

Bridgewater League—Bought books for library; repaired roof and cleaned grounds; \$60.00 to music teacher; raised \$85.41.

Dayton League—Raised money for school.

Lacey Spring League—Raised money for school; raised \$357.47; put seats in auditorium; bought piano and library.

Pleasant Hill League—Planted trees, built toilet; bought chairs, books, and cleaned school building; raised \$200.00; lectures. Very active.

Singer Glen League—Raised money for school.

Tenth Legion League—Raised \$1,000.00 for school lot; improvements to school.

The Bridgewater league was awarded a pennant for distinguished work done during the year. The other Rockingham leagues are at Broadway, Dovesville, Elkton, Hill Top, Mount Crawford, Orebaughs, Rock/Bar. The leagues stand for betterment in educational and civic work.

HIGHER STANDARDS—HIGHER SALARIES

Salaries of county superintendents in Pennsylvania will now range from \$2,500 to \$4,000, and salaries of assistant county superintendents have been increased from \$1,800 to \$2,500. And—

Hereafter a county superintendent must be a graduate of an approved college or university or state normal school, and in addition thereto he must have had six years of experience in school work, three of which must have been in an administrative capacity.

WRITE DR. TIGERT YOUR OPINION OF SCHOOL LIFE

Commissioner John J. Tigert, through the Bureau of Education, has issued a statement concerning the suspension of *School Life* in which he points out that this publication has been very useful to the cause of education in the United States. He asks the readers of *School Life* to inform him if the magazine has been of value to them.

"As you undoubtedly know," he says, "the principal function of the United States Bureau of Education is to collect and diffuse educational information. The question now is whether *School Life* is an effective means of performing that function."

It is sincerely to be hoped that the resolution authorizing the continued publication of *School Life* will be passed by the House of Representatives, for the magazine has been a valuable medium by which the Department may disseminate the information which it gathers.

VIII

QUOTATION

EDUCATIONAL CRISIS

Many Pressing Problems Are Set Forth in U. S. Commissioner's Annual Report

A crisis exists in American education which is fully as acute as that which exists in the business world; the extent of illiteracy among native Americans, the inability of large numbers of people to understand our language or to appreciate our institutions and ideals, the failure to provide proper training for young people on the farms, the lack of efficient means of physical education and the necessity for better methods of school financing are among the most serious problems that confront Americans of this generation, according to statements of James Tigert, United States Commissioner of Education, in his annual report for the fiscal year ending June 30, 1921. The Bureau of Education is constantly called upon for advice in all these matters, the Commissioner says.

More than two-thirds of the schools of the United States are rural schools. Notwithstanding the efforts that have been put forth in their behalf during recent years, they still constitute the most unsatisfactory part of our public school system, the report states. It is in the country that the greater part of the illiteracy among the native Americans is to be found. There is urgent need for authoritative studies of organization, administration, courses of study, methods of teaching, and adaptation of work of rural schools to the life and needs of the communities which they serve, it is declared. The report of these studies should interpret to taxpayers and legislators, as well as to teachers and school officers, the plans and methods which are proved to be most effective and economical, and should constantly hold up such standards and ideals as are reasonably attainable, the Commissioner asserts. The Bureau of Education has done much in this direction, but it has not approached the limit of its possibilities. The Commissioner urges that its facilities be extended and its staff increased.

IMPORTANT AND VITAL FACTORS

The establishment of health and correct health habits and the best types of physical education must be considered most import-

ant and vital factors in any education that fits for life. It would be tremendously wasteful for every large city, or for all the States, to conduct independently the research necessary to establish the principles and to formulate the constructive program demanded by public policy in these matters, says the Commissioner.

The drift of population to cities and towns continues. In all the centres of population a very large proportion of the children in the schools are children of foreign-born parents. This adds greatly to the complexity and difficulty of the problems of city school administration. We were all startled by the revelations during the war of the extent to which the safety and solidarity of our nation are threatened by the inability of large numbers of our people to understand the English language and by the prevailing ignorance of the fundamental principles upon which our form of government is based, and of the ideals toward which we are striving. The several states are studying these problems, but there is urgent need of a central agency which can make immediately available to all the results of any experiment which proves successful, and which can supply the constant stimulus to better things which can come only from effective leadership, the report says, adding that this is obviously a function of the Federal Government.

State and municipal systems of taxation and their relation to school finance and the support of public education are among the major problems that confront us. A few thousand dollars spent in research by experts capable of doing constructive work would save to the taxpayers of the country many times the sums thus expended. Improved methods of accounting, the determination of unit costs and the extended use of the budget system would save much of the waste that has unfortunately characterized many educational institutions and school systems, according to the Commissioner.

MAY BECOME A GREAT FACTOR

Commissioner Tigert's report not only sets forth in striking terms the means by which the bureau in his charge may become a still greater factor in American education, but it describes the valuable work which it has already accomplished. One of its func-

tions is to make surveys of State, county, and city school systems and of individual schools or groups of schools, and to report to the proper local authorities the results of its investigations together with constructive recommendations. Many important pedagogical problems have been analyzed and brought nearer to solution through the instrumentality of these surveys. Eleven of them were conducted during the year covered by this report.

Another feature of the bureau's work which has developed in the last few years is in holding national or regional conferences on educational subjects or for educational purposes. In many of them citizens in all walks of life were invited to participate freely; others were for the consideration of special topics, like rural education, highway engineering, Americanization, industrial education, commercial education, negro education, &c., and they brought together persons whose especial interest is in the subjects discussed in the conference. Thirty conferences, including both types, were held during the year 1920-21.

The surveys, the conferences and the public addresses which they are constantly called upon to make bring the members of the bureau's staff into personal relation with the educational people of the country; but, after all, the greatest influence of the bureau is through the less spectacular functions of collecting and tabulating statistics and publishing reports, bulletins and circulars of information on every phase of educational work. Notwithstanding unusual difficulties, ninety-eight documents of all sizes and descriptions were printed and distributed during the fiscal year 1921, and more than 800,000 copies of the bureau's publications were mailed by the Superintendent of Documents.

—*New York Times*

IX

RECENT BOOKS OF INTEREST TO TEACHERS

SELF-HELP ENGLISH LESSONS, by Julia H. Wohlfarth and John J. Mahoney. Yonkers-on-Hudson: World Book Co. 1921. First Book. 256 pages. (96 cents). Second Book. 338 pages. (\$1.00).

We have here a series of texts built not as a votive offering to tradition, but with an openminded regard for the scientific study of