

problem to be investigated. For example, when presented with sentences containing different forms of the same noun or pronoun, as, *he, his, him*, etc., the pupils will seize as a problem to be solved the cause of these variations in form. (See note at the end of this section in reference to the use of type examples.)

### 3. SELECTING AND RELATING PROCESSES

By bringing to bear upon the presented problem appropriate ideas recalled in the step of preparation, and therefore *selected* from their former knowledge, the pupils are able to read meaning into the presented example, or solve the problem before them. Finally, they relate, or organize, these selected ideas into a new element of knowledge, or, in other words, learn the facts set forth in the lesson. For example, in the lesson on participles already referred to, a study of the presented participles in the light of the pupil's former knowledge of verbs and adjectives will enable him to form a conception of a class of words possessing the double function.

### 4. THE DEVELOPING EXERCISE

Further examples of the fact or principle being taught should now be presented, to enable the pupil to apply the new grammatical idea previous to receiving the technical name. For example, when a pupil learns that certain words may possess the double function, verb and adjective, he will be able to select from other sentences words possessing like functions, by applying only the grammatical thought or idea without the technical name—participle. This will assure the teacher that the pupil has a working control of the thought or idea at the basis of the