

the ability to sway the feelings of hearers by sympathy and warmth of utterance. To these there must be added, for permanent success upon the rostrum, rich and full powers of voice, large training in the effective use of language, graceful and commanding attitudes and gestures, and all those personal qualities which give a living force to spoken words. The orator should have the art of the poet as well as the force of the reasoner, be capable of clothing his thoughts in a brilliant cloak of words and phrases, of controlling the feelings as well as appealing to the judgment of his hearers, in short, of employing all the expedients of which language is susceptible, all the attraction of which the voice and person are capable, and all the powers of thought with which the intellect is furnished.

#### THE EFFECT OF ORATORY

An oration, to be fully appreciated, must be heard, not read. Much of what gave it force and effect is lost when it is committed to print. The living personality is gone—the flashing eye, the vibrating voice, the impetuous gesture, the passionate declamation, the swaying and sweeping energy of eloquence which at times gives to meaningless words a controlling force. Much is lost, but by no means all. The real flesh and blood of the oration is left—its logic, its truth, its quality as a product of the intellect. When thus read, apart from the personal influence of the orator and with cool and judicial mind, the sophistry, the emptiness, of many showy orations become pitifully evident, while the true merit of the really great effort grows doubly apparent. No longer taken captive by the speaker's manner and the external aids to eloquence, the reader can calmly measure and weigh his words and thoughts, with competence to reject the vapid example of speech-making and give its just pre-eminence to the truly great oration.

From what is above said it should be evident that the powers of the orator are not alone those of pure reasoning, of logic reduced to its finest elements. No example of oratory