

locations are marked on Ordnance Survey maps so that details of a find and the findspot can be cross-referenced. The SMR is normally based in a county council's Planning Department or Museum Department and is looked after by a Sites and Monuments Records Officer and a County Archaeologist. Over the last ten years these local authorities, with help from English Heritage, have been building up these SMRs. They will never be complete since new discoveries are being made all the time. County Archaeologists will also know what monuments and sites can be visited, what interpretative and educational facilities are available, whether any digs are going on and who may be useful sources of further information.

What can we learn about our area?

The public may consult the SMR to learn more about the archaeology all around them. These were developed principally for planning and conservation purposes to monitor and control development affecting archaeological sites - but they are also an educational resource. The landscape contains surviving traces of past societies: a scatter of prehistoric flints and sherds in a ploughed field, a cropmark of an iron age farm and its fields, earthworks of the houses and tenements of a deserted medieval village. Many hedges date back to the medieval period and possibly even earlier. In towns and cities, the ground beneath our feet may contain the accumulated remains, often metres deep, of the town's past going back one or two thousand years. Teachers can use the SMR to explore how the environment of the area has come to be as it is, what archaeological indicators survive in the landscape and how these remains might continue to be conserved.

What can we see?

It's very likely that there are archaeological sites in your area that can be visited. Whilst many lie under flat fields, some may be visible as earthworks. A visit to these may require some

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Part of a Sites and Monuments record for Berkshire.

preparation in interpreting the humps and bumps. There are more impressive sites such as castles and abbeys - which may have interpretation boards, pamphlets and even custodians. Ask the County Archaeologist which sites can be visited, whether they are in public or private ownership, if there is an entrance charge, what opening restrictions there are, and whether permission must be sought in advance from the owners. Most importantly, the County Archaeologist should be able to give you some historical information on the sites and point you to further sources to follow up.

What's on?

There is likely to be a professional organization (an archaeological trust or unit) in your county or region who will be working on field projects. These will include field surveys, excavation and 'post-excavation' (analysing and writing up the results). You should be able to arrange visits to archaeological digs. Archaeologists have become far more conscious of on-site interpretation and welcoming visitors - if you are not allowed to visit, it may be because landowners are worried about responsibility for accidents on their property. It's always best to check with the County Archaeologist first. On many digs there are information boards and someone to guide large parties (with advance notice!). Often there will be a dig 'open day', and school parties may be encouraged to visit then. Units also hold open days when their premises and all their projects will be on show. Some are



Careful recording of finds.

becoming very sophisticated in their educational and presentational aspects.

In York you can visit the ARC (Archaeological Resources Centre) and watch archaeologists at work on postexcavation as well as handle the finds. At Flag Fen, near Peterborough, you can see the excavations, visit an exhibition and go inside the iron age houses that they have reconstructed. Archaeological reconstructions of now-vanished buildings are increasing in popularity and in most parts of the country, you will not be far from a reconstructed iron age, Roman, Saxon or medieval house or settlement. The quality of the reconstructions varies most archaeologists pay considerable attention to accuracy of detail but there is

a growing number of entrepreneurs, who are not archaeological experts, cashing in with bogus and misleading 'reconstructions'.

So you want to go digging?

With a growing awareness of landscape conservation, archaeologists, planners and conservationists have become more concerned at how many archaeological sites are being damaged, both by development and by well-intentioned but inexpert groups. Archaeological excavation is now a sophisticated practice requiring a multitude of skills. It is best to take expert advice from professional archaeologists and to see about doing fieldwork under their guidance than to 'go it alone'. Some excavations, such as at Stanwick in Northamptonshire, can arrange for school classes of all ages to come and dig for the day; others may be able to take on older school children. Archaeologists in the field are often under pressure to meet deadlines imposed in their contracts and may not be able to spare the time to teach children to dig. Equally, some sites are too fragile or complex for untrained diggers.

Some teachers might be interested in working on a dig in their holidays. If you want to go further afield than your town or its region, there is the British

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CB3 0AP

0223-317341

0223-317111 extn 3312



Making an accurate drawn record of the site.

Archaeological News (BAN), published by the Council for British Archaeology (CBA). This contains a list of archaeological excavations which require site workers, both experienced and inexperienced. BAN is taken by most large libraries; you can also subscribe by writing to the CBA, 112 Kennington Road, London, SE11 6RE. The cost is £9.00 p.a.

Archaeological education is growing fast in the profession. As well as the local societies and museums, there are archaeological units and trusts which now carry out most of the field research that is done in this country, normally in advance of development schemes. Many have a

strong presentational and educational element. The County Archaeologists can advise teachers in their area. However, they are busy people with a difficult job to do - try not to take up too much of their time in getting what you want. A few local authorities, such as Northamptonshire, Norwich, Worcester and Lincoln, may have an archaeological education officer or even a heritage interpretation officer. These posts are to some extent experimental and their success to date bodes well for English Heritage, the Countryside Commission and local authorities to support more posts like these around the country.

Mike Parker Pearson Formerly Inspector of Ancient Monuments for English Heritage in the Midlands, now lecturer in Archaeology at the University of Sheffield.

There are two seconded teachers currently working with schools at Archaeology Units on behalf of English Heritage. Please contact Stuart Bennett in Lincolnshire, or Rachel Shaw in Northamptonshire if you want further help. See list below for full address details.

Warndon

Worcester

WR49LS

0905-58608

Sites and Monuments Records Address List.

(CAO — County Archaeological Officer. SMRO — Sites and Monuments Records Officer.)

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		E.	0642-326983		1 61	0303-231000 CXIII 4277	Fax	071-973 3792
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En route Hailes Abbey

En Route is a series written by teachers who have investigated one of our less visited monuments. In this issue St. Richard's C.E. First School, Evesham visit Hailes Abbey in Gloucestershire.

Getting into the Hailes habit!

There is one historical visit during my faroff school days that stands out vividly in my memory. That was a trip to see the ruins of the once magnificent Cistercian abbey at Hailes, near Winchcombe, and to learn about the famous relic formerly



enshrined there, a vial reputedly containing the blood of Christ.

As a child I remember the peacefulness of the site being very appealing, even though I was accompanied by a crowd of classmates. In later life I have often revisited the ruins, especially during the spring when the cowslips are in bloom.

When the opportunity arose to accompany my husband's class of juniors on a visit to Hailes Abbey I jumped at it.

We made a preliminary visit two weeks before the date of the excursion. The abbey ruins, bathed in the late afternoon sunlight, were as restful as ever. On the edges of the site there was a profusion of wild flowers amid the tall meadow grass. This led us to include a wild flower survey in our plans for the day's activities. We were further delighted to discover that there was a marked difference in vegetation in an enclosed patch of wetland at the side of the grounds, the site of the abbey fishponds, where a stream made its way towards the monastery latrines.

Having bought the guide books to the abbey and the village church which is close by, we were both fired with enthusiasm. Funnily enough my husband had become thoroughly absorbed in the historical aspect of the project while I was becoming more and more interested in the nature study, so we reversed our roles when drawing up plans of work.

Two days before the class visit we called in at Hailes Abbey for a last reconnoitre. Imagine our dismay when we discovered that the long grass with its wonderful array of flowers had been cut close to the ground sooner than usual by a new contractor, as had the enclosed wetland. No longer could we distinguish the differences in vegetation and the loss of the meadow grass was a sore blow to our plans. However, all was not lost. The custodian, Mr. Neil Greenhalf, was most helpful and suggested that we should look at some adjacent scrubland which had been left to itself for fifteen years. This tangled wilderness proved to be even better for comparison with plants growing on the clipped lawns of the abbey ruins. Mr. Greenhalf also drew our attention to other aspects of wild life on the site. He showed us wild bees buzzing around apertures high in the museum building and pointed out bat droppings belonging to the tiny pipistrelle bats which inhabit the roof of the area where carvings from the abbey are displayed. Furthermore he showed us a blue tit's nest in the cleft of a nearby tree, complete with fledglings just ready to fly.

A tour of the ruins was the start of the visit, looking at the important features such as the abbey church, cloisters, chapter house, dorter and refectory and locating them on the plan of the abbey. The site of the shrine which once held the holy relic was pinpointed and a discussion about it ensued. Was it really the blood of Christ? The children pondered upon the question.

Then the class split into three groups each led by a teacher and accompanied by one of the parents. The first group were to compile a wild flower survey, the second to measure different lengths and widths and calculate areas within the abbey church and monastery buildings, whilst the third group was to sit in the cloisters and use their eyes and ears to contemplate their surroundings, the result being group poetry. This last group then made pencil sketches to illustrate the poems, and some of these drawings were very pleasing. The idea was to rotate the groups so that all the children would have the opportunity of being with each teacher for the different tasks. In the event, however, everyone was so engrossed in the work that there was only time for two change overs before lunch.

My own group found an amazing twenty one varieties of wild flowers in the shortened grass. After the initial survey their assignment was to work in pairs and throw a hoop ten times in different parts of the grounds, then count the number of species within the hoop and mark them

Drawing by Ryan Payne of 13th century boss showing Christ as a spiritual Samson rending the

Plant Sucrey or Hours Abbey Matthew Ollers namer of plants

Group Poetry on Hailes abbey

Old ragged ruins Walls very crooked and rough, The cloisters are cold.

Cracked stones, ragged walls, Battered arches, broken stones, Crumbling night stairs.

When I go to Hailes Abbev I shall see at Hailes Abbey

Two bobbing blue tits, Three long lawns, Four squirrels scrambling, Five dainty daisies, Six beautiful butter cups, Seven sheep shuffling, Eight huge horse chestnut trees, Nine bees buzzing, Ten ragged ruins, And one badger bolting.

That's what I shall see When I go to Hailes Abbey.

David Venn

down on a prepared grid. Of course the well-known varieties like buttercup, clover and daisy came up again and again but there were also some more unusual species such as back medick, a small vellow flower with clover-shaped leaves. The yellow stonecrop clinging to the walls of the ruins had only just begun to flower since our visit two days previously so that was a treat for our eyes and the blue-flowered brooklime by the stream had not been eradicated and this was a bonus.

After lunch the groups were assigned to three different locations with the same plan for rotation. One group looked at the museum and in particular studied the models of the Cistercian monks and the designs of the floor tiles. Another group inspected the church across the road with its still-discernable wall paintings. The third set, under my supervision, examined the scrubland nearby and compared the flowers with those they had observed in the abbey grounds during the morning. There was, of course, a striking difference as here were the taller flowers such as red campion and the budding rosebay willowherb. A rustling among the undergrowth made us draw back as an animal bolted from sight. The children wondered excitedly what it could have been, a rabbit was suggested as there were droppings nearby, but on later reflection we came to the conclusion that it must have been a badger.

The afternoon sped by. We all agreed that there was so much more to do on the site but time ran out. Children, teachers and parents had enjoyed themselves immensely and there were cries of, 'That was ace!', 'I don't want to finish yet' and 'When are we coming again? Tomorrow?' I'm certainly looking forward to my next

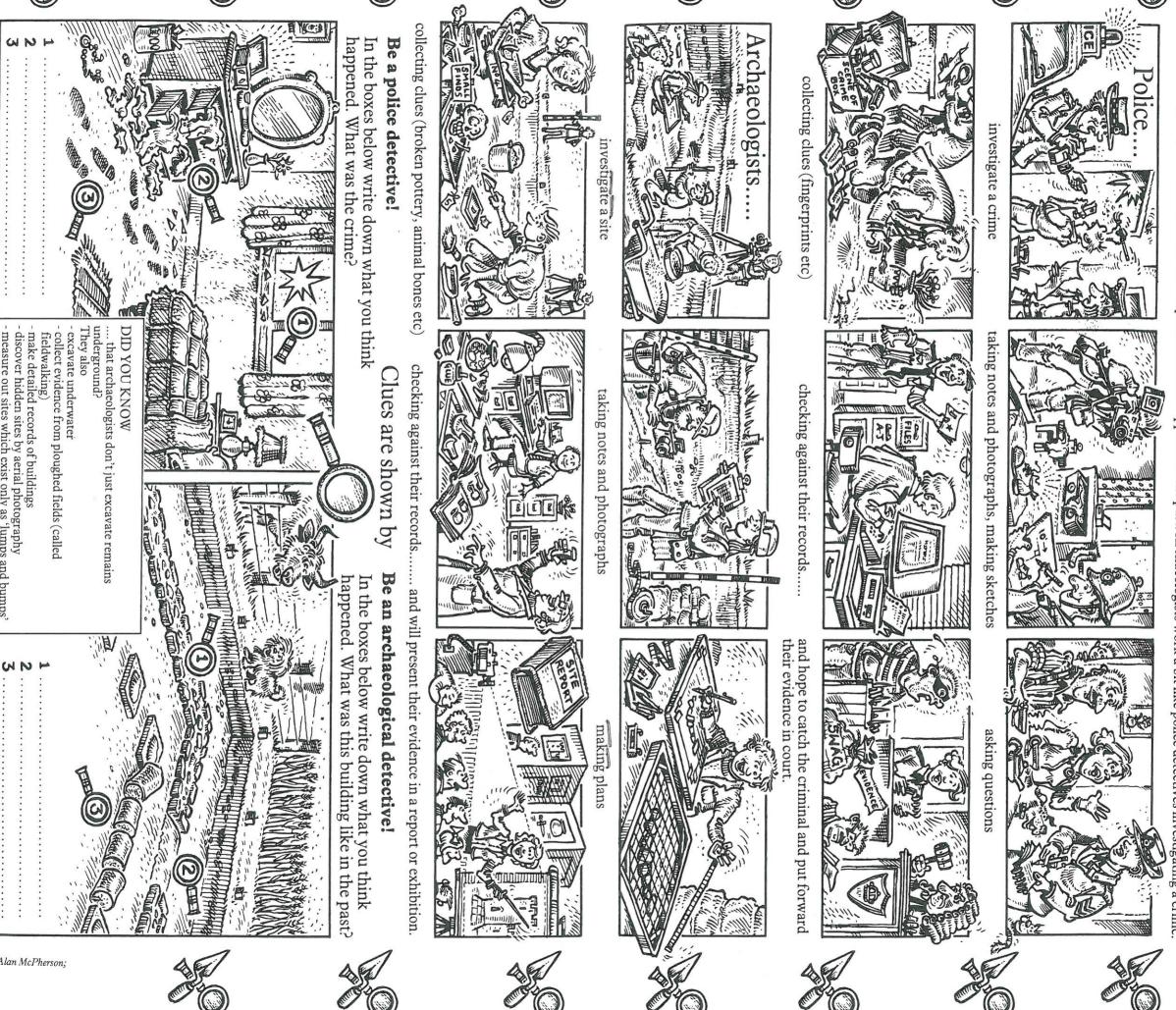
Josephine Jeremiah

My husband and I are always keen to use children's fiction in our class projects. We have used The Gauntlet by Ronald Welch (Oxford University Press 1951) in which Chapter XI concerns a visit to a medieval Cistercian monastery; another children's story which briefly describes an actual visit to Hailes is Cotswold Holiday by Winifred Finlay (George G. Harrap & Co. 1954). The relevant pages are 97-101, within Chapter VI which is entitled The Monks of Hayles; Mr. Neil Greenhalf, the custodian of Hailes Abbey, kindly lent us his copy of the children's tale Pan's Wood by Geoffrey Hoyland (Faber & Faber 1947) which also features the abbey.

Hailes Abbey, Gloucestershire, is 2m NE of Winchcombe off the A46. OS map 150; ref SP 050300. This cistercian abbey, founded in 1246 has remains of the monastic buildings and cloister. The site museum has examples of carved stone and decorated tiles. Tel: 0272-734472 to book a free group visit.

Archaeological Detectives Ga

An archaeologist's job is to hunt for clues to help find out what happened in the past. Archaeologists work a bit like police detectives investigating a crime



you also need something to write with. pretend

To

play

The

Archaeological Detectives

Game

you need:

to

as 'lumps and bumps'

you are

2

great detective