

**TRAINING FOR EFFECTIVE STUDY; A
PRACTICAL DISCUSSION OF
EFFECTIVE METHODS FOR TRAINING
SCHOOL PUPILS TO ORGANIZE
THEIR STUDY PROCEDURE**

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Training for effective study; a practical discussion of effective methods for training school pupils to organize their study procedure by Frank W. Thomas

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FRANK W. THOMAS

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THEIR STUDY PROCEDURE**

**RIVERSIDE TEXTBOOKS
IN EDUCATION**

EDITED BY ELLWOOD P. CUBBERLEY

**PROFESSOR OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY**

**DIVISION OF SECONDARY EDUCATION
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**PROFESSOR OF EDUCATION
HARVARD UNIVERSITY**

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FOR TRAINING SCHOOL PUPILS TO ORGANIZE
THEIR STUDY PROCEDURE

BY

FRANK W. THOMAS

DIRECTOR OF DEPARTMENTS
OF EDUCATION AND TEACHER-TRAINING
STATE TEACHERS COLLEGE, FRESNO, CALIFORNIA



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STATE ROAD E-1
SANTA BARBARA, CALIFORNIA
13471

TO
MY MOTHER
THROUGH WHOSE INFLUENCE
AND ENCOURAGEMENT I FIRST
LEARNED THE PLEASURE OF
STUDY

EDITOR'S INTRODUCTION

THIS volume gives emphasis, in a very practical form, to a relatively new and a very important aspect of the problem of teacher training. Up to at least very recently, and in altogether too many cases still, our normal schools and teacher-training institutions have placed the main emphasis on special methods and practice in teaching. The so-called special-methods courses in the various elementary-school subjects have been given an emphasis clearly beyond their importance in the training of a teacher, and practice in classroom instruction, often without much careful guidance as to means and ends, has been depended on, along with a little psychology, to transform the beginner into a trained and accomplished teacher.

The author of the present volume in the *Riverside Textbooks in Education* has taken an entirely different view of the process of teacher training, and has placed the emphasis on training pupils to organize their study procedure in an effective manner and to learn to think. Instead of training teachers to assign lessons, control discipline, and hear recitations from textbooks which the pupils have been directed to memorize, he would have teachers trained to direct pupils in study habits, and thus emancipate them from a dependence on both textbooks and teachers. He would make the

children do the thinking and most of the talking in the recitation, the teacher merely directing the process and stimulating the pupils to further activity. To do this, though, involves that the teacher be trained to look after the preparation of the conditions for study, think out in advance and direct the pupils as to what they are to do, properly motivate the work to be done, cause the pupils to erect standards for their work, develop in them effective methods for attacking problems, and out of such work train the pupils to think for themselves and direct their conduct in a democratic society such as our own.

Such work he rightly holds to be a far more fundamental function of the teacher than the assignment of lessons, the hearing of recitations, and the testing for the memorization of facts. In other words, he shifts the main emphasis from the recitation itself to the preparation for the recitation, from the accumulation of knowledge to learning how to find and use knowledge, from the gathering of information to learning how to use it and hence stand on one's own feet, from drill to appreciation and expression, from learning facts to fitting for responsibilities, and from discipline by rules to training for rational self-control. The function of the teacher then changes from that of hearing recitations to that of guiding and directing pupils, from that of teaching them the accumulated knowledge of the past to widening their horizons, and to that of training pupils, through the medium of the directed