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 Supervisor 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 Superstites 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
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-relation ship 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 individuals. It is hoped 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.

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, furnishing 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 Doll staff, museum staff, owners, administrators and guides of historical 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 £150. 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 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.

Previous page: a German print of Birmingham from the 1870s.
All change?

Reading the winter '87 issue of Remnants, I came across a picture of Yewtree Farm, Constanza, 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." Flow year 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 fell, over 1,600 feet, 7,000 acres of mainly broadleaved woodland, six lakes, 40 Sites of Special Scientific Interest, the 80 hill farms, 25,000 hardwick sheep... the list goes on, but how to get these facts access to the public, and how to help schools, once they have the facts, to utilise this huge countryside resource in a positive way?

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 in the future, teachers will be more aware of the intriguing environment that surrounds them. With over 1.2 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 House, Rothay Road, Ambleside, Cumbria LA22 0JE at a cost of £2.20 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 five bone or a ball was included and sometimes the pieces were made from stone. The object of the game is to throw the pebbles on the ground and then try to pick them up as they roll around.

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

Two common questions are, "What is the origin of this game?" and "Who first thought of using the pebbles in this way?" One possible answer to the first question is that the game dates back to ancient times when people used to toss pebbles in order to make predictions about the future. As for the second question, it is believed that the game was first played in ancient Egypt. Since then, it has spread all over the world and has evolved into many different versions.

What are the rules of the game?

The rules of the game are as follows: one player rolls the pebbles on the ground and then tries to pick them up as they roll. The player who picks up the most pebbles in the shortest amount of time wins. Each player takes turns rolling the pebbles and trying to pick them up.

Here are two games:

Ocons

A common method of play is to start by throwing the stones on the ground. The player picks up one stone which is called the jack. He then throws this stone in the air and before it is caught again he picks up another stone. The second stone is then picked up and the player tries to throw it as far as possible. The player who throws the stones the furthest wins.

Toad in the Hole

The player puts the stones on the ground. One hand is put on the ground with the thumb and forefinger touching, to make a hole. While the jack is still 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 filled and all the stones are picked up in one go. If a stone is not picked up then the next player has another turn.

Jacks require 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