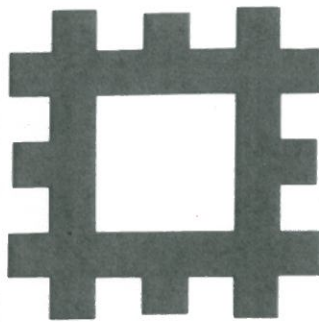
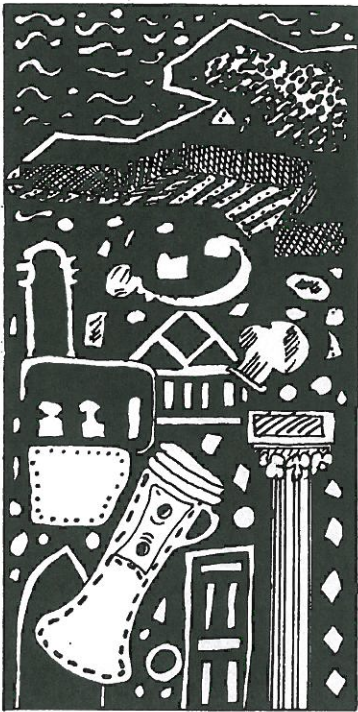


# REMNANTS



Journal of the  
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No. 2 Winter 1986

## The case of the blocked window

*"From South Africa, sir, I perceive."*  
*"Yes, sir," he answered, with some surprise.*  
*"Imperial Yeomanry, I fancy."*  
*"Exactly."*  
*"Middlesex Corps, no doubt."*  
*"That is so. Mr Holmes, you are a wizard."*  
*I smiled at his bewildered expression.*  
*"When a gentleman of virile expression enters my room with such a tan upon his face as an English sun could never give, and with his handkerchief in his sleeve instead of in his pocket, it is not difficult to place him. You wear a short beard, which shows that you were not a regular. You have the cut of a riding-man. As to Middlesex, your card has already shown me that you are a stockbroker from Throgmorton Street. What other regiment would you join?"*  
*"You see everything."*  
*"I see no more than you, but I have trained myself to notice what I see."*

The analogy between the archaeologist and the detective has often been drawn — and rightly, too. There are many similarities in the way in which the two look for clues, make records, analyse their findings and come up with an interpretation of some event in the past. So, like Sherlock Holmes, archaeologists train themselves to notice what they see. This would seem an obvious statement when applied to the work most often associated with archaeologists — digging into the ground. However, archaeologists often study and record buildings and other structures which are above ground. Here, just as in below-ground features (such as foundations, rubbish pits, burials and the like) it is vital to *notice* and to *interpret* what appears. Archaeologists use the word stratigraphy to describe the sequence of 'layers' created by people in the past. Every ancient structure has some form of stratigraphy or story to tell about what has happened to it. The story is locked in the structure — the trick is to 'tease-out' the story, as it were. Look at this simple example:

This is a photograph of part of St Pauls underground station. It is clear what is happening here — a brick and concrete structure is being added to the tunnel wall. The question to ask is "What is the *sequence* or *history* of what has happened?" The answer is: first, the tunnel wall is built and lined with white tiles; second, at some time later, an announcement of new work is made by putting up

CAUTION posters; third, a brick wall is built against the tunnel wall *overlapping the poster*. How do we know this is the sequence of building? Well, commonsense is important. Is it likely that the tube tunnel was *added* to the brick wall? No, that's not how the underground was built ...



INSIDE  
DETAILS OF OUR  
ANNUAL COURSE FOR TEACHERS  
Learning from the Past



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## Essex County Council Archaeology Section

The Archaeology Section of Essex County Council has produced the third issue of its newspaper called *Essex Archaeology*. Its eight large pages are full of useful information; drawings and photographs about archaeology in the county. It is being sent free to all schools in Essex but teachers elsewhere can obtain a copy by writing to the address below *by enclosing a SAE*. Also available is a twelve page booklet called *The Origins of Chelmsford* for only 50p.

Archaeology Section  
Planning Department  
Essex County Council  
Globe House  
New Street  
Chelmsford  
Essex CM1 1LF

## Council for British Archaeology

Publications for teachers include a series of booklets called *Archaeology for Schools*, an *Archaeological resources handbook for teachers* and a twice-yearly *Education Bulletin*. For information about these and other publications contact:

Council for British Archaeology  
112 Kennington Road  
London SE11 6RE  
Tel: 01-582 0494

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## English Heritage Videos on free loan

Two videos are now available on free loan direct from English Heritage. Write to the address below stating whether you require VHS or Betamax format. You may have them on loan for one week. Contact:

English Heritage  
Education Video Loan  
PO Box 43  
Ruislip  
Middlesex HA4 0WX

## PICKERING CASTLE

A new video on Pickering Castle in North Yorkshire is now available. This monument is popular with school groups who usually arrive at the site by steam train on the North Yorkshire Moors Railway. Indeed, that is how the video begins, with the setting of the castle seen from the train on its spectacular progress through the Moors. The building began, like so many other castles, as a wooden structure on an earthen motte, but over the years it was expanded in stone. This is shown through a series of very detailed reconstruction paintings tied into the remains of walls and towers still surviving.

The life of the castle is also portrayed. It was more of a ranch than a fortress for most of its life, and was the scene of many a trial. The castle's domestic life is shown too. The script was written by Michael Scarborough of Yorkshire Television's education section and the video shot by York University's Educational TV Unit. As a result this programme is tailored to classroom practice; it is designed to be flexible, even to be used in parts. Though aimed at Middle School children, it has a very broad appeal. We have tried hard to avoid making a tourist film and to give you something that you can use within your own teaching styles.

Since many English castles resemble Pickering and are developed along similar lines, the video will be useful throughout the country. In North Yorkshire you can get it through June Hall in the Advisers Service at Northallerton.

## LIVING HISTORY

This video has been made to accompany our manual 'Living History' noted elsewhere in this journal. It is a tape-slide programme, made especially for *teachers*, converted to a video format. Lasting twenty minutes it outlines the various stages of setting up and carrying out 'Living History' projects at sites and in schools. There are interviews with teachers as well as sequences of drama and role-play projects included in the video. A set of teaching notes accompanies the video.

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## The Group for Education in Museums

The Group for Education in Museums will be of interest to teachers who have used or considered using sites and museums with children. The Group provide a forum for the exchange of ideas and information and works to develop the educational use of museums, sites, historic houses, art galleries and the natural and historic environment.

Members receive a quarterly newsletter, the annual Journal of Education in Museums, a membership list and a list of museum education services. There are regular regional group meetings. An annual four day course (on museums and cultural diversity this year) and occasional seminars. Recent journals have covered teachers training, multi-culture, environmental education and drama in museums.

Personal membership costs, £5.50 and institutional membership is £11. Application forms are available from:

John Stevenson  
GEM Membership Secretary  
Science Museum  
Exhibition Road  
London SW7 2DD

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REMNANTS will be published twice each academic year and will be sent free to schools through the LEAs. You should also be able to find one on display in your local Teacher's Centre. If you would like copies of REMNANTS sent personally to you, you may take out a year's subscription of £2.00. Contact:

English Heritage  
Education Service (Remnants)  
15/17 Great Marlborough Street  
London W1V 1AF  
Tel: 01-734 6010

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