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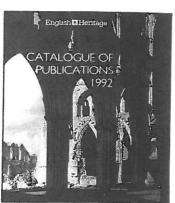
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Invaders and SettlersJohn West

John West Elm Publications, 1992. ISBN 1-85450-009-0 £8.95

This is one of a series of books of history stories covering different Study Units. Each book includes original sources, documents, pictures and poems, supported by a folder of pictures which is designed to be passed around the class while stories are being told. Each story is followed by sections on 'the evidence'; 'check the evidence'; 'information'; 'what is your verdict?', and where appropriate, 'the archaeological evidence'. It's all good, interesting stuff. The stories are easy to read, should keep children listening and stimulate some good work. My only reservation is the appalling design and layout of the book - despite all the headings this is very difficult to find your way around and is, sadly, very dull and uninteresting to look at. You have to work hard to get to the fascinating material inside but it's worth persevering.

Peter Stone Regional Education Officer South West, English Heritage



Dig For History Active Learning Across the Curriculum

Jonathan Croall Southgate Publishers Limited, 1992 ISBN 1-85741-065-3 £9.95

Drag yourself away, if you can, from the pressing preoccupations of the moment - the latest White Paper, how to deliver AT 3, how many days until half term, and prepare yourself for some serious cheering up. Cast your mind back to the summer of 1990. That was the term when 60 schools in rural, under-populated or depressed areas around Britain presented to their communities the fruits of a year's work undertaken on the Dig Where You Stand scheme. This, you may recall, was the result of the union between initiative from The Living Archive



craftspeople, tertiary students, etc. Jonathan Croall's book reports how the scheme was received and developed outlining the successes and failures and including eight case studies. Except for the schools involved, it is probably not a book that you will want to read from cover to cover, but it is immensely heartening and inviting to dip into. It relates how schools went about their projects and is full of examples of children's innovative work and colourful comments. These reflect the enthusiasm of children allowed to have a say in what sort of research they think will lead them to their goal, and then doing it, for instance interviewing people and producing a radio play.



The book is also a winter-warmer because of the attitudes and comments of the teachers. At a time when they were being hit daily with NC documents, LMS diktats and rate capping councils they took on board the sort of time-consuming, interdisciplinary but worthwhile schemes that have become a threatened species. They relate the peaks and pitfalls of the projects but overall report back that working with motivated children and forming new contacts in the outside school were great morale raisers, as was the increasingly unusual step of being given money to resource and equip the projects.

Perhaps it is a little expensive for a personal buy, but worth getting for the library as a source of ideas and as a comforter for when the going gets rough.

Liz Hollinshead Regional Education Officer Midlands and East Anglia, English Heritage

