

fundamental mistake of hiding from the pupil, through the verbal refinements of highly elaborated logical definitions, the concrete basis which his generalized knowledge would possess through a simpler description based upon particular examples. After a reasonable amount of application, however, the pupil should be able to state in a fairly exact form the fundamental characteristics of the newly taught fact or principle, as they appear to him in the light of the various concrete exercises. So far, therefore, as an exact definition is aimed at, this should be the last step in the teaching process, when the pupil will be familiar with numerous concrete examples.

In the *Ontario Public School Grammar*, although as a text-book it necessarily treats the various lesson topics in an expository form, each important lesson is, nevertheless, outlined in such a way as will readily suggest the eight steps given above. Each lesson, for instance, is found to begin with a preliminary statement suggesting the nature of the observations and comparisons to be made by the pupils in connection with the presented type examples given immediately below. Although, as a text-book, it does not furnish materials for the preparatory step, it nevertheless indicates in the preliminary statement what the necessary preparatory work should be.

Following the presented examples, also, is a statement of the general facts or ideas to be obtained from the comparative study of the type examples. Although these results are likewise necessarily given in expository form, it is taken for granted that the teacher will have the pupils discover them through their own observations and comparisons made during the recitation and before reading the topic in the text-book, thus fulfilling the requirement of the third step.