

new presentation, and that he is not acquiring it as a mere verbal distinction—a thing likely to happen with the young pupil in the study of reflective and abstract phenomena. This exercise likewise enables him, when the name is given, to describe the use of the new element in a much more intelligent way.

5. THE TECHNICAL NAME

Having demonstrated in the last step his ability to use the newly acquired grammatical fact as a thought fact, the pupil may now be given the technical name under which the new fact or principle is to take its place in his organized grammatical knowledge.

6. THE DESCRIPTION

The pupil is next called upon to give in his own words a description of the significance of the new term. This, however, must not be treated as an exact formal definition, but rather a semi-logical description, limited to the particular type examples constituting the developing exercise.

7. THE APPLICATION

A practical application of the now organized and controlled new knowledge is next to be made by the working of suitable exercises as problems involving the new principle, by the parsing and analysis of literary selections into which it especially enters, and by its introduction into appropriate composition exercises.

8. THE FORMAL DEFINITION

It has been pointed out above that the semi-logical description given in the sixth step is not to be viewed as a definition. At no time, moreover, should we make the