preachments or unhappy endings or punishments. The child’s love and confidence being established, any morality and any refinement may be naturally impressed upon the child’s forming mind.

_Contents._ The contents of such a magazine should be as varied as its physical appearances, and fundamentally cultural and “tactfully moral.” Every alert effort, however, must be observed to keep the cultural or moral objective out of the child’s conscious sense; therefore, the work of producing such a magazine is replete with constant subtleties of approach and suggestion.

To gain the attention and hold the loyalty of the child to the purpose of this book all wise means are used to attract the eye, to engage the fancies, and to direct subconscious growths to a fearless, frank, and fine objective development. A year’s adventure of the child through twelve issues of such a magazine should be intensely absorbing and broadly cultural.

_Advertising._ Regarding the commercial side of a magazine, all advertisements should be so pictured and expressed as to retain the refinements, merriment, and attractions of the main body of the book.

John Martin’s policy for his magazine in relation to advertisements has been so exacting as to practically exclude many sources of income. That which makes for highest right for the child regardless of business interest and profit, is John Martin’s immovable standard.

It will, therefore, be noted that in _John Martin’s Book_ the advertisements are comparatively few. This is partially due to the fact that the editors refuse to print any paid-for space in the magazine that would directly or indirectly be out of harmony with the spirit of the magazine; also, because a preponderance of advertising pages could not be permitted in _John Martin’s Magazine_, which aims to exert the influence of a good book.

Finally. I do not ask you to look upon _John Martin’s Book_ as a pedagogical plan, for these pedagogical ideals and accomplishments should naturally come by way of the school and through the trained abilities of the teacher. Our magazine is merely a human link between the teacher’s ideals and the cultural and moral influences that life should bring to the child’s experience at home.

_John Martin._

**SOME USABLE TECHNIQUES FOR THE SELECTION OF CURRICULUM MATERIALS**

_The greatest need of any teacher is that of an adequate educational philosophy._ The selection of curriculum materials, the setting up of educational objectives, the choice of methods to be used in the classroom, the attitude which one has toward one’s task and toward one’s pupils all grow out of one’s philosophy of education. Nor is it sufficient to make the formulation of such a philosophy the subject of formal study. This is excellent so far as it goes, but it must always be supplemented by those conclusions and those lessons which come out of a rich and varied experience—as a teacher, yes—but far more, as one who has discovered something akin to the real meaning of life itself.

The curriculum of all educational institutions is—or should be—a process of constant change. In its very nature it demands that no solidifying, no stereotyping of subject matter should take place. It is characterized above all things by being in a “state of flux,” thus permitting an immediate adaptation to all the devious and tortuous paths which it may be called upon to traverse in being assimilated into the nature of the individual. The term itself means “little race,” and I take it that the race referred to here is none other than the race of life, _i. e._, the sum total of the experiences which make up an individual’s career. “Let us run with patience the race that is set be-
fore us," we are admonished. Applying this figure to the school, we find that the race is not necessarily to the swift but to those whose experiences excel in quality. It is the quality of living which makes life worth while, some persons being able to live more (qualitatively) in the space of an hour than others can live (quantitatively) in the ordinary life-span of seventy years.

Criteria for Selecting Curriculum Materials

Thus we conclude that there are at least three criteria to be borne in mind when the question is one of selecting curriculum materials:

1. The educational philosophy of the person who is doing the selecting.
2. The concept of experience which one has.
3. One's notion of what the educative process really is.

In addition, it should be borne in mind that the field from which materials may be selected is none other than the whole realm of human experience itself and that the teacher has only a small part of a child's time at his disposal. Thus the matter reduces itself to selecting from the whole range of possibilities in the case of those experiences (and they must necessarily be few in comparison with the whole number), which are the most typical and which possess the most carry-over value for the child, so far as the situations which he is likely to meet in after life are concerned.

In this connection it might be well to call to mind Professor Dewey's notion of experience. According to Dewey, all real experience possesses both an active and a passive phase and no experience is worthy of the name until and unless both of these phases are present in the consciousness of the individual. The active almost invariably comes first, and it likewise happens that we often do not become conscious of any passive phase whatever, in which case the reality of the experience becomes very doubtful. Certainly its value so far as its effect upon the subsequent life of the individual is concerned is decidedly limited. For example, a soldier, who in the heat of the conflict, receives a slight flesh wound in the arm or leg, does not usually become aware of what has happened until after the battle is over. He then notices the blood stains on his clothing, examines the surface of his body, and finds that he has been wounded but not seriously enough to make any real difference. Is it not often true that, in similar fashion, the teacher's efforts barely succeed in "scratching the surface" of the pupil's real nature and that consequently the classroom experience makes little, if any, difference to the pupil in the long run. The active side of the experience has been emphasized well enough, but the passive, or undergoing, phase has been almost wholly neglected. The meaning of the term "passive" is akin to that of suffering or enduring and one's awareness must include this as well as the active elements. Otherwise, we merely "go through the motions" and, for the time being at least, put ourselves on the same level as the apes.

Again, the educative process is fundamentally the same as the process of reproducing the race, biologically speaking. There are many things in our mental and physical natures which we possess because they have been passed on to us through the germ-plasm. These, we say, "come to us by heredity." There are many other things which make life more tolerable and more attractive but which can never be passed on through the biological inheritance. These things are acquired through experience, which is the same as education in the larger sense. Hence, we may say that the educative process is that process by which we come into our spiritual or social inheritance. Many of us do not receive our social birthright, either assuming a negative attitude

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1Monroe, Cyclopedia of Education. Article on "Experience," by Dewey.
toward it or selling it "for a mess of pot- 
tage."

One further observation needs to be 
made, namely, that the selection of subject 
matter within a curriculum, i.e., the selec-
tion of the curriculum materials is the task 
of the teacher; the construction of a new 
curriculum or the reconstruction of an old 
one is the task of the specialist. As a rule, 
the specialist's work has been done before 
the teacher takes up the task where the 
specialist lays it down. The latter works 
under the direction of the State Board of 
Education or in some research institution; 
the teacher comes after him and completes 
the picture by supplying the details and by 
putting on the finishing touches. Let us re-
member that there are many specialists who 
spend their time in telling others about 
teaching but who themselves could under 
no circumstances enter a first or second 
grade classroom and conduct a single recita-
tion in accordance with what they urge 
others to do.

Additional Considerations

With the above-mentioned general prin-
ciples as a part of the teacher's background, 
there are some more specific considerations 
which must be taken into account in the se-
lection of curriculum materials.

1. Consider, first of all, the demands 
which are made upon the school by the so-
ciety in which the school is operating. Pro-
fessor Kilpatrick, among others, regards 
this as highly important and suggests the 
following as being representative demands 
of twentieth century civilization upon the 
school:

- Acquaintance with things, i.e., know-
ing the objects in our environment.
- Social life, i.e., habits, morals, the 
  training necessary to get on with our 
  fellows.
- Responsible thinking, i.e., the mental 
  equipment for the solution of prob-
  lems and for immediate and ade-
quate adaptation to new situations.

2. In the next place, the time-saving ele-
ment in instruction is becoming increasing-
ly important. The recognition of individual 
differences in ability and in the quickness 
and readiness with which people learn; the 
 provision for various rates of progress 
among pupils; the lengthening of the school 
term and possibly the school day; the elimi-
nation of unimportant items from our 
courses of study—all these and many other 
educational readjustments are enabling us 
to save the time both of the pupil and of 
of the teacher. It is now well recognized that 
the time allotments for various subjects 
may be easily shortened at more advanced 
age-levels than those at which such subjects 
are now taught. This brings up the whole 
question of the order of presentation of 
school subjects, especially after the total 
subjects have been mastered. In any event, 
the time spent in school by the pupil will 
admit of the presentation of only a limited 
amount of subject matter. Hence, the most 
important should be selected to the exclu-
sion of all the rest, importance being deter-
mined by the extent of the application of 
the selected experience to all subsequent ex-
periences.

3. Again, we must take into account the 
needs of the community in which the child 
is likely to live. While this cannot be fore-
told in every case, it can be fairly assumed 
in the vast majority of instances that the 
child will live in somewhat the same type of 
community in which he is being brought up. 
Every community is characterized by its in-
dividual and peculiar needs which must be 
recognized and met in some way. Failure 
to meet these needs makes the school dere-
lict in its duty toward the very people whom 
it was established to serve most. If the 
child is not fitted to live in his home com-
unity and is not brought to the ponit of 
developing the right attitude toward his 
"home-town," it is no wonder that he mi-
grates elsewhere.

4. Consider further the line or lines in
which the child is likely to spend most of his waking moments subsequent to his school career. While the notion of "guidance" is now being applied to every phase of education, it is still as true as it ever was, that the school must assist the pupil in finding and preparing for a vocation. To this must be added avocational guidance, which is made especially necessary in these days when the cry is for shorter hours and higher wages. Leisure for what, pray? And money for what? Unless the teachers recognize their responsibility in teaching the child the proper budgeting of time, money, effort, etc., the goal of efficient living will seldom be reached. The most significant movement in present day education so far as vocational and avocational needs are concerned is the differentiation which is taking place between the junior and senior high schools as a result of the junior high school movement. Differentiated curricula are now provided in the senior high school on the basis of the exploratory activities made possible in the junior high school.

5. Lastly, we must bear in mind the kind of product which we wish to turn out, the type of persons which we wish our boys and girls to be. The teacher would do well to encourage his pupils to select persons about them whom they might do well to emulate, and similarly to select outstanding characters mentioned in history for the purpose of using these individuals as ideals toward which boys and girls of the present may strive. Putting it another way, the selection of such persons for imitation and emulation is the same thing as setting up the proper kind of educational objectives. Smith, in his Principles of Educational Sociology (pp. 620, 621) brings together four or five lists of such objectives from as many different sources and writers. I quote the list as taken by him from Chapman and Counts' Principles of Education:

1. Health
2. Family life
3. Economic adjustment
4. Civic life
5. Recreation
6. Religion

All of the other classifications mentioned agree in the main with this, and the task of the teacher thus becomes the making of efficient citizens who are equipped to live to the fullest along these lines.

Selective Techniques

We come to the consideration of the techniques themselves by which materials to be used by the teacher should be selected. It is always understood that these materials are to be used in the actual classroom procedure for the purpose of transforming a lifeless outline or lesson plan into a virile and living experience for the pupils.

Techniques which are in use at the present time may be grouped into four chief classes:

1. Job-analysis—inapplicable to all but the simplest situations.
2. Functional-analysis—an extension of the job-analysis idea that includes provision not only for activities but for ideals as well.
3. Activity-analysis—lists the most desirable activities to be engaged in by the pupil in the schoolroom and analyzes them.
4. Content-analysis—the reverse of functional-analysis; it begins with a course as now organized and works backward in an attempt to revise what now is in the light of accepted principles, such as those outlined in the first part of this paper.

A complete discussion of these four techniques would require more space than the limits of this discussion permit. It may, however, be pointed out that each one of these techniques has its place, though the functional-analysis technique and the con-

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2Williams and Rice, Principles of Secondary Education, pp. 228, 229.
tent-analysis technique seem to be coming more and more into favor. As a matter of fact, the former uses the inductive method of attack and the latter the deductive method, both of which are familiar to every student of logic and of classroom method. It would doubtless be fair to say, that one may be used to supplement the other. For a detailed statement as to how to use the functional-analysis technique, the reader is referred to *Curriculum Construction*, by W. W. Charters (pp. 26 ff). For a presentation of the content-analysis technique and its use, see D. Waples, “Techniques of Analysis in Constructing the Academic High School Course,” *Journal of Educational Research* (January, 1926), Vol. XIII, pp. 6-7.

Both of these techniques seem to offer much that is of practical value to the teacher, the chief difficulty in both cases being the fact that the teacher is unaccustomed to using them. A little practice, however, will soon make one a relatively expert judge in selecting the materials which offer the best possibilities in teaching procedure.

The following project is suggested to high school principals as being worth carrying out in their teachers’ meetings over a period of several successive weeks or months:

Take the discussion in this paper and employ it for purposes of supplying the general background; then take your present curriculum materials, most of which are perhaps largely of the traditional type; examine these materials in the light of the above criteria and other principals, using any one of the techniques which seems applicable; then make such changes in each study or in each differentiated curriculum as may seem practicable and desirable in your case.

For further reading in this connection, the following titles are suggested:


**William M. Brown.**

**DRAMATIZING OF THE TROJAN WAR**

*A Fourth Grade Unit*

The children of the fourth grade had been studying the Trojan War. They became greatly interested in the bravery of the Greek and Trojan warriors.

I. What the children did.

A. They started playing parts of the Trojan War at recess. They later asked the teacher to help them make a real play of it.

B. They found that the following matters must be settled:

1. The parts suitable for dramatization.
2. The part to put in each act.
3. The characters needed in each act.
4. The conversation for the characters.
5. The costumes for each character.
6. The scenery for each act.
7. The invitations to the play.
8. The programs for the guests.

C. They decided to dramatize the parts leading up to the Trojan War.

1. The festival at the marriage of Peleus and Thetis.
   a. The people come from the wedding.
   b. The goddesses dance.
   c. The apple is thrown.