

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-

ing—monotony—almost disappears. The number of activities within the home is so great, their scientific explanations provide such a variety, that neither teacher nor pupil has a chance to grow tired of any one phase. And then, home economics does not allow one's thoughts to be confined to such a small circle as the family; but the connections of the family with the community, the community with the world, must be studied and taught; so that one is constantly hastening in order to keep up with the new facts to be learned and taught. In addition to the new discoveries about foods, which are so exciting, and the new attitudes towards labor to which one must adjust oneself, there are all the new theories about teaching to be assimilated and applied to this particular field. To the teacher of home economics there are open endless opportunities for growth; and the enemy—monotony—dreaded by many old-time teachers, assumes a new disguise, and the teacher of home economics steels herself not to be led astray by diversity.

As I grow, will new opportunities be open to me? asks the graduate of 1920. Specialization calls to all who wish to study deeply and, unlike some other lines of work, specialization in home economics does not separate one from the experience gained in other phases of the profession. The dietitian needs all the science she can gather, all the applied psychology she can learn, all the social science which is being formulated. The most advanced work in one particular line requires breadth of information and thought. And there are many various lines in which to specialize, all intimately connected with the fundamental and constant aim of home economics—the promotion of the health of the individual and of the community.

What is the demand for teachers of home economics? is a practical question. The graded schools in many of the larger school systems teach home economics, as only a small percentage of children enter the high school. To reach the larger number, then, this work is given in the lower grades. Through the operation of the Smith-Hughes Act any community that will comply with certain regulations is assisted by the Federal Government to pay teachers of home economics. The passing of this bill by Congress attracted much attention to the study of home economics, and the number of high schools offering this course

is steadily increasing. If the amendment to this act, which is now before Congress, is passed, it will mean an increase in the appropriation for home economics and will undoubtedly increase the number of part-time or evening schools, where those girls who were forced to leave school early may receive the practical instruction they need while working in their own homes after marriage. This will call for large numbers of practical, well-trained teachers.

But suppose I do not want to teach long, is it worth while to spend time in preparation? The problem of vocational training for women is much more complicated than that of men because, when a man marries, his incentive for work in his chosen field is increased, but with a woman it means in many cases deserting entirely her previous work. Home economics is the one field in which a woman may spend years in preparation for teaching and at the same time be preparing for the vocation of housewife and mother. About eighty per cent of the women in Virginia marry. If a large number of these had been prepared as teachers of home economics, would not the future homes be of greater service?

Opportunities of service, of constant growth, of expanding interest—therefore of happiness in one's chosen work—and, because of the increased demand for teachers, a guarantee of economic independence—these are assured to the high school graduate who selects the teaching of home economics and works conscientiously to fit herself to meet the demands of the times.

SARAH M. WILSON

Home economics education should lead to an increased appreciation of the scientific knowledge which relates to the welfare of the family, to more expeditious and efficient household methods, to a higher degree of physical health for the inmates of the home, to a greater margin for saving, and to an increase of leisure time for the homemaker that she may be enabled to discharge her rightful responsibilities to the community.—*Henrietta Calvin.*