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ISSUED BY THE
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FOREWORD

The Teaching of Classics, issued by The Incorporated Association of Assistant Masters in Secondary Schools, is the sixth book in the Association's post-war series on the teaching of the main subjects in the secondary school curriculum. *The Teaching of Science*, *The Teaching of Modern Languages*, *The Teaching of History*, *The Teaching of English* and *The Teaching of Geography* have already been warmly welcomed, and the companion volume on Mathematics will appear in due course. In the preparation of these publications the Association has the good fortune to be able to draw upon the devotion, knowledge, and experience of many members and friends, to all of whom it would express its most grateful thanks.

The far-reaching reforms in the administration of secondary education foreshadowed in the Education Act of 1944, the development of a wide variety of types of secondary education suited to the abilities and aptitudes of all children in the secondary stage of their education, and the need for further advancement of the 'grammar-school type' of secondary education combine to make it essential that there should now be a thorough examination of the whole content of what is taught in the schools.

It is the earnest hope of the Executive Committee that this present publication will bring to that study a contribution of no mean value and that its wide circulation will exert an important influence on the theory and practice of the teaching of Classics in secondary schools of all types.

A. W. S. HUTCHINGS
*Secretary, Incorporated Association of
Assistant Masters in Secondary Schools*

1 August 1953

PREFACE

IT has been a privilege and an honour to be entrusted with the task of adding another volume to the list of those sponsored by the Incorporated Association of Assistant Masters, to give some assistance in the teaching of different subjects by making available to them the results of wider experience in schools of different natures than any one teacher is likely to possess.

This book, like its companions, is the work of enthusiasts, none of them knowing the whole subject, but all working to one end, and having as their only aim the attempt to be of some use to their colleagues and the well-being of classical studies.

We sincerely hope that we shall be judged to have achieved our aim in spite of the difficulties encountered. One of these was that in the teaching of Classics there is no single royal road to success. Widely different approaches may achieve equally satisfactory results, and the choice of method depends on the personal predilection of the teacher. We have, therefore, often been inclined to be encouraging and helpful rather than dogmatic. Nor should it be assumed that in this work the opinions expressed have always commanded the unanimous approval of the Committee. Such uniformity could hardly exist in any representative body of teachers.

Another difficulty in the teaching of Classics, of Latin in particular, is related to the different stages to which it is taken, and the various purposes for which it is used. We have tried to show that, at whatever stage the subject be dropped from the curriculum of any pupil, what has been done should be capable of being appreciated as an educative unit, and should not merely be something begun, abruptly ended, and consequently of little value.

We have, indeed, gone further and devoted a chapter (ch. vii) to demonstrating how widely the Classics may be used as an educative factor among those children who have not the time, ability or opportunity to learn Latin or Greek as languages, for we are confident that there is much of value in the Classics for

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such children, in whatever type of secondary school they happen to be.

It will be noted that we have refrained from recommending any particular text-books. Not only would such a selection be invidious, but we feel that any choice depends largely on the teacher's individual needs, having regard both to his pupils and himself. In any case we do not wish any teacher slavishly to follow any text-book; the only perfect one is that which each would write for himself. Nor do we wish anyone to attempt to follow slavishly all that is in this book. We merely hope that everyone will find something useful according to his needs.

Appended are the names of the Corresponding Members, for whose assistance, particularly in outlining the scope of the work, we offer our sincere thanks; as are also the names of the main Committee, on whom falls the ultimate responsibility, and to whom any criticisms should be addressed. It is only just, however, to point out that Mr T. W. Melluish, M.A., the Honorary Secretary, should be the recipient of nothing but praise. He has had a colossal task, and has carried it out with the thoroughness and good humour one associates with everything he does.

To many others, some outside our Association, we offer our hearty thanks for their generous assistance in giving us advice and information on particular points. Among them we would specially mention:

J. A. McC. Creighton, Royal Academy, Belfast (Visual Aids); S. Sheppard Frere, Lancing College (Archaeology); G. M. Lyne, Blackpool Grammar School (Classical Plays in Schools); H. C. Oakley, City of London School (Verse Composition); Mrs Dora Pym, Dept. of Education, Bristol University (help with some portions of ch. vii); C. A. Stott, Aldenham School, Herts (the Project Method and help with the School Library); Miss A. Woodward, Royal Holloway College, Englefield Green, and Professor L. R. Palmer, Professor of Philology at Oxford (criticisms of Appendices on Pronunciation, and valuable suggestions); Professor R. G. Austin, University College, Cardiff (reading drafts and offering valuable suggestions). To the following whom the Committee has consulted on certain points the Committee

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Finally, we express our gratitude for all the ungrudging help given by everyone at Headquarters, in particular to Mr C. Greenwood, and to those on the clerical staff who translated into neatly typewritten sheets many pages of very indifferent handwriting.

H. V. L.

1 August 1953

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