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## NEWS AND NOTES

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### THE ASSOCIATIONS

#### NEW ENGLAND LIBRARIANS

The New England Association of School Librarians held its first fall meeting Saturday, November 16, in the Library of the Newton Technical High School, Newtonville, Massachusetts. The morning program consisted of a word of welcome by Irving O. Palmer, principal of the Newton Technical High School, and two addresses: "Aims and Plans of the Association," by its president, Martha Caroline Pritchard, librarian of the Bridgewater Normal School; and "A Typical Day in Our School Library," by Gladys M. Bigelow, librarian of the Newton Technical High School. After luncheon, which the librarians took together, they listened to two more addresses: "Co-operation between School Libraries and Existing Library Agencies," by Henry N. Sanborn, public librarian, Bridgeport, Connecticut, and "Recent Good Books for Children," by Alice M. Jordan, Boston Public Library.

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### PRIZE ESSAY CONTEST

The American School Peace League announces its annual prize essay contest. There are really two contests, one upon "Teaching the Idea of a League of Nations," which is open to Seniors in normal schools, and the other upon "The Essential Foundations of a League of Nations," which is open to Seniors in secondary schools. In each contest there are three prizes of \$75.00, \$50.00, and \$25.00, respectively. Essays must not exceed five thousand words in length and must reach Mrs. Fannie Fern Andrews, 405 Marlborough Street, Boston, by March 1. For further particulars inquire of her.

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### "AMERICA'S ANSWER"

The Division of Films of the Federal Committee on Public Information has recently released an entertainment which it styles "America's Answer." It is a picture of the activities of our boys over there. Teachers may safely suggest attendance upon this entertainment as a

means of supplementing the teaching of American ideals. Undoubtedly it is the most vivid vicarious experience of the war which our pupils may have.

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#### A DEPARTMENT OF EDUCATION

On October 10 Senator Smith, of Georgia, introduced a bill "to create a department of education, to appropriate money for the conduct of said department, to appropriate money for federal co-operation with the states in the encouragement and support of education, and for other purposes." This new department is to be under the jurisdiction of a secretary of education, who is to receive a salary of \$12,000 and be a member of the President's cabinet. There are also to be three assistant secretaries at \$10,000 each, and a \$5,000 solicitor in the Department of Justice for the Department of Education. The bill gives authority for the transfer to the Department of Education, with any unused appropriations, of the Bureau of Education and any other bureaus which the President sees fit. It provides that the secretary of education may reorganize these bureaus according to his own judgment. It requires that research shall be undertaken directly by the department in the fields of (a) illiteracy, (b) immigrant education, (c) public-school education, and especially rural education, (d) public-health education, (e) the preparation and supply of competent teachers for the public schools.

There is annually appropriated \$500,000 for the support of the department and its bureaus and the inauguration of a system of attachés to American embassies abroad. There is, moreover, appropriated the sum of \$100,000,000 annually for co-operation with the states in the promotion of education. Of this \$100,000,000 three-fortieths is to be used for the instruction of illiterates ten years of age and over in the common-school branches and the duties of citizenship and, where necessary, in their vocational preparation. This is to be apportioned to the states in the proportion of their native-born illiterate population. Three-fortieths of the \$100,000,000 is to be used to teach immigrants ten years of age and over the English language and the duties of citizenship and to develop among them an appreciation of and respect for the social and civic institutions of the United States. This is to be apportioned in proportion to the foreign-born populations of the states. Fifty millions is to be used for the improvement of public schools of less than college grade, with the definite aim of extending the school term and of improving, through better instruction and gradation and through consolidation and supervision, the rural schools in sparsely settled localities.

No state shall share in this apportionment unless it requires every school district to support a school session of at least twenty-four weeks per year, and unless, also, it enacts and enforces an adequate compulsory school-attendance law and further requires that the basic language of instruction in all schools, public and private, shall be English only. This sum is to be distributed according to the number of teachers in the several states. For physical education, recreation, and medical and dental examination of school children \$4,000,000 is to be used, and \$15,000,000 for the preparation of teachers, including the extension of facilities for the improvement of teachers already in service. Any state may accept the provisions of any one or more of the respective allotments and defer the acceptance of any others, but no state may receive an allotment which does not have within two years after the act becomes effective a satisfactory system of preparing teachers. Moreover, the states or the local authorities must match the federal appropriation dollar for dollar and must present plans for the expenditure of the fund which meet the approval of the secretary of education.

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## THE PERIODICALS

### TEACHING BUSINESS CORRESPONDENCE

Professor Edward H. Gardner, in his article on "Teaching Business Correspondence" in *School and Society* of October 12, insists that as a school study a course in business correspondence has a dual aim and value: subject-matter and power of expression. It is refreshing to find this successful teacher of business correspondence writing like a sane human being of the human values in composition and of working up the students' interest by careful presentation of their problems in managing men. He asserts, what all good teachers of composition have found, that students will really learn to write only when they are interested in what they have to say and in the audience to whom they are to say it. It is useless to teach matters of technique and correctness until interest in the problem is aroused. Business correspondence is particularly rich in problems that do appeal to young people.

### PROJECT METHODS IN TEACHER-TRAINING COURSES

W. S. Taylor, discussing "Project Methods in Teacher-Training Courses" in *School and Society* of October 26, lists these values of the project method: the development of initiative, originality, self-reliance, a clear notion of the correct method of procedure, and a firmer grip

upon the subject-matter learned. Moreover, the teacher has in this method a better opportunity to study the pupil and to adapt the instruction to individual strengths and weaknesses. Combining Dewey and Kirkpatrick, Mr. Taylor says that the "acid test of good teaching is (1) to leave the student with a desire to know more and (2) to enable him to sense problems quickly and attack and solve them in the most economical way. This the problem-project method of teaching attempts to do in teacher-training courses."

#### HUMANISM AND FICTION

The thesis of Wilson Follett's article, "Humanism and Fiction," in the October *Atlantic Monthly* is that our literary art, first bound down by the restrictions of Puritan supernaturalism, has escaped that, only to fall under the more despotic tyranny of modern scientific naturalism; and that we shall never have the best art until the sway of naturalism is replaced by that of humanism. As man himself is the center of all arts—the fulcrum Follett calls him—only a view of the universe which puts man in the foreground can give us the highest art. Some of us think we see a tendency in this direction in the American literature of the present day.

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#### USEFUL DOCUMENTS

Red, White, and Blue Series, No. 10, is an account by Earl E. Sperry and Willis M. West of *German Plots and Intrigues* in the United States during the period of our neutrality.—W. W. Earnest, superintendent of schools, Champaign, Illinois, has compiled a very interesting *War Catechism* consisting of questions and answers concerning the war. The racial map of Austria and the Balkans and the pronunciation of French geographical names alone are worth the price—10 cents.—William H. Allen has compiled and the World Book Company has published *War Fact Tests* for every American. It really contains the general war facts and suggestions for looking up local data connected with our participation.—The following Bureau of Education *Bulletins* for 1918 have appeared: *No. 5*, "Work of the Bureau of Education for the Natives of Alaska, 1916-17"; *No. 10*, "Public School Classes for Crippled Children"; *No. 17*, "History of Public School Education in Arizona." The *University of Illinois Bulletin* for September 16, 1918, is a "High School Manual" containing standards and general recommendations for accrediting high schools. The Bureau of Education *Home Economics Circular No. 6* is "A Course in Food Economics for the Housekeeper."—

The *Lessons in Community and National Life* issued serially last year by the Bureau of Education at Washington have been republished as a single volume by the Government Printing Office. Copies may be had at fifteen cents each.—*School Document No. 2* for 1918 of the Boston Public Schools is entitled "A Plan for the Promotion of Teachers from Merit Lists." This is *Bulletin No. 14* of the Department of Educational Investigation and was prepared by Frank W. Ballou, assistant superintendent in charge.—An extensive bibliography of textbooks, dictionaries, and glossaries on the subject of teaching English to aliens has been compiled by Winthrop Talbot and issued by the Bureau of Education as *Bulletin No. 39*, series of 1917.—A syllabus on the teaching of English and civics to foreigners may be had of the Department of Education of the city of New York. The title is "The School and the Immigrant."—The Kansas Silent Reading Tests have been revised and standardized in two series of equal difficulty by Walter S. Monroe. They may be had from the Bureau of Educational Measurements and Standards of the Kansas State Normal School, Emporia, Kansas.—Professor A. Duncan Yocum, of the University of Pennsylvania, has published a monograph called "General Education as a Factor in Democracy," which he prepared in connection with a study made for the Bureau of Education.—The students of the Dubuque High School, under the direction of Miss Linda Rider, published a masque-pageant called "The Quest of Poesy."—Recent bulletins of the Federal Board for Vocational Education are entitled "Statement of Policies," "War Training for Oxy-Acetylene Welders," "Reference Material for Vocational Agricultural Instruction," and "Evening Industrial Schools."