

THE WINSTON CHURCHILL MEMORIAL TRUST OF AUSTRALIA

REPORT BY

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2003 CHURCHILL FELLOW

TO INVESTIGATE THE DEVELOPMENT AND APPLICATION OF HERITAGE EDUCATION AND INTERPRETATION PROGRAMS IN THE USA, CANADA & THE UK

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Signed Robyn Hartell

Dated 30.01.04

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INTRODUCTION

Summary

As Interpretation and Education Officer with the South Australian Government heritage agency, my Fellowship quest was innovative programs, activities and experiences that develop an appreciation for, and understanding of, the built heritage environment. As with my work, the study tour had two distinct components – formal school-based education and informal education through various interpretation media. I was particularly interested in:

- innovative school programs which actively engage students with their local heritage.
- the development and dissemination of teacher and student resource materials for heritage education and site-specific learning activities.
- strategies for the integration of heritage education into school curriculum.
- methods by which heritage places are identified to the public, including plaques, interpretation panels and brochures.
- current theory and practice for on-site interpretation, including style, language and materials.
- the use of the internet to disseminate information to both schools and the public.
- heritage tourism and trails.
- partnerships and funding sources for heritage projects.
- the recruitment and use of volunteers within heritage programs.
- general information about, and ideas for, promoting all aspects of heritage conservation and policy.

Between 29 September and 17 December 2003, I met with heritage practitioners at approximately 50 government and private heritage agencies, museums, schools, universities and historic sites in the USA, Canada and Britain. A particular highlight was attending a national heritage conference in Denver, which provided opportunities for discussions with people from across the United States.

I have returned with a smorgasbord of ideas and plans for future projects, and a much broader understanding of a range of heritage interpretation and education issues. More specifically, the Churchill Fellowship tour has enabled me to clarify the directions for heritage education and interpretation in South Australia and has given me a refreshed outlook on this State's built heritage and a commitment to delivering quality products which highlight our distinctive character and history.

Acknowledgments

I wish to acknowledge the support and encouragement I received in taking up this Churchill Fellowship.

In particular, I would like to thank the **Winston Churchill Memorial Trust of Australia**, who offered me this unique opportunity and provided financial and organisational support, and my employer, the South Australian **Department for Environment and Heritage**, who provided encouragement, paid leave and administrative support.

I would also like to thank the people in each city I visited, who provided advice, organised appointments on my behalf, and generally lessened my organisational load – John Robertson (Vancouver BC), Suzanne Stanis (Indianapolis IN), Mary Concannon (Portland ME), Beth Boland (Washington DC), Pam Meister & Patrick Brennan (Atlanta GA), Liz Hollinshead (London), Kit Reid (Edinburgh) and Peter Humphries (Cardiff).

EXECUTIVE SUMMARY

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Project description:

- to investigate the development and application of heritage education and interpretation programs in the USA, Canada and the UK.

Fellowship highlights:

- sharing ideas and a philosophy of heritage interpretation and education with so many committed and inspirational heritage practitioners, many of whom will remain contacts, advisers and friends for the future – particularly
 - educators at the Historic Landmarks Foundation of Indiana, the U.S. National Park Service (TwHP), English Heritage and Historic Scotland, and
 - interpreters from the U.S. National Park Service, the National Trust of Scotland and Historic Scotland.
- attending the National Trust for Historic Preservation Conference in Denver CO.
- discovering the Building Exploratory in Hackney, London.
- experiencing the school program '*History Mystery*' at the Museum of Scotland.

Lessons and conclusions:

- that South Australia's history, culture and assets are unique – heritage interpretation and education programs should address what is special and different about our significant places, and their contribution to the State's development.
- that interpretation and education are widely-accepted tools for the support and conservation of heritage places.
- that effective interpretation uses the 'people-story', not just the 'object-story', to connect visitors with heritage places.
- that accessibility, inclusive language and all people's connections to a place are important considerations for any interpretive project.
- that sustainable, long-term heritage education programs are best achieved through quality teacher-training initiatives and the development of resources which realistically support busy teachers.
- that partnerships, as either sponsorship (funding) or resources (documents, expertise and facilities), are essential for the delivery and on-going support of many interpretation and education projects.
- that volunteer programs require dedicated time and resources to be effective.

Dissemination and implementation:

My position, as Heritage Interpretation and Education Officer with the Department for Environment and Heritage provides many opportunities, and the support, to implement and disseminate the findings of this Fellowship tour. Ideas and methodologies will be integrated into immediate and long-term projects, while liaison and contact with a range of interpreters and educators will provide opportunities to share 'best practice'.

PROGRAM – Places and People

Schedule

<i>Denver, Colorado USA</i>	<i>29 September – 8 October</i>
<i>Vancouver, BC CANADA</i>	<i>8 October – 13 October</i>
<i>Victoria, BC CANADA</i>	<i>13 October – 18 October</i>
<i>Indianapolis, Indiana USA</i>	<i>18 October – 22 October</i>
<i>Portland, Maine USA</i>	<i>22 October – 24 October</i>
<i>Hartford, Connecticut USA</i>	<i>24 October – 26 October</i>
<i>Washington, DC USA</i>	<i>26 October – 3 November</i>
<i>Atlanta, Georgia USA</i>	<i>4 November – 8 November</i>
<i>England, UK</i>	<i>9 November – 16 November</i>
<i>Scotland, UK</i>	<i>16 November – 28 November</i>
<i>Wales, UK</i>	<i>28 November – 4 December</i>
<i>England, UK</i>	<i>4 December – 15 December</i>

(includes a total of 11 days recreation leave in the UK)

UNITED STATES OF AMERICA

Institution/Agency	Location	Contacts	Dates
National Preservation Conference: New Frontiers in Preservation	Denver CO	<ul style="list-style-type: none"> <i>National Historic Landmarks and the National Park Service: Working Together</i> <i>Place Matters: A Seminar on Recognising and Protecting Places of History, Story and Tradition</i> <i>Heritage Education: Reaching Underserved Communities</i> <i>Interpreting Historical Juxtapositions</i> <i>Heritage Education: the Future of Preservation</i> <i>Teaching with Historic Places</i> <i>Visualisation Tools: Involving the Community</i> 	30 Sept – 4 Oct
Colorado Historical Society	Denver CO	Mary Ann McNair Coordinator of Educational Materials	7 Oct
Historic Landmarks Foundation of Indiana	Indianapolis IN	Suzanne Stanis Director of Heritage Education Brian Blackford Heritage Tourism Assistant	20-22 Oct
Indiana Historic Bureau	Indianapolis IN	Pam Bennett Director	21 Oct
Indiana Tourism and Film Development Centre	Indianapolis IN	Marianna Weinzapfel Director	22 Oct
Greater Portland Landmarks	Portland ME	Mary Concannon Education Coordinator Liz Docent (volunteer)	23-24 Oct
Portland Harbor Museum	Portland ME	Martina Duncan Director & Ned Allen Curator	23 Oct

King Middle School	Portland ME	Karen McDonald Coordinator	24 Oct
Mystic Seaport Museum	Mystic CT	Cherie Sweeney Operations Officer	25 Oct
National Park Service	Washington DC	Beth Boland Historian, National Register of Historic Places Program Manager, Teaching with Historic Places Carol Shull Keeper, National Register of Historic Places Teresa Page Teaching with Historic Places Barbara Little Archaeology and Ethnography Program Sue Waldron National Centre for Cultural Resources Charles (Corky) Mayo Program Manager & Sandra Weber Interpretation Specialist Division of Interpretation and Education Dwight Picaithley Chief Historian National Register Kevin Foster Maritime Heritage Program Harry Butowsky Park History Web Manager Patrick Andrus, & Shannon Bell Historians National Register of Historic Places John Sprinkle Supervising Historian & Patty Henry Historian National Historic Landmarks Survey	27 Oct – 3 Nov
National Trust for Historic Preservation	Washington DC	Kate Stevenson Director, Education	27 Oct
West Springfield High School	Springfield, VA	Jim Percocco Teacher & Author	28 Oct
DC Archives Building	Washington DC	Lee Ann Potter National Archives and Records Administrator	29 Oct
George Washington University	Washington DC	Lotte Lent Museum Education Program	29 Oct
National History Day	Washington DC	Cathy Gorn Executive Director	29 Oct

Historic Preservation Division, Department of Natural Resources	Atlanta GA	Dr W Ray Luce Director	4 Nov
Atlanta History Center	Atlanta GA	Pam Meister Director of Education and Interpretation	5 Nov
The Georgia Trust for Historic Preservation	Atlanta GA	Patrick Brennan Senior Director of Properties	6 Nov
Isaiah Davenport House Museum	Savannah GA	Jamie Credle Director	7 Nov
Massie Interpretation Center	Savannah GA	Larry Smith Teacher	7 Nov
Juliette Gordon Low Birthplace	Savannah GA	Stephen Bohlin Curator / Property Manager	7 Nov
Savannah College of Art and Design	Savannah GA	James Janson Professor	7 Nov
Owens-Thomas House	Savannah GA	Carol Hunt Chamberlain Curator	7 Nov

CANADA

Institution/Agency	Location	Contacts	Dates
Museum of Anthropology University of BC	Vancouver BC	Jill Baird Public Programming	9 Oct
Langley Centennial Museum	Langley BC	Sharon Johnson School and Public Programming	10 Oct
Fort Langley National Historic Site	Langley BC	Mike Starr Events and Programming	10 Oct
Heritage Branch, Government of British Columbia	Victoria BC	John Robertson Visitor Services and Communication Patrick Frey Manager, Heritage Programs	14-16 Oct
Craigdarroch Castle	Victoria BC	Kathy Summers Executive Director & Robert Rathwell Public and Special Programming	15 Oct
Royal British Columbia Museum	Victoria BC	Jane McDonald Public Programming	15 Oct
Historical Society of British Columbia	Victoria BC	Rick Goodacre Executive Director	16 Oct

UNITED KINGDOM

Institution/Agency	Location	Contacts	Dates
The Victoria and Albert Museum	London, England	Ruth Singer Gallery Programs Organiser Helen Thomas Architecture Education Officer Laura Elliott Access and Social Inclusion Officer	10 Nov

English Heritage	London, England	Elizabeth Hollinshead Further and Adult Education Officer Jenny Fordham South West Region Education Officer Alison Hems Head of Interpretation	10-13 Nov
Greenmount Primary School	Isle of Wight, England	Year 3 class	11 Nov
Tower of London	London, England	Liz Denton Education Officer, Royal Armouries	12 Nov
The Building Exploratory	Hackney, England	Emma Birch Exhibition Manager	13 Nov
Science Museum	London, England	Sarah Leonard Education Officer	14 Nov
The National Trust of Scotland	Edinburgh, Scotland	Christopher (Kit) Reid Interpretive Planner & Caroline Tempest Senior Interpretive Planner	17 Nov
	Musselburgh, Scotland	Helen Foster Interpretation Officer for Newhailles Vanessa Dolman South Region Education Officer	20 Nov
	Inverness, Scotland	Sue McKenzie Highlands and Islands Regional Education Officer	25 Nov
	Banchory, Scotland	Sandra Morrison NE Education Officer	26 Nov
Historic Scotland	Stirling, Scotland	Kirsten Wood Education Officer at Stirling Castle	18 Nov
	Edinburgh, Scotland	Genevieve Adkins Head of Interpretation Sue Mitchell Education Manager	19 Nov
National Museums of Scotland	Edinburgh, Scotland	Claire Allan Education Officer	19 Nov
The Lighthouse	Glasgow, Scotland	Lesley Riddell Acting Education Manager	21 Nov
St Mungoes Museum of Religious Life and Art	Glasgow, Scotland	Kiran Singh Education Curator	21 Nov
Museum and Art Gallery Castle Wynd	Inverness, Scotland	Patricia weeks Assistant Curator	24 Nov
Scottish Natural Heritage	Battlesby, near Perth, Scotland	Julie Forrest Group Manager Interp. Awareness and Involvement Unit	27 Nov
Cadw: Welsh Historic Monuments	Cardiff, Wales	Peter Humphries Manager, Site Interpretation	1-2 Dec
National Museums and Galleries of Wales	St Fagans, Wales	Ken Brassil Education Officer Museum of Welsh Life	3 Dec
International Baccalaureate Organisation	Cardiff, Wales	Shani Sniedze-Gregory Manager, Middle Years Programme Curriculum and Assessment Centre	3 Dec
Braintree Museum & Heritage Centre	Braintree, England	Curator	5 Dec

HERITAGE EDUCATION AND INTERPRETATION FINDINGS

NB. The U.S. heritage community refers to heritage 'preservation' while in Canada, the U.K. and Australia 'conservation' is the accepted term. For this report I have purposely maintained the language of the host country.

UNITED STATES OF AMERICA

DENVER, COLORADO

National Preservation Conference: *New Frontiers in Preservation*

This annual conference of the National Trust for Historic Preservation – a high profile, non-government heritage organisation in the USA – was attended by more than 1800 people over five days. It provided a perfect 'first step' on my Fellowship tour, introducing me to the American heritage system, and providing opportunities to meet with people from across the country. The number and range of sessions offered was overwhelming, which meant that I frequently wanted to be in many places at the same time! From the program I selected those seminars, tutorials, workshops or lectures which specifically related to interpretation or education.

National Historic Landmarks and the National Park Service: *Working Together*

As my introduction to both the conference and, in fact, to the USA, this discussion session provided interesting information about heritage listing within the US Government system.

- The National Park Service is the government agency entrusted with the responsibility for preserving and interpreting the nation's history and heritage. It relies on support from State and local government agencies.
- 77 000 significant places are listed on the National Register of Historic Places through the National Park Service.
- Of this number, 2364 places are considered 'the jewels' and designated (by the Secretary of the Interior) as National Historic Landmarks.
- Rebate taxes and grants, such as the President's '*Save America's Treasures*' Grant, encourage the care and upkeep of privately-owned Landmarks. 95% of NHLs are in good condition. However, if a Landmark loses the qualities which led to designation, then it can be removed from the Register.
- National Historic Landmarks are identified across the country by brass plaques.

Place Matters: *A Seminar on Recognising and Protecting Places of History, Story and Tradition*

This seminar show-cased the work of the New York-based *Place Matters* project (www.placematters.net) which strongly believes that story, memory, place attachment and community associations are important considerations in heritage preservation. The presentations and workshop consolidated my own thoughts, that the stories and associations of a place are an essential component of its interpretation. Aesthetics (eg architecture) and history are, of course, important, but cultural values such as public memory, use and perceptions are also major considerations in retelling the story of a heritage place.

"The past lives on in people's activities as well as the material landscape".

Place Matters Seminar, Denver USA, October 2003

One practical idea, which I will now adapt for use in the planning stages of future interpretation activities, is the suggested use of 'values sheets' to clarify the scope of story possibilities. This

planning proforma encourages a much broader interpretation process by challenging obvious assumptions that can be made about the value and importance of a heritage place. I was also interested in the *Innovative Place Markers* competition, which asked design students to think beyond the brass plaques that usually designate historic buildings. The eight 'winning' entries were taken beyond the design stage and installed at strategic sites within New York city. These designs and photographs of the innovative text panels and markers can be viewed on the *Place Matters* website.

It is noteworthy that Australia's Burra Charter was highlighted during this seminar, as exemplary within the world heritage scene, for its inclusion of aspects related to social values.

Heritage Education: Reaching Underserved Communities & Interpreting Historical Juxtapositions

Both sessions had a similar focus – that heritage programs need to be inclusive of all communities. The main challenges are presenting different perspectives on an issue and encouraging minority groups to want to tell their story.

"Historic preservation is the measure by which a nation makes known to the world what it values, what is important in the country's history – it needs to include the history of all its citizens"

Reaching Underserved Communities, National Preservation Conference, Denver USA, October 2003

"History is like a quilt – no one story is dominant."

Interpreting Historical Juxtapositions, National Preservation Conference, Denver USA, October 2003

Considerations for future interpretation projects in South Australia include:

- recognise that values in a community may be in conflict, and that different communities may focus differently on the same place.
- while facts remain constant, their interpretation and emphasis may change.
- use plain language rather than historic preservation language.
- even if people are new to a community, they still have a sense of place and culture that they bring to the area (an important concept to emphasise in school-based student programs).

Heritage Education: the Future of Presentation

This was perhaps the most stimulating session of the conference, with presentations by four inspirational heritage educators and a lively round-table sharing of ideas and issues. Speakers addressed three aspects of heritage education – K-12, public outreach and onsite programs at historic sites. They also presented a range of ideas for place-based education programs, hands-on local heritage activities, the preparation of teaching materials and teacher training programs.

Again, much of the information and the sentiments expressed were not new, but helped consolidate my own ideas and directions for heritage education strategies in South Australia. It was also encouraging to learn that heritage educators in the USA share the same concerns and issues that I do in South Australia.

One of the presenters was an experienced environmental educator – in fact a pioneer of the environmental education movement in the U.S. – and he spoke convincingly about how the methodologies of environmental studies programs (and the lessons learnt along the way) can now be just as successfully applied to heritage education strategies. He believes that, given time and resources, concern for the heritage environment will gain the same momentum as the environmental movement now has worldwide!

It was widely agreed during the workshop that heritage education should not be marketed as a separate school subject, but integrated across the curriculum. The development of appropriate heritage education resources was also widely discussed, with the general consensus that these needed to offer curriculum-linked materials and activities that are interdisciplinary, that do not require extra teacher effort and that relate to current education theory, such as constructivism and higher order thinking skills.

"Teachers have to kiss a lot of frogs to find materials which they can actually use in the classroom."

Heritage Education: The Future of Preservation, Denver USA, October 2003

Teaching with Historic Places

TwHP (www.cr.nps.gov/nr/twhp) produces classroom-ready lesson plans for properties listed in the National Register of Historic Places. It is a unit of the U.S. National Park Service, based in Washington DC, and a major reason for my later visit to the nation's capital. This workshop provided a practical opportunity to work within the TwHP framework at an historic place and to discuss this approach with other educators. (A more detailed explanation of TwHP is included in the *Washington DC* section of this report.)

Visualisation Tools: Involving the Community

Presented by staff of the Orton Family Foundation (www.orton.org), this session was a highlight of the conference. It provided information, demonstrations and practical examples of the ways in which computer technology can be applied to heritage projects within schools and the wider community.

CommunityViz, *Community Video*, *Digital Storytelling* and *Sketchup* were all interesting and relevant, but the most exciting of the ideas presented was a project called **Community Mapping**. This program engages students, educators and community partners in using GIS (geographical information systems) and GPS (global positioning systems) to actively investigate and map an area. The information can then be used to identify and solve local problems or demonstrate patterns of development. Students are required to share their work with the community, so an important consideration is the organisation and dissemination of findings. Teachers are given training relevant to their teaching needs (Project-Based GIS Training), while schools without the relevant software are encouraged to produce hand-drawn maps as a starting point in their community mapping project. (The website www.communitymap.org features examples of student work from across the U.S.)

These ideas build on discussions I had during 2003 with Geography and Tourism teachers in South Australian secondary schools, so the potential to adapt and apply at least some aspects of this project are immediate.

Colorado Historical Society

A meeting with the Coordinator of Education Materials at the Colorado Historical Society (www.coloradohistory.org) provided many practical ideas for the development of outreach materials for schools. I was particularly interested in the 'travelling trunks', which are available to schools on request, and contain artefacts, activity cards, photo wallets and teacher resource notes relevant to particular themes.

INDIANAPOLIS, INDIANA

Historic Landmarks Foundation of Indiana

The Historic Landmarks Foundation of Indiana (www.historiclandmarks.org) saves and restores irreplaceable architectural heritage, including modest structures such as bridges and barns, as well as grand, national landmark buildings. The Foundation originated from a bequest and now employs approximately 40 paid staff and many volunteers. It purchases properties that are endangered, stabilises them and then sells to new owners who will hopefully continue the restoration.

A variety of education programs and activities are offered to schools and the public. Of particular relevance were:

- the thematic travelling trunks, especially the content and presentation of the '*Architecture*' and '*Outdoor Sculpture*' boxes.
- curriculum-linked publications which assist teachers, but also challenge the ways they think about and present heritage in their classrooms. For example a workbook currently in production, and titled *Downtown Walk*, includes chapters on adaptive reuse, as well as copies of historic plans and maps for easy comparison with the site today.
- a variety of tours offered to both schools and the general public, and run by volunteers. Education tours often include a pre-visit slide presentation at the school to prepare students for the day's activities. Two school tours that I particularly noted were *Critter Tour*, a popular and fun learning experience for young students, and the *Historic Downtown Tour* that focuses on the city plan of Indianapolis. *Critter Tour* teaches information about city memorials, statues and architecture by building on student interest in the creatures that are often included in sculpture. The *Historic Downtown Tour*, for older students or adults, highlights the city plan for Indianapolis, a city which was designed, rather than growing from a smaller settlement. The tour discusses why Indianapolis exists, provides evidence of the grand plan and highlights progression and change. This tour captured my interest because of the similarity to Adelaide, which also has an important heritage as a planned city.
- a model-building competition, whereby classes select an historic landmark they want to know more about. This activity involves student research, presentation and, of course, the model, but also requires the teacher to submit a paper outlining how the activity relates to the curriculum
- week-long summer camps which include heritage craft activities, such as mosaics, but also careers sessions with people from the building industry.

Historic Landmarks Foundation relies on volunteer support for the delivery of many of its programs, especially the adult and school tours. Six-week training sessions are provided for all volunteers, and a regular lecture series is offered. Helpful hints for working with a volunteer group include:

- be sure to 'do it well' – organising a volunteer support group is very time-consuming.
- best to set up a structure, preferably a handbook, so that volunteers have guidelines for expectations, their perceived role, etc.
- ensure constant communication with volunteers
- be creative about using volunteers and ensure that they feel appreciated.

Indiana Historical Bureau

The Indiana Historical Bureau (www.statelib.in.in.us/www/ihb/ihb.html) is a State Government agency, established to plan Indiana's Centennial in 1916. The major focus was publications and outreach for the Centennial, but since then the Bureau's mission has expanded to include

the publication of documentary and other works about Indiana, liaison with other heritage agencies, education activities and a marker program.

My discussions with the Bureau Director provided information about many interesting projects, but most significantly the *Historic Markers Program*, which began in the 1940s. These markers commemorate noteworthy people, places, events and things. Although South Australia would not emulate this program (for example the cast iron aluminium signs, with lettering accented in gold leaf, currently cost \$17 000 each!), the basic ideas, processes and suggestions are most definitely appropriate to our proposed project to identify heritage places around the State.

- Initially the community nominated sites for markers and submitted appropriate text. The nominator then paid for the marker. However, in the 1970s it was decided that the Bureau would finance the markers and there was a review of the process for submitting text. Because many markers perpetuated local myth or showed bias, applicants are now asked to supply dot points and (preferably primary) sources, with the actual marker text written by Bureau staff. The Bureau also holds workshops for potential applicants, to guide them through what is now an intense process. An Historical Markers Advisory Committee, including a mix of people, interests and organisations, approves the text and works with the Bureau.
- The information on the markers is also disseminated through an internet database which provides additional annotated text and primary sources.
- Amongst many helpful hints for starting a similar program in South Australia, two were very strong recommendations – begin with places where information is definitely accurate and write the text ourselves!

Indiana Tourism and Film Development Center

My visit with the Director of Indiana Tourism (www.in.gov/tourism) included a stimulating general discussion about the process and content of written interpretation. As with many similar discussions during the Fellowship tour, it was enlightening to share information and discuss issues with someone whose expertise and background were in this field. We also talked more specifically about the *National Scenic Byways Program* (www.byways.org).

The *National Scenic Byways Program*, an initiative of the Federal Highways Department, provides for designation of roads that have outstanding scenic, historic, cultural, natural, recreational and archaeological qualities. Our discussions focused mainly on the development of roadside interpretive panels along these by-ways – type, location, content, etc. We agreed that such interpretation adds another product level to these routes, but the question is whether travellers actually stop to read them, and what strategies can be implemented to entice them to do so. This issue is extremely relevant to future interpretation plans for South Australia's built heritage, and so our discussion led me to review many considerations for future projects.

- One of the most noteworthy points was the importance of interpreting the total story of a track, trail or area, rather than viewing each place as of isolated interest. Any such interpretation needs to consider that it is not just what is immediately in front of the visitor or what used to be there that is important, but how this place contributes to a larger story or theme. By adopting the perspective of "*here's what you're seeing now, and here's how it fits with other things you'll see*" a total, marketable product can be developed.

PORTLAND MAINE

Greater Portland Landmarks

Greater Portland Landmarks is a non-profit organisation whose primary focus is the preservation of architecture and open spaces in the city of Portland. It is an influential advocate for heritage planning issues and has developed a range of educational activities to facilitate an appreciation of the city's built environment. The organisation does not own buildings (other than its office), but is currently considering the viability of purchasing places under threat. This will give it a more visible presence in the community but does, of course, have financial implications. GPL's work is funded through grants, membership and fund-raising activities. Revenue is also raised by the sale of publications and through some fee-paying services and activities offered by the education unit.

I was particularly interested in the organisation's Marker Program. To have their property declared a *Greater Portland Landmark*, owners submit a detailed nomination, which is assessed against a set of essential criteria. Successful home-owners then purchase a polycarbonate rectangular plaque (specific to that property) for \$50, and are responsible for its installation and upkeep.

Greater Portland Landmarks has a staff of six (full- and part-time). The Education Coordinator develops materials, works with teachers and students, organises lectures and tours, maintains a research library and runs training programs for docents (volunteers). She relies heavily on a dedicated group of docents for the maintenance and delivery of most education programs.

- The education section offers a range of city walking tours for school groups and adults and organises a suite of lecture programs throughout the year. A noteworthy school tour program is '*The City is a Classroom*'. This multi-part primary education unit includes a workbook, slides and slide script for teacher use in the classroom, prior to the class walking tour. The strategy of this walking tour is to challenge students to view the city as more than architecture – to expand their vision and understanding of all its elements, such as space, amenities and recreation areas.
- A major fundraiser is the annual trade-show, which brings together people with an interest in preservation. This event showcases the work and talents of tradespeople (such as historic plasterers), businesses who restore historic houses, antique traders and others, and provides opportunities for home-owners to seek their expertise.
- GPL offers a fee-paying service for owners of historic properties. This is provided by a group of 'experts' who respond to requests from the public. Advisers visit homes to give architectural and other building advice, but also conduct research for owners wanting historic information about their property.
- The organisation maintains a research library that is open to the public. It contains a rich assortment of resources including books and slides, but I was particularly interested in the various archives and files which are catalogued and available for general use. The '*Street Files*' for example, provide information for every historic building in Portland and include primary source documents, nominations for Markers, research papers and articles from newspapers and magazines. The organisation of these files, and the system of public access to them, have potential implications for research and dissemination of heritage information in South Australia, but the time and finances required to develop and maintain such a resource is an important issue.

Recruiting, training and monitoring a dedicated and efficient group of volunteers is critical to all Greater Portland Landmarks' programs. The organisation has an interesting training program, referred to as the PHD (*Public History Docent*) Program, which is currently in its eighth year. I was provided with useful information for establishing a similar volunteer support group for education programs in South Australia. The most emphasised 'hint' was to make sure that

volunteers feel useful, and to acknowledge that what they do is critical to the success of the program.

- The majority of volunteers are recruited through an annual flyer, which is sent to about 5000 places, such as radio stations, schools, retirement homes, organisations and clubs.
- Docents are given a packet of materials and undergo a six-week (one day per week) training schedule that includes guidelines and expectations, a program of site visits and lectures, strategies for interpretation and research, and a choice of ways to volunteer.
- As indication of the success of the PHD, I was presented with statistics that indicated that, in the eight years to 2003, a total of 260 docents had shared the history of Portland with up to 52 000 students, residents and visitors!

Portland Harbor Museum

Portland Harbor Museum (www.portlandharbormuseum.org) was founded in 1985 for archaeological conservation of the bow of America's last clipper ship, *Snow Squall*. It has now increased its holdings to include the Spring Point Ledge Lighthouse and exhibits and artefacts interpreting significant maritime heritage of the area. The Museum's education programs include tours and outreach activities for both schools and adults.

Discussions with the Museum's Director and Curator provided information about these programs and (particularly noteworthy) the volunteer group who visit classrooms prior to a class excursion to the Museum. However, as with so many visits I made during my Fellowship tour, the most valuable information from these discussions was introduced in general conversation, with two concepts having exciting possibilities for adaptation and implementation in South Australia.

- The *Maine Memory Network* (www.mainememory.net) is a program of the Maine Historical Society. It is an online education resource of primary materials, including photographs, written documents, old maps, etc. The project has received a grant enabling a staff member to travel the State scanning documents from collections held in other institutions or even privately. This means that these documents can be accessed at any time, while the original is kept safely in storage. This is a bonus for smaller museums, who do not have the appropriate technology to scan their records and collections, and also for teachers, students and researchers who now have immediate access to such a wealth of documentation.
- The *Lighthouse Passport Program* is an initiative of the US Society of Lighthouses. Apparently the US Volunteer Archaeologists have a similar program, called *Passport Through Time*, which encourages families to visit specific sites in the United States, collecting stamps in their passports as they travel. Although such a strategy would need to be thoroughly considered, I can see a concept such as this being a drawcard for travel to heritage places within South Australia, particularly if linked with tourism initiatives for the regions.

King Middle School

Students from King Middle School regularly work on history/heritage projects in partnership with community groups. The most valuable aspect of my talk with the program coordinator, was her view of preferable attributes for community resource partners, for example:

- including information available for students with learning difficulties.
- having 'a sense of schools', such as the extreme importance of being on time!
- selecting one individual in the community group who can liaise with a representative in the school.

CONNECTICUT

Mystic Seaport Museum

My trip to Mystic (www.mysticseaport.org) was a weekend bonus, thanks to the generosity of a National Trust Advisor I met at the conference in Denver. Although the visit was arranged at short notice, a meeting with the museum's Operations Officer provided valuable contacts for future joint interpretation of our shared maritime heritage. For example, I was able to photograph the figurehead of a South Australian shipwreck, for which I had recently completed interpretation, and have offered to supply information, current images and website links to enhance Mystic's exhibit and webpage entry for this vessel. Other future opportunities are linked to whaling heritage and specific shipwrecks in South Australian waters, such as those built in Connecticut or nearby Baltimore or Maine.

WASHINGTON DC

U.S. National Park Service

The National Park Service (www.cr.nps.gov) is part of the U.S. Department of the Interior and has many sections dedicated to the management and interpretation of the nation's cultural resources. I met with staff from a number of areas, including Archaeology and Ethnography, National Centre for Cultural Resources, National Register, Maritime Heritage and Web Management.

Meetings with these people provided interesting discussions about general interpretation and education issues and strategies, as well as specific hints for publications, partnerships and roadside interpretation. Heritage tourism was another topic, as was the increasing and wide use of the Web for disseminating information or as a means to preserve the content of printed resources.

Of particular note were three meetings,

- *Teaching with Historic Places* (National Register)
- *Travel Itineraries* (National Register)
- Division of Interpretation and Education

which I will now discuss in turn:

Teaching with Historic Places – National Register, NPS

The National Park Service program TwHP (www.cr.nps.gov/nr/twhp) produces classroom lesson plans using properties listed in the National Register of Historic Places. These lessons examine places connected to a variety of themes in American history, and explore topics across the curriculum.

These lessons ... gather evidence from primary sources, historical and contemporary photographs and maps, and other documents. By examining the real places where history happened, students – even those who may not visit these places – can become excited about the past and begin to appreciate the value of the nation's, and their own community's, cultural resources.

Brenda Kelley Olio, *Creating Place-Based Classroom Resources*

TwHP materials are available as hard copy or on the Web and new lesson plans are added regularly. The website also offers supplementary teaching materials, guidance for using the lesson plans, and an author's packet to help teachers prepare their own lessons.

The really relevant aspect of the TwHP program, for me, is that it is based on studies of heritage-listed places and applicable not only for classes who can conduct studies on-site, but also for students unable to physically visit the place. This is exactly the type of education program I aim to develop for South Australia's significant built heritage, so discovering more about the development, application and effective use of the TwHP program was a high priority when planning the Fellowship tour.

The TwHP program, which now includes comprehensive units of work for 108 Registered Places across the USA, began in 1992 following a grant from the National Park Service. Using the philosophy that "*you can't reach the students, unless you reach the teachers first*", the materials primarily target teachers. They aim to provide flexible lesson plans that engage students in their own learning, and can be immediately useful to teachers with busy schedules. The plans emphasise the use of primary resources, and include copies of all necessary documents (much of which is available from Register files).

These work units are place-based, but of course not all classes can physically visit sites across the country. Therefore the plans are written in a format which enables teachers to 'take the place into the classroom'. To make units more relevant to all students, State and local aspects of the related theme are reinforced through activities that encourage students to investigate similarities in their local history. Each work unit includes at least one activity to tie it to the local area.

Teaching with Historic Places began with six prototype lesson plans written by teachers, and edited by National Park Service staff, during an intensive week-long workshop funded by a NPS grant. The program's popularity, and recognition as a valuable education tool, has grown to the stage where teachers, site personnel and other interested historians, local community members, etc. are now developing lesson plans based on 'their' place, and approaching TwHP to have them published as part of the series. Staff now have a review and edit role, rather than one of writing and researching (unless a specific site is to be highlighted). This snow-balling of teacher and community interest now sees an average of one new lesson plan per month published on the Web.

Periodically, TwHP evaluates the program to ensure that it still meets teacher needs. This regular evaluation has resulted in a number of changes to the format and content. Information about these evaluation procedures, and the resulting evolution of more teacher-friendly materials, will be invaluable for my plans to emulate this program in South Australia.

TwHP staff have a commitment to the methodology of using historic places as teaching resources. Additional strategies include regular field workshops for teachers and community members around the country, and a slide presentation, the *Power of Place*, for schools. The latter encourages students to recognise that everything in the built environment has been put there for a purpose, and that analysing the position or design of a place indicates aspects of the area's history.

The process and content of the TwHP program has definite merit within the South Australian heritage and education scenes. My stimulating discussions with the Manager have provided some of the most applicable ideas, information and examples of education materials of the Fellowship tour, as well as a valuable contact and adviser for the future.

Travel Itineraries – National Register, NPS

The *Travel Itineraries* program (www.cr.nps.gov/nr/travel/index.htm) is an off-shoot of the National Register and came about as a strategy to share stored information about heritage places with the travelling community. Initially hard copy brochures were produced in an attempt to highlight significant heritage places in each of five regions across the country. These quite complex brochures also included directions for travelling to the sites. The obvious drawbacks

of this approach were the cost and the amount of information that could be provided clearly. The answer to an easier and cheaper format was the Web. This publication method not only costs less, but enables essays, a bibliography and additional information to be included. It also gives flexibility to add or amend information.

Twenty-eight *Travel Itineraries*, including over 1000 Register listings, and ranging from city-based to thematic across the country, have currently been published on the web. A few are based on out-of-print brochures, but most have been specifically created with community partners. Each itinerary has its own distinctive look, but also a similarity so that it is identifiable as part of a series. About four to six new Itineraries are added each year, with most of the work submitted by interested community groups.

The concept of electronic travel itineraries, highlighting heritage places and providing public access to much of the information in stored files has real potential within South Australia, but, at this stage, could only be realised with the support of partners such as Tourism SA or local communities.

Division of Interpretation and Education – National Park Service

My discussion with the National Park Service Interpretation and Education leaders provided stimulating new ideas, and challenged my perceptions of the purpose, use and design of interpretation, with statements such as:

"There is a tendency to defend the borders of Parks and sites, but the public already owns them. If we consider this ownership in our interpretation, then this will affect the way we interpret and 'share' the resource and information with the visitor"

or,

"It used to be that interpretation was aimed at 12 year olds, but that view has changed. We need to provide enough 'hooks' for everyone to connect to the site."

During the past eight years, the NPS has changed its approach to interpretation and the training of interpreters, leading to the writing of a comprehensive Interpretation Development Plan. This has included a voluntary interpretation training course for Rangers, called the *Peer Reviewed Certification Program*. This extensive program has been written, trialed and adopted over a period of six years, with modules prepared a few at a time. Completion of 10 units leads to the awarding of a medallion and recognition within the Parks system as an accredited interpreter. The Development Plan has also produced a set of recommended principles or Standards of Interpretation, which aim to affect the ways that interpreters engage the public. *Meaningful Interpretation*, a new publication outlining the latest NPS philosophy and approaches to all forms of interpretation, is due for release in early 2004.

One concept I found very thought-provoking, was the idea that when we are preparing interpretation, we are really only providing an interpretation opportunity – it is only actually interpretation if the public 'gets it'. A formula for interpretation was suggested:

$$IO = (KR + KA) \times AT$$

IO = Interpretation Opportunity
KA = Knowledge of the Audience

KR = Knowledge of the Resource
AT = Appropriate Technology.

Added to this mix are the

Tangibles (objects and things);
Intangibles (such as stories related to the things); and
Universals (common concepts).

It was suggested that the Universals are extremely important 'hooks' in interpretation, being "the windows to meaning" – ie. that there is a better chance of engaging the audience if an interpreter links to those elements for which most people have already reached agreement.

The Department of Interpretation and Education is also involved in a number of specific education programs across the U.S., including:

- *Webranger* – a website to encourage young people to take an interest in National Parks (www.cr.nps.gov/webrangers). Parks have a number of Junior Ranger Programs with rewards such as badges, etc, but children are required to actually visit the Park to participate. Now, with the Webranger website, they can become involved from a distance, via email and other interactive site links, and receive merit awards by post.
- *Parks as Classrooms* – a NPS grant program to encourage educational opportunities in Parks. Applications from Park Rangers generally highlight curriculum-linked activities, but can also relate to a wider view of education which includes families or other community programs.

National Trust for Historic Preservation

The National Trust for Historic Preservation (www.nationaltrust.org) is a not-for-profit organisation, chartered by congress to support State and local institutions. Across the U.S. the National Trust is very active in preservation issues and activities, and a very influential advocate for the nation's built heritage.

The NTHP has now employed a dedicated Education Manager, who is currently conducting an inventory of education programs at NT sites across the country. Her task will then be to provide advice and assistance for the development of quality education activities at these heritage sites. As she explained when describing the creation of this much-needed position:

"Education is essential to keep a constituency for the future."

West Springfield High School

West Springfield HS is a very academic high school in Virginia, a relatively short distance from Washington DC. The history teacher, Jim Percocco, is passionate about the 'teaching with places' methodology (having attended a TwHP workshop some years previously), and is a published author, advocating the importance of place-based learning. His teaching of history also emphasises that there is a range of possible interpretations of past events.

My visit with his senior class was in two parts. Earlier in the week I spent an afternoon in the classroom, observing student work and the preliminary activities for a site visit. On a second afternoon I joined the class at the Roosevelt Memorial in DC and participated in a tour and workshop to determine the use of public space in the area. The students had been given an assignment to design a memorial and determine its hypothetical location, based on planning restrictions, aesthetics and any other necessary considerations. As an observer I found the experience enlightening. An educational activity such as this, which requires students to understand aspects of legislation, city planning and position, has merit for future secondary school projects in South Australia.

U.S. National Archives & Records Administration

NARA (www.archives.gov) is an independent Federal Government agency that oversees the management of all Federal records. Education programs began at the Archives in the late 1970s, with activities targeting both students and teachers. Student sessions, taken by volunteers, included guided tours or a presentation and discussion with artefacts. A training

session for teachers was also offered by Archives staff, and funded through partnerships with groups such as the Social Studies Teachers Association.

NARA staff have become involved with the publication of journal articles and partnerships with publishing companies to fund specific thematic books, based on the primary resources of the Archives. They also run a Summer Institute for teachers called Primarily Teaching. This eight-day workshop is for educators from around the country, who want to learn more about how they can include documents in school programs. In partnership with the National Trust, the Archives has also produced a valuable series of publications, called *'Teaching with Documents'*, which provide useful ideas for using primary source documents.

One particular Archives project, in partnership with the National History Day organisation, which captured my interest is an online project titled *'Our Documents'*. Each week, for 33 weeks, the Archives selected a significant record and posted it on their website, thus providing public access to 'original' documents. After that time the project was so well received, that the History Channel and US News sponsored its continuance. An extension of this project has become the online *'People's Vote'*, whereby NARA published what they considered to be the 100 milestone records of U.S. history and asked the people of America to vote for their top 10. This project has been a major success, promoting both the work of NARA and also an interest in and understanding of historical documents and their importance to the nation's history.

Information about the NARA programs will definitely be shared with records agencies in South Australia, and although some of the ideas are not immediately relevant to my work, the underlying strategies are valuable concepts for future consideration.

George Washington University – Museum Education Program

The Museum Education program is a graduate program leading to a Masters of Education and is, I am told, the best of its type in the country. This is the 30th year of the program with 13 students currently enrolled. The course trains interpreters and *"teaches them how to speak for the resource"*. It is a 13-month course and is extremely practical, using a 'do one – see one – teach one' philosophy. Our discussions of the course provided interesting general ideas and information about interpretation, training of interpreters and the recruitment of volunteers.

National History Day

'National History Day is not just one day, but a yearlong education program that makes history come alive through educator professional development and active student learning.'

National History Day website

Initially National History Day (www.nationalhistoryday.org) was an academic competition for students, encouraging them to understand the relevance of history through research analysis and interpretation, rather than merely facts and dates. However, the organisation soon realised that for students to do well, there was a need to educate teachers about preferred ways to teach history. So, National History Day, which began as a challenge, became a full-scale support organisation for educators, although it still hosts a national competition each year, with approximately 700 000 students and 40 000 teachers participating annually.

National History Day considers itself an umbrella organisation, bringing together teachers, historical agencies and history professionals with a united purpose, to change the way that history is taught in schools. To help teachers understand what history is, and how to teach it, the National History Day organisation

- develops curriculum
- prepares lesson plans related to the theme for the year's competition

- hosts workshops around the country
- offers a summer institute for teachers who want to study an aspect of history in detail and then share their findings with others
- has instituted a program called '*Teacher Rewards*', which encourages teachers to develop and pilot lesson plans in the classroom. When submitting these units of work to the NHD, teachers have to include three letters of reference from students!

The National History Day organisation has a coordinator in each State, based in historical organisations or agencies, who is responsible for that State's NHD programs, including fund-raising. These coordinators run half and full-day workshops for teachers and occasionally work with students. They also organise field trips and work with the National Park Service to encourage teachers to think of Parks in their State as educational resources.

Although the mission of the National History Day organisation does not relate directly to my work, its activities suggest a number of concepts which could be shared with historical societies and other agencies in South Australia, and provide many considerations for teacher training programs I plan to develop in the future.

ATLANTA (& SAVANNAH) GEORGIA

Department of Natural Resources – Historic Preservation Division (Georgia)

Talks with the Director of Georgia's State Government heritage agency (www.gashpo.org) provided a clearer understanding of the hierarchy and roles of heritage agencies or organisations in the U.S. A simplified view of the structure and relationships as described to me involves:

- the Government arm – the National Park Service is the Federal agency responsible for administering the Historic Preservation Act 1966. Under this Act, all States have a State agency, decided by the Governor. For some States, like Georgia, this is a government department, while in other States it may be an historical society or similar. Each State also has an enabling Act, which allows cities to enable local agencies. I was told that it is the Local Government Act which is the most restrictive and provides the most protection for heritage. The funding for many government heritage initiatives is derived from off-shore mining revenue.
- the private arm – the premier private heritage group across the U.S. is the National Trust for Historic Preservation, which is chartered by congress. Every State also has a private State-wide heritage organisation, such as the Georgia Trust, which is usually an advocacy group supporting the State Government agency. All States also have a State Historical Society, as well as many local historical societies and preservation groups.
- special interest groups – across the country there are many groups whose view of heritage is thematic, for example maritime, theatre, railway, etc. These special interest groups are often passionate about preservation issues and interpretation related to their field of interest.

Atlanta History Center

The Atlanta History Center (www.atlantahistorycenter.org) is set on 33 acres, comprising forests, gardens and a number of historic homes and farm buildings, as well as a modern exhibition centre sharing stories of the American south.

The education section offers both in-museum and outreach school programs for all grade levels, with a special focus on core curriculum. Approximately 25 000 students visit the museum annually, actively participating in living history programs. Outreach programs,

including artefact travelling trunks, teacher visits and distance learning options, reach approximately 12 000 students per year.

The History Center also develops flat panel travelling exhibitions that are sent to libraries and schools, co-ordinates workshops for videoing oral histories and organises a highly-regarded lecture series on aspects of Georgia history.

During my day at the Center I observed a number of school programs for primary-aged students, gathered general information about interpretation and discussed education issues and programs with the education staff. I was also able to examine some of the Center's travelling trunks, and so add to my growing list of recommendations for developing this style of outreach activity.

Of particular note was the distance-learning program, which I was told is a national model for this form of education. Staff deliver first-person interpretation of artefacts and historical events via a video-conference link, using a system called GSAMS (Georgia Standards and Medical System). I was unable to watch one of these 50-minute sessions, but the staff were very excited about their achievements with this technology.

The Georgia Trust

The 30-year old Georgia Trust for Historic Preservation (www.georgiatrust.org) is the USA's largest statewide, non-profit organisation, with more than 8000 members, and is dedicated to preserving and enhancing Georgia's historic resources. The Trust

- generates community revitalisation by finding buyers for endangered properties acquired by its Revolving Fund.
- provides design assistance to designated Georgia Main Street cities, encourages neighbourhood preservation projects and manages a marker program similar to the one found in Indiana.
- trains Georgia's teachers to develop class programs which engage students with local history resources.
- facilitates heritage activities such as Rambles, architectural tours and workshops for specialist building trades.
- advocates funding, tax incentives and laws aiding preservation efforts.

My main purpose, in visiting Atlanta during the Fellowship tour, was to discover first-hand information about the Georgia Trust's teacher in-service program called *Talking Walls*. This heritage education program teaches Georgia's educators to use local historic resources to teach the State's curriculum and to help students understand the relationship between their community's history and the history of their State and nation. Since 1991, *Talking Walls* has trained approximately 1600 educators and reached over 360 000 students in 51 counties.

Talking Walls has two main components – the development and provision of an extensive binder of primary and secondary resource materials, and a week-long workshop, teaching the important skills needed to gain maximum value from these materials. Partnering with local community organisations, such as libraries and historical societies, the Georgia Trust compiles the resource guides, including historical documents and other materials related to the cultural history of the county. The actual content of each resource pack differs so that it is specific to the target area, but the type of information is standard. All binders contain

- a list of National Register sites for the county, with a half-page abstract about each.
- a survey of historic maps for the area
- information about early local industries
- information about the cultural influences in the area
- photocopies of relevant newspaper articles and documents

- notes about old photos and how to record and use these in the classroom
- architectural surveys of the county
- an annotated bibliography of local historians
- a list of archival resources, both privately and Government managed

Teachers participating in the *Talking Walls* program are required to participate in a week-long training program, which facilitates their understanding and knowledge of these resources, giving practical ideas for their application in the classroom. The exact content of each workshop differs, relative to the specific county, but the format for each is similar. At all sessions, 'experts' explain how to interpret historical documents, photographs and maps, and lead participants through practical exercises in using the resources. At the end of the week, teachers are required to apply this new information and their own education expertise (that is, an understanding of how students learn and a knowledge of the curriculum) to prepare 'discovery exercises' for a class of students. The Georgia Trust intends to eventually publish a collection of these exercises on the Web. The Trust is now looking to build on its success with *Talking Walls* by developing a level two training package, to encourage heritage tourism and the development of community walking tours.

Talking Walls is an exemplary teacher training program, but one which a lack of time and financial resources could make difficult to emulate in South Australia. However, the process and content of both the resource kits and the workshops have provided a wealth of ideas to be adapted for future heritage workshops in this State.

Savannah museums, including Massie Heritage Interpretation Center

Savannah has one of the largest historic districts in the United States (2.2 square miles), with thousands of architecturally-significant buildings and a history rich in Southern charm. The city traces its roots to 1733 when it was laid out on a grid system above the river. Although Savannah is a four-hour drive from Atlanta, it had been recommended as a 'must see if possible', and had been tentatively included on my Fellowship schedule before I left Adelaide. I was very fortunate to find someone at the Atlanta History Center who offered to drive me to the coast for the day, and so I had the pleasure of visiting this beautiful city, although only for a short time.

My schedule for the day was organised by the Director of Davenport House Museum, who organised meetings and visits to Juliette Gordon Low Birthplace (founder of the Girl Guides) and Massie Heritage Center. Each discussion or visit provided general information about heritage interpretation and education, but it was at the Massie Heritage Center that I found the most relevant exhibitions and programs.

The Massie Heritage Interpretation Center (www.massieschool.com) is housed in a building that operated as a school for the poor for ten years, from 1856. The Center uses exhibitions, artefacts, photographs and a scale model to educate visitors about the city's built environment and unique city plan. Exhibitions and displays, which offered exciting possibilities for the development of heritage education activities in South Australia, include

- *Savannah Architectural Heritage*: This exhibit explains the most common architectural styles, and relates them to specific buildings in the city. Photos and text are used to outline the chronology of architectural styles in Savannah, and to compare features of local buildings with classic Roman, Greek, Gothic and Egyptian structures.
- *Savannah's Victorian Era – Loss and Regeneration*: This gallery houses architectural artefacts and photos of buildings demolished before the preservation movement. It is a very striking way to focus on these losses. The exhibition includes examples of the

replacement architecture and explains the various efforts to rehabilitate this irreplaceable Victorian heritage.

- *Savannah's City Plan*: This permanent exhibit is a scale model of Savannah's National Landmark Historic District. The model provides a birds-eye view of the city today and is an excellent resource to understand the original city plan, and the changes that have occurred.

CANADA

VANCOUVER

Museum of Anthropology – University of British Columbia

The Museum of Anthropology (www.moa.ubc.ca) is recognised for its collections, teaching, research and public programs, but also for its architecture. Some of the most applicable information I gleaned, during discussions with the Curator of Public Programming, related to the development of artefacts-based Outreach Kits. These touchable teaching resources, panel exhibits and guided studies are designed for use in the classroom or throughout the school. Information about, and recommendations for developing, this type of education tool will contribute to the development of a similar resource, with a State Heritage focus, in South Australia.

Langley Centennial Museum

The Langley Centennial Museum (www.langleymuseum.org) opened in 1958 as a Provincial centennial project, for the historic village of Fort Langley. School programs, which reach more than 10 000 students per year, fall into three categories – volunteer educators leading sessions at the Museum; contract teachers taking programs out to schools; and self-guided activities for classes at the Museum and in the local area.

All programs are hands-on and curriculum-based, with the activities designed to challenge students to think creatively and to analyse their findings at each step. Of the activities and programs offered, three had particular relevance to the purpose of this Fellowship tour.

- *Archaeology* – a museum-based activity where students learn by doing. Classes participate in a simulated archaeological dig, laboratory analysis and artefact display activity, to uncover the layers of local history. This program is particularly relevant for interpreting South Australia's maritime heritage, although it could also be adapted for other heritage education programs.
- *Archaeology Discovery Trunks* – an at-school program which aims to develop an understanding of archaeology and artefacts through observation and analysis of archaeological material. The format and philosophy of these trunks, as well as the materials and teacher resources included in them, will all contribute to a review of an existing, similar maritime archaeology program developed in South Australia some years ago.
- *Back-pack self-guided tours* – a choice of two programs to encourage classes to explore the village of Fort Langley. Photographs, resource materials, student activities, appropriate equipment and a trail map and guidelines are provided in an easy-to-carry back-pack. The *'Buildings on Your Back Walking Tour'* is an exciting concept in providing portable education resources for teachers and students to use in the field. Adaptations of this concept in a South Australian heritage context, perhaps based on generic architecture, themes (such as cemeteries) or the State Heritage Areas, are likely future projects. This style of presentation of heritage education programs has the potential to attract partners and/or sponsorship.

Fort Langley Historic Site

Fort Langley is one of a network of National Historic Sites operated by Parks Canada (www.parkscanada.pch.gc.ca). This historical commemoration program recognises nationally significant places, persons and events, which are identified with a bilingual brass plaque. All designations are made by the Minister of Canadian Heritage, with advice from the Historic Monuments Board of Canada.

During my discussions with the Events and Programming Officer I was informed that school visits at Fort Langley were *"in a rut"* and *"living off the good programs developed years ago"*. He explained that education programs were currently being revamped to link with curriculum and learning outcomes, but also to reflect Parks Canada's policy for interpretation at National Historic Sites. Our subsequent discussions were enlightening, providing an overview of this aspect of the Canadian Federal heritage system.

Until the 1980s interpretation and education programs at historic sites in Canada followed a thematic approach, based on the available resource. For example, Fort Langley was an outpost for trading furs, salmon and cranberries. Therefore exhibits, school programs and guided tours have mainly interpreted the fur trade and pioneer settlement, as do many other sites across Canada.

In the 1980s however, the Auditor-General decreed that Parks sites needed to be accountable for their use of public funds, and a set of evaluation criteria resulted, including a statement of Commemorative Integrity. The Commemorative Integrity for National Historic Sites ensures that the reasons for a site's commemoration are communicated to the public, thus retaining their integrity and protecting the resource. Every five years each historic site has to prepare a management plan, tabled in Parliament, to show how they aim to interpret their resource.

Parks Canada sites therefore have a mandate to interpret not a general theme or 'the olden days', but the aspect that makes the site uniquely significant to the nation. In the case of Fort Langley, this significance relates to its history as the most westerly outpost of the Hudson Bay Trading Company (1827) and the place where British Columbia was proclaimed a Crown colony.

From this outline of Parks Canada's National Historic Sites mandate comes an important consideration for interpretation of significant heritage sites in South Australia – ensure that the unique significance of the site is interpreted, rather than just what is popular or typical.

VICTORIA

Craigdarroch Castle & BC Museum

Visits to both places provided interesting insights into the number and types of volunteers who support heritage groups in British Columbia (eg the BC Museum has 450 volunteers in total). Discussions at both sites provided recommendations for recruiting, training and working with volunteers.

Other programs of note included a BC Museum outreach strategy titled *Living Landscapes* (www.livinglandscapes.bc.ca), whereby artefacts connected to local heritage are temporarily taken back to regional centres, and Heritage Fairs (www.bcheritage.ca/heritagefair) which generate student projects about history and heritage.

Heritage Branch, Government of British Columbia

Discussions with staff of BC Heritage clarified the role of their Federal, Provincial and Local Governments in the management of BC heritage legislation and properties. Constitutionally the main legislation is with the Provinces (States), but all levels of government have heritage properties that they own and manage for community benefit, and a hierarchy of Heritage Registers for significant properties.

Until recently, BC Heritage had two main roles – the ownership and management of heritage properties and the administration of the BC Heritage Fund (similar to South Australia's State Heritage Fund). However, at the time of my visit, the Branch was undergoing a process of devolution, with greater responsibilities being given to local communities. The Provincial Government will still own heritage properties, but their maintenance and day-to-day operation will be privatised. The Heritage Trust has been disbanded, with the result that BC Heritage *"no longer funds bricks and mortar projects"*. This fund has been converted to a \$5 million endowment, called the BC Heritage Legacy Fund, which will be administered by a non-government agency. The responsible society must provide equal funding through lotteries and other fund-raising activities.

The Heritage Branch will still develop policies and standards and manage the legislative agenda, but a large part of its redefined role will be 'capacity-building' – working with local communities to build their capacity to do the work that is now required of them. This is seen as a challenge that will require partnerships with groups such as Universities and the Real Estate Institute.

With reference to the purpose of my Churchill Fellowship, I found that little emphasis has been given to interpretation or education programs, with the latter being mostly web-based SchoolNet sites for properties. I was told that time and financial resources had previously been provided to subsidise tour programs and personnel at sites but that, with the devolution of these properties, a stewardship agreement, including site interpretation, would be signed.

Heritage Society of British Columbia

The purpose of the HSBC is to provide leadership and encouragement for the conservation of heritage buildings, sites and landscapes in British Columbia. It is a very active and influential group and is, in fact, the agency which will administer the new BC Heritage Legacy Fund.

My visit to Vancouver during the Churchill Fellowship tour was largely prompted by the many exciting interpretation and education initiatives described on the Society's website (www.islandnet.com/~hsbc). My meeting with the Director provided valuable background information for some of these programs, as well as an honest appraisal of their effectiveness and shortcomings.

Stop of Interest signs began for the 1858-1958 Centenary, when there was an awakening of community interest in history and heritage. Their purpose along roadways was to encourage people to stop on their journey and so discover more about British Columbia's past. By the 1970s there were 126 signs, which together contributed to the story of BC. Many of these signs have since been removed or fallen into disrepair. However, the text for each sign has become the basis of a *Virtual Tours* internet site. Considerations or possible issues if developing a similar program in South Australia include:

- clarify who is responsible for the maintenance of the signs once they have been installed.
- consider the long term viability of the text – the ways we tell a story or the actual aspects of the story we tell, change over time.

- if using signage text as the basis of a website virtual tour, base the site on regions, so that they are presented geographically as people move around the Province.

Your Old House brochures is a project designed to supply technical and renovation advice to owners of historic properties. The series of brochures is distributed through hardware stores, planning departments, etc but is also available on the internet. These brochures were written by volunteer 'experts in the field', which cut production costs but also meant that completion deadlines could not be imposed. Other considerations for implementing a similar program in South Australia include:

- the accuracy of information – if offering advice, then it is essential that it is correct and the best possible advice available.
- partnerships – partners can contribute to publication costs, but often have conflicting agendas.
- plan intelligently for distribution.
- have an editor who can impose a common standard for the content and style of all brochures.

UNITED KINGDOM

ENGLAND

The Victoria and Albert Museum

The visit to the V&A, described as the world's greatest museum of applied and decorative arts, provided opportunities to talk with officers from three sections of the Learning and Interpretation Division (www.vam.ac.uk/learning) – the Gallery Programs Organiser, the Architecture Education Officer and the Social Inclusion Officer.

The Gallery Programs Officer outlined some of the Museum's activities for adults, families and schools. These included daily talks, demonstrations, events, holiday programs and craft or academic courses. Specific activities included photography workshops, written trails, backpacks and writing kits for adults. I particularly noted the architecture craft sessions (eg. gilding, patterned brick-laying, stone-carving, etc) which could be adapted for practical sessions in South Australia.

The Architecture Education Officer's position is a new one, created to work with the collections of drawings and plans that have been given to the V&A by the Royal Architects. One of the most inspiring outcomes of our discussions was the idea of *connections*. Two thoughts in particular are relevant to future heritage education projects in South Australia.

- Consider the skills needed to connect drawings, plans and maps to the actual building or place. This is especially important in developing education activities for students with special needs – eg. some dyslexic children may actually excel at spatial learning.
- Think of the web of connections related to a particular place, and how these connections can have value in learning programs and activities. For example, in South Australia students may not be able to visit a heritage-registered place, but in their local area they may have something connected to it, such as another building by the same architect or a public place endowed from profits from a mining site.

The Social Inclusion Officer's position is also newly created, with the challenging task of attracting "*ordinary, everyday folk*" to the V&A, through changes to interpretation, advertising and education programs. Much of our discussions focussed on inclusivity and how to break the

perception that both the Museum and heritage are elitist. The most noteworthy discussion was about *relevance*:

- It is harder for people to tap into objects that are important for their aesthetic nature (or their association with the rich and influential), so how do we interpret them? One strategy is to look 'behind the scenes'. Rather than providing just the date, architect, owner, etc, be inclusive of all the people connected to the place. Buildings, for example, are constructed by labourers and artisans, so relate interpretation to manufacture, design, methods of producing materials, labour hire, training, housing, etc.

"Many ... are made and used by working-class people – some of their input needs to be reclaimed."

Greenmount Primary School, Ryde, Isle of Wight

A visit to Greenmount Primary School was primarily to view a Family Learning Day, facilitated by the Regional Education Officer of English Heritage. *Family Learning*, I am told, is a current buzz-word in the UK, not only in schools, but also in museums and other institutions offering education programs and activities. The term originated in primary schools and "*is basically the philosophy that illiterate children have illiterate parents, so get them learning together*". Described differently, the premise is that the literacy of both parents and children will increase, if education targets both adults and children working together.

At Greenmount PS, as part of a *Built Environment and Music* activity, the Education Officer had worked with a group of parents over a number of weeks, to provide them with an understanding of the heritage of their local area and some of the key techniques for interpreting it. A Musician-in-Residence had then been engaged to work with the Year 3 students and parents to create and perform a piece of music inspired by the local built environment.

My visit coincided with the musician's second session with the class. The day's activity was a walk around the nearby streets, noting and recording interesting features, feelings, sounds, shapes and so on. After returning to the classroom, responses were collated and then the group discussed how these could be expressed using musical instruments. The next week the students were to compose their musical piece, with a performance scheduled for the following week. It would be interesting to see (hear!) the results of this creative interpretation, which was funded by a group called *Curiosity and Imagination*.

English Heritage

Officially known as the Historic Buildings and Monuments Commission of England, English Heritage (www.english-heritage.org.uk) is the government's statutory adviser on the historic environment. The Body's powers and responsibilities are set out in the National Heritage Act (1983 amended 2002), with English Heritage currently reporting to Parliament through the Secretary of State for Culture, Media and Sport. Some revenue for English Heritage projects comes from the Heritage Lotteries Fund.

English Heritage has a total of about 1000 staff at the London office and across the country's nine regions. Besides its role in listing sites, advising the government, conducting research and protecting the nation's heritage, the agency also directly manages more than 400 significant properties across England. Of this number, 120 are pay-to-visit sites and fully staffed, offering guided tours, gift shops, etc. The other sites are free and generally have interpretation panels with self-guiding opportunities.

Although there are approximately 370 000 buildings currently listed, and therefore protected by legislation, education and interpretation programs are focussed on the 400+ properties directly

managed by English Heritage, with the 120 revenue-raising sites receiving the greatest share of available resources.

Interpretation Division – English Heritage

English Heritage defines interpretation as fixed and permanent media, which includes signage, graphic panels, models and audio tours. The Manager of Interpretation described the group's remit as "*Conservation on the one hand and Information and Access on the other*". The visitor experience at sites is generally a combination of introductory exhibits, panels, reconstruction illustrations, guide books and audio and/or guided tours. Information offered at the free sites is generally different to the staffed sites. The Education Section is responsible for the development of site programs (including guided tours), while a publications section produces guide books and other print materials. Presently interpretation focuses mainly on the architecture of buildings and the people associated with them. The comment was made that the unit needs to consider more creatively the interpretation opportunities offered at the less-visited sites.

The interpretation group consists of a small team who provide the raw material for interpretation. They commission historians and professional writers and designers to develop and produce the actual exhibition, panels or audio tours. The unit's role is largely concept development, for example where and how to position signs, or which medium to use. They also oversee the design and implementation and have an editorial role to ensure that the information is appropriate to the audience.

A *Standards for Interpretation* booklet was published in 2003 because the interpretation team was aware that "*the big name sites get all the love and attention*". Following an audit of interpretation at all locations, the document was published to ensure that all sites conformed to an accepted interpretation strategy. For example:

- Everything is branded in corporate grey.
- Each site has a guardianship panel that is usually upright and meant to badge the entrance to the site. The template for these panels includes the site name, an historic image, general descriptive information and fees and tour times (if a paying site).
- A lectern format is used for additional information at both paying and free sites, depending on the complexity of the site. This format is considered less intimidating than the guardianship panel.
- The latest material used for panels is a micropoly carbonate for the main body of the sign, using digital printing rather than screen printing – although the colour definition is slightly less, the process is much cheaper.
- interpretation panels are becoming more inclusive of people with disabilities – for example, a recently produced panel I was able to examine included text in Braille and a site plan in relief to aid location and interpretation by vision-impaired visitors.

Other information I gleaned during our discussions related to the *Blue Plaques Project* and a web product called *Images of England*.

- The *Blue Plaques Project* is an English Heritage program to badge properties that are associated with a national figure who has been dead for at least 30 years. The places are not necessarily attractive, nor do they have to be heritage-listed. (Incidentally, association with a noted person is not a criterion for heritage-listing in England, as it is in South Australia.) Interested members of the public nominate likely places, which are then assessed by the *Blue Plaques Project* Panel. The 400+ places under English Heritage's care reflect a fairly narrow social group, whereas the *Blue Plaques Project* highlights a variety of socio-economic, religious and ethnic groups. More than 750 of the round, ceramic plaques have been placed on buildings around London and in some regional centres.

- *Images of England* (www.imagesofengland.org.uk) is a prototype website, working in partnership with over 1500 volunteer photographers, to build a digital library of images of England's 370 000 listed buildings. A similar concept has exciting possibilities in South Australia, where access to good, recent images is often a restriction to interpretation and education projects. I was given a very strong recommendation though, based on English Heritage's experience, that negotiations with private owners is essential, as some owners do not want their property highlighted in this way.

Education Unit – English Heritage

The philosophy of the Education Unit is that limited time and resources are better channelled towards teacher training, rather than on-site classes for students. Consequently staff aim to help teachers, and others involved in education at all levels, use the heritage environment as a resource, right across the curriculum. Their work is seen as a service, so all materials, workshops and other types of support are free. Originally the Education Service was involved in just formal (schools) learning, but is now committed to life-long education and vocational programs, such as tourism studies.

English Heritage has 11 professional Education Officers around the country to offer help and advice to teachers, and has produced an extensive selection of over 200 books, posters, videos and CD-Rom packages. These resources are an amazing array of lesson plans, case studies, teacher guidance and projects related to a range of heritage sites. I was given representative examples of many of these publications, which will be invaluable resources for developing similar support materials in South Australia. Similarly, the *Education Policy and Working Guidelines* document is an excellent outline of the aims and objectives of the Education Unit and a model for developing a heritage education strategy in South Australia.

Some of the Local Studies programs offered by English Heritage are especially relevant to my Fellowship quest and suggest useful adaptations for programs to engage South Australian students with their local built heritage. These units provide activities across the curriculum and are not subject-prescriptive nor for any particular age group.

- *Schools Adopt Monuments: Know Your Place* is one such program. It was originally co-ordinated across Europe by a Brussels-based group. Its success has prompted English Heritage to retain and expand this scheme, whereby schools choose to study a local monument. In this case the term monument refers to any property which is historically and architecturally interesting, and is inclusive of modern buildings. Through its regional Education Officers, English Heritage offers advice and support to any participating school, and has published written materials specifically designed to enhance the educational use of the local area.

Tower of London

The Tower of London (www.hrp.org.uk/webcode/tower-home.asp), which is managed by Historic Royal Palaces, is one of the pre-eminent heritage sites in England, with an average of two million visitors annually, of which 60 000 are students.

The Education Section, run by the Royal Armouries of the Tower of London, has the remit to interpret the buildings as well as the history of the site. Staff offer set programs and workshops as well as special activities related to particular events or themes. The school programs have a science, art or social studies focus, with all programs linked to the curriculum. Outreach options are also available, but only to groups who have genuine difficulties accessing the site, such as hospital schools or public library holiday programs.

During my visit I observed workshops for primary students and discussed other programs offered regularly during the year. Some programs related directly to the built environment and provided practical ideas for possible student activities in South Australia, especially those related to architecture and heritage-listed buildings. One of the workshops I observed, for example, compared past building materials with modern ones, and required students to test and analyse properties and building techniques.

I was also told about, and examined materials for, a *Built Environment* program offered for key stages 1 & 2 (primary grades). This intensive workshop is an investigation of building materials and the science of construction, relating these to the built environment of the Tower. Both sessions have an introductory discussion and slide session, leading to a rotation of five or six practical activities – constructing model brick wall patterns (eg Flemish or Bond); building a stone wall; lifting with pulleys; using incline planes; building with wattle and daub; and assembling a timber-framed house. The session for younger students is introduced through the story of the *Three Little Pigs*.

The Building Exploratory

The Building Exploratory (www.buildingexploratory.org.uk) is an amazing education facility that focuses on the built environment of the borough of Hackney, London. It is a hands-on learning centre with many exhibits made through collaboration with schools, artists and the community. The centre presents interactive displays and activities related to many aspects of Hackney's past and present, and aims to give local people more knowledge of their own neighbourhood. Workshops for students are free and linked to the curriculum.

I was fortunate to hear of the centre from a number of educators in England, and to be given an appointment and guided tour at short notice. I came away overwhelmed with practical ideas for local neighbourhood projects in South Australian schools. The *Sense of Place* theme was especially inspiring.

Sense of Place aims to give students (and adults) a sense of Hackney's place relative to London and the world. The basic concepts and learning experiences of almost everything included in this section of the exhibition could be applied in classrooms across South Australia, to help students understand their local area and its place in the world.

- *Spot Your Continent* is an introductory activity that consists of a series of pull-down maps and aerial photos. It leads students from the familiar (a plan of Hackney where they can locate their home) to maps of London, Europe, the world and ultimately a model (on the ceiling) of the solar system.
- *Where are We in London?* is a large floor jigsaw of Greater London, where coloured 'pieces' are the boroughs of the City. (Students guess which one is Hackney and see how it fits with other boroughs.) When pieces are lifted, the base shows a map of the transport system for the area. To add another dimension to the activity, each coloured shape (borough) can be replaced by a similar shaped piece showing streets, features, etc (like a Street Directory).
- *Features of Hackney's Built Environment* provides opportunities for students to work with artists to construct scale models of buildings in Hackney, which are positioned on a very large wooden floor map of the borough (with roads, rail, etc marked). This display is continually growing as more classes participate in the workshops.
- *Urbanisation* shows the settlement and development of Hackney through the years and how this relates to world patterns. A style of timeline uses maps, models, samples of building materials of the era, etc to show how the landscape has changed, and the patterns of settlement, roads, etc at particular milestone times since the Ice Age. A parallel timeline indicates world events and population growth at the same times.

- *Find Out More About your House* is a series of wall maps and historical images which enable students to locate their home (or not, if it wasn't yet built!) and relate it to the theme of the display – for example: Was your house damaged by bombs? Was your house built by a certain time? Is your house protected because of its age or location?
- *GIS* is a computer mapping program with layers of information based on historic maps, surveys, etc. The program provides a zoom capability to target particular streets and houses and provides links to historic photos and information.

Other themes included *Geology & Science*, *Construction*, *Housing* and *Digital*. These aspects of the exhibition were also inspiring as teaching tools and the learning opportunities they offered students, but were not as specifically relevant to heritage education programs or as easily emulated in South Australia.

The Building Exploratory has also developed an exemplary web-product called *Brickfields* (www.brickfields.org.uk), which explores the events and people who fuelled Hackney's transformation from green fields to 'brick' fields of housing and development. The website provides information, photographs and other material from Roman times to the present, with a special section exploring architectural styles in Hackney. Much of the design, information and presentation of this site can contribute to the development of heritage websites already planned to interpret State Heritage Areas in South Australia.

Science Museum

Although the Science Museum (www.sciencemuseum.org.uk) was interesting, both personally and as an educator, it was one of the few recommended places on my tour which had little relevance to the purpose of the Fellowship.

Braintree Museum and Heritage Centre & East Braintree Heritage Trail

The Braintree Museum and Heritage Centre interprets the diverse local history of Braintree in Essex. I stayed for a week in the town (with a friend) and was pleasantly surprised when I visited this museum. The interactive children's exhibits were engaging and included a number of ideas that can be adapted as activities within heritage education travelling trunks – for example, timeline blocks which compare a local chronology of events with national and world events, or the '*Lottery of Life*' game which teaches about customs and health in a particular time period.

The East Braintree Heritage Trail was another bonus discovery. A printed brochure shows the route of the trail, which highlights significant heritage places in the area. Some of the sites still have evidence of their history and importance, while others are interpreted with photographs because the building has been removed. The trail panels are two-coloured with interesting text, historical images and fun line-drawings. This trail is a refreshing example of an effective and well-designed trail that has been produced at low cost.

SCOTLAND

National Trust of Scotland

The National Trust of Scotland is the conservation charity that protects and promotes Scotland's natural and cultural heritage. It is the largest such charity in Scotland and is funded

by donations, legacies, grants and memberships. Many projects are also supported by the Heritage Lotteries Fund.

As a non-government agency, the National Trust is an advocate on heritage issues. It also acts as guardian for many of Scotland's architectural, scenic and historic treasures, with the twin roles of conservation and providing public access. The organisation owns and manages 127 properties, inclusive of coastline, mountains, castles, ruins and small domestic buildings. Under the *Little Houses Improvement Scheme* the Trust purchases significant small domestic properties which are threatened. These are renovated and then rented out.

Three Interpretive Planners are based in the Trust's Head Office in Edinburgh. They are responsible for the planning, commissioning and project management of interpretation at Trust properties across Scotland. The unit hopes to also employ a full-time interpretation designer. Apparently there was such a position until a year ago when it was abolished – *"a very short-sighted decision, as now everything is much more expensive!"*

The Trust's Education Section (www.ntseducation.org.uk/index01.html) includes a Regional Education Officer, at each of the four regions, who works with NTS staff at the 100+ sites which are open to visitors. They also advise teachers and develop on-site programs, which are mostly living history activities.

My investigations of the National Trust for Scotland's heritage education and interpretation initiatives ranged across Scotland. I met with interpretive planners in Edinburgh and Regional Education Officers in Peebles (south), Inverness (Highlands and Islands) and Aberdeen (north east). I also visited a National Trust property (Newhailles) in Musselburgh, near Edinburgh, to discuss on-site interpretation and education strategies.

Interpretation – National Trust for Scotland

The National Trust views interpretation as learning which is informal. If it is related to the school curriculum, it is considered formal learning and therefore education. Interpretation for sites is decided on the basis of yearly requests and available funding. Submissions can range from leaflets for walks to new costumes for living history programs.

Formats for interpretation include exhibitions, video, CD-Rom, audio tours, travelling displays, leaflets, trail guides, sculpture and panels. The interpretation team is looking towards less traditional approaches to interpretation, with more emphasis on the people-story rather than the object-story in written text. They also aim to present information in varied formats, rather than just panels. One concept I found intriguing, is the increasing use of sculpture as an actual interpretation medium. A document produced in November 2003, called *Lasting Impressions*, outlines the National Trust's approach to interpretation.

I was told that access is now a big issue – both making the site more inclusive of everybody, and providing access for people with disabilities. 'Access For All' challenges sites to provide visitor experiences that make the facility more relevant to all people, not just the white, middle classes who are statistically the predominant visitor group.

The Disability Discrimination Act will soon make it illegal for reasonable access not to be provided for people with disabilities. However it is not always possible to install lifts or ramps, and so interpreters need to be more creative in providing alternatives for people with access limitations. They also need to consider the range of hearing, visual and other disabilities that are found in society. Some considerations I was given, and which are equally relevant in South Australia include:

- colour combinations (eg not green and red together) – colour-blindness issue
- size and type of font used – visually impaired
- design and layout (eg not overlaying print on photos) – visually impaired

- including subtitles on videos – hearing impaired
- using a choice of languages for audio tours – language barriers
- providing photo albums or virtual tours where access is limited – physically impaired
- limiting jargon or technical language – intellectually impaired or less literate visitors
- financial access (economically impaired)
- inclusivity (cultural minorities)

One interesting perception about the place of interpretation in the overall management of a heritage site was made in general conversation. As it was described, "*In any project there are three interrelated elements: conservation – interpretation/education – commercial. At any time these threads can form pairs, which balance against the third aspect.*"

Another valuable piece of information which came from this meeting was knowledge of Interpret Scotland (www.interpretscotland.org.uk), a group of interpreters from 17 non-profit agencies in Scotland who have come together to discuss interpretation strategies and to share ideas. They have published a magazine, also called *Interpret Scotland*, which is available in hard copy and on the web. Articles in this magazine are extremely well-written being both challenging and informative about all aspects of interpretation.

Education – National Trust for Scotland

During my time in Scotland I visited three of the four Regional Education Officers and also met with the dedicated Education Officer at Newhailles House near Edinburgh. The majority of school programs offered by the Trust's Education Service are living history or role-playing activities on-site. The Education Officers also advise teachers about education links, run workshops and train site staff to deliver programs.

Newhailles House (c1600s) was given over to the National Trust about five years ago. The conservation and care of this property is a break with the usual model of NT properties, because there is a deliberate non-attempt to restore the House to its original or a pristine condition. The philosophy of this new direction is to do "*As little as possible and as much as necessary.*" The site's interpretation reflects this concept, letting the building speak for its own history and use. Any text panels for example, use clear polycarbonate, so that aspects of the structure are not obscured. The grounds are also a feature of the House, and the interpretation here also reflects aspects of the National Trust's new directions, with all written interpretation produced as simple sculptural elements, such as open books and wrought iron gates. Unfortunately the property was closed for winter, so I was not able to observe an education program, but these interesting approaches to the conservation and interpretation of the site made the visit worthwhile.

The South Region has 22 National Trust properties, including a mix of sites such as coastlines, mountains, a working water-wheel and a Victorian printing works. The Education Officer mostly works with site staff and property managers to facilitate education programs at these sites. Most programs relate to the houses and involve living history presentations or role-playing by students. Other special programs offered include guided tours of nearby villages, arts projects and children's clubs. The idea that can be most closely related to possible activities in South Australia is a school's program for conservation, where students work on-site with conservators to experience their work and techniques.

The day spent around Inverness, with the Education Officer for the Highlands and Isles, was one of the highlights of my tour – not necessarily because of specific ideas or information, but because our discussions of interpretation and education strategies helped to clarify many of the thoughts and ideas I had gathered on the Fellowship tour. Our schedule for the day involved driving to a number of National Trust sites, such as the Culloden Battlefield and Urquhart Castle on Loch Ness. The Education Officer outlined programs and plans for these sites, but

much of our discussions were comparisons of *'the good, the bad, and the ugly'*. It was illuminating to compare these vastly different sites (eg Urquhart is a very commercial ruin, while Culloden is a field considered 'sacred' by many Scottish clans) and consider the different interpretive approaches essential to their stories.

With the North East Region Education Officer I again spent a day driving around the area. This time we began with a visit to Fyvie Castle, to watch the BBC film a children's game show – an interesting use of a heritage building, and a very valuable marketing ploy! The afternoon was spent at a teachers' education fair, observing groups of students and teachers presenting successful education programs. The particular purpose of our visit was a presentation by a group of primary students who had spent a day at one of the National Trust's sites. Their presentation was artefact-based, using role-play and written language to present aspects of their learning.

Historic Scotland

Historic Scotland (www.historic-scotland.gov.uk) is the government agency responsible for the protection, promotion and conservation of the country's built heritage. It also manages 340 buildings and ancient monuments under its direct care, through the Properties in Care department. Both interpretation and education are sections within PIC. Historic Scotland has included a small education team for some years (with a new manager appointed recently), but the interpretation unit is newly created.

During my visit to Edinburgh I was fortunate to meet with the Managers of both Education and Interpretation. Because they were only recently appointed, each was eager to introduce new philosophies and strategies to heritage education and interpretation initiatives at Historic Scotland sites, and willingly discussed their thoughts and future directions for the units.

Interpretation – Historic Scotland

Before the creation of the interpretation unit, the Inspectors, whose prime role is actually the protection of these heritage places, determined all interpretation at historic sites. Their interpretation strategies included mostly plaques or panels that reflected the U.S. National Park Service style. Consequently, a recent audit has shown that there is a lot of interpretation at sites, but that it mostly relates to architecture or historical fact, with little social inclusion. The Interpretation Manager believes very strongly that interpretation needs to include social history – the stories of buildings and who lived and worked in them – and plans to make interpretation more inclusive of all people associated with the site.

"We want to encourage habitual interest, rather than habitual visits ... telling stories is a hook that makes people interested and want to come back."

Within Historic Scotland, documents are currently being developed, for each property, to outline the cultural significance of the site. One application of these statements will be as the basis for future interpretation. A *Statement of Cultural Significance* summarises the *spiritual, architectural, aesthetic, social & historical* perspectives of a place. Working from these viewpoints, interpretation will be more relevant to each specific site.

One further aim of the Interpretation Unit is the consideration of the placement and design of panels so that they complement, rather than intrude upon, heritage sites. Examples I was given, of signs that need to be removed, included signage in the middle of Druid stones, and the use of steel mountings in a neolithic stone site. Placement and design are very valid considerations for any interpretation panels installed at heritage sites in South Australia.

Education – Historic Scotland

The Education Unit of Historic Scotland has existed for about 12 years. It was originally one officer, with a purely-for-schools focus, who developed resource materials or occasionally on-site activities for classes. The resource packs or teacher notes were prepared in consultation with teachers who had a history of using the site. Writers (often practising teachers) were commissioned to prepare these materials, and re-enactors were brought in to present the on-site programs. Later, Education Officers were appointed at the key historic properties of Stirling Castle and Edinburgh Castle.

The new Education Manager is developing a strategy to implement changes to the Education Unit so that it relates to more than just school programs. Life-long learning, adult programs, inclusivity, etc are all to be considered in future planning. There will also be a review of the presentation of school programs. For example, Education Officers, who take classes at sites, are likely to be replaced by Education Presenters. This will be more cost effective, as teachers are not necessary for the delivery of standard presentations day after day. Their skills are better utilised in developing curriculum-linked, educationally sound programs, which presenters are trained to deliver. The unit also plans to put more time and resources into workshops, training and on-going support for teachers, rather than being the 'expert' for a class of students. The aim is to develop a sustainable long-term use of the site by the education community.

Another strategy currently being developed is a review of resource materials and packs, some of which are too large to be of much use to busy teachers – a very important consideration for any materials prepared in South Australia! The new strategy has considered the significance of the 340 historic properties managed by Historic Scotland, and organised print material to reflect 4 obvious types of places – *people, places, events* and *sites* (for iconic places). Information for teachers and students will be written in 'their' language rather than heritage jargon. Citizenship, for example, is the latest education focus in the UK, and so a Citizenship thread is included for all new resources. A range of educators and Historic Scotland staff will closely review all materials. Teachers will be given a folder, divided into the four sections, in which to store these resources – the idea being that they add to the folder each time they request information for a new site. I was able to see drafts of some of these new units and have been promised copies when they are published. They are very impressive, and this approach is definitely to be considered for educational resources developed for South Australia's built heritage.

Historic Scotland's Education Unit will also become more involved in activities to promote an appreciation and understanding of local heritage. They want to encourage schools to use the heritage on their doorstep, such as churches and graveyards. One interesting program, with potential applications in South Australia, is the *Investigating Schools Project*, which encourages students and teachers to look at their school as an historic site (even if it's only a few years old!). This is an internet project, where students investigate the history and built environment of their school and then make links with other schools, based on particular characteristics – such as the same age, vastly different ages, the same architect or the same building materials.

Stirling Castle – Historic Scotland

Stirling Castle is one of two Historic Scotland properties with a dedicated Education Officer (the other being Edinburgh Castle). The average number of students visiting this site is approximately 20 000 per year. Students are mainly in the primary years (8-11 year olds), although some classes are secondary or nursery ages. This has meant that written materials and on-site programs are mostly geared towards this age group. In 2004, some secondary materials will be written, and a storytelling program for nursery will be introduced.

Classes visiting Stirling Castle can opt for a session with the Education Officer or a self-guided approach. I was able to observe an activity, *Costumes & Objects* for 7-8 year olds, which introduced students to life in the castle during medieval times.

Museum of Scotland

The Museum of Scotland (www.nms.ac.uk/mos/index.htm) is one of the museums included under the umbrella of the National Museums of Scotland. This particular arm presents the history of Scotland – its land, people and achievements – from its geological beginnings through time to the twentieth century.

My visit with the Education Officer was mainly to witness a school program called '*History Mystery*', which was linked to the Museum's current exhibition, '*Trailblazers: Scots in Canada*'. This was one of the best performance-based learning activities that I have seen. Describing the program, and the many educational threads that were incorporated into it, is quite challenging – it's one of those presentations that really needs to be witnessed! I am hopeful that a video of the activity is being forwarded to Australia, so that I can more accurately share it with others.

Basically, two presenters (actors), changing hats to become different characters, presented the audience (students) with a series of clues for a mystery that needed to be solved. The underlying theme was migration to Canada, but other threads included examining and handling artefacts, understanding that history is not absolute and the concept of a 'body of evidence' for historical events or places having more than one interpretation. The presentation of this activity was brilliantly done – fast-moving dialogue, audience participation and interaction, clever repetition of key points and moving the scenario to different areas of the Museum, all contributed to a captivating and truly educational experience.

The Lighthouse – Glasgow

The Lighthouse (www.thelighthouse.co.uk) is Scotland's Centre for Architecture, Design and the City. The centre is operated as a charitable trust, which aims to develop links between art, design and architecture. It also contains a Charles Rennie Mackintosh interpretation centre and a dedicated education floor. The Lighthouse had been recommended by a number of people in the UK, but I was unable to make an appointment at short notice, and so I visited as a tourist.

The most interesting idea I gleaned was a computer iMovie presentation by students at a local school. This was a video about the *A-Z of Architecture*, with pairs of students presenting and explaining each 'letter' – for example, E is for Elevation, or R is for Roof. The students were obviously having a lot of fun, but there was also some very useful learning occurring as they researched and decided how to explain their topic. This idea is definitely one to share with educators in South Australia, as a novel way to interest students in the local built environment.

St Mungo's Museum of Religious Life – Glasgow

My visit to St Mungo's had been recommended as a museum which addressed sensitive and controversial issues. As an educator, my discussions with the Education Officer, and a tour of the museum, were stimulating. However, my visit did not really contribute ideas or information relevant to the Fellowship tour.

Museum and Art Gallery, Castle Wynd – Inverness

At the Museum and Art Gallery (www.invernessmuseum.com) in Inverness I came across an exciting Discovery Centre for children, called '*Hands on the Highlands*'. This interactive area housed a wide range of objects and specimens from the museum's collections, and offered challenging ways for children to examine and interpret them. The exhibition addressed eight different themes related to the history of the highlands and presented opportunities for children to handle artefacts, use their senses, read, try on, explore, analyse and enjoy. The style of presentation (bright and colourful sets of drawers and panels), as well as the content and the format of the activities, are all worthwhile considerations for any travelling trunks or children's exhibitions developed to interpret South Australia's built heritage. The presentation and underlying concepts are definitely applicable for showcasing artefacts associated with South Australia's maritime (shipwreck) heritage.

Scottish Natural Heritage

Scottish Natural Heritage (www.snh.org.uk) is the government agency responsible for Scotland's natural heritage. Their remit combines the care and protection of the natural landscape and wildlife with promoting its access and enjoyment, while facilitating an understanding and appreciation of its value.

SNH is considered the pre-eminent interpretation agency in the country. My visit with the Manager of the Interpretation Awareness and Involvement Unit was recommended for this reason, and also as a contrast to the other heritage agencies in Scotland. It had been suggested that a similarity with my work in South Australia was that Scottish Natural Heritage similarly interprets places that they do not own or manage. It was therefore interesting to discuss styles of interpretation appropriate to a range of sites where there is generally not a manager to oversee their care and maintenance.

The unit has produced some extremely useful strategic and advisory documents related to education and interpretation. These publications (for both internal and external department use) are available on the agency's website, under the heading '*Working with Others*'.

Another extremely valuable aspect of my visit to the SNH headquarters was the display centre in the grounds, which exhibited many examples of interpretation panels. These used a variety of materials, text styles and design types. My camera was very busy!

WALES

Cadw: Welsh Historic Monuments

Cadw (www.cadw.wales.gov.uk) is the historic environment agency of the Welsh Assembly Government, with the responsibility for protecting, conserving and promoting an appreciation of the historic environment of Wales. Approximately 130 sites in Wales, dating from 6000-year-old burial chambers and standing stones to monuments of the industrial era, are under Cadw's direct care and management. Most, though not all, are ruins.

The agency has no Education Officer position, but does have a dedicated person responsible for site interpretation throughout the Cadw estate. In the main, interpretation at most places is limited, but at the bigger, staffed sites it is a mix of display panels, exhibitions, audio tours, videos, reconstruction drawings and occasionally full-size working replicas.

My meeting with the Interpretation Manager was actually a tour to four Cadw properties to observe their management and interpretation first-hand.

- Castell Coch is a reproduction medieval castle built in the 1870s and features remarkable interior design. The significance however, is that this castle was built on the ruins of a genuine 13th century castle.
- Caerphilly Castle is the extensive ruins of one of the largest castles in the UK. This 13th century medieval castle is considered to be the earliest, and best, truly concentric castle in Britain. The moat and impressive waterworks have been restored, and visitors can see working reconstruction siege engines.
- Blaenavon Ironworks and Landscape is a world heritage industrial site, representing the area's pre-eminence as a major coal and iron producer in the 19th century. The area is currently undergoing extensive stabilisation work, and will soon be opened to the public as a major tourist attraction.
- Caerleon Amphitheatre and Roman Baths is an archaeological site, which was originally the location of one of Britain's three Roman Legionary Fortresses. Interpretation at the site is extensive and includes exhibitions using light and sound technologies.

The two days spent visiting these sites included much general discussion about heritage and interpretation, and provided examples of a range of interpretation styles. I was especially interested in the development and use of audio tours, the inclusion of reconstruction drawings on signs and in guide books, and the types of materials and construction detail of the display panels at each site.

- Audio tours are an extremely effective means of interpretation, especially at sites where it is inappropriate to 'pollute' the area with text panels. The types of audio tours I experienced though, are only practical at staffed sites with high visitation and, at this stage, have limited applications for the interpretation of South Australia's heritage. Adaptations of this style of interpretation could be a suitable option in specific cases however, such as drive trails or town walking tours.
- Because many of the Welsh monuments are ruins, reconstruction drawings are often used as interpretation aids on panels and in guide books. This type of image would certainly have merit for any of South Australia's heritage-listed places that are only partially complete, but the costs to produce such sketches are a major consideration.
- Interpretation panels produced by Cadw are all 3mm polycarbonate sheet with text and images bonded to the under side. They are in full-colour, printed on an ink jet printer. The panels are slipped into an aluminium frame, which allows them to be easily replaced if necessary. I was very impressed with the bonding process, which made the signs much less vulnerable to vandalism. I saw examples of panels that had been scratched or burnt with cigarettes, but the text was still legible. Before considering the use of this material and process, however, it would be essential to investigate the 'fade factor'. This is not a particular issue in Wales, but is a high priority in South Australia.

Museum of Welsh Life, St Fagans

The Museum of Welsh Life (www.nmgw.ac.uk/mwl/) stands in the grounds of St Fagans Castle and is a popular open-air heritage museum that interprets how the people of Wales lived, worked and spent their lives over the past 500 years. The 100-acre parkland has over 30 original buildings, which have been 'rescued' from various parts of Wales and re-erected on site.

The museum has many set education programs related to the Celts, the Iron Age and the Tudor or Victorian era. It provides facilitators, but they are not educators, so the visiting class teacher is actually responsible for delivering the session. It is a condition of a class's participation in these activities that the teacher attends a training session (run by an Education Officer) prior to the visit.

International Baccalaureate Organisation, Cardiff

The International Baccalaureate Organisation (www.ibo.org) is a world-wide non-profit educational organisation based in Geneva, Switzerland, but with its curriculum development office in Cardiff. The organisation aims to develop inquiring, knowledgeable and caring young people who share intercultural understanding and respect. To this end, the IBO works with schools, governments and international organisations to develop challenging programs of international assessment and rigorous standards.

South Australia has a growing number of IB accredited primary and secondary schools and I have previously had discussions with teachers about heritage activities that relate to the IB philosophy. Future plans for the preparation and presentation of heritage education resources are already inclusive of both the SACSA Framework (Education Department curriculum) and IB language and principles.

It was therefore a bonus to have the opportunity, in Cardiff, to talk with the curriculum development officers of the Curriculum and Assessment section of the International Baccalaureate Organisation. I now have contacts who will comment on the relevance to the IB, of units of work developed for heritage education in South Australia and, if appropriate, will share these with their world-wide network via the internet.

CONCLUSIONS & DISSEMINATION

The experience of travelling outside of Australia, to places where the culture, history, heritage and landscape are unfamiliar, provided numerous opportunities to analyse and compare concepts of heritage significance and effective interpretation and education.

I was able to reflect on South Australia's built heritage and my role in its interpretation and promotion. We may not rival the U.S. for sites associated with wars, slavery and grand schemes, or the U.K. for its castles, Roman 'digs' and reminders of the Industrial Age, but what we do have are our unique stories of settlement, exploration and people. These are the connectors to the State's built heritage, and define its character. I have returned from this Fellowship tour with a strong determination to promote (through interpretation and education programs) the individual significance of heritage places, and their role in South Australia's development.

As a visitor to so many sites, especially those where I was 'just a tourist' (the *interpretee*, so to speak), I gained practical experiences of effective (and often non-effective!) interpretation styles. The thoughtful use of colour, graphics, fonts and writing styles are all important factors in effective interpretation, but so too are issues such as position and the aesthetic use of construction materials to complement the site. Sharing the 'people-stories' provides a valuable 'hook' and adds relevance for most visitors, while the challenges of inclusivity and accessibility are essential considerations for any interpretation.

Education systems in other countries have their differences, especially in terms of curriculum controls, but educational philosophy and practice are similar everywhere. This means that most program and activity ideas collected during the tour could be readily adapted for use in South Australian schools. What became obvious as I travelled, though, is the importance of well-planned training programs that provide teachers with the necessary skills and information to become committed heritage educators themselves. Resources developed must be curriculum-related and actually useful for teachers, who already have very busy schedules and demands on their time! A priority in 2004 will be the development of a teacher-training program across the State, and the implementation of the first in a series of proposed heritage education workshops.

Almost without exception, the interpreters and educators I spoke with highlighted the advantage of (in fact the need for) partnerships to achieve or implement their programs. So often I was overwhelmed by talk of budgets in the millions, only to find that the funding for most of the programs I admired, came from sponsorships, grants or endowments, with some being the proceeds of government initiatives such as the Heritage Lotteries Fund in the U.K, or the Historic Preservation Fund (gambling money) in Colorado. Many projects overseas are also achieved through the joint efforts of agencies with a common purpose, or by access to the records, documents and other material held in libraries or archives. Exploring sponsorship opportunities and links with other government agencies or community groups are definitely recommendations for the future projects in South Australia.

The information, ideas and philosophies resulting from this Churchill Fellowship tour will be shared in many ways. Most obviously, my work provides many opportunities to develop interpretation and education programs that will reflect my findings and hopefully influence others. I also liaise frequently with other Government agencies and advise community groups on heritage education and interpretation issues and projects, so "*overseas I saw ...*" will become part of these discussions. Other opportunities to share my findings and thoughts about heritage education and interpretation will include conferences, workshops, journal articles, lectures and day-to-day meetings.

RECOMMENDATIONS

Although there is much to learn about heritage policy, education and interpretation from colleagues overseas, the Fellowship tour also showed me that South Australia has much to be proud of and to share. My first recommendation, therefore, is that we become more pro-active in promoting both our built heritage resources and the programs developed for their protection and promotion. If the quality of our achievements and programs (especially considering our relatively meagre budgets) are recognised on both the world and the local scene, then support for, and an appreciation of, the State's built heritage should follow.

Funding for heritage projects is a concern. In Australia we do not have the culture of philanthropy that I saw in the U.S. and U.K. We therefore need to explore ways to make heritage an attractive prospect for sponsorship. Government budgets are always restricted, yet specific heritage funds have been established overseas, through revenue-raising activities such as heritage lotteries, gambling and off-shore oil and transport taxes. The introduction of similar strategies in Australia would support the conservation of our significant heritage.

Heritage within the Australian culture is often seen as elitist. The aim of interpretation and education programs must be to break this barrier, so that an appreciation, understanding and enjoyment of our heritage places becomes integral to the thinking of all Australians. Interpretation needs to share the value of these places with all people, not just the few who understand the specialist jargon. Inclusive language, 'people-stories', social relevance and accessibility are all essential considerations. Education programs must provide interesting and challenging opportunities for students to appreciate their built environment, so that they will become concerned adults of the future.

As I travelled, I noticed that the content of interpretation in many places was similar, because interpreters presented a generalised story rather than the 'new' specifically relevant story of each place. This meant that, in many cases, the more I saw, the less interested I became. My recommendation, in this case, is that it is the significance of each place, and the people associated with it, which is the basis of its interpretation story. The *Commemorative Integrity* concept of Parks Canada and the *Statements of Cultural Significance* of Historic Scotland are very good models for this approach.

Quality education programs develop informed and concerned decision-makers of the future. Sustainable heritage education programs in our schools are best achieved through effective training programs and workshops for teachers. My recommendation is for available resources to be used for the facilitation of activities that target and support teachers, so that they become confident to present heritage activities and issues to their students. A major challenge though, is encouraging already over-burdened teachers to participate in such training programs. It is therefore essential that workshops, activities and resources are curriculum-linked and immediately relevant to classroom teaching.

My final recommendation is to actively seek partners – not only as sponsors, who supply the necessary funds to achieve these programs, but also agencies that can assist with documentary, photographic and people resources, as well as media organisations, education systems, tourism and community networks that will support and promote the heritage message.