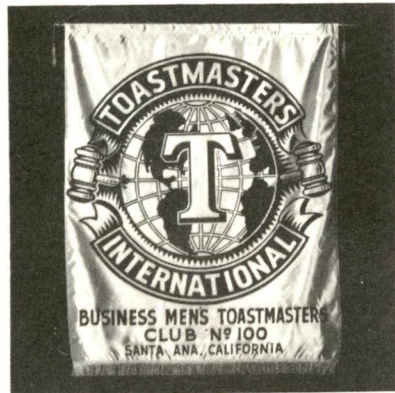


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SEPTEMBER, 1957

The TOASTMASTER

For Better Speaking, Listening, Thinking



**IN THIS ISSUE: Getting Across with Teenagers
Be Yourself • Words to Fit Your Needs**

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TOASTMASTERS INTERNATIONAL IS:

... a nonprofit, nonpartisan, nonsectarian educational organization which has helped more than half a million men through its program of self-expression and self-improvement. There are now more than 2550 clubs which are located in every state of the Union, every province of Canada and in 28 other countries.

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

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

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

The

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ON THE COVER

Bill and Jane Ferrell of Garden Grove, Cal., Winky Harris of Atchison, Kans., and Bill Girton of Kihei, Maui, meet in The Record Shop, owned by Jim Nelson of Santa Ana, Cal.

The problem of communicating with teenagers is one which concerns all adults.

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SEPTEMBER, 1957



By L.J.Z. WHITE

L.J.Z. White, former high school teacher, co-author of text books and teachers' manuals, is editorially associated with Scott Foresman & Co., publishers, of Chicago.

AS PARENT and citizen, every Toastmaster is aware that many teenagers present problems that are both urgent and serious. Not only the staggering increase in juvenile crime, but also the higher incidence of general anti-social behavior on the part of even the "good" youngsters presents a challenge to the adult community.

Primarily the challenge is one of communication. How can we communicate with that baffling enigma, today's adolescent? How enter the bewildering exclusive world in which he seems to live? How penetrate the hard, tight core of resistance which parents, teachers and youth authorities find so disturbing? To the extent that they have failed to put across ideas and moral values, these adults have contributed substantially to the callousness they condemn.

The present situation has not developed for lack of talking at

the adolescent, or talking *about* the adolescent. By the time he is fifteen, His Nibs has already gone through reams of newspaper and magazine copy devoted to "teen-age problems." He is informed that he is "going through a difficult period of adjustment;" he is advised that he has much to cope with "just growing up." He is also provided with the means of making the most of any off-the-norm situation in which he may find himself. Should he come from a very rich or a very poor home, from a foster home, a broken home, an unstable home, he knows the exact psychological reasons why he cannot get his homework. Scornfully indignant, he recounts these reasons in detail, quoting column and expert as his authority.

That's not all. Troops of adults—reporters, social workers, psychology majors, "youth research" pollsters—come pussy-footing into

the sacred juvenile presence with false humility and ill-advised camaraderie to ask questions. What is his opinion of marriage, religion, education, and society in general? These and many others are submitted in all seriousness to the callow judgment of fourteen-year-olds.

It is not surprising that our kids get a false notion of their own importance. Or rather, it would be more nearly accurate to say that they acquire a false idea of that in which their true importance lies. Our young people are very important, not only in themselves for what they are now, but more significantly, for what they may become. They are, in an awe-ful and literal sense, the hope of the world. How are we to get this concept over to them? Here again is the problem of effective communication. Talking *at* and *about* has proved futile. How can we talk *to* them?

The need for re-appraisal:

In approaching the problem we may find that we have a little soul-searching to do, that we may have to re-order our ideas as to what we have to give as well as how to give it. What do our children require of us?

Youth demands of the adult community three things:

- (1) *Values he can respect*
- (2) *Authority he can respect*
- (3) *Opportunity to achieve recognition and status*

If these are not forthcoming, youth then sets up its own standards, delegates its own authorities, and

proceeds to win recognition in its own dubious way.

When society abdicates, gang leaders take over.

Part of the trouble lies with the total environment. The high school boy who feels he counts for nothing unless he can sport a hot-rod and gain the attention of the most popular girl in his class does not come into his mistaken notions all by himself. From babyhood he has sensed the universal and unmistakable homage paid to the evidence of *things seen*. Precept and platitude notwithstanding, he sees that Money, or even the suggestion of Money, can go anywhere, on its own terms. He is convinced that *Having* means *Being*. Recognition and status he craves, and he craves them now. So to hell with the merits!

How to meet this attitude?

It would be silly and pointless to deny the blessings of our material prosperity, our high standard of living, our unique position in the world of trade and finance. It would be an even greater disservice to under-rate the significance of our free economy. What does need to be done is to get over to our young folk some first principles: that the material is the product, not the source, of essential value. That material things are among the rewards of achievement; they are not the essence of achievement nor its true measure. Much less are they the measure of a man.

Here indeed is a challenge to communication. We must convey to our young people the knowledge

that true achievement is measured by *contribution*, which may or may not receive its full recognition here and now. History abounds with the records of great and lonely souls whose contributions to civilization are of such magnitude that we stand in their eternal debt, yet whose lives were lived without material reward or acclaim. Patrick Henry failed at shop-keeping. Poe, Stephen Foster and Van Gogh died in poverty and obscurity, yet poetry, music and art are richer because they lived.

We are not advocating an attempt to inspire in our youth an urge for martyrdom, an excuse for failure, or an idea that a poor artist is a better man than a rich tradesman. We must, however, realize in ourselves and by precept and example drive home to our children that one thing is sacred in life, and for it each one of us must eventually make up his account. This is the *central integrity of the individual and the stewardship for whatever talents may be his*. In other words, we have the obligation to keep our integrity and do our work, though Cadillacs accrue to another.

Perhaps it is within ourselves, not within our children, that a new vision of success is needed. For our youngsters are far too intelligent not to separate the wheat from the chaff, the platitude from the principle, the exhortation from the example. If we base our communication to them on words alone, unaccompanied by actions or attitudes, we may expect to fail. They listen with eyes as well as ears, swift to judge and to discard.

We must also re-emphasize for ourselves and our youth those things which are most valuable in our material prosperity. These are the tremendous contributions made to the general welfare by our scientists, our architects, builders, manufacturers, distributors and professional men. What is our reaction to the success of a prominent businessman? Do we say to ourselves (and therefore to our young people) that "he has made a great contribution," or do we enviously remark that "he has it made"? Only when we can honestly say and feel the former will we be communicating something of lasting value to our youth. We cannot expect them to hold higher standards than our own.

Quickie philosophies:

Another matter affecting our young people as well as all of us is the current epidemic of quickie philosophies and home-brewed psychology cults. Daily, in ten easy lessons, the "How To —" peddlers set forth their magic formulæ for getting what you want—from your boss, a customer, or God. Their key phrase is the broad term "human relations." In its best sense, "human relations" derives from the ideal of the brotherhood of man and the fatherhood of God. Here is an ideal which should be taken seriously as the pattern for private and national life, or we stand in peril of extinction. In this sense, the psychologists are right when they say that the prime issue of our time is how to get along together.

Too often, however, we find

"human relations" corrupted to a welter of contrived psychological techniques for discovering a man's weakness—in order to pry something out of him for personal gain. This is a far cry from the old Greek concept of "the art of persuasion, beautiful and just." To reduce the secrets of psychology and the Golden Rule itself to a technique for manipulation of personalities defrauds our children. Why not be honest? There are no quick-and-easy short cuts to anything worth while: to building a reputable business, creating a work of art, wresting the bread from the earth, cementing a marriage, making a home or growing a soul. These things our children should know as they go forward into maturity. How can they learn them unless we know them first?

Today's teenager is sick unto death of the insincerity he sees around him in adult life and affairs—the phony friendships ("good business, y'know,") the false "love," the gimmicks and the come-ons. He wants something real, something honest—and he wants it straight. He will not reject the hard, the solid, the difficult, if it is handed to him directly and is backed up by example.

He does not object to a reasonable exercise of parental authority either. He knows that controls are inevitable; that when father relinquishes his authority, the gang leader accepts it. When father lays aside the big stick, the stinker down the alley picks it up—and uses it.

It is high time, too, that we stopped dealing in half-truths and advising right actions for wrong

reasons. The need for popularity, acceptance by the group, is one of the strongest of the motives that activate the teenagers of today. This is a legitimate drive, yet how many times do we attempt to use it as a means for inculcating codes for decent conduct? It is a false premise, and the teenager recognizes it as such. We must tell him and show him that right conduct is an end in itself, not a means to a lesser objective. Popularity is desirable; character is essential.

It is time to forget many of our sickly old bromides in dealing with our young folk. There is, for instance, the one about "Crime does not pay." That constitutes a laugh to today's kid. He knows that crime, or shady dealing legal or illegal, often pays handsomely. Why are we afraid or ashamed to tell him that crime should be shunned not because it does not pay, but because it is wrong? "The good citizen," says Confucius, "does what he thinks is right. The poor citizen does what he thinks will pay." Stiff doctrine, but of what avail anything if our citizenship be bankrupt?

Such, then, constitutes what we have to say and need to say to our teenagers. If we cannot say it, or if we have so conditioned them that they cannot take it, then we have failed. We must say it to them not by word alone, but by action and attitude, and with conviction. And we must start the saying of it long before Junior becomes a teenager in order for it to have an effect.

It is high time we stopped apologizing for being adults.

What can we do?

First, we must recognize those deep-seated human needs of which "popularity" is a pale reflection: the need to belong, to be loved, to be needed. These are valid needs which must be met in valid ways.

The first requirement is a stable environment of security and honest encouragement. In addition, we must give our teenager room and opportunity to win status and the recognition of his peers. He is driven unmercifully by natural compulsions to *be somebody* and to *do something*. It is our responsibility to provide the theatre for the wholesome enactment of these powerful and explosive forces.

In older, simpler days, when communities were small and physical frontiers almost limitless, youngsters could run and whoop and work out their "aggressions" with little damage. They also had the opportunity to work, to be recognized as significant members of the family unit and of the community. Today they face restrictions and limitations on every side. We must find a constructive outlet for their bottled-up energies before frustration turns them into little monsters. For too many of our children, crowding and mechanization have made the asphalt jungle, the neon jungle, and the blackboard jungle their habitation and their home.

It is easier to state a problem than to solve it, but there are specific things we can and should do. In some communities, far-sighted businessmen and civic leaders have made an intelligent start by giving teenagers opportunity to participate fully in community affairs.

Good as they are, however, clubs, school activities and community doings are not enough. They tend toward a sort of natural selection which finds a few youngsters doing everything and many doing nothing. If not constantly enriched, they become mere dodges—busy work to keep the kids occupied. The teenager yearns to make a genuine contribution which will stand in his own eyes and those of his friends as valuable in adult terms. He demands an appreciable "in" to the active, pragmatic life of adults—into business, industry and the professions.

If he is to have them, then labor and management must make some concessions, relax some of their rigid restrictions. The professions, the schools, all of us, will have to give a little. Even then we will scarcely have begun. We must build more schools, and better ones. We must provide more character-building activities, and better ones. We must develop within ourselves a more sensitive awareness to the fundamental life patterns being set and sealed in our adolescents.

How can we best communicate with today's teenager? By humbly accepting our responsibilities toward him, and by making him a party to our efforts. By providing him the opportunity to earn the regard to which he is entitled; to achieve an importance which squares with the basic values of life and satisfies his innate sense of justice as well as his ego; to develop his potentialities in a sympathetic atmosphere. In short, to help him get off on the right foot in the great adventure of *maturing*. ❖



By DON HUGHES

GOOD speeches from punched cards? Why not? If public speaking were a science, giant computers could be programmed to take a dictionary in punched card form, turn out speeches and record them on magnetic tapes. With such progress we could disband Toastmasters International and free literally millions of man-hours each year for other purposes.

But before you turn in your badge and tear up your Basic Training Manual, please be assured that public speaking is still an *art* and not a science. Good speeches must come from individuals rather than machines—effective speeches reflect the personality of the speaker. Great orators became great because they developed along the lines of their individual style as dictated by their talents and personalities.

Patrick Henry, for example, was a *natural* orator in that he could deliver his best effort with little or no preparation. His words seemed to flow from his heart rather than from his head. His most notable asset was the tremendous range of which his voice was capable. He used his voice to kindle a slow fire in his audience that finally grew to the proportions of a conflagration, with such endings as "Give me liberty, or give me death." In

contrast to that searing finish, listen to a few of the soft words that opened the speech that plunged the Colony of Virginia into war:

"... different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to these gentlemen, if entertaining as I do opinions of a character opposite to theirs, I would speak forth my sentiments freely and without reserve." One can visualize him as a skilled boxer patiently setting up the opponent for a knock-out blow.

The antithesis of the fiery Patrick Henry was Edward Everett, who is famous today for having been the other speaker on the platform at Gettysburg when Lincoln delivered his immortal address. Everett was on that platform for a good reason. He was there because

.....
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.....
he was the foremost orator of his day. Everett was not a *natural* orator as Patrick Henry was. He was a *made* orator. His speeches were carefully planned, carefully rehearsed, carefully delivered. This does not imply that Everett was

deficient in talents, voice or ideas, or that he lacked a broad and interesting background.

In addition to these assets, Everett employed preparations that would shame most of the would-be speakers of today. For his speech at Gettysburg he requested a one-month postponement of the dedication services to allow for—you guessed it—more preparation. He spent three days walking around the battlefield. He familiarized himself with every detail of every battle and skirmish that had taken place there. When the moment finally arrived for his speech, he mounted the platform and spoke for two hours without benefit of notes. His speech—all two hours of it—was memorized. This was his usual practice, nor was he ever known to falter or sound stilted in his delivery.

Edward Everett's passion for preparation was constant. At the age of 60 he was approached by a group of young Bostonians who asked him to speak at an important meeting to be held two weeks from that date. Everett refused. He was at that time retired, and had nothing to do but enjoy the riches of his vast library. Nevertheless, he told them, he could not accept a speaking invitation for which he was given only two weeks in which to prepare.

What about the other gentleman who spoke at Gettysburg on November 19, 1863? Abraham Lincoln did so many things to engrave his name on history that his prowess as an orator is frequently overlooked.

Lincoln was another "made" ❀

orator. He was not the rhetorician Everett was, but he worked hard at developing his speaking ability. He had his problems during his early days—ragged starts, repetition of sentences and some difficulties with pronunciation, such as referring to "Mr. Cheerman." However, his crystal-clear logic, his talent for apt stories and later in his career his ability to combine poetry and prophecy in such masterpieces as his second inaugural address, won for him a place as an orator of the very first rank.

Lincoln's style was his own. It was suited to his background—which he never attempted to deny or aggrandize—and to his character, which was noble. A simple man, he spoke simply. A man of the people, he spoke directly to the people. A man of his times and of eternity, he spoke for his times, and also for eternity.

These are three examples of outstanding speakers. All three were different. All three were great. All three ignored the rules—or rather, they honored the most important rule of all: *Be Yourself*. This is not the same as being indifferent to poor, slovenly, distracting speech habits. It is having the courage to speak your own thoughts in your own manner, in the best way of which you are capable.

How can you bring yourself closer to the standards set by these great speakers? By practicing set patterns? Using word variety? Good posture and gestures?

No! All these things are fine, but they can't help you unless you are willing to express your individuality. In other words—be yourself. ❀

WORDS TO FIT YOUR NEEDS

By ADRIAN D. SMITH

THE traditional method of acquiring a vocabulary is to take a new word out of your reading, look up its meaning in the dictionary, then, to fasten it in your mind, use it at least three times in speaking. By repeating this process daily, you are assured of a large and powerful vocabulary.

But—!

It doesn't always work. Those who have tried it complain that the words somehow slip away from them, and worse yet, those words which are retained are rarely put to use.

"I've learned the meaning of *invidious*, *incisive* and *prestidigitation*," mourned a friend of mine, the manager of a service station. "I know how to use them, too. But when do I ever get a chance to use them on a customer? Not in a hundred years!"

Does this complaint have a familiar ring? Could you add: "Yes, and in two weeks I'll have forgotten that I ever saw the words!"

In short, have you tried and failed to acquire the vocabulary you want?

The answer to your problem may be found in a totally new approach, an approach that assumes a *need for words* as the point of departure. This is the reverse of

the traditional approach which starts with words themselves, assuming that when acquired they will fill needs arising in the future.

It makes a difference, this matter of the approach to the problem. For instance, let's take a look at my neighbor and his workshop. You might describe him as "tool-wacky." He can't resist anything new in the way of wood turning lathes, planers or saws. He's a sucker for the latest thing out; he's the dream of catalogue-makers and the delight of salesmen.

There's only one unfortunate thing. My neighbor is also a very busy traveling salesman. He doesn't get a chance to spend more than an hour a month in his well-equipped workshop.

Now let's take a look at the other side of the picture. I have another friend, a barber by profession, who began building a house some twelve years ago. When he started he was totally inexperienced, and had no building tools whatsoever, not even a hammer.

He had the right approach, though. As each phase of the job unfolded, he bought the necessary tools. Shovels, saws, hammers, levels, paint brushes—as the need arose, he bought according to his

need. After he bought, he learned how to use them.

What is the result? Well, today he has a house, the pride of the neighborhood. Furthermore, he has a workshop full of tools. Every one of them has been used; with most of them he is expert.

The moral of this tale of the two men is obvious. Words are the tools of speech. *Get new words, like new tools, when the need for them arises.*

Need, or necessity, is more than the mother of invention. It is the motivating force behind most of man's accomplishments. Then why not avail yourself of this force in building a vocabulary?

Let's go back to our service station operator. What does he need in the way of words? Quite obviously he has found no need for *invidious, incisive or prestidigitation*. But certainly he has need for other words.

Perhaps his supplier has increased the octane rating of the gasoline he sells. Can he explain to a customer what this means? The supplier obviously believes he has improved the product. Can the service station manager convince his customer that the change actually represents an improvement? To do this, he will need words.

Some of the words will be technical terms, and he must make them understandable to his customer, who may be a stenographer, a bank cashier or an engineer. To accomplish his purpose, the station manager will need words—lots of them—and he must use them with care, precision and effectiveness.

Here, then is a *need*, a man-sized

challenge. It is typical of the challenges which face us daily. They do not come solely from our business activities; they also arise in our social lives.

With all of us, the need for words is ever-present. To build a vocabulary, start with this need. Single out the area where you feel the least adequate and start there.

And having established your need, how do you go about satisfying it? Where do you find these new words, these sharp tools you will use in your business and personal life?

First and foremost, of course, is a thesaurus. This indispensable aid in the quest for words should be familiar to everyone interested

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.....
in effective expression. The convenient subject groupings will make it easy for you to build words in relationship—and if you are led into fascinating bypaths and non-sequiturs, don't worry. They can be fun, and may come in handy some day.

Another handy reference book is a good volume of synonyms and antonyms. And don't forget the dictionary, and the words you run across in your reading.

When you are satisfied with your increased vocabulary in one area, move on to another. You will find that you never run out of the need for words, and your vocabulary will never stop growing. ✦

By RALPH C. SMEDLEY

A SPEECH REMEMBERED

The speaker never knows how much of what he says will be remembered by his hearers, nor how long that memory will last. Neither does he know how his conduct, his appearance, his personality will affect those who listen.

Like the arrow which Longfellow "shot into the air," the speech may fall on ears and into hearts where it will live and exert its influence for a long time. This is a good reason for us to be careful of what we say and how we say it.

A notable example of this is found in the account given by Elbert Hubbard of the time he heard Wendell Phillips speak. It is the story of how a young lad reacted to a speech with meanings beyond his ability to comprehend. You will find it in his biography of Phillips in the "Little Journey" series of books.

By permission of Elbert Hubbard II, we present an extract from this account of the life of the great New England speaker, which reflects the impressions of a young boy, written by the mature man from his memory. Read it with this in mind.

"I heard Wendell Phillips speak but once. I was about 12 years of age, and my father and I had ridden ten miles across the wind-swept prairie in the face of a winter storm.

It was midnight when we reached home, but I could not sleep until I had told my mother all about it. I remember the hall was packed, and there were many gaslights, and on the stage were a dozen men—all very great, my father said. One man arose and spoke. He lifted his hands, raised his voice, stamped his feet, and I thought he surely was a very great man. He was just introducing the real speaker.

Then the Real Speaker walked slowly down to the front of the

stage and stood very still. And everybody was awful quiet—no one coughed, nor shuffled his feet, nor whispered—I never knew a thousand folks could be so still. I could hear my heart beat—I leaned over to listen and I wondered what his first words would be, for I had promised to remember them for my mother. And the words were these: "My dear friends: We have met here tonight to talk about the Lost Arts." * * * That is just what he said—I'll not deceive you—and it wasn't a speech at all—he just talked to us. We were his dear friends—he said so—and a man with a gentle, quiet voice like that would not call us his friends if he wasn't our friend.

He had found out some wonderful things and he had just come to tell us about them; about how thousands of years ago men worked in gold and silver and ivory; how they dug canals, sailed strange seas, built wonderful palaces, carved statues and wrote books on the skins of animals. He just stood there and told us about these things—he stood still, with one hand behind him, or at his side, and the other hand motioned a little—that was all. We expected every minute he would burst out and make a speech, but he didn't—he just talked. There was a big yellow pitcher and a tumbler on the table, but he didn't drink once, because you see he didn't work very hard—he just talked—he talked for two hours. I know it was two hours because we left home at six o'clock, got to the hall at eight, and reached home at midnight. We came home as fast as we went, and if it took us two hours to come home, and he began at eight, he must have been talking for two hours. I didn't go to sleep—didn't nod once.

We hoped he would make a speech before he got through, but he didn't. He just talked, and I un-

derstood it all. Father held my hand; we laughed a little in places, at others we wanted to cry, but didn't—but most of the time we just listened. We were going to applaud, but forgot it. He called us his dear friends.

I have heard thousands of speeches since that winter night in Illinois. Very few indeed can I recall, and beyond the general theme, that speech by Wendell Phillips has gone from my memory. But I remember the presence and attitude and voice of the man as though it were but yesterday. The calm courage, deliberation, beauty and strength of the speaker—his knowledge, his gentleness, his friendliness! I had heard many sermons, and some had terrified me. This time I had expected to be thrilled, too. And so I sat very close to my father and felt for his hand. And here it was all just quiet joy—I understood it all. I was pleased with myself; and being pleased with myself, I was pleased with the speaker. He was the biggest and best man I had ever seen—the first real man.

It is no small thing to be a man. ❀

One ought, every day at least, to hear a little song, read a good poem, see a fine picture, and, if it were possible, to speak a few reasonable words.

—Goethe

The great law of culture is: Let each become all that he was created capable of being.

—Thomas Carlyle

REPORT

By SETH FESSENDEN

ON

MR. TAMIT

In this article, Dr. Fessenden presents his appraisal of "the average Toastmaster" as viewed with the perspective of his academic experience as a teacher of communications.

THERE is a certain horrible fascination that the educational program of Toastmasters International holds for me. It is so simple that I swear I must be missing something; yet it is the very lack of complication that seems to make it so effective. For over a quarter of a century I have been teaching college students and adults in the traditional way of making assignments and evaluating the quality of performance. But Toastmasters doesn't work that way. The man in Toastmasters wants to learn, but he wants to learn in his own way and at his own rate. He is his own taskmaster.

For many years my dream has been to teach a class of students who wanted so to learn that they would sit at my feet and hold their little cups out to me to catch the golden drops of wisdom as they fell from my lips. Now, here I am with the opportunity to help seventy-five thousand men learn to do what I have been trying to get

across to my students for thirty years, and it turns out that it is I who am the student; it is I who must change. I am the old dog trying to learn new tricks.

To quite an extent I am finding that the average man in Toastmasters, whom I shall now call Mr. Tamit for short, is rather enigmatic in his attitude. He is fearful of openly accepting instruction; yet he wants it. He tends to take direction in an off-hand sort of way, "If you insist on giving me advice, I'll consider it." Mr. Tamit refuses to consider himself a student; he seeks praise more than he fears rebuke; and tends to classify himself as an expert in oral communication as soon as he has moved through Basic Training. It took me eight years of university work in speech and education to get a doctorate that says in effect, "This fellow can be presumed to know his subject," and in spite of this, Mr. Tamit has gained some things that I never got in school,

Unfortunately, Mr. Tamit seems to be satisfied with surface knowledge about the art of speech and professes to be interested only in the skill of performance. Yet, he is thrilled by simple academic analysis if the presentation is dramatic or demonstrates showmanship. The principles of rhetoric, the history of the art he practices, the functions of speech in a free society, the philosophic concepts of communication, and such "non-practical" areas of study are not for him. Mr. Tamit enjoys speaking; he gets major pleasure from the realization that his initial fear of standing and speaking before a group of peers is lessening. For him, evaluation is an opportunity for psychological, perhaps sadistic satisfaction. He hears and gives judgments on superficial aspects of speech as emotional experiences more than as educational ventures. But for some reason he hesitates to comment on the thinking or the logic or the ethics of a colleague's talk. Evaluation of content seems taboo in spite of the obvious importance of saying something worth while.

It is inevitable that Mr. Tamit becomes more willing to speak in public. This change brings about a personality shift which is reflected in his business and fellowship associations. Mr. Tamit becomes not only a better speaker, but also a better human being; his relationships with others in and out of the club promote further interest in oral expression which continues to become more and more acceptable. This is learning by infiltration and absorption

rather than by direction or instruction. Sometimes it is a long process, and it is never efficient.

Oddly enough, this method of learning is becoming recognized in the circles of adult education as an effective, perhaps desirable, method. It is often called by the ungracious name of "gut learning" to indicate that it's "inside the skin," part of the person. It is the kind of learning that gets to the person more through emotional channels than through intellectual analysis. It is the kind that results in easy application and immediate transfer. It is the kind of learning that has a major effect on the personality of the individual. Most of us have biases and prejudices and convictions that have come to us in this manner. It is a forerunner of "brain-washing," the kind cults seek. It is deep and lasting.

I am finding the occasion to translate an academic background to this sort of situation extremely interesting and rewarding. Were I to return to the classroom, I would certainly be a better teacher. But in the same vein, my activities with Toastmasters apply years of experience in the classroom through my newly learned procedure.

We have the goals for which Mr. Tamit strives as a club member fairly well defined. In the course of about two years he completes certain aspects of a fundamentals of speech course on a college level of about three semester hours; fifty hours in a college class would about equal the instruction he receives in a year or so of club meetings. If his club

is active in its promotion of his work in Basic Training, this can be achieved in perhaps fifty club meetings, but even then the work is less concentrated.

There are two major differences, however. In the college class the man is expected to learn how to do basic research work on topics and he studies a more detailed text. Mr. Tamit, of course, speaks largely from his present knowledge and fails to gain from the discipline of research, and his basic text has a minimum of speech theory. But at the same time, both Mr. Tamit and the college student grow in their skills as communicators, and Mr. Tamit surpasses his counterpart as an efficient user of his new skills.

In the upper echelon of Toastmasters International, it seems to me that we have much less definite sets of objectives and very few criteria with which to measure the achievement of them. I have the feeling that the learning tapers off rapidly beyond the club. The educational program seems to be sacrificed for expediency, and the meetings that are held for educational purposes become fellowship conferences.

There is much in the fields of group leadership, communication theory, supervision, administration and related studies that can be aptly applied to the fulfillment of District, area, and club officer responsibilities. We have Beyond Basic Training, but that is not enough. We have many isolated bits of educational material, but too little that is a challenge to the

mind of the man who is searching for knowledge in his leadership roles beyond the club level.

In my little academic mind, conditioned through the years to set objectives for my courses and then strive to have them achieved, I can envision learning goals that should be sought at every echelon of Toastmasters International. In my way of thinking we should be able to say to a man who is approached to become an Area Governor, "These are the skills you will learn; these are the profits you will earn."

I'll not go so far as to suggest we should grade everyone and keep on file a record of his "academic" accomplishments we might send to employers. But I've thought about it. More seriously, however, I've thought about measuring the man by his business or professional gains and grading Toastmasters according to the degree. If a man does not perform better because of his Toastmasters experience, we may well be at fault.

I find the prospects fascinating. The ease, security, and tradition of the college campus hold nothing in comparison with the challenge of Toastmasters as a field of service or a field of influence. As the "old dog learns new tricks" I hope that the soundness of the educational philosophy which underlay the foundation and growth and continues to underlie further growth can be made more and more functional. I have no desire to make changes; my only desire is to make stronger and more effective those educational procedures that we have found to be successful. ❖

What's going on . . .



Woodford Toastmasters go to sea as "millionaires for a night"

Woodford Toastmasters Club No. 816 of Portland, Maine, chose to be "Millionaires for a Night" when they held a meeting aboard the yacht *Hy-Lo*, tied up at the Portland Yacht Club. A summer evening provided the right temperature, and speakers Lindsay Lord, Donald Gribbin, John R. Armstrong, Gilbert Wheeler and Geo. Hinckley, with Topicmaster Ernest Armstrong and Toastmaster Albert Hume, demonstrated that their words and ideas were not "all at sea."

The twentieth anniversary of the *Russell H. Conwell Toastmasters Club No. 82 of Minneapolis, Minn.*, was recently celebrated with a "birthday" dinner at the Minneapolis Downtown YMCA. This has been their meetingplace for all twenty years.

The dinner was attended by fifty-six Toastmasters, former members and wives. The program featured a review of the history of the club and its prospects for the future. Another twenty years of successful training in Toastmasters is the club objective.

The recently chartered *Faculty Toastmasters Club of N. C. State College* of Raleigh is justly proud of its charter meeting, which was attended by seven of the ten Deans of the college. Picture shows, left to right: First row, Dr. J. H. Lampe, Dean of School of Engineering; Dr. John W. Shirley, Dean of Faculty; Miss Clara Beth Smith (Miss Raleigh of 1957), daughter of Dr. C. F. Smith of the Entomology Dept., substituting for her father; Henry L. Kamphoefner, Dean, School of Design. 2nd row, Dr. C. Addison Hickman, Dean, School of General Studies; Dr. W. J. Peterson, Dean, Graduate School; Prof. Albert Farkas, School of Engineering and President of the club; Ted Davis, Governor D. 37; Dr. Malcolm E. Campbell, Dean, School of Textiles; and Dr. J. Bryant Kirkland, Dean, School of Education.

"This is one faculty meeting we are careful not to miss," is the consensus. . . .

Local Boy Scouts who want to obtain their public speaking merit badge have been assisted by the *Crossroads Toastmasters No. 1992 of McMurray, Penna.* Each month one or more scouts appear on the program, and parents are invited to be guests.

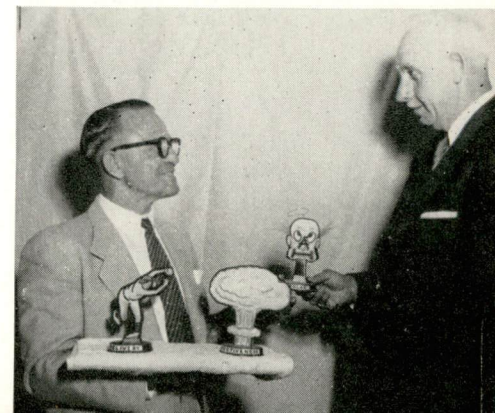
At a recent meeting, Explorer Scout Douglas Griffiths explained and demonstrated the use of a snake bite kit, using as victim Ed. V.P. Ralph Fink, while Pres. Don McIntyre observed. . . .



Faculty Deans attend Faculty Toastmasters

Each Friday luncheon of the *Nouasseur Toastmasters Club 1904-U* located at *Casablanca, Morocco*, the successful participant on the program receives an appropriate award which remains on his office desk for a full week. On subsequent Fridays the trophies are re-awarded to a new group of winners, judged by popular vote of the club's membership. For delivery, a baseball pitcher; for effectiveness, a miniature atom bomb; while the "Ahs-scar" denotes too many of those impeding "Ahs."

Geo. Mayer receives awards from Adm. V-P Earl Looker of Nouasseur TM's





TM's Busch and Pritchard plant emblem

A Royal Netherlands naval officer and three Royal Canadian Air Force personnel provided an international flavor at a recent meeting of the *Fontainebleau Toastmasters No. 2199, of Fontainebleau, France*. All four guests are prospective members of the club. . . .

Pres. Victor Mamak presents flag to Pres. Al Personette of visiting Hornets



President Joe Busch and Sgt.-at-Arms Carl Pritchard of the *Mid-Pacific Toastmasters 1866 of Guam*, posted the Toastmasters emblem in front of the Top O' the Mar, meeting place of the club. Club 1866 is one of the five clubs on Guam, and is composed of members of the various armed services and key civilians who hold officers' club memberships. . . .

The 8th Annual Picnic of the *Irvington Toastmasters Club 199 of Indianapolis, Ind.*, was held at the summer home of Past Dist. Gov. Lowell P. Kemper. Each year Toastmasters of the club look forward to receiving the ingenious map which directs them to the Kemper cottage, and attendance close to 100% is accepted procedure. . . .

An historic meeting occurred recently when the *U. S. S. Hornet* touched the port of Hong Kong. The *Hong Kong Toastmasters* welcomed the *Hornet Toastmasters* at a joint meeting—the first of its kind for Toastmasters of the Hong Kong group. Victor Mamak and Al Personette, presidents of the hosts and visitors respectively, presided. The visitors were later entertained at a Chinese dinner at the Wing On Bank Club.

Another visitor to the Hong Kong Toastmasters club was John Alles, a Toastmaster of Los Angeles, Calif., who was in Hong Kong on business. John was so interested in the joint meeting that he postponed his homeward flight in order to attend. . . .

Word has been received from the Toastmasters of *Moorhead, Minn., and Fargo, N. D.*, concerning the recent tornado. They write:

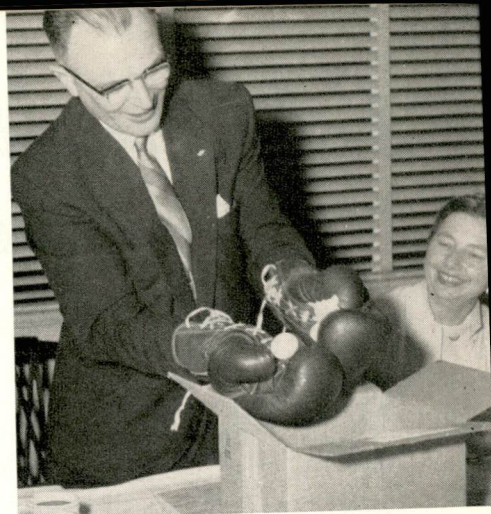
"Fortunately, none of our members were killed or injured. However, Warren Parmer lost his home and car; Seymour Olson's home, car and truck were severely damaged; Russ Moen and Tony Rogness suffered extensive damage to their homes; and also Art Lieb's home was hit, but not badly, relatively speaking."

It is the custom of the Home Office to replace Toastmasters manuals and materials when disaster strikes. Replacements have gone out to the Toastmasters of the area who suffered losses in the tornado of June 20th. This storm took ten lives, injured several dozen people and caused damage in the neighborhood of twenty million dollars.

President David Brant of the *Fort Ball Toastmasters No. 1854 of Tiffin, Ohio*, was one of twenty winners in a contest sponsored by the Victor Chemical Works of Chicago. A prize-winning essay on "How to Stimulate the Interest of High School Graduates in Science and Engineering" gave him the privilege of nominating a high school senior to participate in a competition for one of the four scholarships awarded by the Victor Company.

The Fort Ball Club took over the task of selection, and chose Thomas Crabill from a group of eight seniors invited to the club and interviewed as part of the program.

The Tradcom Toastmasters Club 1546 of Fort Eustis, Virginia,



TM Dudley Williams demonstrates dexterity

demonstrated at its installation and ladies' night meeting that business and pleasure do mix.

Lt. Col. Dudley Williams demonstrated dexterity and eloquence by delivering his table topic while wearing boxing gloves and shelling hard-boiled eggs. Speaking effectively despite difficulties, Marty Malone blew bubble gum while commenting on the industrial revolution.

TM Marty Malone speaks under difficulty



Editorially Speaking...

MEN, MACHINES AND AUTOMATION

WHAT shall we say to the man who is afraid automation will wipe out his job?

The breadwinner actually facing displacement derives little comfort from conventional generalities. It is a waste of time to tell him that the economic and emotional damage is temporary and superficial, to paint glittering pictures of a bright tomorrow and glibly assure him that his impending setback will soon be followed by greater freedom for all men and greater leisure to live. He's already worried by the prospect of unpaid leisure which he doesn't want. He's willing to sacrifice some degree of theoretical future freedom for a job now—one which will enable him to meet his bills and face his family.

A man may satisfy his purse and his creditors by working at a superfluous or an automation-doomed job—but what about satisfying his ego?

An important job satisfaction is self-respect, based on the knowledge that a man is needed—that he, as an individual, is contributing something of value to the total enterprise. How can a man

be proud of himself for doing work which a collection of nuts and bolts can do better?

A man who can be replaced by a machine is already living too mechanically. A man working in the shadow of a machine has already become affected by that shadow.

This reasoning is not an adequate substitute for a full purse, but it is an honest line of thought deserving consideration. If automation threatens to displace a man, then so long as he holds his job, he is displacing a machine. In order to do the work of a machine, a man must be machine-like—in a sense, a mechanical man. This is the serious problem facing many men today.

A glance at the pages of history reveals a significant, awesome fact: damage to civilization and to mankind has never resulted from machines displacing men; *civilization has been threatened when men have become like machines.*

From the legions of Genghis Khan, Julius Caesar and Alexander the Great to the Storm Troops of Hitler and the hordes who recently subdued Hungary, men made into military machines have

boded no good for the world. In Biblical days, slaves were units of production labor, tossed aside and left to die when used up, like outworn machines. In the Middle Ages, serfs were substitutes for mechanical devices. So were the sweatshop workers of the early days of the Industrial Revolution. "They don't feel things the way we do," said the slave traders and the slave owners, quelling occasional twinges of conscience.

In "R.U.R.," "The Adding Machine," "Dynamo" and other stirring dramas, such playwrights as Karel Capek, Elmer Rice and Eugene O'Neill have pointed out that when men perform machine labor, a long step backward has been taken towards dehumanization. Men lose their priceless gift of individuality and independence; they forfeit their freedom and their dignity as human beings.

When a machine displaces a man, he has merely lost his job. When a man displaces a machine, he has lost his Manhood.

In the social and economic order there is one force above all others which causes men to cling to jobs in which they are less than free men and little more than units of production, manipulated and controlled by others. That force is *fear.*

Fear of being different; fear of standing alone; fear of thinking for himself; fear of another man's power—such fears mold men into machines, making them first compliant, then complaisant.

Frankly, our only advice to the man who would fight the machine is: *Don't.* The best way to avoid

becoming a part of a machine is to realize to the fullest his potential as a man.

The real struggle throughout the ages has been man the machine struggling to enfranchise himself into man as *Man.*

Automation can mean emancipation and not elimination, when and if a man understands the limits of automation and his own potentialities as a human being. Automation is mechanization plus the "feedback" principle—the ability of a mechanical unit to draw upon its own experience in order to alter its performance. This is, in a sense, evaluation. There is an important difference, however; a machine can improve its performance and thereby operate more successfully, but it remains precisely the same machine. A man evaluates himself to improve *himself*, and his improved performance is a result, a by-product. Having improved himself, he is no longer quite the same man. He has adapted or changed himself for the better.

This is the real reason why success courses, which help a man to *do* better, can go only so far; Toastmasters, through self-improvement and evaluation, helps a man to *be* better.

Men join our organization as an antidote to fear and in an effort to improve their abilities as men. The Toastmaster who seeks fulfillment as a man—as an individual who thinks and feels and shares and constantly aspires, can never be a machine. A machine can only free such a man to be himself.—M.F.

CLUB TO CLUB

(Make this your Club Bulletin Board. Send in your letters to Editor: THE TOASTMASTER, Santa Ana, California.)

Anthony Wayne Toastmasters No. 1380, Toledo, Ohio

Believing that every means should be used to promote solidarity in our club and to encourage the members' pride in our organization, we asked one of our members to design a crest. Another member suggested the motto, "Speak! So I may know you."

We used the crest as a central theme in designing our award certificates which were suggested as a means of maintaining interest in these otherwise transient honors. The membership appreciate the value of a more permanent record of their achievements which they may retain in their manuals, or even display on their walls. We also record the winners' names on a wall plaque each week, together with a similar one listing those who have completed their Basic Training.

To make further use of our crest, we produced a hand-cut rubber stamp in this design, and use it on envelopes and letter headings to help to promote Toastmasters publicity, and we are also using the larger printed version as a certificate for presentation to guest speakers as a means of expressing our thanks for their performance.

Will Rogers Toastmasters Club No. 645, Tulsa, Oklahoma.

Our recent Graduates Night program was conducted entirely by members of our first Speechcraft class.

This Speechcraft class was definitely a success. It is a good question as to who gained most from the course—the enrollees or the club members who presented the material. We do know this—class members really liked it, and eight of the fifteen have joined the club.

Pocatello Toastmasters, No. 236, Pocatello, Idaho.

As Past President of Club 236 I would like to report on an excellent topic session presented to our club by Sgt.-at-Arms Joe Flaherty.

Located near our city is a Naval Ordnance plant which has been rumored to have been on the auction block on several occasions. Joe came up with an idea for three prospective buyers and assigned club members as members of a planning commission to make an immediate determination of the most satisfactory offer from the viewpoint of our city. This idea resulted in a most interesting and instructive session.

Rochester Toastmasters Club No. 271, Rochester, Minnesota

Our club dispenses with the regular weekly meeting through the summer but meets once a month for a special activity. The annual chicken feed was held this month in the back yard of Toastmaster Halsey. The menu included barbecued chicken with all the trimmings, such as the most fastidious gourmet would relish. The program which followed was built around a "Chicken Fair Festival" theme, complete with a welcoming address by Director Alex Smekta, barkers for the sideshows, sales pitches for items of doubtful value such as those customarily found at Fairs, and a re-cap of the entire proceedings by a TV news reporter.

* * *

Uptown Toastmasters Club 830, Chicago, Illinois.

Telephone speaking is not quite the same as public speaking. Uptown Toastmasters discovered at a recent meeting. Two lovely young ladies from the Illinois Bell Telephone Company, Miss Killgallen and Miss Sokol, demonstrated proper telephone technique and then gave all members attending the meeting a chance to hear their telephone voices through a special hook-up with a recording machine.

* * *

Lock City Toastmasters 865, Stamford, Conn.

Joe Lamplugh, Topicmaster, asked us to address a group of Korean school children. Each speaker was given a broad, general term (labor, democracy, fair trade, etc.), and told to explain it so that a 10 year old foreigner could understand our thoughts on the subject. Try it sometime!

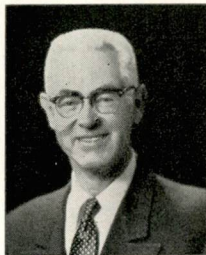


Tarheel Toastmasters Club 1293, Raleigh, North Carolina

Tarheel Toastmasters celebrated their fourth anniversary by holding a "Reminiscence Night" program. Seven of the eight Past Presidents were present and took part in the program. New members were given a look into the past and were shown how the Tarheel club has grown in quality and quantity in the past four years. Six of the charter members were present, and two of them are still active in the club. One of these older members, Lester Hinnant, conducted the table topic session and brought back some famous table topics used in the early days of the club. The chairman of the membership committee, Fletcher Carver, took the opportunity to persuade old members to return to active membership in the club. He candidly pointed out the errors in their speeches that evening as shown in photo below.

Our club is planning to set aside one night each year and invite all of the old members in to "reminisce."





ADDED TO STAFF

Executive Secretary Ted Blanding is happy to announce the addition of Dr. Seth A. Fessenden to the staff of the Home Office of Toastmasters International as Research Consultant.

A graduate of the University of Illinois, Dr. Fessenden received his Ph.D. degree in speech from New York University. Communication has been his special interest throughout his teaching career. On the faculty of Cornell College, Iowa, he was Head of the Speech Department, and later Co-ordinator of Research and Director of Graduate Studies in the School of Speech at the University of Denver. At the University of Montana—his latest post before coming to Toastmasters—he was Professor of Speech and Director of Research in Speech and Communication. He is well known in academic circles as one of the pioneers in group dynamics, the use of role-playing in communication, and sociometrics.

Preceding his academic career, he worked in industry in such capacities as lecturer in sales training for the Eastern States Ice Association, Director of Sales Training for the Indiana State Ice industry, General Sales Manager for Consumers' Ice and Fuel Co. in El Paso, Texas, and General Manager of the Ice Refrigeration Corporation of Los Angeles.

Dr. Fessenden is author and co-author of a number of textbooks on the art of speech. Among them are: "Speech and the Teacher," "Basic Experiences in Speech" (a second edition of which is soon to appear), "Design for Listening," "Helping the Bible Speak," and others. His latest book, "Understanding and Being Understood," was published early this year.

Dr. and Mrs. Fessenden and their three children, teen-agers Judy and John and sub-teen Janet, have established their home in Santa Ana. Judy and John are accomplished musicians, Judy on the oboe and John on the bassoon. Last year John received national recognition as one of the two outstanding junior bassoonists of America.

Dr. Fessenden admits that the transition from the Halls of Ivy to the active "do-it-yourself" training of Toastmasters is a fascinating experience. His reflections on his first few months in his new work are published on page 13 of this issue of *The Toastmaster Magazine*.

HOW WE TALK . . .

A SEMASIOLOGICAL EPITOME

A word is never the exact sign of an unchangeable idea. Usage changes word meanings from generation to generation.

This serves to make language an interesting study, and it also helps to confuse those who wish to speak with exactness of meaning. It adds the spice of difficulty to our reading of Shakespeare, Chaucer and Spenser, and of the Authorized Version of the Bible.

For an example, take such a common word as "thing." Its special modern use to suggest an inanimate object is clearly the result of generalization and shifting of meaning, for the Anglo-Saxon noun *thing* meant "terms of agreement" and also "a council" and the verb *thingian* meant "to arrange," or "to make conditions." Here we have a definite change in meaning which came about through ages of use.

All this is by way of introducing a change which appears to be in progress in our own time. It is the word "epitome" which is affected.

In recent years, this word has taken on a meaning of being at the top, the apex, the pinnacle, the very summit. That is not the real meaning of *epitome*.

The dictionary defines *epitome*

as: "a brief or curtailed statement of the contents of a topic or a work; an abstract summary or abridgement." The word is directly taken from the Greek *epitome*, meaning a surface cut, or abridgement, from the Greek verb *epitemnein*, to cut into, or cut short.

Thus it appears that when an impassioned speaker tells of some person's achievements, "His career is the very epitome of success," he does not really express the meaning that his hero has reached the highest point. Rather, he is saying that the career is a condensation or an abridgement of success.

Thus we are brought to the question whether we need a new use for *epitome*, or whether we have plenty of other words to serve the purpose. On the basis of past experience, it is safe to predict that the change may take place, and there is nothing much we can do about it. When many people give a certain meaning to a word, that word begins to take on that meaning, in spite of all the protests of the purists.

A word is not the exact sign of an unchangeable idea. It may be changed by popular usage, regardless of derivation or original meaning.—R.C.S.

PROGRAM SUGGESTIONS FOR SEPTEMBER

We stress Better Evaluation as the Point of Emphasis for September. As we swing into the post-vacation season of getting down to serious work after the summer relaxation, we face real opportunities. If we can set a higher standard in evaluation right now, and then strive to measure up to it through the coming months, we can do ourselves a tremendous service.

We often fail to realize that our work in speech evaluation is distinctive. It deserves far better preparation and study than most of us give to it. This month's emphasis should turn our attention to the subject with fresh understanding.

In planning the September activities, let us provide for *four* educational talks on evaluation, one at each meeting during the month. These talks should be on the scheduled program, assigned well in advance. Let the speakers understand that they are to act as teachers, giving needed information. Demand thorough preparation.

What shall these "educators" talk about?

Refer them to the book, *Speech Evaluation*, for material. Tell the first talker on the schedule to read the section headed "The Philosophy of Evaluation" beginning on page 6. Tell him to use his imagination and initiative to build a real speech around one or more of the ideas to be found in this section.

On page 2 of *Speech Evaluation* there is a list of leading questions. Tell the second educational speaker to construct his speech around questions 1, 4, and 5 of this list.

Let the third speaker deal with questions 6, 7, 8 and 9, from this same page.

The fourth speaker may turn himself loose on question 10.

This series of talks, based on our textbook, *Speech Evaluation*, if well prepared and presented, cannot fail to help every member, including the speakers.

Now turn attention to the work of evaluation as applied to the speeches given before your club this month. Let the chief evaluator for each meeting understand the importance of his position, and the necessity of adequate preparation of his assistant critics.

The Educational Vice-president may very well call a meeting of these chief evaluators at the beginning of the month, at which time they will study together the suggestions and plans for making "Better Evaluation" the essential objective for the club.

Stay out of ruts in the evaluation process. Use a different method at each meeting during the month. Here are five types or plans from which you may choose:

1. *Horizontal Evaluation.* Appoint one man to evaluate all the speech openings; one to evaluate the conclusions; one to evaluate the body of the speeches, as to content and construction; and one to evaluate delivery. Conduct the evaluation period in a panel discussion style, with comparisons of the various points involved.

2. *Evaluation by discussion.* The General Evaluator prepares a list of half a dozen leading questions to stimulate analytical listening. He hands a copy of the list to each of his helpers, who are seated near him. As the speeches are delivered, these critics make notes on each speech on these special items. In the evaluation period, the chief evaluator leads off in a general discussion of the points, first among his helpers, and then, if time permits, allowing the audience to participate.

3. *Positive and Negative Criticism.* Appoint two individual evaluators for each speaker. Let each pair evaluate two speeches, one taking the positive, or complimentary side of it, and the other watch-

ing for faults which need correction. Let us call these two evaluators Mr. A. and Mr. B. On the first speech, A watches for points which he can commend, while B notes faults to be corrected. On the second speech, reverse the order, so that A becomes the negative, or fault-finding evaluator, while B takes his turn in commending good points.

4. *Evaluation as to Purpose.* In this method, the evaluators consider and discuss four questions: (a) Did the speaker have a clear and definite purpose in mind for his talk? (b) Did he make this purpose clear to the audience? (c) Did he really accomplish his purpose? (d) How could he have accomplished his purpose better, more thoroughly?

5. *Evaluation as to Reaction.* For this occasion, use the familiar formula in three parts: (a) As I saw you; (b) As I heard you; (c) As I reacted to you. Let each individual evaluator follow this formula, and allow time for general discussion by the audience on the three points.

Let these several types of evaluation guide you in your club during September, and you will find an improvement in your analytical listening. Then you will be inspired to use these forms repeatedly during the year, as you note the good results they produce.

Evaluation is not the only matter to be considered during September, but if it is given the attention it deserves, the other items will fall into line and receive proper treatment.—R.C.S.

Letters to the Editor

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

Dear Mr. Forley:

Regarding your August cover: why did you show a snow scene in August?

Palm Springs, Calif.
(Hottest place in U. S. in August.)

It's cool, man, cool.—Ed.

Dear Mr. Forley:

The enclosed photograph depicts Desert Toastmasters' entry in the Hawthorne, Nevada's Armed Forces Day Parade, 18 May 1957. The photograph and 1st prize blue ribbon (novelty class) are proudly displayed in this Club's headquarters.

It is significant that Desert Toastmasters has discarded its reticent attitude toward participation in community projects and is now accepting its community responsibilities, not as a service organization but as a respected group of intelligent citizens, a part of, rather than set apart from the community.

Oh, the noble looking charioteer! None other than Past President Lou Labiaux, man about town, and well known President of the Nevada Association of English Teachers.

Sincerely,
Les Lo Baugh, Sec.
Desert Toastmasters Club 1636
Hawthorne, Nevada



Ed. Note: In THE TOASTMASTER for July, page 20, there appeared a picture of Governor Thomson signing the proclamation for Toastmasters Week in Wisconsin, while Secretary of State Robert C. Zimmerman looked on. A copy of the issue was sent to Mr. Zimmerman. His reply follows:

Dear Editor Forley:

Thank you ever so much for your friendly July 1 letter (and THE TOASTMASTER) which just reached me this morning.

You have a real fireball in Ed. Mercer—and it certainly was most gracious and thoughtful of him to tell you folks of the very small hand I had in your wonderful Madison party.

Actually, Mr. Forley, I am the one who is appreciative. I was the one honored by rating an invitation to your ceremonies here—and both Mrs. Zimmerman and I were delighted and highly complimented to be thought of and to be included.

Whenever business or pleasure brings you to or through this area—why not drop in for a visit? The WELCOME mat is always out for any TOASTMASTER in the world!

Cordially,
Robert C. Zimmerman
Secretary of State of Wisconsin

Dear Sir:

Please get rid of that simpering character that appears with the heading, "A Bit of Wit." He may represent Santa Ana but God help us if he represents Toastmasters in general.

Yours truly,
Michael Macomber
Mira Vista Toastmasters 106
Richmond, Calif.

It wasn't a simper—our gentleman had just dined, and has now bowed himself out of the pages of THE TOASTMASTER.—Ed.

Dear Editor:

... For years I have been advocating that members of our Sales and Managerial Organization join and participate in local Toastmasters Clubs. While I am not a member, I do know considerable about the fine work which your Organization does. Many of our salesmen and members of the Managerial Staff are members of clubs and have found them most useful.

For years in our Management Training Schools, we have advocated Toastmasters Clubs as a most helpful continuing training device in local areas and we will continue to do so. Your records will indicate that my associates have sent to you from time to time for promotional literature which we have dispensed at such schools and conferences. ...

Very sincerely,
Clarence B. Metzger, C.L.U.
Vice-President,
The Equitable Life Assurance
Society of the United States

Dear Editor:

... You may be interested in the fact that our administration has chosen "Go Back to the Book" as the theme for its tenure. Without criticism of previous officers, we feel that, as in every organization, time tends to lead us away from the

basic format, strict operation according to bylaws and according to our training manual and other literature provided by Santa Ana, which is the foundation for the phenomenal success and expansion of these clubs throughout the world. Consequently, instead of dreaming up all sorts of new fillips to add, we are concentrating on a return to the fundamentals, some of which have been lost in the passage of years. ...

Sincerely,
John M. Goodwin, Pres.
Richmond Toastmasters Club 1275
Richmond, Virginia

Dear Mr. Forley:

In today's barbershop, the whole family visits. There are two barbershops in our township. We have provided them with subscriptions to THE TOASTMASTER—an inexpensive way of publicizing Toastmasters!

We understand that our magazine competes well with the comic books and stale magazines.

Very truly yours,
David W. Gove, Past Pres.
Crossroads Toastmasters 1992
McMurray, Penna.

Ed Note: So that's our competition!

SPECIAL NOTICE TO TOASTMASTERS

Only Toastmasters in good standing are authorized to wear or display the Toastmasters insigne, available in the form of jewelry and emblems. The International Bylaws state under Article XIII, Section 4: "No one shall have the right to produce or have produced for distribution to others articles bearing the name, emblem, insigne, or other mark of Toastmasters International or any colorable imitation thereof, except by official designation from the Board of Directors of Toastmasters International."

All purchases of jewelry, emblems, or objects bearing the Toastmasters insigne must be made through the Home Office. The official jeweler and exclusive authorized source is the L. G. Balfour Company. Only by purchasing through the Home Office at Santa Ana, Calif., can Toastmasters be assured of receiving emblems, insignia and jewelry bearing the seal of the organization in its official form.

WHAT THE SPEECH DID FOR ME

A chemical engineer, the father of three pre-school youngsters, and a city councilman—an ideal combination, the high school principal must have thought when he invited me to address his freshman class on "Opportunities in Science."

At that time I was devoting many hours to careful study of the pros and cons of fluoridating drinking water to reduce dental caries. I was convinced that it was a wise move and had presented a case in its favor before the city council. On the Monday following my science speech, a council decision was to be made.

The freshmen were attentive and eager. To emphasize the appalling lack of understanding of chemical phenomena by the general populace, I declared, "If your parents appreciated the principles of fluoridation, for instance, there would not be a city council meeting at which they would not be there en masse, demanding that the city water be fluoridated to protect children's teeth. Now just to illustrate my point: Is there anyone in this class of 100 who has never had a tooth drilled or pulled?"

Kathleen Whitmore stood up.

"Have you lived in Cody all your life?"

"Yes."

"Do you drink Cody water?"

"No, I live on a farm outside of Cody where we have well water."

Was this a breakthrough?

The next day I sampled and tested the water from the well. It contained one part of fluoride per million parts of water—the exact dosage recommended by the U. S. Public Health Department. Both of her brothers—also raised on the same water—possessed perfect teeth.

As my personal guest at the next council meeting, Kathleen enabled me to present the dramatic example of the benefits of fluoridation right in our own area. By direct results of the science talk, Cody became the fourth city in Wyoming, and about the 1200th city in the United States, to fluoridate municipal drinking water.

—Frank B. Odasz, Cody Toastmasters Club No. 1823

NOTE ON COMMUNICATION:

When ordering supplies from the Home Office, please be sure to include an address to which the material can be sent. Many clubs give only their meeting place, and the material is returned to the Home Office.

To insure prompt delivery, to help us provide efficient service, and to practice good communication, please do not fail to include with your order the proper shipping instructions.

JUST IN JEST



"Well, I had quite a day at the office," announced the business tycoon to his wife. "I took an aptitude test."

"Good grief!" breathed his wife. "It's certainly lucky you own the company!"

Did you ever hear the sad story of the two red corpuscles who loved—in vein?

And then there's the one about the cowboy in a western movie whose horse stopped suddenly. He had injun trouble.

The attractive woman psychiatrist was attending a convention. At one of the lectures the man sitting next to her began pinching her. Annoyed, she was about to give him an angry retort, but suddenly changed her mind.

"Why should I get angry?" she pondered. "After all—it's his problem."

Then there was the man who took his Great Dane to a veterinarian. "Doctor," he said, "you've got to do something. My dog does nothing but chase sport cars."

"Well, that's only natural," replied the vet. "Most dogs chase cars."

"Yes," the man agreed. "But mine catches them and buries them in the back yard."

We don't know of a more effective highway safety sign than the one on the side of a police patrol car.

There are always two sides to every question—unless, of course, it concerns us personally.

"This crime was the work of a master criminal," thundered the prosecutor. "It was carried out in a skillful, ingenious manner which . . ."

"Flattery won't get you nowhere," the defendant broke in. "I ain't gonna confess."

The frantic wife called the family doctor. "Doctor, come quick—when my husband got up this morning he took a pill for his ulcer, an aspirin, a cold pill, an iron pill, a vitamin pill, Miltown, dexamy, equanil—and then he lit a cigarette and there was this horrible explosion!"

When a man begins to think seriously of saving for a rainy day, it's probably a rainy day.

Give a woman a yard—and she'll make you mow it.

A celebrity on TV is a person who is very much in the public eye and who often gets in the public's hair.

One caveman to another: "Say what you will, we never had this crazy weather until they started using those bows and arrows."

A teacher, having difficulty unfastening the overshoes of one of her little pupils, asked: "Did your mother hook these for you?"

"No," was the answer. "She bought them."

New Clubs

(As of July 15, 1957)

- 593 OMAK, Washington, (D-9), *Omak-Okanogan*, Tues., 6 a.m., Paul's Coffee Shop.
- 1276 NANCY, Toul-Rosiere Air Base, France, (D-U), *Toul-Rosiere Air Base*, Alt. Tues. & Wed., 6:00 p.m., Officers' Club.
- 2456 WOLLONGONG, New South Wales, Australia, (D-U), *Wollongong*, Fri., 6:00 p.m., Grand Hotel, Wollongong.
- 2523 AUGUSTA, Georgia, (D-14), *Hill*, Thurs., 6:40, Towntavern Restaurant.
- 2528 INDIO, California, (D-F) *Indio*, Thurs., 6:30 a.m., Hotel Indio, Corner Miles Ave. & Smurr Streets.
- 2542 ELK CITY, Oklahoma, (D-16), *Elk City*, Thurs., 6:30 p.m., Town House Cafe.
- 2543 SEATTLE, Washington, (D-2), *Metro-politan*, Tues., 6:30 p.m., Sorrento & Mayflower Hotels.
- 2544 CLEVELAND, Ohio, (D-10), *Edgewater*, Tues., 12:00 noon, Palmina's Restaurant.
- 2545 ROSWELL, New Mexico, (D-23) *Walker Officers*, 11:45 a.m., Wed., Coronado Club.
- 2546 LARAMIE, Wyoming, (D-55), *Laramie*, 2nd & 4th Thurs., Dunn's Coffee Shop.
- 2547 GRANDVIEW, Washington, (D-33), *Daybreakers*, Wed., 6:30 a.m., Blue Bird Cafe.
- 2548 NEWBURGH, Stewart Air Force Base, New York, (D-34), *Temple Hill*, Thurs., 11:45, Stewart Air Force Base Officers Club.
- 2549 GOSHEN, Indiana, (D-11), *Goshen*, Thurs., 12:00 noon, Hotel Goshen, Goshen, Indiana
- 2550 CLEVELAND, Ohio, (D-10), *First C.P.A.*, Mon., 12:15 p.m., Manger Hotel, Cleveland, Ohio.
- 2552 PENSACOLA, Florida, (D-29), *Realtors*, Tues., 7:30 a.m., San Carlos Hotel.
- 2553 SEATTLE, Washington, (D-2), *Terminal*, Tues., 4:15, Seattle Army Terminal, 1519 Alaskan Way.
- 2554 HAY SPRINGS, Nebraska, (D-55), *Hay Springs*, Wed., 7:30 p.m., Rural Electrification Conference Room.
- 2555 LA MIRADA, California, (D-F), *La Mirada*, Thurs., 7:00 p.m., The Mill Restaurant, Commonwealth Blvd., Fullerton, California.
- 2556 HUTCHINSON, Kansas, (D-22), *Hutchinson "Y"*, Thurs., 6:00 to 8:00 p.m., YMCA, Hutchinson, Kansas.
- 2557 SAN FRANCISCO, California, (D-4), *Mainliner*, Mon., 4:45 p.m., United Air Lines Cafeteria.
- 2558 LOS ANGELES, California, (D-52), *CULA*, 2nd & 3rd Mon., 6:30 p.m., Hayward Hotel, 6th & Spring Streets, Los Angeles.
- 2562 EDGEWOOD, Army Chemical Center, Maryland, (D-36), *Gunpowder*, Alt. Mon., 11:30 a.m., Gunpowder Officers' Club, Army Chemical Center, Maryland.
- 2563 LE SUEUR, Minnesota, (D-6), *Le Sueur*, 2nd & 4th Mon., Coachlight Inn.
- 2565 BRYAN, Bryan Air Force Base, Texas, (D-25), *Senior*, 2nd & 4th Mon., 7:30 p.m., Officers' Open Mess.
- 2566 ALEXANDRIA, England Air Force Base, Louisiana, (D-29), Semi-monthly, 7:00 p.m., England AFB, Louisiana.
- 2567 EAST ORANGE, New Jersey, (D-46), *Ampere*, Mon., 5:30 p.m., Worthington Corp., Ampere Station, E. Orange, New Jersey, Bldg. No. 1.

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