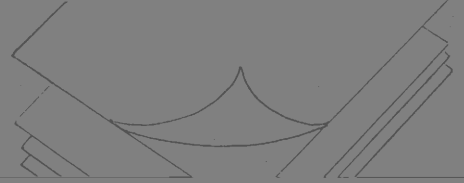


Nova Scotia Archaeology
Society Publications

The Nova Scotia Archaeology Society (NSAS) was established in 1987 to promote cooperation among professional and amateur archaeologists in the Province. In February, 1988, with the assistance of the Nova Scotia Museum, it launched the first issue of its Newsletter. The NSAS Newsletter will

NEW
STUDIES



Even Older Than Granny?
The Present State Of The Teaching Of

(again in theory) frees the children
to learn, and therefore develop,

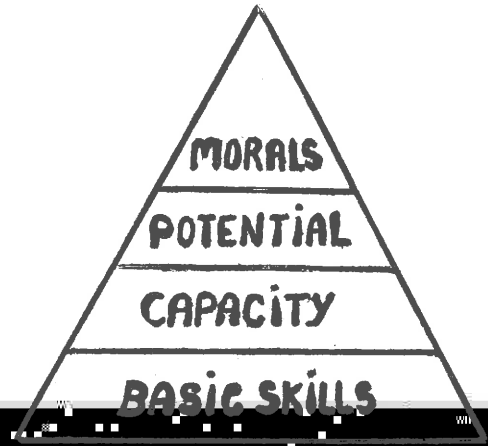
by Peter G. Stone

This primary school philosophy
blossomed during the 1960s. Many
teachers and teacher trainers found

From the replies four fundamental fields came to light:

1. To develop the basic skills and build up knowledge.
2. To develop the child's capacity to think.
3. To develop the full potential of the individual child in all aspects.
4. To foster the children's moral and social development

(Davies and Ashton 1975).



It is not clear that all primary schools in Britain follow such an "enlightened" approach. There are still many schools where far more traditional text-book based approaches are followed (see HMI 1978:73). It is

argued however that these primary

the different phases for individuals. Piaget was concerned with the "general human mind" not individual development (Ginsburg 1981:326). Secondly, it is now argued that the stages are not "as clearly defined or sharply distinguished as the stages of a

schools which are seen to be at the forefront of the development of

staircase (Karplus 1981:287)." Karplus refers to work Flavell 197

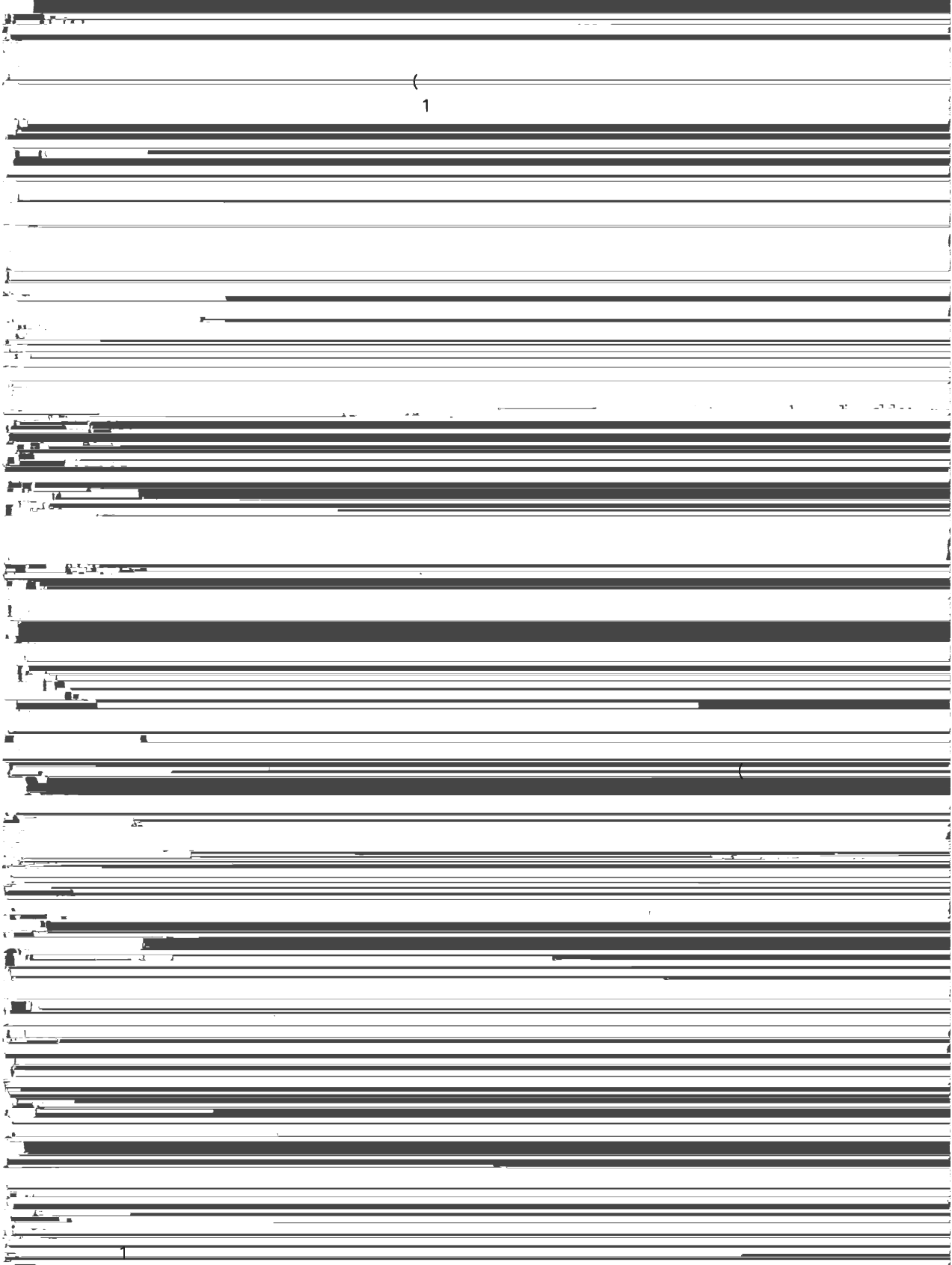
follow a "learn by experience and involvement" philosophy (Hampshire County Council n.d.; Inner London

gradually and that some, for example, formal operational skills (where children develop the capacity for

and develop broad based projects,

and if, this unique potential is realised. the history specialist will

... that in many ways it considerably easier to argue



Romans. with only a brief and cursory

An Archaeology Project for
Primary Schools



Given the above outline, a project was devised to attempt to take archaeology and prehistory into the



Results and Conclusions

[REDACTED]

Development

Children involved in the project have learnt a lot about the present state of knowledge concerning prehistory and the Avebury monuments in particular. For example a 82.2% (total sample) knew that West Kennet Long Barrow was a burial mound and all but one of the children ascribed the

about the world they live in as a result of the work: When asked what advantages or disadvantages there were for people living in the Neolithic as opposed to today, a number of children talked without prompting) of there beng no pollution, it being more peaceful, and there being no nuclear threat. Most, however, said they would like to live in the future.

[REDACTED]

building of the Avebury monuments to the Neolithic. It is interesting to note that while nearly all of the

the technological achievements and luxuries of today. Not surprisingly, 76% of children mentioned and

[REDACTED]

are too difficult and too abstract for their children. However, in every school. by the end of the project. all

elsewhere (Gregory 1983; Hodder 1984) that the increase in metal detecting is a direct result of archaeologists

of the worth of introducing teaching about the distant past into their curricula.

motive for which is irrelevant) from the general public. The success of the Jorvik Viking Centre in York has shown there to be at best, substantially untapped, public interest in the subject Caldwell 1985. also see Stone 1986b) Taking a

2. Teachers' Reactions.

Much of the teachers' initial

well argued and sympathetic view of the physical heritage into primary

and commitment. The next stage, that is somewhat more difficult (although see Planel 1986), is the introduction of archaeology-based studies into the secondary sector. Once this has been achieved, archaeology at university should have a far healthier future (see Stone 1986b). With archaeology-based studies throughout the education system, the physical archaeological heritage should fare far better. The last point may seem to be a long term hope but in reality it must become

Cooper, H. 1983 "From marbles to murder." **Teaching History** 36:24-27.

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1983 **Archaeological**

heritage is to be saved. The introduction of archaeology-based studies into the primary school is the first step towards such an achievement.

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new history: when will they meet?"

Hampshire County Council to Hampshire" Paper presented to

1 Summerhi

Hampshire County Council to Hampshire" Paper presented to

**Subtle Creationist Influence on
Ontario Science Curriculum**

by J. Richard Wakefield

[Every precollege anthropology

article titled "In New Science Curriculum, Life Changes, Not Evolves." Technically, the title was incorrect, as the article dealt primarily with astronomy in a grade 12 physics course and had little to do



Ministry changed the Guidelines for the astronomy unit of the grade 12 physics course

was made explicitly to please creationists. In the **Globe** article, the Vice president of the Creation

1. Original: ...dealing as it does with vast distances, time frames.

Science Association of Ontario, Alan Montgomery, said about the evolutionary view taught in schools.

To deal with creationism as creationists view it -- as a religious alternative to evolutionary science -- the Ministry has included a "Sensitive Issues" section in the Guidelines. This is supposed to help teachers addressing scientific issues that contradict some students' religious beliefs. Issues likely to be sensitive are the origin of life, biological evolution and the age of

In each science Guideline teachers are urged to respect alternate views held by students. In the Senior Biology Guideline, Core Unit #5 (labeled The Theory of Evolution), [This too is incorrect. Since Biological Evolution is a fact, the label for this unit should be just "Biological Evolution"], for example, reference is made to "an appreciation of the differences between the origin, development, and nature of scientific

Association of Ontario sets up booths "science" this approach seems to be wherever they can at school displays working. Although we do not always and conventions. They will be persuade students that evolution is forceful in exploiting any loopholes valid, we seem to be denying support they can find, including outright for scientific creationism by exposing rejection of the Guidelines by the methods creationists use as

In my opinion, the Ministry should not teach "sensitive issues" in a Science classroom but in a separate

The new Science Guidelines are something Ontario can be proud of. For the first time, biological

Science in Society course. Then, if a student brought up creationist "evidence" in a science classroom, the teacher could tactfully inform the student that such evidence is not science and should be discussed instead in the Science in Society

evolution is a core course and a theme throughout earlier biology courses. Even if the Guidelines were worded carefully to eliminate loopholes, creationists would try to get their pseudoscience into the classroom. In fact, in a January, 1988 article in

