

present the place of dean of women as it apparently is, and then as it might be, to sum up briefly the wonderful and far-reaching opportunities of the field. The duties and place must of necessity vary with the type of institution, and with the woman who attempts them. The place of the dean of women is not yet definitely fixed, but while the dean is going through this fixing process, if she is a prophet, a dean with a vision, she will select the worthwhile and lasting elements, discard the rest, and build for herself a place indispensable in the lives of college girls.

#### BIBLIOGRAPHY

Filene, Catherine. *The Careers of Women*. Houghton Mifflin Company. 1920.

Jameson, Kate W. and Lockwood, Frank C. *The Freshman Girl*. D. C. Heath and Company. 1925.

Koos, L. V. *The Junior-College Movement*. Ginn and Company. 1925.

Merrill, Ruth A. and Bragdon, Helen D. *The Vocation of Dean*. Press and Publicity Committee of National Association of Deans. 1926

Reports of Annual Meetings of National Education Association.

1915

*The Junior College*, Alexis F. Lange. Pp. 119-125.

1916

*The Junior College*, James M. Wood. Pp. 151-153.

1918

*Some Ideals of Deans*, Mary W. Woolsey. Pp. 411-413.

1921

*Health Instruction and Health Supervision*, Lillian Welch. Pp. 410-413.

1922

*How May the Dean Best Apportion Her Time among the Academic, Advisory, and Social Sides of the College?* Anna L. Tannahill. Pp. 775-777.  
*Student Leadership*, Lulu W. Wirt. Pp. 783-787.

1923

*The Extra-Mural Activities of the Dean of Women—What Shall They Be?* Mary Yost. Pp. 631-632.

*Talks to Freshmen—Their Content and Value*, Mary Louise Brown. Pp. 634-635.

*What the Vocational Schools Are Doing for Our Girls*, Mrs. E. S. H. McCaulay. Pp. 1029-1032.

*The Need of Vocational Education of Women and Girls*, Ruth Mary Weeks. Pp. 1029-1032.

1925

*Pressing Need in the Field of Dean of Girls*, Sarah M. Sturtevant. Pp. 434-440.

1925 Yearbook of National Association of Deans of Women.

1926 Yearbook of National Association of Deans of Women.

*Catalog of Literature for Advisers of Young Women and Girls* (Second Edition). Compiled by Anna Elouise Pierce. The H. W. Wilson Company, New York.

PAULINE CALLENDER

### A PROVOCATIVE READING LIST

THE accompanying list of questions is intended to whet the reading appetite much as the salads in colored advertisements tease the housewife into new purchases for dinner. The library must complete the lure by providing as attractive shelf arrays as those at the corner grocery where the loud-speaking red and yellow labels flaunt the merits of canned fruits.

The list of questions may be used in several ways to encourage extensive reading:

1. One or two of these questions may be written on the board each day. Students who know the answers may be asked to recommend the books to others. A brief statement of the teacher's own enthusiasm introduces a personal element which is often influential.

2. Having posted the entire list, the teacher may recommend and check certain titles to certain individuals and groups. Often this method leads to a reading of books other than those thus checked.

3. Separate questions may be lettered on posters and used in the library with the display of a fine edition of the book. If an overwhelming demand results, the statistics obtained may prove valuable ammunition to accompany requests for library appropriations.

4. One of the most successful methods of dealing with outside reading with large groups is the chart of class progress shown below.



CHART OF OUTSIDE READING

| Book Number | Brown, A. | Jones, B. | Miller, C. | Norris, D. | Owens, E. | Patton, F. | Rowan, G. | Rush, H. | Stevens, I. | Trent, J. |
|-------------|-----------|-----------|------------|------------|-----------|------------|-----------|----------|-------------|-----------|
| 1 ..        | x         | x         | x          | x          |           | x          | x         | x        | x           |           |
| 2 ..        |           | x         |            | x          |           | x          | x         | x        | x           | x         |
| 3 ..        | x         | x         | x          | x          | x         |            | x         | x        | x           | x         |
| 4 ..        | x         | x         |            | x          | x         | x          | x         | x        | x           |           |
| 5 ..        |           |           |            | x          |           | x          | x         | x        | x           | x         |
| 6 ..        | x         |           |            | x          | x         | x          | x         | x        |             | x         |
| 7 ..        |           |           |            | x          | x         |            | x         | x        |             | x         |
| 8 ..        |           |           |            | x          |           |            | x         | x        |             | x         |
| 9 ..        |           |           |            | x          |           |            | x         | x        |             | x         |
| 10 ..       | x         |           | x          | x          |           |            | x         | x        |             |           |
| 11 ..       |           |           | x          |            |           | x          | x         | x        |             |           |
| 12 ..       | x         |           | x          |            | x         | x          | x         | x        |             | x         |
| 13 ..       | x         |           |            |            | x         |            | x         | x        |             | x         |
| 14 ..       | x         |           |            |            | x         |            | x         | x        |             | x         |
| 15 ..       | x         |           |            |            |           |            | x         | x        |             |           |
| 16 ..       | x         |           |            |            | x         |            | x         | x        |             |           |
| 17 ..       |           |           |            |            |           |            | x         | x        |             |           |
| 18 ..       |           |           |            |            | x         |            | x         | x        |             | x         |
| 19 ..       |           |           |            |            | x         |            | x         |          |             | x         |
| etc. .      |           |           |            |            |           |            |           |          |             |           |
| to 50       |           |           |            |            |           |            | x         |          |             | x         |

Figures correspond to titles referred to in accompanying list of questions

As a student finishes a book he makes a cross opposite his name and under the number corresponding to the book title. At the same time he hands to the teacher a slip on which he has written a brief specific statement of his reaction to the book (or some other statement of opinion, central thought, or recommendation, according to the teacher's assignment). Such slips may be quickly checked and usually accepted. From time to time the class may need caution that the statements are too vague or lacking in individuality. This is a sufficient check if it is the intention that outside reading should be recreational and voluntary, and not forced. Students will be stimulated by seeing their comparative progress and the comparative progress of several sections. This last method has been used repeatedly with good results.

#### Don't You Wish You Knew?

1. Who, when driving away from school, flung out of the cab the dictionary just

presented to her? (Read Thackeray's *Vanity Fair*. This episode is only the beginning of the mischief.)

2. Who, by beating the thieves in fair fight, saved his master's money? (Read Scott's *Ivanhoe*. This is only one of the fights.)
3. At what school did they teach Reeling and Writhing and the different branches of Arithmetic: Ambition, Distraction, Uglification, and Derision? (Alice found out in *Wonderland*. Lewis Carroll wrote the story.)
4. Who died of a broken heart and caused a sensation at Court? (Elaine the Fair—Read *Lancelot and Elaine*. Perhaps you'll want to read the whole of Tennyson's cycle of poems called *The Idylls of the King*.)
5. Who got lost in a jungle and was brought up by animals? (Kipling can make animals seem like people. Read *The Jungle Book*.)
6. Is it true that American business men are Babbitts? If so, is the term complimentary or derogatory? (You may be able to decide when you read *Babbitt*, by Sinclair Lewis.)
7. Do you like a love story in which a hero and heroine are kept apart by the interference of others and by misunderstandings? Read Jane Austen's *Pride and Prejudice*, and don't miss the point of the first chapter, in which the author makes fun of match-making mammas.)
8. What Shakespearean play has a hero who, though he tries hard to decide what ought to be done, finds, when he does act, that his deeds have disastrous consequences? (You ought to know *Hamlet*, a tragedy of indecision.)
9. In what play by Shakespeare does a king go mad because he is inhumanly and ungratefully treated by his children? (*King Lear* is one of the greatest tragedies. If Shakespeare is too difficult reading for you to do by your-



- self, read Lamb's *Tales from Shakespeare*.)
10. If you want to know how a pampered boy of wealth had his selfishness and snobbishness taken out of him, read *Captains Courageous* by Kipling.
  11. Do you know a small town which is a typical Main Street? (You can't answer this question until you have thoughtfully read *Main Street*. Has Sinclair Lewis treated small towns fairly?)
  12. Did you know that people first cooked their meat by burning the huts in which animals were kept? (at any rate, that is the method Charles Lamb describes in his *Dissertation Upon Roast Pig*.)
  13. Perhaps the English schoolboys in *Stalky and Company* are such bad examples that you'd better not read Kipling's story! You'd have to read a lot of schoolboy slang, too!
  14. Is it true that all women are either Becky Sharps or Amelias? Which are you? (Read *Vanity Fair* and find out. Thackeray wrote it.)
  15. Have you read a story in which a man breaks up his own funeral? (This is one of many excitements in *Ivanhoe*.)
  16. What boy dressed up as a girl, but couldn't deceive a woman? (If you don't already know *Tom Sawyer* and *Huckleberry Finn*, you'd better read Mark Twain's books and get acquainted with two of the most real American boys in all literature.)
  17. Can you imagine a banquet at which people were ridiculed for using napkins to wipe their moist fingers instead of waving their hands in the air to dry them? (This, too, happened in *Ivanhoe*.)
  18. Who scornfully tossed a piece of gold to a leper? (Read Lowell's *Vision of Sir Launfal*. You may want to skip the preludes, but be sure you get the story.)
  19. What would a boy inherit from a British father and an Indian mother? (Read *Kim* by Kipling, to see how his life worked out.)
  20. What boy adopted a stray dog that became his inseparable companion? (Read *Jeremy* and also *Jeremy and Hamlet*. Hugh Walpole tells exactly how a dog feels about his master and how a boy feels about his dog.)
  21. Should George Eliot have created another lover than Aaron for Eppie to marry? (You can't answer this question until you know *Silas Marner*.)
  22. Who awoke to find a revolution over, a new government in power, and a younger generation following in the footsteps of their elders? (Almost everyone knows Irving's story of *Rip Van Winkle*.)
  23. What poem describes the landscape after two nights and a day of snow? (Whittier's *Snowbound* also has a vivid picture of a family group.)
  24. Who spent ten years in wandering before he reached home after a great war? (*The Odyssey* makes you acquainted with many gods and goddesses, and familiarizes you with many stories which are constantly referred to in all kinds of print, from literature to advertising.)
  25. Do you know ten famous fairy tales? (Supply these titles yourself.)
  26. What three Frenchmen fought joyously together through thrilling adventure? (You may have seen Douglas Fairbanks in *The Three Musketeers*. You will enjoy the book, written by Dumas, a French author.)
  27. Have you read of the skilful physician who, after a tragic life, spent his spare time making shoes? (Read the *Tale of Two Cities* and learn Dr. Manette's pathetic story.)
  28. Do you know of two sisters who always dressed alike, although what was



- becoming to one was far from suitable for the other? (In *Silas Marner* George Eliot records many shrewd observations about human nature.)
29. What song sung by a working girl on a holiday influenced several people at critical moments in their lives? (Browning, in *Pippa Passes*, shows deep insight into human nature.)
  30. In what book does the tapping of a blind man's cane recur till you shiver at the sound? (Stevenson's *Treasure Island* sold out immediately when it was first published.)
  31. Can two women quarrel, each using her own language, which is unknown to the other? (The answer is in the *Tale of Two Cities*.)
  32. Where and what was "Sweet Auburn! loveliest village of the plain?" (Read Goldsmith's poem *The Deserted Village* and spend a little time in a quiet hamlet of olden time.)
  33. Who grew so fond of his donkey that he hated to part with her? (Stevenson's book, *Travels With a Donkey*, contains many interesting and amusing events.)
  34. What happened to the man who shot an albatross? (*The Rime of the Ancient Mariner* is as queer as an impossible dream. Coleridge meant it to be enjoyed as a fantasy.)
  35. In what story do you sympathize with a fallen chieftain? (*The Lady of the Lake* is a thrilling tale of Scotch warfare.)
  36. In what Shakespearean play does a man do one evil deed after another until he can't escape evil? (*Macbeth* shows the intrigue and fighting brought on by a lust for power.)
  37. What scene does Shakespeare say will be acted in the future, in countries then unknown? (You will find it in *Julius Cæsar*.)
  38. Did the white whale get his victim? (Read *Moby Dick* and find out.)
  39. What queen risks death at the king's hands to save her people? (*Esther* is one of the most beautiful romances in the Bible.)
  40. Who climbed a waterfall to visit his sweetheart? (There is tense excitement in *Lorna Doone* by Blackmore.)
  41. Who wrote a series of tales of frontiering—from Maine to Wisconsin, to Minnesota? (Hamlin Garland represents The Middle Border in American literature. Read *Trail-Makers of the Middle Border*, then a *Son of the Middle Border*, a *Daughter of the Middle Border*, and *Main-Traveled Roads*.)
  42. Who said, "God bless us every one!" (Dickens in a *Christmas Carol* has made all the world love Tiny Tim.)
  43. What well-known American tells amusing boyish experiences in collecting autographs? (*The Americanization of Edward Bok* is an absorbing story of great achievement.)
  44. Who cursed the United States and suffered for it all the rest of his life? (*A Man Without a Country* is a famous story which emphasizes love of one's native land.)
  45. What book, partly written in prison, tells of man's progress through life? (*Pilgrim's Progress* is one of the best-known allegories in English. Look up the word allegory. Observe book titles and see how many writers have used quotations from Bunyan's book.)
  46. What horse lost its tail while crossing a bridge? (Take the trouble to look up a few Scotch words and then enjoy the uproarious fun of Burns's poem, *Tam O'Shanter*.)
  47. Can a genius be excused for his dissipated life? (Carlyle deals with this difficult question in his *Essay on Burns*.)
  48. Who grieved so much over his son's downfall that he couldn't finish his sheepfold? (Wordsworth's *Michael* arouses sympathy for aging parents.)



49. What child was adopted by rough miners? (Read *The Luck of Roaring Camp*. You'll probably want to read *Tennessee's Partner*, also, by Bret Harte.)
50. What American author wrote a well-known story of finding buried treasure by means of a cipher which explained a map? (Poe. Besides *The Gold Bug* you may want to read *The Fall of the House of Usher*.)

CARRIE BELLE PARKS

## ILLUSTRATING THE ILIAD AND THE ODYSSEY

*An Eighth Grade Unit in Greek Literature*

WHILE studying Greek literature, the class became interested in illustrations. Since they were unable to find any pictures of gods or goddesses at home, the teacher suggested ordering some from picture companies. A *Perry Pictures Company* catalog was on hand, so the class set to work selecting appropriate pictures to order. While this was in progress one child asked, "What are we going to do with our pictures?"—The class discussed this at length, finally deciding to make a book on Greek literature using the pictures as illustrations. How they did this work is set forth in the following outline.

### I. What the Children Did

- A. They discussed the book to be made as to:
  1. Size—pages, cover, and pictures.
  2. Contents—table of contents, list of illustrations, dedication, introduction, index.
  3. Materials—color and kind of paper, kind of cardboard, paint for cover design.
  4. Lettering—pages, cover.
- B. They examined illustrative material supplied by teacher and children such as: books, magazines, pictures, advertisements, old jewelry, and posters.

C. They assembled the material and made their book by:

1. Dividing the subject matter into main topics, one to be accepted by each pupil as his definite assignment.
2. Resolving into final working committees on drawing, printing, posting, sewing, binding.

### II. What the Children Learned

A. From their work with *The Iliad* and *The Odyssey* the children learned that:

1. *The Iliad* tells the story of the tenth year of the siege in the Trojan War; *The Odyssey* tells the story of the ten years' wanderings of Odysseus (Ulysses) on his way back home from the Trojan War.
2. Interesting information about gods and goddesses as shown in Table I.
3. Information about the main characters of the two stories as shown in Table II.
4. These stories (*The Iliad* and *The Odyssey*) were sung by Homer, then resung by others, and later compiled in book form.
5. The following are the most important things tradition supplies about Homer.
  - a. He was a poor, blind poet who earned his living by reciting these poems.
  - b. He played on a lyre and recited wonderful verses which told about the adventures of Greek heroes and their great deeds during the Trojan War.
  - c. "Fifty cities" claimed the distinction of being his birthplace and greatly honored him after his death.
6. The main characteristics of Homeric style are:
  - a. Frequent use of the simile—a figure of speech likening two different things by imaginative comparison. Example: "As when the wind from off a threshing