

get the truth across, and he's missed what he could have had in the first and second years! Then when he graduates he finds that his opportunities of service are not a fifth that of other students who have been working from the very first year on learning to know something about human nature so they can present it in a way that will be acceptable instead of in a way that will arouse antagonism. And to learn something about speaking so as to be able to get the message across. I felt this importance so much that once for a few years I taught public speaking. I'm afraid I'm not a very good exemplar myself of the results of this, but I worked hard on this for a few years and I worked with the students particularly on their most obvious flaws.

I remember one fellow who always talked this way. If you listened real close you could hear what he was saying, but he did not use his lips much. I tried to figure how to get him to speak so he could be understood. I gave him Longfellow's poem: Thou too sail on O ship of state, sail on O strong and great. Humanity with all its fears . . . He had that first stanza and he could say that just as clearly and distinctly as could be. Then he'd say I don't see the point in bothering with this poem, I'm not interested! I tried to get him to talk ordinarily like he'd talk when he'd recite that poem. I said to him whenever you preach get off by yourself and recite a verse of the poem and then talk that way. He thought it was a lot of nonsense. He graduated at the very top of his class. He had a first class mind, and he became pastor of a church and about 1/10th of the people thought his messages were perfectly wonderful. The other 9/10th quite coming. So he left the church and got a position teaching in a college. They found there that 1/10th of the students thought he was perfectly wonderful, and the other 9/10th would not take an elective from him because they couldn't understand him.