

# **ACQUIRING SKILL IN TEACHING**

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Acquiring Skill in Teaching by James R. Grant

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**JAMES R. GRANT**

**ACQUIRING SKILL  
IN TEACHING**



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BY

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**Dedicated**  
**TO THE MEMORY OF**  
**MY PARENTS**

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## INTRODUCTION

A NEW type of text-book is now in process of making. This book is evidence of the fact. A century ago matters were far different. Then the author was expected to hand out to the student a careful formulation of "the correct" position and the student was required to learn this "by heart" and recite it to the teacher. Aside from the effort at memorizing the student was passive throughout. His duty was to accept what was told him. To doubt or question was impudence or worse. Later the reformers saw the inadequacy of mere rote memorizing, and demanded that the student "understand" what he was "learning." The student's activity might even go so far as to "give in his own words" what he had "learned."

In our later times, still greater student activity is counted necessary. No longer will one formulated statement suffice. Thoughts cannot be given out whole in such fashion. We now see that if the student's knowledge is to be his in any true sense, be in fact knowledge and not mere information, then the student must himself have come to that knowledge through a serious and complex effort. He must first have encountered difficulties, have felt doubts; he must then examine possible solutions to these difficulties; must see wherein and how one solution fails to satisfy and another better satisfies. If one has not engaged in such a course of personal individual mental activity, moving back and forth over the field of thought, he cannot justifiably say that he *thinks* thus or so, still less can he say that he *knows* this or that to be true. Nor is this all. Unless the student