

LABOULAYE'S *CONTES BLEUS*, edited by George Ellas Wisewell. Boston: Allyn and Bacon. 1924. Pp. 237. 80 cents.

A dozen fairy stories for the student in beginning French. Complet notes and exercises are included along with a French questionnaire on the text.

PRINT SHOP ARITHMETIC, edited by J. A. Ginsbach. Peoria, Illinois: The Manual Arts Press. 1923. Pp. 52. \$1.00.

Prefacing his book with this definition of mathematics, "a means of attaining a goal and not an end in itself, a tool to use in the building of a career," the editor has here compiled material to establish right habits in arithmetical thinking when the student is figuring jobs in printing.

ELEMENTS OF RETAILING, edited by Ruth Leigh. New York: G. Appleton and Company. 1923. Pp. 385.

A beginner's non-technical textbook in retailing. The volume concerns itself with the store building, its location, lay-out, equipment, and organization; and with store management—merchandise, advertising and display, service and maintenance, employees, and records and accounts.

PATHS OF PEACE BOOK II, by Mrs. Laurence Binyon. New York: Oxford University Press, American Branch. Pp. 170.

"It is to direct our thoughts out of the dark valley of war (and the hatred that makes war possible) into the paths of peace," that Mrs. Binyon has written these stories "of men and women who strove to realize the ideals that rule their lives, stories that will be remembered when the world has grown old and wars have altogether ceased."

Charming stories are told of these kindly idealists: St. Francis of Assisi, Henry the Navigator, Vittorino Da Feltre, The Early Printers, Leonardo da Vinci, Palissy, Galileo, Christopher Wren, Captain Cook, Beethoven, Millet, Pasteur, Father Damien, and Lord Shaftesbury. The book is beautifully illustrated.

THE JUNIOR PLAY BOOK, by Helen Louise Cohen. New York: Harcourt, Brace and Company. 1923. Pp. 388. \$1.48.

This compilation, made especially for ninth graders, assumes that children must learn "to read plays appreciatively as a preparation for becoming an intelligent audience in the local theatre, and also as a preparation for further reading in the drama." There are eleven plays—one of them is Tarkington's *The Trysting Place*—each supplemented by excellent notes, supplementary reading lists, and suggestions for study.

NEWS OF THE COLLEGE AND ITS ALUMNAE

SENIOR ESSAYS FOR 1923-24

Soon after the change of the title of this institution from State Normal School for Women to that of State Teachers College, the faculty decided to abolish the senior essays as required for completion of the two-year courses, recommending at the same time that the value of these essays be conserved in course papers in the senior year. The faculty also voted that a rather more careful piece of work be done by each graduate of the four-year courses during her fourth year under the joint direction of the head of the English department and the head of some department in which she is majoring. Similar essays have been written by each B. S. graduate in the last three years and then published from time to time in *THE VIRGINIA TEACHER*.

The list of essays appended below is that of two-year graduates of the June, July and August classes 1924 and is therefore the last list of this kind.

Vitalizing Composition Work in the Junior High School—Mary Moore Aldhizer.

Dutch Painting—Carrie Atkins.

Educational Development in Halifax County Since 1900—Mary Bagwell.

Juvenile Delinquency—Sannie Baird.

How to Read Books—Eugenia Bailey.

President Harding—Katherine Bauserman.

Woman's Place Through the Ages—Matilda Bell.

The Effects of the French Revolution on Different Nations—Nettie Berry.

Ku Klux Klan—Virginia Beverage.

Education of the Immigrant—Mary Elizabeth Bibb.

The Evolution of Virginia's Conscience—Mary Forest Bibb.

Teaching Through Activities in the Kindergarten—Madeline Bishop.

The Development of Education in the Philippine Islands—Elizabeth Bolen.

History of the Growth of Compulsory Education in the United States—RUBY BRAFORD.

Historical Development of the Elementary Public Schools of Virginia Since the Civil War—Theodosia Branham.

The Appreciation of Music in the First Grade—Elizabeth Buchanan.

Social and Economic Conditions in Southwest Virginia—Mrs. Bess Hurt Burchfield.

Indian Art in North America—Louise Burgess.

The Use of Tobacco Before Maturity—Elsie Burton.

The Life and Works of Raphael—Catherine Byrd.

The Influence of Clothing on the Wearer—Virginia Campbell.

Teaching Through Play—Frances Carter.

School Lunches—Gwendolene Carter.

The International Vision of Woodrow Wilson—Evelyn Chesser.

Dramatic Interpretations of Lady Macbeth—Frances Clark.

Transportation as a Basis for Consolidation of Schools—Lady Clark.

The Necessity for the Health of the Teacher—Ruth Cleaton.

Social and Economic Values of the Automobile Industry—Bettie Cleaves.

The Particular Need for Health Education in the Rural Schools of Virginia—Martha Cockerill.

Physical Training for the Average and Below Average Child—Clarice Coleman.

Keeping Up Physical Training After School Life—Pauline Conner.

The Necessity for Good Posture Training in the Schools—Bernice Cook.

South America—A Problem for a Geography Class in the Junior High School—Sallie Cooper.

Economic Development in the United States During the Twentieth Century—Mabel Cross.

Checks in Silent Reading—Maude Cuthriell.

The Great Epoch in English History—Alice Dalton.

The Equipment of an Outdoor Playground for a Rural School—Lossie Dalton.

Unemployment—Thelma Darden.

The Teaching of Current Events in the Schools—Allie B. Daughtrey.

A Recent Project in Virginia History—Margaret Elizabeth Deal.

Conservation of Natural Resources—Mary Sue Deal.

The Life and Public Services of William Gibbs McAdoo—Carrie Dickerson.

The Vital Relationship of Latin to Practical Life—Emma Graham Dold.

The Life and Works of Raphael—Maggie Drewery.

The Importance of Vitamines to the Body—Mary Drewery.

The Social and Economic Effects of Civil War on the United States—Eva Dunlop.

Political Development in France—Kate Dunivin.

The Kindergarten, Past and Present—Thelma Eberhart.

Methods of Accomplishing Some of the Aims of General Science in Junior High School—Mattie Fitzhugh.

The Civic Development of Staunton, Virginia—Naomi Floyd.

The Social Economy and Waste of Advertising—Ina Forester.

Project Work in the Second Grade—Elizabeth Franklin.

Exercises for Teaching Plant Biology in High Schools—Virginia Furry.

Greek Art—Susie Garden.

Social Life in Virginia Before the Civil War—Juliet Garnett.

The Art of Story Telling—Mae Gatling.

The Value of Art Education in the Public School—Susie Geoghegan.

Furnishing the Girl's Bedroom—Rachel Gill.

Roman Art—Thelma Gochenour.

A Course of Experiments in Human Biology for the High School—Mary Belle Goodman.

Equipment of a Teacher in Physical Training—Jesylen Gose.

The Roman Catacombs—Lillas Greenawalt.

Projects in the First Grade—Margaret Guntner.

The Economic Problems of Sub-normality in America—Edna Gwaltney.

Ellen Terry and Her Portrayal of Shakespearean Roles—Elsie Haga.

The Value of Teaching Clothing and Textiles in High School—Elizabeth Harley.

Problem of Americanizing the Immigrant—Bettie Harris.

The United States Department of Agriculture—Frances Harris.

Child Labor in America—Gold Harris.

Historical Pageants—Lucille Harrison.

The American Indian of the Present Day—Florence Hatcher.

Some American Painters—Nora Heatwole.

The Development of Modern Conveniences and Their Use in the Home—Frances Henderson.

How Editing a School Newspaper Gives Practice in Good English—Margaret Herd.

The Effect of the Freedman's Bureau on the South—Violet Hester.

Divorce—A Problem of the Modern Family—Vergie Hinegardner.

How to Overcome Apparent Dullness and Indolence in Pupils—Mary B. Hinton.

The Use of Pictures in the Elementary Grades—Lena Hitchings.

The Agricultural Revolution—Elnora Hobgood.

The Development of the One Act Play—Its Future—Emily Hogge.

One Hundred Years of the Monroe Doctrine—Georgia Holland.

The Evolution of Aims in Education—Louise Holmes.

The Importance of Marketing and Storing of Fruits and Vegetables—Pauline Hudson.

Greek Art—Irene Hux.

Why Music is Essential in Junior High Schools—Anora Ivey.

Dress for the High School Girl—Wilmina Jacob.

Ethics of Dress—Hattie Jacobson.

An English Project in the Fourth Grade—Mary F. Jackson.

A Mother Goose Operetta—Lucie James.

A Study of the Aim of Health Education—Emily Janosko.

The Development of Negro Education in Virginia—Elizabeth Johnson.

Beverages and Their Use in the Diet—Elizabeth Jones.

The Development of Millinery—Gertrude Jones.

A Comparison of Calvin Coolidge and John W. Davis—Mary E. Jones.

Germany Since the War—Mina Jordan.

Hygiene in the Public School—Elizabeth Joyner.

Life of Abraham Lincoln—Carolyn Kackley.

Shakespeare's Place in the High School Course of Study—Lucille Keeton.

The Development of Table Customs—Hallie Kirk.

Recent Social Changes and Their Effects Upon the Status of Women—Mabel Kirks.

Civic Leaders Among Virginia Women—Elizabeth Knight.

The Relation of Clothing to Health—Mary Lacy.

A Comparison of Hawthorne and Poe—Bronner Leach.

Shakespeare, The Dramatist—Delia Leigh.

Naturalization in Education—Helen Leitch.

The Teaching of Virgil as Literature—Elizabeth Lewis.

Shenandoah Valley Incorporated—Sarah Lewis.

The Value of Story Telling in the Primary Grades—Hattie Lifsey.

The Sewing Machine and Its Influence—Lena Lindamood.

Social Life in My Own Community—Anna Lloyd.

The Organization and Development of the Richmond Federal Reserve Bank—Alice Lovelace.

Health Education as a Motive for High School Science—Virginia Lucas.

Teaching of Morals in the Public Schools—Estelle Luck.

Thomas Nelson Page—Grace Luck.

History and Development of Craig County—Alma Lugar.

The History and Development of Certain Table Trimmings—Kathleen Lunsford.

Methods of Teaching History in the Fourth Grade—Louise McCaleb.

The Values of Dramatization—Bertha McCollum.

Music for Primary Grades—Gladys McKee.

Teaching European Geography—Shirley McKinney.

The Importance of Physical Education in the Primary Grades—Dorothy Mayes.

The Surprise Ending in the American Short Story—Bessie Meador.

The Influence of Cities in the United States since 1865—Bea Milam.

Five Years of the Russian Revolution—Pearls Mills.

The American Merchant Marine From 1914 to the Present Time—Mildred Morecock.

What is Necessary to Make Prohibition a Success—Margaret Murden.

The Importance of Posture Training in Schools—Jane Nickell.

Why Study French and How—Gladys Nock.

The History and Development of Girls Canning Clubs in Virginia—Katherine Omohundro.

Development of the Shoe Industry—Kaye Parsons.

Types of Material for Junior High School Science—Ruth Paul.

Art of Ancient Egypt—Willie Lee Payne.

The Development of Canning in America—Lillian Perkinson.

Effective Methods of Presenting History in the Fourth Grade—Doris Persinger.

Present Day Immigration Problems—Louise Persinger.

Colonial Art in America—Virginia Poe.

The Social Need for Better Vocational Education—Vivian Price.

The Value of Physical Education in Elementary Schools—Winniefred Price.

The Race Problem in Politics—Marye Privett.

Hygiene as a Home Economics Subject—Louise Ramsburg.

A Study of Yeast Breads—Katherine Reaquer.

Development of the Story Play in Primary Grades—Elizabeth Richardson.

A Stylebook for *The Breeze*—Margaret Ritchie.

Crime in America and its Treatment—Sue Ritchie.

Should the One-Act Play be Studied in High School?—Elizabeth Rolston.

Planning an Efficient Kitchen—Frances Royall.

Michelangelo's Life and Works—Isabel Rubush.

A Comparison of the Democratic and Republican Platforms—Clara Rush.

The Development of the Cold Storage Industry—Sarah Rust.

The Relation of the Home to Society—Barbara Schwartz.

The Value of Art Education in the Elementary Grades—Kathryn Sebrell.

History of the Valley Turnpike—Louise Sheppe.

The World Court—Virginia Simpson.

The Teaching of Patriotism—Julia D. Smith.

The Psychology of Dress—Kathleen Smith
Arts and Crafts in Textiles—Ruth Elizabeth Smith.

Domestic Science, As Applied to Foods—Evelyn Snapp.

The Teaching of Botany in the Junior High School—Annie Snead.

"On" An Old Attic in the Valley of Virginia—Rebecca Spitzer.

Religious Instruction in the Public School—Mary Sturtevant.

My Home Community, A Social and Economic Study—Leland Sutherland.

The Wise Shopper—Margaret Swadley.

Sothorn and Marlowe—Ruth Swartz.

The Development and Significance of Philanthropy in Education—Zelia Taylor.

The Elizabethan Theatre—Elizabeth Thomas.

The Moral Training of Children in the Elementary Grades—Clara Tiller.

Advantages of School Consolidation—Jennie Tomko.

The College Girl and Her Clothes—Marian Travis.

Education Affected by the World War—Mae Vaughan.

Ways and Means of Teaching Health in the First Grade—Mary Walters.

The Present Day School in Alaska—Elizabeth Warner.

Bolshevism—Beatrice Warner.

Lessons in Bacteria, Yeast and Molds for a Group of Home Economics Students in a Smith-Hughes School—Caroline Weems.

Modern Tendencies in Mathematics—Grace White.

The Influence of Lowell Mason on American Music—Janette Whitmore.

Costume, The Wearer and Occasion—Virginia Wiley.

Efficient Marketing of Food Products, A Problem and Suggestions for Solving it Under Virginia Conditions—Eliza Williams.

Moral and Ethical Training in the School—Sadie Williams.

The Origin and Development of Individualism—Madeline Willis.

Crime Among the American Youth—Charlotte Wilson.

Music in the Junior High School—Caroline Wine.

Life and Works of Michelangelo—Mary Alice Woodward.

INKLINGS

A witty and sagacious essay on the position and significance of the Lesser Sex appeared in the last issue of *The Summer Breeze*, July 26. Its author, Mr. E. Kinsey Clymer, feelingly portrayed the estate to which Mere Man is relegated when he finds himself in the midst of so much "gurgling, effervescing, hairpin-adjusting feminine humanity." One looks forward to the coming issues of *The Summer Breeze* in the hope that Mr. Clymer will expound the significance of the pep meeting on July 29th, of the Old-Girl-New Girl game of basketball scheduled for August 2, and of the many other activities which are not usually viewed from the masculine angle.

The beginning of the second term of the summer session, July 28, was marked by few changes in the faculty. Miss Margaret Mueller, of Ann Arbor, Michigan, is teaching classes in art in the place of Miss Sallie Cole, of Richmond, who was here during the first term, and Miss Celia Swecker, of Monterey, Virginia, is in charge of the library, following Miss Amy J. Stevens. Miss Elizabeth Cleveland has gone to the University of Virginia to carry on her graduate studies, and Mr. J. N. McIlwraith, of the history department, has gone to Massachusetts for two months, but will return here at the opening of the fall session. Mrs. Pearl P. Moody is Dean of Women for the second term, in place of Miss Bessie Randolph, who has gone to her home in Richmond and will later attend the meetings of the first Institute on International Rela-

tions to be held at Furman University in South Carolina during August. Miss Randolph, during the coming winter, will be on leave of absence from the Randolph-Macon Woman's College, at Lynchburg, while she enjoys a travelling fellowship provided by the Carnegie Peace Foundation.

The student enrollment for the second term is about 100 less than it was for the first term. Over three-fourths of our summer school attendance is now made up of students who are here for the entire quarter.

Among the speakers at assembly during July have been Miss Ruth Lemon, Field Secretary of the Parent-Teachers Association, who spoke on Wednesday and Friday, July 16 and 18; Mr. H. W. Bertram, a Harrisonburg attorney, who attended the Democratic Convention as a delegate from Virginia, and who recounted his observations of the convention to the student body on July 16; Mr. C. J. Heatwole, secretary of the Virginia State Teachers Association and editor of the *Journal of Education*, who spoke on July 21; and Mr. Frank Tannenbaum, nationally known writer of prison reform, who addressed assembly on the morning of July 11. Mr. Tannenbaum recently edited a Mexico number of the *Survey Graphic* (May, 1924); he talked here on his recent visit to that country.

"While the English came to Virginia and Massachusetts in the role of home builders, the Spaniards came to Mexico as adventurers and gold seekers," said Mr. Tannenbaum. "While American white settlers exterminated and drove out the Indian, the Spaniards gave physical equality to the Mexican Indians by intermarrying with them. But they withheld spiritual equality." Asserting that the Oregon government has education as one of its chief objectives, Mr. Tannenbaum said that there is today 82% illiteracy in Mexico.

An interesting Chautauqua program was presented here July 10 to 16. In addition to Mr. Tannenbaum the most important speaker was the Honorable William C. Redfield, former Secretary of Commerce in President Wilson's cabinet. Mr. Redfield showed the interrelationship existing between America and all other nations of the world, especially from

the standpoint of our commercial relations. Teachers of geography particularly found material in Mr. Redfield's talk that will be of great value in their work.

Other Chautauqua entertainments that proved especially attractive to students were the Marimba Band, the Oceanic Ladies Quintet, Louise Stallings, mezzo soprano, and two comedies—one entitled *Their Honor The Mayor*, the other Shakespeare's *As You Like It*.

Summer excursions have included a trip to Ashby's Monument, when Dr. John W. Wayland spoke to the party on Jackson's Valley Campaign, and trips on July 19 to the Grottoes and to Shenandoah Caverns. There have been several picnics. The summer faculty on June 30, and the Home Economics club on July 14, visited Riverside Park near Bridgewater. Both picnics were lots of fun.

When the American Legion Monument, at the intersection of South Main and Liberty streets, was unveiled on July 4, students of the college were in the mile-long procession. "Old Virginia," by Dr. Wayland, sung by students advancing over the Harris lawn to the foot of the monument, added an attractive touch to the dedication program. There was a holiday on the Fourth, classes being made up the two following Saturday mornings.

President Julian A. Burruss, of the Virginia Polytechnic Institute, was in Harrisonburg with Mrs. Burruss and their two children for a week's vacation the latter part of June. Dr. Burruss was president of this college during the first ten years of its existence, and his many friends on the campus and in Harrisonburg were pleased to renew their friendships.

ALUMNAE NOTES

Dorothy Williams paid "Blue Stone Hill" a visit the first time since she was here in 1921-22. She tells us of her work for the past two years as primary teacher in the Gordonsville High School. This winter she will be at Bealto, Va.

Katherine Mahoney sends us a beautiful post card from San Diego, California, and assures us that she is enjoying thoroughly her tour of the Far West.

Ida M. Gordon is teaching in the summer school of the Central State Normal School at Lock Haven, Pennsylvania. She lets her friends at Blue-Stone Hill hear from her now and then.

Edith Sagle writes from Denver, Colorado, declaring "The West holds many thrills." She sends us a post card picture of the beautiful "Seven Falls" in Cheyenne Canyon.

Sarah Tabb recently came up from Portsmouth and spent a week or two in Harrisonburg and at the College, much to the delight of her many friends.

Charlotte Jones writes from New York City. She says: "I am attending the university here, also trying to take in the sights. There are six Harrisonburg girls here. We are having a wonderful time."

Louelle Potts is "out where the West begins." She says, "I am having a wonderful vacation out here in the West. The mountains are beautiful, and all else too." She mailed her message at Denver.

Not long ago a College wayfarer was most hospitably entertained in Clifton Forge in the homes of Janet Farrar and Elizabeth King. Janet will resume her teaching next fall in the city of Cleveland and Elizabeth will return to Blue Stone Hill.

Early in August Grace White, Mary Warren, and Florence Hatcher came up from Tidewater and spent a week with Mattie Fitzhugh at Rushville. One day they came down to Harrisonburg and looked in on the toilers of the summer school. Some one said it was just like a "summer breeze."

Lucy Laws of Front Royal, one of our first students, came back this summer to renew acquaintances and refresh her professional equipment. We found her the same fine spirit as in former years.

Many of the students of the summer school this year are "old girls"—some graduates of former years. Others are coming in to finish out the work necessary for the cov-

eted diploma or degree. We are pleased to have them all.

Virginia Eppes, after a sojourn at Mountain Lake, came to Harrisonburg to satisfy the requirements of the new law in health education. She loves her work as a teacher in Petersburg.

Lucy Mackey is spending some time here this summer with Frances, who is a teacher in the summer school.

Alpine Gatling (Mrs. Howard Martin) came up recently from Norfolk with her two children to spend a week or two with Marceline and Lucy and to renew the memories of student days.

Ida Saville and Ruth Bean were seen not long ago on the streets of Harrisonburg. We know their hearts were out at Blue-Stone Hill.

Mary Stuart Hutcheson, Jean Robinson, and Pearl Haldeman (Mrs. Stickley) were among the large number of our girls who spent a week or more this season in the Bible conferences at Massanetta Springs.

COLLEGE ATHLETICS

"Every college has to decide for itself whether athletics shall be developed as a physical aid and mental stimulus to its students or shall be turned into a spectacle for sightseers." This extract from the annual report of President Dice R. Anderson, of Randolph-Macon Woman's College, directs attention to a phrase of college life which might well receive more consideration from college authorities than it does, says the *Lynchburg News*. None will deny that athletics is a fine, a splendid thing, or that it has a place in every institution of learning. But what should that place be? A college being intended as

an institution at which brain rather than brawn is to be developed, it would seem logical that the literary or debating society should be a greater feature of college life than the athletic stadium. The reverse, however, is true. The boy or girl at college who "makes the team" enjoys, as a rule, a higher place in the esteem of fellow students than the individual who excels in mental activities. The rise in popularity of the football and baseball and other athletic teams of our schools and colleges has been marked by a corresponding decrease of interest in the literary societies. Inter-collegiate athletics operates to accentuate this tendency, and, while it would be difficult, if not impossible, for a college for young men to prosper without such participation in athletic contests with other colleges, the day has not come when a college for women has to turn its athletics into "a spectacle for sightseers." Nor does the woman's college suffer any for that. Its interclass sports accomplish quite as much good as do the inter-collegiate sports of men's colleges and are not attended by the evils of the latter. Dr. Anderson is quite wise in choosing to keep athletics at his institution "a physical and mental stimulus."—*The Washington Post*.

OUR CONTRIBUTORS

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CLOTILDE RODES is a graduate of the State Teachers College at Harrisonburg, having received her B. S. degree in June, 1924.

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GRACE POST is a critic teacher in the Training School at Harrisonburg.

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