

PREFACE

It is difficult to deny that a responsible theory of teaching, or didactic theory necessarily flows from the entire problem of a lesson, the foundations on which it rests as a practical matter, the form(s) which it can assume, the ways it can be brought into motion in a classroom, and the circumstances which must be considered in preparing lessons. Topics such as teacher training, refresher-courses for teachers, teaching reform, supervision of teaching by faculty in teacher training programs, or by school principals, etc. fall within these issues about the lesson.

The authors, all teachers in the Faculty of Education, University of Pretoria, have jointly and separately worked intensely on the problem of the lesson structure over the past few years. In teacher training, in so far as this University takes responsibility for it, intensive instruction also has been given on this theme during the past few years. The aim of this teaching was to test the effectiveness and validity of the structure worked on, and its soundness in practice, particularly the experimental teaching of it. In addition, over the past few years it has been the University's experience that, with the support of the teaching authorities, more and more of the corps of teachers are directing themselves to the study of instruction itself. With this, the belief is expressed that, within this circle, this work also will be a contribution to orienting and motivating additional research by individuals who are practicing teachers, and who are concerned about improving their teaching.

The problems regarding the lesson, mentioned above, are dealt with in the text in that order. There still are many noticeable deficiencies; also, provision cannot be made for all theoretical aspects in one book. Since this work is used in teacher training, there is, however, an attempt to present the relation between theory and the lesson problem as forcefully as possible.

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The authors

* An English translation was never forthcoming, hence my present attempt at one. (GDY).