

**Initiatives in Museum Education**

Edited by Eilean Hooper-Greenhill  
Department of Museum Studies  
University of Leicester, 1989  
ISBN 0 951 5005 03 £2.00

This publication is a collection of 13 papers resulting from a conference on this theme at Leicester University. It is a response to the volcanic changes brought about by the Education Reform Act, which has affected not only the work of museum education officers but of their managers as well.

With an introduction by Hazel Moffat and a list of authors lifted from the Who's Who of the museum education world, the book should be good, and it is. Despite a curiously dated cover, and some minor irritations (like repeated photographs), the design is excellent, being both clear and attractive. Most of the essays are accompanied by case studies which put the theory into a practical context.

The first five papers address themselves to providing services to schoolchildren and are of direct interest to teachers as well as museum officers. The effects of LMS and the National Curriculum from the L.E.A. point of view are outlined and there are practical papers on the delivery of the Science curriculum, evaluating learning from historic objects and T.V.E.I.

Initial teacher training gets a good airing, and Sue Bennett from the National Council for Educational Technology makes the usually jargon-ridden subject of informational technology and its applications clear enough for me to understand (no mean feat), a contrast to the preceding paper on design (museum speak). The increasing demands on museum education officers to ensure that they are 'written-in' to schools' curriculum plans has naturally diverted attention away from other areas, so it was good to see essays with innovative ideas

for the long neglected disabled visitor, and with community groups, in the latter case, the work of the Liverpool Tate.

The remaining essays devote themselves to what is essentially the domain of museum management, with suggestions for new management structures, policies and training. As the inevitability of becoming more self-financing looms up, David Anderson, of the National Maritime Museum, points the way to future practice in a paper on marketing and sponsorship. In contrast to most approaches to this controversial subject, he actually manages to be quite cheering!

This is a useful book to have, not only because it highlights problems which education officers are facing at present, but also because it gives a good overview of future developments.

It is certainly good value at £2.00, a price made possible by generous sponsorship from The Office of Libraries and Arts. Which is just as well for education officers, as they should be thinking about buying an extra copy and writing it off as a long-term loan to their Museum Director. Copies are available (50p postage and cheques payable to Leicester University Bookshops) from: Leicester University Bookshop, Medical Science Building, Universal Road, Leicester LE1 7RD.

Liz Hollinshead,  
Regional Education Officer,  
Midlands, English Heritage.



**The Excluded Past**  
Archaeology in Education.  
Edited P. Stone and R. MacKenzie.  
One World Archaeology.  
Unwin and Hyman, 1990.  
ISBN 0 04 44501 2  
£38.00 (hardback)

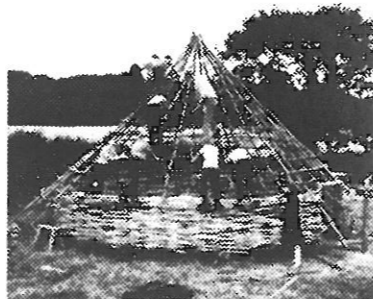
The editors of this book define the term 'the excluded past' as the prehistoric past and the suppressed or denied past of many indigenous groups.

This is not a book to read in bed! It will not lull you into a peaceful frame of mind ready for a good nights sleep. The 25 chapters with many views of historical education and interpretation from around the world leave you wanting to question the authors, visit the countries and argue the many controversial statements. It is a book to be shared, discussed, thought about and enjoyed. It opens many windows onto worlds and ideas which are

**The Excluded Past**

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both stimulating and very worrying. No teacher of history should embark upon their programme of work without reference to this book. It demonstrates that there are vast areas of study of the past that are mostly ignored in school history and that this omission is world wide.

Written records are often regarded by historians as the only acceptable historical evidence. This view leaves out many other valuable forms of evidence oral history adds to the richness of our view of the past. In parts of Africa experts called 'griots' were custodians of oral traditions. Their responsibility for those traditions was so great that the punishment for carelessness in transmission might include death. An Australian writing of her past says: 'The Dreaming is happening all the time, we don't divide things into past, present and future, we know we can't lose anything that has happened to us. What has happened to our people is our people.'

In Bulgarian schools they are using music and folk songs to enhance their understanding of their past.

Africans view history as a continuum made up of the past, no matter how remote, the present and the future.

The denial of an indigenous past or the distinction between the past and what is called 'civilisation' leads to misconceptions about the influences which contribute to a nation's history. With the National Curriculum History Guidelines about to be published I hope that all members of the working party, including government ministers will read this book.

It has been exciting to read *The Excluded Past* and to look through the windows. I hope that it will provide some educational open doors.

Jean Pilgrim.

Videos



**Boscobel House**

Boscobel was an isolated Shropshire hunting lodge in 1651 when the future Charles II fled there, hiding from the Parliamentarians in an oak tree and later in the house itself. The tree, catapulted to fame, became a tourist shrine and has now gone, but the house continued as a working farm before being remodelled with dubious additions by new Victorian owners.

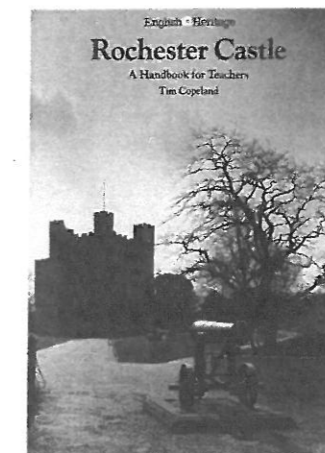
This video unravels the complicated history of the house, and examines the effects of an historic event on a quiet country dwelling. The facts of the escape story are looked at, and related to those features which substantiate it and to others which exemplify the romantic attitude to the past of the Victorian owners. Whilst specific to Boscobel, the video raises questions about how we look at the past which are applicable to any site.

10 minutes. Suitability 9-13 age range. £9.95 or available on free loan. See back page for details of our new postal sales address.

**Roman Writing Unravalled**

'Roman Writing Unravalled' has been produced recently by Anne Thomas and is full of good ideas for teachers to investigate Roman writing and inscriptions in both classroom and museums. Pupils in the video even carve their own Roman tombstone! At the moment the video is on limited circulation but anyone interested in obtaining a copy should write to: Anne Thomas, 23 Walnut Crescent, Fruitlands, Malvern Wells, Worcester WR14 4AX.

Publications



**Rochester Castle,**  
A Handbook for Teachers  
Tim Copeland

Rochester Castle is one of the finest examples of a Norman castle in the country. This handbook is intended as an aid to teachers making site visits. Discovery of its design and purpose can

involve learning skills such as observation, recording, deduction, measuring, estimating and language, which extend across the curriculum. Aimed at the 9-13 range, the Handbook could also be adopted for GCSE use.

The five activity sheets for on-site work feature the cartoon character of Sir Round and Lady Like to highlight key aspects in an entertaining way. 36 pages, card covers, A4 size, 1989 ISBN 1 85074 217 0 Price: £2.50

**Totnes Castle, a Discovery Pack for Families**

This is the third pack in our series primarily aimed at groups of adults and children making a site visit. It contains activities which complement the Handbook for Teachers which is already available, and would be a useful extra resource for teachers planning a visit. The pack includes two trails, and a wallchart with activities such as how to make chain mail or design a heraldic shield. ISBN 1 85074 284 7 £1.95 and 55p p&p.

**Yarmouth Town Trail**

This 32 page booklet has been written by Cris Keith, Advisory Teacher for History on the Isle of Wight. As well as the trail itself, it contains a background history to the town illustrated with archive photographs and line drawings; ideas for fieldwork and follow up; and teachers notes on Yarmouth Castle which have useful additional ideas to go alongside our own Handbook for Teachers.

The Trail costs 80p and 25p p&p and is available from: Isle of Wight Teachers Centre, Seely House, Upper St James Street, Newport, Isle of Wight PO30 1LL

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