

woman from becoming a mere loafer, courses that lead to the enjoyment of books and music and art and good conversation, to the practice of useful hobbies, to contentment at home.

Education is more important than any of the so-called economic problems. If we lose billions, we shall some day recover the loss. But woe to the United States if the future historian writes: "In a few months of depression the nation impoverished its future by casting away the educational gains of a hundred years."—BRUCE BARTON, in *The Red Book*.

WHAT IS A LIBERAL EDUCATION?

That man, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of nature or of art, to hate all vileness, and to respect others as himself.—THOMAS H. HUXLEY.

THE READING TABLE

SURVEY OF CONTEMPORARY ECONOMICS. Compiled and edited by Norman S. Buck. New York: Thomas Nelson and Sons. 1934. 862 pp. \$2.50.
Source material effectively organized for the use of the student and teacher of economics, containing three hundred and fifty news and feature articles from the *New York Times*, January, 1933 to August, 1934

and from *Current History* and *The Annalist* of the same period. A few charts depicting significant economic trends are included.

The articles, some of them condensations, are arranged under the following heads: "Depression: Causes and Conditions," "Money Banking and the Price Level," "Farm Relief," "The Industrial Program," "Problems of Unemployment and Industrial Security," "Labor Organization and Collective Bargaining," "Public Utilities and Organized Exchanges," "Public Finance," "Foreign Trade Policies of the United States," and "The Problem of Social Control."

Setting forth the developments of the depression and the efforts to bring about economic recovery, the volume has more than temporary value; it constitutes a fairly thorough economic history of the five trying years since 1929.

O. F. F.

EVERYDAY ECONOMICS. By Cornelius C. Janzen and Orlando W. Stephenson. New York: Silver, Burdett and Company. 1935. 540 pp. \$1.68.

The subject matter is effectively related to the great problems of finance, relief, and industrial recovery of the Roosevelt administration. This revision of a splendid textbook gives the reader a sound understanding of his economic environment and enables him intelligently to interpret economic trends and tendencies.

Good organization, accuracy of material, and soundness of theory combined with the employment of interesting and easily understood language and a wealth of well-chosen illustrative material, are features that especially commend this textbook. More than a third of the whole volume is given over to illustrations, cartoons, charts, diagrams, questions and problems for discussion, and references for further reading.

Everyday Economics is adaptable for use in beginning courses in high school economics either one or two semesters in length.

In my estimation it is definitely the best tool for the teaching of high school economics that has been published to date. Moreover, general readers will find this book a simple and dependable means for acquiring a better understanding of the economic world they live in.

O. F. F.

LE FRANCAIS VIVANT. By Jacob Greenberg. Garden City, New York: Doubleday, Doran and Company. 1934. Pp. 210.

Le Français Vivant is indeed very much alive, and holds the interest throughout. Beginning with the simplest French possible, abundantly illustrated on almost every page, the book offers a gentle ascent to a vocabulary not so easy. Though there can be no royal road to learning, the hill of difficulty has here been well graded.

Part I is verily a First Reader, with its short sentences—childlike but far from commonplace—about girl and boy and dog and cat and even the familiar Little Red Hen. But soon we meet, in a form greatly simplified, Mr. Seguin's Goat, the Twelve Months, and the like, besides well-known folk-songs.

Part II consists of a dozen guignol plays. Amid the present-day interest in the marionettes of Tony Sarg and others, it is fitting to feature this puppet show which is so dear to the hearts of the children of Paris and of Lyons.

E. P. C.

AMERICAN READING INSTRUCTION. By Nila B. Smith. Silver, Burdett & Company. 1934. 274 pp. \$1.96.

For the student who was taught to read by the A-B-C method and who, in her teacher-training courses, now learns that reading vocabulary grows out of speaking vocabulary and experiences of the child, this book is valuable. It traces the development of the reading instruction, showing what was taught, why it was taught, and the methods used. It gives the student a

sympathetic understanding of the changes which have taken place in teaching reading and helps her see clearly the problems involved in present-day teaching.

M. L. S.

NEWS OF THE COLLEGE

Dr. Bessie Carter Randolph, president of Hollins College, was the principal speaker at the ceremonies marking the installation of Student Government officers on Wednesday, March 27. Dr. Randolph, who was dean of women at the college here during several summer sessions, spoke on the responsibilities of world citizenship.

Frances Wells, Suffolk, incoming president, was installed by Henrietta Manson, Lottsburg, retiring president. Other incoming officers who will serve till the beginning of the spring quarter next session, are Charleva Crichton, Hampton, vice-president; Annie Cox, Baywood, secretary-treasurer; Catherine Cartee, Hagerstown, Md., recorder of points; Elizabeth Bywaters, Opequon, editor of the Handbook. Virginia Cox, Woodlawn, editor of *The Breeze*, and Lois Meeks, Baltimore, business manager of *The Breeze*, also take office with the beginning of the spring quarter.

Students returned Wednesday night, April 3, from the spring holidays which lasted from Friday noon, March 29, to Wednesday, 10 p. m., April 3. Classes were resumed Thursday morning at 8 o'clock. This holiday took the place of the usual vacation given at Easter.

Henrietta Manson, retiring student government president, and Frances Wells, newly-installed president, attended the convention of the Southern Intercollegiate Association of Student Government presidents held at the State College for Women, Tallahassee, March 28-30. Both report a most profitable and enjoyable trip.

Directed by Dr. D. W. Peters and Miss