

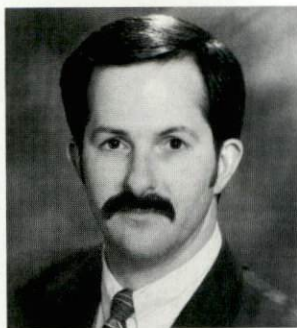
# THE TOASTMASTER®

NOVEMBER 1996



## **SPEAK LIKE A LEADER**

**On the Mark with Quality Quotations  
Taking the "Dis" Out of Disability**



## VIEWPOINT

# A Light In Darkness

In 1985, on our way to the Toastmasters International Convention, my wife, my parents and I were caught in a violent thunderstorm in a small plane piloted by my father. For more than two hours, the four of us were tossed about in the sky. Rain plummeted our windows, thunder and lightning engulfed us and the sound of the stall warning continued in our ears long after it had stopped. If you've ever been above rural North Carolina at night, you know it is very dark because of the abundance of trees.

After repeated attempts to locate a place to land, my dad issued a distress call and the Raleigh, North Carolina, airport gave us emergency permission to land. But fighting the wind and rain had taken its toll, and before we reached the airport, we ran out of gas. So there we were, four drained people trapped in the dangerous night sky over a landscape of trees in a small single-engine plane with no gas. If ever a situation was hopeless, this was it. But as I gazed out my window, I saw a truck's headlights showing us a road below. Those lights gave my dad enough guidance to safely land the plane. We emerged unharmed, although the plane was destroyed in the process. Whoever was in that truck never knew he saved four people from impending death that night. Had he not been on the road with his lights burning bright, I might not be with you today.

In a way, each of us is a light on life's highway. Whether you know it or not, someone is counting on you to let your light shine and your eloquence be heard, so he or she can find a path of hope. You may never know who that person is, but without you, his or her destination may never be reached.

Today, more than ever, people need what Toastmasters has to offer. By developing their communication and leadership skills, they discover the courage to change and to realize their dream of personal fulfillment.

But for the world to experience the power of Toastmasters, you must be willing to share it. Someone is counting on you to share the benefits of Toastmasters with them. Now is the time to renew your commitment to share the opportunities of Toastmasters training. Unless we allow our passion for Toastmasters to shine bright and our eloquence to be heard, unknown people may never develop their unique gift and sing it to the world. Become that light in the darkness. Someone is looking for it.

*Robert E. Barnhill, DTM*

**Robert E. Barnhill, DTM**  
International President

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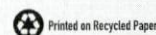
To place advertising or submit articles, contact:  
TOASTMASTERS INTERNATIONAL  
PUBLICATIONS DEPARTMENT:  
P.O. BOX 9052  
MISSION VIEJO, CA 92690 USA  
(714) 858-8255, 1-800-9WE-SPEAK, FAX: (714) 858-1207  
email: sfrey@toastmasters.org  
World Wide Web: <http://www.toastmasters.org>

THE TOASTMASTER Magazine (ISSN 00408263) is published monthly by Toastmasters International, Inc., 23182 Arroyo Vista, Rancho Santa Margarita, CA 92688, U.S.A. Periodicals postage paid at Mission Viejo, CA and additional mailing office. POSTMASTER: Send address change to THE TOASTMASTER Magazine, P.O. Box 9052, Mission Viejo, CA 92690, U.S.A. Published to promote the ideas and goals of Toastmasters International, a non profit educational organization of clubs throughout the world dedicated to teaching skills in public speaking and leadership. Members subscriptions are included in the \$18 semi annual dues.

The official publication of Toastmasters International carries authorized notices and articles regarding the activities and interests of the organization, but responsibility is not assumed for the opinions of the authors of other articles.

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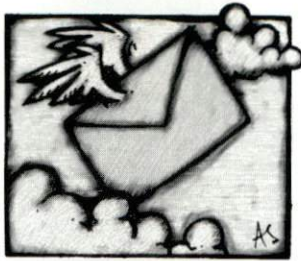
Toastmasters International empowers people to achieve their full potential and realize their dreams. Through our member clubs, people throughout the world can improve their communication and leadership skills, giving them the courage to change.

#### *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

### MORE CONTROVERSY

I am writing in praise of Mark Hammerton's piece, "In Defense of Controversy" (August). Toastmasters, both at club meetings and contests, should recognize that tolerating and rewarding controversial speech subjects not only stretches their mental capacity, but also upholds a tradition of excellence founded long ago by Plato and Aristotle. Clubs should create internal cultures that nurture, rather than discourage, differences of opinion. Members would be wise to present speeches that broaden their own awareness as well as that of their audiences.

If you and members of your club lack the capacity to listen respectfully to an opposing thought, you have limited the vitality of your club, the value of the speeches you will hear, and the number of members your club will enjoy in the future.

Is the only way to succeed at a speech contest to win? I like to think of success as growth and development of the mind. If you give only safe speeches, there is less opportunity to learn.

There were times when brave oration in the face of intolerance got people killed. These days it might lose you a contest, but your speaking skills will benefit and you will experience the success that comes from expanding, rather than limiting, your speech content, your club vitality and the Toastmasters experience.

Donna Kremer, CTM  
Fireside Club 851-5  
San Diego, California

### IN DEFENSE OF ATMs

The last sentence in Mr. Peck's letter "In Defense of DTMs" (August) reflects an attitude of disdain for

any Toastmaster who is not a DTM. I have worked very hard for my ATM designation and am working even harder for my ATM-B. Mr. Peck knows that many DTMs honestly admit their major strength is not in public speaking, but in district-building qualities such as leadership and organization.

He also should know that DTM qualities include Determination, Devotion and Discipline. By his putdown of Mr. Francum's ATM-S achievement and, by extension, all ATM-Bs and ATMs as well, Mr. Peck has not demonstrated these DTM qualities. I hope he will replace the Disdain in his DTM designation with Decency.

Ian Ridpath, ATM  
Stoney Creek Club 7976-60  
Stoney Creek, Ontario, Canada

### PROUD TO BE A CTM

I recently earned my CTM, a major accomplishment for me, and one that sets the stage to move toward my ATM (and further). I am proud of this achievement, and my ego welcomes all acknowledgements.

Tonight, as I reached for the current issue of *The Toastmaster* to re-read some of the articles, I noticed it was addressed to William R. Spiller, CTM. When I saw those three letters after my name, my cheeks flushed with pride. What a thoughtful and wonderful gesture you have made. Well done!

William Spiller, CTM  
Context Shifters Club 6265-21  
Victoria, British Columbia, Canada

### LET'S FOSTER DIVERSITY

Three cheers for James Patterson's article "Communicating and Negotiating Internationally" (September). It detailed some problems that

frequently occur when interacting internationally.

Patterson mentioned that Americans sometimes fail to consider the feelings of people of other countries and ethnic groups. The solution is diversity. The corporate manager who invites and fosters racial and ethnic diversity in the workplace will be more successful than the one who expresses insecurity about it.

As Toastmasters, we have the opportunity to encourage and foster diversity within our clubs. It is the building block for competing in the 21st century.

O. Kumar Prasad  
SERHO Sundowners Club 6261-47  
Tampa, Florida

### YOU CAN'T AFFORD NOT TO COME

I would like to commend Jim Carmickle on his article, "Letter to an Absent Toastmaster" (September). Jim mentions that many absent members say difficult times have prevented them from regularly attending meetings. I agree that it is precisely during these times that you can "fine-tune your communications skills so you may better face your adverse challenges and gain knowledge from more experienced members who have faced similar obstacles."

His premise reminds me of a line my industry uses when our clients say they "can't afford to advertise." Well, the truth is you "can't afford not to advertise." Thanks again to Toastmasters for including articles that not only help me with my Toastmasters duties, but also present information I can use during my business and social conversations.

Kristen Mosbaek, DTM  
Higher Authority Club 2529-36  
Rockville, Maryland



By Richard A. Freedman, DTM

# Who's In Charge Here?

THE SCENE IS THE REGULAR WEEKLY MEETING OF THE BLANKSVILLE Toastmasters club. The club president and meeting chairwoman, Ms. N. Charge, has walked away from the lectern on the head table to check a disturbance in the back of the room. Like a flash, Toastmaster I.M. Quick dashes up to the

lectern and proclaims: "The chairwoman has vacated the lectern. Anyone can, therefore, take over the meeting. I am here first and so I am in charge!"

Has this ever happened in your club? Can Mr. I.M. Quick legally and unilaterally do this? The answer to the second question is an emphatic "no!"

The lectern is just a structure set up at a vantage point in the meeting room for the use and convenience of any member who is speaking or conducting some portion of the meeting schedule. It has no special significance or "magical" properties. I must stress that the mere fact of standing behind or near the lectern does not confer any particular authority, office or control of the meeting upon any member.

This information comes directly from *Robert's Rules of Order*, a guide in parliamentary procedure that is binding at all organizational levels of Toastmasters International.

The chairman of the meeting is always in control of the meeting – from the opening rap of the gavel to the adjournment – regardless of where in the meeting room he or she may be, and regardless of who may be speaking from, or standing at, the lectern. The club president is automatically the chairman when he or she is present at the meeting.

The chairman may officially vacate the chair for the balance of the meeting by leaving the room prior to the adjournment. He or she may vacate the chair for a short period during the meeting if required, for example, to address a motion.

The important rule to remember is that, if the chairman truly vacates the chair (not just walks away from the

lectern) the club officer present who is next in seniority automatically, without the need for any discussion, order or motion, becomes chairman. The critical point is that no other member may take the chair (as chairman pro tempore) without the unanimous consent of all members present.

So you can see that in the little story at the beginning, Mr. I.M. Quick cannot become the chairman if even one member objects, which is quite probable.

A member who is standing at, behind or near the lectern because he or she is performing some meeting function such as Toastmaster, Topicmaster, Speaker, etc., is not in control of the meeting. That person is simply using the vantage point of the lectern to assist him or her in carrying out his or her duties, and is doing so only with the permission of the chairman, who still remains in control of the meeting.

In many clubs there is a common practice of the chairman stating, at the appropriate point in the meeting, "I give control of the meeting to the Toastmaster."

This practice is not in accordance with *Robert's Rules of Order*. It is not the intent of the chairman to relinquish control of the meeting. A much better statement, and one more in accord with Robert's Rules,

would be for the chairman to state, "The Toastmaster will now conduct his (her) portion of the meeting agenda." This same statement should be used with respect to any other member performing a function, such as Topicmaster, General Evaluator, etc.

If you are interested in pursuing this matter in more depth, I refer you to Sections 42 and 46 in *Robert's Rules of Order Newly Revised*. **1**

***"The mere fact of standing behind or near the lectern does not confer any particular authority, office or control of the meeting upon any member."***

Richard A. Freedman, DTM, is a member of Hospitality Club 683-5 in LaMesa, California.



**Tips on making your first speech memorable — for all the right reasons.**

# Tackling Your Ice Breaker

**E**ven experienced speakers who join a Toastmasters club find their Ice Breaker assignment nerve-racking. Whether you perform well or achieve less than you hoped for, one thing is for certain: You will remember your Ice Breaker for many years to come.

Here are five steps to make your experience memorable — for all the right reasons!

**1 Don't schedule your Ice Breaker too soon.** If you are the impatient type, you probably joined up on your first or second visit, and eagerly await your first speech. But it's a good idea to let your first speaking assignment be a toast or a word of the day, just to get you used to taking on a meeting role.

**2 Toastmasters seem to have selective memories when it comes to their Ice Breaker.** "It's the easiest assignment," they often say. "The manual even tells you what to speak about." But you may wonder how to talk about yourself

without boring everyone to tears or revealing too much. One way around your difficulty is to talk about yourself indirectly.

When you introduce yourself to a stranger, you don't go through your résumé in chronological order from birth to the present. So why do it in your Ice Breaker? You can talk about a seemingly unrelated topic, and still fulfill the assignment objectives.

One of the most thought-provoking Ice Breaker speeches I ever heard was about the sun. The speaker told us how, when he was a child, he saw the sun as a God-given fact; later, as a physics major, he saw it as burning ball of gas in space. By telling us his views on the sun, he was indirectly revealing his life's events and how they shaped his personality.

**3 Lean on your fellow club members for support.** Every Toastmaster has been through the Ice Breaker experience; many will let you have a copy of their first speech or share how they approached their first assignment. Ask more experienced

Toastmasters what they would change about it, or ask them to tell you about a particularly memorable Ice Breaker they might have heard.

**4 Prepare, prepare, prepare, prepare.** Speaking in public can be a terrifying experience; even old hands get nervous before an important speech. Through the ages, people have tried many ways of controlling their panic, but only one way seems to work: excellent preparation. This doesn't mean learning every word of the speech verbatim — in fact, learning a speech word-for-word is counter-productive because it will come across wooden and over-rehearsed. The right way to prepare is to be thoroughly familiar with your speech's outline and its major points. Then, when it's time to deliver, you can still be spontaneous within your speech's outline.

**5 Don't set your sights too high.** No matter how well you have prepared, you will probably never feel completely ready to deliver

your first manual speech. You will always feel that, with just a little more preparation, you can deliver a truly excellent speech. Remember, this is only your first assignment. You are doing it precisely because you are inexperienced and want to learn. Nobody is expecting you to be the next JFK or Martin Luther King, Jr. Just concentrate on eliminating "ahs" and "ums" and getting through it. The rest will follow, step by step.

Now only one thing remains: Get out there and do it!

Inexperienced speakers tend to make the same basic mistakes. Here are some pointers to help make your Ice Breaker more effective:

■ **Don't repeat the title of your speech.** When it's your turn to speak, the Toastmaster will call your name and give the title of your speech. This is done to enlist the interest of the audience before you've said a word. Don't blow it by repeating the title after the Toastmaster has just announced it.

■ **Acknowledge the Toastmaster.** Courtesy dictates that the Toastmaster remain standing until you acknowledge him or her by saying "Mr. (or Madam) Toastmaster." Only after you have said those magic words does he or she feel comfortable sitting down.

■ **Speak up!** Your audience really is looking forward to learning a bit more about you. Make sure that even the people in the back of the room can hear you clearly.



■ **Avoid fidgeting.** Most novice speakers display nervous mannerisms the first few times they face an audience. Common ones include rocking on heels, clapping hands in front of the body, nervous pacing or repeating a word like "OK" or "actually." Be aware of your favorite habit and start eradicating it early. You can even ask your evaluator to watch for a particular habit so that after the speech, you'll know how successful you were in keeping it under control.

■ **Slow down.** Most Toastmasters are shocked when they discover how long a four- to six-minute speech actually is, so they try to cram their family history for the last three generations into that time. To cover the material, the poor speaker has to talk so fast, nobody can understand the message.

The cure is simple. Pick three points you would like to share with the audience, tie them together with

an introduction and a conclusion, and slow down so that everybody can understand you. A mentor once told me I should be able to hear the first and last sound of every word I speak. This simple tip helped me improve the pacing of my speeches.

■ **Don't thank the audience.** We often see stars on TV saying "thank you, thank you," to hordes of applauding people.

That's all right for them, but the proper way of concluding your speech

is to simply return control of the meeting back to the Toastmaster by looking in that person's direction and saying: "Mr. or Madam Toastmaster."

Your audience indicates their thanks by applauding at the end of your speech. You don't need to thank them for being there – they want to be there.

All these points may seem a lot to concentrate on – and they are. We haven't even covered eye contact, body language or simple speech structure. But that's OK. Remember, don't try to get it all perfect – you have another nine assignments to go before you achieve your CTM, and that will give you all the practice you need to craft excellent speeches. **T**

.....  
**Erich Viedge, CTM,** is a writer and president of Andersen Park Toastmasters Club 1940-74 in Johannesburg, South Africa.

## On the Mark with

# Quality Quotations

**An accurate quotation should be attributed to the correct individual and restate the exact words of the originator.**

**D**uring the 1992 Republican National Convention, Ronald Reagan delivered, as expected, a rousing, positive and inspiring address. Reagan's oratorical skills, vigor and optimism combined with personal anecdotes and pertinent quotations helped generate urgently needed enthusiasm.

However, during the speech, Reagan incorrectly attributed one of his key quotations to Abraham Lincoln. This nationally televised faux pas could have been easily avoided with routine verification. Whether or not the general public noticed the misattribution, Reagan's address highlights the importance of accurate and effective quotations in speechwriting.

Effective quotation usage depends primarily on content, accuracy and placement. When used appropriately, quotations can dramatically convey major concepts, provide credibility and add humor, insight and flair to a

speech. However, improper quotation usage can have the reverse effect and invalidate the speaker's conclusions.

### ACCURACY REQUIRES DISCIPLINE

Ideally, an accurate quotation should be attributed to the correct individual and restate the exact words of the originator. Using inaccurate quotations reflects a lack of discipline to research and cross reference material. Verifying quotations is a good habit, even when preparing manual speeches. Routine verification will prevent considerable embarrassment while delivering more critical speeches in the future.







The use of inaccurate quotes has become so prevalent that an entire book of misworded, misattributed or miscited quotes has been compiled by Ralph Keys, whose book, *Nice Guys Finish 7th* contains familiar quotations and clichés that have been inaccurately interpreted and perpetuated for years. Surprisingly, many of these misquotations have become commonplace in today's oratory.

The origin of quotes is often disputed, as noted by Dr. Lawrence Peter, author of *The Peter Principle* and *Peter's Quotations, Ideas for Our Time*. To resolve the controversy surrounding some quotes, the authors of the quotation books, or their staffs, conduct research to attribute a specific statement to the correct individual – a task inherently difficult and possibly inconclusive. Dr. Peter admits crediting some controversial quotes to individuals on the basis of “less than perfect evidence.”

The difficulty of correctly attributing quotations to individuals is illustrated by the quote “Winning isn't everything,

It's the only thing,” which has been credited to Vince Lombardi and to Bill Veeck. However, Dr. Peter's research concluded that neither Veeck nor Lombardi said those exact words. Vince Lombardi originally said “Winning is not the most important thing, it's everything,” and Bill Veeck's wording is “I do not think that winning is the most important thing. I think winning is the only thing.” The quotation commonly cited is actually a paraphrase of both statements.

Using an old quote of questionable origin may undermine your speech if you do not convey total confidence in your material or if anyone in the audience believes that you misquoted. Unless your topic explicitly deals with the origin of familiar quotations, quotations of controversial origin should be avoided.

#### **USE ORIGINAL MATERIAL**

At a recent district speech conference, a contestant gave an exceptionally patriotic speech on the subject of the

American flag. The speech was properly organized, well rehearsed and skillfully delivered. The speaker captured and held our attention from his opening statement, and the material obviously pleased the crowd and judges. Unfortunately, the contestant lessened the impact of the speech by concluding with the John F. Kennedy relic "And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country" – a quotation that would have been appropriate several years ago, but is now considered unoriginal, overused and dated.

The contestant's use of unimaginative material may have contributed to his failure to advance to the regional competition. The winner of the contest also used quotations, but hers were innovative and original. The term "original quotation" may seem contradictory, as the term "unoriginal quotation" may seem to be redundant. Simply put, unoriginal quotations are those tired and trite "chestnuts" that are more likely to generate groans from an audience than applause. On the other hand, original quotations are those that may be unfamiliar to the audience, but still convey profundity, credibility or wisdom.

Most of us would not even consider wearing a worn-out suit when giving a speech; why would we want to dress our speeches with old quotes? The abundance of fresh, original sources of material to draw from is staggering and increasing daily.

### EXPAND YOUR QUOTATION SOURCES

I recently took an informal survey at a neighborhood bookstore and found 42 quotation books written by a variety of speakers/writers. The jackets on many of these books attempt to convince the reader that without the book, he or she is unworthy of stepping to a lectern. Although these books do provide stimulating ideas, speakers ought not to depend on them as heavily as the book jackets suggest. Quotation books rarely provide the derivation of a quotation, which includes valuable information to effectively integrate the quotation into a speech. Also, as evidenced by Ronald Reagan's address, quotation books are not always accurate.

Samuel Butler, in *The Way of All Flesh*, noted that a common characteristic of good writers is to constantly take notes on written material, day-to-day observations and thought-provoking conversations. Similarly, a common characteristic of good speakers (and those who compile quotation books) is to record comparable information.

Consider collecting and organizing your own material to build a unique source of original quotations. As you come across profound, witty, insightful or interesting material, make a note on the nearest scrap of paper or pad, clip articles if possible, or at least commit the material to memory until you can permanently record it.

Periodic consolidation to a permanent book or data base will eventually result in a highly personalized source of material for future speeches.

Suitable quotation material bombards us every day; all we have to do is attentively read and listen. Excellent sources of material include well-researched biographies, such as William Manchester's masterpiece on the life of Winston Churchill, *The Last Lion*, and op-eds from national newspapers. Other speeches, especially keynote addresses from seminars and conferences, are also dependable sources.

Good quotation material is difficult to describe objectively. Justin Kaplan, editor of the sixteenth edition of *Bartlett's Familiar Quotations*, aptly states that "you know a good quote when you see it." Your own interests, values and background will determine who you will quote and what quotes

are meaningful. A hand-picked collection of quotations will be stamped with your fingerprints; your sincerity and ownership in the material will ring out during your speech delivery.

### QUOTATION PLACEMENT

Quotation placement in speeches parallels quotation usage in writing. Quotes should be thought of as strategic tools, used to strengthen weak parts of your speech or to convey those thoughts you may have difficulty communicating. Quotes can effectively introduce and conclude your speech. However, placement of several quotes in quick succession can have a whipsaw effect on your audience and should be avoided.

In their book *Power Talk*, Niki Flacks and Dr. Robert Rasberry recommend several vocal techniques to let listeners know that you are quoting another person. They recommend a momentary pause, or a change in voice, inflection or tone to help differentiate the quote and increase the level of attentiveness of the audience. Reading the quote can add to the drama of the quote and help you avoid misquoting.

A transitional phrase is also recommended, such as: "In the words of..." "states that..." In some situations, the background on the quote or individual quoted may add to the effect. Most importantly, the quote should be short and concise.

### QUOTATIONS FOR GREAT COMMUNICATING

Effective quotation usage is an exciting way to make your message more believable and memorable. If a United States president, designated as "the great communicator," can improve on extraordinary speeches with the proper use of quotations, so can you. **1**

.....  
**Dr. Rod Pipinich, CTM,** is an adjunct professor of engineering at Southern Methodist University in Dallas, Texas.

*"Effective quotation usage depends primarily on content, accuracy and placement."*

By Patrick Mott



## ELOQUENCE:

# It's Got to Be Real

TUCKED AWAY IN ONE OF THE FEW SOMBER SCENES IN THE POPULAR movie, "The American President," is a hard nut of truth that sympathetic speakers ought to remember.

Michael Douglas, as the Kennedyesque president, is arguing the subject of leadership with his chief domestic advisor when he closes the advisor's mouth firmly with the words,

"We've had presidents who were beloved who couldn't find a coherent sentence with two hands and a flashlight."

If we have memories that reach back far enough, and if we have paid attention not just to speeches but to press conferences and other extemporaneous occasions, we know who Douglas is talking about. George Bush could deliver a solid speech, but without a TelePrompTer, spoke in jittery fragments and incomplete sentences. And Ronald Reagan, "The Great Communicator," relied almost entirely on scripts, notes and what came to be known as "talking points" to get him through his communication chores. With these tools, he could deliver fine speeches. Winging it without them, he was verbally handcuffed to the point of embarrassment.

Yet, Reagan was one of the best-loved presidents of the century, and Bush enjoyed a high degree of popularity for at least part of his time in office. The reason, I think, has to do with skillful professional image-making combined with many people's innate wariness of leaders whose personal speech is "too polished."

I don't believe this is necessarily a contradiction. The prepared speech always has been one of the biggest guns in any politician's public arsenal, and the speeches of presidents and prime ministers down the years are the things that survive the men and women themselves to become part of history. They have the potential for remarkable potency. Consultants know this, and contrive to put words into the speakers' mouths that effectively complement those speakers' individual personalities.

John F. Kennedy, for instance, could get away with beginning a ringing sentence with the words "Ask not..." That antique phraseology would never work for the more homespun Ronald Reagan, whose speechwriters crafted for him a folksier, more colloquial approach. Franklin D.

Roosevelt was able to balance his patrician speeches with his weekly cozy "fireside chats," during which he used more homely words (he explained the country's military "lend-lease" policy to England by comparing it to loaning a neighbor a garden hose to put out a fire).

Roosevelt knew innately — and later presidents knew through their image consultants — that they must not, as Kipling wrote, "look too good nor talk too wise."

One would be hard-pressed in the modern world to find a person who was never taken in by a fast-talking con artist. Consequently, we often tend to forgive, even sympathize with, a public figure who blunders gamely through his everyday discourse. It serves as proof, we might think, that this person could not possibly be a snake oil salesman.

Does this mean that the canny public speaker should "dumb down" his talks to avoid being compared to P. T. Barnum? Should he blue-pencil every word containing more than three syllables?

No. People hate being fooled, but they hate being patronized more. Audiences of any type can be remarkably perceptive about the sincerity of speakers, whether they speak like a union boss or an Oxford don. It is not the polished nature of a speech so much as the glossy nature of a speaker on the make that raises an audience's hackles.

The answer, I believe, lies in being true to yourself, and remembering that the direct approach is always best. It's no sin to use million-dollar words now and then, but it is a great sin indeed to use them all up at once. And it is an even greater sin to appear smug, or self-satisfied, or even triumphant, when you're using them. Such misplaced superiority will put you in the same league, as far as your audience is concerned, with patent medicine hawkers.

Truly intelligent speech is always true communication. It's well to remember that we also have had politicians who were beloved who could speak — on and off the stump — like champions. **T**

Patrick Mott is a writer from Fullerton, California.



If you are going to use a cliché,  
at least be aware of it.

# CLICHÉS: The Junk food of

**W**hen I was in college, an English professor spoke about the first time he read Shakespeare as a teenager. The play was "Romeo and Juliet" and he hated it. Why? Because it contained too many clichés: "A rose by any other name would smell as sweet," "star-crossed lovers," "parting is such sweet sorrow," and many others. It wasn't until a few years later, the professor said, that he realized his mistake. Yes, those words are now clichés. But when Shakespeare wrote them, they were original.

Shakespeare wasn't repeating clichés, he was crafting new expressions. And it's an extraordinary tribute to him that so many of his word choices have become ordinary. Shakespeare, along with the Bible, is owed a great debt for how our language has formed.

Someone once said that a cliché starts out heartfelt, but then its heart

sinks. Over time a phrase that once rang out with vibrancy somehow loses that quality and becomes worn out. Perhaps this is akin to what Emerson said: "Every word was once a poem."

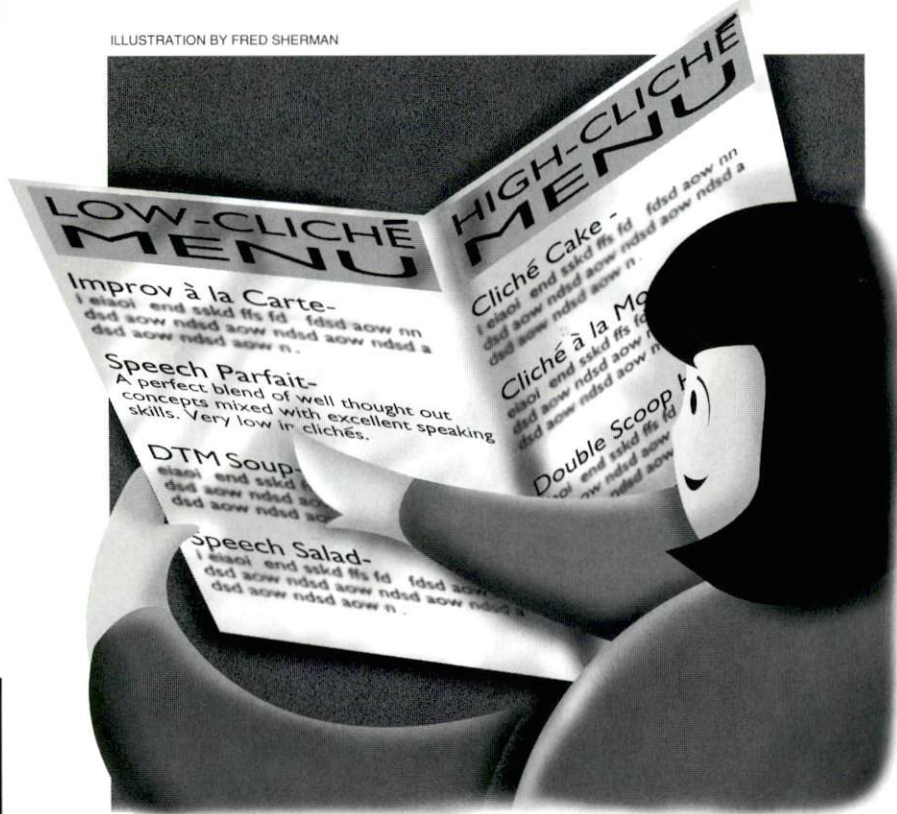
A cliché is defined as a "trite, stereotyped expression." Let us journey down the language road in this, our hackneyed cab.

Everyone uses clichés. It's tough to deliver a five- or seven-minute speech at Toastmasters and not use a phrase that's arguably a cliché. But while one or two may be necessary or unavoidable, be sure that your "cliché quotient" isn't too high. Also, if you are going to use a cliché, you should be aware of it.

## EXAMPLES OF CLICHÉS

Several years ago in the political arena the favorite cliché was "viable alternative." People did not have choices, nor did they have alternatives – they had viable alternatives. Somehow one could not use one word without using the other. Another cliché, originally political but now used elsewhere, is "point in time." Things do not occur at a certain time, or a certain point, but at a point in time.

About a dozen years ago the expression "knock your socks off"



# Language

came into fashion. It was a great phrase because the imagery is so vivid, and I proceeded to use the expression often. So did many other people and it quickly became overused. One other expression that we could use less of is: "You don't have to be a rocket scientist to understand..."

At Toastmasters meetings, clichés will crop up: "First and foremost," "last but not least," etc. In the immortal words of Drew Barrymore, "Give me a break." (That expression is now a cliché as well.)

There's good reason to use clichés. Many of them are catchy because there is an alliterative quality to them. The main words begin with the same letter or have a sing-song, euphonic quality to them, making the expression memorable. For example, "dead as a doornail," "time and time again," "time and tide."

There is a certain laziness involved in the use of comforting clichés. Like wearing old shoes, you feel at ease both speaking them and hearing them. But it's important when speaking to get out of the comfort zone and challenge the listener. It's especially important for you, as a speaker, to challenge yourself. For if you speak in clichés, you may be thinking in clichés. The overuse of clichés can give a banal quality to your speech. As communicators, we need to avoid the trite and saccharine.

Clichés are the junk food of language. Like junk food, they're familiar, they're all over the place, and they have a filling quality to them. The use of these filler phrases is, however, misleading. It gives the impression that you've said something when you may have said nothing. Junk food fills you up but gives little nourishment. The same

is true with clichés. They provide little intellectual satisfaction or stimulation.

The words and expressions we use should have zest and energy. A cliché is like a joke told too many times – there's a flatness to it, like soda pop that's lost its fizz (to use a cliché). Cardboard phrases add nothing to the vigor of what we say.

## AVOIDING THE CLICHÉ PROBLEM

What can the careful speaker do about this? First answer: Avoid using clichés.

At times, a cliché may be the most appropriate turn of phrase. If so, use it. But you may want to change the expression ever so slightly to give a fresh quality to it. For example, "penny wise, pound foolish" is a cliché if there ever was one. You may want to say instead, "This proposal is an example of penny wisdom but pound foolishness." That's not much of a change, but in my own mind, at least, there's the sense that this slight change takes the everyday quality out of the cliché and energizes it just a bit.

Another thing you may wish to try is to publicly recognize that the phrase you're using is a cliché. In your presentation say, "We're between the proverbial rock and hard place." Or, start a sentence with, "It has been said that..." By doing this, you're at least telling the listener that you, too, recognize that what's being said is a shop-worn phrase.

If you have a good speech, try to make it better. As someone once said, "The thing about clichés is, you've got to avoid them like the plague." **T**

**Gary Muldoon.** CTM is a member of Postprandial Club 3259-65 in Rochester, New York.



## Toastmasters Mourn Loss of Two Past International Presidents:

# Sheldon M. Hayden, DTM 1908-1996

### Dedicated Educator Assisted Dr. Smedley, Recruited for Navy During WWII

As Toastmasters International approaches its 75th anniversary, less than three years away, it is a bit-sweet reality that so many who shaped our organization will not experience that milestone.

Now, along with Founder Ralph Smedley and a number of early Toastmaster leaders, we add to that list the name of Sheldon M. Hayden, President of Toastmasters from 1940-41, who died this past September 14 at the age of 88.

Born in Chino, California, Sheldon Hayden was destined by both background and temperament to a life of education and leadership. His father, a college professor, helped found Citrus College, and after presiding as that college's student body president, young Hayden went on to Stanford University, receiving his master's degree in 1929. After several years of teaching drama and speech at high school level, Hayden accepted a position as head of the Speech Department at Santa Monica Junior College. During this period he also was employed as an instructor for Dale Carnegie's Institute of Effective Speaking and Human Relations.

Common goals of education and worldwide communication would eventually bring Sheldon Hayden and Toastmasters International together. In fact, by age 27, Hayden had become a charter member and president of Santa Monica Toastmasters Club 21-1. His many years of leadership and participation in the club helped set a standard of excellence: recently Santa Monica Toastmasters celebrated its 62nd anniversary.

By the time Toastmasters International held its 1935 convention in Santa Monica, Sheldon Hayden was the natural choice to manage the event. Soon afterward he was elected to the organization's Board of Directors, serving as Chairman of the Educational Bureau. He and Dr. Smedley eventually developed a definitive speech training manual; in the meantime, Hayden edited a bulletin,

*Tips to Toastmasters*, which was sent to all members.

In 1940 Hayden became the 10th President of Toastmasters International. President Hayden's year in office was typified by continued educational improvements, visits to clubs throughout the western United States, and a close and congenial working relationship with Dr. Smedley, who had just resigned as YMCA director to



serve as Toastmasters International's full-time secretary. "We have always admired Ralph for biting off more than he could chew and then going ahead and chewing it," Hayden wrote with his usual good humor in December 1940. "But with all of his time and effort devoted to Toastmasters we can look for an active year of new ideas." With Hayden's assistance and support, Dr. Smedley was able to develop these ideas and expand the organization.

As Immediate Past President, Hayden remained a tireless advocate of Toastmasters. But when the United States entered World War II, he decided to take his communication and leadership skills to new levels. By November 1942, Hayden was receiving basic training as a Navy Recruitment Specialist. Still, he didn't forget Toastmasters - in the ensuing years he organized several clubs at various naval training stations.

After the war, Hayden returned to his college teaching career, Toastmasters club and other civic activities. He retired in 1973 and moved to Crestline, California, with his wife Hilda, who survives him.

When Dr. Smedley died in 1965, Hayden began his tribute to his friend and mentor by saying: "A good teacher and leader is first of all a good human being. Someone who, in personality, character and attitudes, exercises a wholesome and inspiring influence on others."

Thirty-one years later, these words - so aptly chosen for Dr. Smedley - now serve as a fitting remembrance of President Sheldon M. Hayden. ①

---

# Durwood E. English, DTM 1935-1996

Visionary Leader Exemplified "Can Do" Attitude.

*"Any job worth doing is worth doing well."*

For the organization's 47th President, these words were more than just the basis of one of his commentaries in *The Toastmaster* magazine. During his 1977-78 term and throughout his 33-year association with Toastmasters International, Durwood English exemplified excellence. When he died of cancer this September 26, it was a loss not just to family and friends, but to Toastmasters everywhere.

Durwood English became acquainted with Toastmasters International through Speechcraft. The year was 1963, and he had just started working at General Dynamics/Convair Aerospace in San Diego, California. His supervisor, a member of Mt. Helix Club 126-5, suggested English enroll in the Mt. Helix Speechcraft program. English intended to stay only a short time. But once exposed to Toastmasters, he was hooked. As he would later explain in *The Toastmaster* magazine, English joined Mt. Helix because "I had to give a presentation to the president of Convair and his staff. I hadn't been there very long and I was petrified. And I thought that Toastmasters would help."

Did it ever! And English reciprocated the favor by contributing more than 30 years of exemplary leadership. As 1969-70 District Governor he led District 5 to its first President's Distinguished District Award. During his presidential term he guided Toastmasters International away from a 12-year membership decline and toward an exciting period of growth and expansion. Then, as Immediate Past President, he helped charter an advanced club, Excelsior Toastmasters 699-5, and remained an active Toastmasters leader and mentor until his death.

Friends and associates of Durwood English speak fondly of his dedication, fair mindedness and proactive approach to problem-solving.

"He was a leader with a mission," says Past International President Helen Blanchard. "He got others interested and involved by inspiration, guidance, persuasion and sometimes prodding. But it was always done to keep the organization viable and strong. He had a deep feeling for the organization and what it does for people, and he acted with commitment and dedication."



Past International President John Diaz remembers that "You never saw Durwood with a frown on his face. He was one of the best loved Presidents we've ever had."

During his final illness, English continued to maintain a positive outlook. Fellow golf enthusiast and current District 5 Governor John Stark recalls their last visit: "Durwood looked pale, but he spoke of the future, and we joked about golf — he said it would be another two or three months until he could swing a club."

In addition to Toastmasters, English was active in the National Management Association, Little League and a number of other civic organizations. A devoted family man, he leaves a wife, Mary, three grown children, Lynn, Doug and Scott, and seven grandchildren.

Shortly before his first term as International Director, Durwood English wrote an article about the various ways Toastmasters could develop their leadership opportunities, from club officer to area and district levels — even as a member of the Board of Directors or International President. "The benefits of these opportunities are available to any member who accepts the challenge," English wrote. "Will you lead? Your opportunity is Toastmasters' gain."

Today, Toastmasters International is better off because Durwood English accepted that challenge. The benefits were twofold: Not only did he find a long and rewarding association with Toastmasters International, but thousands of Toastmasters worldwide have benefited from his inspirational legacy of leadership. **T**

# Speak like a Leader

By using only very simple words,  
our vocabulary is imprecise, uninteresting  
and very unsophisticated.

BY CHARLES ICKOWICZ ■ PHOTOGRAPHY BY DENNIS DEGNAN

*“put up with” or “tolerate”  
“risk” or “jeopardize”  
“prove” or “substantiate”  
“worried” or “apprehensive”*

**W**hen giving a speech, which of the words listed above would you use? The simple one or the more sophisticated word?

As a Toastmaster, I did my best to make my speeches lively and entertaining. But there is more to speechmaking than keeping an audience awake and amused. One night, I listened to myself. I was using the same simple words over and over again. How could I be effective – in speechmaking, business and socially – if my language was hackneyed and colorless? The English language is one of the richest in the world. It is also the largest. Yet I felt constrained from using the terms I wanted to use because I felt that they were not simple enough. I was convinced that there must be some way to be able to use the English language more effectively.

I asked myself four questions:

1. Is it better to use simple or more sophisticated words?
2. If you choose to use higher-level words, how do you avoid expressions that sound pretentious?
3. Do leaders really speak with a better vocabulary than most people? And if so, what terms do they use?
4. Why is a good vocabulary important?

While researching my book, *Word Power: Vocabulary For Success*, I discovered that most successful business and government leaders do use a more sophisticated language. They are considered to be our most effective and articulate communicators. After all, they are in positions that require great skill in influencing and guiding others.

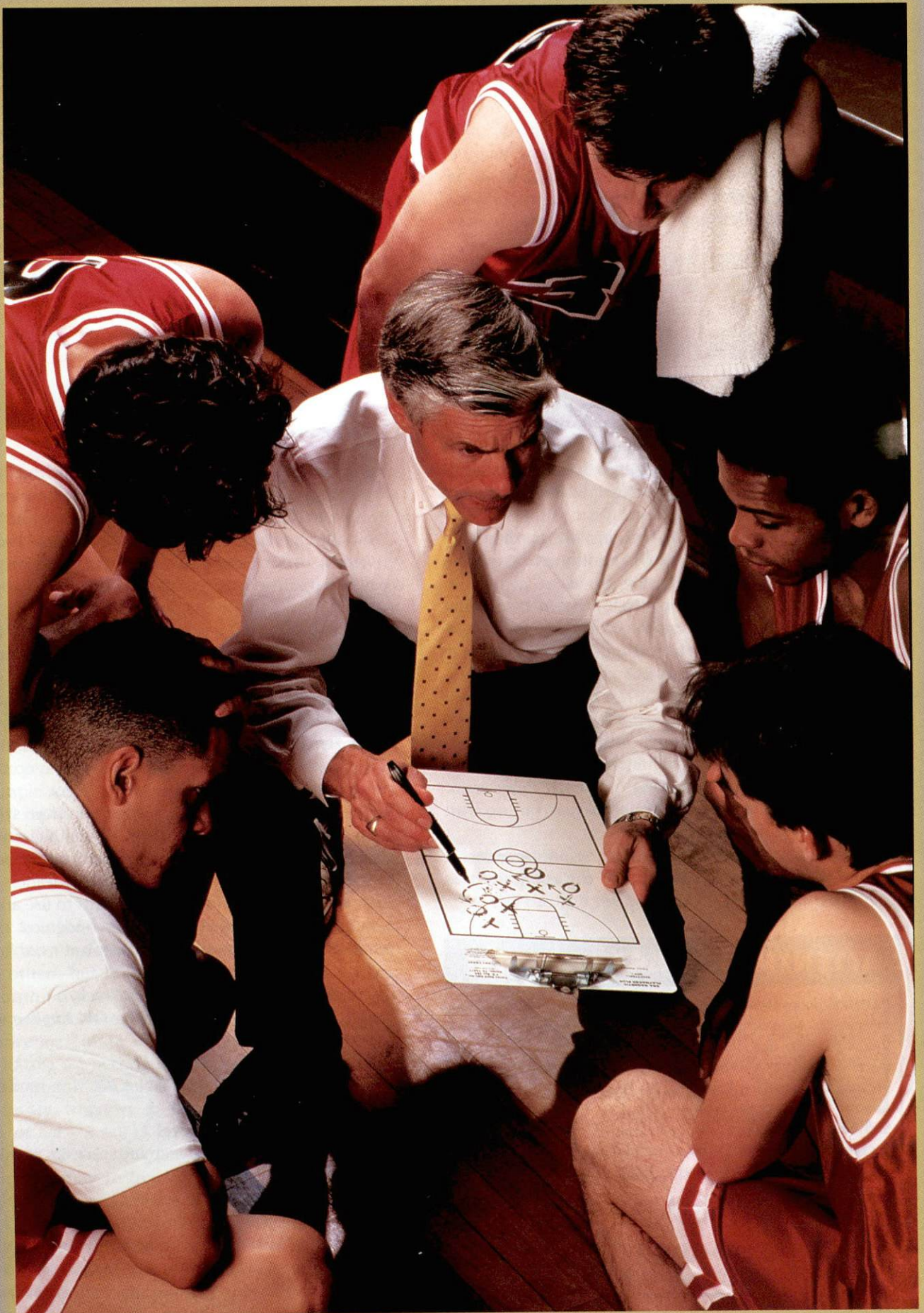
It was this realization – that leaders speak with enhanced vocabularies – that was the key to resolving my dilemma. Their level of communication skills set the standard for which I – and I believe all Toastmasters – could strive.

**1** Is it better to use simple or more sophisticated words? By now most of us have heard that popular sentiment, “KISS – Keep It Simple, Stupid.” But there’s another line of thinking that also can be called “KISS – Keep It Sophisticated, Smarty.” It agrees that clarity is important but credits the audience with the intelligence to comprehend a more sophisticated vocabulary.

The “keep it simple” school argues that only basic language should be used to communicate an idea. It almost seems to question the purpose and value of education – at least regarding communication.

But does the “keep it simple” school mean using the simplest word available to communicate a thought? If so, our language skills could very easily deteriorate to a childlike, unsophisticated level. Instead of using precise words, we could recycle simple ones. For example, the term “get” has more than 50 meanings in my thesaurus while the word “thing” has approximately 25 mean-





ings. Here are just a few of the ways these words can be used:

**get**

- Did Theresa *get* (purchase) the new car?
- We *got* (arrived) there on time.
- Henry *got* (received) the e-mail.
- Jasmine *got* (obtained) the data.
- Did Bob *get* (understand) what I meant?

**thing**

- I need to discuss two *things* (items) with you.
- Let's clarify this *thing* (issue) before it becomes a problem.
- We have three *things* (topics) on the agenda.

By using only very simple words, our vocabulary is imprecise, uninteresting and very unsophisticated.

The "keep it sophisticated" school of thought encourages use of a more enriched vocabulary. It views words as tools – tools that need to be mastered in order to be articulate. It suggests that being articulate is a virtue and valuable in communicating ideas. If the purpose of education is to elevate our skills and capabilities, then after receiving an education we should continue to grow and change.

At the beginning of this article I listed terms that some might say are too complicated. Review the following sentences out loud and see if the idea is complicated by use of the enhanced words:

- Ms. Jones seemed *apprehensive*/worried about our decision to sell the business.
- You could *jeopardize*/ risk your life savings if you invest in stock options without knowing very much about them.
- The business manager would not *tolerate* /put up with any opposition to her program.
- The reporter checked her facts carefully in order to *substantiate*/prove her claim that the company was going public.

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It is plain to see that these higher-level words are not complicated or confusing, nor do they detract from the idea being expressed.

The real danger with these higher-level words is not in using them but in overusing them. For example, the following statement might be difficult to comprehend because of its overuse of the more sophisticated terms.

"Jackie was *apprehensive* because if we *tolerated* using *unsubstantiated* data, we could *jeopardize* the new business venture."

However, the same idea could be communicated effectively by using fewer higher-level words:

Jackie was worried because if we *tolerated* using unproved data, we could *jeopardize* the new business venture.

My favorite analogy is to a painter's palette of colors. If the choice of colors were limited, the artist would not be able to paint beautiful paintings. Analogously, if we limit ourselves to simple terms, we would lose the expressiveness, variety and dynamism that come with more highly developed communication skills.

**2** If you choose to use higher-level words, how do you avoid expressions that sound pretentious? Let's backtrack to your high school English classes. French, you may recall, entered the English language in 1066 when William the Conqueror invaded Britain. For 300 years, French was the official language of England and we now have both French and Anglo-Saxon synonyms for many expressions.

In fact, today's English language has more synonyms than any language in the world. Given the enormous choice of words, how do we know which terms to use? By looking at the speech patterns of articulate leaders, we can draw conclusions regarding which words to use and create a simple system illustrating the least and most desirable terms to use. First, let's take a quick look at word origins:

*L – Latin, G – Greek*

*ME – Middle English, OE – Old English*

**Level 1**

get rid of (ME) stubborn (ME) think (OE) end (OE)

**Level 2**

eradicate (L) obstinate (L) contemplate (L) terminate (G)

**Level 3**

extirpate (L) refractory (L) cogitate (L) abrogate (L)

Level 1 is the level that most of us use in everyday speech, relying on simple words that are commonly Anglo-Saxon.

Level 2 are expressions commonly used in the media and by leaders. Many of these expressions are derived from the French, Latin and Greek.

Level 3 words are unusual terms, non-Anglo-Saxon based, that would only be found in scholarly journals or formal documents and tend to sound pretentious in conversation. These are the least desirable synonyms for speeches or conversation. Leaders avoid them and focus on the enhanced words of Level 2 instead.

The business community clearly recognizes and rewards the use of an enhanced vocabulary. In fact, 400 CEOs surveyed by the Johnson O'Connor Institute in New York City agreed that an enriched vocabulary would be helpful to anyone wanting to advance in the business world. Further proof is demonstrated by another study at the O'Connor Institute when they gave a vocabulary test to 100 students in a business school. Five years after graduation, all of the students in the top 10

*"By having a good vocabulary, we are able to express our ideas more articulately. The more articulate we are, the more credible and authoritative we become."*

**3** Do leaders speak with a better vocabulary than most people? Through my research, I found that leaders do indeed use a more sophisticated vocabulary, not only in formal settings but also in their casual conversations. I gained three insights from researching hundreds of interviews covering a broad range of topics. My first discovery was that leaders tend to use words derived from Latin, French and Greek rather than the simpler Anglo-Saxon-based terms. These are words that the typical leader is more comfortable with when speaking off the cuff – words that communicate his or her thoughts clearly, dynamically and succinctly. Another discovery was that leaders do not eliminate simple expressions from their word bank, but try to balance simple Anglo-Saxon terms with higher level words. My third discovery was that they use commonly understood words that are not commonly spoken. These terms are more sophisticated, more authoritative and also more precise.

**4** Why is a good vocabulary important? The key reason for having good spoken vocabulary skills is not to impress others, but to influence them – either in a public forum or in private situations. By having a good vocabulary we are able to express our ideas more articulately. The more articulate we are, the more credible and authoritative we become. By becoming more credible, our ability to influence others increases.

Obviously, when we speak in public our credibility is critical. *What* we say is certainly the most important part of our speech, but *how* we say it also is critical. Consider standing in front of an audience in an ill-fitting, old suit when giving a speech. Will you feel differently? Do you think the audience will perceive you differently? If something as basic as clothes will influence an audience, how much more so will the words that clothe our ideas.

percent became executives. None of the students testing at the bottom 25 percent of the test achieved executive status.

Toastmasters training enables us to function more effectively in two ways. First, it assists us in improving our public speaking skills. Secondly, the skills we learn cross over into our daily social and business relationships and enhance those relationships. Using a better vocabulary has a similar effect. It affects the quality of our speeches. But vocabulary skills also transfer into our social and business relationships, enabling us to enhance those relationships by increasing our level of credibility and influence. In sum, an enriched vocabulary enables us to communicate at a level that can literally change our lives. **T**

**Charles Ickowicz**, a former Toastmaster from New York City, is author of *Word Power: Vocabulary for Success*, available through the Toastmasters Supply Catalog.

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# Sharing the Vision of Excellence

**D**uring the past year, Toastmasters proved their allegiance to President Ian Edwards' theme "Share the Vision of Excellence." They used the Toastmasters educational programs to teach themselves and others how to become better communicators. In fact, during the past year, the organization issued a record number of educational awards – CTMs, ATMs and DTMs.

"This has truly been an Olympic year for our organization," President Edwards said during the August Board of Directors meeting in St. Louis, Missouri. "Together we have built 620 new clubs worldwide, and we have seen a gain in membership growth of nearly two percent." He mentioned the organization reached an all-time high of 8,321 clubs and 171,423 members in 69 countries.

President Edwards met with corporate, community and government leaders in 10 districts in North America as well as internationally in England, Ireland, South Africa and Taiwan. "I believe the best is yet to be for Toastmasters International," he said. "Ours is a noble mission; the world needs what we have to offer."

The Board of Directors didn't just reflect on the past year; it also took steps to ensure the continued progress and growth of the organization. The Board made the following decisions regarding administrative and educational items:

### BOARD ACTION:

#### PRAYERS AND PLEDGES ARE OPTIONAL

Some clubs and districts have found that invocations given at club and district meetings and other events can cause controversy. Some members object to religious references and consider them offensive, while others consider religious references to be appropriate and in keeping with their right to freedom of religion and speech. Likewise, some members object to flag salutes and other types of recognition of the host country, while others believe it is appropriate to honor the host country.

The Board reviewed the issues of invocations and pledges at Toastmasters International and club meetings and clarified the organization's position that an invocation is an optional part of Toastmasters International meetings, as well as of club meetings. Toastmasters International neither encourages or discourages the use of an invocation, but recognizes that it is a public speaking opportunity and may be included to broaden member experience. If an invocation is presented, the speaker



should be sensitive to the diversity of cultures and religions in the audience.

A pledge to the flag or other recognition of the host country is optional at Toastmasters International meetings as well as at club meetings. Each individual's participation is also optional.

#### PRESERVING THE CLUB'S LEARNING ENVIRONMENT

The Board reviewed several issues concerning the purpose of a club and manual speeches presented outside of the club.

Specifically, the Board:

- Discussed the "speakathons," "speech marathons" and "speakouts" conducted by some districts and clubs and recommended that any Toastmasters club meeting held for the sole purpose of giving manual speeches shall adhere to the following:

- Each speech should be carefully prepared to allow the speaker to focus on the project's objectives.

- All speeches must receive both written and oral evaluations.
- Each Toastmaster is limited to one speech per meeting for credit toward any CTM or ATM award.

Any such meeting shall be organized only by a club for the express purpose of improving the communication skills of the individual member.

■ Determined that all speeches from the basic Communication and Leadership Program manual must be given within a club environment, with the exception that up to two projects may be presented outside of the club with advance approval of the club Vice President Education.

When giving speeches from the basic Communication and Leadership Program manual, members shall strive to meet the objectives of each project, including time limits. Members must receive both written and oral evaluations for all speeches. Additionally, up to two projects from each Advanced Communication and Leadership Program manual may be given outside of a club environment (provided the Vice President Education agrees in advance, a Toastmasters evaluator is present and completes the written project evaluation, and all project objectives are met).

*(See the sidebar on the right for more information.)*

## THE BOARD ALSO:

- Granted full district status to district 51P, which includes Indonesia, Malaysia, Singapore and Thailand.
- Reviewed the process of nominating district Officers and recommended districts be provided with a timetable, forms, and an evaluation checklist that will help in the selection of candidates who are qualified and committed to achieving the District Mission. Changes and improvements also were made to procedural rules for the nomination and election of district officers.
- Made changes to policy governing Midyear Regional Meetings and approved a sample agenda for Midyear Meetings that focuses on each district making adjustments necessary so that each district achieves its Distinguished District goals.
- To meet Internal Revenue Service requirements, district records – including canceled checks, bank statements, paid invoices, cash receipts journals and cash disbursement journals – must be mailed to WHQ by November 30 each year (for the previous administrative year) for storage.
- The 1997 recipient of the Golden Gavel Award will be Dr. Deepak Chopra, an international expert on holistic medicine, bestselling author and television personality.
- Clarified the use of the Toastmasters emblem and names by individual members, clubs, areas, divisions, districts and candidates.

# Preserving the Club Experience

When Dr. Ralph Smedley developed the Toastmasters educational program at the turn of the century, he intended the club to be the learning center for its members.

As Dr. Smedley envisioned the club and the educational program, members prepare and present manual speeches to their fellow club members. While each speaker has an assigned evaluator who provides an oral and written evaluation, all club members are encouraged to offer their comments on the presentation. Such feedback enables members to improve. Members also learn by watching and listening to other more experienced speakers, who serve as role models. Dr. Smedley's program has been proven successful, and hundreds of thousands of former and current members can vouch for its effectiveness.

Over the past few years, however, some members' activities may have unwittingly compromised the program and the club's ability to provide a good learning environment. These activities include:

- Considering any presentation given at any event – whether a Toastmasters International meeting, a club meeting, or functions at work or in the community – as a manual speech, although the speech may not have met project objectives, may not have been evaluated, and/or may have been impromptu or unprepared.
- Conducting and/or participating in special meetings during which each member gives more than one speech toward a CTM or ATM award.
- Giving many manual speeches outside of a club environment.

Such inappropriate activities sometimes occur as districts and clubs strive for recognition in the Distinguished District, Distinguished Division, Distinguished Area, or Distinguished Club programs, and when members are eager for personal recognition.

In order to protect and preserve the integrity of the Toastmasters club as a learning environment as well as the integrity of the educational and club and district awards programs, the Board of Directors established the limits for manual speech credit described on page 20 and 21.

Clubs still are encouraged to provide plenty of speaking opportunities for members. Weekly club meetings are the most effective way to do this.

# TI Financial Report 1995-96

The financial statements of Toastmasters International were audited by the independent certified public accounting firm of Frazer & Torbet. The statements were prepared in conformity with generally accepted accounting principles.

The Board of Directors of Toastmasters International controls the organization's funds and, with the Executive Director, is responsible for assuring that management fulfills its fiduciary responsibility. The Bylaws of Toastmasters International require that the corporation's financial status be reported to its member clubs annually. To keep our entire membership informed, we are exceeding this requirement by reporting our financial results to all members.

Following are the year-end financial statements. The format includes a bar graph and pie chart, which we hope will provide a clearer picture of Toastmasters International's financial activities during 1995-96.

EXHIBIT A

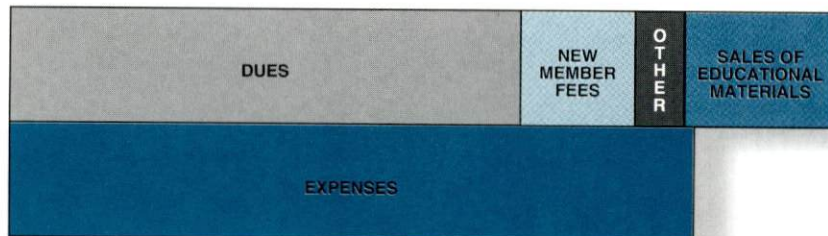
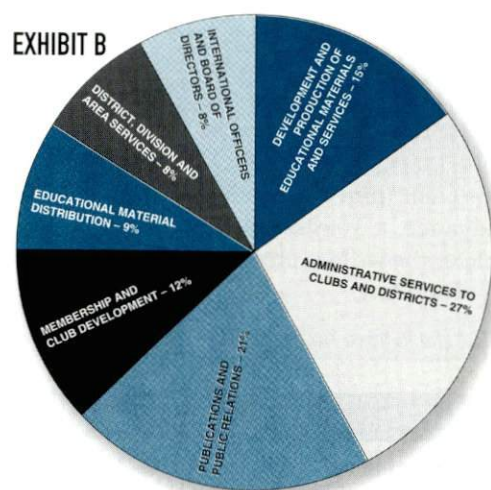


EXHIBIT B



## REVENUES/EXPENSES

Exhibit A shows the relationship of individual revenue sources to expenses. You can see that income generated from dues, new member fees, charter fees, and miscellaneous sources is insufficient to cover expenses. We would have a deficit if not for income from sales of educational material.

## MEMBERSHIP DUES

Exhibit B shows how each of your dues dollars is spent. The glossary on the next page gives an explanation of expenditures.

## GLOSSARY OF EXPENSES:

**EXECUTIVE DIRECTOR/OFFICERS/DIRECTORS** – Includes travel and expenses at Board meetings, district visits, regional conferences and outside professional services, such as legal counsel. Board policy ensures smooth operation of the organization and ideas for new and exciting programs. District visits help in building new clubs, strengthening membership and bringing new ideas to members.

**MARKETING, MEMBERSHIP AND CLUB DEVELOPMENT** – Includes processing new member and new club applications and developing and distributing new member and new club materials. Also membership and new club building program development, promotion and awards. Assistance to low-member clubs.

**FINANCE AND POLICY ADMINISTRATION** – Administrative services to clubs and districts. Includes processing and mailing of semiannual reports, officer lists, club and district billings, financial reports, Constitution and Bylaws administration and data processing services. Also included is the production and warehousing of materials and updating of member and officer addresses.

**DISTRICT AND CLUB ADMINISTRATION** – District, Division and Area services and development, production, field testing and promotion of educational program materials and services. Includes District operations, developing club and district administrative and educational materials, serving clubs through officer training and club visits by district officers; the Distinguished District, Division and Area Programs, travel reimbursements to District Officers to International and Regional meetings, processing educational completions, i.e., CTM,

ATM and DTM, production and mailing of *The Toastmaster*, *TIPS* and the *District Newsletter*, and cost of planning and operating the International Convention.

**EDUCATIONAL MATERIALS AND SUPPLIES** – Distribution of educational, promotional and administrative

materials. The most useful, up-to-date materials are available through the Supply Catalog to help every member succeed.

**DEPRECIATION** – The allocation of the cost of the fixed assets attributable to the current year.

### THE RALPH C. SMEDLEY MEMORIAL FUND

This fund was established to provide financial support for Toastmasters International's educational programs. These include creation of new and innovative educational materials for club and member use, the development of promotional material designed to spread the word about Toastmasters, and development of new Communication and Leadership Programs, such as the Success/Leadership Series. This year, money from the fund was used to produce the video "Everyone's Talking About Toastmasters."

The fund is comprised of donations from individual Toastmasters and Toastmasters Clubs and the interest earned on those donations. Contributions in 1995-96 totaled \$156,132. The fund had a balance of \$351,504 as of June 30, 1996.

## TI FINANCIAL STATEMENT 1995-96

### STATEMENT OF FINANCIAL POSITION AS OF JUNE 30, 1996

ASSETS	
Cash and temporary investments .....	\$ 3,835,136
Restricted cash and short term investments .....	\$ 953,547
Accounts receivable, net of allowance for doubtful accounts of \$10,000 .....	\$ 91,366
Marketable securities .....	\$ 4,655,090
Inventory .....	\$ 580,308
Deposits, prepaid postage and other .....	\$ 214,777
Property, building and equipment, net of accumulated depreciation .....	\$ 4,017,236
<b>TOTAL ASSETS .....</b>	<b>\$ 14,347,460</b>
LIABILITIES AND NET ASSETS	
Liabilities:	
Accounts payable .....	\$ 163,010
Funds held for Toastmasters International Regions .....	\$ 55,720
Deferred revenue .....	\$ 93,653
<b>Total Liabilities .....</b>	<b>\$ 312,383</b>
Net Assets:	
Unrestricted .....	\$ 8,427,288
Temporarily Restricted .....	\$ 5,383,212
Permanently Restricted .....	\$ 224,577
<b>Total Net Assets .....</b>	<b>\$ 14,035,077</b>
<b>TOTAL LIABILITIES AND NET ASSETS .....</b>	<b>\$ 14,347,460</b>

### STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 1996

INCOME:	
Membership charges:	
Membership fees .....	\$ 4,361,687
New member service charges .....	\$ 1,007,344
<b>Total membership charges .....</b>	<b>\$ 5,369,031</b>
Other income:	
Charges for educational materials and supplies .....	\$ 1,289,838
Charter fees .....	\$ 58,805
Interest .....	\$ 171,228
Other .....	\$ 221,193
<b>Total other income .....</b>	<b>\$ 1,741,064</b>
<b>Total income .....</b>	<b>\$ 7,110,095</b>
OPERATING EXPENSES:	
Executive Director, Officers, Directors .....	\$ 395,143
Marketing .....	\$ 590,270
Finance and Policy Administration .....	\$ 1,737,038
District and Club Administration .....	\$ 1,887,201
Cost of Educational materials and supplies .....	\$ 975,902
Allowance for Uncollectible Note Receivable .....	\$ 120,827
Depreciation .....	\$ 191,059
<b>Total expenses .....</b>	<b>\$ 5,897,440</b>
<b>INCREASE IN UNRESTRICTED NET ASSETS .....</b>	<b>\$ 1,212,655</b>

**Y**ou have the opportunity to continue the legacy of our organization's founder by contributing to the Ralph C. Smedley Memorial Fund. The fund is used to develop new and innovative educational materials, such as the two videos *Meeting Excellence* and *Everyone's Talking About Toastmasters*, and the Success/Leadership Series. Your entire contribution goes toward developing new educational materials for clubs and members. Not one penny is used for administrative costs! Contribute \$10 and receive a special Toastmasters International paper-weight. A club donating \$50 or more will get a unique club banner ribbon. Donors of \$100 or more receive a special plaque and have their names permanently inscribed on a donor recognition plaque at World Headquarters. Every contributor is recognized in *The Toastmaster* magazine.

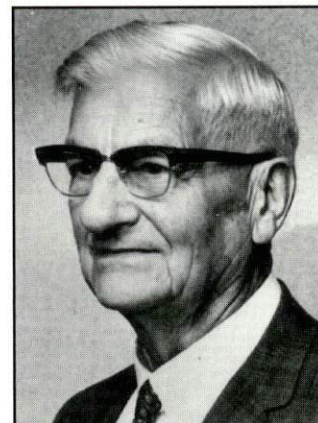
## Keep the Legacy *Alive!*

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

### **The Ralph C. Smedley Memorial Fund**

TOASTMASTERS INTERNATIONAL  
P.O. Box 9052 • Mission Viejo CA 92690, U.S.A.

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



**Ralph C. Smedley**

## 10 Myths about

# People with Disabilities

**A**lthough Marlee Matlin is hearing impaired, she has managed to make her dream of becoming an actress a reality. The star of several motion pictures credits her family and friends for their enthusiastic support of her goals. Speaking about her disability, Matlin says: "Deafness cuts you off from people only if you let it. If this were not true, we would not have successful deaf doctors, lawyers, educators, scientists, business people and actors. The real 'handicap' of deafness does not lie in the ear, it lies in the mind."

Although "disabled," Matlin has found success in expressing her considerable talent. Still, in the United States alone, 44 million people suffer from disabilities involving vision, hearing or mobility. For many of these people, life is difficult and often discouraging because of inadequate facilities or because other people are uncomfortable in their presence. But most of these issues arise because non-disabled people have inadequate and incorrect information about disabled people and their needs.

Here are 10 myths and realities about people with disabilities. Understanding them and acting upon them will make us more aware of and sensitive toward all people with a handicap.

**Myth #1):** Wheelchair use is confining; users of wheelchairs are "wheelchair-bound."

**FACT:** A wheelchair, like a bicycle or an automobile, is a personal assistive device that enables someone to get around.

**Myth #2):** All persons with hearing disabilities can read lips.

**FACT:** Lip-reading skill varies greatly among people who use it and is never wholly reliable.

**Myth #3):** People who are blind acquire a sixth sense.

**FACT:** Although most people who are blind develop their remaining senses more fully, they do not have a sixth sense.

**Myth #4):** People with disabilities are more comfortable "with their own kind."

**FACT:** Years of grouping people with disabilities in separate schools and institutions has reinforced this misconception. Today, more and more people are taking advantage of new opportunities to be part of society's mainstream.

**Myth #5):** Non-disabled people are obligated to "take care of" their fellow citizens with disabilities.

**FACT:** Of course you can reach out with caring and support to whomever you choose. But, while acting compassionately, keep in mind that disabled persons ultimately



prefer to be responsible for themselves and to live as independently as possible. Many disabled people share Marlee Matlin's attitude when she says: "We all have challenges in life of one kind or another, and I'm sure that we can achieve much more if we focus on our abilities rather than indulge ourselves in our perceived 'disabilities.'"

**Myth #6):** Curious children should never be allowed to ask people about their disabilities.

**FACT:** Many children have a natural, uninhibited curiosity and ask questions that some adults might find embarrassing. But scolding children for asking questions may make them think there is something "bad" about having a disability. Most people with disabilities won't mind answering a child's questions.

**Myth #7):** The lives of people with disabilities are totally different than those of non-disabled people.

**FACT:** People with disabilities go to school, get married, work, have families, do laundry, grocery shop, laugh, cry, pay taxes, get angry, have prejudices, vote, plan and dream like everyone else.

**Myth #8):** It's all right for non-disabled people to park in accessible parking spaces for a short time.

**FACT:** Never park in a place designated for the disabled. Accessible parking spaces are planned, designed and situated to meet the needs of persons who have disabilities. Those spaces should only be used by people who need them.



**Myth #9):** People with disabilities always need help.

**FACT:** Many people with disabilities are quite independent and capable of giving help. The best way to help someone with a disability is to first ask if he or she needs assistance.

**Myth #10):** There's nothing one person can do to help eliminate the barriers confronting people with disabilities.

**FACT:** Everyone can contribute to change. You, as an individual, can help remove barriers by advocating a barrier-free environment, speaking up when negative words or phrases are used in connection with disability, writing producers and editors a note of support when they portray people with disabilities as they do others in the media, accepting people with disabilities as individual human beings with the same needs and feelings you have, hiring qualified disabled persons whenever possible, and encouraging participation of people with disabilities in community activities by confirming that meeting and event sites are accessible.

In addition to myths and facts listed above, here are some common considerations and courtesies which should always be extended to people with a disability:

- **Do** treat adults as adults. Call a person by his or her first name only if you are extending this familiarity to everyone present.

- **Don't** patronize people who use wheelchairs by patting them on the head. Reserve this sign of affection for children, even if a wheelchair user's head rests temptingly at about the same height as a child's.
- **Do** offer assistance to a person with a disability – but wait until your offer is accepted before you help. Then listen to any instructions the person may want to give.
- **Don't** invade the personal privacy of a disabled person. It is insensitive and rude to ask about matters of intimacy and income.
- **Do** speak directly to a disabled person rather than through a companion who may be present.
- **Don't** hesitate to place yourself at the wheelchair user's eye level if you are talking more than a few minutes. This will spare both of you a stiff neck.
- **Do** be considerate of the extra time it might take for a person with a disability and let him or her set the pace in moving and talking.

Finally, if you or your club would like more information about disability awareness, write the National Easter Seal Society, 230 West Monroe, Suite 1800, Chicago, IL 60606, and they will send you appropriate publications free of charge. **1**

Victor M. Parachin is a writer from Claremont, California.

## Does Your Club Have **Club Officer Tools?**

*Here are some resources designed for club officers who want to be effective in their jobs. Check the Toastmasters International Supply Catalog for a complete list of materials.*

---

<input type="checkbox"/> Chairman Manual #200 \$2.25	<input type="checkbox"/> Club Administrative Materials Kit #1324 \$14.00
<input type="checkbox"/> New Member Orientation Kit (for 5 members) #1162 \$5.00	<input type="checkbox"/> Public Relations & Advertising Kit #1150 \$18.00
<input type="checkbox"/> Speech Contest Rules Kit #1169 \$4.00	<input type="checkbox"/> Guest Book #84 \$8.95
<input type="checkbox"/> Master Your Meetings #1312 \$3.00	<input type="checkbox"/> Supply Catalog #1205 \$1.00
<input type="checkbox"/> Membership Building Kit #1160 \$5.00	<input type="checkbox"/> Club Officer Handbook Set #1310-H \$8.00

**PAYMENT MUST ACCOMPANY ORDER**

Enclosed is my check for \$\_\_\_\_\_ (US FUNDS)

Charge my: MasterCard / VISA (CIRCLE ONE)

Card No. \_\_\_\_\_ Exp. Date \_\_\_\_\_ Merchandise Total \_\_\_\_\_

Signature \_\_\_\_\_ Shipping Charges \_\_\_\_\_

Club No. \_\_\_\_\_ District No. \_\_\_\_\_ CA residents add \_\_\_\_\_

Name \_\_\_\_\_ 7.75% sales tax \_\_\_\_\_

Address \_\_\_\_\_ Canadian residents \_\_\_\_\_

City \_\_\_\_\_ State/Province \_\_\_\_\_ add 7% GST \_\_\_\_\_

Country \_\_\_\_\_ Zip Code \_\_\_\_\_ **TOTAL** \_\_\_\_\_

Standard Domestic Shipping Prices 1996-1997

TOTAL ORDER	SHIPPING CHARGES	TOTAL ORDER	SHIPPING CHARGES
\$0.00 to 2.50	\$1.10	35.01 to 50.00	\$6.75
2.51 to 5.00	2.45	50.01 to 100.00	7.90
5.01 to 10.00	3.10	100.01 to 150.00	10.25
10.01 to 20.00	4.25	150.01 to 200.00	13.00
20.01 to 35.00	5.75	200.01 to _____	— Add 7% of total price

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 30% of order total, surface mail at 20%, though actual charges may vary significantly. Excess charges will be billed through your Club's account. California residents add 7.75% sales tax.

Send to: **TOASTMASTERS INTERNATIONAL**  
P.O. Box 9052, Mission Viejo, California 92690 U.S.A.  
(714) 858-8255 • (714) 858-1207



By Dot Nary, CTM

# Keeping the “Dis” Out of Disabled

Sometimes an attitude can be as confining as a wheelchair.



**W**hen I first summoned the courage to inquire about membership in Toastmasters International, I figured I'd still have a way out. I imagined myself calling, finding out that the meetings were physically inaccessible, and then telling myself, "Well, I tried but..."

Not!! My inquiry yielded two results: an assurance that the meeting site was wheelchair-accessible, and a warm invitation to attend the next meeting. So I came, saw, joined – and the rest is history. I earned my CTM in May 1994, and am currently serving as President of the Morning Knights Club.

My own rewarding experience with Toastmasters makes me wonder about the participation of other people with disabilities in other clubs. As visitors, will they have the same initial positive experience that I did? If they join, will they have full access to all meetings, training, conferences? Have club leaders recognized this possible untapped source of new members? Are we aware of barriers that might discourage people with disabilities from participation? Have we figured out that an articulated

policy of non-discrimination must be supplemented by conscientious efforts to eliminate barriers?

Let's take a look at some answers to these questions.

To welcome people with disabilities into any situation, a good general rule is to refrain from regarding the person as the problem. If a building is inaccessible, then it is an environmental problem that needs to be addressed, not the person with a mobility impairment's need for access. If there is a lack of large-print materials, then that is the problem, not a member's visual impairment. Framing the issue in this way promotes productive problem-solving, instead of pointless blaming.

Barriers that prevent people with disabilities from participating generally can be divided into three categories: architecture, attitude and communication.

***“Abandon the concept of special, which usually means segregated. Instead, think equal.”***

Architectural barriers are the most visible and easily understandable: steps, narrow doors, lack of handicapped-designated parking. Remedies might include renovations, portable ramps, moving an event to an accessible site. Some tips:

■ Never rely on a facility staff person's assurance of accessibility. Do a site survey yourself. Better yet, do it with a person requiring access.

■ Consider total access-parking, entrance, meeting space, restrooms, etc. Would you consider attending a three-hour event with no access to a restroom?

■ Remember the little things. Availability of a lectern usable from a seated position, and spaces left for wheelchairs in a theater-style seating arrangement constitute a thoughtful welcome for a person with impaired mobility.

Attitude barriers are usually more subtle and require a greater understanding of the issue. However, they can be just as much an obstacle as stairs or a narrow doorway. Common attitude barriers include: assuming that a person with a disability is less capable; treating a disabled adult like a child; using language that is archaic and offensive, such as “wheelchair-bound,” “suffering from...,” “spastic.” In general, remember to:

■ Use people-first, factual language – person with arthritis, man who is blind, people with disabilities.

■ Abandon the concept of special, which usually means segregated. Instead, think equal.

■ Avoid regarding people as heroic simply because they have a disability. People with disabilities are not endowed with more courage than non-disabled people. Most are sim-

ply stubborn enough to want equal treatment and opportunity.

Communication barriers are not experienced solely by people with hearing impairments. While it is important to speak slowly and clearly, to keep hands away from your face and to consider adequate lighting and elimination of background sounds to facilitate communication with people with hearing impairments, you also should:

■ Sit, squat or kneel if a conversation with a person using a wheelchair lasts more than a few minutes. Don't be a pain in the neck!

■ Introduce yourself and others in a normal tone of voice to a person with a visual impairment; use the person's name so that they know you are addressing them; advise the person before you move away.

■ Don't call, feed, pet or even make eye contact with a guide or service dog in harness. The animal is working and a distraction could place the owner in danger.

Attention to these issues will provide an ambiance that is more welcoming to all potential and current members with disabilities. But remember, too, that members are not the only ones who attend Toastmasters events.

I will never forget a former neighbor

who described to me his feelings about missing his daughter's graduation from nursery school. The man is a quadriplegic who uses a power wheelchair; the school was located in a lower-level church hall, down ten steps. There was simply no safe way to provide access in that setting, and he was too embarrassed to ask that the ceremony be moved. He missed one of those seemingly small, but incredibly important, moments of parenthood.

Toastmasters are very likely to have family and close friends with disabilities; shouldn't they be able to share in the fun of a roast, or the pride of winning first place in a contest?

Ensuring access to all Toastmasters activities demands determination, sensitivity and planning. It requires careful consideration so that everyone can benefit from founder Ralph Smedley's belief “that the improvement of a person's ability to communicate his ideas is a means of improving life in all its phases. The progress of civilization depends on this improvement.” Most importantly, it challenges us to extend to the entire community – to a population that has often been excluded for one reason or another – the opportunities and benefits that we have gained from membership. **T**

**Dot Nary. CTM.** is a member of Morning Knights Club 2875-65 in Binghamton, New York.

### **How to Survive and Thrive in the 21st Century**

*by Dr. Denis Waitley*

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

## DTM

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

Brian Rohrenbach, 7119-6  
 Violet Gillen, 4062-12  
 Jacki Teague, 8010-21  
 Pat Weiler, 8977-22  
 Malcolm G. Cullen, 571-27  
 Patricia A. Flanagan, 2014-27  
 Damencele DiPasqua, 4055-33  
 Kay Doyle, 5575-33  
 Catherine J. Williams, 7634-33  
 Jose Angel Zuazua, 7158-34  
 Wilfred E. Shisler, 367-36  
 Derrick A. Williams, 1293-37  
 Carrie Warren, 3489-42  
 Linda J. Hawk, 8090-42  
 Garfield Hiscock, 5375-45  
 Anne M. Farrell, 6799-47  
 Lauren J. Erickson, 7250-47  
 Rebecca Graham, 3479-54  
 Denise G. Stream, 7616-56  
 Craig A. Harrison, 2767-57  
 William Lawrence Fulton, 5497-58  
 Rachel Harjes, 7150-58  
 Steven Britton, 3726-60  
 Sandra Pettigrew, 6751-60  
 Greg Bauer, 404-62  
 Connie Laufersky, 8535-62  
 Sherri L. M. Wood, 2638-64  
 Lionel Price, 2940-68  
 Marilyn Katrina Hume, 6063-69  
 Annette Roberts, 3703-70  
 Tom Wilde, 3703-70  
 Kathleen Gately, 4488-71  
 Janet T. Favel, 2498-72  
 Paula C. Bayley, 5781-72

## ATM Silver

**C**ongratulations to these Toastmasters who have received the Able Toastmaster Silver certificate of achievement.

Christine Anne Watling, 2274-70  
 Johnny Lee, 9774-74

## ATM Bronze

**C**ongratulations to these Toastmasters who have received the Able Toastmaster Bronze certificate of achievement.

Cynthia Callard, 3742-F  
 Kristine Ledbetter, 895-5  
 Frederick L. Shelton, 2340-5  
 Jerry L. Dufeck, 4405-5  
 Maribel Fisher Rodriguez, 4783-5  
 Pat Moore, 6222-11  
 Larry T. Smith, 955-24  
 Linda S. Cone, 5468-24  
 Dario R. Beniquez, 384-33  
 Cathy Louise Harris, 5220-56  
 Colin Smith, 1693-60  
 Peter Hempenstall, 346-69  
 Vicki Woodger, 2274-70  
 Kim Stewart, 8171-72  
 Anita Fe R. Letargo, 1592-75

## ATM

**C**ongratulations to these Toastmasters who have received the Able Toastmaster certificate of achievement.

Josephine A. Duncavage, 1727- U  
 Paul R. Holmes, 9567- U  
 Ann Marie Janicki, 2164- F  
 Manohar L. Hingorani, 5972- F  
 Norman W. Stein, 9331- F  
 Linda D. Ramirez, 7786- 1  
 Sidney J. Wagert, II, 514- 2  
 Richard B. Rockwell, 822- 2  
 Freeman Fong, 2545- 2  
 Linda Daniel, 4801- 2  
 Elizabeth K. Hawkins, 5134- 2  
 Dean K. Adam, 7137- 2  
 Paula J. Glauz, 2083- 3  
 George W. White, Jr., 4517- 3  
 Stephen J. Sheard, 4634- 3  
 Patricia J. Huber, 4873- 3  
 Allen Monroe, 5165- 3  
 Michael Scott Edgar, 5484- 3  
 Richard A. Cohen, 8068- 3  
 Bathsheba L. Phillips, 27- 4  
 James G. Ford, 530- 4  
 Michael J. Chong, Jr., 1771- 4  
 Katherine F. Johnson, 2943- 4  
 Bruce Inn, 4648- 4  
 Siok-Hian (Suzanne) Tay-Kelley, 4648- 4  
 Cheri A. Mora, 6607- 4  
 Joan E. Banks, 6654- 4  
 Llewellyn Kriel, 8217- 4  
 Ruth Gibbs, 112- 5

Barbara Pino, 2538- 5  
 Michael Harkins, 5528- 5  
 Irene V. Monroe, 8598- 5  
 Ruth Berzel, 2003- 6  
 Roger J. Kloster, 2140- 6  
 Lucy Burger, 3998- 6  
 Brenda L. DeMars, 4709- 6  
 Linda Westrom, 5172- 6  
 Karolyn Hoard, 9895- 6  
 Shirley Jaroli, 9895- 6  
 Rachel Hasenyager, 51- 8  
 Eric Zuzack, 1957- 8  
 Thomas R. Durant, 50- 9  
 Frances C. Rebmann, 7562- 9  
 Roy G. Brown, 443- 10  
 Suzanne W. Conner, 9027- 10  
 Laura Herbst, 44- 11  
 Tommie White, 5212- 11  
 Mark A. Geise, 6800- 11  
 David L. Brown, 6970- 11  
 Thomas F. Hayes, 9666- 11  
 Janice Gill, 168- 12  
 Bettye Lewis Underhill, 1026- 12  
 William R. Laird, Jr., 1976- 12  
 Kaye Schurkens, 2528- 12  
 Michael J. Bayne, 3276- 12  
 Robert W. Gill, 3725- 12  
 Daryl R. Pullen, 4039- 12  
 Clara Bow, 4202- 12  
 Kathryn E. Starr, 5247- 12  
 Marjorie E. Benesh, 6836- 12  
 Charla Brooks-Davis, 7213- 12  
 Dolores Weck, 7213- 12  
 Joanne Scaggs, 7213- 12  
 Wayne Scaggs, 7213- 12  
 Rick Festa, 901- 13  
 DeLois K. L. Brown, 810- 14  
 Philip Jay Rosenbaum, 833- 14  
 Philip Jay Rosenbaum, 833- 14  
 Betty L. Cullins, 1375- 14  
 C. Vance Perkins, 2037- 14  
 K. S. Sethi, 3379- 14  
 Peter Gibson, 4710- 14  
 Rebecca Ramos, 4710- 14  
 Vivian G. Jewell, 5849- 14  
 Donna H. Smith, 7109- 14  
 Jane Rice, 7799- 14  
 Barbara O. Phillips, 7947- 14  
 Carlotta Twyman, 7947- 14  
 Garland M. Watkins, 8009- 14  
 James Michael Dobbs, 148- 16  
 Marilyn A. Middleton, 1566- 16  
 Suzanne Pharr, 2599- 16  
 Mary E. Pursley, 8155- 16  
 Mark McQuistan, 335- 19  
 Jay Piska, 386- 19  
 Evelyn Runner, 1857- 19  
 Jean Carlson, 2061- 19  
 Kendall Mauch, 8641- 19  
 Alfred Edwards, Jr., 9047- 19  
 Paul Ralfs, 38- 21  
 Jorn H. Weiss, 59- 21  
 Audrey G. Towle, 950- 21  
 Marie Janousek, 1924- 21  
 William Arthur Heath, 3984- 21  
 Patch Hutchinson, 4869- 21

Joyce A. Francis, 5403- 21  
 Jollean McFarlen, 9198- 21  
 Cynthia A. McWilliams, 8591- 22  
 Elloise J. Whitacre, 8591- 22  
 Ignacio Sandoval, 4357- 23  
 Titus Timothy Ashour, 1184- 25  
 Roger B. Reed, 5362- 25  
 Andrea L. Williams, 6040- 25  
 Paul Pathrose, 7882- 25  
 Terry L. Kissell, 9001- 25  
 Judy Adams, 784- 26  
 Jack L. Roath, 795- 26  
 Ronald R. Podboy, 2177- 26  
 Tyler Stevens, 5158- 26  
 Dan Kimball, 6835- 26  
 M. Patricia Wakham, 7162- 26  
 Susana Limon, 1795- 27  
 Katherine Z. Burgess, 2635- 27  
 Marianne Meadows, 5154- 27  
 Frank Sofocleous, 5734- 27  
 Russell M. Stormont, 6942- 27  
 Terry Lynn Durst, 9528- 27  
 Jennie Allen, 2883- 28  
 Larry Rebert, 4133- 28  
 Steve Faber, 642- 29  
 Susan E. Labyak, 4378- 30  
 Shirley Wilson, 5004- 30  
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**UNITED STATES POSTAL SERVICE** Statement of Ownership, Management, and Circulation (Required by 39 USC 3685)

1. Publication Title: **The Toastmaster**

2. Issue Date: **10/10/96**

3. Issue Frequency: **Monthly**

4. Number of Issues Published Annually: **12**

5. Annual Subscription Price: **None**

6. Complete Mailing Address of Known Office of Publication (Not printer): **21182 Arroyo Vista, Rancho Santa Margarita, CA 92688**

7. Complete Mailing Address of Headquarters or General Business Office of Publisher (Not printer): **21182 Arroyo Vista, Rancho Santa Margarita, CA 92688**

8. Complete Mailing Address of Principal Office of Editor, Editor, and Managing Editor (Not printer): **21182 Arroyo Vista, Rancho Santa Margarita, CA 92688**

9. Complete Mailing Address of Publisher: **21182 Arroyo Vista, Rancho Santa Margarita, CA 92688**

10. Complete Mailing Address of Owner: **21182 Arroyo Vista, Rancho Santa Margarita, CA 92688**

11. Complete Mailing Address of Known Bondholder, Mortgagee, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box: **None**

12. Complete Mailing Address of Complete Mailing Address of Publisher: **21182 Arroyo Vista, Rancho Santa Margarita, CA 92688**

13. Complete Mailing Address of Complete Mailing Address of Editor: **21182 Arroyo Vista, Rancho Santa Margarita, CA 92688**

14. Complete Mailing Address of Complete Mailing Address of Circulation: **21182 Arroyo Vista, Rancho Santa Margarita, CA 92688**

15. Complete Mailing Address of Complete Mailing Address of Distribution: **21182 Arroyo Vista, Rancho Santa Margarita, CA 92688**

16. Complete Mailing Address of Complete Mailing Address of Advertising: **21182 Arroyo Vista, Rancho Santa Margarita, CA 92688**

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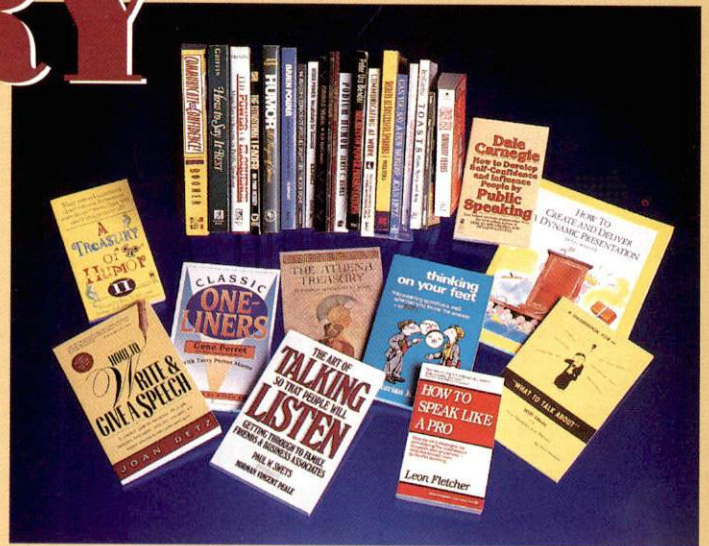
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