

YOUR WEEKLY READER

[Rescuing Reading Project](#)

Thomas Nelson Community College

October 26, 2006

Rescuing Reading Featured at Virginia Community College English Peer Group Meeting

Virginia's community-college English faculty attending their biennial peer group meeting in Williamsburg, October 26-27, will have an opportunity to hear from Tom Long, Chancellor's Commonwealth Professor at Thomas Nelson Community College, concerning the two-year project Rescuing Reading: A Community College Response to the National Endowment for the Arts Report, *Reading at Risk*. Participants will learn about the project's attempts to build alliances with internal and external stakeholders, including developmental Reading faculty, the college's President's Cultural Scholarships, Newport News Libraries' The Big Read project, and others.

Web Watch

One of my first hardback book purchases was the complete Sherlock Holmes stories by Arthur Conan Doyle. Stanford University now makes available for free PDF versions of many stories and a novel in their original Strand serialization at [Discovering Sherlock Holmes](#). Read them the way that Victorians first read them.

It's Not Too Late to Start Reading a Book: [TNCC Fall 2006 Book Circles](#)

Next Week!

Friday, November 3, 2006

1:00-3:00 p.m.

Thomas Nelson Community College
Wythe Hall Library Gallery

Frankenstein by Mary Shelley

Shane by Jack Schaefer

Journey on the James: Three Weeks through the Heart of Virginia by Earl Swift



What They're Reading

TNCC librarian Barbara Gibson reports a new find: "I just finished reading a new book at [our library], *Consciousness: How The Mind Arises From The Brain*, by Stephen Goldberg. It proposed a new theory of consciousness based on how the brain combines the data it receives from all the senses, enhanced by the emotions being felt simultaneously, to make sense of our world and what actions we should/could take."

Plus Ça Change . . .

Plus c'est la même chose. Does this critique of society and education sound familiar?

"But now in the zigzag movement of educational progress, a new countermovement seems imminent. . . . The youth left the school with a hundred things in their minds, but without any power of intellectual self-discipline. . . . Our public life reflects this lack everywhere. The newspapers and magazines, the theatres and the social-reform movements, are more and more made for a public which looks only to be entertained, and which has lost the power of sustained attention to that which is not attractive in itself . . ."

Hugo Münsterberg offered that opinion in the pages of *The Atlantic Monthly* . . . in 1909.