had great trouble saying it in an interesting fashion. I fought to keep his speeches short and had to develop a special form of humor for him. He massacred standard jokes, but could drag in a literary twist (provided by his speechwriter) that passed for levity from the weighty Waite.

General Zipp, on the other hand, was a fine storyteller. My problem with him was to get him to talk about his subject; he much preferred to regale his audience with fascinating battle anecdotes having little to do with his speech objective. He did respect slides, so I employed them whenever possible to get him to "tract" the script. That way he would at least cover all the points in the right order.

Little Dr. Lepus was so shy he sounded apologetic even when sitting behind his big mahogany desk. An intellectual, he knew that he couldn't always be right, even though years of professionalism had made him one of the authorities in his field. His shy personality coupled with depth of knowledge worked well together, once he overcame fear of the lectern. His audiences appreciated a speaker who almost knew it all — but didn't think so.

Every true pro among speechwriters tries to work with the principal on the delivery. But don't make the mistake of coming right out and saying you're available for coaching! Rather, say something like, "Would you like me to sit here and listen to you go through the speech? There are some sections I'd like to hear, to see whether they come off as well as they sounded when I wrote them. It's hard for a writer to tell."

Let your principal identify problems, if

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you can. If observations about delivery difficulties aren't forthcoming, ask, "Do you see any places where I need to improve the text?" (Again, this lets you be the one who needs improvement!) If you must critique, do the good old Toastmasters bit and evaluate first one or two strong points, perhaps strengthening them. Then tackle a weakness, which you, the diplomat, fix by "changing the speech" here and there. If the boss keeps having trouble, say that you, too, had problems with the part and want to go back and work on it. Or pull out from your briefcase one of the older versions and try one of the ideas you'd abandoned earlier.

As we professionals do, try to get your principal in front of a videocamera. Working in this medium calls for high professionalism, to be sure, but some Toastmasters clubs are now giving their members this valuable experience. (My first club had programs with videotaping more than fifteen years ago.) In any case, having served as evaluator for scores or perhaps hundreds of your fellow Toastmasters, you'll find this technique easy to use. The skills that make you a sought-after Toastmaster evaluator will be just what you need in working with your principal.

Follow Through

Depending on your position or your contact, you may have a multitude of other things to do to make sure the speech is a success.

You should have a major hand in the mechanics of the presentation. You may have to ride herd on visual aids people, make advance arrangements (perhaps including transportation and lodging), talk to program directors to make sure your speaker's presentation won't be nearly identical to that of someone else's on the program, and so on. Ideally, it should be you, not your principal's secretary, who talks to the key people at the other end. The closer you are to the event, the better. Sometimes an overlooked, seemingly minor detail can obliterate weeks of effort.

Whenever possible, be there when your

principal speaks. You should assist in the behind-the-scenes detail. Prowl around and watch for problems. Pick up good local angles that you can slip to your principal to make the speech opening timely to something that has just happened. Your speaker's response to the introduction (which you wrote, of course) should be as right for that audience as possible. Knowing that you are there to manage crises will be a great comfort to your principal.

You are there also to see how the speech goes. Getting a first-hand reaction will be your education for doing a better job next time.

The best boss I ever wrote for was a former Toastmaster. After an appearance, he'd call me in to give him an evaluation. I was always honest with him. Good as he was, we always found ways to improve. What made this particular boss great was the way he'd close out one of those sessions. He'd look down at the script and say, "Well, I think we did a pretty good job." (Note that "we"!)

Toastmasters experience is just about the best background you can bring to the role of ghostwriter and coach. Certainly, you must have writing ability and personal courage, plus willingness to work without public recognition. But what it takes to be a professional speechwriter is also much of what it takes to be a great Toastmaster. If you love Toastmasters so much that it has almost become a way of life, then there may well be a similar life outside of Toastmasters for you. 🎧



Charles E. Waterman, DTM, is past District 36 governor, and a professional communication consultant with Hampton/Bates & Associates, Inc., Arlington, Virginia.

A Toastmaster for 20 years, Waterman is a member of Fairfax 1899-36. He will be appearing on a panel at Toastmasters' International Convention in Philadelphia in August.



Toastmasters Awards 10,000th ATM

Betsy Flory-Smith of Grand Rapids, Michigan, recently became the 10,000th person to earn Toastmasters International's Able Toastmaster (ATM) recognition.

Achieving the Able Toastmaster status is no small accomplishment, for a Toastmaster must have devoted many hours of service to his or her club and must be an accomplished speaker in order to receive the honor. The fact that Mrs. Flory-Smith has met the requirements is particularly notable since she leads such a full life both inside and outside of our organization.

An elementary school teacher, Mrs. Flory-Smith devotes many of her out-of-class hours to educational affairs. She is also involved in local and state politics, and she is a volunteer for a community hotline. Since joining Early Bird Club 3719-62 in Grand Rapids three years ago, she has served as club president and administrative vice president and has been her area's educational lieutenant governor.

To be awarded the Able Toastmaster designation, Mrs. Flory-Smith, like other applicants, had to fulfill a specific and thorough set of requirements. To be eligible, a Toastmaster must have: a) completed two Communication and Leadership programs, b) been a con-

tinuous member for three years, c) served as an elected club officer, and d) given a minimum of three speeches before non-Toastmasters groups.

"I completed all the requirements, except length of membership, in less than two years," Mrs. Flory-Smith says. "I had to cool my heels for a year before I became official."

According to Mrs. Flory-Smith, her Toastmasters training has helped her in all areas of her life.

"I spend almost as many hours in activities with the local, state and national levels of the National Education Association (NEA) as I do in the classroom," she says. "Since convincing people of my point of view, whether at a union meeting or as a delegate to the NEA's Representative Assembly, is important to me, Toastmasters has been invaluable."

She blames her defeat as her district's Democratic nominee for the Michigan state Senate in 1978 on her low campaign budget and lack of Toastmasters training. But now as a member of the executive committees of the Democratic party at the county, congressional district and state levels, she's comfortable making impassioned pleas for what she believes, even though, she says, "I don't do it very often because I'm more effective if

I choose carefully where to expend my energies."

In the past three years Mrs. Flory-Smith has volunteered over 500 hours to the local crisis intervention telephone line. Because her work there requires more listening than speaking, she's grateful for Toastmasters' part in helping her develop this skill through the required evaluations of other speakers.

Her community involvement doesn't stop with the hotline. Mrs. Flory-Smith also devotes her time to the Scottish-Israelite Society ("Though I'm not very Scottish nor Jewish at all.") and the Parent-Teacher Association. "In all of them, I credit my Toastmasters training for my relative ease in verbal communication," she declares.

What does the future hold for this tireless Toastmaster? For one, she recently remarried and looks forward to a long and rewarding life with her new husband. She would like to be a school administrator someday. And she has set her ultimate goal: becoming a board member of a major university.

"Toastmasters will help me accomplish it," she says firmly.

Our congratulations to Betsy Flory-Smith, Toastmasters' vigorous 10,000 ATM recipient!

Successful living is the direct result of your ability to creatively meet and conquer the problems you encounter.

HOW ARE YOU AT SOLVING PROBLEMS?

by Wendy S. Craig

How adept are you at solving problems? Do you approach them with a sense of fun and excitement or with timid feelings? If your problem-solving skills are poor, you can be sure you are missing out on opportunities for advancement in your career as well as greater fulfillment and satisfaction in your personal life.

Like it or not, rich or poor, man or woman, young or old, professionally as well as personally, we are constantly confronted with problems that require our attention. We tend to think that if we could just solve the particular problem we are presently facing, or reach that one goal, everything would be fine. If only we could marry the right person . . . get that promotion . . . move to another part of the country . . . stop smoking . . . we could relax, right? Wrong! Life doesn't work that way. Life is in a constant state of change and that means facing one perplexing situation after another. But the paradox is that we must learn to relax first so we are receptive to the creativity that lies within us which will help us find the solution.

Don't Be Intimidated

Successful living is the direct result of your ability to creatively meet and solve the problems you encounter. Whether you are faced with a technical problem in your profession or a personal one concerning people, money or health, there are several techniques you can learn to apply which will improve your problem-solving skills.

- **First of all, relax!** Don't be intimidated by the problem. You are bigger than any problem and have within you the tools to solve it when you can relax enough so you are not intimidated by it.

If you drive a stick shift car you probably remember the awkward feelings you experienced trying to coordinate the movements of your feet so you could shift

gears smoothly. In learning any new skill we often feel intimidated and unsure of ourselves, and these feelings seriously impede the learning process. We are intimidated because we fear making a mistake. Somehow we equate mistakes with self-worth. But this is not true. Our self-worth is not dependent upon our successes or failures.

Just think of the numerous mistakes Thomas Edison made before discovering the light bulb. At one point he made so many that one of his technicians who was becoming discouraged asked Edison if he was ready to give up and admit failure. "Give up? We haven't failed yet!" replied

Our self-worth is not dependent on our successes or failures.

Edison. "We've merely discovered a hundred ways *not* to make a light bulb."

- **Accurately assess and define the problem before rushing it.** Be sure you know what it is you are trying to accomplish before taking that first step or you're likely to find yourself wasting time and energy. The little bit of extra time and energy you spend up front in defining and assessing the problem will be more than compensated for in the long run.

When a wealthy merchant wished to retire he couldn't decide which of his two sons should inherit his property so he devised a test for them. Each son was given a coin of insignificant worth with the instruction to purchase something which would completely fill the father's large house.

Not wasting a second, the older son

hurried to the market and began pricing various bulky materials. Finding that the cheapest and bulkiest substance he could buy was straw, he made his purchase and carried great bundles of it into his father's mansion. But much to his disappointment, it barely filled half the house.

The younger son stopped to assess the problem first. He considered the small value of the coin and the immensity of the house and realized only a most unusual purchase would fulfill the requirement. When the younger son returned long after the older brother made his unsuccessful attempt, he was carrying a tiny package.

Laughing, the older brother asked, "How do you expect to fill the house with what is in that tiny package when I cannot fill it even half full with this load of straw?" The younger brother silently opened his package, removed some candles, placed one in each room and when they were all lit, the entire house was filled with light.

Look before you leap. Stop . . . think . . . then start. Plan your work and work your plan.

- **Consider every possible solution no matter how ridiculous it seems.** Become a practitioner of unrestrained possibility thinking. Often viable solutions to problems are passed over because they are unconventional. By mentally eliminating alternatives before we have really examined them, we drastically reduce our problem-solving abilities.

Robert Schuller, minister of one of the largest churches in southern California and host of the nationwide television program "The Hour of Power," used this technique in establishing his successful church. When Schuller left the small church he had served in Chicago, he had little money with which to start a new church. Where to conduct services was a very real problem.

Practicing possibility thinking, he started listing all conceivable places to hold services. Some were not too unusual: a rented school building, an Elks Hall or Masonic Hall, another church or synagogue. But on the other hand, some were quite unconventional: a rented warehouse, a mortuary or a drive-in movie theater. Meet in a drive-in theater they did and there began the core of the Garden Grove Community Church, better known as the Crystal Cathedral.

Before rejecting any possible solution (no matter how ridiculous or absurd), pause long enough to evaluate it fairly with the benefit of a positive, open mind. You just may find yourself with the answer staring you in the face.

Examine Relationships

- **Use the jigsaw puzzle technique.** Try combining ideas to arrive at a solution. Some of the inventions and conveniences we take for granted today are the direct result of someone's ability to see a relationship between seemingly unrelated objects.

For example, do you see a connection between a turnstile, a fence and water? Thomas Edison did. He installed a turnstile in the fence around his house which visitors would have to pass through before entering his home. When asked the reason for the turnstile, Edison explained that each time a person passed through it, he pumped eight gallons of water into a holding tank — water which was later used for drinking and bathing!

Or consider the now-common dessert item invented during a hot summer's day at the St. Louis World's Fair in 1904. When an ice cream vendor ran out of dishes, a nearby pastry vendor, Ernest Hamwi, wanted to help the man out of his predicament. Hamwi put together two

seemingly unrelated ideas — zalabia (a wafer-thin Persian waffle) and ice cream. He took his hot zalabia, formed it into a cone, let it cool and then plopped a scoop of ice cream on top and, presto, there was the first ice cream cone! Creative problem solving is often sparked by pairing unrelated ideas.

• **Break out of traditional, tried-and-true ways of thinking.** It's so easy to fall into a rut in our thinking, and consequently our ability to solve problems is seriously impaired. Many of us accept things as true simply because they have been said by someone in authority, and we fail to question their validity and accuracy for ourselves. We seem to have lost the desire to think on our own and many of us have

ceased expressing that childlike quality of curiosity that forever questions and searches to understand the "why" and "how" of things.

For instance, in school we were taught that the shortest distance between two points is a straight line. Yet that postulate is misleading when determining the shortest distance between two points on opposite walls in a room. Consider this problem: Given a room 30 feet by 12 feet by 12 feet, what is the shortest surface distance between a point six feet in from the side and one foot down from the ceiling on one 12-foot square wall and a point one foot in from the side and six foot up from the floor on the opposite 12-foot square wall?

If you measured a straight line from one point down the wall, across the floor and up the opposite side to the other point, your answer would be 42 feet. But that is not the correct answer! Yet to determine the correct answer does not require anything beyond 10th or 11th grade math and (this is the real challenge!) the ability to think in an untraditional way. To solve it, as is the case with so many of the problems we face, we must break out of our "boxes" of limited, rigid, traditional thinking. (Using the Pythagorean Theorem, the answer is 40 feet.)

• **Finally, when you've tried all the other techniques and still don't have an answer, drop it!**

Consciously you have already devoted much mental energy to its resolution; now stop thinking about it and let your subconscious mind take over for awhile.

The chemist, Kekule, was an intelligent, diligent man, yet despite his persistent efforts to discover the structure of the benzene molecule he was unsuccessful for a long time. Puzzled and perplexed by the problem, he fell asleep with it on his mind. During this peaceful, uncluttered state he dreamed of thousands of atoms dancing before his eyes, some forming patterns and twisting like snakes. Suddenly, one snake grabbed his tale and in a flash, Kekule had awakened with the idea of a closed-chain structure of benzene. The discovery of this versatile substance which is used in organic synthesis, as a solvent and as a motor fuel, was born from getting away from the problem temporarily.

Regardless of the type of problem you face — whether it be how to increase employee production or how to get along with your mother-in-law or how to keep your audience's attention — your ability to creatively and successfully solve it will be greatly improved as you put these techniques to practice. 🗣️



Wendy S. Craig is a minister at the Unity Church in Escondido, California.

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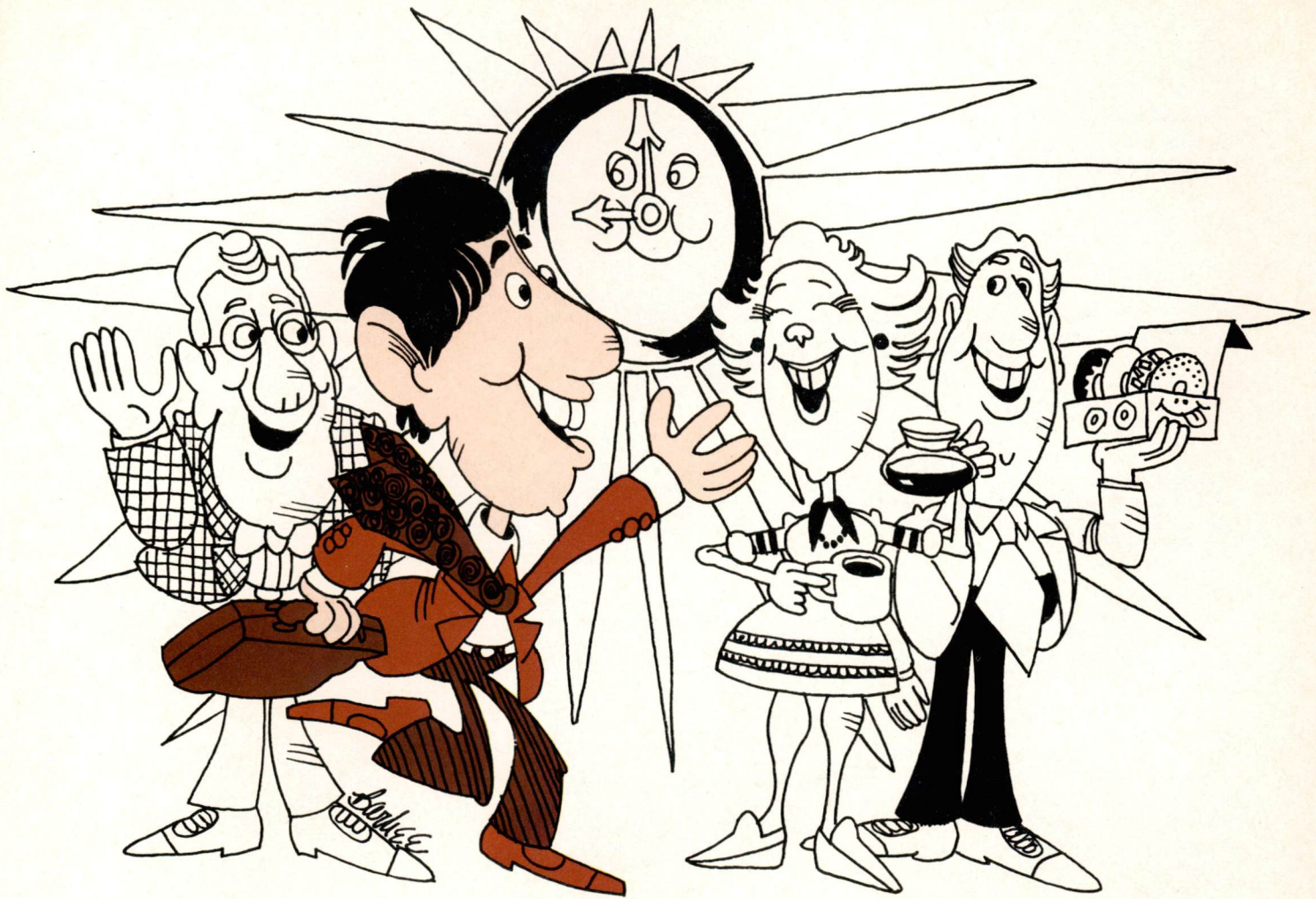
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The First Five Minutes

by David Trembley

How you begin your work day often determines whether or not you're satisfied when it's through.

At 9 a.m. you enter the office building, stopping in the lobby to chat with some colleagues. In the elevator you and Tim laugh about one of the events at a party you both went to the night before. Once inside the office, you head directly for the coffee pot. Cup in hand, you pick up a donut and ask Ellen about her upcoming vacation.

Finally at your desk, you reach for the

mail, only to be interrupted (after opening the second letter) by the telephone. Forty-five minutes later (and there are still two letters to be looked at), an associate wants some information about a project she's working on, and you're late for your appointment with the sales manager. After the meeting it's time for the morning coffee break, and you still haven't started on the project that you had planned to

con-fi-dence *n.* 1. Trust in a person 2. An intimate and trusting relationship. 3. Something confided, such as a secret. 4. A feeling of assurance or certainty, especially concerning oneself.

Synonyms: *confidence, assurance, aplomb, self-confidence, self-possession, self-reliance.* These nouns imply trust and faith in oneself. *Confidence* indicates a belief in a person. *Assurance* implies a feeling of certainty. *Aplomb* implies poise and self-assurance. *Self-confidence, self-possession, and self-reliance* all imply consciousness of one's own powers and abilities. *Self-confidence* stresses trust in one's own self-sufficiency. *Self-possession* implies control over one's own reactions and a tendency to be self-assured. *Self-reliance* stresses self-trust manifested in action and implies independence and self-sufficiency.

—The American Heritage Dictionary—

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work on as soon as you got to the office.

Does this sound familiar? If this is how your morning usually goes, no wonder you never seem to get all the work done that you would like to. The reason lies in how you begin your workday.

The first few minutes of your day are precious. They set the tone for a great deal of what will happen the rest of the day, and they deserve your concentrated attention.

Unfortunately, many of us don't know what we do in the first few moments in our work environment. And many of us who do know — or who could recall if we chose to — nevertheless don't know why we have decided to begin our days the way we do.

If you want to improve the quality of your workday, you must decide just exactly what it is that you want to accomplish. Then you've got to specifically identify the self-defeating behavior in your present early morning routine and set about changing it.

Distracting Events

Let's look at the above scenario and identify some of the problems.

- *The social conversations in the lobby, in the elevator and around the coffee pot.* Socializing is

The productive worker takes full charge of his or her day.

an important part of life at work, but if it's the beginning of the day and it just happens automatically, the chances are excellent that the socializing will get in the way of work which needs to be done.

- *The mail.* Even if the mail has been screened, it's not likely to contain the most pressing items of the day. Much of the daily mail is routine, and it rarely merits your primary attention. Opening the mail first is usually a habit which comes from a combination of childish curiosity and a desire to slide into the work routine in the least demanding way possible.

- *Interrupting phone calls.* Even more than the mail, the phone is used to distract and fill time.

- *Colleagues who drop by.* This interruption combines every one of the problems of all the above items.

- *The coffee break.* Coffee breaks are good for those who have spent the first few hours working productively. It's the appropriate place for socializing. However, the worker described above hasn't really begun to work.

The general rule is this: The worker who is most productive takes full charge of his or her day. In short, active decisional responsibility is likely to be more productive than passive habitual response. Because of the very nature of the variety

of work situations, each worker's appropriation of these truths will be particular and personal, but some general guidelines can be drawn.

Concentrate Your Time

- *Save the socializing.* A courteous greeting in the lobby or elevator is fine, but you shouldn't become involved in an extended conversation at the beginning of the day. Your mind should be on your work.

- *Start the day with a plan.* The last task before you go home each evening ought to be arranging the next day's schedule. Of course, there will be occasional emergency interruptions, but they will be occasional, not daily.

- *Give the first hour to the most important work.* If you have work that must be done, devote the first hour of your workday to its accomplishment. Have your secretary take all phone calls and handle other interruptions.

- *Establish a phone policy.* Most of us would be much more efficient workers if we devised and adhered to a "phone philosophy." If the practice were company wide, it would make it even easier to enhance the productivity of workers, but a single employee can make a beginning. You might, for example, inform the switchboard or your secretary to tell early morning callers, "I'm sorry, but that office (or Mr. Benson) doesn't take any calls until 10:15."

One of the positive benefits which might result from this practice is that your business associates will respect you more. If they discover that you value your productive time enough to protect it, the chances are they'll begin to value it more highly, too. Remember, also, that answering the phone is passive. Reaction is rarely as productive as intentional acting.

- *Use the morning coffee break as a break indeed.* This is the time for socializing. The attention span of even the most dedicated and disciplined worker is limited. In the long run, it is just as counterproductive to attempt to conduct business nonstop for eight straight hours as it is to mix your work and play together.

- *Finish the day with a plan.* The productive worker always plans the next morning's activity. At bare minimum, the most important item should be isolated and prepared.

Of course, no recipe, not even a general one, is suitable for each specific situation. Different individuals have different warm-up rates, and different kinds of jobs require different strategies. For all of us, however, how we begin the day will have a significant impact upon whether or not we are satisfied when the day is through. By starting the day off right, those workers who feel frustrated by low productivity and feelings of always being behind will be able to resume control of their workday. 🗣️

David Trembley is a writer based in Burlington, Wisconsin.

Meeting the Challenges of Growth

by Edna M. Doley, ATM

Have you ever seen a small boy trying to put several puppies into one shallow box? By the time he gets one puppy into the box, another has escaped.

A Toastmasters club may find itself in a similar position. As soon as it solves one problem (like not enough members), another problem (like members not speaking often enough) pops up.

When I joined Twilite Toastmasters Club 3480-3 we had few members. We often had difficulty scheduling more than one speaker per meeting, and each member usually got to speak every five weeks. Everyone participated in the meetings. Members received lots of attention and felt important. It was also relatively easy to win awards and to keep winning them since there were so few speakers. The toastmaster was often allowed to take up time telling jokes and business meetings sometimes went beyond their allotted time since the meeting programs were so sparse. New members received plenty of help and guidance since they were needed so badly.

When our membership grew, though, our club officers began receiving complaints. Members weren't speaking often enough. Even with four speeches per meeting, each member only got to speak once every ten weeks. At that rate, it would take three years to complete the basic

manual. Many members didn't want to wait that long. New members were often ignored. Even though we had more speakers each meeting, business sessions were still allowed to drag, the toastmaster still told jokes, and meetings often ran overtime. Clearly, we had to develop new strategies if we wanted to continue to help our members and our club grow.

And we did want to grow. A large club provides more possibilities for its members to learn, develop and grow than a small club does. With more competition the standard of excellence tends to increase. Most importantly, it's more fun to be in a large club than to be in one that's struggling to keep enough members to do all the functions at a regular meeting. Everybody loves success, and a large membership is synonymous with success. We knew it would be worth the effort it would take to deal effectively with the inevitable problems of growth and thus continue meeting individual needs.

Our club's executive committee tackled the problems, identifying four areas in which our club — or any large club — needed to address in order to help members achieve their goals: speaking opportunities, member recognition, time control and integration of new members. We came up with a list of suggestions any club will find useful as it grows.

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More Speeches

In order to increase the number of times a member can speak during meetings, a club has to increase the opportunities he or she has to speak. There are several ways to accomplish this:

- *During table topics call only on members who have no assigned function for that meeting.* This gives everyone a chance to participate at least once per meeting.

- *Schedule members to speak at other smaller clubs.*

- *Plan extra meetings.* I once arranged for our club to use videotape equipment for one evening. When 16 people signed up to speak, I had to schedule split sessions—but everyone who wanted to speak was able to.

- *Encourage members to give advanced manual speeches on appropriate topics at executive committee and area council meetings.* After all, the executive committee or council might have more Toastmasters present than a small club might have at a regular meeting.

- *Encourage members to give manual speeches at other organizations.* Credit is allowed for one speech per manual given outside the club if the educational vice president approves in advance, a Toastmaster is present to prepare an evaluation, and the speaker meets all project obligations.

- *Form an internal speakers bureau.* A bureau can compile a list of members willing to give manual speeches on short notice in case a scheduled speaker cancels at the last minute.

To increase recognition of members' achievements, a club can:

- *Create new awards.* Our club developed the Spark Plug Award, which is given to the member who added the most "spark" to the meeting. I've seen other clubs give out a weekly Above and Beyond Award to the person who went beyond the minimum requirements in doing his or her duties.

- *Choose a monthly Outstanding Toastmaster.* Some clubs do this by giving members points for activities that benefit both individuals and the club. They encourage friendly competition by starting the counting at zero each month. This achievement can be enhanced by allowing the month's recipient to present the awards at the end of each meeting.

- *Award permanent plaques and trophies.* Our club awards a permanent plaque or trophy to those who win that particular award most frequently during a six-month period. I have several trophies at home, but the one I cherish the most is the six-month Most Improved Speaker Award I earned my first year in Toastmasters.

In a large club, time control can make the difference between a great meeting and disaster. To get the most out of each meeting a club should:

- *Have the executive committee handle all routine business.* Any members interested in participating in routine club business can attend the executive committee meetings. If members are concerned about missing out on something, the executive committee meeting minutes can be included with more

general announcements in the club's bulletin.

- *Watch speakers' times.* If a speaker goes more than 30 seconds beyond the time limit, stop him or her by applauding.

- *Ask speakers in advance how long their speeches will be.* Icebreaker speeches are shorter and many advanced speeches are longer than the usual five to seven minutes. When you know speech times in advance, you can often adjust the time to allow for more table topics participants.

- *Streamline reports.* For example, few members care how many seconds each table topics speech lasted. The timer can simply say who went less than or more than the allotted time, and how long each of these people took.

- *Make sure the toastmaster plans and controls time.* Often the toastmaster takes up time by entertaining. Any member who wants to practice being an entertaining master of ceremonies can volunteer to be a toastmaster for social functions.

Involve New Members

New members feel more important and stay interested if they become actively involved soon after joining. Clubs will help promote involvement if they:

- *Prepare a new members handbook.* The book should explain the various members' functions and responsibilities in a club.

- *Assign coaches.* Each new member should have a coach to answer questions and advise him or her.

- *Schedule new members into the club's programs quickly.* Have new members give icebreaker speeches and serve various functions as soon as possible.

- *Plan icebreaker meetings.* If several members join at the same time, schedule an icebreaker meeting where each new person does something he or she hasn't done before.

- *Schedule orientation meetings.* When our membership jumped, one of our experienced members scheduled one-hour new member orientation meetings before each of three regular meetings. He used this time to explain the Toastmasters program, and he helped new members practice introductions and table topics. The new members were less intimidated speaking first before other inexperienced members and consequently were more relaxed in their first speeches before the entire membership.

Sure, there are problems associated with being a big club, just as there are problems getting several lively puppies into one box. But large clubs offer tremendous rewards. If we successfully meet the challenges found in helping them grow, we can feel as satisfied as the small boy when he gets all the puppies to sleep in his box.

Edna M. Doley, ATM, is Engineering Section manager for Motorola's MOS Integrated Circuits Division in Mesa, Arizona. A Toastmaster since 1974, she has served in various club offices and has served as an area governor and division lieutenant governor in District 3.

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4791-F Comedy Kitchen
Laguna Hills, CA — 3rd Wed., 6:30 p.m., Colony Kitchen Restaurant, 23701 Moulton Parkway (768-0394).

2001-1 Speak Easies
Los Angeles, CA — Thurs., 12:05 p.m., Hughes Aircraft Company, Bldg. 100, Rm. 7245 (648-0553).

4779-4 HiTech Toasters
Palo Alto, CA — Mon., 12:30 p.m., Systems Control Inc., 1801 Page Mill Rd. (494-1165, x 1407).

2538-5 Adventurers
San Diego, CA — Thurs., 7 a.m., Padre Trail Inn, 4200 Taylor St. (224-4839).

2401-6 Dialoggers
St. Paul, MN — Thurs., 11:30 a.m., North Central Forest Experiment Station, 1992 Folwell Ave. (642-5207).

1192-11 Putnam
Greencastle, IN — Mon., 6:30 p.m., Double Decker Drive Inn, 1058 Indianapolis Rd. (653-5780).

2672-14 MSA II
Atlanta, GA — 1st & 3rd Mon., 5:45 p.m., MSA Inc., 3445 Peachtree Rd., N.E. (262-2376).

2814-14 Fayette County
Fayetteville, GA — 1st & 3rd Mon., 7 p.m., Farmers & Merchants Bank, 85 Shopping Center (768-0819).

4781-14 Advanced
Warner Robins, GA — 2nd Tues., 7 p.m., The Covey, Corder Rd. (953-3274).

4783-14 Cobb Educators
Marietta, GA — 2nd & 4th Mon., 7:30 p.m., Cobb County Board of Education, 47 Waddell St. (422-9171).

4784-14 MSA
Atlanta, GA — 2nd & 4th Mon., 5:45 p.m., MSA Inc., 3445 Peachtree Rd., N.E. (262-2376).

3816-16 Speaking Singles
Tulsa, OK — Fri., 6 p.m., Borden's Cafeteria, 4199 South Yale.

1944-18 Colloquist
Fort George G. Meade, MD — 1st & 3rd Wed., 11:30 a.m., McGill Recreation Center, Bldg. 8452 (677-7647).

4773-19 Heatilator Hearthwarmers
Mt. Pleasant, IA — Tues., noon, Heatilator Inc., 1915 W. Saunders (385-9211).

4790-22 Cook Paint Colorguard
Kansas City, MO — Mon., noon, Cook Paint & Varnish Co., 919 E. 14th Ave.

3084-30 Harris Harbingers
Chicago, IL — 2nd & 4th Fri., 7:45 a.m.; noon, Harris Trust & Savings Bank, 311 W. Monroe (461-5682).

4785-32 Olympus
Olympia, WA — Thurs., 1:20 p.m., University of Puget Sound Olympia Campus Bldg., 1056 S. Capitol Way.

New Clubs

1124-F Caltrans Communicators
San Bernardino, CA — Thurs., 12:30 p.m., Caltrans, 247 W. Third St. (383-4561).

1962-F Vons
El Monte, CA — 2nd & 4th Mon., 5:15 p.m., Vons Training Center, 4200 Shirley Ave. (579-1400, x 294).

878-33 Delco

Goleta, CA — Thurs., 4:20 p.m., Delco Electronics, 6767 Hollister Ave. (961-5659).

292-36 National Academy of Sciences

Washington, D.C. — 2nd & 4th Tues., noon, National Academy of Sciences, 2100 Pennsylvania Ave. (334-2156).

2957-36 Fun Loving Singles

Bethesda, MD — 2nd & 4th Wed., 8 p.m., Marriott Corporation Bldg., 10400 Fernwood Rd. (588-2767).

3682-36 D.C. Department of Recreation

Washington, D.C. — Wed., 1:15 p.m., Guy Mason Recreation Center, 3600 Calvert St., N.W. (282-2208).

3691-36 Kensington

Kensington, MD — 1st & 3rd Wed., 6 p.m., Kensington Fire Station, 10620 Connecticut Ave. (496-2013).

3924-36 Priscunics

Washington, D.C. — 2nd & 4th Thurs., noon, Federal Home Loan Bank, 320 1st St., N.W. (724-6314).

4036-36 Advanced Speakers

Washington, D.C. — Tues., 7:30 p.m., 10400 Fernwood Rd. (460-5177).

4789-36 CAA

Bethesda, MD — 2nd & 4th Thurs., 11:30 a.m., Concepts Analysis Agency, 8120 Woodmont Ave., (295-2233).

737-37 Toast Flyers

Charlotte, NC — Tues., 7 p.m., Western Steer Family Steakhouse, 6001 Albemarle Rd. (596-4041).

2225-37 West Rowan

Cleveland, NC — Thurs., 7:15 p.m., Lions Den, Cemetery St. (278-4886).

4772-37 Western Chiefs

Western Division, NC — 2nd Sat., 6:30 p.m., Western Division (373-8528).

4786-37 Lexington

Lexington, NC — 2nd Tues., 7 a.m., Berrier's Restaurant, 1100 W. 5th Ave.

4774-40 Ashland Noon

Ashland, KY — Fri., noon, Ashland Board of Education Administration Bldg., 1420 Central Ave. (325-4671).

3215-42 Petro-Canada

Calgary, Alta., Can. — Fri., 12:30 p.m., Petro-Canada, 5th Fl. Boardroom, Atrium I, 839-5 Ave., S.W. (270-2574).

3489-42 Grande Prairie Morning

Grande Prairie, Alta., Can. — Wed., 7 a.m., Phil's Steaks and Pancakes, 10915-100 Ave. (539-9764).

4780-44 Schneider Bernet & Hickman

Lubbock, TX — Mon., 7 a.m., Court Place Bldg., 1001 Main St., Suite 104 (763-1952).

346-46 Deloitte Haskins & Sells

Hackensack, NJ — Mon., 8 a.m., Deloitte Haskins & Sells, 411 Hackensack Ave. (342-9300).

2172-47 Paradyne

Largo, FL — Thurs., noon, Paradyne Corporation, 8550 Ulmerton Rd. (536-8949).

913-60 Town Criers

Campbellford, Ont., Can. — Wed., bi-weekly, 7 p.m., Public Library, (653-4290).

4782-60 Markham

Markham, Ont., Can. — Tues., 7 p.m., Markham District High School, Church St. (297-4302).

3747-61 Louis Saint-Laurent de L'Estrie

Rock Forest, Quebec, Can. — Mon., 6:45 p.m., Motel Inter-Cite, 4210 Blvd., Bourque Rock Forest (563-4650).

3463-63 VA Medical Center

Nashville, TN — 1st & 3rd Thurs., 11:30 a.m., VA Medical Center, Rm. B-105, 1310 24th Ave., S. (327-4751, x 521).

4787-66 Dominion Travelers

Richmond, VA — D-66 Executive and Council meetings (276-5181).

3939-68 Parlons-Nous

Lafayette, LA — Wed., 6:45 a.m., Stansbury's Restaurant, 1412 S. College Rd. (981-3307).

2009-70 Hawkesbury Valley

Richmond, N.S.W., Aust. — 2nd & 4th Mon., 7:30 p.m., Hawkesbury Sporting Club, North Richmond (627-1635).

3837-72 Piako

Morrinsville, New Zealand — 2nd & 4th Wed., 7:45 p.m., Senior Citizens Lounge, Canada St. (Waitoa 891).

4788-73 Vic Rail

Melbourne, Vict., Aust. — 1st & 3rd Thurs., 5:30 p.m., Flinders St., Rm. 306.

3692-U Ras Tanura

Ras Tanura, Saudi Arabia — Mon., 7 p.m., High Tide Room (34201).

3857-U Arabian

Dhahran, Saudi Arabia — Weekly, 6:30 p.m., Aramco Management Training Center (011-966-387-44464).

Anniversaries

55 Years

Los Angeles 3-52, Los Angeles, CA

40 Years

New Orleans 234-68, New Orleans, LA

35 Years

Zephyrus 490-6, St. Paul, MN

500th 500-6, Minneapolis, MN

St. Clair 496-8, Belleville, IL

Capital 503-8, Jefferson City, MO

Wednesday Noon 462-11, South Bend, IN

River City 465-11, Newburgh, IN

Fond du Lac 498-35, Fond du Lac, WI

Moundbuilders 511-40, Grandville, OH

30 Years

Richmond 707-11, Richmond, IN

Muncie 1096-11, Muncie, IN

Muscatine 685-19, Muscatine, IA

Kittyhawk 1108-40, Wright Patterson Air Force Base, OH

Fort Shafter 248-49, Honolulu, HI

Uncle Sam 1138-53, Troy, NY

25 Years

Professional Mens 624-5, San Diego, CA

Diamond 2486-10, Painesville, OH

Hanford 2490-33, Hanford, CA

Foothills 2497-37, Shelby, NC

York 2435-38, York, PA

NADC 2437-38, Warminster, PA

Oshawa 2398-60, Oshawa, Ont., Can

Kitchener-Waterloo 2432-60, Kitchener

Waterloo, Can

Ramstein 2442-U, Ramstein Air Base, Germany

20 Years

Eastside 3491-2, Bellevue, WA

Georgia Power Co. 3488-14, Atlanta, GA

Meridian 3497-15, Meridian, ID

Providence 1330-31, Providence, RI

Old Reliables 690-32, Fort Lewis, WA

Turlock 3498-33, Turlock, CA

Chapel Hill 2294-37, Chapel Hill, NC

Agoissi 3500-40, Columbus, OH

Badlands 1478-41, Wall, SD

Equitable 3507-46, New York, NY

Hawaiian Telephone 1942-49, Honolulu, HI

Gamma 3423-66, Norfolk Naval

Air Station, VA

Brisbane Central 3433-69, Brisbane,

Qld., Aust

15 Years

North Star 3696-2, Seattle, WA

Desiderata 2667-19, Rock Island Arsenal, IL

Gates 3413-26, Denver, CO

Pizen Switch 3065-39, Yerington, NV

Summerland 3865-69, Lismore, N.S.W., Aust

Henry Kendall 3186-70, Gosford, N.S.W., Aust

Capital 409-72, Wellington, NZ

10 Years

Barberton Area 706-10, Barberton, OH

Insurance Masters 3193-16,

Oklahoma City, OK

Columbia 3755-18, Columbia, MD

Statesmen 1937-19, Des Moines, IA

Crown Center 2425-22, Kansas City, MO

Cary 3335-37, Cary, NC

Jacksonville 3478-37, Jacksonville, NC

Accuray 1008-40, Columbus, OH

Elmwood Park 1552-46, Elmwood Park, NJ

Northridge 1906-52, Northridge, CA

USAA 181-56, San Antonio, TX

Missouri City 2359-56, Missouri City, TX

Alameda 3904-57, Alameda, CA

Westerns Suburbs 2477-69,

Brisbane, Qld., Aust

What Every Club Needs

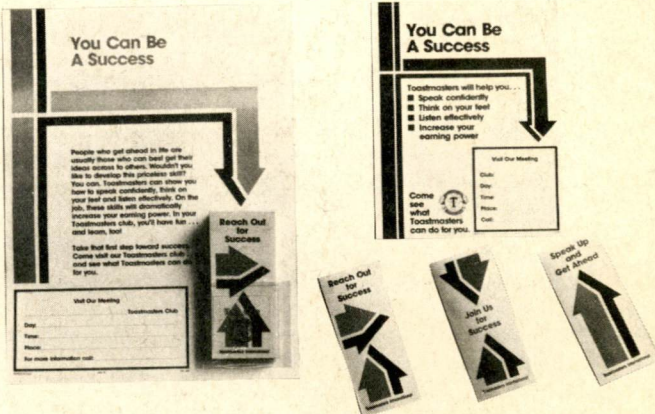
Basic tools for managing your club and meeting member needs.

367-368. TI Posters. Eye-catching works of art will help you get your message across quickly and eloquently. Two sizes available. The smallest (367) is 11" x 14". The color scheme is navy blue and white and there's space for your club's name, meeting time and place and phone number. Set of 10: \$2.00. The large red, white and blue poster (368) is 22" x 17" and comes with a plastic stick-on brochure holder. Set of three: \$4.00.

99-101. Promotional Brochures. Toastmasters has completely revised its promotional brochures. The new brochures include *Reach Out For Success*

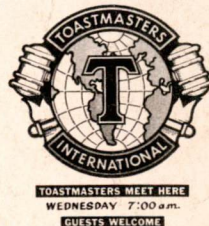
(99), which tells prospective members what Toastmasters is all about; *Join Us For Success* (100), which includes statements from prominent persons who have been helped by Toastmasters; and *Speak Up and Get Ahead* (101), which is tailor-made for company clubs that want to promote their programs within their organizations. Clubs may request up to 15 at no charge. Additional copies are 2 cents each. Contact World Headquarters' order department for details on quantity prices for orders of 1000 or more.

1159. Membership Growth Manual. A wealth of ideas plus promotions for attracting and keeping members. \$1.50 each.



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

FOR BETTER LISTENING-THINKING-SPEAKING

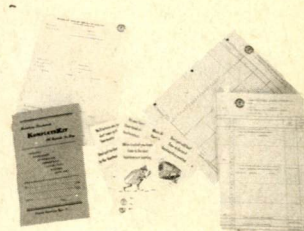


234. Club Banner. Gold satin banner 3' x 4' with blue Toastmasters emblem. Specify club name, number, city and state. \$45.00

Attendance and Dues Records.

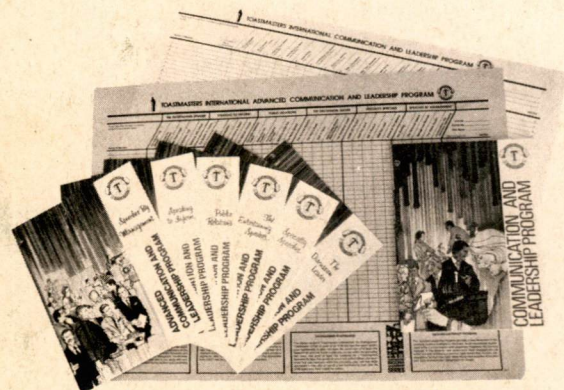
To help your club with its administration and records, TI provides a collection of materials. Simplify the job by ordering:

- 37. Dues Receipt Pad. \$1.00.
- 83. Simplified Club Financial Record. A set of 12 copies of Cash Receipts and Disbursements Journal and six copies of Membership Roster and Record of Dues Paid. \$2.00.
- 356. Kompletekit for the Secretary or Treasurer. Handy portfolio of club record forms for an entire year. \$1.75.
- 912. Meeting Reminder Cards. Five copies each of eight



different postcards to remind members to attend meetings. \$2.00.

- 1503. Record of Regular Meetings. A system for keeping accurate minutes. 40 sheets at 80 cents.



1555. Communication and Leadership Library Set. Every club should have basic C&L manuals on hand for new members. Set of four is \$10.

If members have already completed the Advanced C&L Manual, help them continue to grow by urging them to go through the six new advanced manuals:

- 226-A. The Entertaining Speaker
- 226-B. Speaking to Inform
- 226-C. Public Relations

- 226-D. The Conference Speaker (The Discussion Leader).
- 226-E. Specialty Speeches
- 226-F. Speeches By Management \$1.50 each.

227-D. Progress Chart Kit. Keep track of members' progress with the Member Program Progress Wall Chart and file copy for the basic C&L program (227, 227-B) and same for Advanced program (227-A, 227-C). \$4.00.

Lectern and Gavel

• 371. Portable Lectern. Lightweight steel with Toastmasters seal. \$35.00.

• 375. Gavel. Handsome wood finish. Perfect for club meetings and conferences. \$5.75

