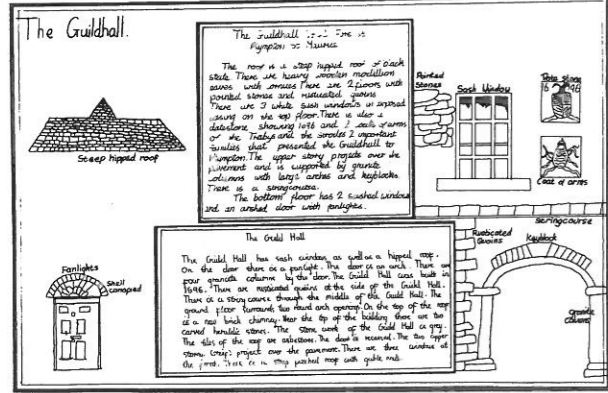
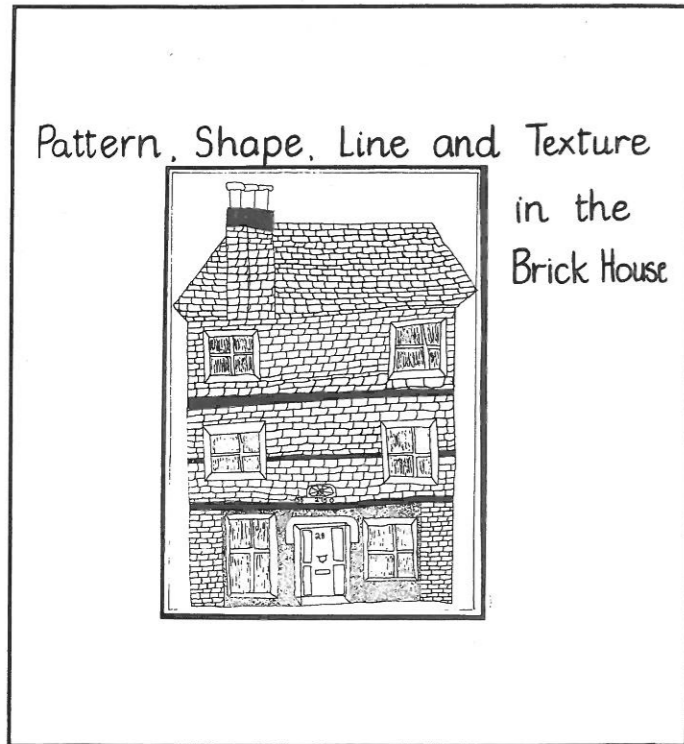


Looking closely at the building



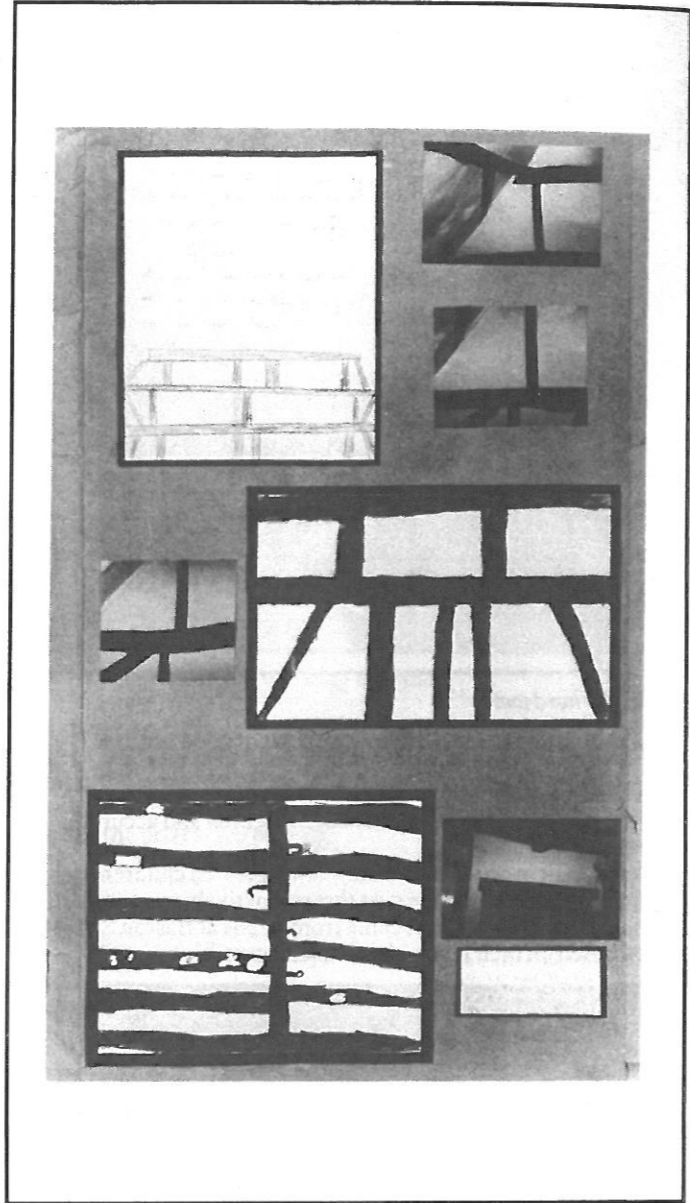
Thornby CP School, Plymouth



Thornby CP School, Plymouth



Bramley Grange Junior School, Rotherham



Detail of Holly Cottage: Kempshott School

evidence. On subsequent visits they measured and drew, eventually making deductions from their findings; they then went on to consult registers, census returns, old maps, and deeds. Pupils from Thornby County Primary School, Plymouth, had also clearly observed and researched well and were aware of other qualities of buildings such as shape, line and texture.

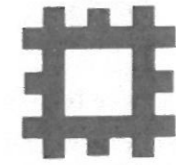
The oldest entrant from Kempshott Infant School was 6 years, 11 months. The school's project showed that the attainment of investigative and interpretative skills can begin at a very early age.

Their site work involved drawing to show Holly Cottage's construction (see above) and noting differences between the public front and the private rear of the building. The class also became aware of different life styles in the past by looking at pictures of the village from old newspapers and through listening to the memories of local residents. Other village buildings were studied and a working model made of the well.

From looking at the entries, both prize-winning and non prize-winning, it was obvious that pupils' perceptions of their environment were heightened and that they had thoroughly enjoyed their *Supersites* projects. It is hoped that participating schools will continue with this type of study to reinforce and extend the skills and concepts they have learned and that others will be encouraged to undertake similar projects.

Note: You might find helpful our illustrated leaflet prepared for *Supersites II*, on how to look at historic buildings. Free copies are available from our London office (see back page for details of our new address).

Rosie Barker



English Heritage  
Department of Education and Science  
Department of the Environment

# Learning from the Past

Monday 3 April — Saturday 8 April 1989



# Learning from the Past

## A Short Course for Teachers

Educational Use of Museums, Ancient Monuments and Historic Buildings  
Monday 3 April – Saturday 8 April 1989 at Newman College, Birmingham.

The central theme of LEARNING FROM THE PAST will be the investigation of the educational and interpretative aspects of visits to historical monuments, sites and buildings and their inter-relationship with the educational use of collections in museums, galleries and archives.

It is planned mainly as a practical course. It will employ discussion, practice with a range of skills and materials, and the exploration of resources provided by particular sites. The educational methods developed during the course are intended to have wider applications than simply to the individual sites studied so that course members can put into practice what they have learned, using their own local resources, whatever their discipline or the age group with which they work.

Evening sessions cover subjects of more general interest in developing a variety of approaches to the use of museums, monuments and buildings. Optional sessions give the opportunity to preview a wide selection of films, video and tape-slide resources available from English Heritage and other institutions.

The course will be limited to 80 members who will be asked to state in advance their particular interests and who will work in small groups on the following selected themes:

### The Roman army: The Lunt

A study of the Roman army based on the Lunt, a full size, reconstructed fort at Baginton and the records and finds in Coventry Museum.

### Castles: Kenilworth and Weoley

A study of the military architecture, domestic planning and family life in two contrasting castles.

### From village to suburb: Northfield

A study of development and change in a growing village on the outskirts of south-west Birmingham, based on the architectural evidence and a wide range of archival material.

### The country house: Aston Hall

A study of one of the last great Jacobean country houses, which has changed little since 1770, through its architecture, furnishings and records.

### Canals in Central Birmingham

A study of canal development in the heart of the city to illustrate continuity and change in an industrial environment.

### The Cathedrals of St Philip and St Chad

A study of the architecture, imagery and art of Birmingham's two contrasting cathedrals.

### Birmingham's civic grandeur

A study of the magnificent nineteenth century municipal buildings which gave expression to the city's corporate prosperity and pride.

The course has been designed primarily for teachers from schools and museums, lecturers and advisers. Applications are also welcome from English Heritage and DoE staff, museum staff, owners, administrators and guides of historic buildings, members of the National Trust, the Historic Houses Association and other comparable organisations and institutions. European teachers and lecturers are also invited to apply through Council of Europe Scholarships.

There will be no charge for tuition. It is hoped that the costs of board and lodgings will be approximately £130. In addition to the resident members a limited number of non-residents whose homes are within reasonable travelling distance of Birmingham will be accepted.

Those requiring financial assistance with the expenses involved in attending the course should apply to their local education authority. In the case of teachers such assistance is within the discretion of local education authorities.

## DEPARTMENT OF EDUCATION AND SCIENCE

Application to attend a short course organised by the Department of Education and Science for teachers and others engaged in the Educational Service in England and Wales.

Please complete all the sections of this form. It will help us in processing your application.

A form of application to the course is attached. It may also be obtained from Local Education Authorities or from the Department of Education and Science, Elizabeth House, York Road, London SE1 7PH. **Completed forms should reach the Department of Education and Science by 31 January 1989.**

SURNAME		AGE	FOR DES USE
MR/MS			
FORENAMES			
ADDRESS		LEA	
Telephone Number			
SCHOOL		POSITION ON STAFF	

Previous page: a German print of Birmingham from the 1870s

	1989	(For use at the Department)
		SERIAL NUMBER
<b>1</b> COURSE for which you are applying	Name of Course: <b>LEARNING FROM THE PAST: BIRMINGHAM</b> Dates: from 3 to 8 April 1989 Department's Programme Number: N328	
<b>2</b> FIRST NAME AND SURNAME	M	Your age
<b>3</b> QUALIFICATIONS—give particulars including the name of the institution and dates	Dates	
Initial Qualification:	Degree:	
	Training:	
	Certificate:	
One Year or One Term Supplementary Course:		
Any other specialist qualifications:		
<b>4</b> EXPERIENCE (additional to 5 below) Types of educational service with number of years in each (e.g. Primary, Comprehensive, Adult, Youth, Advisory, Administration, College of Education etc)	Number of years	
<b>5</b> PRESENT POST	Number of years	
Name of Institution		
Address		
Telephone No		
Age range of pupils/students		
Type of establishment (e.g. Primary School, Comprehensive School, College of Technology, etc)		
Maintained or Independent If maintained, name of Local Education Authority		
Position on Staff (e.g. Head, Head of Department, Assistant, Lecturer etc)		
Full-time or Part-time (if latter give number of hours per week)	Number of hours, if part time	

<p><b>6</b> State names and dates of the courses run by the Department of Education and Science which you</p> <p>a. have attended previously.</p> <p>b. have applied for but have not been accepted.</p> <p>c. are applying for this year in addition to this course.</p>	<p>Dates</p>
<p><b>7</b> CHOICE OF FIELDWORK GROUPS Please specify your first and second choice of fieldwork groups. It may not be possible for you to have your first choice as numbers in each group are limited.</p>	<p>FIRST CHOICE:</p> <p>SECOND CHOICE:</p>
<p><b>8</b> Please indicate if you wish to be resident or non resident.</p>	<p>I wish to be resident <input type="checkbox"/></p> <p>I wish to be non-resident <input type="checkbox"/></p> <p style="text-align: right;">Tick</p>
<p><b>9</b> If selected for admission I shall be prepared to attend throughout the course and comply with any conditions laid down by the Course Director.</p> <p style="text-align: center;">HOME ADDRESS (for use of the Course Director)</p> <p style="text-align: center;">Home Telephone Number:</p>	<p>Signature of applicant _____</p> <p>Date: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>10</b> APPROVAL</p> <p><b>A. LEA SCHOOLS</b> If you work for a LEA school please pass this form to your Director of Education to sign if the authority agrees that you should attend. Please ensure that arrangements for supply cover are taken into account.</p> <p><b>B. NON-LEA SCHOOLS / FHE</b> Pass this form to your 'employer' who will sign it if he can agree that you should attend. You should negotiate financial arrangements as a separate issue. This form should be countersigned by the head teacher, principal or other designated officer.</p>	<p>A. Countersigned by officer of LEA and official stamp.</p> <p>_____</p> <p>B. Signed by "Employer".</p> <p>_____</p> <p>and countersigned by headteacher, principal or other designated officer</p> <p>Date: _____</p>
<p><b>After Countersignature this form should be sent to:</b> <b>The Secretary, Department of Education and Science, Short Courses Room 1/27, Elizabeth House, York Road, London SE1 7PH in time to reach the Department before 31 January 1989.</b></p>	

# All change?

Reading the winter '87 issue of Remnants, I came across a picture of Yewtree Farm, Coniston, one of the 80 hill farms protected by the National Trust in the Lake District. The caption ran "farm buildings might make an interesting study in rural areas". How true this is, but the problems that arise around making such a visit worthwhile, considering the travel, the pre-planning, and the accumulation of the necessary background knowledge, frequently render such ideas impracticable before they start.

The National Trust protects a quarter of the Lake District National Park, which is quite a lot for a charity that, in most people's minds, is associated with historic houses and perhaps a few gardens. This consists of 140,000 acres of land, including most of the central fells over 1,000 feet, 7,000 acres of mainly broadleaved woodland, six lakes, 40 Sites of Special Scientific Interest, the 80 hill farms, 25,000 herdwick sheep ... the list goes on, but how to get these facts across to the public, and how to help schools, once they have the facts, to utilise this huge countryside resource in a positive way?



Planting a tree as part of a school project in Stickle Ghyll car park Great Langdale

Too often coaches or mini-buses stop at the valley heads, letting loose crowds of undirected and uninterested children to ramble around, get bored and get back on the bus, frequently soaking wet as they have none of the necessary footwear or waterproofs. So the Trust, protectors of the landscape, decided to pull together a group of interested people, knowledgeable on the many different aspects of the Lake District landscape and the local way of life, and get them to help devise a manual for teachers. This would provide information on just what there is in the Lake District to study, and suggest how to make the most of such a unique environment.

Anything produced needed to be useful, practical and attractive, so the help of Cumbria Education Authority was sought from the outset, in the person of the Adviser for Outdoor Education. A committee was formed including head teachers, subject teachers, education advisers and National Trust experts on buildings, landscape, woodland and nature conservation, led by the Trust's Information Officer for the North West Region.

Seven subject areas were decided upon, each to be drawn up by different individuals following an agreed format. Threats to the landscape, farming, vernacular buildings, boundaries, trees, nature conservation and the effects of tourism were chosen as the pertinent areas for study. Pages had to be easy to photocopy, and free of copyright restrictions. From deciding what, who and how, to collating the different chapters into a publishable document took over two years, but without expert help it would have taken one person far longer to put it together.

The product had now become "All Change! - a Landscape Conservation Pack for Teachers", and was sent to every secondary school in the county. It has also been widely sold throughout England and Wales to schools, outdoor education establishments and interested individuals.

Has it worked? Have school visits to the Lake District been transformed by "All Change!?" The answer is that only time will tell. Certainly more schools are contacting the Trust to ask for help in arranging visits to farms, talks from wardens, etc. More too, are offering volunteer help in conservation tasks and this will surely increase as project work becomes a more important part of every syllabus. One very positive result has been the continuation of excellent relations with the Local Education Authority, so at least pupils in Cumbria are becoming more aware of the intriguing environment that surrounds them. With over 12 million visitors a year, the Lake District certainly needs this kind of informed awareness.

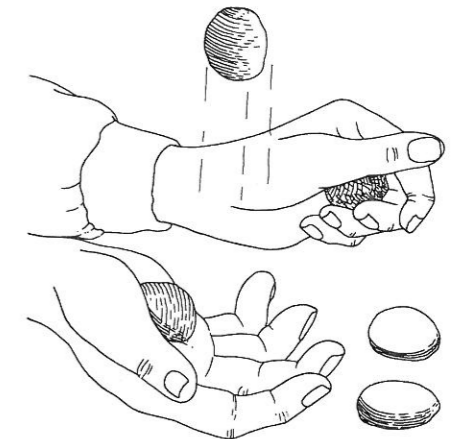
Peter Battrick, Assistant Regional Information Officer, National Trust.

Copies of "All Change!" are available from the National Trust Regional Office at Rothay Holme, Rothay Road, Ambleside, Cumbria LA22 0EJ at a cost of £5.20 including postage.

# Games for the classroom

## No. 6 Victorian Jacks

The last edition of Remnants dealt with the dice-like game the Romans played with knucklebones. More recently the game changed to one for children called jacks. Sometimes a fifth bone or a ball was included and sometimes the pieces were made from stone or metal. (Schools will probably find it easiest to use small pebbles). Since no respectable Victorian child was permitted to play gambling games, jacks became a throwing and catching game with a variety of sequences of throws.



### Here are two games:

#### Ones

A common method of play is to start by throwing the stones on the ground. The player picks up one stone which is then called the jack. He throws that in the air and before he catches it again he picks up one of the other stones. The picked-up stone is transferred to his free hand and he throws the jack again, repeating the movements until all the stones are gone. If he drops a stone or the jack he is out and must repeat 'ones' in the next round. The game continues with the players picking up two stones while the jack is in the air, then three and then four.

#### Toad in the Hole

The player puts the stones on the ground. One hand is put on the ground with the thumb and fore-finger touching, to make a hole. While the jack is in the air the other hand is used to flick a stone into the hole. One more stone is added at each throw and finally the hole is removed and all the stones are picked up in one go.

Jacks requires dexterity and good hand/eye co-ordination. It might lead to useful oral history work with pupils collecting and recording games from older members of their families or communities.

Gail Durbin