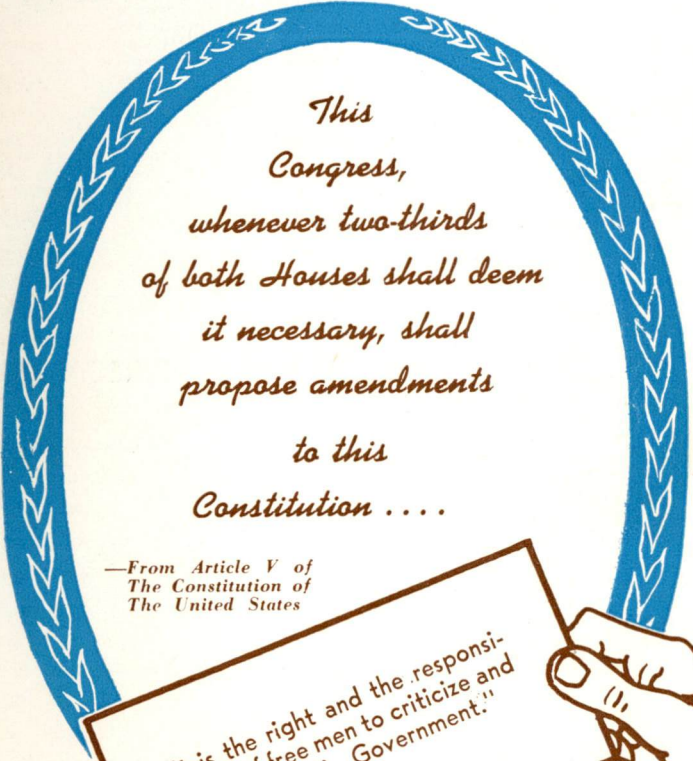


# THE *Toastmaster*

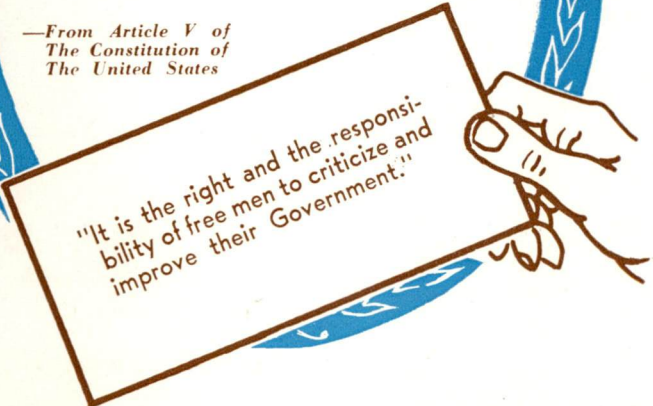
MONTHLY PUBLICATION OF TOASTMASTERS INTERNATIONAL

SEPTEMBER 1952



*This  
Congress,  
whenever two-thirds  
of both Houses shall deem  
it necessary, shall  
propose amendments  
to this  
Constitution . . . .*

—From Article V of  
The Constitution of  
The United States



"It is the right and the responsibility of free men to criticize and improve their Government."

EMPHASIS ON BETTER EVALUATION



TOASTMASTERS INTERNATIONAL, Incorporated in 1932, is a non-profit educational organization of 1160 active clubs, located in the United States, Canada, England, Scotland, South Africa, and the Hawaiian Islands, devoted to the work of helping men to become better speakers.

SEPTEMBER 1952

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# Constructive Criticism

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## Points the way to PROGRESS

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By Ralph C. Smedley

Nobody likes to be criticized, and yet everyone is a critic, and every one of us is a target for criticism.

Criticism is good for us, if we know how to give it and how to take it and use it. Because we humans are able to evaluate ourselves and our surroundings, and then take action for improvement, progress is possible.

Without the power to criticize constructively, civilization would be static. Indeed, there would be no civilization without criticism. If man did not possess the ability to discover what is good, and seek to make it better, and to discern what is bad, and seek to suppress it, we might still be living in trees and caves.

Science and industry are forever finding better ways, devising better machinery, scrapping the old to make room for the new and better. Life is like that in all relations.

### Historic Gripes

Modern government is the product of ages of experiment and evaluation. The right to criticize the government and those who administer it is a fundamental right of every citizen of a free land.

Only under tyranny and dictatorship is this right suppressed.

The Declaration of Independence has been called "The Great American Gripe." It is a systematic, logical criticism of governmental processes of the day, as they affected American affairs. Another historic "gripe" is the Great Charter of Runymede, which made it clear to King John that his administration was not altogether acceptable to the people.

The election of officials which comes periodically in free nations constitutes another critical expression by the citizenry. They approve certain persons or parties by placing them in office; they show disapproval by administering defeat to others.

Even that remarkable document, the Constitution of the United States, recognizes the critical privilege when it provides means by which it can be amended. Great as it is, the Constitution is not perfect. It can be improved. Every amendment offered, whether or not it is adopted, is a criticism of the Constitution and of the Government which it guides, and every such amendment is an attempt to improve it.



Education is primarily a critical process.

The teacher tests the pupil's knowledge or skill, points out the mistakes, and shows how to do better. When a student's paper is handed back by the teacher, the red or blue or black marks which appear on it reflect the critical reactions of the instructor. When the student recognizes his faults and proceeds to correct them, he has made good use of the criticism.

### Criticism in Education

All such criticism is fundamentally constructive—that is, it is intended to build the student's knowledge and skill. It is not based on a desire to humiliate or tear down. Its results should be definite improvement.

When a teacher is able to give a high grade to the work of the student, this does not imply that there has been no critical study. A German teacher returned a paper to a good student endorsed "*ohne fehler*," which meant, when translated into English, "without mistake." Was that a true criticism?

Certainly it was, because it reflected the teacher's honest reaction to work of commendable quality.

The purpose of criticism is to point out impartially both the good and the bad; to show how the wrong can be righted, and how the good can be made better. Acknowledgment of satisfaction with good performance is just as valid criticism as finding fault with poor work.

Constructive criticism—call it

evaluation or appraisal if you prefer—is vital in speech education.

The speaker depends upon the reaction of his hearers for results. While he may be able in some measure to judge the effects by their conduct and appearance, he is in no position to evaluate the quality of his work unless he can have some objective approach. Thus, the speech recording or the motion picture of the speaker can be extremely helpful to him as he seeks to appraise himself. But that is not enough.

He needs the frank and friendly expression of those who hear him if he is to make real improvement. That is where the evaluation process comes into Toastmasters training. That is why it is of vital importance for each Toastmasters Club to train its members in careful, analytical listening, followed by frank, helpful suggestions for improvement.

However eloquent the speaker may be, his training is unbalanced unless it enables him to evaluate speeches fairly, intelligently and constructively. Intelligent listening is as important as effective speaking.

The month of September is devoted in all Toastmasters Clubs to the study of the principles and methods of criticism or evaluation of speeches. A month of emphasis on this vital factor will result in many months of better speaking and greater progress.

No Toastmasters Club is fulfilling its obligation to its members unless it brings them the maximum of training in the art of constructive criticism.

## September Days of



**NOTE**

September is a month of great anniversaries. It challenges the student of history and of world-shaking events.

Take a look at some of them:

- September 1, 1939, Hitler invaded Poland
- September 2, 1666, The Great London Fire
- September 2, 1789, U. S. Treasury established
- September 5, 1774, First Continental Congress began
- September 6, 1620, Pilgrims set sail from Plymouth
- September 8, 1157, Birth of Richard the Lionhearted
- September 8, 1900, The Hurricane hit Galveston, Texas
- September 9, 1850, California admitted to the Union
- September 9, 1900, Birth of James Hilton, creator of Mister Chips
- September 12, 1818, Birth of Richard J. Gatling, inventor
- September 12, 1880, Birth of Henry L. Mencken (The American Language)
- September 14, 1752, Great Britain and American Colonies adopted Gregorian Calendar
- September 14, 1814, "The Star Spangled Banner" composed
- September 16, 1875, Birth of James C. Penney
- September 18, 1709, Birth of Samuel Johnson, lexicographer
- September 18, 1793, Cornerstone of National Capitol laid in Washington, D. C.
- September 18, 1851, First issue of the New York Times
- September 21, 1866, Birth of H. G. Wells
- September 22, 1862, Lincoln issued preliminary Emancipation Proclamation
- September 25, 1513, Balboa discovered Pacific Ocean
- September 28, 1066, William the Conqueror landed in England
- September 28, 1789, Birth of Richard Bright, English physician, whose name is given to a notorious disease
- September 28, 1839, Birth of Frances E. Willard, American reformer

### Constitution Day

What an array of speech ideas is in that list! A dozen programs of absorbing interest are suggested. But for all free people, not only in the U.S.A. but throughout the world, one day stands out. That is September 17, anniversary of that day in 1787 when a company of brave men adopted and signed the draft of the Constitution of the United States.

That day is observed in America, of course, but it is a day of meaning to all lands which enjoy constitutional government, for it is the American Constitution which marked the beginning of a new era, and set the standard for representative governments for all the world.

Whatever else your Toastmasters Club does or leaves undone, make sure that the meeting nearest to September 17th brings recognition of the creation and the effects of the great document which was finally agreed upon in Philadelphia on that fateful day in 1787. And don't forget that the Constitution made possible the observance of Labor Day which comes this year on September 1, and should provide for another good program.

*Where liberty dwells, there is my country.*

—Benjamin Franklin



# THE Toastmaster

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## BETTER EVALUATION

The use of evaluation, or audience reaction, to help a speaker improve himself, is fundamental in the Toastmasters Club. Training in the art of analytical listening is as essential as training in speech. Skill in tactfully giving constructive criticism and in graciously receiving and using such criticism is quite as important as the development of skill in speech making.

Recognizing the urgent necessity for improvement in our use of evaluation, this issue of *The Toastmaster* gives much space to the subject. The "Point of Emphasis" for all Toastmasters Clubs for the month of September is

*Better Evaluation.* It is hoped that with this special emphasis at the start of the fall season, the way may be opened for a year of study and improvement, both in the understanding of this technique and in its application to practical uses.

Studies made during the past year have confirmed the opinion that evaluation is used ineffectively in many of our clubs. Insufficient attention is given to instructing the members in how to evaluate and be evaluated.

The Educational Bureau has recommended that improvement in evaluation be made one of the goals for the coming year in every club in Toastmasters International. This recommendation has been well received. Now we shall await evidence that an honest effort is being made, beginning in September, by every club to improve its work in evaluation, constructive criticism, analytical listening — by every possible means. Follow the plans provided by the Educational Bureau. Let your members learn to listen as well as to speak.

## Convention News

Because this issue of *The Toastmaster* went to press before the Chicago Convention convened, it is impossible to present reports of the proceedings at this time. The October issue will carry reports and reviews of the great meeting at Chicago which will be of interest to every Toastmaster.

# Scotland's

talking



The following article, by Eric Montford, was printed in *The Scottish Daily Mail* on March 31, 1952, under the heading *They Are Talking Their Way Round the Land.*

"You, sir," said the man at the top of the table, pointing to the man stirring his tea, "do you approve of polygamy?"

The man stopped stirring his tea and for two minutes the 29 other men in the room listened to him talk. Then: "Will the next member tell us when he last bought his wife a new hat," said the man at the top of the table.

And so it went on. A Toastmasters Club was in session. They talked about this, they talked about that. They talked about any old thing—just so long as they talked. But it was not conversation they were making. It was speeches.

## Growing Up

Every night of every weekday all the year round this speech-making goes on somewhere in Scotland. Sometimes the speeches are good, sometimes they are bad and sometimes they are utter

drivel, but it is the way some 1,400 ambitious professional and business men in Scotland have chosen to make themselves better men and better citizens.

And according to the speed at which Toastmasters Clubs are springing up all over the country, it must be a good way.

At the end of the war there were two clubs in Scotland. In 1946 four more were formed. By 1950 there were 20. Last June the number had grown to 36. Today there are 54.

Please do not confuse the members of these Toastmasters Clubs with the gentleman in scarlet coat and white tie, who bangs a gavel and cries: "Pray silence for my Lord So-and-so" at all the best functions.

## Table Topics

All the clubs carry out the same standard programme. Four mem-



bers speak for five to seven minutes on any subject they like. As soon as one seven-minute effort is completed another member is chosen to criticize it for two minutes—not the subject matter, merely the method of delivery.

Then the members adjourn for tea and “table topics.” Here each man who has not already spoken has to extemporize for two minutes on a subject chosen at random by the chair.

Then the toastmaster for the evening calls on “the general critic”, who is allowed 10 minutes to evaluate the evening’s speeches, including the toastmaster’s.

That finished, “the grammarian” for the evening speaks for five minutes, pointing out the mistakes made by the others: the split infinitives, the bad pronunciation, the use of local idioms which might not be understood elsewhere, bad construction of sentences and so on.

Most enthusiastic Toastmaster in all Scotland must be the organization’s Lieutenant-General and District Organizer, Mr. James Ewart, of Old Inverkip Street, Greenock.

To him has fallen the task of organizing 44 of Scotland’s 54 clubs—no fewer than 12 since last October.

### Gives Confidence

But he is a happy man, for he sees his ambition being realized. To quote him—“I have not the slightest hesitation in saying that in the past five years the standard of public speaking in Scotland has shown vast improvement.

“I could point out to you dozens of men, myself included, who five years ago could scarcely put two consecutive words together to make a speech.

“The movement does not promise to make a man a great speaker, but it gives him confidence to get to his feet and speak.”

Mr. Ewart, who is a banker, is fighting the apathy in Newcastle and Carlisle at the moment in an endeavour to get the first Toastmasters Club formed in England.

“I know that once it gets across the Border it will sweep the country like wildfire,” he says.

He expects to succeed before he is much older, for Mr. Ewart, like a good speech, is well organized.

*I have heard in song and story of the man behind the gun,  
Of the man behind the plowshare and the pen.  
I have read of hero medals on the field of battle won,  
And of honors won by writing deeds of men.  
But I come to sing the praises of the man who makes a hit  
With the people who attend the banquet spread —  
Of the witty, clever talker who well knows just when to quit,  
And who quits before his auditors are dead.*

—Will M. Maupin



By Dr. Lucius W. Johnson, of Ocean Beach Toastmasters Club, San Diego, California.

“Critics,” said Dr. Samuel Johnson, “are but brushers of other men’s clothing.” The good doctor was a fine, full-bodied hater. He hated everything American. He hated everybody who disagreed with him or criticized him, which was a very human way to be. It is also a good way to develop ulcers. Toastmasters training might have been good for Dr. Johnson.

When we become Toastmasters we quickly realize that criticism, or evaluation, to soften the harsh word, is the very essence of our craft. How to give it in a friendly and helpful spirit, and how to accept it gracefully, is one of our most important and most difficult lessons. Let’s go along with Dr. Samuel’s simile, which likens criticism to brushing men’s clothing, and see where it leads us.

### Dust Is Raised

In the first place, brushing

men’s clothing raises dust. Most of us are allergic to dust and especially to the dust of criticism. It causes painful reactions when it gets in our ears and up our noses. At first we are mortified and humiliated to hear that our speeches are held in such low esteem. Sensitive beginners have suffered such severe wounds of the ego, from criticism of their early efforts, that they did not continue on to become desensitized, as the allergist would say.

So, Dr. Samuel’s simile has led us into the field of allergy. That is a new word in our language, first used in the year 1913. I suspect that the astute founder of Toastmasters must have suffered from allergy to long speeches. He worked out a treatment for it. He has successfully applied to our program the principles used in treating that malady.

The allergist will study his patient thoroughly and find out what



substances act as poisons to cause the attacks. "Like Sherlock Holmes he'll seek a clue to find what you're allergic to. It may be food of which you're fond, or, sadder still, your favorite blonde." The Toastmaster critic will study his colleague's speech and determine which details are commendable and which are detrimental.

## Remedy for Allergy

The allergist will desensitize his patient by injecting a minute amount of the substance to which he is sensitive. The size of the injection will be increased from week to week, as the body builds up its defenses against the poison. The physician aims to make the patient's resistance so strong that he is no longer harmed by the poison.

Toastmasters follow the same plan. Criticism of the new member's first speech is gentle, friendly and encouraging. As his immunity to criticism is built up, from

week to week, his critics speak more frankly and forcefully. They remind him of his persistent faults and continue to encourage him by suggesting how they can be corrected. Thus his sensitiveness to criticism is overcome. He learns to accept it and profit by it. This seems to me to be one of the most valuable things that we learn as Toastmasters.

It was said of Benjamin Disraeli that he wretched the rod of criticism with roses. Isaac D'Israeli wrote that, "The most noble criticism is that in which the critic is not the antagonist so much as the rival . . ." As friendly rivals in learning, we Toastmasters achieve that noble level of criticism.

Oliver Goldsmith offered this advice to critics: "Blame where you must, be candid where you can, and be each critic the Good-Natured Man." Those are the principles of criticism by which we are guided as Toastmasters.

## Books Are Helpful

By J. J. Boyle, Evergreen Club, Camas, Washington

Books do have a tremendous effect on a person's speaking, but books alone will never make a Toastmaster. The prime advantage of reading books is building a person's vocabulary and furnishing the speaker with a wealth of subject matter for speeches. In addition to this, the reader absorbs considerable knowledge in the art of word pictures and sentence structure. But all the reading in the world will not make speakers out of people unless they couple their reading with practice in transmitting their ideas to other individuals by word of mouth. In other words "The Delivery," that very important part of public speaking, can never be acquired from books. It must be attained by practical experience in speaking before an audience, preferably before a critical audience such as we have at our regular sessions, so if you have acquired the reading habit, fellow Toastmasters, do not abandon it, because it has many merits. Nine times out of ten the reading Toastmaster will win out over the non-reading Toastmaster.

## YOU CAN'T QUIT

You are a citizen of a free country. This freedom was bought at a great cost by people of past generations, who labored to build a better world for posterity.

Because of what they did, we enjoy the privileges of today's living. But we must carry on. Because of what we do in the present, our descendants will live in a still better world, with even greater freedoms and privileges, or—they may live in slavery, poverty of spirit, oppression—in a world of misery and despair.

We cannot quit the struggle for a better world and a better life, and for better people to live in this better world.

The fact that our system, whether in America or in Britain, gives to every person the right to individual freedom does not mean that we cannot be deprived of it. Not always does it take a bloody revolution or a social or political upheaval to change the conditions under which we live. It can be a slow change, brought about through the gradual undermining of morals and consciences, and the gradual loss of initiative through constant shirking of responsibilities.

Never lose sight of the fact that

## In the Atlantic

The July issue of *The Atlantic* has two articles which you should enjoy. "Toward an American Language" by Thornton Wilder is delightful reading. Burges Johnson, veteran editor and writer, discusses "The Jokes That Last." Put both articles on your "must read" list.

what we have, we must work for. It is easy to dream of the escape from responsibility into a realm where everything is made easy and where we do not even have to think for ourselves, but that dream is not likely to be fulfilled. It would be disappointing if we were to realize it.

The *Monthly Letter* of the Royal Bank of Montreal recently carried this stirring statement:

"The search for a readymade Utopia has always ended in disappointment and disillusionment. Utopia, like every other city and state, has to be built, and who is to build it except us?"

"Building means work, and whatever Utopia we reach will be built by ourselves . . . No matter where we are going, we are always starting from where we are now. We are weak only when we do nothing . . . . We are dishonest with ourselves if we leave to chance what we could influence for good."

No, we can't quit. We must carry on, as privileged people in free nations, who have to keep on building in order to justify our enjoyment of what we possess today.



# Grammar Is Easy

## No. VI of a Series

### Defective Verbs

Remembering the confusion in our study of verbs in the previous section, let us consider some verbs which show no slightest evidence of plan or unity in their several forms. These are worse than "irregular." They are "defective" in that they appear to lack proper forms to serve in declension.

In the case of such irregulars as *break, broke, broken, or sing, sang, sung*, we can see a connection between the changes in form to designate changes in time. But how are we to interpret such changes as occur in *go, went, gone*, and in *do, did, done*?

Worse still, look at the forms of our verb *to be*, the word of existence. You are acquainted with its variations: *I am, you are, he is, I was, you were, we have been*. You can see the relation between *be* and *been*, but what connection can there be between *be* and *am, is, are, was* and *were*?

We started out to give you a clear and concise explanation, but we had to give up, especially on the conciseness. After working through books by Trench, Whitney, Earl, Skeat, White, Johnson, Mencken, McKnight, Lounsbury, Greenough and Kittredge and others, we gave it up. The Oxford Dictionary devotes 12 columns to the discussion of the verb *be*, and 37 columns to *go*, and leaves room for honest doubt after all of that.

Stripped of scholarly discourse, it appears that there are certain "defective" verbs, so called because the original root does not provide the needed declensional forms. In each case, the other forms are supplied with other roots, more or less related to the original.

Thus, *go* is related to the German *gehen*, and to many other words in other languages running clear back to the ancient Sanskrit, but somewhere in the course of development in the old English, the Anglo-Saxon *wend* (past form of *wendan*, to go or turn) came into use for the past tense. The same is true of our verb *do*. Two early root forms were called upon to give us the declension.

In the case of *be*, the line of change is too involved for us to attempt to follow. There is a Sanskrit root, *bhu*, meaning existence, which has been used in many languages. From it we get our *be*, with its participle, *been*. (This is generally pronounced *bin* in America, and

*bean* in England, so you need not find fault with either pronunciation.) Webster's Dictionary states it frankly thus: "This verb is defective, and the parts lacking are supplied by verbs from other roots, those of *is* and *was*."

Let us hope that this is all clear to you now, and that you realize that the only way to be sure of the right forms of irregular verbs is to memorize them, and ask no questions.

### Rules About Verbs

There are some simple rules which the careful speaker will keep in mind, to avoid errors. You will do well to memorize them, in case any of them are slighted in your speech.

#### 1. A verb must agree with its subject in number and person.

This is why you do not say "I is tired," or "You am going." In the same forbidden category are such sayings as, "Each member of the clubs are requested to bring their books." You will find two errors in that one sentence if you look closely.

#### 2. The simple past tense does not have an auxiliary verb.

For instance, you would not say "He has went."

#### 3. Singular nouns or pronouns joined by *or* or *nor* require singular verbs.

Therefore, you will not say "Neither John nor Thomas are here."

#### 4. A participle must modify some word in the sentence, and must be so placed that its relation to the word modified is apparent.

Thus, "Wondering which way to go, the driver asked a bystander for directions." You see at once that it was the driver who was wondering. But in this one: "Being at the age when I wanted everything I saw, my mother decided to leave me at home," is it clear whether I or the mother was "at the age?" This kind of error is much more common than most of us realize.

### Is This Right?

Correct the errors in these sentences:

1. I wish you was going with John and I.
2. The mild climate and fertile soil brings many people to Florida.
3. It don't seem hardly fair for a man to criticize another man without he knows the circumstances.
4. Have either of your brothers ever drove the car, or haven't you learned them how to do it?
5. Everyone thought their own speech was the best.
6. Standing on the rear platform, the train pulled out with our friends, waving their farewells to us.
7. Are either of your books laying on the table?
8. Looking between the mountains, a beautiful view was seen.



## TRAFFIC TROUBLES EVERYWHERE!

Wherever Toastmasters talk, it seems to be in order for them to preach care and courtesy in driving. That traffic dangers exist in Britain as in America is attested by the following extract from *The Spectator*, (London) of May 23.

### Speed and Death

If forty thousand casualties in a single year will not shock motor-cyclists into driving more carefully, what will?

The Committee on Road Safety, having looked at this question from every possible angle, still cannot suggest a plain answer. It would be surprising if it could.

Experience shows that road accidents can only be reduced, if at all, by a combination of pressures affecting the design of the roads themselves, the quality of the vehicles, the behavior of drivers and the practice of the police. There are no quick miracles. And when, as in the case of motor-cycles, so many of the drivers are young and exuberant and bent on speed for its own sake, all these pressures may be reduced to ineffectiveness.

But the Committee on Road Safety has done its best. Publicity comes first. In 1950 42,680

motor-cyclists and their passengers were killed or injured. Actually this represents a lower casualty rate per cycle than before the war, for in 1938 there were 443,651 on the road (with 32,771 casualties) as against 729,420 in 1950 (with 42,680 casualties). But it is the terrifying absolute figure that matters. As to the various improvements recommended or suggested by the Committee, they may add up to something. . . . But, as always in questions of road accidents, most of all depends on the skill, the good manners and the sense of responsibility of the drivers. The skill of many young motor-cyclists is often impressive. Their manners are not noticeably worse than those of many motorists. But they seldom seem to have marked the close correlation between high speed and death . . . .

Thus it appears that dangerous discourtesy on the highway is not exclusively an American trait. Toastmasters in all lands may properly carry on the campaign for courtesy and care by drivers.

The seriousness of the situation is emphasized when a *Spectator* writer breaks into verse in these lines:

Here lies Sam Smith, who never could make out

Whether the world to come was all illusion;

A motor bus resolved his honest doubt

And brought him to a definite conclusion.

M. D. H.

## Public Opinion Is Proper Evaluation

By Gordon H. Williscroft, of Thunderbird Toastmasters Club  
Victoria B. C.

There is a common fallacy prevalent among members assigned to the role of evaluators, especially among the newer members, to the effect that they are not properly equipped to evaluate the speakers.

Nothing is further from the truth! The one point which should be clearly understood by every member is that the world's greatest speaker can be evaluated by the newest member in our club. That "greatest" speaker is always being evaluated by untrained critics, although he may never hear their opinions.

Consider it in this way: When we are engaged in public speaking, whether it be in addressing the House of Commons or talking to a friend on the sidewalk, hitting up the boss for a raise or calling on a customer, our efforts are always being evaluated by our hearers. These hearers are usually not Toastmasters, and in ninety-nine cases out of one hundred, they have had no training in public speaking.

These are the audience whom we have to please, and, in the final analysis, it is audience reaction, and only that, which determines whether a speech was good or bad. The opinion of these listeners as to what they liked or disliked about our speech-

es is the point which is important to us. Training in the Toastmasters Club merely enables us to formulate our opinions better and to express them in proper language.

The evaluator should never spend his first minute of time in making apologies and explaining why he should not be there. You, as the speaker, have a right to expect an evaluator to tell you frankly what he liked or disliked about your talk, and what you should do to make it more appealing from his point of view. He, in turn, has a right to expect the same from you when he speaks and you evaluate.

Do not apologize with: "Of course, this is just my opinion." If you lack confidence in your opinion, how can the rest of us respect it?

Remember that you have but two minutes in which to give your reaction. Do not try to cover the whole speech in all points. It can't be done. Cover the "Point of Emphasis" or the requirements of the Basic Training assignment, or whatever special items are suggested for attention. Concentrate on the matters which the speaker needs to impress on his mind.

Also, remember that if you hand the speaker a written evaluation,



he will be able to keep it for study. It can be made much more comprehensive than your oral comments.

But when you are making your speech of evaluation, you are talking not only for the benefit of the speaker, but for the benefit of the entire group. The rest of us do not sit there simply to fill in the time. We are listening with the hope that we may learn from you.

Suppose the speaker has delivered the very masterpiece of speeches, and you get up and tell him, "I can find nothing to crit-

icize," he must then assume that you are stone deaf! Criticism, or evaluation, means discussion of the good points *and* the bad ones with a view to further improvement, for no speech is so good that it cannot be better.

Evaluation—analytical listening—constructive criticism—is one of your choicest privileges as a Toastmaster. Take pride in being earnest, discriminating and sincere in all your work of criticism. Thus you help yourself and your club, for your Toastmasters Club will be only as good as its evaluators.

### Orthographical Inaccuracies

Here are several words which appear to be favorites for incorrect spelling among our correspondents. Do you recognize any of them? All the words listed are misspelled. Look them up if you have any doubts.

- |                |                |                                |
|----------------|----------------|--------------------------------|
| 1. Adgenda     | 9. Apreciated  | 17. Sargeant                   |
| 2. Speach      | 10. ProceEDURE | 18. Aggrivate                  |
| 3. Privalege   | 11. Phamplet   | 19. Benifits                   |
| 4. Seperate    | 12. Manuel     | 20. Acheivement                |
| 5. Ordinarilly | 13. Odiferous  | 21. Embarassment               |
| 6. Makeing     | 14. Detoriated | 22. Past (for passed)          |
| 7. Definatly   | 15. Disapoint  | 23. Access-axcess (for assess) |
| 8. Commitments | 16. Ocassional |                                |

### The Wrong Words

George W. Curtis, 19th century editor of *Harper's* and a noted orator, was making the final speech in Hartford in Lincoln's 1861 campaign. Before a vast audience, he discussed the issues of the day, and then wound up with a great flight of oratory.

"Tomorrow, fellow citizens, the American people will give their verdict against slavery. Tomorrow we shall go to the polls with freedom's ballot in our hands, and while the Archangel of Liberty looks down approvingly from the throne of Omnipotence, we will consign Stephen A. Douglas to the pittoless bot!"

## Please Mr. Criticus

By John Burke, Yosemite Toastmasters  
No. 568, Madera, California

I'm the boss of my knees,  
And my tongue, if you please,  
Will do all that the language demands;  
But however I try  
My critic will cry  
"It was splendid, except for his hands."

If they stray to my hips,  
There's a sneer on the lips  
Of the lads who have theirs neatly folded.  
If they hide in my pants,  
They play hob with my stance,  
And I'm sure to get thoroughly scolded.

If I place them behind,  
My critic will find  
That my chin jutted forward too much.  
If I fold them in front,  
He's deplorably blunt  
With talk of "the fig leaf" and such.

If I wave them around,  
It's invariably found  
That my effort was far too dramatic.  
In short, it's a fact  
That however I act,  
My manual feats are traumatic.

\* \* \*

I know, Mr. Critic, my hands misbehave  
So badly—the Club should expel me.  
But since YOU have the answer  
And I am your slave,  
In Heaven's name,  
WHY don't you tell me?



# What's Going On

## Air Force Speakers



Wright-Patterson Air Force Base, at Dayton, Ohio, now has a Toastmasters Club of its own. Charter No. 1108 was presented by Area Governor Herbert Brown, and received by Lt. Col. R. R. Gantt, president, who has been instrumental in establishing the new chapter. The membership includes forty officers stationed at the Base. The four men shown in the picture are: Squadron Leader Eric B. Bennett, Deputy Governor; Lt. Colonel Richard R. Gantt, President; 1st Lieutenant Paul Wrablica, Jr., Secretary; and 2nd Lieutenant John F. Wallace, Treasurer.

## Worthy Service

Immediate Past Governor Jack F. Kelley, of District One, mentions a notable work in his annual report. During his term as Governor, Toastmasters of the district have delivered a total of 432 speeches in behalf of community enterprises, with a total audience of 45,672. These speeches included 306 for the Community Chest, 58 for the Red Cross, and 68 for the Safety Council.

With a total of 73 clubs actively at work, the Toastmasters of Los Angeles District One play an important part in community affairs.

## Long-distance Toastmaster

B. E. Jones, who deals in insurance and real estate in Black Diamond, Alberta, is a member of Calgary Toastmasters Club No. 667. All that he has to do in order to attend the club meetings is to drive 80 miles. He has kept this up for three years, with such good effect that he is a club contest winner, and has recently been awarded his Certificate of Merit in Basic Training.

It would be interesting to figure up how many miles he has traveled and how many gallons of gasoline he has used on Toastmasters training, these three years.

## Chartiers Valley



Chartiers Valley Toastmasters Club received Charter No. 1076 at the hands of Harry C. Snider, Lieutenant Governor of District 13, at a successful charter party held at the Chartiers Heights Country Club, thus making a substantial addition to the strength of Toastmasters in the Pittsburgh area. In the picture, President Leo Haracy is seen accepting the charter from Lieut.-Governor Snider.

## Excuse, Please

In the July issue we located "Operation Beef" in Westchester Toastmasters Club, of Hartsdale, N. Y., completely overlooking the fact there is a Westchester Toastmasters Club in Southwest Los Angeles. The "operation" is now officially transferred from the Atlantic to the Pacific Coast, with apologies to the Westchesters.

## All in the Family



In Rochester, Minnesota, four brothers are members of the Toastmasters Clubs, although not all in the same chapter. Ralph J. Towey, a member of the R.D.C. Toastmasters Club, No. 1013, is assistant comptroller of the Rochester Dairy Co-operative. Richard L. Towey is a member of Rochester Toastmasters Club No. 271, and he is a partner in the firm of John H. Towey and Sons, funeral directors. Andrew E. Towey, rental agent for the Silver Lake Villa, is a member of the Olmsted County Toastmasters Club, No. 564. Robert F. Towey is a member of the same club, and he is a partner in the family firm of funeral directors. Does anyone know of another fraternal quartette in all Toastmasterdom?

## At St. Charles



District Governor Walter Voss took time out from pre-convention duties in Chicago to present Charter No. 1103 to the new Toastmasters Club of St. Charles, Illinois. In the picture you may see Lee R. Boynton, vice president of the club; Governor Voss, presenting the charter to President Francis Lund; and J. J. Winn, of Aurora, who presented the club with a handsome lectern, a gift from Aurora Toastmasters.



## Liberty Bell Planners



Liberty Bell Toastmasters Club, of Philadelphia, came into possession of Charter No. 1010, when District Governor Martin Ivers made the presentation. The club was honored by the presence of Hon. William Mercer Lennox, Sheriff of Philadelphia County, as guest speaker for the occasion. In the picture are seen a group of the officers meeting to plan the charter meeting. Seated are President James Beane and Sgt.-at-Arms W. D. Jung. Standing are Vice-Pres. David Leibgries and Dep.-Governor Ronald M. Roy.

## Speechcraft Teams

Pennsylvania District 13 is undertaking to present speech training almost anywhere within its limits. Lieut. Governor Elwood Weissert is asking each of the Toastmasters Clubs in the Pittsburgh vicinity to organize one or more teams who will be prepared to present certain parts of the Speechcraft training program. Classes are in prospect in several locations, and when these are arranged, the several teams will be called upon to do the instructing on the subjects for which they have prepared. This is a part of the Speakers' Bureau which is being set up in Pittsburgh, by means of which speakers will be provided for many community projects.

## Prepare

In an editorial by Alden C. Olson, the bulletin of the Toastmasters Club of Van Nuys, California, carries this good advice:

"Grant your audience the courtesy of preparation. You are not justified in asking a group to listen to what you can think up after you get onto your feet. Your preparation should take you over the field of interest, particularly as to what will be the most appealing, most challenging statement with which to open the talk."

This is good advice for any speaker, wherever he may be called upon to talk.

## The Big Convention



Many Toastmasters Clubs went in for political conventions in their own programs. One very lively event was "The Big Convention," by Central Toastmasters of Chicago, staged in the week between Republican and Democratic national conventions. There were keynoters, nominating and acceptance speeches. A new party, the Conservative-Radical, was brought into being to oust the old parties. Its symbol is the goose, and its platform is economy, with every candidate running for two offices instead of one, to save campaign costs. The candidate for president was also candidate for national dog catcher. Critics were cast in the role of AP and UP news commentators. The picture reflects the spirit of the occasion.

## Columbine Club Climbs



Past District Governor Gordon R. Merrick, of Fort Collins, Colorado, presents a District Club-of-the-Year award in District 26. This year, the honor was captured by Columbine Toastmasters Club, No. 768, of Denver. Let it be understood that the columbine is the state flower of Colorado. In the picture, Frank Borstadt, of the winning club (recently elected Lieutenant Governor of District 26) displays the award, as Gordon Merrick (left) and District Governor Q. R. Dungan stand by.

## On the Soap Box

Many Toastmasters Clubs have held "soap box" programs in their meetings, but the Toastmasters of Port Huron, Michigan, went beyond that. The members made their soap box speeches on downtown street corners. This was part of a local effort to encourage eligible voters to register and vote, which led to organization of a "torchlight" parade, and costumes of the Gay Nineties. All of it attracted attention, stimulated registration, and gave the Toastmasters an excellent experience in a new type of speaking.

It is an illuminating experience for any Toastmaster to step out of character and speak in unusual surroundings.

## Lane Drivers

"Nothing contributes more to safe driving than to drive in the proper lanes . . . Proper, courteous lane-driving adds up to safer driving and fewer accidents."

Thus spoke Municipal Judge Howard Brooks, of Des Moines, where a safety campaign has culminated in establishment of "Lane Drivers" in that city. It all started when insurance man—Toastmaster Martin L. Seltzer started talking traffic safety about two years ago. He developed speeches which he delivered before the Executive Toastmasters Club and then before many other audiences. The "Six-Foot Club" took up the idea and sponsored it.

The Des Moines Safety Council was sold on the theory that many hazards could be eliminated by teaching drivers to make no changes in the lanes in which they are driving without giving proper signals and observing safety rules. As a result, lanes are clearly marked in the capital city of Iowa. Drivers are being pledged to careful driving, which includes attention to the traffic lanes and the rules for changing, as well as "line straddling" and too close following of the car ahead. Car stickers are issued to those who sign the "pledge" to be a lane-driver.

Congratulations to "Bromo" Seltzer on his good work, and to the citizens of Iowa whose lives may be saved by this plan.



# A CRITIQUE OF THE CRITIC

## Mr. Evaluator:

I have been asked to observe your work as evaluator on this occasion, and to give you my impression as to the quality of your performance. This is my personal reaction, offered to help you to be a better evaluator next time. The items are arranged in the form of statements, with checking spaces to show whether my opinion is affirmative or negative.

### Your Work As Evaluator Impresses Me Thus:

	Yes	No
1. It seemed to me that you were showing off, making a try for personal glory.	( )	( )
2. It was too tough for the man you criticized.	( )	( )
3. You paid too much attention to minor details, not enough to the main essentials.	( )	( )
4. You showed evidence of careful analysis of the speech.	( )	( )
5. Your comments were all derogatory—negative.	( )	( )
6. You were too rough on his faults—gave too little credit to the good points.	( )	( )
7. Your evaluation was well phrased, constituting an excellent two-minute speech.	( )	( )
8. You were too polite—too flowery—failed to point out serious errors.	( )	( )
9. You showed the speaker how to improve—gave him helpful suggestions on weak points.	( )	( )
10. Your comments were discouraging. I can't blame the speaker if he quits right now.	( )	( )
11. You showed me that you grasped the speaker's purpose, and told him how to strengthen it.	( )	( )
12. Your comments were constructive—helpful—stimulating.	( )	( )
13. I would like to have you for my evaluator next time.	( )	( )
14. In your evaluation you did some of the very things which you objected to in the speaker's delivery.	( )	( )

Note: The Critic of the Critic will hand this sheet to the man concerned, after the program. There should be no oral report on this evaluation.

Forms like this may be ordered from Toastmasters International, Santa Ana, California, at 15 cents per dozen.

# PRACTICE EVERY DAY

By George Boardman Perry, Past Governor, District 8

We practice public speaking once a week. Actually, we could and should practice every day!

Such practice requires no extra time and we have opportunities galore.

How many times a day do you hold a conversation, or telephone someone, or dictate a letter?

Public speaking is nothing more than one-sided conversation with a larger group of people than you would address in ordinary conversation. You have an opportunity to practice public speaking when conversing, telephoning or dictating, and it requires no more time than you would ordinarily devote to these pursuits.

Conversation, like a speech, should have an opening, a body, and a conclusion. The opening should be interesting — thought provoking. The body should back up or expand upon the opening. The conclusion should sum up and convince.

When we drive a car we never think of the motions involved. They become automatic. We should practice organization of thought, even in ordinary conversation, until it becomes as automatic as driving a car.

Good diction is as important in conversation as in a formal speech. If we watch diction in ordinary conversation, we will be better

conversationalists and better speakers.

Voice gestures, likewise, are important. Inflections actually affect the meaning of words. We should learn to apply proper voice inflections in our everyday conversation.

Gestures are a vital part of conversation. We talk with our hands as well as our voices. Yet, when speaking in public, we wonder what to do with our hands! We should use them as naturally in public speaking as we do in conversation.

Sincerity is an asset. It can't be faked. Genuine sincerity stands out. We should learn to express our sincerity every time we talk—and it will pay us to do so.

Enthusiasm is the spark that ignites a kindred spark in the minds of others. Enthusiastic people get their ideas across. We can make an effort to be enthusiastic every day of our lives, if we so desire.

If we think of all talking as speech practice—and if we train ourselves to give serious consideration to this practice every day—it will greatly improve our conversational abilities and make better public speakers of us all. Good conversationalists are in as great demand at social gatherings as good speakers are before large audiences.



# Critic - Evaluator - Analyst ?

By L. A. White, Past Governor, Founder's District

Soften the term "critic" with all the finesse and eloquence of an accomplished Toastmaster—and it still requires a most charitable individual to keep it entirely divorced from fault-finding. Say what you will, fault-finding is the general conception of criticism, and it is so treated and used in many clubs.

When the "critic" was elevated to the position of "evaluator", he gained in dignity and prestige. But the difference between the two, if any, is little discerned or appreciated, so that this important feature of our club programs tends to become less effective instead of showing improvement.

Why is this so? Because it is impossible to criticize or evaluate a speech effectively without first analyzing it. Very few Toastmasters realize that. Consequently, when assigned as evaluators or critics, they become so involved with looking for little, picayune technicalities that the substance of the speech becomes entirely secondary. (I know! I've been there.)

However, if the assignment were to *analyze*, then the "analyst" would pay particular attention to the speech and the speech content. On the basis of what was actually said, the analyst would attempt to grasp the speaker's

view-point, his facts, his ideas, his beliefs and information on the subject being presented. He would not be so much concerned about the mechanics of the speech which, if detracting, would certainly show up in the analysis.

To accomplish this, the analyst would very briefly summarize what the speaker said and the impressions gained, beginning with the subject, the opening, the important points in the main body.

From this the speaker would know how well he had done; whether he had accomplished his purpose, or not; and how clearly his thoughts had been expressed and received. Even a very poor analysis could hardly keep from revealing some of the speaker's weaknesses and needed improvements or changes. This could include speech mechanics, such as voice, mannerisms and gestures, but no challenge of the material.

The important thing is for the speaker to get his subject across. If he does that, the "how" makes little difference. The "how" is not what he wants remembered; it is the message in his speech.

The use of speech analysis can raise the level of club performance from its low point, give greater help to the speaker, and help the members by giving them more valuable practice as listeners.

## SPEECHCRAFT IN THE SHOP

The Christopher Toastmasters Club, of Atlanta, Georgia, carried *Speechcraft* right into the factory, putting on a "Workshop" in a real shop.



C. J. Vandeventer, Safety Director of the Atlantic Steel Company, officiates as Topic-master at the Speechcraft Workshop. Seated at the table are Michael F. Wiedl and John F. Dorff.

In cooperation with the Dixie-steel Foremen's Club, of the Atlantic Steel Company, of Atlanta, they presented eight evenings of in-



Walter Patterson, General Foreman of the Wire Mills, addresses the men of the Speechcraft Workshop.

struction, using the regular *Speechcraft* course as the basis. Members of the Foremen's Club who participated in the training were enthusiastic about the experience which they gained, which has been reflected in a marked improvement in their own departmental and club meetings, both as to presentation of ideas and conduct of business.

The work was done under the supervision of Michael F. Wiedl, Governor of Area One. He has



Michael Wiedl, of the Christopher Toastmasters Club, served as instructor chairman at the fourth meeting of the group, when the theme was "Building a Speech." He is seen in action in the picture, while John Dorff, another member of the Christopher Club, takes notes on what is said.

since been elected Governor of District 14. A strong committee of Christopher Toastmasters presented the instruction and led in the training. There were 26 men registered for the course.



## HOW WE TALK

### Simplify Your Sentences

If you wish to be clearly understood, make your sentences simple and direct. Avoid long, complicated constructions.

Try to keep your words from wandering. Do not start sentences, then break off and start on something else, always starting and never finishing. Do not interrupt yourself to insert unimportant comments and corrections.

You do not need to go beyond your daily conversations with people to find examples of the wanderers, the interrupters, the complicated constructors. You may be guilty of it yourself. Set a watch on your talk, to find out.

Charles Dickens must have been annoyed by this kind of talking, for he attributes it to several of his entertaining characters, usually women. Here is a paragraph, taken from "Nicholas Nickleby", which demonstrates the wandering, self-interrupter type of conversation:

"There was a case in the day before yesterday's paper," said Mrs. Nickleby, "extracted from one of the French newspapers, about a journeyman shoemaker who was jealous of a young girl in an adjoining village, because she wouldn't shut herself up in an airtight three-pair-of stairs and charcoal herself to death with him; and who went and hid himself in a wood with a sharp-pointed knife, and rushed out, as she was passing

by with a few friends, and killed himself first and then all the friends, and then her—no, killed all the friends first, and then herself, and then *himself*—which it is quite frightful to think of. Somehow or other," added Mrs. Nickleby, after a momentary pause, "they always *are* journeymen shoemakers who do these things in France, according to the papers. I don't know how it is—something in the leather, I suppose."

As a rule, this kind of sentence complication is attributed to women, especially by masculine writers, but the men are not guiltless.

Here is a sentence from the editorial page of the *Los Angeles Times*, given exactly as it appeared, without punctuation marks which might have been used to make the meaning more clear:

"A resolution is before the council which would conclude from the refusal of Russia and its allies to submit the germ war charges to impartial inquiry that the charges are 'without substance and false.'"

St. Paul, in some of the Epistles, does himself proud by the length of his sentences. Of course the Greek language lent itself to such complexity. Read his salutation in the first chapter of the Letter to the Romans, in which he carries on for more than 125 words before he reaches the first period.

He does almost as well in the start of his first Letter to Timothy. It would be easier reading if he had broken it into shorter sentences.

To be understood, when you speak or write, put words together so that the meaning is unmistakable. Avoid complications, repetitions and interruptions, which may cloud the sense.

## Recommended Reading

By R. C. S.



### Understanding Fear

Many Toastmasters are acquainted with the writings of Harry A. Overstreet whose book, *The Mature Mind*, has been widely read by our members. It is a good time now to meet Mrs. Overstreet, the other member of this brilliant team of practical psychologists.

Her most recent book (*Understanding Fear*, by Bonaro W. Overstreet, Harper & Brothers) has attracted attention in all quarters. It is an original and stimulating treatment of an old problem, the problem of our fears and what to do with them.

Mrs. Overstreet sees in fear one of the most powerful forces in human affairs. She finds it in many disguises, and she makes it a primary motivating influence in the actions of men. "Fear, for example, may disguise itself as courage," is one of her opening premises. Other disguises may be ambition or snobbishness or loyalty or self-sacrifice. Perhaps we are polite because we are afraid of being counted boorish.

She does not attempt to help us rid ourselves of the fears which lead us to avoid harm, but of those "that prevent our responding to reality," those fears which hold us back when we should go forward, or make us take risks when we should hold back.

One is impressed by the underlying appeal in this book for the intelligent approach to the problem of fear. It is the theory of the mature mind, as discussed in Dr. Overstreet's book, practically applied to this phase of life.

"Fear is not a private affair because it stands like a road block between the individual and reality. It makes him see what is not there in the objective world, and prevents his seeing what is there."

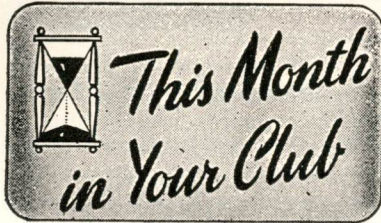
What can we do about it? Mrs. Overstreet says that we can discard old methods of dealing with the problem of fear, and take on some new and more rational ones. She urges us to encourage self-acceptance, to make it easier for people to learn to live with themselves.

We must learn to take a realistic view of our limitations and errors, and we must help promote self-respect and right conduct by providing the experience and atmosphere which will cause such emotions to grow naturally. We cannot "command good will into existence."

This is a good book for thoughtful parents and teachers to study. In fact, it is a good book for any thoughtful person to read and ponder. You will do yourself a favor by calling for it at your bookstore or at the Public Library.



# PROGRESSIVE



## Better Evaluation

You are going to hear a great deal about evaluation and how to do it better. Improvement of our training and practice of this work is a major objective of the Educational Bureau for the current year.

September brings the "Point of Emphasis" which starts us out on the project. Your club is urged and expected to devote primary attention to the study of why and how to evaluate, not only speeches, but people and circumstances, and even your own selves.

## How to Do It

An obvious first step is to present some carefully prepared talks on the fundamental facts about speech evaluation. Assign to an experienced member these two questions: "What is evaluation, or criticism, and why do we need it?" Tell him that he will find abundant material on which to build in our book, *Speech Evaluation*, which every Toastmaster possesses. If he will refer to pages 3, 4, 8, 14, 15, and many other parts of this book, he will have no

trouble in preparing an illuminating talk on the subject.

For another program, assign a man to discuss: "Who should do the evaluating; what does the evaluator get for his work, and what good does it do the speaker?" Once more, refer him to the book, pages 5, 12, 15, 19, etc.

For a third speaker, if there is time for him to be heard, give the question: "How can one learn to be a good speech evaluator?" Tell him to study *Speech Evaluation*, pages 5, 20, 21, 26, and 28 for material.

At each meeting during the month, have a speaker on some phase of evaluation. Then stimulate the general evaluators to plan and work with their assistants to demonstrate the very best in constructive criticism. This will help give your club a flying start for the season's work.

## Concentrate

There are many other items to be considered in the September programs, which are clearly set forth in the "Progressive Programming" bulletins mailed to your club's president and educational chairman. This is the month for election of new officers and for various club, area and district activities. But the big idea for September is to start on improvement of evaluation in your club. If anything has to be neglected, be sure that it is not your *better evaluation*.

# PROGRAMING

## "Making the Sale"

For October, let's think of speech as selling.

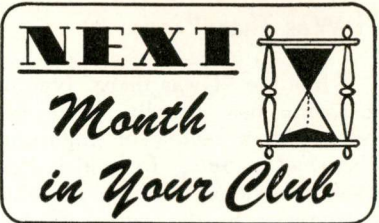
It really works both ways, for while speaking is selling, selling is done by speech. The speaker tries to sell ideas, candidates, propositions, as well as commodities. In selling he uses words, either spoken or printed. The advertiser uses the speech arts in laying out his ads. The teacher tries to sell his students on the desire to learn. The preacher seeks to sell the ideas of righteousness and justice and neighborly living.

You just can't get away from selling, whether you are asking the banker for a loan, or selling a piece of real estate, or inviting the voters to support your cause, or offering your heart and your hand to the fair maid of your dreams.

## The "So What"

Every speech must have a purpose. That purpose is the speaker's excuse for making the speech. It directs his opening, his argument and, supremely, it indicates his conclusion. The finish of a speech must never leave the audience in doubt as to what the speaker's purpose is.

There are several varieties of purpose, but the selection of one variety and faithful adherence to it, once it has been chosen, cannot be overlooked by any speaker who hopes to accomplish anything besides using up his allotted time.



## The Club's Purpose

Likewise, each meeting of your club must have a definite purpose. It should bring gains to the members of such value as to justify their attendance, and their expenditure of time and money.

This is why program planning is so vitally important. This is why we keep hammering away at objectives and plans.

During October, your Educational Committee should make an unusual effort to plan every program with a specific purpose as to Table Topics, program theme, speech subjects, and plan of evaluation. Let every speech "hit the nail on the head."

## Anniversary Month

October brings the 28th anniversary of the establishment of the Toastmasters movement, and the 22nd anniversary of the formation of Toastmasters International. Give your members and your community a chance to learn more about the origin and nature of the Toastmasters Club, and the service it offers to men.

But keep *purpose* always in the foreground.



# *It's a Good Idea*

## "I Was There"

While the "I was there" type of program has usually been developed as a review of important historical events, in which the speaker assumes the role of some participant in the event named, there is another simple and easily available way to use the plan. In this one, the speaker relates an interesting or significant story of something in which he actually participated.

Thus, one member reported on one of the great political conventions, while another related his observations in a visit to a mental hospital, and another covered a traffic accident of which he was a spectator. There are many variations possible in this plan. The talks give the speakers great freedom in description and in use of gestures.

## Speaker and Critic

Desirable results are gained by introducing questions and discussion between the speaker and his evaluator. The evaluator may direct questions to the speaker as to his sense of success in scoring a point, or as to items on which he feels the need of special help. The speaker may ask the critic for further elaboration on some point, or on something which the critic neglected to cover. Such talk between the two is perfectly friendly

and frank and helpfully intended. It hardly ever fails to emphasize some points which would otherwise be overlooked.

## The Business Interview

Many clubs have used this, but not nearly enough have tried it. The plan can be adapted to simulate an applicant for a position being interviewed by his prospective employer; or a purchasing agent dealing with a salesman; or a personnel director trying to instil a fighting spirit into a bunch of unenthusiastic employees; or the head of a firm interviewing a committee of employees who are dissatisfied and threatening to strike. Apply some imagination. Develop a specific situation. Give time for an adequate presentation, and then allow the members to evaluate the performance under the guidance of a chief evaluator.

## Audit the Treasurer

As a matter of good business practice, appoint a special auditing committee to study the treasurer's report and help prepare a budget for the next administration. Club finances should be given consideration at frequent intervals.

And when new officers are elected, be sure to notify your bank about changes in the signatures. Ascertain the exact title of your club's account, so that checks may be correctly signed.

# *More Good Ideas For The Speaker*

By Ralph C. Smedley

Here is a formula, or list of principles, which will fit almost any speech. It is not offered as a speech outline, but as a plan for preparing a speech on any subject, following any kind of outline you may choose.

There are six fundamental principles given here. Try them for yourself.

### 1. Be brief.

**Boil it down. Stick to the main idea and make sure that you can get through under the time limit rather than run over. (This goes for planning a program as well as for preparing a speech.)**

### 2. Make a plan.

**Know where you are going before you start. Decide what is the purpose—what is to be accomplished. Plan the conclusion first, and then work to it. (In planning a meeting, figure on having the end come on time, so that the meeting will be complete, with purpose achieved, when the time for adjournment arrives.)**

### 3. Don't be afraid.

**Know your subject and your purpose, and there should be nothing to fear. Knowledge overcomes fear. Learn to relax, and to think while you talk. Forget yourself and your fears in your earnestness.**

### 4. Be eloquent without trying.

**Eloquence comes when you are informed, interested and inspired with enthusiasm. You can't interest an audience if you are not interested. Let earnestness and conviction inspire you to eloquence.**

### 5. Avoid unpleasant mannerisms.

**Anything which detracts from the force of your speech is bad. Watch yourself to repress the bad and cultivate the good in your style of speaking.**

### 6. Be clear.

**In your argument and especially in your conclusion, make your meaning clear. Do not leave your audience in doubt. If it is a speech, make the conclusion definite. If it is a voting matter, be sure that everyone knows what he is voting on. If it is only an announcement, make it so clear that no one can misunderstand.**

Use these six principles when you prepare a speech or a program. Be brief, be prepared, be confident, be in earnest, be definite, and you will be heard with pleasure and profit by those who listen.



## USELESS INFORMATION

Still, you might get a good speech idea out of an unimportant item.

Now on the market is a chlorophyll candle which you can burn to freshen the air and clear out smoke and dispel unpleasant odors in a room which has been occupied too long by too many people. (Of course, you could get the same result by admitting some fresh air.)

According to a supposed authority, it takes all that you earned from January 1, 1952 to May 19 of the same year to pay all your taxes for this year, assuming that you were gainfully employed during that period at a normal annual rate of pay.

Announcement comes from Great Britain that factories will soon be ready to mass-produce rockets capable of traveling at more than 2000 m.p.h. Nothing is said about their passenger-carrying capacity.

American scientists state that "space" travel is no longer a dream of the future. Men in space suits, traveling in space craft, have reached heights where 96 per cent of the earth's atmosphere lies below them. An unmanned rocket has climbed to 255 miles, into what is practically a vacuum. The scientists call this altitude the "aeropause" because it gets so far away that it is virtually in the ether. Passengers are already signing up for the rocket trip to the moon, if, as and when it starts. One hopes that they have their "space" guns ready. Any up-to-date small boy can tell them where to get space guns, and how to use them.

An enterprising manufacturer advertises "liquid sandpaper," guaranteed to remove paint, varnish or rough spots. "Liquid paper" of any kind sounds rather far advanced.

The Literary Guild of America announces that "Midcentury Journey" by William L. Shirer will be its October choice. In spite of that, Mr. Shirer writes well, and we may wish to read his latest offering.

On July 26, J. Edgar Hoover completed 35 years service with the F.B.I.

The President of the United States has announced that September 17 will be observed in America as Citizenship Day. That date brings the anniversary of the Constitution of the U.S.A., which is probably what suggested the idea to him. Speeches on citizenship are in order on Citizenship Day.

Bothered by flies? Announcement is made of an outdoor fly spray which will kill all the flies in the neighborhood if properly aimed. Is this an attempt to put makers of fly swatters and fly screens out of business?

The national convention of the Republican party in 1936 was held in Cleveland, Ohio.

The great seal of the United States shows an eagle which holds in its left foot a cluster of 13 arrows.

In 1848, the Overland Mail took 21 days across the continent from St. Louis to San Francisco. In 1915, the first transcontinental telephone line was opened for service. Today, radio relay systems and other transcontinental communication facilities make it possible for coast-to-coast phone calls to go through in seconds, and for television to flash events across the nation at the moment they occur.

The interest cost alone on the national debt of the U.S.A. today amounts to nearly five times the total amount of the debt in 1914.

## Words in Everyday Life

R. C. Medley Woodsmith

### THE CRITIC

is a judge. Together with such words as crisis, criterion, certain, decree, hypocrite, crime and discern, it comes from

#### Krinein

a Greek verb meaning to judge or determine. The Greek adjective *kritikos* means able to discern, or separate, and the noun *krites* means a judge or referee. It was applied to judges in the poetic contests at Athens, who "picked out" the winners.



### Not Fault-Finding

The critic was not originally a fault-finder. He was a discriminating observer who studied the good and the bad, and balanced the points so as to pick out the best. The word has lost its original meaning in common usage until the dictionary has to show criticism as meaning "the act of criticizing, especially unfavorably; fault-finding; censure."

An earlier definition, and one which is nearer to the real meaning of the word, is "the art of judging or evaluating with knowledge and propriety the beauties and faults of art or literature." It is in this sense that the word is used in Toastmasters training.

Because of the prejudice against criticism, we use *evaluation*. This word comes from the Latin verb *valere*, to be strong, to be worth. When we value, or evaluate, we place a value on the thing considered; we appraise it. This word, appraise, goes back to the Latin *pretium*, a price, or exchange value.

In appraising, we try to set a value upon something; we estimate its worth or excellence. In any case, we must assume judge-like qualities when we criticize, evaluate, or appraise, picking out the good and bad points and weighing them against each other.



# THE QUIZZER

## Words Grow From Roots

The root is *capere*, a Latin word meaning to take. Many words have grown from this root. Some of them have gone a long way from their point of origin. In the following list, each word, when you study its make-up, will be found to include some form of *capere*. Be careful not to confuse this verb with the noun, *caper*, a goat, from which come some other familiar words.

The dashes indicate the number of letters in each word to be identified. Thus, the first word has nine letters. You should have no difficulty in figuring out that the word is *municipal*. Now go ahead to fill out the list.

1. \_\_\_\_\_ — Pertaining to affairs of a city
2. \_\_\_\_\_ — Able, efficient, competent
3. \_\_\_\_\_ — Pincers for extracting
4. \_\_\_\_\_ — First, highest
5. \_\_\_\_\_ — A settled rule of action
6. \_\_\_\_\_ — To share in, to take part
7. \_\_\_\_\_ — A formal acceptance
8. \_\_\_\_\_ — A maxim
9. \_\_\_\_\_ — Mental apprehension
10. \_\_\_\_\_ — A written acknowledgement
11. \_\_\_\_\_ — A formula
12. \_\_\_\_\_ — To take by force
13. \_\_\_\_\_ — A mean and cowardly wretch
14. \_\_\_\_\_ — To imagine or realize
15. \_\_\_\_\_ — Vanity, or great self-esteem
16. \_\_\_\_\_ — A legal or written order to take into custody
17. \_\_\_\_\_ — Fretful, peevish
18. \_\_\_\_\_ — To receive with favor

### The Words

- |                |               |              |
|----------------|---------------|--------------|
| 1. municipal   | 7. reception  | 13. caitiff  |
| 2. capable     | 8. precept    | 14. conceive |
| 3. forceps     | 9. perception | 15. conceit  |
| 4. principal   | 10. receipt   | 16. capias   |
| 5. principle   | 11. recipe    | 17. captious |
| 6. participate | 12. capture   | 18. accept   |

### BEFORE WE ADJOURN

These wise words about evaluation are taken from The Proverbs of Solomon.

Give instruction to a wise man, and he will be yet wiser; teach a just man, and he will increase in learning.

Seest thou a man wise in his own conceit? There is more hope of a fool than of him.



**O**UR ILLUSTRIOUS fathers, when they wished to make clear and to propagate the highest virtues in this world, put their states in proper order. But before putting their states in proper order they regulated their families. Before regulating their families they cultivated their own selves. Before cultivating their own selves they perfected their souls. Before perfecting their souls they tried to be sincere in their thoughts. Before trying to be sincere in their thoughts they extended to the utmost their knowledge. When knowledge was complete their thoughts became sincere. When their thoughts were sincere their souls became perfect. When their souls were perfect their own selves became cultivated. When their selves were cultivated their families were regulated and their states came to be put in order. When their states were in proper order then the whole world became peaceful and happy.

—From the words of "Philosopher Kung,"  
Confucius, spoken five centuries before  
Christ.



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*BJ 128*

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