

financial needs, (d) the securing of supplies, (e) the disposition of traitors, (f) the co-operation of colonies, (g) the qualities of the leaders, and (h) the Treaty of Paris. In conclusion the interpretation was adequately summarized.

The supplementary question was raised, "Was it at times uncertain whether the colonists could make good their Declaration of Independence?" This line of thought led to the interpretative problem, "Why was it at times doubtful whether colonists would succeed?" This problem had the same advantages as those indicated for the supplementary problem in the preceding illustration.

In the preceding illustrations of problem solving, it has been shown that there are two important types of problems that may be used in history. Out of the situation involved in the adoption of the Declaration of Independence arose the problem with backward perspective or an effect-to-cause problem, "Why did the colonists differ as to the desirability of adopting the Declaration of Independence?" Out of the same situation arose a problem with a forward perspective, or a cause-to-effect problem, "How was the Declaration of Independence made good?" Each problem brought together in meaningful relation numerous facts of American history. The details involved in the solution of each problem were involved in the solution of new but closely related problems. The problems were related to the child's interests and experiences so that he could see real values in their interpretation. He was willing to put forth the requisite energy for their solution. When the pupil is confronted with a problematic situation that is socially desirable, if he believes that the solution of the problem is of value and enters into the interpretation of the situation with energy and boundless enthusiasm, the school has practically realized an ideal use of the problem-project.

In relating the history work to the child's interests and experiences a similar evolution has been made. Formerly the schoolmaster assigned pages of the book. It was the child's business to adapt himself to the material. It was the teacher's business to "hear" the lessons so that he might ascertain whether the facts were mastered. If the work were difficult and distasteful to the child, so much the better, for his faculties would be developed all the more effectively. The emphasis placed upon the facts of the textbook induced the pupil to memorize the contents which resulted in the retention of forms (words) but an inadequate master of ideas.

Emphasis upon the interpretation of facts stimulated the pupils to relate events, to evaluate events, and to engage in reflective thinking. The further grouping of facts into a few large topics tended to emphasize the more important topics, selected because of their influence upon the social group. The emphasis placed upon the

important phases of history, and the organization of the numerous facts into few comprehensive units have enabled teachers to indicate more readily to pupils the social values of the problems. As a result the history work can be motivated with less difficulty. The changing viewpoint and emphasis in the content of history is in complete harmony with the changing viewpoint and emphasis in method.

The modern textbooks are helpful in suggesting worth-while problems, but the teacher has the responsibility of establishing a vital relation between the pupil and the problems of history. It is not sufficient that the public, the historian, and the teacher shall believe that certain problems of history should be taught. The problem should be related to the child's interests and experiences in such a way that, because of individual or social values involved, it becomes a real personal problem to the child. In other words, the unit of work must be motivated. The quality of instruction is influenced by the degree of success of the teacher in this respect.

The varying extent to which problems may be motivated may be illustrated as follows: (a) Suppose the teacher simply assigns the problem, "Study for tomorrow's recitation the causes of the Revolutionary War." The teacher has done nothing to stimulate an interest in the problem. The problem may make a strong appeal to the child but the teacher has not been responsible for this interest; (b) The teacher may assign the problem, and then discuss the Fourth of July and the Declaration of Independence in an endeavor to give the children a motive for wanting to interpret the problem. This type of assignment is comparable to the method of the pulpit orator, who reads his text and then proceeds to analyze it. The chief objection to this plan is the fact that the natural order is reversed, "the cart precedes the horse." (c) The teacher may discuss with the children their past experiences that have a bearing on the problem that she would like to raise. She may consider the Fourth of July and relating this to July 4th, 1776, appeal to their dramatic instinct, by permitting them to dramatize the conditions under which the Declaration was adopted. Out of this introductory material, the problem may be raised. (d) The children themselves may come to school with an interest aroused through outside agencies in the Fourth of July. The teacher may grasp the opportunity to assist them in answering their queries about the day, and out of their natural interests lead them into a consideration of the problems that will make this day meaningful.

Which offers the better chance for strong motivation, (a) an assignment simply stated in the form of a problem, (b) as assignment stated as a problem, followed by an endeavor to arouse interest in it, (c) a situa-