

of college work; normal schools that do the first two years of college work; and public high schools that do two years beyond the regular four-year high school course. This junior college work in high schools is a part of the reorganization of high schools that has been going on ever since high schools were begun. The addition of two years at the lower end of the course, forming the junior high school, is the other part of the reorganization, but will not be dwelt upon here. As a rule, public school men favor the junior college plan, provided adequate teachers, pupils, and funds are available, but think that it should be organized with a separate faculty, in a separate building, and distinct in every way from the high school. Of course, the two would be under the same board of education and superintendent. Some of the chief advantages for the junior college are that the students remain at home during the first two years of their college course, which reduces their expenses and gives them the advantages of parental influence during a critical period of their lives, and that larger numbers will receive these two years of instruction because it is within easy reach. Of course, only relatively large school systems should attempt to organize junior colleges. Those who oppose this kind of school claim that it is inferior to the first two years in a regular college. It is the purpose of this article only to draw attention to the growing prominence of this form of instruction. Any one who is interested in education will do well to keep in touch with this development.

VII. A movement that was born in the stress of war, that is young and strong, but vague and indefinite in its boundaries, is Americanization. Its meaning varies with persons, places, and times so as to include the teaching of duties of citizenship, loyalty to country, English to foreigners, literacy for all, industry, thrift, skilled trades, good morals, and nearly anything included in education and civilization. The meaning of the term, however, should be restricted to making good Americans out of persons by two chief means: (1) giving them an opportunity and incentive to acquire the proper knowledge and use of the English language and other elementary subjects, and (2) leading them to acquire the right ideal of loyalty, patriotism, thrift, and the like. At the Cleveland meeting three sessions of a half-day each were devoted to

the Americanization program, which covered topics such as the Smith-Hughes Law, and the Integrity of the Liberal College Course, some of which seem to have a very remote relation to Americanization.

A number of other subjects were included in the program, and received considerable attention, but for the most part they were of the perennial variety, and do not represent any new trend in American education at the present time. Although the agitation for higher salaries to teachers is as old as the institution of the school, it has now a new impetus, and is the chief cause of the present unusual shortage of teachers. There was nothing exceptional at the Cleveland meeting in the discussions of the time-honored topics of physical education, moral education, education in music, and the like.

GEORGE FREDERICK MILLER

### III

#### A FABLE FOR FATHERS

Once, in an ancient wood, so I am told,  
Before the world had grown so wise and old,  
There lived a wolf, famed for the deeds he'd  
done,

And proud possessor of an only son.  
Thought the fond father, with a parent's joy,  
"My deeds shall be outdone by this, my boy.  
He must excel all animals; therefore  
I'll have him taught all kinds of forest lore,  
For I'm determined he shall be no fool.  
I'll send him first to Master Fish's School."

And so young Master Wolf, that very day,  
Was called, and lectured at, and sent away;  
And Master Fish, the swimmer, undertook  
His education in the old school-brook.  
"Now," said the Master, "you will quickly  
see

How easy is this process; just watch me."  
One flop, and he was in the brook near by;  
He turned upon young Wolf his glassy eye;  
He swished his tail, and round and round he  
spun;



"You see, young sir, how easily it's done."  
Obedient, brave, and hopeful staggered in  
The pupil, and the water wet his chin.  
He gasped and shook and shuddered and then  
sank,  
And struggled out again upon the bank.  
Old Master Fish was shocked. "Are you a  
dunce?"

Can you not do the simplest thing? This once  
I will excuse you. But take my advice,  
Don't fail again; I'll not forgive you twice.  
Come now, once more." But it was all in  
vain;

The youngster tried, indeed, and with much  
pain

Managed to swim a little on the top  
Of the cold water; but then out he'd hop  
And stand and gasp and shiver and despair,  
While all the little fishes learning there  
Would dive and dart and spin and sport about  
And call at him with many a taunting shout.  
At length, old Master Fish called him a fool,  
And in great anger sent him from the school.

"Eh!" said the father, "I don't understand.  
This school is well reputed in our land.  
It must be that it's vastly over-rated;  
Yes, now that I recall, I've heard it stated  
That there is something strange with Master  
Fish,—

I'll send you somewhere else, for it's my wish  
That you should lead in scholarship and fun:  
You *should*, for recollect you are my son!"

So Monsieur Squirrel took young Wolf  
in charge,  
To teach him how to climb, and how to lodge  
In topmost branches of the swaying trees,  
And how to lean his body to the breeze.  
But—and I must be brief with my sad story—  
Again the lad trailed home with little glory.  
For though he managed up a branch or so  
To scramble when the tree was dwarfed and  
low,

By dint of—what's not pedagogue, I fear—  
Sufficiently strong urging from the rear,  
Yet he could never run with motion free  
Among the branches, nor from tree to tree  
Like the young squirrels. He received great  
blame,  
And was sent home in dire disgrace and  
shame.

Scolding his son for lazy lack of trying,  
Old Wolf determined he should be taught  
flying,

And sent him, after many a bitter talk,  
To study it with famous Master Hawk.  
His school was on a gaunt, grey granite ledge;  
He stood and shook his feathers on the edge,  
Spread with unconscious grace wings strong  
and broad

And beautiful, then lightly out he soared.  
The young Wolf, dutiful, though full of fear,  
And with his father's precepts in his ear,  
Followed, and leaped forth from the high  
cliff. Bang!

When he came to, his young head buzzed  
and rang;

And next, with broken head and broken paw,  
He leaves the school, "Requested to with-  
draw."

Old Father Wolf was at his keen wit's end.  
"My son an idiot! May the Gods forfend!  
And yet from three schools, one after another,  
He's been expelled! The lad favors his  
mother,—

Well, now, young sir, I'll give you one more  
chance;

Don't be expelled, I warn you in advance,  
Or, sir, I'm through with you."

"But, Father, I  
Assure you that I do my best; I try,  
But somehow I don't—"

"That's enough from you.  
If you come home disgraced again, I'm  
through!

I'm sending you to school to Mister Bear;  
If there you don't succeed, you're not my  
heir!"

Now, you must know that, in the time I sing,  
The Bear for wisdom was the forest king,  
And all the forest arts and crafts he knew,  
And more than that, for he could teach them,  
too.

He listened gravely to the sad report  
Of Father Wolf, then with a gentle snort  
Shoved back the glasses on his wise old head,  
Swayed back his chair, and with his keen  
eyes read

The letters from poor young Wolf's former  
schools,

In which he was portrayed the prince of  
fools;



Then dropped them in his basket labelled  
 "Waste,"  
 And turned, and calmly, kindly, without  
 haste,  
 Questioned young Wolf, who trembled and  
 replied,  
 And hemmed and hawed and hung his head  
 and shied  
 And finally answered. I omit the rest  
 Of Mister Bear's keen psychologic test  
 And only state that after it was done,  
 He had as pupil Father Wolf's dull son.  
 And now we'll hasten o'er young Wolf's  
 career,  
 And skip at once the space of half a year.  
 At gentle Mister Bear's again we find  
 Old Father Wolf with a much troubled mind.  
 He sits uneasy, restless, in his chair  
 And listens to the words of Mister Bear.  
 "I've sent for you, sir, that you may remove  
 Your son—"

The Wolf snapped, "Ah, I knew  
 he'd prove—"  
 Said Mister Bear, "I'm sorry he must go;  
 He's my best pupil. All that he should know  
 I've taught him. Keen of sight and swift and  
 cunning,  
 In hunting, jumping, catching game, and run-  
 ning,  
 He can excel us all." And Mister Bear  
 Hammers his desk and drops his gentle air  
 And glares at Master Wolf and growls and  
 gleams,  
 "You thought the lad an idiot, it seems.  
 You wanted him to swim and climb and fly;  
 Can you do what you wanted him to try?  
 If you could climb, if you could fly and swim,  
 It would be also possible for him.  
 The fault is yours! You should have wished  
 your son  
 A wolf like you, although a better one!  
 To make him something else you have essayed  
 In vain! A better wolf, that's what I've  
 made!  
 Birds to the air, and fishes to the flood;  
 And schooling can't compete with breed and  
 blood!"

MILTON M. SMITH

#### IV

### SOME ADVANTAGES OF TRAINING FOR TEACHING HOME ECONOMICS

Commencement day at high school finally arrives, and the young girl-graduate, amid excitement and anticipation, says farewell to the long road through the lower schools and scrutinizes the paths open to her today, leading to economic independence. At no time in the past have there been offered to her so many opportunities from which to choose. Clerical work, salesmanship, nursing, teaching, medicine, writing—each bids for her attention; each offers some special advantages. The teaching of home economics is among the comparatively new fields to offer opportunities for service with which is associated a reasonably good living.

The high school graduate in 1920 has had some training in social science; therefore the first question she considers in connection with any field is, *Will work in this line add to the social welfare, while providing me with a living?* Home economics responds with an unequivocal "Yes."

Men are sick because of ignorance of the laws of health. Home economics teaches the art of right living. The physician and nurse seek to teach the way of return to health; but the teacher of home economics by her efforts promotes health, and so is a co-worker with physician and nurse. The minister seeks to instill helpful thoughts, to create right attitudes, to increase the abundance of life. Health is one expression of abundance of life; so the teacher of home economics is a co-worker with the minister. Home economics touches life so intimately on many sides that the social worker must know many of its fundamental principles; hence the home economics teacher is her strong ally. By working with minister, social worker, physician, and nurse, the home economics teacher fills a place of usefulness in any community.

*Will this work interest me?* asks the young girl. Few indeed are the girls who do not like to cook or to sew or to arrange a room artistically—to study color and line, to bring order out of disorder, to care for children, to make people happy. In this work there are so many phases that the great bugbear of teach-