

THE READING TABLE

BOOKS FOR A LIFETIME'S READING

"These are not the 100 books to take to a desert island. For a desert island library one man might choose astronomy, another natural science, another poetry. But in order to stay at home he must know the common heritage of human society. He must be able to speak the language of civilized mankind, or he is virtually on a desert island. And these books are, in our judgment, those which will put that language most completely in his possession." So explain the editors and advisory board of *The Golden Book*.

The books and their authors in chronological order are as follows:

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|--|---|----------------|
| 1. <i>The Bible</i>  | 40. <i>Candide</i> .....  | Voltaire       |
| 2. <i>The Illiad</i> .....   | 41. <i>Tom Jones</i> .....  | Fielding       |
| 3. <i>The Odyssey</i> .....  | 42. <i>Tristram Shandy</i> .....  | Sterne         |
| 4. <i>Fables</i> .....   | 43. <i>Vicar of Wakefield</i> .....                                     | Goldsmith      |
| 5. <i>Prometheus Bound</i> .....   | 44. <i>Autobiography of Benjamin Franklin</i>                           |                |
| 6. <i>Ædiphus Tyrannus</i> .....   | 45. <i>Confessions</i> .....  | Rousseau       |
| 7. <i>Medea</i> .....  | 46. <i>Letters of Horace Walpole</i>                                    |                |
| 8. <i>Histories</i> .....  | 47. <i>Life of Johnson</i> .....  | Boswell        |
| 9. <i>Dialogues</i> .....  | 48. <i>Critique of Pure Reason</i> .....                                | Kant           |
| 10. <i>Politics and Poetics</i> .....  | 49. <i>Household Tales</i> .....  | Grimm Brothers |
| 11. <i>On the Nature of Things</i> .....   | 50. <i>Fairy Tales</i> .....  | Andersen       |
| 12. <i>Æneid</i> .....   | 51. <i>Faust</i> .....  | Goethe         |
| 13. <i>Poems</i> .....   | 52. <i>Collected Poems</i> .....  | Wordsworth     |
| 14. <i>Histories</i> .....   | 53. <i>Collected Poems</i> .....  | Byron          |
| 15. <i>Lives</i> .....   | 54. <i>Collected Poems</i> .....  | Shelley        |
| 16. <i>Morals</i> .....  | 55. <i>Collected Poems</i> .....  | Keats          |
| 17. <i>Meditations</i> .....   | 56. <i>Collected Poems</i> .....  | Browning       |
| 18. <i>The Arabian Nights' Entertainment</i>   | 57. <i>Collected Poems</i> .....  | Tennyson       |
| 19. <i>The Song of Roland</i>  | 58. <i>Collected Poems</i> .....  | Arnold         |
| 20. <i>Niebelungenlied</i>   | 59. <i>Ivanhoe</i> .....  | Scott          |
| 21. <i>Mahabharata</i>   | 60. <i>Pride and Prejudice</i> .....                                    | Austen         |
| 22. <i>The Divine Comedy</i> .....   | 61. <i>Essays of Elia</i> .....   | Lamb           |
| 23. <i>The Decameron</i> .....   | 62. <i>Heroes and Hero Worship</i> .....                                | Carlyle        |
| 24. <i>Canterbury Tales</i> .....  | 63. <i>The French Revolution</i> .....                                  | Carlyle        |
| 25. <i>Morie d'Arthur</i> .....  | 64. <i>Poems and Tales</i> .....  | Poe            |
| 26. <i>Gargantua and Pantagruel</i> .....  | 65. <i>Essays</i> .....   | Emerson        |
| 27. <i>Essays</i> .....  | 66. <i>Scarlet Letter</i> .....   | Hawthorne      |
| 28. <i>Don Quixote</i> .....   | 67. <i>Walden</i> .....   | Thoreau        |
| 29. <i>Essays</i> .....  | 68. <i>Leaves of Grass</i> .....  | Whitman        |
| 30. Selected Works of Shakespeare: <i>Hamlet, Macbeth, King Lear, Othello, Henry IV, Tempest, Much Ado About Nothing, Romeo and Juliet, Merchant of Venice, As You Like It, Twelfth Night.</i> | 69. <i>Moby Dick</i> .....  | Melville       |
| 31. <i>Collected Poems</i> .....   | 70. <i>Pere Goriot</i> .....  | Balzac         |
| 32. <i>Letters</i> .....   | 71. <i>Les Miserables</i> .....   | Hugo           |
| 33. <i>Diary</i> .....   | 72. <i>Three Musketeers</i> .....                                       | Dumas          |
| 34. <i>Pilgrim's Progress</i> .....  | 73. <i>Madame Bovary</i> .....  | Flaubert       |
| 35. <i>Gil Blas</i> .....  | 74. <i>Vanity Fair</i> .....  | Thackeray      |
| 36. <i>Essay on Criticism</i> .....  | 75. <i>David Copperfield</i> .....                                      | Dickens        |
| 37. <i>Spectator Papers</i> .....  | 76. <i>Pickwick Papers</i> .....  | Dickens        |
| 38. <i>Robinson Crusoe</i> .....   | 77. <i>Middlemarch, or The Mill on the Floss</i> .....                  | Eliot          |
| 39. <i>Gulliver's Travels</i> .....  | 78. <i>Ordeal of Richard Feverel</i> .....                              | Meredith       |
|  | 79. <i>The Way of All Flesh</i> .....                                   | Butler         |
|  | 80. <i>Tess of the D'Urbervilles, or The Return of the Native</i> ..... | Hardy          |
|  | 81. <i>Alice in Wonderland</i> .....                                    | Carroll        |
|  | 82. <i>Virgin Soil</i> .....  | Turgenev       |
|  | 83. <i>Crime and Punishment, or The Brothers Karamazov</i> .....        | Dostoevsky     |
|  | 84. <i>Anna Karenina</i> .....  | Tolstoi        |
|  | 85. <i>Ghosts, or The Wild Duck</i> .....                               | Ibsen          |
|  | 86. <i>The Cherry Orchard, or Short Stories</i> .....                   | Chekhov        |
|  | 87. <i>Huckleberry Finn</i> .....                                       | Twain          |
|  | 88. <i>Appreciations</i> .....  | Pater          |
|  | 89. <i>Essays</i> .....   | Stevenson      |
|  | 90. <i>Thus Spake Zarathustra</i> .....                                 | Neitzsche      |
|  | 91. <i>Penguin Island</i> .....   | France         |
|  | 92. <i>Kim</i> .....  | Kipling        |
|  | 93. <i>Arabia Deserta</i> .....   | Doughty        |
|  | 94. <i>The Golden Bough</i> .....                                       | Fraser         |
|  | 95. <i>Man and Superman</i> .....                                       | Shaw           |
|  | 96. <i>Nostromo</i> .....   | Conrad         |
|  | 97. <i>The Forsyte Saga</i> .....                                       | Galsworthy     |
|  | 98. <i>Jean Christophe</i> .....  | Rolland        |
|  | 99. <i>My Antonia</i> .....   | Cather         |
|  | 100. <i>An American Tragedy</i> .....                                   | Dreiser        |

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## BOOKS OF INTEREST TO TEACHERS

STUDENT RECORD BOOK FOR HOME PRACTICE AND HOME PROJECT WORK IN HOME ECONOMICS. By Epsie Campbell and Susan Burson. Atlanta, Ga.: Smith Hammond & Company. 1930. Pp. 47. 27 cents.

This record book for home economics students is for use as a guide in working out and recording their home practices and home projects.

The specific aims set up are good and serve as goals toward which students may work and teachers may check. The suggestions worked out for students and teachers should be of great value both in planning and in carrying on the project. The score cards and rating scales will stimulate interest and foster independence on the part of the student as the work progresses.

Since this record book is an outgrowth of the need for promoting and recording home practices and home projects, it should prove to be valuable in this connection.

P. P. M.

DIETETICS AND NUTRITION. By Maude A. Perry. St. Louis: The C. V. Mosby Company. 1930. Pp. 332. \$2.50.

This book deals with the principles of diet in health and disease. A very brief discussion of the essentials of the diet is presented in a non-technical way. For more detailed study, students of nutrition will seek other sources of information for food under normal conditions of health. About half of the book is given over to those conditions and diseases in which diet demands special consideration. Like most books of this nature, it follows the usual plan of giving diet lists, typical menus, and foods to be avoided. Some of the special diet plans which are familiar to physicians, dietitians, and nurses are included. In my opinion, this book will make its strongest appeal to student nurses.

P. P. M.

THE UNITED STATES AMONG THE NATIONS. By Wallace W. Atwood. Ginn and Company. 1930. Pp. 262. \$1.32.

This book is fourth of the series, "The Earth and Its People." From its use as a text, pupils should get basic principles, so they will know the how and why rather than attempting to add more unrelated facts. The large-size, well-selected, attractive and distinct illustrations are an advantage. Many other features commend the text, among which should be mentioned the discussion of the use of the recreation areas, as such material needs emphasis in geography. The topical organization is desirable. If every elementary teacher would master the sixteen pages in the chapter, "The Climates of the United States," many mistaken ideas would be corrected, and the material by which that improvement would be accomplished is written in seventh grade vocabulary.

R. M. H.

MODERN PIONEERS (Academy Classics for Junior High Schools—edited by Stella S. Center). By Joseph George Cohen, and Will Scarlet. New York: Allyn & Bacon. 1931. Pp. 309.

This is a delightful group of short biographies of outstanding individuals in various fields of endeavor—people who are still with us or who have so recently passed on that one still has the feeling of their presence. This gives a reality

especially appealing to that school population for which they are designed—the junior-high-school boys and girls. The appendix is also valuable because of its list of popular biographies and its questions and topics for discussion.

B. J. L.

TEACHING THE CHILD TO READ. By Samuel White Patterson. Garden City, New York: Doubleday, Doran, and Company, Inc. 1930. Pp. 534. \$2.50.

The author has designed this for use as a basal text in training courses. It represents an integration of psychological principles underlying the learning process with desirable modern methods used in carrying on the process. It gives, as well, case studies or diary reports, which give practical value to the application of principles and methods.

Some of the materials incorporated, in addition, are an introduction to the teacher's problem, a brief historical sketch, and the relation of the child's apperceptive background to the reading problem. In tying up the primary, middle-grade, and junior-high-school periods, it gives one a full perspective of the whole reading situation from a scientific viewpoint, which renders it valuable as a text and a guide.

B. J. L.

THE TEACHER IN THE NEW SCHOOL. By Martha Peck Porter. Yonkers-on-Hudson: World Book Company. 1930. Pp. 312. \$2.00.

Instead of mere theory, we find in this book the results of actual practice. An experiment? Yes—but with what far-reaching possibilities and realities.

A careful choice of activities which are truly educative, which truly represent the children's interests; the need of actual experience to make the intellectual investigation real; the wise motivation of pupil initiative; the necessity for previous worth-while planning upon the teacher's part in case the children fail in initiating something desirable; a wealth of illustrative material, as well as careful descriptions of activities entered upon; a wonderful list of books used in developing these; an outline of a year's work in third grade—in the author's own words, "A year's living as best I could manage it"—all this and much more is found between its covers. It is of unquestionable value to those of us who are endeavoring to make our teaching vital, because it represents the actual experiences of a real teacher in the field.

B. J. L.

EXTRA-INSTRUCTIONAL ACTIVITIES OF THE TEACHER. By Roscoe Pulliam. New York: Doubleday, Doran and Company, Inc. 1930. Pp. 459. \$2.50.

A clearly written practical discussion of the teacher's extra-instructional activities. Among the topics treated are: Establishing Classroom Routine, Teaching Pupils to Control Themselves, Reducing Juvenile Delinquency, Directing Extra-Curricula Activities.

K. M. A.

EDUCATIONAL BIOLOGY. By W. L. Eikenberry and R. A. Waldron. Boston: Ginn and Company. 1930. Pp. 549.

A text for a fundamental course in biology for prospective teachers. The work is strictly on col-

lege level, yet it is organized to serve as an introduction to such subjects as hygiene, nature study, and psychology rather than a step in the training of professional biologists. K. M. A.

COUNSELING THE COLLEGE STUDENT. By Helen D. Bragdon. Cambridge: Harvard University Press. 1929. Pp. 162.

An investigation of the problems confronting a representative group of American college women with a critical study of the agencies used in counseling. Chapter VI contains some valuable case material. K. M. A.

MODERN-SCHOOL ARITHMETIC. By John R. Clark, Arthur S. Otis, and Caroline Hatton. New York: World Book Company. Pp. 402. 88 cents.

The third and final book of this excellent new series in arithmetic. K. M. A.

## NEWS OF THE COLLEGE

Harriet Ullrich of Norfolk was elected president of Student Government at the general election held on February 19, at which time Pauline Efford, of Farnham, was elected president of the Y. W. C. A., Martha Warren, of Lynchburg, president of the Athletic Association, Margaret Moore, of Norfolk, editor-in-chief of the *Schoolma'am*, and Catherine Howell of Low Moor, editor-in-chief of the *Breeze*.

The complete ticket, as voted on, was as follows: President of Student Council: Harriet Ullrich, Kitty Wherret, Kitty Bowen; President of Y. W. C. A.: Pauline Efford, Louise Harwell, Pauline Carmines; President of Athletic Association: Anna Lyons Sullivan, Mary Haga, Martha Warren, Frances Ralston; Editor of *Breeze*: Betty Bush, Christabel Childs, Catherine Howell; Editor of *Schoolma'am*, Margaret Moore, Catherine Markham.

Seven girls have been elected to the *Schoolma'am* staff this quarter from the classes and the literary societies. They are Mary Holter, senior; Martha Boaz, junior; Martha Ellison, sophomore; Madeline Newbill, freshman; Margaret Eure, Page; Jeanette Ingle, Lanier, and Olive Roberson, Lee.

Presenting two one-act plays, "Grandma

Pulls the Strings" and "Modesty," on February 12 the Stratfords and the Expression students celebrated National Drama Week here. For the first play the caste was: Pauline Efford, Margaret Moore, Sarah Dutrow, Laura Purdum, Donalene Harvey, Florence Dickerson; for the second: Maxine Karnes, Elizabeth Plank, Catherine Bard.

Catherine Howell has been appointed to the Executive Committee of the Virginia Intercollegiate Press Association which sponsors the yearly conventions. Harrisonburg is one of the nine colleges in the state to be represented on this committee.

Dr. Robert E. Blackwell, president of Randolph-Macon College at Ashland, spoke on Modern Russia February 6 in Chapel. "If only American students were as interested and enthusiastic about any good thing as Russian students are about the success of the Russian experiment, we should have no need for fear for the future."

The Y. W. C. A. sponsored a Christian World Educational Conference here on February 9 and 10 in connection with Bridgewater College. Miss Helen Hill Miller, Mr. Claud Nelson, Rev. Edmund D. Lucas, Mr. Clarence E. Pickett, Mr. M. Laidler, and Mr. Matios Cuadra visited the campus and spoke in many classes, on various subjects having to do with problems of world peace and economic harmony. Particularly interesting was Mr. Matios Cuadra's speech at chapel, when he appeared in native Philippine costume, and told of his growth into the Christian religion.

Shirley Miller and Dorothy Cornell gave a two-piano recital January 30, assisted by Nellie Cowan, soprano. They later repeated parts of their program during a chapel period for the whole college.

With Dr. H. G. Pickett as interlocutor,