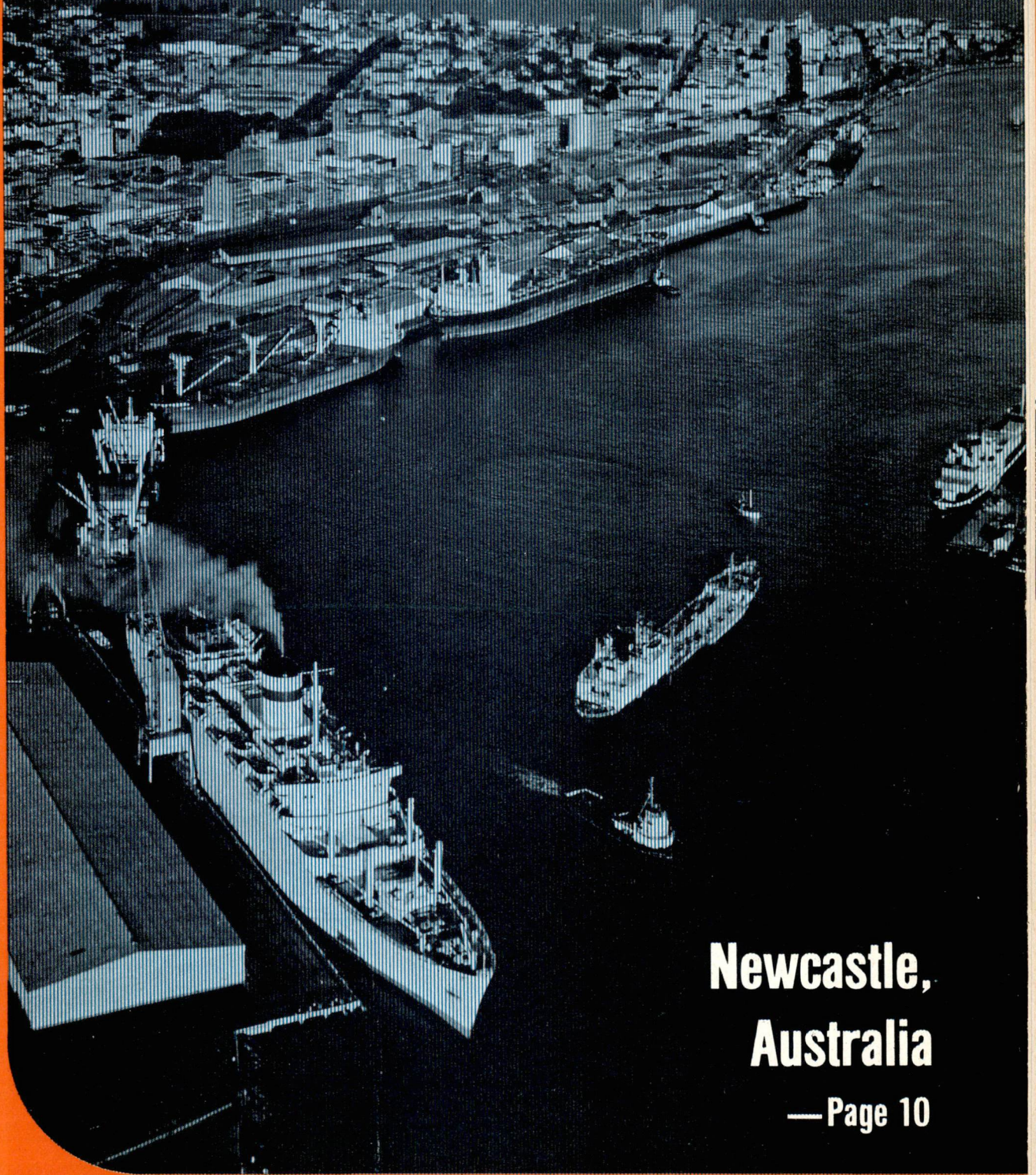


December 1974

toastmaster



**Newcastle,
Australia**

— Page 10

TOASTMASTERS INTERNATIONAL is a non-profit, non-partisan, educational organization of Toastmasters clubs throughout the world.

First Toastmasters club established October 22, 1924. Toastmasters International was organized October 4, 1930 and incorporated December 19, 1932.

A Toastmasters club is an organized group, meeting regularly, which provides its members a professionally-designed program to improve their abilities in communication and to develop their leadership and executive potential. The club meetings are conducted by the members themselves, in an atmosphere of friendliness and self-improvement. Members have the opportunity to deliver prepared speeches and impromptu talks, learn parliamentary procedure, conference and committee leadership and participation techniques, and then to be evaluated in detail by fellow Toastmasters.

Each club is a member of Toastmasters International. The club and its members receive services, supplies, and continuing guidance from World Headquarters, 2200 N. Grand Ave., Santa Ana, California, U.S.A. 92711.

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Vol. 40 No. 12 December 1974

the toastmaster

features

- The Greatest Gift of All** 4
- Evaluation: A Step in the Right Direction** 5
Explores the new and expanded concepts introduced in the 1974 Effective Speech Evaluation Manual.
- Your 1975 Membership Program** 7
- Make Your Decisions Count** 8
John F. Burton offers a step-by-step guide to practical decision-making.
- The American Bicentennial** 11
A special speaking opportunity for you!
- Youth Leadership** 12
- Developing Your Leadership Potential** 14
Barney Kingston takes a look at leadership and its important role in the Toastmasters program.
- "How to" Beat the Blahs** 16
Presenting another collection of ideas designed to stimulate interest in your club and in your community.
- The Directing Function of Management** 21
Dr. Beaufort Longest, Jr., offers some insight into the distinction between the traditional and modern concepts of management.
- Subject Index** 28
The Toastmaster — 1974

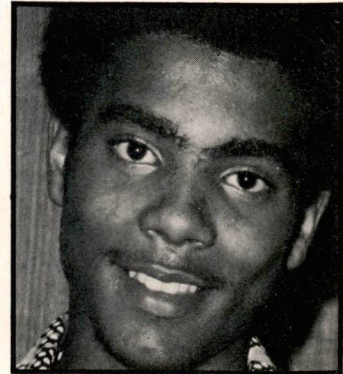
departments

- | | | | |
|------------------------|----|---------------|----|
| Town of the Month | 10 | Hall of Fame | 26 |
| The Leadership Process | 20 | Anniversaries | 27 |
| The Action People | 24 | New Clubs | 30 |

the cover

The Port of Newcastle is well established as the lifeline of the region's industry and trade—and is now one of the largest ports in Australia in terms of cargo tonnage handled.

Bruce L. Anderson EDITOR
Michael J. Snapp MANAGING EDITOR
Phil Interlandi ILLUSTRATIONS



page 12



page 21



page 25

The Greatest Gift Of All



The holiday season has, traditionally, been known as the time when friends and loved ones come together and reflect upon all the blessings that have been bestowed on them throughout the year.

During this festive time, it has also become customary to exchange gifts as a way of wishing these same people health and happiness in the coming year.

As Toastmasters, the idea of giving something to others should not be restricted to this time of year alone. Ours is a continuing opportunity to give to others—whether it be constructive evaluation, leadership, or help in club and community work.

Perhaps the greatest gift you can give is that of sharing your experience with others by telling them about the Toastmasters Communication and Leadership Program, and inviting them to become a part of it.

The gift of Toastmasters club membership offers the prospective member many things: affiliation with an international educational association; professionally prepared materials dealing with listening, speaking, audio-visual techniques, parliamentary procedure, and meeting-conference staging; the companionship and help of a fine group of people dedicated to improving each other's communication abilities; and the opportunity to develop self-confidence and self-esteem. But there's more to this great gift.

Leadership development through your experience as elected or appointed official in the club or district is also included, as well as experience in communication through participation in the Toastmasters "learn by doing" program. You offer the new member an opportunity for personal and occupational recognition based on improved abilities and expanded experience.

In short, your gift of Toastmasters membership offers improved communication and leadership abilities, increased self-esteem, recognition, and the chance to pass these gifts on to others. There is no better gift than that.

On behalf of your Board of Directors, I wish you and your family a happy holiday season and a joyous and prosperous new year. ■

EVALUATION:

A Step in the Right Direction

Constructive speech evaluation has been an important part of the Toastmasters program since Dr. Ralph Smedley's early days in Freeport, Illinois.

While the evaluation manuals have constantly been reviewed and updated over the years to bring the members the best program possible, the basic concept of evaluation has never changed; it has always been you, the speaker, reacting to the evaluator's feedback of constructive suggestions for improvement. The revised 1974 Effective Speech Evaluation Manual provides the member with new and expanded evaluation concepts designed to improve his ability to evaluate, to speak and, most important, to communicate.

The Evaluation Process

When you evaluate a speech, you determine, using all the resources at your disposal, the general and specific effects of the speaker's performance on you. When this has been done, you have provided the speaker with information in the form of descriptive feedback related to the impact of his communicative effort on your suggestions for improvement, based upon the possible effects of specific changes or modifications in his presentation.

Although the responsibility for evaluation lies ultimately with the speaker, constructive change grows out of mutual understanding. You, as an evaluator, are not a judge, but a potentially useful source of feedback. Your function is not to change the speaker's behavior, but to provide him with information on the basis of which he may consider behavioral change.

As an evaluator, you should be aware of the speaker's general goal as a member of Toastmasters International and do everything you can to help him meet it. This encompasses your awareness of his expectations and a knowledge of the previous feedback the speaker received so that duplication is avoided. Repetitious feedback may be beneficial, but only in the specific cases where the speaker requests it.

The speaker's progress should also be taken into account (his experience and improvement with respect to his goals),

along with your personal impression of the speaker as an individual, since this will invariably influence your evaluative feedback. Once the preliminaries are completed, you are ready to evaluate.

What you say and how you say it are just as important as the overall understanding of the evaluation process already discussed.

Your response to the speaker can only be effective when it pertains to the presentation's effect upon you. Don't tell the speaker what he did, but rather what *you* perceived. This can only be accomplished through your use of personal statements, used whenever possible to describe your reactions to the speaker. Statements such as "I felt," "It seemed to me," or "My reaction was," are more effective than the ambiguous "They say," "One must," or "People are." Emphasize that your responses reflect your own reactions and not absolute truths. (Remember: You are attempting to understand and describe, not judge.)

Your remarks must be relevant to the speaker's topic, purpose, expectations, and personality. But most of all—they must be honest. Too many Toastmasters use the "whitewash" evaluation, which is really no evaluation at all. This type of evaluation serves the individual who thinks he is doing his friend a favor by not critically evaluating him in front of his fellow members. Needless to say, he is doing him a huge disfavor. Sometimes, the whitewash evaluation is used by a member who has not listened effectively.

State Your Views

If you were confused by the speaker's presentation, say so. If your reaction was positive, say so. If your reaction was negative, say so (unless you feel that the speaker would not benefit by the disclosure of a negative reaction to his efforts). Emphasize the speaker's strengths as you see them and avoid giving him feedback on things over which he has no control. If the speaker cannot do anything about a deficiency you believe he has, there is no point in giving him negative feedback on it.

Evaluation is meaningless without your offering suggestions for improvement. The use of descriptive, personal suggestions in terms of the probable effect of their implementation upon you and other members of the audience gives a "how to" approach to your feedback. Phrases such as "I felt that *my* reaction would have been such and such if you had done so and so" and "I believe that you would have accomplished your purpose more easily had you done so and so" are easier to understand and accept than the short general statements such as "You should," "You must," and "Try to." Whenever appropriate, provide a demonstration of what you mean to help reinforce your suggestion in the mind of the speaker.

As you come to the end of your evaluation, try to conclude your comments with some kind of positive feedback. Describe some meaningful aspect of the presentation in terms of its positive effect upon you but don't give positive feedback that is not honest. If you weren't terribly interested,

don't behave as if you were. The main thing is to find *something* that affected you in a positive manner, no matter how small it may have been.

Don't close your evaluation with the trite saying, "You gave a great speech"—this says nothing and serves no useful purpose.

Now you're done... or are you? The Toastmaster who stops the evaluation process at this point is falling short of fulfilling his responsibilities and shortchanging the speaker he has evaluated. After the meeting, ask the speaker to clarify and elaborate on issues, thoughts, and feelings that are not clear to you. Don't interpret or assume the reactions of others to the speaker unless you have verified these reactions and determined whether your reactions, observations, and suggestions are shared by others.

Last, and perhaps most important, check out the speaker's understanding of your remarks (so that there is no misinterpretation of meaning) and ask him to help *you* improve as an evaluator by offering feedback on your evaluation.

The Ultimate Responsibility


This brings us back to a point that has already been made: the responsibility for evaluation lies ultimately with the speaker. Since no one knows the speaker as well as he knows himself, effective evaluation cannot take place without his full help and cooperation.

As a speaker, you can make a substantial contribution to your own evaluation by following the checklist below.

- Periodically inform your evaluator and educational vice-president of your overall goals as a TI member. This may be done when talking with your evaluator before giving your presentation.
- Inform the evaluator of any particular points in your presentation on which you would like his reaction.
- Inform your evaluator of specific self-evaluation you would like to share with him as a way of guiding him in his perception of you. If you have shortcomings that may be relevant to your role as a speaker and to the improvement of your speaking skills, make the evaluator aware of them, allowing him to better perform his task.
- After the meeting, describe your own reaction to your performance to the evaluator.
- Give your evaluator feedback on how his evaluation affected you (use the same criteria that he used).
- Attempt to understand the point of view of the evaluator but do not become defensive or argumentative. Your evaluator is giving his honest reaction to your presentation.

What then is an evaluation? It is an evaluator giving his honest reaction to a speaker's presentation and offering constructive suggestions for improvement. It is the speaker who, after obtaining all the necessary feedback from the evaluator and other members of the club, makes a decision on how to improve his communication ability. It is a Toastmaster striving to improve himself, his club and, most important of all, his fellow members through the process of evaluation. ■

**YOUR 1975
MEMBERSHIP PROGRAM**



Sharing Membership Opportunities

“Sharing Membership Opportunities” has been designated as the membership building program for calendar year 1975.

This program, patterned closely after Project Fun and Golden Growth of the last three years, will again highlight incentives — special recognition, prizes, and gifts for those Toastmasters who do outstanding jobs in bringing new members and clubs into the organization.

Many clubs and individuals have participated in Project Fun and Golden Growth over the three years they were in operation. Individual efforts have resulted in as many as 150 new members and the vast majority of Toastmasters who participated brought in more than the minimum five members required for recognition.

Clubs, areas, and districts are encouraged to establish Sharing Membership Opportunities activities and competition among themselves. Any recognition given at those levels will not conflict with recognition given by Toastmasters International.

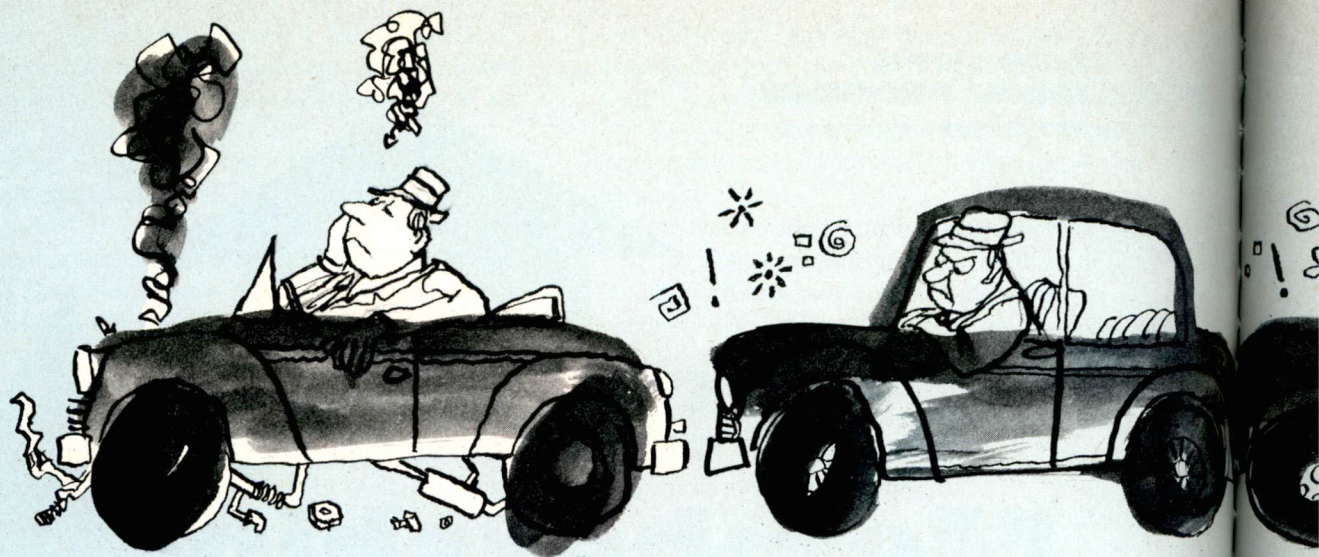
While the regularly designated prizes will still be awarded, the new program will feature a drawing for grand prizes among all participants. In addition, a \$50 Toastmasters International Gift Certificate will be awarded to the district

with the largest percentage net membership gain. To qualify, the district must reach its membership goal.

A \$5 Gift Certificate redeemable for educational materials or club supplies will be given for each five new members sponsored. For each gift certificate issued, the recipient's name will be entered into a drawing. This means that the individual Toastmaster has unlimited chances of winning the prizes, which include a multi-band transistor radio as the Grand Prize, three transistor radios given as second prizes, and four Toastmasters Cross Pen and Pencil Sets awarded as third prizes. All winners of gift certificates and other awards and prizes will be recognized at the International Convention in the Hall of Fame.

The “Toastmasters’ Salesman” — the single member with the largest number of new members to his credit at the end of the year — will receive round trip (coach) air fare to the 1975 International Convention in Washington, D.C., single room accommodations at the Convention Hotel for four nights, complimentary convention registration and meal tickets, and a special plaque designating him “Toastmasters’ Salesman.” He will also be eligible for the drawing.

Further details of the Sharing Membership Opportunities Program, the awards, and recognition will be announced in the January issue of *The Toastmaster*. ■



MAKE YOUR DECISIONS C

by John F. Burton

You sit in your stalled car at the height of the rush hour traffic and watch smoke pour out from under the hood. "That's it!" you think to yourself. "That makes three times this month and I've had it."

As you gaze into the auto showroom window across the street, your enduring dream of being independently wealthy flashes again into your mind. But you're not on Easy Street yet, so you decide to do some serious thinking before you buy.

Before you joined Toastmasters, you probably would have made your decision this way: I need a new car and Tom down the street has a nice car, so I'll buy one like his and get the best deal I can this afternoon. But your Toastmasters experience has taught you to examine the way you do things, to see if there is a better way to do them, and so you decide to make this decision systematically. Sure, you might make a mistake, but your chances of regret will be much less than if you went into it blindly.

The First Step

As you sit in your old clunker of a car, you have already taken the first step in

making a decision: consciously specifying the problem. You need transportation at a reasonable cost and the amount of money you have spent to keep this car running has just exceeded the ridiculous, with no end in sight. With the city bus strike in its fourth month, you decide that an automobile is the only answer. Since a problem well stated is half solved, you are well on your way to that new car. In a more difficult situation it might take longer to accurately define the problem, but this is a step you should never skip over. The way you state the problem will affect the way you solve it. If you don't state the problem at all, there is no way you can systematically solve it.

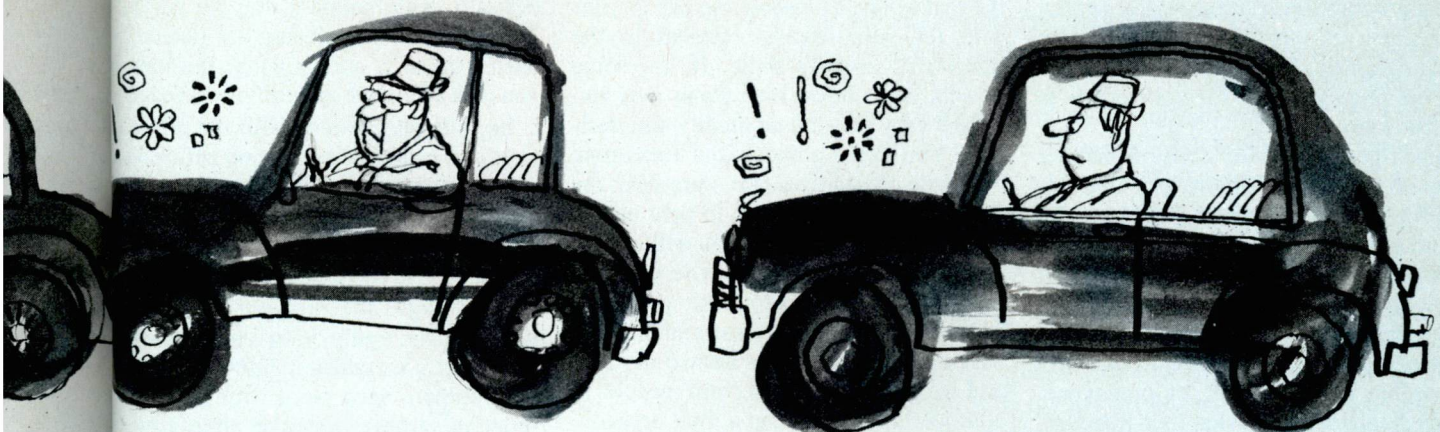
The Second Step

Now that you have the exact problem in mind, you can begin to mentally collect the alternatives and rank them in some sort of rough order of preference, first choice down to last choice. This preference ordering is the second step in decision making. You can visualize this process by seeing a ladder, with your first choice on the top rung, second choice on

the next rung down, and so on. As new information comes in, you can move the alternatives up and down, until one choice comes out on top.

If humans were perfect, we would consider every possible alternative and rank them on a scale, say one to a hundred. Then we would pick the choice with the highest score and the decision is made. However, since we are not perfect, we first eliminate all possibilities but the most likely ones and work with those. It would be a waste of time for you to consider a \$20,000 imported sports car because you value other things more (like your wife!). In the same way, you don't really consider an off-road vehicle because you are mainly concerned with driving to and from work; although you don't work in the best part of town, the streets are, at least, paved.

So, by automatic elimination, you have narrowed your list of alternatives down to the economy sedans: big enough for the family, but economical enough to be practical. Your next move is to rank these cars in some sort of rough order of preference. Here is where your heavy



DISCOUNT!

A Step-by-Step Guide to Practical Decision-Making

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thinking comes in, because the alternative that comes out at the top of your list will be the one you pick (if you are being systematic).

Collecting Information

Among the things you should consider when you list your preferences are features of the cars, reputation of the manufacturers, and the prices you must pay for the cars. This is the time when research is important; as you collect information, you will move the different choices up and down on your preference list. As the alternatives change their relative positions on the list, you are steadily approaching your final decision.

If the decision is complicated, you might want to write down the pros and cons of each alternative in parallel columns, to help you more easily compare the choices available to you. If you really want to get fancy, assign points to each feature of the cars, based on how important each one is to you, and add up the points to arrive at your final decision.

Ideally, you would continue with this listing process until you had collected all

relevant information on the different cars and then you would make your decision. But, let's face it: our brains are basically lazy and there will come a time when we say, "If I learn one more fact about cars, my head's going to explode! It's time to make a decision." When that time arrives, clench your teeth and hang on just a little longer. Resist the temptation to close your eyes, pick one alternative, and be done with it. Now is the time to put together the facts you have already found.

Time To Decide

All the time you have been collecting information on the reasonable alternatives available to you, you have been judging the relative position of each possibility on your preference list. This process began with your first impressions ("I like this car, but I like that one better") and continued as new facts were introduced ("Even though I like that one better, this car is a real bargain"). Now you have collected all the facts you are going to use and it is time to decide. In most cases, two or three alternatives are at the top of your preference list and the

rest fall further down. So, concentrate on the ones at the top and forget the others. To repeat: *forget* the others. There is nothing worse than making a decision and then having creeping doubts that maybe one of the rejected alternatives was a little better than the chosen alternative.

You can use three methods to decide among the two or three finalists in the Decision Derby. In some cases, you might have a flash of insight that suddenly makes the decision obvious; all your confusion clears up, your excitement builds, and you *know* you've made the right choice. This isn't the same as a random choice. Your mind has been doing its work, but the process is unconscious, not something you can reconstruct logically. Flashes of insight often come when you least expect them, such as in the middle of the night, when automobiles may be the furthest thing from your mind.

Another way to decide among the finalists is by trial and error. This is a very expensive method when you are buying a car, but you can ask people who own similar cars for their experiences,

or you can make a thorough test drive of each car. At its worst, the trial and error method of decision making is really blind groping and requires steady nerves. At its best, the method can give valuable information on the alternatives, assuming the price you pay for your errors is not too high.

The best method for decision making in most situations is the step by step approach. With this method, you break the alternatives down into manageable parts and compare the alternatives part by part. For example, when you are making final decisions on your new car, you could first compare engines, ranking the cars according to your order of preference. Then compare body styles, then legroom, and so on. At the end of the process, you will see which car comes out on top in the most categories, and that car should be your choice. Again, *forget* the other alternatives once your choice has been made. If Car A is your final choice, ignore the fact that Car B has a bigger engine and you love big engines. Otherwise, you will never be happy with your decision.

The Third Step

So, you have decided on a car to buy; the price is right, the color is great, the car is stylish but practical and you just *know* your wife will love it. This com-

pletes your internal decision making; now it's time for the third step in the decision process: testing your decision in the real world. You show the car to your wife, tell your friends, respond to the salesman's friendly smile. If, for some reason, your choice isn't going over too well, it may be time to modify the decision. You might go back and reexamine the other alternatives that were near the top of your preference list, in light of this new information. Maybe you will choose another alternative, or maybe you can make some arrangement with your wife so that you can buy the car and she can have that new outfit she's wanted. By give and take with the important people in your world, you arrive at a final decision, one that has been tested and confirmed.

The Fourth Step

Now that the decision is final, your fourth step is to **STICK TO IT!** You have defined the problem, collected facts on the alternatives, systematically reduced the number of options down to one, and tested that choice in your environment; now you are fully convinced your decision is correct. The time for questioning is over and it is time to enjoy your new car.

Let's review the steps you should take toward a systematic decision. First,

recognize the problem; determine exactly what it involves and face it right away. Don't keep putting off an impending decision, even though it may be painful. Remember that refusing to decide is itself a decision and, usually, the longer you wait the fewer options you have left.

Second, play around with the alternatives and explore the situation before you commit yourself to anything. This is the time to collect facts and make a tentative preference list. Be flexible and open to suggestions at this stage of the process.

Third, solve the problem in parts, if you can. Don't gulp down a problem that will choke you; take it in bite-sized pieces and compare each piece with the corresponding pieces of the other alternatives.

Fourth, test your decision in the world where you live, in as many ways as possible. If the decision is complex and can be divided into several partial solutions, test each of these to see if you are on the right track.

Finally, when you have considered all the options, collected all the facts you plan to, and tested the decision as much as you can, take the plunge. You can never see the future with perfect clearness but, if you have made every effort to arrive at a decision systematically, you can move ahead with confidence. ■

town of the month

Newcastle Australia

Newcastle, the second city of New South Wales and the third largest port in Australia, is a growing regional center of industry, commerce, and recreation.

The focal point for the whole Hunter Valley Region, Newcastle's settlement dates back to the very early days in Australia's history. More than 160 years of development have seen it grow into one of Australia's major centers of heavy industry, transportation and mining.

As its name implies, Newcastle is famed as a coal production center; over 40% of Australia's coal comes from this area. Connected with this resource are

the natural allies of iron and steel production. Textile industries and shipping complete the list of primary economic activities in the Newcastle area.

With an area population of over 300,000, Newcastle is a growing community, including a suburban area covering more than 80 square miles. A fringe of surfing beaches and recreation at Lake Macquarie add to the enjoyment of residents, while the growing skyline of the city heralds the bright future of the commercial, cultural and educational center for the region. Newcastle is the home of Toastmasters Club 1121-70. ■



a special speaking opportunity for you

Beginning in January, 1975, and continuing throughout 1976, the United States will hold one of the biggest celebrations the world has ever seen—and Toastmasters in the United States can become part of it.

Plans are now being made in cities across the nation for the American Revolution Bicentennial, commemorating 200 years of freedom and opportunity that grew from the original 13 states that made up the United States of America.

Professional and Volunteer

Bicentennial Committees have already been organized in many communities throughout the 50 states in preparation for this once-in-a-lifetime event. In the larger metropolitan areas, such as New York City, Los Angeles or Chicago, the Bicentennial program is being developed as one that utilizes both a professional staff and a volunteer committee. In many states, some of the smaller counties have organized volunteer Bicentennial committees and are working closely with local community groups and the state Bicentennial Headquarters.

Through the use of Speakers Bureaus, Toastmasters can make a great contribution to the success of the Bicentennial celebration, while also acquiring experience in speaking before new and different audiences.

Since Toastmasters International does not endorse any other organization or cause, participation in the Bicentennial Speakers Bureau must be entirely voluntary. The speakers must make it clear that they speak for themselves and not for their club or Toastmasters International. While a Toastmasters speakers bureau is designed to present outside speaking opportunities to members who wish to volunteer for such activity and to establish certain performance standards for those accepting assignments from the bureau, it also offers an excellent opportunity for the individual Toastmaster to let various groups within the community know what our organization is all about. Perhaps most important, the speakers bureau that is developed for the Bicentennial can do a great service to the United States—as well as to Toastmasters.

Although the beginning of the Bicentennial celebration is more than a year away, members who would like to volunteer their services should do so now. Clubs with established speakers bureaus should now be contacting their Bicentennial committee and offering their assistance.

The club educational vice-president should find out who would like to participate in such a program and appoint an experienced Toastmaster as the bureau chairman. Area and district governors should appoint experienced Toastmasters to be chairmen of the area, division, and district speakers bureaus. This provides an excellent opportunity to use the experience and talent of a past president, for example.

Contacting Your Committee

Once the volunteer list has been completed, the educational vice-president should contact the Bicentennial Committee in his particular area. The telephone numbers of the committees may be obtained by calling the local mayor's office or the city information center. If you find that a committee has not yet been formed in your community, offer any help you may be able to give towards the formation of one.

When the committee is contacted and told of your intentions and availability, they will be happy to provide you with the necessary information on which your fellow Toastmasters can base their presentations. If, in the larger communities, a speakers bureau has already been organized, you may make some kind of arrangement to become part of that bureau and to provide them with speakers upon request.

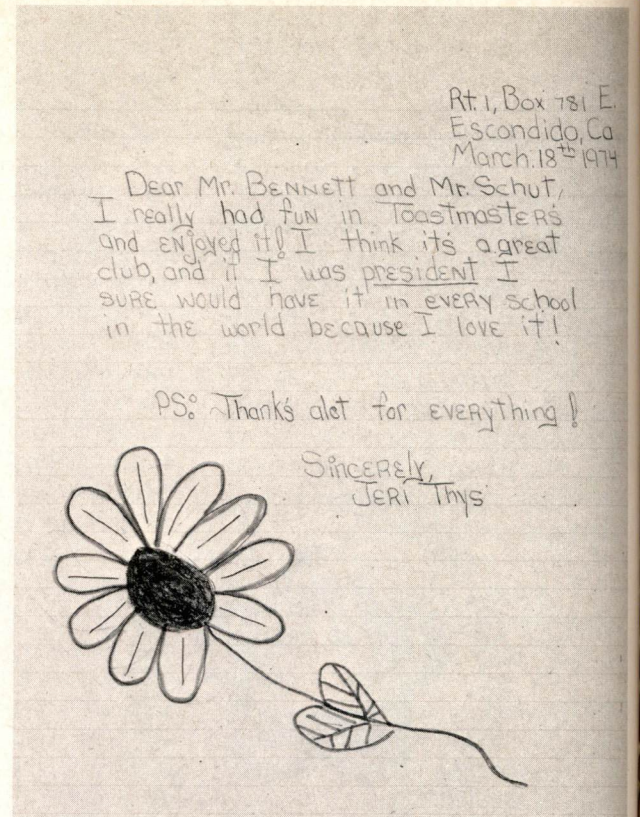
World Headquarters would like to hear of the arrangements interested clubs, areas, and districts have made with their local Bicentennial Committees. These experiences will be reported periodically in *The Toastmaster* and *TIPS* and will, hopefully, serve as an incentive for other clubs to become part of this celebration.

(Ed. Note: If your country is planning an outstanding year-long program to celebrate a significant anniversary of its founding, please send the details to World Headquarters.) ■

YOUTH LEADERSHIP

Today's youth —

— Tomorrow's leaders



Fifteen Boy and Girl Scouts recently completed the Youth Leadership Program offered by the Atsugi O' Toastmasters 3162-U, Atsugi NAS in Japan. Besides receiving their YLP completion certificates, the scouts who finished earned their Public Speaking Merit Badges as well.





Lt. Col. John D. Leonard, deputy commander of the Frankford Arsenal in Philadelphia, Pennsylvania, congratulates Anthony Bowie and Deloris Shaw upon completion of the Arsenal Toastmasters 2264-38 Youth Leadership Program. Fourteen participants successfully completed the program and were presented certificates of achievement by the Deputy Commander.

Lisa H., an eighth grader at Grace Lutheran School in Escondido, California, recently completed the Youth Leadership Program sponsored by the Palomar Toastmasters 398-5. Here are her comments on the program:

"When I first started the Youth Leadership Program, I thought it wouldn't be too interesting. Then I got involved in it and it became more and more fun. It really did teach me a lot.

"First, I learned the proper Parliamentary Procedure, which is the way to conduct a meeting in an orderly manner. I think this is really great because it teaches students to fully organize a meeting.

"Toastmasters really helped me realize that just saying words is different from portraying a picture in your mind with words that mean something. The Youth Leadership Program forced me to get up and speak in an organized way.

"When I first got up to give my first speech, I was scared stiff, but after some practice, I could get up and speak without too much fear. With evaluators that helped with constructive evaluation, it's really easy to find your mistakes and

correct them. That's another great thing about Toastmasters. You learn to evaluate constructively without offending the person you're evaluating.

"With the help of Mr. Bert Schut and Mr. Jim Goodson, I think the whole class has learned at least one good thing from the Youth Leadership Program, whether it be good evaluation or organization. I learned a lot from Toastmasters and would like to thank them for helping our class learn to speak correctly. I know I got quite a lot out of this program and I hope all the people that will be participating in the Toastmasters will learn as much or more than I did."

Lisa is only one of many young people around the world who have benefited from the Toastmasters Youth Leadership Program.

Conducted by people like you who are interested in helping the youth of your community, the program enables young people to better prepare themselves for leadership, while expanding their thinking and listening abilities. Participants are given help in the techniques of conveying ideas, as well as instruction on the

Girl Scouts Express Interest in YLP

A representative from the Girl Scouts of America recently visited World Headquarters and expressed an interest in the Toastmasters Youth Leadership Program as a way of improving the Girl Scout organization.

Clubs, areas, and districts are encouraged to contact their local Girl Scouts office or leaders for a list of young people who may be interested in participating in an upcoming Youth Leadership Program.

organization and acceptance of constructive evaluation. Perhaps most important of all, your young people are given self-confidence.

Participants for your YLP program may be recruited with the help of other groups under certain guidelines. Cooperation with groups such as school, churches, and boys' and girls' groups not affiliated with adult organizations is almost always acceptable, as long as they do not claim credit for sponsoring the program.

Write World Headquarters for the Youth Leadership Packet that will explain procedure and policy. Materials for the program may then be purchased if the program can be presented in accordance with those policies. Registration and credit for a YLP presentation will be recorded when a Completion Record is mailed to World Headquarters, AFTER the program has been presented.

Help the young people in your community develop their communication and leadership abilities by holding a Toastmasters Youth Leadership Program. The Lisa's in your community will thank you! ■

Most of us join Toastmasters clubs to become more effective speakers; we tend to think this is the rapid road to advancement in our chosen careers. But Toastmasters training is more than a school for effective communicators. The other part of the equation is *leadership!*

After observing hundreds of Toastmasters over a period of more than fifteen years, I'm convinced that about 90% of them have no desire to become leaders; all they want is the feeling of confidence and, in some cases, the money that comes with being a top speaker. I've noticed this same obsession in the business world, too. Everybody wants the big money but shirks the responsibility. This is the era

when everybody wants his rights, but nobody wants to talk about his obligations; it's all part of the general do-nothing malaise so prevalent in our thinking today.

If all you want out of your Toastmasters training is to become an effective speaker, you are shortchanging yourself. You're passing up the many opportunities to train for leadership. Ask yourself this question: What good is the ability to

by Barney Kingston
Club 371-30

articulate well if all I am going to do is enter Toastmasters speech contests, entertain fraternal clubs, or speak before other Toastmasters clubs? Your ability to speak well means little until you understand that this is just one tool in your development as a leader. Until you set your goal beyond simply developing your speaking ability, you're just kidding yourself if you think that's all it takes to become a top executive or a success in any business.

Make no mistake, the vast majority of people would rather be followers than leaders. You can see them in your Toastmasters club. Take a member of my club that I've known for years. He rose to the

DEVELOPING YOUR LEADERSHIP POTENTIAL

vice-presidency of a large firm and, after a short time in that position, resigned to become a salesman. It was no surprise that when we offered him a high office in our club, he turned it down and dropped out. Simply stated, he's a follower, not a leader.

There is no finer training for the individual who really wants to get somewhere — and that means being a leader — than the Toastmasters leadership opportunities. The person who doesn't want to run for president of his Toastmasters club because Monday night happens to be the night he takes his little girl to art classes isn't fooling anybody; he'd rather enjoy the Monday night television programs than accept the responsibilities that go with high office. The Area Governor who has a chance to run for Lt. Governor of the district, but declines on the spurious grounds that his "added responsibilities" at the office do not give him the time, is telling the world he doesn't really want to accept the responsibilities that go with leadership.

What is leadership? You've probably read and heard a hundred definitions. I think there is only one that really counts: the ability to lead others — in getting things done right. And that introduces a whole new ball game in the art of communication!

The Realm of Communication

When your goal is simply to become an effective speaker, you are concentrating on a *personal* goal; everything you do to bring about this worthwhile achievement is aimed at "self." But when you go beyond this shortsighted goal to become a leader, you enter into the realm of communication. Did you ever stop to think that until you have someone willing to receive your communication, you're just talking to yourself? Communication is the art of persuading or convincing others to do what you want them to do; if you do everything yourself, and even if you do these things well, you are not a leader. The problem is: how do you motivate others to do what you want them to do?

You are on the right track to becoming a leader when you start thinking

beyond yourself, your goals and your ambitions, and think towards the goals and ambitions of those you seek to motivate. That's communication. When you say to 10-year-old Tommy, "As soon as you get the lawn mowed, we'll go to the ballpark," you're communicating. When you say to your wife, "Honey, because you've been such a good sport at letting me play poker Tuesday nights, I'm taking you out to eat on Saturday night and here's a hundred bucks to buy yourself a new outfit," you're laying the groundwork for a continuation of those enjoyable poker sessions. And when you say to your assistant at the office, "Don, I've been watching the terrific job you've been doing the past six months and I'm putting in a nice raise for you," you're communicating! It's all in getting away from yourself and thinking about the person you want to motivate in the right direction.

Leadership: Not Enough

Actually, if you think about it a few minutes, you can see that leadership and communication go hand in hand; you can't have one without the other. Did you ever go to any kind of a convention? Check the array of speakers. They are mostly chairmen of the board, company presidents or other high officers, leading authorities of various industries and government officials. These people got to the lectern because of their ability to do a job better than most anybody else and the ability to communicate their thoughts to groups of any size. I have been to many conventions and the only poor speakers I have ever heard at these meetings were usually self-made men or sons of the boss who never bothered to learn the art of public speaking. I don't mean to imply that there's anything wrong with a man who lifted himself by his own bootstraps or with the fellow who had the happy facility for choosing his affluent parents. Maybe these people don't feel that the need to be an effective speaker is essential; they consider such training a waste of time. My contention is that having the great ability to do a job better than anybody else is not enough to make you a communicator.

A leader knows how to motivate people, but if you don't give a darn about anybody but yourself, how can you be an effective communicator? A poor speaker is saying to his audience, "You're lucky I am up here talking to you; take it or leave it." I can't think of any greater tragedy than a person who has risen to prominence in his own field — who really has something to say — but doesn't know how to say it.

Five Rules

Let's adopt five rules for being a leader. *One:* Understand that you're not really communicating until you start trying to motivate your audience — whether one or a thousand. *Two:* Accept the idea that merely becoming an effective speaker does not make you a leader; to train for leadership you have to be willing to accept responsibilities. (Yes, you have to be honest with yourself. Am I a leader or a follower? Only one in ten is a leader and there is no better training ground for leadership than the opportunities available within your Toastmasters club and beyond, to the district level.) *Three:* To motivate others to do your bidding, you have to understand *their* hopes and aspirations and help them to achieve their goals. *Four:* When you accept the responsibilities of leadership, there's a penalty to pay: problems, headaches, challenges. It isn't all roses and honey, honors and money. It's being dog tired, discouraged, disgusted, angry at times, and often wondering if the best answer might be to quit. The leader doesn't quit, he carries on. And finally, what I regard as the most important of all the rules for becoming a leader, *five:* If you would move others, first move yourself. ■

Barney Kingston, ATM, is merchandising director for *Salesman's Opportunity* magazine. A frequent contributor to *The Toastmaster*, he is a member of Speakers Forum Club 371-30 in Chicago, Illinois.



“HOW TO”

Beat the **BLAHS**

Does your club suffer from the “blahs”? David Holman, DTM, of JSC Toastmasters Club 3116-56, shares the experience his club has gained by having outside speakers address a club meeting, with the general public as invited guests. Audiences of up to 75 people have attended these meetings, providing a broad base of Toastmasters awareness and publicity in the Houston area.

JSC Club No. 3116-56 faced a problem common to many clubs. We needed community publicity and recognition to help us recruit new members and some device to increase member interest, enthusiasm and attendance in the warmer months when vacations take their toll. Have you had that problem?

The idea we adopted was to invite speakers who were prominent in the community (usually non-Toastmasters) to address the club while we presented an abbreviated Toastmasters program. Publicity was easy to obtain, since the meetings were billed as community interest programs with the public invited. Instead of using the Community Contact Team approach, going out into the community, the community (or general public) was invited to come to us, attending Toastmasters meetings to hear the prominent guest speakers. By this we gained community recognition for the club, since we were performing a public service. The club retained its non-partisan Toastmasters standard, while providing a public forum for speakers of diver-

gent views on community issues. In turn, the public got a view of a typical Toastmasters meeting, with a better understanding and appreciation of TI.

The first program brought in two opposing speakers who debated on an upcoming mass transit election. The next program appealed to sports fans, when coaches of a professional football team, the Houston Texans of the new World Football League, appeared to explain the prospects for the new team and league. The coaches sold no season tickets but were favorably impressed with the TI program.

The third program presented Houston's most dynamic television personality, Marvin Zindler, who drew the largest audience. Discussing controversial viewpoints, he held high audience interest and response. A Toastmaster's evaluation of the speaker added good humor to the occasion.

The fourth “Community Action Meeting” saw Houston's first Women's Advocate speak on “Women's Rights.” She proved that not all good speakers are Toastmasters and not all good speakers are men. A large number of women attended this meeting.

These are some of the meetings we conducted. Your club can do the same, and we offer three guidelines, based on our experiences.

(1) Select a personality with charisma and “marquee value,” speaking on topics vital enough to attract a good crowd. These speakers can be booked through a

speaker's bureau, a governmental agency, etc.; often they can be brought in by only a telephone call. Remember, these speakers have something to sell; they present their views and try to persuade the audience. The speakers are at their best, and Toastmasters can appreciate the quality of the presentations.

(2) Plan your promotion and publicity program carefully, so that the widest possible exposure is given. Stress in your news releases that the public is invited. Meals should be optional. Arrange the evening's program to highlight the guest speaker, still giving the audience the flavor of a typical Toastmasters meeting.

(3) Follow up the program with letters of appreciation to the guest speaker and news releases to the media about the program and the audience reaction. A successful operation requires complete cooperation of all the club's members, from planning to completion.

Any Toastmasters club is encouraged to use this procedure, because outside speakers inject a new dimension into TI programs, while adding enthusiasm and recognition to the club. New members can be attracted and interest can be renewed. Try it to beat the “blahs” in your club—anytime, anywhere. ■

More “How To” Ideas

Next Page



Successful Speechcraft For Your Club

Durwood English, DTM, Toastmasters third vice-president, gives some helpful advice on Speechcraft, based upon his experiences as District 5 governor. During his administration, nearly half of the clubs in the district conducted Speechcraft programs. While some geographically larger districts may have to modify the personal contact aspects of this procedure, the basic outline can be applied everywhere.

Why are the clubs of some districts and areas more successful at conducting Speechcraft programs than others, both in quantity and quality? I believe this is best answered by looking at how the more successful districts and areas actually get the job done.

First, how does the district motivate the members and clubs to conduct these programs? Second, how are participants obtained for these programs? Third, how is the program presented after the participants are there? The answers to these questions will go a long way toward helping you find the secrets of a successful Speechcraft presentation.

There are at least four items of motivation that lead to success. First, the Area Speechcraft Chairman should, wherever possible, write a letter to every club within his jurisdiction, telling them what Speechcraft is all about, why and how it

should be conducted, and offering them his assistance.

Next, an article should be published in the district bulletin, in about December or January; that's a key point. Timing is very important, because the best time to perform a program of this type is in the January-February-March time period, or again in late September-October-November. In other words, grab those people who have decided not to take a course at college or night school and get them into your Speechcraft program.

Third, conduct a program at the fall conference, telling Toastmasters from the district what Speechcraft is all about and how it relates to your district goals.

Finally, the Speechcraft chairman should again, wherever possible, make it a point to contact the clubs in his area that are low in membership. He should offer whatever assistance he may be able to provide and speak to them directly about Speechcraft and how it can help the club.

Begin the Program

Now, how would a club, and I say *club* here specifically, go about attracting participants for Speechcraft? I believe Speechcraft should always be conducted at the club level, not by the district. The best way to begin a Speechcraft effort is to have every club member supply the names of five to ten people, such as friends, acquaintances, business associ-

ates, fellow church-goers, people who belong to other organizations or anyone else they can think of, who might need speech training. Then, their names, telephone numbers and addresses should be compiled into a list.

Flyers should be created and produced by the Speechcraft chairman of the club and mailed to every one of those people listed, usually about three to four weeks before the Speechcraft program is scheduled to start.

These same flyers, incidentally, can be posted in stores, businesses, libraries and other spots that might attract program participants. Newspaper ads have proven to be one of the LEAST effective means of getting participants. One of the more effective means is personal contact. But the MOST effective method for this program is the name-list approach, supplemented by personal contact.

A follow-up telephone call should then be made by one of the members of the club to each person on the list. Usually, the list of names is split up and portions are assigned to members, each one receiving a list different from the one he originally submitted. The procedure seems to work more effectively that way. The caller offers advice and instruction on what the program is about, asking as an introduction whether they received the flyer, and offering to answer any questions they may have.

Presenting the Program

Now that you are motivated, and have participants ready, how do you present the course? Well, that's outlined in your TI material, so I'm not going to cover the actual presentation of the program here. Rather, let's look at the mechanics of getting ready to present it properly.

The club (or clubs, if it has been decided to have a joint program within an area) should present the Speechcraft program—not the district. Don't forget that your members learn by doing, too; that's part of the Toastmasters program.

After your club has appointed a Speechcraft coordinator or chairman, a program should be assembled, listing all of the co-coordinators for each of the eight weeks and detailing the subjects they are going to cover. In this coordinator's list, it would be helpful to include some district and area personnel from the various levels, as co-coordinators. Once these assignments are confirmed by telephone,

a copy of the entire program should be mailed to each person, along with a description of what material they will be expected to cover. This is usually an excerpt from the Speechcraft Manual, which can be printed and sent to the co-coordinators.

A Speechcraft packet should be made up for every participant, and handed to him when he walks through the door at the first meeting. This can include the roster of the club, orders of the day, club bulletin, and any other material about your club and what you are trying to do.

Try to have the participant pay the first night he attends. Many will comply and, when they do, you can almost be assured that they will come back. This is a very strange motivating factor—but it is very real.

Make the first meeting of your Speechcraft program an especially good one. There have been many potential members, and potential Speechcraft participants, driven away from Toastmasters clubs when they attended their first meeting and found it to be ineffective. Make your Speechcraft program, and especially the first night's presentation, the essence of excellence. ■

Table Topics

International Director Norm Maier, ATM, presents a new twist for Table Topics and solves the recurring problem for Topicmasters: What shall we talk about?

At a recent meeting of our club, Milwaukee Metro Speakers Club 945-35, I had been scheduled as Table Topicmaster, but the assignment slipped my mind until the last minute. However, a quick glance at the most recent issue of *The Toastmaster* magazine (September, 1974) solved my problem and I was ready to lead Table Topics.

During the previous week, I had carried my copy of the magazine in my briefcase (it fits beautifully). Reading the short articles on plane trips, waiting for planes or customers, or even as change of pace reading, I was most impressed with the "down to earth" practical articles in this issue.

Selecting the Table Topics participants for the evening, I asked their impressions of some of the selected articles:

- A. What are the advantages of October Invitation Month over April Invitation Month?
- B. To the Sgt. at Arms: Describe your duties in 60 seconds. (Then read page 12 of the September issue.)
- C. What is an orchestrated speech?
- D. What is the difference between affect and effect?
- E. How would you narrate "Casey at the Bat"?
- F. Describe a "backward night."

Result: A most interested audience and a lively discussion following. I'm positive each member went home to double-check the magazine articles that were the subject of this Table-Topics. Once again, the ingenuity of Toastmasters pays off. ■

Here's My Card!

Gene Selig, ATM, of District 31 in Massachusetts, tells how he uses his "ATM" status as a door-opener for Toastmasters. "Put your ATM (or DTM) where people can see it," Gene says.

After receiving my ATM in April of 1973, I proudly began wearing the appropriate ATM lapel pin. Occasionally, I would be asked about the organization: "What does the 'T' stand for?" Even more occasionally, I would be asked by a sharp-eyed person about the significance of the letters "ATM" atop the pin. This, of course, is a perfect excuse to pitch Toastmasters for all you're worth and, with the help of my pen and a Form 400 suddenly produced from a hidden pocket, our club was on its way to another paid-up member. Maybe this isn't according to Hoyle, but it has worked more than once.

It suddenly dawned on me one day that perhaps the ATM should be more prominently displayed. Then it hit me. "Dumbbell," I said to myself, "Why not print it on the business card you give away each day to people in all walks of

life?" I often write short notes on the back of business cards and leave them with service personnel or with secretaries. And I often attach cards to local letters, so that the customer receiving the letter has the card in his card file for quick and ready reference. Has it worked? Let me tell you... nearly everyone wants to know: "What's an ATM?"

OK, you ATMs and DTMs—go directly to your printer and put that ATM or DTM on your business cards. Then start signing up the new members. ■

NOTE FROM THE "HOW TO" EDITOR: Part of the principles of Toastmasters is to share what you have learned with your fellow members. We encourage you to tell other Toastmasters what ideas you and your club have developed to stimulate interest, build membership, or just increase the fun of Toastmasters involvement. You don't have to be fancy; just send us a letter with your ideas and how they worked. ■

The Leadership Process

As *educational vice-president*, you perform some of the most important planning and administrative functions in your club's management.

Through the educational committee of which you are chairman, you are responsible for the over-all educational program based on the members' stated needs, the club requirements, and community opportunities.

The following suggestions for the educational vice-president originally appeared in the District 64 "MIRROR." They were accumulated from over sixty officers who attended District 64's Club Officer Training Session earlier this year to share ideas and discuss their "Forward From Fifty" plans. You are invited to share their suggestions that will, hopefully, give you some new ideas for your club.

- A Member Needs Survey of interests will assist in program planning for the year.
- Evaluation techniques need improving. Thoroughness is necessary, and whitewashers must be removed. Guests from other clubs can help evaluate your more experienced speakers.
- Stiffer restrictions are required to assure that speakers will show up and will be prepared. The Toastmaster should call the speakers early each week; the General Evaluator should contact all evaluators.
- Include debates, both within the club and with other clubs.

- The "Listening to Learn" program should be reviewed.
- Look at the possibilities of Speechcraft and Youth Leadership. The rewards can be fantastic.
- Make Table Topics meaningful, with weekly themes.
- Parliamentary procedure nights may be used to practice techniques. This should be a small part of every evening.
- Audio-visual techniques may be available through a member of your club or a neighborhood school.
- Encourage more manual speeches, especially among senior members who have given up trying.
- The club should assist, as a team, persons working on ATM, DTM, area, or district responsibilities. Support your members to the hilt.
- Encourage inter-club visits and visits to organizations outside Toastmasters.
- Schedule each member to deliver a prepared speech at least every six weeks.
- Program all functions—speakers, evaluators, Toastmaster, Table Topicsmaster, Chairman, General Evaluator, Grammarian, Timer, etc.
- Get help from an educational committee including at least one seasoned Toastmaster.

These suggestions will help you develop and implement an educational program which is vital, useful, and interesting to all the members of your club. ■

THE DIRECTING FUNCTION OF MANAGEMENT



by Dr. Beaufort Longest, Jr.

At some point in the management process, there has to be a means for the manager to indicate to the managed what he wants done. Once plans have been made and an organizational structure has been created to put them into effect, the next logical function of management is to stimulate the effort needed to perform the required quick work.

When viewed as parts of the whole management process, planning and organizing can be considered as preparatory managerial functions. As we shall see, the purpose of controlling is to find out whether or not objectives are being met. Thus, directing is the connecting and actuating link between these functions. The importance of directing is contained in one thought—it is the managerial function which initiates action.

In general, directing means the issuance of orders, assignments, and instructions which permit the subordinate to understand what is expected of him and the guidance and overseeing of the subordinate so that he can contribute effectively and efficiently to the attainment of the objectives of the organization.

Interpersonal Directing

In many ways, directing is the most complex of the management functions. This is true mainly because the directing function is the interpersonal aspect of managing. The manager must deal with people as individuals and as group members. The manager soon learns that people do not automatically take as their own the objectives of the organization.

Managers have been skilled in using the material factors of production for a long time. A great deal of information and knowledge about how best to utilize

material factors has been generated by economists, engineers, and financiers. In contrast, the human factor has been far less understood and far less effectively utilized as a factor of production. Although much is *not* known, contemporary theory and research have a great deal to say about why people behave the way they do in organizations.

If one analyzes what has been discovered about the nature of human beings, a number of important facts present themselves. Among them:

□ There is no such thing as the average human being. People differ in terms of basic mental abilities, personality, interests, level of aspiration, energy, education, experience and so on. From the day of his birth, each person is unique. For the rest of his life the people, things, and events with which he comes in contact make him even more different, because

they constitute a part of his experience. Attempts to take some kind of arithmetical average of people will fail and attempts to deal with individuals as if they represented some hypothetical average will fail.

Many managers are unsuccessful because they take a standard, across-the-board way of dealing with employees in every situation. This tendency is exhibited by many managers because it greatly simplifies their job, at least as they view it.

- Human beings work to satisfy their own needs. All normal human behavior is caused by a person's need structure. Workers have a perception of their needs which often differs from what management thinks they have. Furthermore, not all workers perceive their needs in the same way. An even more complex factor is that as an individual grows older, his perception of his own needs changes. These facts make it very difficult for a manager, especially one who supervises a large number of people, to create an environment in which workers can satisfy their needs. After all, the manager only *thinks* he knows what their needs are. This is made even more complex by the fact that needs are so different from one worker to another and by the fact that the

needs of an individual are constantly changing. Yet, the manager must keep in mind that getting a worker to carry out a directive from the manager is caused behavior. Since this behavior is caused by the employee's attempt to satisfy some need he has, the manager has but two ways to get the employee to carry out his directive. He can get the employee to see that a desired action will increase his need fulfillment, or convince him that he must carry out the directive to avoid a decreased need fulfillment.

The Employee's Needs

What this means is that management's ability to direct successfully depends almost entirely on the fact that, from the employee's point of view, management controls the means by which the employee can meet his needs.

- Human beings respond to leadership. There is a great deal of evidence that this is true. Yet, the reasons why it is true are not well understood. It is clear that a leader is followed if he can help the followers meet their needs as they see them. It is important for the manager to take advantage of this part of human nature in the work place. Leadership is not something that can be taught in its entirety. However, there are certain techniques

and procedures that have been developed which can assist the manager in his leadership role.

If there is one generalization about the directing function that can be made, it is this: Success in directing others depends more on the *attitude* of the manager toward the subordinate than on any other single factor. This is true because the manager's attitude toward subordinates dictates his approach to directing their activities.

For example, one manager may be convinced that most human beings have an inherent dislike of work and seek to avoid it. Another may believe that they do not inherently dislike work and that they in fact want to work as a part of their basic nature. These opposing attitudes will result in one manager using coercion to get work done and the other relying on the worker's own initiative to a larger extent. Most managers probably lie somewhere in between these two attitudes but the point is that what the manager believes about his subordinates directly affects the methods he uses in directing them, which in turn determines his success in the effort.

Another example of dichotomous managerial attitudes is that some man-



agers feel very strongly that most human beings prefer to be directed while others believe that subordinates want to exercise their own initiatives and imaginations in seeking creative solutions to work problems. Clearly, these opposing attitudes will yield different styles of management.

The Modern Attitude

Management authorities, in observing such opposing attitudes in managers, have labeled them "traditional" and "modern." The evidence is all around us that most people, given the chance for meaningful work, relish it and seek to exercise initiative, seek responsibility, and seek to display ingenuity and creativity in their approach to work. These concepts have come to be called the modern attitude or the human relations approach to management.

Successful directing, based on the modern attitudes described above, depends largely on the maturity of the manager and the subordinates because of their belief that workers lack the maturity for self-control. This position defines maturity in mutually exclusive terms as a state of existence which an employee either does or does not possess. In reality, maturity is more accurately defined as a goal rather than something static. Maturity is developed, and the rate at which it develops depends on the environmental factors which allow and encourage it to grow in the individual.

Compatible Goals

In applying the modern approach to directing subordinates, the manager's central task is to show the subordinate that his goals and the goals of the organization are essentially compatible. This is based on the assumption that when the goals of the worker are the same as the goals of the organization, he will work harder to attain them. It is doubtful whether organizational goals can always be identical to those of the individual. However, the number of goals the two have in common is often greater than some managers assume. Even when the worker's goals are not identical to the organization's, it does not mean that they are mutually exclusive.

No matter what approach a manager takes to directing his subordinates, at some point he has to indicate what he wants done. The order is the technical means through which a subordinate understands what is to be done.

The right to give orders, from a purely legal point of view, stems from a contract involving the services of subordinates. The business employs the individual to perform certain duties, undertakes to explain what is needed, and pays the employee for his services. The employee undertakes the specified activities and receives his remuneration.

Ideally, there should be understanding and acceptance of the order by the subordinate. To facilitate this there are certain characteristics of good orders which managers should be aware of. Among them:

□ The order should be clear, concise and consistent. The purpose is to give suffi-

□ Whenever possible, the reason for the order should be given. A subordinate will accept an order more readily if he understands the need for it. There are occasions when lack of information on the part of the manager or scarcity of time prohibits this; however, this should be the exception and not the rule.

Delegation of authority is a more general form of directing than issuance of orders. In delegation, the manager usually gives a subordinate authority to act in a certain area of activity by means of a general statement. Delegation is less exact than an order as a means of directing since it often merely states that the subordinate is authorized to carry out assigned duties. The degree of detail in a grant of authority is usually determined by how detailed the work assignment is.

Directing Means Action

Delegation is the means for one manager directing the activities of a subordinate manager more than for a manager to direct a worker. However, in situations involving professionals or highly trained technical people, the manager may use delegation as a means of avoiding too many specific orders.

Directing is the management function which initiates action in the organization. Specifically, it means the issuance of orders, assignments and instructions which permits the subordinate to understand what is expected of him and the guidance and overseeing of the subordinate so that he can contribute effectively and efficiently to the attainment of the objectives of the organization.

Since the management function is the interpersonal aspect of managing, it is quite complex. Success at directing will be largely determined by the manager's understanding of human nature and by the manager's attitude toward his subordinates. Issuing orders and delegation are the two techniques the manager has to use in directing his subordinates. ■

Dr. Beaufort Longest, Jr., is an assistant professor in the Institute for Health Administration at Georgia State University.

“
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”

cient information to ensure understanding.

□ Orders should be based on obvious demands of particular situations. If the order conforms to the requirements of a particular situation, it seems logical to the subordinate and not just an arbitrary whim of the manager.

□ The tone of the order is important. If the subordinate is to accept the order fully, he must feel that the manager is doing his job by pointing out something that needs to be done and not merely exercising his power over the subordinate. The manner in which the manager delivers the order has a great deal to do with the subordinate's acceptance of the order.



the action people

Some people will do anything to spread the word of Toastmasters' 50th Anniversary. Take District 35 Educational Lieutenant Governor **Jim Sauer**, for instance.

Jim recently completed an 872-mile ten-speed bike-a-thon campaign on behalf of the 50th Anniversary.

Beginning in La Crosse, Wisconsin, Jim set out on his 10-day journey to provide Toastmasters clubs in east and central Wisconsin and the Upper Michigan Peninsula with important information about the 50th Anniversary and ideas on how to commemorate it.

While on the road, Jim also had the opportunity to meet formally and informally with club officers to discuss club educational objectives for the coming year and to determine their needs. He pedaled through Wautoma, Green Bay, Escanaba, Iron Mountain, Portage, Wausau, and ended his expedition in Tomah. He talked with club presidents, attended local celebrations and executive committee meetings and, in Portage, was interviewed on a local radio station.

When Jim rode into Tomah, the educational objectives of selling the anniversary appeared to be accomplished. He had taken the opportunity to educate communities to the Toastmasters program.

"Putting into practice the principles of Toastmasters and experiencing what other clubs are doing up to this point about the 50th appeared to be the greatest reward," said Jim. And equally important is the opportunity of explaining to the person on the street or in the countryside park what Toastmasters really is." ■

The **Tower Toastmasters Club 578-11** in South Bend, Indiana, has come up with a program that is, to say the least, unusual.

The program is the club's fifth annual "Hyde Park Day," named in honor of London's Hyde Park "Speakers' Corner," where anyone can air his views as long as the public will listen.

Edward Malo, chairman of the event, says that as far as he can determine, South Bend and Chicago are the only places in the Midwest where the "soap box" tradition of Hyde Park has been followed. For years, "Bughouse Square" in Chicago, like Hyde Park, was famous as a place where speakers vie against the hecklers and noise from the audience and from passing traffic to have their messages heard.

"We will further promote freedom of speech locally with a display of the old-fashioned, stubborn speech persistence while overcoming laughter, hecklers and traffic din," said Malo.

The fun and heckling continue through the noon hour as passers-by view, with mixed emotions, the sight of middle-aged people standing on a park bench, yelling and waving their arms like revolutionaries.

Somebody happened to be listening when a speaker angrily stated that "Congress is holding up the Alaska pipeline!" The comment from the audience—"Is it heavy?" ■



1. Past International President David A. Corey presents an ATM certificate to Robert A. Ridgill Jr., of the Greenville Toastmasters Club 964-58 in Greenville, South Carolina. Mr. Ridgill has been a Toastmaster for 23 years and, during that time, has only missed six meetings—an attendance percentage of .9952!

2. Norma Abell seems delighted with her award as "Our Resident Extrovert," made by newly-elected President Frank Pisacane (left) of the Naval Ordnance Station Club 3173-36 in Indian Head, Maryland. George Naufflett, outgoing sergeant-at-arms, is ready with more of the special awards that were dreamed up by some unknown—and still unrevealed—members of the club.

3. President Felicite MacFarlane of the FDIC Toastmasters 3739-36 in Washington, D.C., introduces Federal Deposit Insurance Corporation Chairman Frank Wille to her club members. Chairman Wille attended FDIC's First Annual Theme Day Contest and heard each of the five speakers talk on the theme: "What FDIC Really Needs Is..." The program, which touched on improved security, FDIC's responsibility to its individual depositors, and improved corporate-wide communications, gave the Toastmasters an opportunity to express some of their ideas on the Corporation and provided Chairman Wille with some valuable feedback from Corporation employees.

4. "Lovely to look at, delightful to hear." Those words very accurately describe Linda Greene of the Birmingham Club 512-48 in Birmingham, Alabama. Linda recently won the District 48-Area 2 serious speech contest with her excellent and moving presentation entitled "I Am Woman." She certainly is!

5. Finalists in the National Junior Achievement Public Speaking contest meet with final-round judges (from left to right), Dr. William T. Jackson, Larry Brantley and Russell Feuerbach, representing Toastmasters International. Phil Klawuhn (fourth from the left) was the first place winner of the contest.

6. A tribute to the 50th Anniversary of Toastmasters International recently appeared on the Clock Tower of the City Hall in Milwaukee, Wisconsin. The Courthouse Toastmasters 3878-35 of Milwaukee are to be commended for the effort they have put forth in publicizing the 50th.

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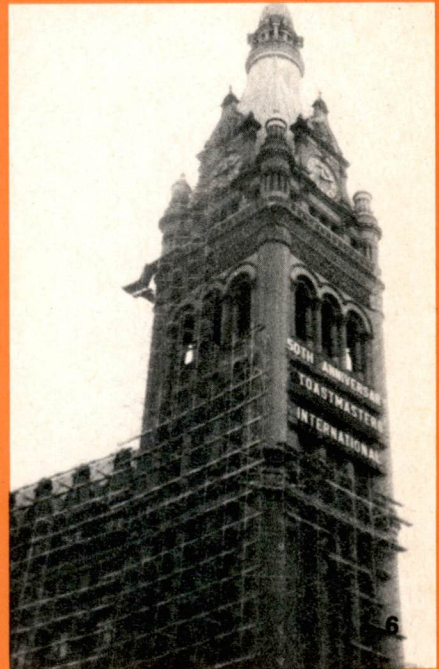
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HALL OF FAME

DISTINGUISHED TOASTMASTER (DTM)

Toastmasters International highest member recognition, the Distinguished Toastmaster award has been presented to the following:

Thomas H. Bossler
Monroeville Club 2954-13

Edward R. Casper
Van Nuys Club 172-52

Harold E. Corbin
YMCA Club 715-11

David N. Holman
JSC Club 3116-56

Bill Milkes
Minneapolis Club 459-6

ABLE TOASTMASTER (ATM)

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

James L. Acree
Challenger Club 1642-36

David I. Andrick
Early Bird Club 2534-23

Frank Armstrong
Bootstrappers Club 2397-7

Franklin J. Armstrong
Huntington Club 1964-46

David Ballew
Gateway Club 2158-41

John J. Bodner
Westgate Club 3159-28

Erik P. Bredal
Clearwater Club 3087-47

Roy T. Brock, Jr.
Palmetto Club 2070-58

Colin H. Broddle
Midland Club 2399-62

William L. Burton
Hayward Club 207-57

Edward L. Casper
Van Nuys Club 172-52

Paul E. Clouse
Roundup Club 1839-3

John D. Combes
Columbia Club 1393-58

Robert K. Domer
Triangle Club 1887-10

Herbert Fajors
Raytheon Equipment Club 2621-31

Louis C. Finklea
Westinghouse Valley Club 1646-13

William A. Fisher
Southern Valley Club 2752-33

Pierce Flatt
Dothan Club 2804-48

Aidan R. Foley
Southfield Club 1208-28

Ainard Gelbond
Kearfott Club 3156-46

F. R. Glick
Convair Club 3745-5

J. Hugh Graham
Assiniboine Club 419-64

Stuart Graham
Charlotte County Club 1463-47

John Gutcher
Maumee Valley Club 1637-28

Norman Harwood
Karingal Club 1665-70

Stanley E. Hickman
Fireside Club 851-5

J. Paul Higgins
Early Bird Club 3651-47

Roy A. Horine
Salem Club 138-7

William L. Johnson
Sunrisers Club 2140-6

John William Kew
Smedley No. 1 Club 1-F

Robert S. King
Bull Horn Club 2513-38

Stanley A. Lewis
Nor Easters Club 2494-38

Frederick B. MacDonald
Verdugo Hills Club 434-52

Terry MacGillycuddy
Karingal Club 1665-70

Don H. Major
Hillsboro Club 881-7

John E. McNally
Tape Talkers Club 3648-65

W. S. McNeal
Newport Club 3880-7

James W. Muir
Suburban Club 2345-46

Richard F. Murray
Barrie Club 1603-60

Edward J. Nichols
Dartmouth Club 3119-45

Robert E. Nilson
Southwest Club 2066-16

Wil Passow
Voice Of Motorola Club 2083-3

J. Wes Pierce
Tele Talk Club 3016-3

John J. Racic, Ph. D.
Chagrin Toastmasters Club 3377-10

Werner Rosenbaum
Breakfast Club 563-15

Sidney M. Smith
Key Club 3723-15

Terry P. Smith
Tall Town Toasters Club 3189-44

Donald E. Sprague
Aetna Life & Casualty Club 3610-53

L. K. "Doc" Swenson
Paramount Club 657-6

Robert S. Trexler
Seminole Club 3771-47

Durward E. Wright
Oregon Club 424-7

SUNRISE

40 YEARS

Davis Monthan Club 16-3
Tucson, Arizona

Redwood City Club 27-4
Redwood City, California

35 YEARS

Eugene Club 145-7
Eugene, Oregon

Akron Club 151-10
Akron, Ohio

Pittsburgh Club 144-13
Pittsburgh, Pennsylvania

30 YEARS

Henry W. Grady Club 289-14
Atlanta, Georgia

Portland Club 288-45
Portland, Maine

25 YEARS

Alliance Club 767-10
Alliance, Ohio

Columbine Club 768-26
Denver, Colorado

Boulder Club 769-26
Boulder, Colorado

20 YEARS

Oak Park Club 614-30
Oak Park, Illinois

Quantico Officers Club 1681-36
Quantico, Virginia

Desert Club 1636-39
Hawthorne, Nevada

Municipal Club 1668-49
Honolulu, Hawaii

Toast of the Valley Club 1670-52
Sepulveda, California

Brass City Club 1628-53
Waterbury, Connecticut

Hong Kong Club 1364-U
Hong Kong

Tokyo Club 1674-U
Tokyo, Japan

Goose Bay Club 1699-U
Goose Bay, Labrador

15 YEARS

Richfield Legion Club 232-6
Richfield, Minnesota

Galion Club 3062-10
Galion, Ohio

Ada Club 2970-15
Boise, Idaho

Penticton Club 2392-21
Penticton, B.C., Canada

Woodland Club 3051-33
Santa Barbara, California

Pentaf Club 2014-36
Washington, D.C.

Elm City Club 1430-45
Waterville, Maine

Aruba Club 2688-U
Aruba, Netherlands

10 YEARS

Morning Tour Club 2503-26
Casper, Wyoming

Weacon Club 3838-46
Newark, New Jersey

Pacific Voices Club 3841-49
Hickam AFB, Hawaii

SUBJECT INDEX

THE TOASTMASTER

1974

BOARD OF DIRECTORS

- Toastmasters Board Meets .. Feb/17
- TI Board Holds Spring Meeting Jun/13
- 1974-75 International Officers Candidates Jul/24
- TI Board Meeting Nov/7

CONVENTION

- Convention Speakers Feb/22
- Anniversary Convention Preview Apr/12
- Convention '74 Jun/20
- Convention Schedule Jul/14
- Bobby Richardson To Receive Golden Gavel Jul/16
- The Return to Santa Ana Oct/15

EDUCATION

- The Evolution of Toastmasters Education Jan/21
- Why? Jan/26
- Forward From Fifty — To Club Publicity Excellence
Tom Chance Feb/5
- Futurism—A Look At What's Ahead
Dr. Richard Salzman Mar/10
- Futurism—A Look At What's Ahead—Part II
Dr. Richard Salzman Apr/16
- Don't Criticize . . . Evaluate!
Sel Palmer Apr/26
- Is Your Leadership Thinking Up To Date?
Thomas W. Zimmerer Jun/26
- The Listening Process Jul/5
- Are You An Active Listener?
Lewis C. Turner Jul/17
- Listening—Good Listening
Herbert W. Hildebrandt Jul/10
- Decisions Don't Always Mean Progress
R. Bernard Searle Jul/29

Creating A New Club: Is It Still A Mystery?

H. Gerald Warren, DTM. Sep/8

Plumbers, Politicians & Preachers

Vaughn Stewart..... Sep/22

Effective Speech

Evaluation Oct/20

Is Your C & L Program Really Working?

Allan G. Bluman Oct/28

What's So Funny?..... Nov/9

Evaluation: A Step in the

Right Direction Dec/5

Make Your Decisions Count

John F. Burton..... Dec/8

Develop Your Leadership Potential

Barney Kingston Dec/14

The Directing Function of Management

Dr. Beaufort Longest, Jr. ... Dec/21

"HOW TO"

"How To" Publicity Ideas Mar/20

The "How To" Matinee Apr/8

Another Parade of "How To" Ideas..... May/16

The "How To" Membership Bowl..... Jun/9

The "How To" Champagne Party..... Jul/18

The "How To" Playhouse Sep/16

The "How To" Barbeque..... Oct/10

"How To" Beat the Blahs..... Dec/16

SPEAKING TECHNIQUES

Blueprint for a Speech Jan/27

How to Muzzle the Yakker

Sid Dimond Mar/16

Prepare Yourself—

Expect the Unexpected

Barney Kingston May/7

Some Clear-Cut Rules on Speech-Making

David Scott-Atkinson May/26

Become Part of Your Introduction

Dennis R. Wyant, DTM Jul/26

Sound As Good As You Look

Roslyn Bremer Sep/13

Body Control—An Aid to Your Speech

Dr. Richard Stancliff..... Sep/19

When It's Laughter You're After

Stewart Harrel Nov/12

Humor—Handle It With Care

Winston K. Pendleton Nov/14

Use Humor—Who Me?

David Johnson Nov/18

Of Jokes and Joke Books

Adrian D. Smith Nov/20

SPECIAL FEATURES

The History of Toastmasters .. Jan/8

Toastmasters—Its Meaning and Values

Ralph C. Smedley..... Jan/22

Scheduled Anniversary

Events Jan/24

Ideas for the 50th

Anniversary..... Jan/29

Dues Increase & Board

Reorganization Feb/20

More Ideas for the 50th

Anniversary Feb/23

Anniversary Proclamations.. Feb/24

Project Fun Feb/30

Growing With Toastmasters

Russell V Puzey..... Apr/22

Who Are Today's

Toastmasters? May/5

Convention Proposals

Re-Examined May/14

"A Woman In My Club?"

Why Not!

Jan Boesing May/20

Introducing People to

Toastmasters Jun/5

The Anatomy Of A Thought

Jacques B. Wertz, Ph.D. Jun/16

The President's Travels Aug/5

Toastmasters—Better People For A Better World

Dr. Ralph Smedley..... Aug/7

They Speak A Universal Language

Jack Jungmeyer Aug/8

43 Years of Fellowship

and Inspiration Aug/11

The 50th Anniversary—A

Year of Individuals Aug/18

Disneyland—Where Smiles

Are Made Aug/28

Meet Your 1974-75 International

President..... Sep/4

Forward From Fifty . . .

By Members In Action

John F. Diaz, DTM Sep/5

The Evolution Of An Idea Oct/7

Youth Leadership Dec/12

TI PROGRAMS & SERVICES

Provisions for the

Complete Toastmaster Feb/9

ATM-DTM . . . Your Next

Step In Toastmasters Feb/16

AIM . . . For New Members Mar/5

Golden Growth..... Mar/7

Project Fun..... Apr/6

Your 1974-75 District

Governors Aug/21

October Invitation Month Sep/11

International Hall of

Fame 1973-74..... Sep/28

A Specialist For All Reasons.. Nov/5

TI Financial Report

1973-74 Nov/28

Your 1975 Membership

Program..... Dec/7

A Special Speaking Opportunity

For You..... Dec/11

TOWN OF THE MONTH

Hartford, Connecticut Mar/6

Melbourne, Florida..... Sep/21

Newcastle, Australia Dec/10

new clubs

219-F FLUOR ANAHEIM CLUB

Anaheim, Calif.—Thurs., 6:00 p.m., Maple Inn, 1501 South Lemon (630-5610). Sponsored by Fluor Club 124-1.

1053-6 MUNSINGWEAR ICEBREAKERS CLUB

Minneapolis, Minn.—Thurs., 12:01 p.m., Munsingwear, Inc., 718 Greenwood Ave., (340-4753). Sponsored by Minneapolis Club 459-6.

3343-22 BEECH MIXMASTERS CLUB

Wichita, Kansas—Tues., 7:00 p.m., Beech Aero Club, 9709 Central Ave. (689-8100). Sponsored by Beechmasters Club 1279-22.

2589-31 THE 76er's CLUB

Quincy, Mass.—Tues., 1:00 p.m., State Street South, 1776 Heritage Dr. (786-6294). Sponsored by State Streeters Club 3223-31.

1006-36 THE WASHINGTONIANS CLUB

Washington, D. C.—Tues., 12:00 Noon, Federal Home Loan Bank Board, 320 First St., N.W., (386-5404). Sponsored by Justice Club 2937-36.

3271-44 CASTLE GAP CLUB

Crane, Texas—Thurs., 12:00 Noon, Mountain View Community Center (558-3555). Sponsored by Wildcat Club 1160-44 and Early Bird Club 1061-44.

800-44 LEMA CLUB

Plainfield, N. J.—Mon., 4:30 p.m., Lockheed Electronics Co., Inc., U.S. Highway No. 22 (773-4134).

2165-48 AUBURN—OPELIKA CLUB

Auburn—Opelika, Ala.—Tues., 7:00 p.m., Midway Branch, Opelika National Bank (887-6059). Sponsored by Valley Club 536-48.

3334-56 EARLY RIDERS CLUB

Houston, Texas—Wed., 7:00 a.m., The Coca-Cola Co., Foods Division, Sales Training Room, 7105 Old Katy Rd. (861-4411).

3518-56 BENEDICTUS CLUB

San Antonio, Texas—Mon., 6:15 p.m., Wyatts Cafeteria, 4306 N.W. Loop 410 & Babcock (690-1806). Sponsored by Alzarfar Shrine Club 2180-56.

3775-58 CCI CLUB

Columbia, S. C.—Thurs., 6:30 p.m., Central Correctional Institution, 1515 Gist Street (758-8050). Sponsored by Columbia Club 1398-58.

1119-69 ROCKLEA CLUB

Brisbane, Qld., Australia—Mon., 6:00 p.m., Royal Queensland Aero Club, Beatty Rd. (072-473211). Sponsored by Media-Mix Club 2509-69.

920-U FLORIDA CLUB

Roodepoort, Transvaal, South Africa—Wed., 7:30 p.m., Discovery Methodist Church Hall, 2 Simmer St.

1212-U TAICHUNG CLUB

Taichung, Taiwan—Thurs., 7:00 p.m., Lux Restaurant, No. 484, Wu Ching Rd. Sponsored by VAP Tainan Club 3102-U.

TI Pens & Glasses

Show your friends the Toastmasters spirit with a set of TI Ballpoint Pens and TI Drinking Glasses. A set of 12 pens is \$3.00 (Code 6604) and a set of three glasses is \$5.00 (Code 6603); both prices include all packing and shipping charges. California residents add 6% sales tax.

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your 1974-75 district governors

- F. Arthur W. Hofner, ATM, 1281 Mauna Loa Rd., Tustin, Calif. 92680
1. George Kuehne, DTM, 351 E. 231st St., Carson, Calif. 90745
2. Jack D. Howard, DTM, 1811 N.W. 198th St., Seattle, Wash. 98177
3. Milt Laflen, ATM, 8521 E. Desert Cove, Scottsdale, Ariz. 85254
4. Philip E. Lellman, 1188 Elmsford Dr., Cupertino, Calif. 95014
5. Norman L. Hartell, ATM, 8672 Harjoan Ave., San Diego, Calif. 92123
6. Ewald E. Koepsell, DTM, 2335 - 16th Ave., N.W., Rochester, Minn. 55901
7. Donald J. Wessels, ATM, 101 S.E. 205th Pl., Troutdale, Ore. 97060
8. Tom Dillon, ATM, 835 Madison Ave., Edwardsville, Ill. 62025
9. Carl Berryman, DTM, 711 Scenic Bluff Dr., Yakima, Wash. 98902
10. Robert Beavers, ATM, 4852 Scenic Dr., Ravenna, Ohio 44266
11. Floyd O. Kreider, ATM, 2504 Oakwood Ave., Muncie, Ind. 47304
13. George J. Ott, DTM, 830 West Grandview Blvd., Erie, Penn. 16509
14. R. A. (Dick) Anderson, DTM, 4200 Miners Creek Rd., Lithonia, Ga. 30058
15. Rulon M. Wood, DTM, 1911 South 2500 East, Salt Lake City, Utah 84108
16. Larry Selby, ATM, 5421 N.W. 65th St., Oklahoma City, Okla. 73132
17. John E. Grauman, DTM, 3436 Timberline Dr., Billings, Mont. 59102
18. John J. McWilliams, ATM, 412 Dewey Dr., Annapolis, Md. 21401
19. C. Eugene Stewart, ATM, 1303 Monona St., Boone, Iowa 50036
20. Ronald G. Fraase, ATM, 2215 Hoover Ave., Bismarck, No. Dak. 58501
21. S. H. (Clair) Farris, 1051 Beverley Pl., Victoria, B.C., Canada
22. Errol G. Wuertz, ATM, 1301 Steven Dr., Hays, Kan. 67601
23. Giovanni Grecco, ATM, P.O. Box 494, Santa Fe, N.M. 87501
24. Gary Shipley, ATM, 125 Gates Lane, Columbus, Neb. 68601
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26. Gene Gunther, ATM, Rt. 4, Box 203, Greeley, Colo. 80631
28. Harold (Bud) Gilley, ATM, 1551 Inkster Rd., Apt. 3, Inkster, Mich. 48141
29. Kenneth W. Smith, 146 Live Oak Lane, Milton, Fla. 32570
30. W. S. (Bill) Downing, 6950 North Olcott Ave., Chicago, Ill. 60631
31. George Mullin, ATM, 100 Aberdeen St., Lowell, Mass. 01851
32. Rolland E. Jones, 1002 Parkwood Dr., Port Orchard, Wash. 98366
33. James W. Eggenberger, ATM, 225 Ibsen Pl., Oxnard, Calif. 93030
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44. Robert E. Dowden, ATM, 4017 E. 30th St., Odessa, Tex. 79762
45. George D. Fullerton, ATM, 7 Lorraine St., Dartmouth, N.S., Canada B3A 2B9
46. Leroy F. Schellhardt, ATM, 64 Amelia Ave., Livingston, N.J. 07039
47. Carleton J. Smith, DTM, 8100 - 14th St., No., St. Petersburg, Fla. 33702
48. Charles Bendall, ATM, 12010 Chickamauga Trail, S.E., Huntsville, Ala. 35803
49. John Zaulig, ATM, 850 - 19th Ave., Honolulu, Hawaii 96816
52. Ed Morris, ATM, 5130 Finehill Ave., La Crescenta, Calif. 91214
53. Richard A. Hazel, 2 Ivy Court, Elnora, New York 12065
54. Ronald W. Fandrick, 807 S. 4th St., St. Charles, Ill. 60174
56. Joe Robinson, 530 Seaway Dr., Seabrook, Tex. 77586
57. Charles Butler, ATM, 3260 Park Lane, Lafayette, Calif. 94549
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60. Terry R. Sweeney, 3251 Mainsail Cr., Mississauga, Ont., Canada
61. Arthur Cormier, 70 McEwen Ave., Apt. 302, Ottawa, Ont., Canada
62. Raymond F. Trappen, 233 Academy, Portland, Mich. 48875
63. Loyle P. Shaw, 2924 McCampbell Rd., Nashville, Tenn. 37214
64. James W. Tomko, DTM, STE. 202 - 411 Cumberland Ave., Winnipeg, Man., Canada
65. William E. Jones, Jr., 93 Lettington Ave., Rochester, N.Y. 14624
66. Darrell E. Rolison, ATM, 1411 Crestview Dr., Blacksburg, Va. 24060
68. Westmoreland Harris, 321 E. Livingston Pl., Metairie, La. 70005
69. Peter McCarthy, 21 Devona St., Aspley, 4034, Qld., Australia
70. George Bondzio, 30 Valaud Cres., Highfields 2289, N.S.W., Australia
71. Michael H. Murdoch, Twintrees, Water Lane, Ardley, Nr. Bicester, Oxon OX6 9NX, England
72. Clive Pryme, ATM, P.O. Box 622, New Plymouth, New Zealand

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Add a touch of excellence to your home or office and keep a lifetime remembrance of the Toastmasters 50th Anniversary. Order one or more of these Anniversary Mementos, available in a limited quantity for this special year. Show your club president, area governor, or district officers your appreciation for their service by presenting one of these keepsakes to them during the 50th Anniversary Year.

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