

and body of persons, however intelligent and however conscientious, and ask them to value and arrange studies from the standpoint of culture, discipline and utility, they will of necessity arrive at very different results, depending upon their own temperament and more or less accidental experience—and this none the less because of their intelligence and conscientiousness.

With the rounding out of the High School to meet all the needs of life, the standard changes. It ceases to be these vague abstractions. We get, relatively speaking, a scientific problem—that is a problem with definite data and definite methods of attack. We are no longer concerned with abstract appraisal of studies by the measuring rod of culture or discipline. Our problem is rather to study the typical necessities of social life, and the actual nature of the individual in his specific needs and capacities. Our task is on one hand to select and adjust the studies with reference to the nature of the individual thus discov-

ered; and on the other hand to order and group them so that they shall most definitely and systematically represent the chief lines of social endeavor and social achievement.

Difficult as these problems may be in practice, they are yet inherently capable of solution. It is a definite problem, a scientific problem, to discover what the nature of the individual is and what his best growth calls for. It is a definite problem, a scientific problem, to discover the typical vocations of society, and to find out what groupings of studies will be the most likely instruments to subserve these vocations. To dissipate the clouds of opinion, to restrict the influence of abstract and conceited argument; to stimulate the spirit of enquiry into actual fact, to further the control of the conduct of the school by the truths thus scientifically discovered—these are the benefits which we may anticipate with the advent of this problem of the wider High School.—*The School Review*, University of Chicago.

CHARACTER IN SPEECH.

By Mrs. Belle Smith Bruce, Yonkers, N. Y.

There are some things in life and experience so common that we scarcely give a thought as to their how and why. They are treated as axioms. If things of fact their truth is questioned. If of art—matters of practice—they are left wholly to chance. To the masses speech is such. From the cradle

to the grave it is our household companion. We begin to learn it in our mothers' arms and we cease to use it only when death closes the ear and silences the tongue forever. Speech becomes so much a part of self that, like the face and features, it is brought to one's consciousness only by reflection.