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Cambridge Handbooks for Teachers

GENERAL EDITOR: J. W. ADAMSON, B.A.

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GENERAL EDITOR'S PREFACE

THE *Cambridge Handbooks for Teachers* are designed to meet the requirements of "specialist" teachers, more particularly the less experienced, who desire to inform themselves of the recent developments in the modes of teaching their own subjects. They are written by teachers who are conversant with the best thought and practice, and whose chief purpose in writing is to be of assistance in the every-day tasks of the form-room. A school timetable to-day includes many subjects. Keeping that fact in mind, the authors of the various books in the series aim at combining the scholarly with the practicable. While treating their own subjects with the required thoroughness, they will not forget that these are members of a curriculum, that time is also necessary for other studies and that there are associations between the various subjects which constitute any wisely planned course of studies intended to educate.

J. W. A.

February, 1920.

AUTHOR'S PREFACE

SINCE the beginning of the present century a great deal has been written on the subject of the teaching of history in schools. This volume is intended to provide the teacher with some information as to the directions in which improvements in method have been suggested by various authorities, and to indicate the points where recent experiments have accomplished an acknowledged advance on previous practice.

A practical teacher cannot avoid developing a certain bias in favour of some ideas and against others, but it has been attempted in this volume to present the case for each school of method with as much fairness as possible. No attempt has been made to produce a stereotyped syllabus or universal code of rules of method, as it is far too early to decide what will be the ultimate product of the very conspicuous reform movement which is at present in course of development among teachers of history.

E. L. HASLUCK.

HENDON,
February, 1920.

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