

tion related to the child's interests and experiences, out of which the problem naturally arises in the mind of the child, the introductory material being managed by the teacher, or (d) an assignment which utilizes the interests, experiences, and wants that the child brings to school, by helping the child to interpret any particular problem that he brings to school for assistance? It is but fair to state that practically step "c" is about as far as we can go under present school conditions.

The foregoing discussion has suggested the desirability of recognizing a four-fold division of the problem-project: (a) introductory material out of which the problem arises; (b) the problem raised and concisely stated; (c) materials having a possible bearing on the problem secured and interpreted, and (d) the problem solved or the materials summarized.

It is not particularly difficult to make a list of problems, the consideration of which is socially desirable. Neither is it difficult for the teacher, who recognizes her social responsibilities, to become enthusiastic in the consideration of these problems. The responsibility of directing a history class offers adequate motivation for the teacher. The pupils, however, have no such social responsibility and the enthusiasm of the teacher while important is not necessarily contagious. How, then, can a teacher adequately motivate her work so that the problems will arise out of the child's interests and experiences? There is no infallible way. Not always will the same introductory material arouse corresponding interest in different groups of children, nor will the same problem inevitably be raised by different groups out of the same initial discussion. The trained historian can list problems that will cover the field, but the technique of the skilled teacher is necessary to get a child to adopt a problem as his own personal problem.

The World War has brought forcefully to the front a suggestive solution of the problem of motivation. The schools were called upon to aid other institutions in the struggle for the preservation of national ideals. The children enthusiastically assisted in Red Cross work, in the bond issues, in the thrift stamp sales, and in innumerable other ways. The teacher did not need to worry about motivating such work. The pupils entered into the work wholeheartedly because they saw the worthwhileness of the activities in which they were engaged.

Other institutions no longer are making such insistent demands upon the school, although to a greater extent than before the war organizations are bringing their problems to the school room. Just as other organizations are asking for assistance from the schools, so have the schools the right to ask for the co-operation of out-of-school forces. In other words the school must find its problems in the world's work and play. The twentieth century child should be primarily concerned

with the vital problems of his age. The history taught in the elementary schools is justifiable only to the extent that it can illuminate the problems of the present. The content of history should be relentlessly evaluated by this criterion and all irrelevant material should be eliminated.

Current events are of invaluable assistance. The prohibition and woman suffrage amendments have offered an excellent opportunity for discussing real issues. That part of the Constitution bearing on the provision for amendments and their adoption has been related to these vital problems. When Congress passed the recent prohibition measure, the provision for a bill to become a law without the President's signature and also over the President's veto were strikingly brought out in the press discussions. The present differences of capital and labor, the proposed unionization of policemen and school teachers, the governmental supervision of trunk railroads, the opening of the Mississippi River to increased traffic, the requests of De Valera and his followers, the encouragement of the foreign trade, are some of the more vital problems of today, that can be justified on the basis of social need, and means for the motivation of which can be secured more readily than for many problems, the issues of which have virtually passed away.

We may confidently look forward to the teaching of history as one of the indispensable subjects of the elementary schools. The text book maker will study the vital problems of modern civilization and will select his materials with the interpretation of modern problems in view. The teacher will make suggestive lists of desirable problems, and will carefully study the various possibilities of motivating them. She will take various situations that make a strong appeal to many children and will consider the various problems that may arise therefrom. The child, confronted with problems that make a strong appeal, will wholeheartedly interpret each problem because of the worthwhileness of the unit of work. The outlook is especially promising in view of the fact that there is perfect harmony between the evolution of content and the evolution of method. Furthermore, the teacher is being prepared more effectively than ever for the careful performance of her important task of relating properly the material to the child.

Branom—Project Method in Education.

HUMAN GEOGRAPHY.

R. H. Whitbeck, Professor of Geography, University of Wisconsin.

For many years about the only kind of geography taught in the High Schools of the United States was physical geography. The report of the committee of ten, in 1893, recommended that physical geography be re-