

nunciations. The natural inference drawn by the students from this indifference to correct speech on the part of their instructors is that "any old way" of pronouncing words is good enough. Indeed, this view of the matter is quite in harmony with the utilitarian and scientific tendency of all instruction. I once made an appeal to the members of a college faculty for aid and support of the English department in securing good English for all departments, and a professor of physics at once responded: "I don't care a rap how students express themselves, if they only get at the facts." I surrendered to the enemy, as the English professor always does, in these conflicts between the ideals of culture and the ideals of the immediate fact and the ultimate dollar.

It is a conspicuous evidence of new standards that the college, under the dominance of this don't-care-a-rap attitude toward the cultural elements of education, instead of being a community of refined scholars influenced by ideals of culture, is rapidly becoming a community of coarse and awkward vulgarians, especially in respect to the graces and amenities of oral speech. But the most significant aspect of the matter is that this disregard for refinement is elevated to the dignity of a principle, a fundamental axiom of educational processes. Education is always more or less in a state of reform flux. Like a volcanic region, the pedagogical field is in perpetual danger of seismic disturbance. Just now the whole educational system is quaking with the "practical efficiency" reform. The demand is made of every element of education that it shall prove its worth by its "ultimate productiveness" in "economic contributions to life." This is called "enriched" education, as distinguished from "liberal" education, which is regarded as effete and useless. When the efficiency stalwarts have stripped off all the refinements and elegancies of education, everything that does not make a direct, concrete contribution to the "eternal problem of getting a living," then there will be

no use for poetry, esthetic ideals, and training in the humanities; especially there will be no tolerance for such foolish affectations as correct punctuation, spelling and pronunciation.

The teacher in school or college who habitually says wieh, wen, wile, wip, wite, instead of which, when, while, whip, white, often entangling his meaning for his auditors, ought to be correspondingly slovenly in his dress—his hair tumbled, his necktie askew, trousers bagged at the knee and shoes run down at the heel. But on the contrary, he is quite likely to be carefully dressed, everything about him being immaculate except his speech. Such an instructor will daily hear his students say abl'tive, nomnative, labertory, eloqunce, status, data, apparatus, compeditor, tejus and bekus, without the slightest disturbance of his sense of educational fitness. Educated men and women, graduates of colleges and leaders of society, are constantly perpetrating such blunders as hundurd, neuraligy, cupalo, Toosday, Febuary, fornit, sacriligious, wes side, for west side, dont choo for don't you, lawr and sawr for law and saw; and they commit these vulgarisms, unblushingly innocent of an offense against good taste and conduct, although they would be sorely distressed by finding a fly-speck on their clean linen.

In our social relations, there is perhaps no shock quite so cruel as the disillusionment that occurs when a beautiful woman, dressed in exquisite taste, opens her mouth with a cacophonous mixture of slangy and slipshod language. Whether just or not, the common judgment of character is by external manifestations. One's ideals of culture are revealed, unconsciously but emphatically, by dress, by manners and chiefly by speech. "Perhaps no more delicate test exists of the grain of an educated person's culture than that of pronunciation," says Horace E. Scudder. "It is far more subtle than orthography or grammar, and pleasure in conversation, when analyzed, will show this fine sense of sound and articulation to be the last element."