

Originally published in 1967, this book is aimed at the student teacher and discusses the philosophy of history and the effective learning of it. It discusses the UK secondary school history syllabus, with a particular emphasis on whether contemporary history is of more relevance to pupils than traditional history. There is a specific chapter on the problems of value-judgements in history and history teaching. From a psychological point of view, the book examines the problems of concept formation, the uses and dangers of analogy and the question of imagination and inference in child and adolescent thinking.

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