

in the light of his previous knowledge of the statement and of the logical divisions of the statement, by noting that in the new presentation one statement forms merely a logical division of another. The method used in teaching grammar must, therefore, also be a developing method, or a method by which the pupil, under the guidance and inspiration of the teacher, is led to draw the necessary inferences in accordance with the psychic law of apprehension.

While the method of grammar has been described as a developing method, it must not be inferred that every lesson in this subject is to be conducted as a formal developing lesson, but only those lessons in which the rules and principles of the science are being presented to the class. In addition to these lessons, however, the teacher will find it necessary at regular intervals to conduct drill lessons in which the matter of a previous lesson is to be presented in the same form as before, in order to fix it more definitely in the minds of the pupils. Many lessons must be conducted also, the aim of which will be to give the pupils facility in the use of their grammatical knowledge. Lessons in parsing and analysis, for example, although they may be conducted largely in accordance with the principles of the developing method, do not, as will be pointed out on page 99, aim primarily to develop new knowledge in the pupils, but rather to give the pupils abundant opportunity to apply, under a variety of conditions, grammatical principles which have been previously learned. At stated intervals also, topical reviews should be conducted, in order that the facts learned in a series of lessons may be organized into a unified whole. The outlines contained in the General Exercises, page 123, will suggest materials for such review lessons.