

plicated selection. No music teacher wants her pupil to engage in the striking of a single note if he can master combinations, and as rapidly as the pupil is able he is initiated into the mysteries of more and more complex selections. A similar analogy holds true with respect to problem-projects. It is possible to ask the child questions that can be answered by a simple mental response. To the extent that questions and simple answers are involved the problem-project is of the most elementary nature. If we desire to develop a human being as rapidly as possible, we will confront him with project-problems of increasing complexity, just as quickly as his unfolding nature will permit. To encourage a person to confine himself to the simpler problems when he is capable of wrestling with problems of considerable difficulty, involving a large number of facts and much reflective thinking, unnecessarily retards his progress.

There are two types of problems that are easily recognized in the teaching of history, (a) the effect-to-cause problem, and (b) the cause-to-effect problem. An event is studied and an effort is made to explain how the event came to be, or an event is studied and an effort is made to discover the effects of this occurrence upon subsequent and attendant events. The same situation may give rise to a backward problem, or how the event came to be, and a forward problem, or the effect that the event had upon subsequent events.

In a unit of work recently undertaken the teacher entered into a discussion with the children of one of our national holidays, the Fourth of July. She attempted to arouse a general interest in this holiday by asking such questions as the following: "How many of you have celebrated the Fourth of July?" "How did you celebrate it?" "Did other people also observe the day?" "In what manner?" "Why did you wish to observe the day?" "Why has the day been set aside as a day of general rejoicing and as a day of special consecration to our country?" In connection with the preceding questions it was found that practically all of the children had observed the day, and had looked forward to the Fourth of July for the purpose of having a good time, in such ways as shooting firecrackers, eating goodies, and watching the fireworks. In a more or less hazy way they knew that there was some relation to the government. They knew that patriotic speeches were made and that the soldiers paraded. The discussion, appealing to the experiences and interests of the children aroused in them a desire to know more about Independence Day.

Several descriptions of the convention in Independence Hall were read and the children informally dramatized the great event. The children agreed upon the characters they would represent. The resolution of Richard Henry Lee, "That these United Colonies are, and of right ought to be, free and independent states,"

etc., was introduced, discussed and temporarily tabled. A committee was appointed to draft a declaration of independence. The declaration was returned, read, discussed, amended, and adopted. The Liberty Bell pealed forth the glad tidings and heralds proclaimed far and wide the adoption of the Declaration of Independence. The heralds met children representing loyalists. The loyalists indignantly shook their heads and stated that such proceedings were treasonable. It was their judgment that the leaders soon would suffer the death penalty. The heralds met children representing patriots. The patriots rejoiced and said that the mother country had interfered too freely in the affairs of the colonies. In the dramatization was brought out clearly the division of opinion concerning the course that was taken.

Out of this introductory material arose the problem, "Why did the colonists differ as to the desirability of adopting the 'Declaration of Independence?'" The various factors having a bearing on this problem, as the attitude of George III, the Stamp Act, the Townshend Acts, the Boston Massacre, and the repressive measures, were analyzed and an attempt made to understand the British viewpoint, as well as the viewpoint of the patriots. The conclusion was reached that the difference in opinion was largely due to varying economic interests and ideals. In order that each child might express his own judgment, individual summaries were required.

Out of the foregoing discussion naturally arose the problem, "If you had lived in 1776 would you have been a patriot or a loyalist?" The solution of this problem involved the use of material that had been analyzed in the solution of the preceding problem. It, therefore, tested the ability of pupils to use the materials in a new situation, indicated the ideals of the pupils, and at the same time afforded an opportunity to review the ground covered on the basis of a real need.

In the foregoing illustration an attempt was made to appreciate the effect by a careful analysis of the causes. The effect, the "Declaration of Independence," was related to the child's experiences in such a way that he became interested to such an extent that he wanted to interpret the effect in terms of its preceding and attending causes.

In history an effect which results from a cause may in turn become the cause of a subsequent event. Out of the situation created through the dramatization of the adoption of the Declaration of Independence was raised the question, "Was the mere statement of the Congress that the colonies were independent sufficient?" This line of thought led to the problem, "How was the Declaration of Independence made good?" The solution of this problem involved a consideration of (a) the military campaigns, (b) the assistance of France, (c) the