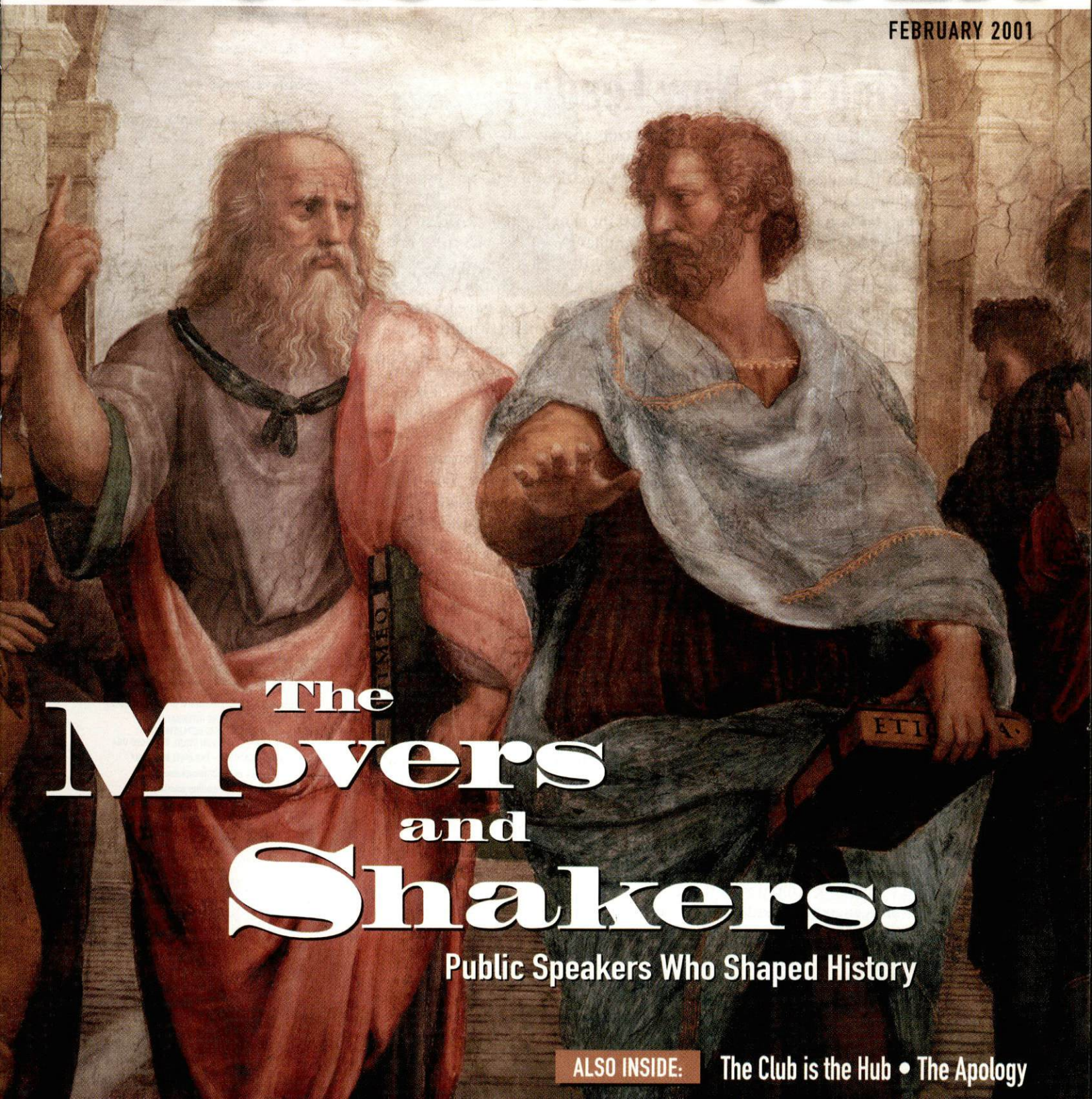


The **TOASTMASTER**®

FEBRUARY 2001



The **Movers**
and
Shakers:

Public Speakers Who Shaped History

ALSO INSIDE: The Club is the Hub • The Apology



VIEWPOINT

Looking for New Leaders

What is the difference between a successful club and one that is struggling? Why is one district Distinguished and another district not? The answer is often found in leadership. Committed, effective, well-trained leaders provide the foundation for achievement.

However, finding quality leaders is becoming more of a challenge each year. I think it's because the concept of leadership implies giving of one's time, and finding spare time is difficult for most of us. But I think the problem is more related to attitude. Don't we all make time for our favorite activities?

Leadership is an integral part of Toastmasters training. If you have served as a leader in our organization, you know first-hand of the benefits. The first leadership position I held was club treasurer. Since I'm a CPA, this first role was natural for me. My next step wasn't quite so easy – serving as club president. Why did I make the leap from treasurer to president? Two members of my club recognized my leadership potential and took the time to encourage and mentor me. They were truly friends helping me succeed.

Once you start out on the leadership track, you realize how important leadership is to Toastmasters at all levels: club, area, division and district. You begin to keep an eye open for potential leaders. But it's not just the people holding leadership positions who need to be concerned with fostering leadership. Every Toastmaster should be aware of the need for leaders throughout the organization, at every level.

I think a few things about leadership are often misunderstood. The first is the fact that you can't be a leader without reaping the lion's share of the benefits, especially in Toastmasters. The benefits will change according to the challenge. Second, you don't have to stand at a lectern with a gavel in your hand to be a leader. What that means is that anybody who is willing to stand up and be counted, to do something meaningful, can be a "leader." It does not require an office or a title. What it does require is the desire to do something worthwhile, to make a difference.

Soon after you joined Toastmasters, you were probably encouraged to take the next step in your personal growth by serving as a club officer. I hope you accepted that challenge and now know that you are a better person because of it. Make sure you have thanked the person who offered you that challenge – and the opportunity for personal growth. Now you can return the favor by encouraging other Toastmasters to see the benefits of assuming leadership roles, and then being a mentor to them.

When you encourage and mentor Toastmaster leaders, you exhibit the "Friends Helping Friends Succeed" attitude.

JoAnna McWilliams, DTM
International President

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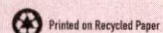
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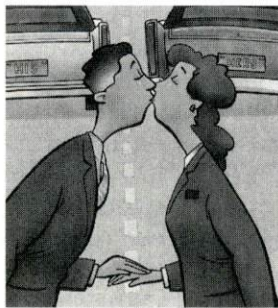
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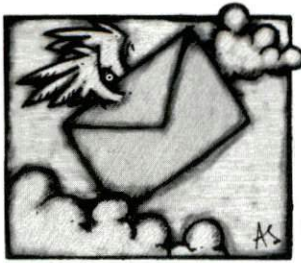
Toastmasters International empowers people to achieve their full potential and realize their dreams. Through our member clubs, people throughout the world can improve their communication and leadership skills, and find the courage to change.

The Toastmasters Mission:

Toastmasters International is the leading movement devoted to making effective oral communication a worldwide reality.

Through its member clubs, Toastmasters International helps men and women learn the arts of speaking, listening and thinking – vital skills that promote self-actualization, enhance leadership potential, foster human understanding, and contribute to the betterment of mankind.

It is basic to this mission that Toastmasters International continually expand its worldwide network of clubs, thereby offering ever-greater numbers of people the opportunity to benefit from its programs.



LETTERS

BE PROUD OF REWARDS

David Porter, in a letter in the November issue, seems to put down the value of money and awards. I, however, think that plaques and trophies to recognize achievement are a wonderful part of the Toastmasters experience. A winning trophy represents a job well done. It is something to strive to obtain and something to take pride in. Competition is healthy; it brings out the best in all of us and raises the level of productivity.

Secondly, when a person is promoted and given a raise, they should feel proud that they are worthy of such an award. Whether in the form of a trophy or monetary gain, rewards are something to be proud of.

Joel Kramer • New York Storytellers Club 185-46 • New York, New York

FOLLOWERSHIP AND LEADERSHIP

The principles of followership apply in a Toastmasters environment. To attain goals in the DCP, members must be persuaded by the personal benefits they gain in the process – being a critical listener, a fast thinker and a better, eloquent speaker – while at the same time developing leadership skills to better the community as a whole. Hence, leadership is only a glamorous term plucked from obscurity if it is not coupled with followership. The success of any organization depends not only on how the top management leads, but on the leaders' ability to persuade everyone to follow, by encouraging all members to use their independent and critical thinking power to actively actualize their vision.

Bernard Yue, ATM-S • Hong Kong Club 1364-51 • Hong Kong

ANYONE? ANYONE?

As a member of an advanced speakers club, I welcome information from similar clubs about membership building, agenda formats and ways of being a resource for standard clubs.

Prince George has a population of 80,000 and has 10 Toastmasters clubs, all very active. Our advanced speakers club meets monthly and we feature a different standard club each month by inviting members of the club to our meeting as special guests and agenda participants. This has done wonders in establishing our reputation as an outstanding club, but we still have trouble getting people to join.

Does anyone have any suggestions? My e-mail address is sashorter@telus.net.

Shirley Shorter, ATM-S • New Dimension Club 8316-21 • Prince George, British Columbia, Canada

PLEASED WITH 'PLATFORMANCE'

I read with interest Michael Landrum's "RX for Peak Performance" (November 2000). His article's ideas have sunk deep into my mind. Still deeper in my mind is his closing sentence – "We speakers must find a way to create a 'platformance.'" Platform speaking is often interlaced with acting skills, I agree.

I'd like to point out that "speaking" or "making a speech" when translated into Chinese is "yanjiang." The two Chinese words "yan" and "jiang" mean "to act" and "to speak," respectively. When the two words are put together, they literally mean to act and to speak – on a platform or wherever. How aptly Mr. Landrum's word "platformance" describes the meaning of the term "yanjiang." I thank him for sharing his valuable acting experience. I certainly will adhere to his advice.

Ng Yee Chong, ATM-S • CPA Advanced Club 5255-51 • Singapore

KEEPING THINGS ORGANIZED

I organize my *Toastmaster* magazines by month and year. However, after I read the current magazine and file it, I may never retrieve it again unless I can remember exactly when it was published.

To help Toastmasters retrieve the wealth of information from their magazines whenever they want, I suggest listing topics alphabetically in the back of each issue, covering the preceding several years. This way, members will have a handy reference for finding articles they remember without recalling which specific issue it was in.

Joe Passanise, CTM • County Communicators Club 5823-8 • St. Louis, Missouri

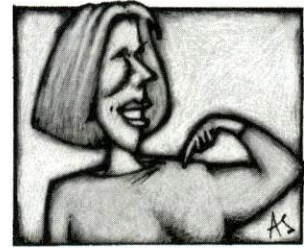
Editor's note: In the December issue of each year, an index is provided chronicling the past year's articles, organized by topic. The index is also available on the TI Web site, www.toastmasters.org.

TOP FIVE SPEAKERS ARTICLE OUTSTANDING

I just received my December copy of *The Toastmaster* and whoever wrote the piece on the five outstanding speakers did a fantastic job! The biographies are comprehensive, enlightening and enjoyable. I would think it is a challenging piece to put together since everyone in this distinguished group has such a long and exemplary career. Keep up the good work you do for us.

Rich Hernandez, ATM-G • Waikiki Club 7234-29 • Honolulu, Hawaii

Editor's note: The author, Cindy Chambers, DTM, is a member of Heartline Club 7409-63 in Clarksville, Tennessee.



By Marti Mylin

Say what you mean in plain language.

Talk is Cheap

I HAVE AN ACTIVE AND ENTHUSIASTIC 8-YEAR-OLD NIECE NAMED JJ. When my husband and I visited JJ and her family, I noticed that she “loves” a lot of things and “hates” a lot of other things. She loves Cheerios and hates Frosted Mini

Wheats. She loves Aladdin and hates Barney. She loves mint chocolate chip ice cream and hates lasagna. There were few things she didn’t either love or hate.

So why wasn’t I confused or surprised when JJ gobbled up a plate of lasagna at dinner – or sat down in front of the TV one morning mesmerized by a Barney show? It was because I have learned that what JJ says isn’t usually what JJ means. In fact, I’m not sure JJ knows herself what she likes and dislikes, let alone what she loves and hates. What I do know is that by using the words “love” and “hate,” JJ gains the attention she craves. It doesn’t matter to JJ what she communicates by using these words so long as someone pays attention to her.

JJ, of course, isn’t the only one who abuses words. There seems to be a trend in the United States toward word devaluation.

Take, for example, all the talk in recent years about a so-called “health care crisis.” Admittedly, the United States has health care problems. But does a crisis really exist? I suspect some public officials used the same communication device my 8-year-old niece employed – dramatic and exaggerated language to grab attention. It seems to me their attitude has been, “Don’t worry about what the words mean. Just use them in any way that will garner notice for your cause.”

Let’s go back to the word “love.” No wonder kids, as well as adults, are confused about love. The word is used to describe food we like, a car we wish we had, TV shows we watch and our favorite items of clothing. Then in the next breath, we tell our children or spouses we love them.

What significance does the word have for my husband when I tell him I love not only him but pizza, Buick Park Avenue cars, the dress I’m wearing and *Star Trek: The Next Generation*? This concept actually occurred to me as I was growing up, and I made it a point never to tell a boy or man I dated that I loved him. I decided even then that when I told a person I loved him, it would mean that person was

different in a significant way from my other friends.

I wanted the word “love” to mean something special. So while we were dating, I waited to tell Mark, who now is my husband, that I loved him until

I had made up my mind I was ready and willing to spend the rest of my life with him.

In today’s world, at least in the United States, the way many people use words has caused language to become meaningless. In other words, talk has become cheap. Our ears are so accustomed to hearing exaggerated language that saying what we mean in plain language is a lost art. As Toastmasters, who are especially concerned about clear, effective communication, we should be careful about the words we use.

As *World Magazine* put it, we “must reclaim lost words.” The first step in doing that is to recognize words that are regularly misused in common language, such as “love” and “hate.” Begin to notice how you use these words. Then try substituting words that accurately convey your sentiment. You might say, “I really like” or “I really dislike.” Keep in mind that words such as “really” and “very” – defined as intensifiers – are overused and can actually weaken rather than strengthen the speaker’s (or writer’s) meaning. A thesaurus or synonym finder might help you find one precise word that better expresses what you want to say.

“Need” and “feel” are among other words that are abused. Instead of saying we need something, it may be better to say, “I want this” or “it would be nice to have this.” Need indicates that what you want is vital to your existence or happiness. And how many of us use the word “feel” when we mean “think”? When giving your opinion, say you “think.” Reserve the word “feel” for describing your emotional reaction or condition.

It takes thought and energy to say what we mean – because we hear people all around us say what they don’t really mean. I suggest we not only say what we mean, but do what we say. Talk doesn’t have to be cheap. **T**

Marti Mylin is a former member of Conestoga Club 1090-38 in Lancaster, Pennsylvania.



CAN WE TALK?

By James A. Nelson

**E-mail is no substitute
for a handwritten letter.**

Pen & Paper

My Dear Mandy,

Not long ago you made a statement to me in your usual 10-year-old child-like innocence. You had no idea your casual reply to a question I asked would have such a profound effect on me.

We had just finished dinner and I was reading a letter to you from your grandmother who now lives hundreds of miles away. It was a beautifully handwritten letter, one that I knew had been penned with love and care. This was easily determined just by looking at the flowing scroll.

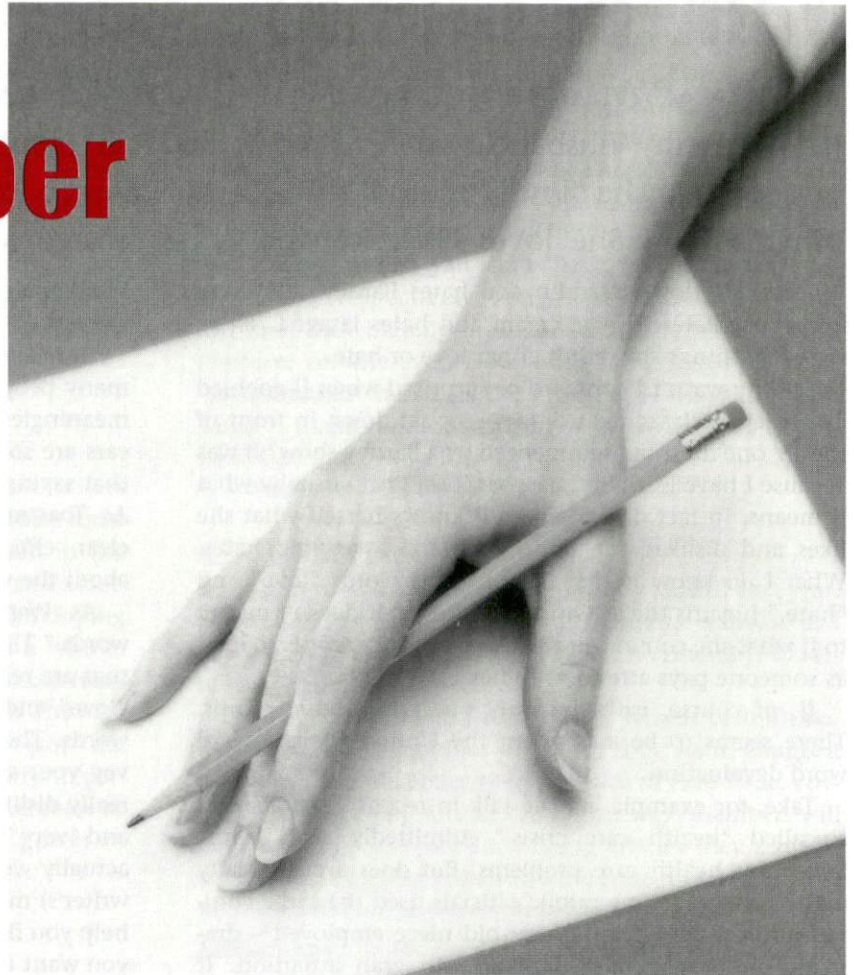
As the letter ended she stated, "It would be nice if one of you older children would write Grandma and Grandpa a letter. We miss you a lot since you have moved to the United States from Canada."

When I looked up from the letter, I said to you, "Mandy, you should write your grandparents a letter." The response I got was quite surprising and a little upsetting when you said, "Oh, I'm going to write them, Grandpa. I'm going to e-mail them very soon."

I immediately thought, "Please God, don't let our computer-oriented society take away, from one so young, the pleasure of writing and receiving a handwritten letter from a friend or loved one."

Mandy, you must realize, a letter is not really a letter unless it comes in an envelope. An envelope always holds the element of surprise. You know at once who it's from by the familiar handwriting on its face, but the message inside remains a secret.

Your letter didn't come over a machine that everyone in the family has access to, especially your snoopy broth-



ers and sisters. You know as you rush to your quiet place, envelope in hand, that its message will be yours and yours alone. The cold, dark, even print of an e-mail letter will never allow you the luxury of this warm feeling.

An e-mail letter does not allow a dotting grandparent one of life's great pleasures, the mental image of a grandchild struggling with small hands and a dull pencil, working to put his or her thoughts on paper. Occasionally the youngster's tongue may even peek out between half-clenched teeth as he or she tackles this grown-up task. Somehow a child sitting in front of a computer, all prim and proper, does not paint the same heartwarming scene.

So Mandy, please don't e-mail your grandmother a letter. Write her one instead. Let your fingers grow tired and

cramped with your efforts. She will then know it's a special gift from you, one that she and Grandpa can share. For after she reads it, she will place it next to his morning coffee. He will smile when he notices your new form of grown-up handwriting, the loops and curls in your pen strokes showing just a hint of your blossoming femininity. He will view your new writing skills with mixed emotions, proud of your letter's new mature look but a wee bit sad, realizing his granddaughter is growing up much too fast. I feel the same way.

I remember so well the letters I received from your grandmother when I was in the Army. They were the one bright spot in my life during that trying time. I would often chuckle over her misspelled words. It would have been disappointing if she had had a spellchecker, for each one of her mistakes was so much like her. It made me feel that I must have been put on this earth just to protect and shelter this fragile woman whom I loved.

It was easy to imagine her face turning warm red as she struggled over each mistake, knowing it was wrong and feeling more and more inadequate because of it.

I had assured her over the months that I had been away that these mistakes only made me care for her more. I explained to her I didn't love her for her spelling but for many other reasons.

It took some time, but she finally believed me. I could tell because her letters became more like the woman I had grown to love even more during our long separation.

I never would have tucked an e-mail letter in my helmet. For it wouldn't have come with an envelope scented by her favorite perfume, a pleasant scent that reminded all of us of the girl back home.

The envelope was always sealed with the faint imprint of her lipsticked lips and initialed S.W.A.K. – meaning it had been sealed with a kiss. The sight of this envelope in my sergeant's hand at mail call always made my heart beat a little faster.

Her letter would be taken from my helmet and read many times before it was discarded. This never happened until her next letter was received.

Besides, the places where we were receiving mail were not what you would call computer friendly, if you know what I mean.

So Mandy, please do not forsake the art of handwritten letters. Besides grandparents, someone else may be disappointed.

For someday you may have a loved one far away who will be waiting patiently for a letter to tuck into his helmet, a letter that is sealed with a lipsticked kiss and scented with your favorite perfume, misspelled words and all.

Love you,
Grandpa Jim

T

James A. Nelson is a member of Lamplighters Club 449-9 in Spokane, Washington. A freelance writer, he is the author of the book *The Way It Was and the Way It Is*.

Grammar Rules

1. Verbs *has* to agree with their subjects.
2. Prepositions are not words to end sentences with.
3. And don't start a sentence with a conjunction.
4. It is wrong to ever split an infinitive.
5. Avoid clichés like the plague. (They're old hat.)
6. Also, avoid annoying alliteration.
7. Be more or less specific.
8. Parenthetical remarks (however relevant) are (usually) unnecessary.
9. Also too, never, ever use repetitive redundancies.
10. No sentence fragments.
11. Contractions aren't necessary and shouldn't be used.
12. Foreign words and phrases are not apropos.
13. Do not be redundant; do not use more words than necessary; it's highly superfluous.
14. One should *never* generalize.
15. Comparisons are as bad as clichés.
16. Don't use no double negatives.
17. Eschew ampersands & abbreviations, etc.
18. One-word sentences? Eliminate.
19. Analogies in writing are like feathers on a snake.
20. The passive voice is to be ignored.
21. Eliminate commas, that are, not necessary. Parenthetical words however should be enclosed in commas.
22. Never use a big word when a diminutive one would suffice.
23. Kill all exclamation points!!!
24. Use words correctly, irregardless of how others use them.
25. Understatement is always the absolute best way to put forth earthshaking ideas.
26. Use the apostrophe in its proper place and omit it when its not needed
27. Eliminate quotations. As Ralph Waldo Emerson said, "I hate quotations. Tell me what you know."
28. If you've heard it once, you've heard it a thousand times: Resist hyperbole; not one writer in a million can use it correctly.
29. Puns are for children, not groan readers.
30. Go around the barn at high noon to avoid colloquialisms.
31. Even *if* a mixed metaphor sings, it should be derailed.
32. Who needs rhetorical questions?
33. Exaggeration is a billion times worse than understatement.
34. Never verb nouns or adverb adjectives.

And finally...

35. Proofread carefully to see if you any words out.

While the apology is not generally welcome at the podium, it is a necessary and important part of life.

The Apology

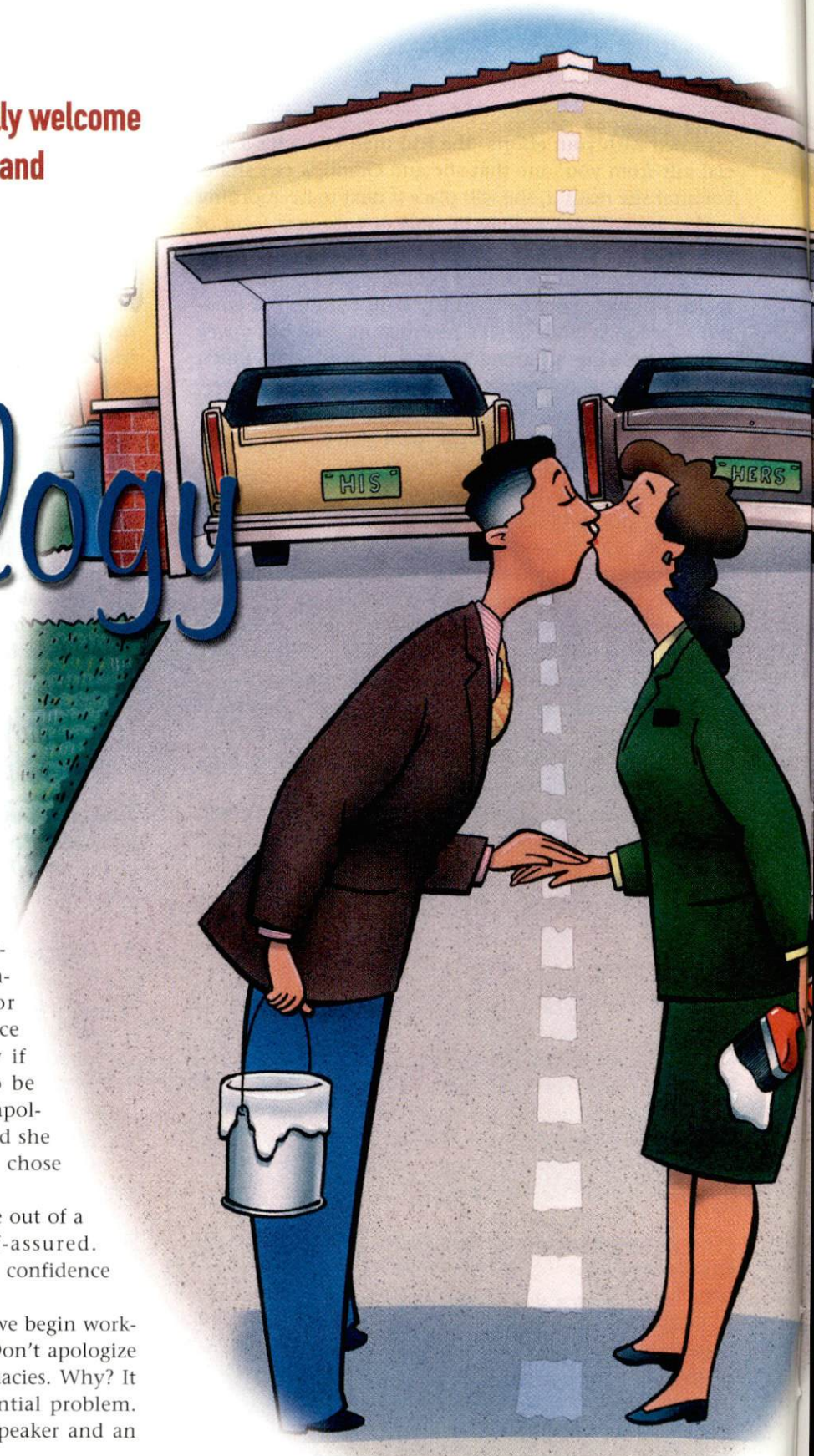
Have you ever heard a speaker apologize? How does it make you feel about him? About the message he's delivering?

I recently attended a presentation during which the speaker apologized a number of times. First, she apologized for starting late. Then she asked the audience to be patient because she didn't know if her voice would carry well enough to be heard. It was an outdoor event and she apologized a time or two for the weather. And she also made an excuse about the way she chose to present her material.


I don't know about you, but I get more out of a speech when the speaker seems self-assured. Apologies and excuses tend to shake my confidence in the presenter and in his or her message.

One of the first things we learn when we begin working toward our CTM in Toastmasters is: Don't apologize for what you perceive to be your inadequacies. Why? It brings attention to the problem or potential problem. And it diminishes your credibility as a speaker and an authority on your topic.

If you begin your speech by saying, "Please forgive me if I refer to my notes today; I didn't have much time to prepare," your audience is going to focus on your use of



BY PATRICIA L. FRY, CTM ■ PHOTOGRAPHY BY JOHN CEBALLOS



those notes. I know a woman who warns her audiences that her voice has a tendency to fade at the end of her sentences. She always asks everyone to bear with her if this should happen. Will her audience listen to her message or for her voice to drop?

I believe this sort of apology is human nature. We apologize because we feel more secure when we know the audience knows about a weakness we might display. Think about it. Don't we do this in our everyday life? For example, a woman might say, upon arriving at the office, "I had to wear my old coat today because I didn't have time to pick up my good one at the cleaners." Before anyone can form a negative opinion about her raggedy coat, she gives an explanation. In reality, most people probably would not have noticed.

Likewise, the weaknesses we perceive about ourselves when we stand in front of an audience will probably be overlooked if we don't point them out. And

"An apology is a show of respect. You don't feel as strongly about apologizing to someone you dislike as you do someone you admire and appreciate."

more importantly, these should be corrected and overcome – not made the focus of our presentations. Imagine you're in an auditorium with two speakers and you can choose only one to listen to. Speaker A begins by saying, "Excuse my tardiness today. I've been running late all week. But now I'm here and I hope I can teach you something about buying antique jewelry. Now, I don't know much about it – my brother is the expert. But I'll do my best to teach you what I know. I spent a couple of evenings studying the topic and I just hope I'm prepared. By the way, I'm expecting an important call, so will you excuse my beeper if it happens to go off before I'm finished here?"

Speaker B says, "I'm happy to be here today and look forward to sharing my expertise in buying antique jewelry. I've been involved in buying and selling antique jewelry for 25 years. I'm the author of three books on the subject and I host the TV show "Buyer Beware" on KVVV TV in Georgia. If you're interested in antique jewelry, you're going to love the program I have planned for you today."

He may have just flown in from Chicago, been stuck in Los Angeles traffic on his trip from the airport, be nervous about speaking before such a large group, be suffer-

ing with terrible stomach cramps from something he ate, and his first grandchild is due momentarily. But all you know is that he's there to teach you what you came to learn. Which audience do you want to be in?

CHILDHOOD APOLOGIES

While the apology is not generally welcome at the podium, it is a necessary and important part of life.

Most of us remember the childhood humiliation of having to say those two little words, "I'm sorry." Whether you accidentally tripped over Grandma's cane or fibbed to your second grade teacher about a homework assignment, the need to apologize usually followed. Mom or Dad would make you stand directly in front of the person you wronged and mutter, "I'm sorry." If your first apology attempt lacked sincerity, you had to repeat it. And all you wanted to do was crawl under the bed and hide for the next 30 years.

Evidently, those painful childhood lessons are good training for adult interactions. Over the years, most of us become more at ease with the dreaded apology. As with

everything else in life, we each find our own level of comfort with those two little words.

Some people give just a quick, almost inaudible, "Sorry," when they flub. On the other end of the spectrum, I know a woman who apologizes about everything, whether or not it is her fault. She says a really sincere, "I'm sorry," if you call and she wasn't home, if her daughter neglected to greet you properly, if you tell her you're having a bad day or if her leaves blow into your yard.

And then there are those who can't bear to utter those two little words at all. These are often people who view an apology as a sign of weakness and think that saying "I'm sorry" puts them in a vulnerable position.

AN APOLOGY CAN HEAL

There's evidence that forgiveness is good for your health. To apologize relieves you of the burden of guilt and remorse. An apology can heal a relationship. Avoiding an apology is considered unhealthy. By not apologizing, you harbor anger and resentment, which puts undue stress on your system and on your relationships.

David Uttal, Ph.D, Associate Professor of Psychology and Education at Northwestern University in Evanston, Illinois, talks about the benefits of an apology. He says, "It shows that you took the other person's position into

account. It ends a conflict and it allows healing to begin." In addition, an apology can diffuse the anger of the other party involved.

He suggests to someone who is making an apology, "Clearly recognize the other person's position. Don't suggest that you are responsible for all parts of the problem. Apologize for exactly what you did, but not for the entire conflict. I think this is more sincere than a global, 'I'm sorry.'" And he suggests, "Give the other party a chance to apologize for what they did."

Sometimes an apology is difficult because you don't feel that you were at fault. When you apologize for your part in it, though, or for your feelings about it, you are offering a healing gesture. You can say, for example, "I'm really sorry that we have grown apart," or "that we aren't as close as we used to be," or "that we had this disagreement."

To be even more gracious, in the case of an argument that is keeping you and someone you love at bay, say, "I'm sorry if what I said hurt you. I did not mean it and I am truly sorry." You might not feel that you were out of line, but if what you said affected the other person to such a degree that he or she is no longer speaking to you, for example, try a humbling apology. If you really mean it, you will feel better and so will the other person. Guaranteed.

An apology can open a line of communication and that is a great way to start the healing process.

An apology is a show of respect. You don't feel as strongly about apologizing to someone you dislike as you do someone you admire and appreciate. Remember that the next time someone apologizes to you.

Sometimes we have to apologize for someone else's error – at work, for example. When representing others, use words that express empathy and sincerity without verbally shouldering the blame. To a customer, you might say, "I'm sorry that you had to wait two hours for our driver to deliver your sofa. I would be angry and disappointed, too. Is there anything we can do to make it up to you?"

Make your apology mean something. If you apologize to a coworker for dropping the ball on a project and then you don't change, your apology means nothing. Don't say it if you don't mean it.

LESSONS IN APOLOGIES

We've probably all had a worst apology – a time when we put off saying, "I'm sorry" with dread that made us shake in our boots. Sometimes we must endure this in later life, but for me it was a childhood incident.

I had been playing with neighborhood kids a block or so from my house. A big third grader now, I was allowed to walk home by myself. On the way that day, I spotted the newspaper laying in someone's yard. I decided that

I'd like to look at the funny papers and I picked it up and began reading it as I walked. When I was finished, I realized that I couldn't remember where I had picked up the newspaper and I just tossed it toward one of the houses and ran.

When I got home, I was greeted by one of those, "You've really done it this time – I want an explanation" looks. As often happens in childhood, my innocent act had not gone unnoticed. My side of the story didn't change my parents' decision, either. I was to go back and retrieve the paper and not only take it to the house where I'd found it, but to go to the door and apologize.

I agonized all the way to Mrs. Barnes' house. I wished for every kind of opportunity to avoid this painful apology. But eventually, there I stood on Mrs. Barnes' porch facing her with the paper in my small hands. "I'm sorry," I muttered and then I ran back to the safety of my home just as fast as I could.

Dr. Uttal makes a good point when he says, "I am not in favor of simply making children go through the act of the apology unless they understand why they are apologizing."

THE BELATED APOLOGY

While there may be a grace period for apologies, we should never avoid saying "I'm sorry" just because we feel it's too late. Sometimes a sincere apology just isn't possible until a person has had a chance to mull things over.

Some of us don't see a reason to apologize until long after the blunder has taken place. We won't realize until later, for example, that perhaps we did or said something that we should apologize for. Rather than fret, worry and lose sleep over the incident, contact the person and admit your mistake. It's possible that they won't even remember what happened, but they will appreciate the apology and you will feel much better.

Accepting an apology takes as much or more grace than giving one. The keys to receiving an apology is to listen, acknowledge and accept. Then move on. Dwelling on the reason for the apology will only keep the incident alive.

Obviously, the apology has a very important place in our personal lives, at work and within society. But unless you've done something horrible to the audience – such as cut loose with profanity during an emotional moment, you were blatantly rude or you, heaven forbid, took a phone call in the middle of your talk – avoid apologizing when you are the speaker. **T**

Patricia L. Fry, CTM, of Ojai, California, is a regular contributor to his magazine and the author of *A Writer's Guide to Magazine Articles for Book Promotion and Profit*, available from www.matilijapress.com



By John Gilday

How to make your message clear and concise.

Try the Goal Method™

AS A COMMUNICATION CONSULTANT, I HAVE MET MANY PEOPLE who find it extremely difficult to prepare and deliver a speech – even to small groups of peers. Their main problem is in making their messages clear and concise. When a speaker is

a professional engineer to inspect the house.

Outline the ideas that support your point (the main points of the speech):

unsure of his or her message, all of the other perils of public speaking – nervousness, stage fright, dry mouth – become even more difficult to control.

To help my clients structure clear, concise messages that are simple to deliver, I teach them the Goal Method™:

- G** – Get to the point
- O** – Outline the ideas that support your point
- A** – Address each idea
- L** – Leave them with a message

Let's look at a speech that one of our clients prepared for an audience of prospective homebuyers. Mr. O'Hara, president of a prominent engineering firm, wanted to explain the importance of having a professional engineer inspect a house before it is purchased. His initial outline began with examples of structural and mechanical problems a homebuyer may encounter. He then described what a qualified home-inspector would do and, in conclusion, he recommended that potential buyers hire engineers to inspect the house before finalizing the sale.

If Mr. O'Hara had presented his speech the way it was outlined, his audience would have focused on the problems of home buying, rather than on how an engineer can help prevent them.

By using the Goal Method, Mr. O'Hara prepared a speech that had a positive impact on his audience and was easy for him to deliver. This is how he restructured his speech:

Get to the point (the opening): One of the biggest investments that most people will ever make is the purchase of their home. The best way to ensure that you are investing in a house that is structurally and mechanically sound and worth what you are paying for it is to first retain

1. What a professional engineer does for the homebuyer.
2. What some homebuyers have found wrong with homes after the purchase.
3. That a professional engineer is someone on your side, with your best interests in mind during the home buying process.

Address each idea (description of three main points): Each idea presented in the outline is detailed. Take the first point, for example:

Mr. O'Hara explains that an engineer inspects a house for a client and reports on the structural condition as well as the plumbing, heating and electrical systems. The client then receives a detailed report of the inspection results.

Lease them with a message (the conclusion): And so one of the best decisions a homebuyer can make to protect his or her investment, to get the best deal possible and have peace of mind, is to retain a professional engineer to inspect a house before purchasing it.

As you can see from this example, using the Goal Method makes preparing and delivering a speech simple and effective. This method teaches the speaker to deliver a speech using simple notes, allows knowledge of a subject to shine through, and lets him feel confident in delivering the message. This confidence results in a more effective message and reduced nervousness.

Try using the Goal Method the next time you prepare a speech. You will be surprised at how simple it is to use. **T**

John Gilday is a former member of The Premier Club 4000-46 in Brooklyn, New York. He is the president and principal trainer of Constructive Communication. The Goal Method is a trademark of Constructive Communication.



MANNER OF SPEAKING

By Patrick Mott

We often try to make a word or phrase perform one too many parlor tricks.

Sentimentally Speaking

Who would you rather be trapped in an elevator with for 12 hours: 1) exercise guru Richard Simmons with a boom box and a bunch of "Sweatin' With the Oldies" tapes or 2) Mark Twain and a box of big fat cigars? Twain, right?

Of course. Even people who would rather chew glass than smell a burning cigar would go for Twain over Simmons in a nanosecond. Why? For the same reason you shouldn't build your speeches around things like fuzzy baby bunnies, motherhood, God and country and winning one for the Gipper: sentimentality doesn't sell.

And Simmons is Sentimental with a capital S. No, make that an S in one of those ten-story-tall MGM Ben-Hur letters. The exercise guru with the light bulb-filament hair has built a worldwide fitness empire by ricocheting off every surface in any room and bursting into torrents of tears whenever he hears a plumpish woman tell her tale of woe, which occurs roughly every 45 seconds. Mawkish, gooey sentimentality is his stock in trade and, in the world of weepy hardbody wannabes, it plays.

But that's not the real world, at least not the world you stand in front of when you deliver a speech. Try that sort of heart-on-the-sleeve appeal to a sophisticated audience's emotions and the nicest thing they'll call you is Pollyanna. More likely, they won't call you at all. Ever again.

There's nothing wrong with honest sentiment, but when emotional empathy degenerates into childish sentimentality, the audience immediately begins to feel manipulated, and begins to think of the speaker as a kind of passive-aggressive bully.

Far better to take the tack that Mark Twain took. The great humorist and curmudgeon (notice how those two words go together so nicely?) knew how to create the honeyed phrase, but he always made sure that there was a requisite portion of sand in the honey. If a situation called for emotionally charged rhetoric, Twain was always ready, but he eschewed the florid prose and the grandiose elocution of his contemporaries who were so expert at making linguistic mountains out of molehills.

No, Twain (and later Hemingway, another nail-chewer) constructed his writings and speeches "with the bark on" as

it was said in his day. He told the truth quickly and cleanly, with a minimum of adornment and a maximum of real meaning. This was the newspaperman in him talking.

It's no accident that both Twain and Hemingway, two of the most beloved writers in the English language, were veteran newspapermen. Their work not only had to be fit to print, it had to fit, period. This meant they wrote with economy and precision, and told stories in the simplest of terms that were often charged with great emotion. And both of them learned early on that by making use of that lean style they could wring more feeling – true feeling – out of a story than if they wore out their thesauruses looking for superlatives.

There is another, even more pernicious liability involved in the use of naked sentimentality. Lard your speech with too much sentimental appeal and your audience may not just dislike you, they may actually disbelieve you. Sound too much like the shifty evangelist Elmer Gantry and, in the audience's eyes and ears, you'll become Elmer Gantry: a speaker with the tongue of a rogue and the credentials to match.

In a disturbing but oddly heroic moment in Oliver Stone's film "JFK," Donald Sutherland, playing a nameless high-placed informant, says with great feeling, "Ultimately, people are suckers for the truth. And the truth is on your side, Bubba."

They are, and it is. As a competent speaker, you are nothing less than a servant of truth, whether the truth concerns the designated hitter rule or the destiny of nations. Leave the bombast and bluster to the fulminating men in the history books, to the figures in the old woodcuts and engravings with their arms flailing in the air and their mouths agape with painful sincerity.

Leave the frantic perspiration and hyperbolic chatter to Richard Simmons, who's the pro in that realm. You deliver your message straight, no cream, no sugar, no ice, no chaser.

Simmons' audience will doubtless remember his manner. Twain's audiences remember his message – after a century and a half. **T**

Patrick Mott is a freelance writer and a frequent contributor to *The Toastmaster*.

Baby Puppies: Watch for Them – Even Collect Them – But Use Them Sparingly

My sister recently sent me a newspaper article titled “Baby Puppies Sure to Give You a Pleasant Chuckle.” I’m a pushover for pets, so I immediately thought of my family’s puppies: the soft warm beagle with floppy ears, the beautiful golden retriever and the lovable puppy of unknown parentage we rescued from the pound.

But I soon realized the article was about verbal baby puppies, not canines. Until then I had never heard of verbal baby puppies. The article defines them as “redundan-

cies in the English language that amuse and teach us something about communication.” Some examples are: *end result, exact same thing, outdoor camping* and *steaming geysers*.

Now, a baby puppy should not be confused with an oxymoron. An oxymoron is a contradictory expression such as *jumbo shrimp, non-dairy creamer, homeless shelter, plastic glasses* and *working vacation*.

The newspaper article inspired me to weave a little story using some of the 77 baby puppies it cited. See how many you have heard or used:

Once upon a time – 12 noon to be exact – during a *booming thunderstorm*, the phone rings. It’s my friend Sue asking me to ride with her to the pound to select a *baby puppy*. I’m *down in the basement* cleaning up the *awful mess* caused when the *hot water heater* leaked during the *early dawn*. Since Sue’s call came without *advance warning*, I had no time to *plan ahead*. I’m in a *total panic*!

With *reckless abandon*, I run *up in the attic*, pull on my new sweatshirt (*blue in color*), put some *loose change* in the pocket, take a quick bite of *smoked lox* and sip some *Italian water ice*. I stop long enough to glance at the *printed page* of the morning newspaper. The front page headlines a recent *brutal murder* during a *violent battle*, committed by a *criminal perpetrator* during a *dark night*. Another story in the newspaper reports that a *convicted felon* was caught *covertly spying* and passing classified secrets while swimming *completely naked* in a *freshwater stream*.

Just then Sue’s car comes to a *full stop* in front of my house. I jump into the car and offer to direct – I’m *absolutely positive* I know the way to the pound. Sue tells me she hasn’t slept well – at *12 midnight* she dreamed about *orbital satellites, falling meteorites* and *extraterrestrials from space*. Sounds like an *unreal hallucination* to me.

As we pass the harbor, I notice a *navy gunship* arriving from an *offshore island*. Minutes later we approach the train station and I hear the roar of a passing *railroad locomotive*. We make a brief stop at a *medical hospital* to visit Sue’s *young infant* who is recovering from *yellow jaundice*. As we leave the hospital, we bump into the *incumbent governor*, a former *military general*. The governor assures us his administration will *join together* with his constituents in *mutual cooperation* to improve conditions in the *capital city*. After we leave the hospital, we head out to the country and pass a farm with *neutered geldings* and *striped zebras* in the pasture.

I know the farm is in *close proximity* to the pound, but I miss the entrance – not a *serious crisis* – just an *unintentional mistake*, quickly corrected.

Inside the pound, the *baby puppies* cause us to *pleasantly chuckle*. My *personal favorite* is a beagle – an *identical replica* of my first pet. After a *realistic appraisal*, Sue picks a *wild rogue* of a terrier and holds him in her arms like a *newborn baby*. The staff person tells Sue she may have the puppy as a *free gift* provided she brings him back for *educational training* in the *basic fundamentals* of dog obedience. When we leave the pound, the *weather outside* is beautiful, with *few clouds in the sky*. Sue takes her *baby puppy* home to a *safe haven* where they live happily ever after. And that’s the *honest truth*!

T

Patricia H. Martin, CTM, is a member of Towson Toastmasters Club 2707-18 near Baltimore, Maryland.



Passing the Baton

New officers often become confused by the abundance of opportunities offered by Toastmasters International.

It need not be so difficult. By recognizing four basic principles that are cornerstones of a successful organization, officers can draft a workable blueprint that makes the most of the various opportunities for self-confidence and personal growth.

PRINCIPLE NUMBER 1: EDUCATION

■ **Revive your educational program by using the TI Better Club and Better Speaker Series and the Success/Leadership programs.** Toastmasters International provides many educational programs and materials designed to augment specific skills. *The Better Speaker Series*, *The Better Club Series* and *Success/Leadership Program* are vital to personal growth, yet many times clubs neglect these programs and wind up wondering why their evaluation, listening or leadership skills are lacking. TI also offers video and cassette training tapes that can add much to a club's educational program. Officers would be wise to invest in these opportunities and incorporate them into their educational meetings. The benefits are endless.

■ **Reaffirm emphasis on mentor programs.** Are new members receiving the attention, guidance and evaluation from their assigned mentors that they need in order to grow? Are older members receiving the positive feedback and influx of fresh ideas required to encourage their participation? If your assigned mentors could use a little inspiration themselves, it is incumbent upon the officers to revitalize the mentor program.



By implementing an effective mentor program all members can reap success through teamwork. Toastmasters International's Club Mentor Program Kit has all the materials you need to start a mentor program in your club.

■ **Recognize every member's educational needs.** Some members can prepare a speech every week. Others find it difficult to create a speech once a month. Everyone has different needs, moves at a different pace and requires varying degrees of motivation.

■ **Implement educational mini-seminars on subjects such as evaluation, parliamentary procedure and lectern etiquette.** A five- or 10-minute session at the beginning of the meeting that focuses on a specific communication or leadership skill goes a long way toward educating your members. Under the direction of the Vice President Education, these "mini-seminars" should be presented by an experienced member and should focus on the proper way to perform a duty or assignment.

PRINCIPLE NUMBER 2: PROFESSIONALISM

■ **Be consistent in matters great and small.** Professionalism is the opposite of shoddiness. It is the product of many little things – a handshake here, a nod there, a flag placed correctly, a time limit satisfied – that people notice. Officers should strive for optimum professionalism by setting good examples. Professionalism can be subtle or blatant, but don't ever think it's not noticed.

PRINCIPLE NUMBER 3: ACHIEVEMENT

■ **Encourage members to reach the next educational level.** The various educational levels, from CTM to DTM, are goals we work toward that not only enhance our skills but our self-confidence and effectiveness as well. Club members should seek their next levels eagerly and enthusiastically. How can a new Executive Board provide catalysts? By nurturing the spirit of competition that already exists in your club. By recognizing and rewarding those who reward themselves with progress and accomplishment. By keeping your meetings fun, innovative and memorable.

■ **Reinforce the importance of meeting objectives.** If we do not meet the objectives prescribed in our manuals, we have not achieved. If we fail to evaluate a speaker according to the standard of evaluation the literature details, we have failed. If a Table Topics response does not compel a rational flow of instantaneous expression, it has been ineffective.

There are ways to do things, and there are ways to pretend to do things. Pretense is not a part of the Toastmas-

ters agenda. Officers should encourage achievement through fulfilling manual objectives.

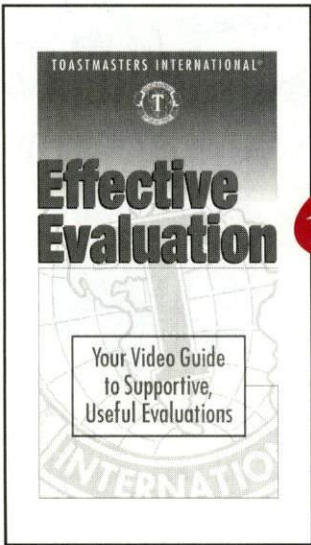
PRINCIPLE NUMBER 4: UNITY

Probably one of the most recurrent complaints is that there is lack of unity among club members. The beginning of a new term is an excellent time to start fresh, with everyone on an equal level and participating equally.

One of the ways a club can come together as a team is through committee participation. Committees are the backbone of an organization. They represent the sharing of ideas by a smaller group that, in turn, shares with the larger group, with the end result being total group participation. Committees are training grounds that allow each member responsibility for solving a problem, developing an idea, promoting an initiative, and so forth. It is important to encourage all club members to serve on the various committees in active, beneficial ways.

By building on these four basic principles, officers will be better prepared to meet their responsibilities at the beginning of their terms. The greatest reward, however, will be at term's end, when the now experienced Executive Board can review the club's growth and can proudly attribute the progress to having started with a solid foundation. **T**

John Corley, ATM-B. is a member of Forgotten Voices Club 6571-68 in Angola, Louisiana.



Complete Guide to Good Evaluations!

NEW! Toastmasters International is proud to present Effective Evaluation, a video guide to supportive, useful evaluations.

The evaluation process is probably the best part of Toastmasters membership. By giving and receiving practical, serviceable evaluations, members can sharpen their listening skills and hone their speaking proficiency.

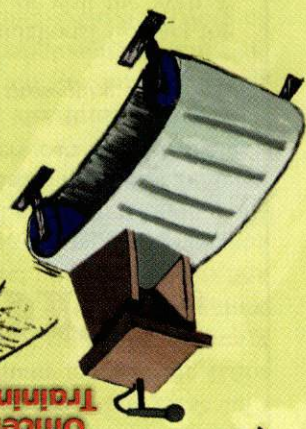
This 9 1/2 - minute video includes 10 tips for preparing and presenting a concise, thorough evaluation full of useful pointers and counsel.

Order this video to help members learn to give quality evaluations! Contact the Orders Department at World Headquarters at (949) 858-8255 or visit the Web at www.toastmasters.org. Just select the "Info for members" link. Catalog No. 4008 V \$5.95. (PAL 4008 P, \$9.95)

Anthony Blasco



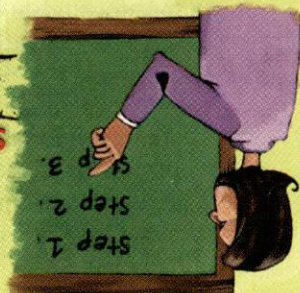
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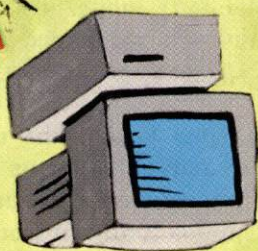
Officer Training



Speech Contests

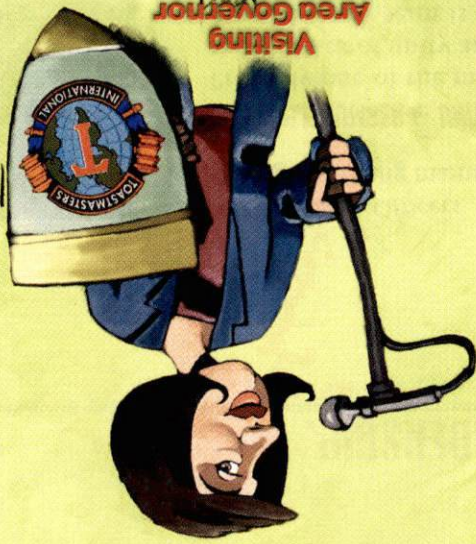


Speechcraft

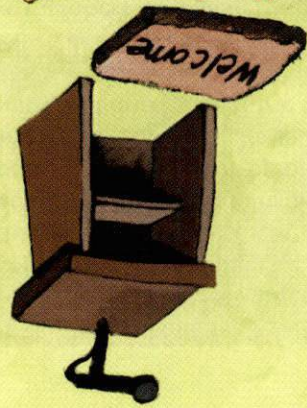


District Website

Visiting Area Governor



New Members



District Newsletter



Speakers Bureau



Club Rescue



Just as any sports franchise is served by a league, or a branch office is served by its corporate headquarters, so too is your Toastmasters club served by something bigger: its district. In fact, almost every one of our 8,700 clubs throughout the world is supported by one of 77 Toastmasters districts. Are you aware of the many resources in your district that are focused on helping your club succeed? In days of yore, all roads led to Rome. Today all roads lead to your home club.

TEAM TOASTMASTERS

Did you know your district has a team of talented specialists waiting in the wings to support your club? Is your club's membership flagging? Enlist the district's Lt. Governor Marketing (LGM) to assist you in conducting Speechcraft, a membership-building educational program. If your club is perilously low in members, he or she will recommend that your district governor assign a seasoned Club Specialist to resuscitate or even rebuild your club. The Lt. Governor Education and Training is responsible for CTMs, ATMs and the Distinguished Club Program (DCP). Depending on your club's need, one of these Lt. governors may work with you or assign someone else to help you achieve your desired goals.

HERE COMES THE AREA GOVERNOR!

An area governor's responsibility is to serve your club. What a valuable resource to your club he or she can be! Initially your area governor may arrive to recognize incoming and outgoing officers during your club's officer installations. Your area governor will likely return to promote contests, recruit volunteers and provide club support. As an experienced Toastmaster, your area governor can assess ways in which your club is strong or in need and refer district resources to assist the club. He or she can help your club's officers with team-building, as well as with solving – and even preventing – club problems. Sometimes area governors conduct coaching sessions with new or challenged leaders. Area governors also expose club members to other opportunities, including the leadership track beyond Toastmasters. And they are the conduit through which the division governor, Lt. governors and district governor stay abreast of your club's vitality. Two-way communication ensures that your district monitors club success and identi-

The Club is the Hub

The many ways districts support their clubs.

fies new leaders, current challenges and anticipated success.

COMING ATTRACTIONS

Your club seeks new members. Your district helps deliver them. Here's how: Your district receives phone calls and written inquiries every week from potential members looking for clubs. Whether through a toll free number or general voice mailbox, strangers ask your district about clubs near their homes or work. Your district, in turn, regularly refers guests to your club. That's why it's important to send your club's Officer List to your district leaders as well as to World Headquarters every six months. When strangers contact your district, someone can refer them directly to your club for invitations to visit.

INTERNET GAINS

Other strangers in your community seek a Toastmasters club through your district's Web site. Whether your club is listed online or has its own Web page linked to your district's site, the district site also funnels members to your club electronically. More and more strangers seek current club information from your district's Web site. In this way, too, your district helps your club grow. It's a net gain.

ALL ABOARD: TRAINING IS A ROUND-TRIP EXCURSION

Every six months your district provides training so its club officers and other leaders can learn how best to serve their club members. Whether done at a district, division, area or club level, these training sessions enhance attendees' leadership skills, teach tools for successful club administration and help officers know how best to strengthen and grow their clubs. Over time, the training of club members by your district also helps the district. Ultimately, club officers, in turn, take on leadership roles within areas, divisions and in other positions within the district.

THE PROS OF CONTESTS

The series of contests held by your district every six months help your club in a number of ways. Not only do contests offer your club's members a chance to compete, but also to speak before larger audiences in an exciting and challenging environment. Whether at area or division contests, or your district conferences, these district-sponsored events are growth opportunities that

BY CRAIG HARRISON ■ PHOTOGRAPHY BY ANTHONY STROM

help your club members become more confident and adaptable communicators. Your district is providing venues and opportunities to enhance your club members' experience. For some club members, that means competing. For others, it means serving as a judge, emcee, sergeant-at-arms or contest chair. Each experience offers members a chance to further develop their communication and leadership abilities.

CONFERENCE CALLS

Twice a year your district marshals resources from throughout its midst to create a benefit extravaganza that directly supports and serves your club. The semi-annual District Conference can be an all-day or multi-day tour de force for bolstering your club.

At its business meeting, your club proxies voice your needs and wants, while also approving budgets and electing new district leaders to serve your club's needs.

And the exposure to world-class keynote speakers, top educational presenters, and visiting international directors or the International President will inspire your club's members.

The excitement, pageantry and synergy inherent in these district gatherings of hundreds of like-minded communicators create an energy exceeded only by regional conferences and the International Convention. District conferences offer concentrated learning and laughter, teaching and team-building, excitement and friendship. Members leave with the inspiration and motivation to strengthen their own clubs, and they are equipped with the tools and techniques to do so.

START SPREADING THE NEWS(LETTER)

Your district's newsletter supports and serves your club in a number of ways. It focuses on recognition of its clubs, including yours, and their members' accomplish-

Grab the Opportunity!

By Sharon May, CTM

Spring is about to be sprung in the Northern Hemisphere, but for us in the Southern we are thinking about fall. Even more important, it's time to think of the next term of Toastmasters. A chance to become area governor.

Now wait! Don't tell yourself, "I could never assume that role." Hear me out: You may find you are missing out on the greatest experience you'll find in Toastmasters.

Two of the greatest gifts I have received as an area governor are:

- **Social:** When I was asked to be an area governor I was too shy to say no. Suffering from social phobia, I was just starting to emerge from my cocoon. (Social phobia is the persistent fear of being scrutinized or negatively evaluated by others. It affects 7 percent of the population in the United States.) Thanks to Toastmasters and especially my term as area governor, I have met my fear head-on and emerged from my cocoon.
- **Employment Skills:** Your training as area governor builds skills in organizing, chairing meetings, leadership, planning, motivating, goal-setting, administration and conflict management. These skills enabled me to embark on starting my own small business.

"OK, enough," I hear you say. "So the benefits are great. But what do I actually do as an area governor?"

- **Visit Clubs:** The area governor visits all clubs in his or her assigned area at least twice per year and maintains monthly contact with these clubs via phone or e-mail to help them grow and develop. He or she also helps clubs reach Distinguished Club Program goals and assists in membership building and motivating members to meet educational goals.
- **Hold Area Meetings and Events:** You are the chairman of the Area Council, which includes assistant area governors, club presidents and vice presidents education and marketing. With this team, you work to serve clubs, organize and conduct exciting speech contests, and help clubs grow and deliver benefits to more people.
- **Participate in District Officer Training:** You may conduct training sessions or help organize them.
- **Serve as Liaison between District and Members:** You will be a voting delegate at the District Executive Committee meetings, working to guarantee the health of the clubs in your area and throughout the district.

You have read of the benefits and the challenges of becoming an area governor. Emerge from your cocoon and start enjoying these fantastic benefits right now! T

Sharon May, CTM, is the Area 26 Governor in District 69. She's a member of the Main and Sunrise Toastmasters clubs in Brisbane, Queensland, Australia.

ments. District newsletters also spotlight district programs and resources designed to help your club meet its goals. In a given edition, you might learn about training program for judges, special learning materials available to help clubs, a community outreach effort, or other special events designed to strengthen clubs.

YOUR DISTRICT AND YOUR CLUB: FRIENDS HELPING FRIENDS SUCCEED

When you examine your club's mission and your district's mission, you immediately see their common alignment. The club's mission is to provide a mutually supportive and positive learning environment, in which every member has the opportunity to develop communication and leadership skills, which in turn foster self-confidence and personal growth.

In its own way each district supports this mission through ensuring that each club effectively fulfills its

responsibilities to its members, providing effective training and leadership development opportunities for club officers and members, and otherwise strengthening and supporting each club.

Cassandra Cockrill, DTM, District 57 governor, states it well: "The club is at the center of the Toastmasters structure. Everything done by the district outside the club is intended to nourish and protect the core – the club. If the clubs become weak, the district becomes weak and crumbles.... Together we support each other."

Yes, in these ways and more, your district serves your club. **T**

Craig Harrison, DTM, is a past district governor who speaks and trains professionally on leadership, communication and their interrelatedness. He is a member of several clubs in districts 4 and 57.

District Leaders: Serving Clubs Worldwide

Most clubs are part of a district. Districts are the service arm of Toastmasters International; they help clubs get and keep members so that more people reap the benefits of the Toastmasters educational program. They also help clubs deliver quality club programming to help as many members as possible earn their Competent Toastmaster and Advanced Toastmasters awards. Districts provide training to club officers in an effort to ensure that every club is a place where members can learn, grow and achieve.

Districts offer members the opportunity to serve in exciting leadership positions. Serving as an area governor or in another district office can be a wonderful opportunity to acquire leadership skills that can make you more effective in your career and personal life. District officers also make a positive difference in the lives of members and clubs.

Like club officers, district officers are dedicated volunteers working to help others succeed. Following are the major responsibilities of your district's officers:

DISTRICT GOVERNOR

- Communicates the mission of Toastmasters International and of the district and makes sure all activities are mission-focused.
- Promotes district activities and Toastmasters International programs
- Organizes and directs the human and financial resources necessary to achieve district goals.

- Achieves Distinguished District status by meeting training, club, membership and educational goals.
- Promotes the chartering of new clubs (in coordination with the Lt. Governor Marketing).
- Motivates membership-building and retention efforts (in coordination with the Lt. Governor Marketing).
- Promotes the Toastmasters International educational program and the achievement of educational accomplishments (in coordination with the Lieutenant Governor Education and Training).
- Establishes ongoing high-quality training programs for club, area, division, and other district officers (in coordination with the LGET).
- In coordination with the LGET, oversees all speech contests and makes arrangements for the District International Speech Contest.

LIEUTENANT GOVERNOR EDUCATION AND TRAINING(LGET)

- Promotes achievement of Competent Toastmaster (CTM) and Advanced Toastmaster (ATM) awards for all members.
- Strives to make every club in the district a Distinguished Club. Coordinates the promotion of the Distinguished Club Program and the Club Success Plan.
- Plans, organizes, and directs the district training programs.
- Fosters excellence in club educational programming through the use of Toastmasters programs such as Speechcraft, Success/Leadership, Success/Communication,

Better Speaker Series, Successful Club Series, and other resources.

- Plans, organizes and directs the district conferences.
- Coordinates and supervises the International Speech Contest and other district speech contests at the club, area, division and district levels.

LIEUTENANT GOVERNOR MARKETING (LGM)

- Develops a sound overall marketing plan in conjunction with district team members. Focuses on making Toastmasters available to more people while also emphasizing a dedication to member service.
- Ensures achievement of district membership and club growth objectives and achievement of Distinguished district.
- Directs and coordinate the marketing strategies and activities necessary to achieve district growth objectives.
- Directs membership development and retention programs, encourages achievement of growth targets.

PUBLIC RELATIONS OFFICER (PRO)

- Works in support of the District Governor, Lt. Governor Education and Training, and Lt. Governor Marketing in an effort to successfully train division governors, area governors and club officers.
- Works in support of the LGET to achieve the district's CTM and ATM goals.
- Works in support of the LGM to achieve the district's club growth and membership growth goals.
- Prepares a publicity program to promote the Toastmasters program to both members and non-members.
- Uses the district newsletter and other publications to keep members informed about district activities, events, goals, achievements and educational programs.
- Develops publicity through the use of the press, television, radio and other media aimed at making the Toastmasters program better known.
- Serves as public relations resource to district clubs.

DIVISION GOVERNOR (DG)

- Provides motivation, guidance, and supervision to area governors, helping them fulfill their roles and responsibilities.
- Focuses on area governor achievement in the Distinguished Area Program with the goal of every area earning at least Distinguished Area status, so that the division is recognized as a Distinguished Division.
- Contacts area governors at least monthly and discusses:
 - Progress toward goals in the Distinguished Area Program
 - Progress of clubs in the Distinguished Club Program
 - Follow-up on club visits
 - Weak clubs and strategies to make sure there are no single-digit clubs in any area
 - Rebuilding all clubs that need it to charter strength

AREA GOVERNOR (AG)

- Primary district resource to clubs regarding educational programs and membership growth/retention.
- Focuses on membership growth and educational achievements in clubs so the area can achieve a minimum recognition of Distinguished Area.
- Motivates and assists each club in the area to become a Distinguished Club.
- Serves as liaison between the club and district and makes at least two club visits:
 - Assesses club membership and willingness to grow.
 - Assesses who will achieve educational achievements and when these will be completed.
 - Completes the Area Report of Club Visit form, gives a copy to the club president, and mails a copy to the district governor by the deadline on the form.
- Makes a presentation during the club visit on one or more of the following topics:
 - Distinguished Club Program
 - Communication and Leadership Tracks
 - Membership growth and development
- Ensures that each club understands the service roles of area governor and the district.
- Contact club presidents monthly about:
 - Distinguished Club Program performance
 - Follow-up on items identified during previous visit or contact
 - District training or other district events

DISTRICT SECRETARY

- Records and keeps minutes of executive committee and district council meetings.
- Serves as custodian for the District Administrative Bylaws, and policies, as well as a permanent history of district accomplishments.
- Assists in the preparation and mailing to clubs of announcements for district meetings, copies of minutes and other district reports.

DISTRICT TREASURER

- Approves disbursement of district funds in conjunction with the district governor and in accordance with the district budget and the policies of the district and Toastmasters International.
- Participates in development of district budget.
- Submits a Treasurer's Report to the district governor and Lt. governors each month.
- Presents a Treasurer's Report at each district executive committee and district council meeting.
- Maintains custody of all district assets including district banner, gavel, educational supplies, and other properties.

Serving a complete term in one of these offices is one of the requirements for the Advanced Leader Award. If you're interested in serving as a district officer in 2001-2002, contact your district governor today!



Energize Them With a Game

Add fun to your presentations
with audience participation

By Gary Michael, Ph.D.

To make any presentation more interesting, educational and fun, involve your audience. Mark Twain said, "No sinner was ever saved after the first 20 minutes of a sermon." He meant that 20 minutes is the limit of most people's attention span. To help your audience stay tuned, give them something to do. Games and exercises keep people interested. Activities also generate information, reinforce learning, improve retention, promote discussion and help people to bond. Some of my favorites are:

1 PARTNER INTRODUCTION – Introduce a partner after only a 30-second interview without reference to job, marital status, age, number of children or favorite leisure activity. The idea is to present your personal impression of your partner in a convincing way, to share your feeling about the person. I like to use this exercise at the end of a program, after participants have already gotten to know each other. Questions that elicit information for these types of introductions are: What do you most love? Most fear? If you could be any animal (or car, or dessert), what would you choose?

There's no need to tell the audience what any of those choices are. It's more fun to infer what you like from the response and improvise on it. For example, if your partner, Glenda, says she'd like to be a dolphin, you might say: "Glenda is a very social person with a love of play.

She likes people and feels comfortable in different environments, especially those in which she can be active. She is very loyal to her family and also welcomes contact with strangers who reciprocate her friendliness."

What you say is less important than how you say it. The introduction isn't supposed to be a complete psychological profile, just a passionate presentation of something you believe to be true about your partner. As a presenter, I find this exercise works better if, after explaining it, I give a demonstration.

2 ANECDOTE OR CHALLENGE EXCHANGE – Tell a partner something good that happened to you this week. Or tell about a challenge you're facing, why it's a challenge and how you plan to deal with it. The exercise takes very little time. I find this game a useful way to show people how they can start or keep a conversation going after the customary exchange of names. As with any two-partner game, you get 100 percent participation – there's no place to hide.

3 THREE THINGS IN COMMON – This game encourages people to open up with each other. I've found it especially effective with singles groups. It takes a while to play, even with a small audience, but the energy it generates and the laughs it produces are well worth the time spent.

Find a partner and take five minutes to discover the three most interesting things you have in common. Birth months, job similarities (unless the jobs are very unusual), and recreational activities are not interesting. Go for circumstances very few people would have in common, such as if you both have visited the same exotic, out-of-the-way place or if as kids you both raised snakes. When the partners have come up with their three parallel experiences – or two for groups of three people – ask them to announce their commonalities and write them on a flip chart. Then the whole group votes on the winners.

When I play this game, I give prizes to winners. In one group, the winners were two women who found they'd both been pregnant in Beaumont, Texas. In another, were a man and woman who both had won art contests in fourth grade.

An important benefit of the game is that it provides an object lesson in active listening. With prizes at stake, people pay close attention to what their partners are saying. They lean forward and ask questions. That, I tell them, is the best way to listen to anyone – fully focused on the person who is talking and what that person is saying.

"The best way to learn something is to teach it. We easily forget what we hear and read; we remember what we do."

4 SIX-PERSON INTRODUCTION – This is the single best way I know to energize an audience in which most people don't already know each other. If the audience has been sitting for a while, listening to announcements or to another speaker, find an excuse to use this game.

Give people 90 seconds to stand up and introduce themselves to six others they haven't already met. The time limit means they must keep moving, looking for new people to introduce themselves to. In one group, a man climbed on his chair to get a better

view of those around him. People started coming to him. It added to the semi-chaotic, manic energy in the room. When you call time at the end of 90 seconds, you'll see that most people are smiling.

To glean some educational value from this exercise, ask the audience who of them noticed the eye color of people they introduced themselves to. Also ask how many names they remember, whether they have a tactile memory of the hand shakes, or whether they were aware when clasping or shaking hands of the firmness of their own grips. This can provide a model you can imitate when you meet people for the first time: Look them in the eye, focus on their names, maintain a firm hand grip for a few seconds, stand up straight. Smile.

5 TEACH YOUR PARTNER (OR GROUP) – The best way to learn something is to teach it. We easily forget what we hear and read; we remember what we do. Give partners or members of small groups (four people max) an opportunity to instruct each other in specific points you've made. For example, in a seminar on selling, you've stressed the importance of initiative, imagination and information. Let each person in a group of three take one of these ideas, define it and give at least two examples of how it can be implemented. It's fine that they may simply repeat what you've given them. In doing so, they are internalizing your message. Some will expand on what you presented, think of other examples, maybe even call on other group members to come up with fresh applications of your principles. And that's just what you want – audience involvement!

6 THREE IMPORTANT POINTS – Give people who arrive early a meaningful activity to do immediately. Not only will that engage their attention, it will reward them for having come on time. That's far preferable to making prompt people wait for latecomers.

An excellent activity for early arrivers is to ask small groups to decide on three or four specific benefits they'd like to gain from the program. This gets the audience

started in thinking about the program content, as well as providing them with an activity. This idea also works well at the end of an extended program. In that case, ask the group to list the three most important needs or expectations that the program met and their reasons for choosing those three over others. This helps to reinforce ideas. As with any exercise, debrief when you finish. Ask for the results, maybe even write them on a flip chart.

7 WHO GOES FIRST? – This is not a game as such, just a way for a group to have fun figuring out who will be first to do whatever the assigned activity is. Announce that the first person will be any of the following:

- Who was born closest (or farthest) from where you are now, or
- Whose birthday is closest to today, or
- Who has the biggest feet, or
- Who has the longest hair, or
- Who is the oldest (or youngest), or
- Who is the... (anything else you can think of)

An easy activity is for participants to list what they think are the top five or 10 anything. For example, the world's five highest mountains (Everest, K2, Kanchenjunga, Lhotse, Makalu); the five longest rivers (Nile, Amazon, Yangtze, Mississippi, Yenisey); five largest oceans (Pacific, Atlantic, Indian, Arctic, Arabian Sea). If you can find a category that bears some relation to the content of your pre-


sentation, so much the better. A good place to look for the information is Russell Ash's book *The Top 10 of Everything*.

With any small-group activity, anticipate that not all groups will finish at the same time. To overcome this difficulty, ask that the group leader signal you when his or her group has completed the task. Walk over and give the group an additional task, preferably one that extends the initial assignment. Or you can ask group members to give themselves a new challenge. This will save you from having to move around the room, asking who's finished and who's not.

The reason I like to debrief the audience after most games is that people are eager to share thoughts and feelings the activity generated. Thus, the debriefing extends the activity. It also reunites the audience and allows people who didn't complete the assignment in the allotted time a chance to finish their thoughts. Best of all, it lets everyone hear some interesting comments..

After one of the games, a participant volunteered: "I had more trouble sustaining five seconds of eye contact with people I've long known than those I'd just met. That made me realize that I don't often look at my wife when I talk to her. So when I get home, I'm going to give her five seconds." The room burst into applause. **1**

Gary Michael, Ph.D., is a writer and speaker living in Denver, Colorado. A former radio announcer and actor, he teaches presentation skills at Colorado Free University.



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A look at some men and women whose rhetoric changed the world.

The Movers and Shakers

Have you ever wondered where our roots as public speakers lie? While the first references to public speaking occur during the time of the Egyptians and the Hebrews, it was the Greeks who developed the art of rhetoric and gave us many of the rules we use today.

The primary motivation of great speakers was and is the fight against tyranny and injustice. Revolutions may be fought with guns, but they are started by ideas and words. Great oratory always is a thing of passion – motivated by feelings rather than facts.

Any historical study of great public speakers must be looked at in the context of the time in which they lived. Their words may seem archaic to us today. But use your imagination and place these speakers on the stage of history and you will capture the excitement of their day.

While great oratory stems from passion, it does not have to be passionately delivered. Sometimes it is simple eloquence, quietly spoken. United States President Abraham Lincoln's Gettysburg Address contained only 270 words and was delivered in less than three minutes. Most people in the audience that day couldn't even hear it. The words were simply passed on from person to person.

Historically, women have had no political platform. They were, and often still are, denied easy access to the pulpit. Many women also lacked the vocal power to

make themselves heard before public address systems were invented. Today however, women are making their voices heard both in politics and in the church, and technology is compensating for vocal differences. That said, let's look at some of the men and women whose rhetoric has inspired others – the historical movers and shakers of public speaking.

The first record of public speaking refers to an Egyptian named Ptahhotep who lived around 2400 B.C. and taught the art of "fair speaking." The Bible records how Hebrew leaders such as Moses, Jeremiah and Hosea used public speaking to preach and prophesy to their people, the Israelites. It was Moses who led the Israelites out of enslavement by Egyptian pharaohs. The Bible says God gave Moses the Ten Commandments on Mount Sinai. Decades later, as the Israelites neared Canaan, Moses again urged his followers to heed the Commandments:

Hear, O Israel, the statutes and judgments which I speak in your ears this day, that ye may learn them, and keep, and do them... "I am the Lord thy God, which brought thee out of the land of Egypt, from the house of bondage."

Moses' speeches, not to mention the Ten Commandments, greatly influenced the course of Western Civilization.

The Greeks were among the first to recognize public speaking as an art form, with Aristotle (384-322 B.C.) famously describing the three essential factors of oratory: ethos, pathos and logos.

BY BRIAN CLUER, CTM

ILLUSTRATION BY CORBIS



Detail showing Plato and Aristotle from "The School of Athens" by Raphael

Ethos (ethics) refers to the character, qualities and honesty of the person speaking. The audience, Aristotle said, must believe that the speaker deserves respect or they will not listen. Speakers achieve credibility by being well-prepared, knowing their subject, and showing understanding and respect for their listeners. Sensitivity to time and place is important as well. What is said must always be appropriate to the audience. Speakers must speak with enough volume, clarity and expression to hold an audience's attention. Aristotle's words sound familiar, don't they?

By *pathos*, Aristotle meant the speaker must know what moves, motivates and persuades his listeners' feelings and values. And finally his term *logos*, from which we derive the English word "logic," refers to the need to have logical content and reasoned argument in a speech.

The Greeks firmly believed that oratory was the single most important factor in a healthy democracy. They

believed all ideas should be subjected to debate and then the right decisions would be made. The first professional public speakers were Greek men who traveled throughout Greece and were paid to teach the art of public speaking.

So what about the Romans? Well, the Romans may have conquered Greece militarily, but it was Greek education that conquered Rome. Roman youths were often apprenticed to orators who taught them in the Greek tradition, and that Greek training produced some of Rome's finest speakers, such as Seneca, Marcus Tullius Cicero and Marcus Fabius Quintilianus. Quintilian, as he was known, wrote one of the best-known works of the period on public speaking. His 12 books of the *Institutio Oratoria* were found in 1416, when an Italian pre-Toastmaster rummaging around in a tower in St. Gall in Switzerland discovered a copy of this epic work.

The Roman Empire stretched across much of Europe

and the Middle East. Palestine was a part of that empire, and around the year 33 A.D., Jesus of Nazareth delivered a speech to his disciples that has provided comfort for millions of Christians ever since: The Sermon on the Mount.

*Blessed are the poor in spirit:
For theirs is the Kingdom of heaven
Blessed are they that mourn:
For they shall be comforted.
Blessed are the meek:
For they shall inherit the earth.*

The collapse of the Roman Empire spelled the start of the "Dark Ages" and the end, for the most part, of the Greco-Roman educational system. But in a few isolated outposts, such as Ireland, classical education was kept alive. It was from these outposts that missionaries eventually took that education back to Europe and on to the New World.

But public speaking was not confined to Europe. In the year 610 the angel Gabriel is said to have appeared to Mohammed on Mount Hira, near Mecca, and told him he was to be God's messenger. Mohammed became a public speaker and preached for the next 22 years. He said:

The first thing that God created was a pen, and He said to it, 'Write.' It said, 'What shall I write?' And God said, 'Write down the quantity of every separate thing to be created.' And it wrote all that was and all that will be to eternity.

The followers of Mohammed wrote down those words, and many others, and they are contained in one of the great books of mankind. Today millions of Muslims around the world read Mohammed's speeches in the *Koran*.

And so to the Middle Ages. On August 9, 1588, a Spanish armada of 130 ships and 17,000 soldiers stood off England's shores. Queen Elizabeth I commanded from Tilbury, having taken personal charge of the defense of her country. She said to her troops:

I know I have the body of a weak and feeble woman, but I have the heart and stomach of a king, and of a king of England too, and think foul scorn that Parma or Spain or any Prince of Europe should dare to invade the borders of my realm, to which, rather than any dishonour shall grow by me, I myself will take up arms, I myself will be your general, judge and rewarder of every one of your virtues... By your valour in the field, we shall shortly have a famous victory over these enemies of my God, of my kingdom and of my people.

The late 1700s was the age of the rights of man. It was also the age of revolution – in France and the Americas. The passions of that time produced some of the finest

speakers since the Roman Empire. In 1775, Edmund Burke pleaded in England for reconciliation with the American colonists. But his words fell on deaf ears. As Burke issued his vain pleas, 3000 miles away at the Virginia Convention of the Continental Congress, delegate Patrick Henry presented a speech that, according to Thomas Jefferson, started the American Revolution:

The war is actually begun! The next gale that sweeps from the North will bring to our ears the clash of resounding arms. Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty, or give me death!

Many men and women were inspired by the speeches of the French and American revolutions. Sometimes their causes were successful, sometimes not.

In America, the Blacks and the Indians, far from sharing in the fruits of the revolution, were denied the land of the free. In 1877, Chief Joseph surrendered after a long but unsuccessful campaign against his people's oppressors. He surrendered only after being given generous promises. At his surrender he said:

It is cold and we have no blankets; the little children are freezing to death... I want to have time to look for my children, and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs! I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever.

Every one of the promises made to Chief Joseph was broken. Women were also denied the fruits of revolution, and in the late 19th and early 20th centuries, women like Emmeline Pankhurst in England and Susan B. Anthony in the United States led the fight for women's rights. In 1875, Susan B. Anthony attempted to vote in the presidential election. She was arrested and fined \$100, which she refused to pay. She defended her actions with these words:

Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.... It was 'we, the people;' not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union....

For any state to make sex a qualification that must ever result in the disenfranchisement of one entire half of the people is to pass a bill of attainder, or an ex post facto law, and is therefore a violation of the supreme law of the land....

The only question left to be settled now is: Are women persons? And I hardly believe that any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities.

The 19th amendment to the U.S. Constitution, which gave American women the right to vote, was called the Anthony Amendment.

In our own lifetimes we have seen and heard the likes of John F. Kennedy and the Rev. Martin Luther King showing us that the movers and shakers are still among us.

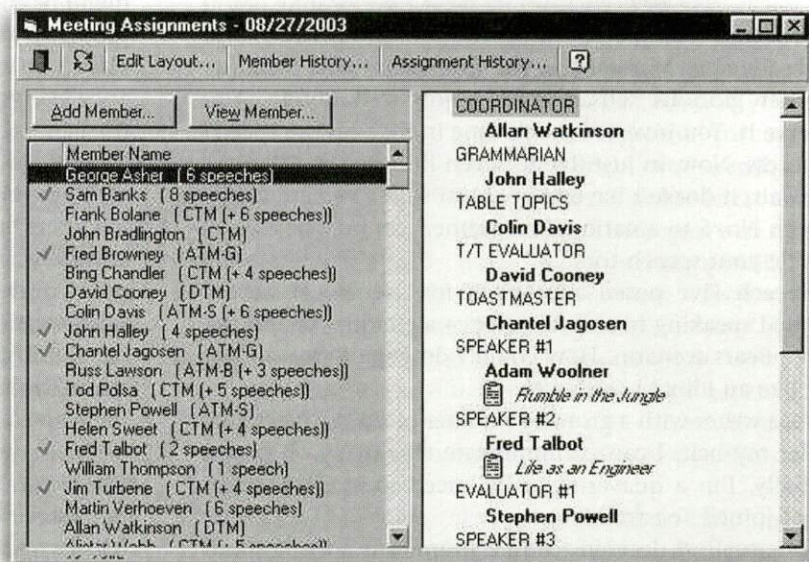
Public speaking is a combination of words (voice pitch, tone and volume) and body language. To arouse an audience, all must be used as one. Great speakers can roar like a hurricane or whisper like a breeze. They know the language of their audience, and they use it as their audience would. To speak well is to kindle an emotion that saints, scholars and statesmen have sought throughout the ages. It is an emotion that challenges the audience to think and do what they thought they could not. **T**

Brian Cluer, CTM, is a member of the Thurles Club 4173-71 in Tipperary, Ireland. He was a finalist in the Inter-district Speech Contest in 1994 and 1997.

Editor's Note: Be sure to vote for your favorite contemporary speaker for our annual Outstanding Speakers Program. See page 30.

At Last!

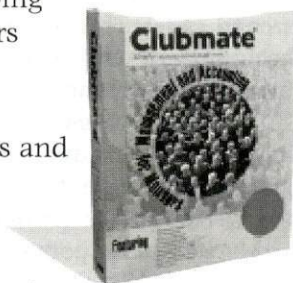
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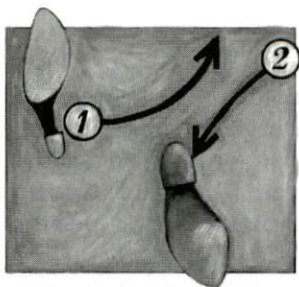


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HOW TO

By Norma Lewis

Recycle your speech into an article for publication

Play It Again, Sam

You just completed another Communication and Leadership Manual speech. Your club loved it. Enjoy that glorious sensation of a job well done. You deserve it. You invested much time in making the speech a success. Now, in just five to seven minutes, it's all over. But wait, it doesn't have to be. I just sold a version of my Speech No. 5 to a national magazine. You may be able to recycle your speech too.

Speech Five posed a problem for me. Vocal variety implied speaking in several voices – a Goldilocks and the Three Bears scenario. How could I do Papa Bear and not feel like an idiot? I couldn't.

As a writer with a growing number of magazine credits under my belt, I can communicate effectively on paper. Verbally, I'm a quavering, jelly-kneed mess. Hey, that's why I joined Toastmasters.

Eventually I decided to do a humorous speech about the bad experiences I've had with answering machines and voice mail. I figured I'd ham it up and imitate those irritating mechanical voices. Those experiences, along with my growing realization that customer service is an endangered species, gave me the momentum I needed. The finished speech pleased me more than any I had done so far. My delivery was mediocre – hamming it up just isn't the nature of this beast. But I believed the content had broad appeal.

Because I write, I read voraciously and try to figure out what magazines are looking for. I discovered that *Woman's Day* publishes a back-page opinion piece in each issue. Sometimes it's about a pet peeve, and it's often handled humorously – no one likes a whiner. I rewrote my speech, "Call Waiting," and sent it to *Woman's Day*.

To my delight, I soon received a call from an editor, asking for a small revision. I made the change she recom-

mended and sent it back. Ten days later I had a contract.

How can you do the same? Review your speeches with publication in mind. Mine worked for a woman's magazine and also would have worked for a general-interest publication because it had universal appeal. Who among us has not done time in telephone hell, listening to a menu of choices (none of which applied to our particular problem) or waiting for "the next available operator?" Have you made a speech about a commonplace annoyance everyone in your club identified with? Chances are the general population has been similarly annoyed.

"But I'm not a writer," you might protest. You wrote that speech, didn't you? The lead grabbed your club members' attention. The body of the speech progressed naturally and logically. And you tied it all up with a dynamite conclusion. A little tweaking, and you may have a salable article. Try a magazine, or even your local newspaper. Most community newspapers depend on freelance submissions for the political and social commentary of their op-ed pages.

What did you talk about in Speech No. 2, the speech where you earnestly presented your take on a controversial subject? Sounds like an opinion to me. Some community papers don't pay for articles, but few thrills match seeing your first byline.

Make photocopies of your published article. Many editors want queries, not completed manuscripts, first. Their guidelines say, "query with published clips." Your photocopy is your "clip." Include it with your next query. You're now a published writer. Your first sale makes your second easier. This counts even if you weren't paid. For beginning writers, "sale" doesn't necessarily mean that money changed hands.

As a Toastmaster, I've listened to speeches about skiing, home repairs, stress management, investment strategies and education, to name a few. All are topics regularly covered by a variety of publications.

Maybe you've spoken on subjects germane to your job or industry. Whether you're an auditor, a zoologist or something in between, there are trade magazines covering your field. Reap the rewards of publishing in your

area of expertise. Having articles published will enhance your credibility.

If you prefer to speak about hobbies and interests, be aware of the vast array of publications aimed at enthusiasts of every leisure activity you've ever heard of, and a few you haven't. Whether you grow African violets, bungee jump or collect teddy bears, share your knowledge and experience. You're a beginner? Address the novice point-of-view. Speak and write about choosing your first equipment. Maybe a humor piece on that awful day you threw your putter into the river – the same day you decided to give Tiger Woods a break and not join the Professional Golfers Association tour.

To find a market for your manuscript (alias speech), visit your local library. Start with a *Writer's Market*, a guide that's updated annually. Magazine listings are broken down into two categories: Consumer and Trade. Consumer magazines are listed alphabetically by category. Be imaginative. Don't limit yourself to the obvious.

If you want to sell a speech you wrote about coaching your child's softball team, study possibilities not only under "Sports," but under "Child Care and Parental Guidance" and "General Interest," as well.

Maybe your speech topic was money management. Specifically, look up "Business and Finance" in the Consumer section, and "Finance" under Trade, Technical and Professional Journals. Consumer magazines listed under "Men's," "Women's," "General Interest," "Associations" and "Retirement" constantly run articles on personal finance.

Study the listings under your target categories. You will learn the types of freelance articles used, the length preferred and how to contact the publication. If guidelines are available, send for them and follow them explicitly. A small investment in postage and envelopes places you light years ahead of the too-lazy-to-bother crowd peppering editorial offices with unusable submissions.

Read your library's back issues of the publications you are targeting. Unless the magazine regularly covers the subject, don't submit something on a recently used subject. Note the magazine's style. If the magazine favors third person, don't write your article in first person. Are articles written in a scholarly or conversational tone? This preparation takes time, but manuscripts are rejected more often because they are inappropriate than because they are poorly written.

Some magazines want queries, not complete manuscripts, to start with. The front section of *Writer's Market* explains query letters and gives examples. *How to Write Irresistible Query Letters*, by Lisa Collier Cool, is carried by most libraries, and Cool elevates the craft of querying to

an art form. Don't be intimidated. A query only tells what your article is about, how the article will benefit the magazine's readers and why you're the best person to write it.


Also read the pages in *Writer's Market* dealing with manuscript preparation and submission. It boils down to this: Double-space, leave wide margins and always include a SASE (self-addressed stamped envelope). I also include a self-addressed postcard saying the article has been received. Whoever opens the envelope drops the postcard in the mail, and I'm then free to worry about whether the magazine will buy the article, instead of wondering if it reached its intended destination.

Before mailing your manuscript or query, call the magazine. You won't speak to the editor. Calling editors is a major gaffe, and it marks you as an amateur. Ask for the name of the editor to whom you should direct your submission. Although *Writer's Market* lists a name, editors frequently change jobs. Your professionalism will stand out if you address your work to the correct person.

Your next step is to drop your envelope in the mail and then try to forget about it. Most magazines are painfully understaffed, so you may not get a response for several months. After two months, it's okay to send a polite letter asking the status of your query or manuscript. Again, include a SASE.

You will eventually receive one of three responses: Yes, no or maybe. Congratulations if you get a "yes." If it's a "no," wallow in self-pity for a few minutes. Then pull yourself together and look your article over. Improve it if you can, and send it somewhere else. I recently sold an article to a children's magazine after six rejections from other publications.

"Maybe" is almost a "yes." If the editor calls and tells you the magazine will consider your piece if you're willing to make a few changes, make them. Your goal is to get published. Don't make the mistake of loving your work too much to be flexible. And never argue with the editor; you can't win. Revise your article to the editor's preference and send it back.

While you're waiting for further word from the publication, dust off your other speeches with an eye to seeing if they also might be developed into articles for possible publication. Or begin writing your next speech – with a magazine in mind. 

"Few thrills match seeing your first byline."

Norma Lewis is a former member of the Des Plaines Club 1645-30 in Des Plaines, Illinois.

Editor's Note: If you are interested in submitting an article to this magazine, see our *Writer's Guidelines* on our Web site at www.toastmasters.org.

Vote For Your Favorite Speakers

Each year Toastmasters International selects and officially honors Five Outstanding Speakers, one each from specific categories listed on the ballot below. By recognizing individuals for their communication skills, we hope to create greater public interest in, and understanding of, the art of public speaking.

Please fill in the nomination form below and send it to the Publications Department at World Headquarters. The final list of names will be published in *The Toastmaster* and announced via press releases to the media.

JUDGING CRITERIA – The nominees' abilities as "outstanding speakers" will be evaluated in terms of message and delivery. A great speaker has "something to say," so factors such as importance, timeliness and relevance of the message to the audience will be considered. Nominees will be selected based on their achievements or contributions in the following seven areas:

1. Degree to which the person's success can be attributed to his or her communication skills.
2. Amount of influence on public opinion.
3. Demonstration of leadership.
4. Service to the community, state or nation.
5. Commitment to a cause, product, idea or business.
6. Ability to effect change.
7. Dedication to improving the lives of others.

Please Note: The Outstanding Speakers of 2000 and those from previous years are not eligible for nomination. All ballots must be postmarked by **May 1, 2001**.

Outstanding Speakers Ballot

1. COMMERCE OR INDUSTRY

Nominee _____

I think this person is an Outstanding Speaker because: _____

2. GOVERNMENT

Nominee _____

I think this person is an Outstanding Speaker because: _____

3. INSPIRATION OR MOTIVATION

Nominee _____

I think this person is an Outstanding Speaker because: _____

4. EDUCATION OR SOCIAL

Nominee _____

I think this person is an Outstanding Speaker because: _____

5. MASS MEDIA

Nominee _____

I think this person is an Outstanding Speaker because: _____

Submitted by: _____ Club/District No. _____

Please mail this form by **May 1, 2001**, to: Toastmasters International, P.O. Box 9052, Mission Viejo, CA 92690, Attn: Publications Dept.

HALL OF FAME



The following listings are arranged in numerical order by district and club number.

DTM

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

Linda S. Kenney 8771-F
Lilia C. Fernandez 6059-U
Erich P. Rene 8970-U
S. Ramalal 9015-U
Don Kelley 355-3
Stephen Stubberud 869-5
Noel Field 9823-6
George A. Temme Jr. 253-7
Charles W. Weck 7213-12
Janice Perrino 2392-21
Rose E. Conkwright 6497-25
Paul G. Fisher Jr. 9906-31
Pamela J. Raneri 8487-33
Robert F. Miller 4407-39
Alan J. Cote 4557-45
J. Andree Brooks 8976-66
Ann R. Smith 8330-53
Michael R. Notaro 1250-57
Laurette Greenlay 3207-64
Eric Wilson 6707-69
Robert J. Hendry 2890-72

Anniversaries

60 years

Gopher 183-6

55 years

Lewis-Clark 369-9
Treasure State 347-17
Brandywine 359-18
Lake Region 377-20
Plus-Two 349-25
Speakers Forum 371-30

50 years

Paul Bunyan 922-6
Farmers Insurance Group 458-22
Charter Oak 931-53

45 years

Du Page Valley 156-30
Independence 1907-38
Sears-Halifax 1555-45
SEC Roughriders 1876-46
Cosmopolitans 2655-46
Lyceum 1993-65

40 years

Creve Coeur 1267-8
Hilltoppers 3232-29
Sierra Sunrise 2318-39
West Toronto 3057-60

35 years

Mid-Day 1802-40
Capitol 194-75

30 years

Dynamic Forcemasters 587-F
Naval Postgraduate School 2032-4
Mallinckrodt Noon Toastmasters 1822-8

25 years

Presidencial Fronterizo 772-5
Undersea 888-5
Noon Flight 1062-16
West Wichita 1543-22
Central Business District 3549-50
Spaceland 745-56
Firetakers 3321-57

Golden Triangles 2015-68
Otumoetai 3511-72

20 years

Apollo Portunus 1754-U
Big Foot 306-2
Talking Chips 3088-4
Pacemasters 1428-6
Woodwinds 2919-6
Springfield 3825-7
Saturday Morning 797-12
Early Risers 3235-19
Discovery 2460-21
Phoenix 1369-33
Mather 2695-39
Owahgena 2153-65
Malahide 2360-71
Iloilo Executives 2712-75

Ralph C. Smedley Memorial Fund

Associate

Crest O'the Hill Toastmasters Club
No. 981-6 and Toastmaster
Friends from District 6, in
memory of Lorin Pollmann

Speakers for Success

Toastmasters Club No. 2162-63, in memory of Richard "Dick" Arntz, DTM
Past International Director Joan M. Johanson, DTM, Past District 19 Governor
Jacqueline Johanson, DTM, in memory of Hugh Burgay, DTM, International Director 1979-81
Texas-New Mexico Power Company, on behalf of Linda J. Richardson

Contributing Club

Kenora Toastmasters Club No. 3875-64, in memory of Zelma Hay

Contributor

Past District 6 Governors, in memory of Lorin Pollmann
Alcott Toastmasters Club No. 3981-31
Past International Director Earl Chinn, DTM, in memory of Bucky Bennett
Past International Director Earl Chinn, DTM, in memory of Henry E. Hyche, DTM, International Director 1985-87

The Five Major Time Wasters

Spreading yourself too thin by trying to do too many things at once. *Suggestion:* You must set priorities for each day and, if necessary, each hour. Get the most important things done first.

Being afraid to delegate. *Suggestion:* Convince yourself that it's not necessary to do everything yourself. You can still be certain things are being done the way you want them to be when you delegate.

Not wanting to say "no" to requests. *Suggestion:* You can't say, "yes" to everything without getting in over your head. Decide what you must do – and want to do – and say "no" to all other requests.

Being tied to the phone. *Suggestion:* Have others screen your calls. Using an answering machine when you don't want to be disturbed. Schedule a telephone hour to return calls.

Procrastinating. *Suggestion:* Get those unpleasant chores done first – if they're important. Divide large tasks into smaller ones. Reward yourself when you accomplish something.

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Looking for a Way to Add New Life to Your Club?



Present one or two of these 10-15 minute modules in your club each month and you'll be surprised how your meetings will improve, and how your club's members will incorporate the tips into their speeches.

The Better Speaker Series

269 The Better Speaker Series Set **\$29.95**
A complete set of The Better Speaker Series modules, including overhead transparencies (270-278).

270 Beginning Your Speech **\$3.50**
Suggestions for starting off your speech right. Script and overheads.

271 Concluding Your Speech **\$3.50**
Tips for ending your speech with power. Script and overheads.

272 Take the Terror out of Talk **\$3.50**
Techniques for overcoming nervousness when speaking. Script and overheads.

273 Impromptu Speaking **\$3.50**
Don't be caught off balance when speaking off-the-cuff! Script and overheads.

274 Selecting Your Topic **\$3.50**
Running out of speech ideas? Here's how to develop new ones. Script and overheads.

275 Know Your Audience **\$3.50**
If you can relate to your audience, they will relate to you. Script and overheads.

276 Organizing Your Speech **\$3.50**
Once you know what to say, consider next the when and the how. Script and overheads.

277 Creating an Introduction **\$3.50**
Great introductions should precede great speeches. Script and overheads.

278 Preparation and Practice **\$3.50**
Techniques for preparing and rehearsing your next speech. Script and overheads.

The Successful Club Series

289 The Successful Club Series Set **\$39.95**
A complete set of The Successful Club Series modules, including overhead transparencies (290-299).

290 The Moments of Truth **\$10.95**
How to recognize and deal with situations critical to club success, from a visitor's first impressions to recognition of member achievement. Includes Script, overheads and a club evaluation chart.

290-B ADDITIONAL CLUB EVALUATION CHART **\$.35**

291 Finding New Members for Your Club **\$3.50**
Proven methods to help you seek out those vital new members! Script and overheads.

292 Evaluate to Motivate **\$3.50**
Your club members will learn to give evaluations that benefit the speaker, the evaluator, and the audience! Script and overheads.

293 Closing the Sale **\$3.50**
Exercise your powers of persuasion during those moments when a guest is deciding to join. Script and overheads.

294 Creating the Best Club Climate **\$3.50**
Techniques for creating and maintaining a healthy club environment. Script and overheads.

295 Meeting Roles and Responsibilities **\$3.50**
How members can successfully fill each meeting role. Script and overheads.

296 Mentoring **\$14.95**
A mentor program offers many benefits for your club and its members. This program defines mentoring, explains benefits, and discusses responsibilities of mentors. Includes a Club Mentor Program Kit (Catalog No. 1163) for starting a mentor program in your club. Script, 11 overheads and Club Mentor Program Kit (Catalog No. 1163).

297 Keeping the Commitment **\$3.95**
Discusses the 10 standards that comprise "A Toastmasters Promise." Includes 25 promise cards. Script and overheads.

298 Going Beyond Our Club **\$3.50**
Find out about learning and leadership opportunities available to members in addition to regular club meetings and activities. Script and overheads.

299 How to Be a Distinguished Club **\$3.50**
New! A terrific tool to use to explain and promote the Distinguished Club Program to the members of your club. Script, overhead transparencies, and 1 copy of Distinguished Club Program booklet (Catalog No. 1111).

300 The Toastmasters Education Program **\$3.50**
New! What does it take to receive the Competent Toastmaster (CTM) award? What about the Competent Leader? This module provides a terrific education program orientation. The information is valuable to new and experienced members.

PAYMENT MUST ACCOMPANY ORDER

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For orders shipped outside the United States, see the current Supply Catalog for item weight and shipping charts to calculate the exact postage. Or, estimate airmail at 35% of order total, surface mail at 25%, though actual charges may vary significantly. Excess charges will be billed. California residents add 7.5% sales tax. All prices subject to change without notice.

See the Supply Catalog for more information.