EDUCATIONAL COMMENT

THE NEW WAY OF STUDYING LITERATURE

With his tongue in his cheek, Professor Allan Abbott, of Teachers College, Columbia University, has submitted to School and Society what he calls “A Unit of Instruction on Van Dyke’s Fisherman’s Luck.” Let his wit instruct us:

**Purposes:**
1. To enjoy the experience of reading the essay
2. To share this enjoyment with a social group
3. To enjoy vicariously the experience of fishing
4. To share this enjoyment with a social group
5. To create something which shall express these satisfactions

**Aims:**
1. To learn about trout-fishing
2. To learn about other kinds of fishing
3. To learn about the value of fish as food
4. To learn about the economic importance of fish
5. To learn the place of fish in secular and religious history
6. To learn the effect of fish and fishing upon language
7. To learn to manipulate fish—living, dead, and cooked

**Objectives:**
1. Vocational; opportunities and needs in fishing; is it a blind alley vocation?
2. Wise Use of Leisure: what wise men have fished?
3. Health: food value of fish; vitamins in cod-liver oil
4. Home Making: preparation and cooking of fish
5. Social-civic: Fisheries in colonial days; in the Revolution; in connection with arbitration. How we always won.
6. Religious and ethical: Jonah; miraculous draught of fishes; the fish as a religious symbol; keeping Lent

**Big Objective:**
To realize the place of fish in the modern world

**Goal:**
The fish-centered school

**ACTIVITIES (leading to further activity)**

Unit I. (fusion with science) Make and care for an aquarium.

Unit II. (fusion with home economics) Prepare and serve: Creamed codfish—boiled salmon—fish chowder.

Unit III. (fusion with commercial education) Study the mail-order ads. of Frank E. Davis, and make better ones.

Unit IV. (fusion with language) Make a list of such expressions as “poor fish,” “gudgeon” (obs.), “sucker.”

Unit V. (fusion with library work) Cut out all the pictures of fish from books in the library, and paste them in a notebook.
Unit VI. (fusion with handwork) Make a seine of all the string in all your homes (creative group-project for the entire class through the term).

Unit VII. (fusion with composition) Write a letter to Dr. Van Dyke, presenting to him the seine, scrapbooks, chowder, aquarium, etc., and inviting him to address the school.

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PLANS FOR THE ELEMENTARY ENGLISH REVIEW

The Curriculum Commission of The National Council of Teachers of English has organized three committees to investigate and report upon courses of study in grade school English. The committees are centering their attention upon literature, creative writing, and essential English, which includes oral and written composition, correct usage, and reading.

Reports of these committees, as well as other Council reports bearing upon grade school English, are published in the Elementary English Review, an official organ of The Council. Forthcoming articles which will appear in the Elementary English Review include a series of papers on children's books prepared under the auspices of the Book Evaluation Committee of the American Library Association, a series of articles on research in elementary school English, published under the direction of a committee of research specialists, papers on grammar by J. C. Seegers, of Temple University, and C. H. Ward, of New Haven, Conn., articles on the work of Vachel Lindsay by Frederic Melcher, editor of the Publishers' Weekly and donor of the Newbery Medal, and Hazelton Spencer, of The Johns Hopkins University, and a sketch entitled "From Howard Pyle to Willy Pogany," by Ruth A. Barnes of the State Teachers College at Ypsilanti, Michigan.

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THE READING TABLE


This yearbook is the result of investigations made by the Commission on Character Education, and contains—in addition to discussions, conclusions, and suggestions—a wealth of data from many sources, lists of numerous tests and scales, an outline for case study, experimental studies, and principles underlying character education. The book contains, also, official records.

The Commission builds upon the affirmation that modern education, as well as the great religions of our western civilization, is based upon the principle of respect for personality; therefore, one of the functions of the school must be the training of character. They make no attempt to offer a definite plan of character education, but do try to "present points of view which, it is hoped, will stimulate thought and discussion in the direction of a more constructive school life and, in fact, a more constructive life in general."

The big question, they say, is how to focus attention upon this type of education without defeating its purpose. To that end, they take this position: "Character education consists of constructive reactions to life situations without thought on the part of the individual as to whether his reaction in a particular situation is one calculated to bring about his own self-improvement." Because character education so permeates the whole school situation, they assert that any good curriculum is a character education curriculum; also, "The good act is the one which creates as many and as worthy satisfactions as possible for as many people as possible over as long a time as possible."

The discussions involve all phases of school life in relation to character education, as well as the relation of the home and other organizations and agencies to the