



Time Travels in South Africa



Bridging Ages International Conference, October 8-10 2008

It is an honour that the Bridging Ages board of directors agreed to host the 2008 conference in South Africa at the Worcester museum. Not only will the conference be a platform to discuss our challenges in South Africa but it will also build and strengthen the International Bridging Ages organisation. The conference will be the official launch of the Western Cape/South African branch and Time Travel group in Bridging Ages.

Over the last two years the museums in the Winelands region, South Africa have in partnership with the Kalmar County Museum been privileged to undergo training in Sweden and have started developing and presenting Time Travels in Bains Kloof, Wolwe Kloof, Pniel and at the Worcester museum.

Time Travels are giving us the opportunity to review our history. Due to the past communities in South Africa are still divided along racial and social divides. We have an obligation to transcend these divides by presenting history that is meaningful to all communities.

With the assistance from our Swedish partners we are developing support structures to administer the Time Travels in the museum regions. The Time Travels has stimulated a fresh look at our museum education policy. It is essential that methods such as Time Travel are utilised to provide students with the opportunity to critically understand the inherited social structures and to develop the confidence to bridge divides and change society.

We look forward to welcome everyone who have registered for the conference and trust that the conference will be fruitful and that your visit to our country will be enjoyable.

Tizzie Mangiagalli
Worcester Museum, South Africa
Manager

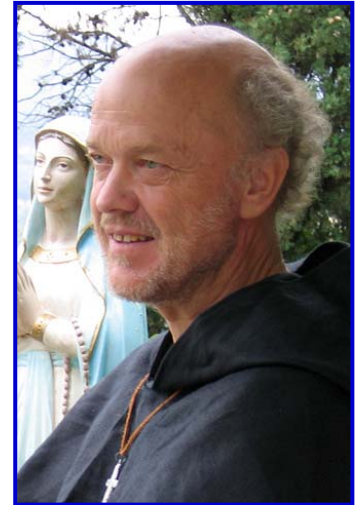
Words from the President of Bridging Ages

It is now a year since the network Bridging Ages became a formal organisation. It is exciting to be part of an expanding work that focuses on local historic sites and their role in the communities of today. The organisation is slowly growing and new countries like South Africa and Turkey find ways of using the Time Travel method.

I'm really looking forward to meet engaged time travellers again at the annual conference, this time in South Africa. To listen, discuss and reflect and to become inspired by others. Meet old friends and new people, a mix of old time travellers and new voyagers. A report from the conference will be on the web site later this year.

Places have stories to tell. Places have meaning. It's stimulating to find the meaning and the stories. And to make them important for the people of today.

Ebbe Westergren
Kalmar läns museum, Sweden
President of Bridging Ages



Reports from Around our Network

Österbotten Antiquarian Society, Finland Time Travel at Oravais 1808

A different day at school

The Österbotten Antiquarian Society has initiated a school project, aimed at teaching children about local heritage through historical environment education. During the past year there have been a lot of activities in Oravais and Vörå concerning the war in 1808 – 09 because it was 200 years since the war between Sweden and Russia took place there. For example have the pupils taken part of battlefield archeology together with archeologists and looked for bullets and buttons and other thing that you can find on a battlefield. Time travels have been taken place at Furirsbostället – Fänrik Ståls Center, to educate about the everyday live in 1808. In august 2008 Kalmar County museum hold an education for Tegengrens School from Vörå and members from the historical society in Oravais. This education was sponsored by Oravais historical society and the project "Två ödesdagar 1808".



Time Travel to 1808 and preparations for the battle between Sweden and Russia at Oravais, Österbotten, Finland.

Tallinn City Museum, Estonia

Time Travel to year 1878, Estonian Garden Association's walk to nature

On 15th may 2008, a time travel took place to the year 1878 by Tallinn City Museum. In Estonian's capital at Tallinn, 1870s were a developmental time. Between Tallinn and Peterburg, a railway was built, commerce and industry evolved, and population grew. Particularly high was Estonians' rate in the city, it was self-assertion time to Estonians, many unions and societies were active. It all lead to declaring Estonian independence in 1918.



At the time travel journey conducted to year 1878, people from Estonian Garden Association's decided to spend a beautiful summer day in the city, visit a former castle, bastion and park. A city gardener introduced the park, rich with different species, and then they visited 17th century bastion and belowground path, where they talked about history. In the park people sat on grass, had lunch, played old-parlour games and sang patriotic songs.

Three positive aspects about time travel in students' opinions:

- 1) Learning and acting with aim in different environment (out of school)
- 2) Opportunity to enter into history, become acquainted with clothing and historical background, customs and rules of behavior, parlour games, nature, music, food, visit interesting places.
- 3) Students positive experience from time travel.

Everyone had to find their own clothing by themself. Some students had little problems in finding specific outfit, but most of the people found appropriate costume and accessories.

It was exciting to walk in belowground path with lanterns. There was very clammy and lot of moist. Some students were little bit frightened for a moment.



Parlour games created exhilaration, everybody liked them, because there was a chance to compete and put to test yourself. Also everybody liked painting, exploring bugs and plants and shooting a gun.

Participating in time travel is an alternation to everyday class-lesson, it offers students interest and variance.

In time tarvel *attended* workers from Tallinn City Museum, teachers and 7th grade students from Tallinn Old Town School, in all 60 people.

Tallinn Old Town School - Sirje Rohtla
Tallinn City Museum- Toomas Abiline

Jämtlands läns museum, Sweden

Hello all time travel- friends all over the world!

Here comes greetings from the north of Sweden and Jamtli, the county museum of Jämtland.

Time travels to 1971

This midsummer we are opening a new exhibition about the 1970s and the great expansion of the public-social sector as day-care centres in Sweden. When you step into the exhibition it looks like you are going into one part of a day-care centre from 1971. All the items as pedagogical toys, furniture's and materials has been collected from all over the county and is meant to be used by the children. We are also planning to have time travels back to the 1970s with typical names of the time, clothes and activities that takes part in the exhibition. This will be a new experience for us- working with time travels in an exhibition instead of working outside in the open-air museum.



The Nordic network for time travels- 10 years jubilee

During this term, we have been gathering teachers working in day-care centres, schools, museums and homestead museums to our annual network meeting. They have all participated in our courses in the time travelling method during the last 10 years and are working with the method by themselves in their own surroundings. We gather once a year on different places in our county where the teachers are active with their own time travels. The members of the network decides what theme they found most interesting and have need of enter deeply into. My role is to create an interesting course in the theme with starting point in our cultural history, both local and national. Mixing both theories and practice are important in the network-meetings. The purpose is to give the members of the network "methodological tools" and knowledge to make their own new time travelling. As it was our 10 years jubilee we decided to go "abroad" to our neighbour, the county of Dalarna and to the Sätergläntan, the handicrafts homestead. The theme was textile handicraft in time travels and recycling. We learnt and practised different kind of handicrafts in textile. And of course sharing time travel experiences and visiting one others time travel places, like homestead museums. Song and music is an important part of the time travel and one of the members in the network thought us songs and dances connected to textile work.

"Come and help us with the spring laundry" in Jämtlands

During springtime we have offered time travels for both day-care centres and schools in this theme. The history of technics and genus are important issues in this time travel. From midsummer History land is starting at our open-air museum. Twelve different environments from different historical periods with actors makes history alive! Time travels for children to different periods of time take part every day until the last of August. From Stone Age to 1971!

Welcome to read more about Historyland www.jamtli.com

**Many time travel greetings to all of you from
Britt-Marie Borgström Jamtli**

Den Gamle By, Aarhus, Denmark

Den Gamle By (The Old Town) is the National Open Air Museum of Urban History and Culture in Aarhus, Denmark. It was founded as a self-governing non-profit institution in 1909 being the world's first open-air museum for urban cultural history.

In Den Gamle By, the Education Department offers a variety of programmes for school classes. One of the more elaborate programmes is a 5 hour programme for the 4th to 6th grade in the Danish school system (10-13 years old) called "A day as children in 1864".

Living Museum

Den Gamle By is an open-air museum laid out as a market town from the 19th century with buildings dating from the late 1500s up to around 1900. A new area is being planned to contain a 20th century part of a town. Beside the buildings, interiors and collections it has a Living Museum with players in period costumes talking, acting, working, cooking etc. as people did in the 19th century. They are housewives, servant boys, maids, shopkeepers and other persons/characters and as such make certain interiors, especially kitchens, and parts of the exteriors come to life. They are not actors in a play; it is not a performance. To put a term to it, you could say it is improvised drama based on dialogue.

A day as children in 1864

The location where the school programme mentioned above takes place is the Merchant's Estate. It forms a very complete historic setting with the shop where an 1864 assistant sells period groceries, the living rooms of the merchant's family and the kitchen with the open fireplace for cooking where two players act as the kitchen maids.

From the kitchen door you step into the backyard with the stables with real horses, a water pump, a dunghill and several outhouses. From the backyard there is access to the upper floor via staircases and a hanging gallery.

The school programme starts in the morning with the children being welcomed by a player in 1864 costume. The children get an introduction to being a child in 1864 concerning the society, living conditions, appropriate behaviour and language etc. Then they lay off their modern clothing and equipment and are dressed in 1864 children's costumes. They are set in roles as orphans who have come to town to prove they can work; they are commanded to stand in straight lines and taught to bow and curtsy to adults. Thus they are taken to the backyard of the Merchant's Estate. Here the kitchen maids take over and set the girls to work in the kitchen and the outdoor servant set the boys to work. After a while the washerwoman comes along needing lots of water to be fetched and hands to help with the washing. All the while there is a lot of work to be done by the children.

For lunch they get barley porridge and brown bread spread with spicy lard, all produced by the girls in the kitchen.

After lunch and after finishing the work they have to go to school for about an hour. In the school room the strict school master or – mistress waits for the children to test their gifts for reading, doing hymns by heart, saying the ten commandments, writing beautifully and much more. A few children are deliberately held back at the merchant's because "work has to be finished before you can go". So they get to school late and are well and truly told off by the teacher!

After all these experiences it is time for questions and reflection, which we value highly in all our programmes. At last they can lay off the 1864 identity and return to the present.

All the activities arranged by the Education Department contain elements of drama and aesthetic learning. They all end with a time for reflection and questions about the experiences of the day. In the written material that the teachers get in good time before the visit to Den Gamle By, there is a whole course of teaching with suggestions for activities in the class before and after the visit to the museum, the visit being a central and an integrated part of the whole.



A Day as Children in 1864 Aarhus

Aesthetic Learning

The process that is initiated during an activity at the Education Department in The Old Town is an aesthetic learning process. The word 'aesthetic' means perceived through the senses but is also often set in connection with art, and here the elements of art are the scenery, the physical historic frame set by Den Gamle By, and the drama, that the children participate in.

Theories of aesthetic learning stresses the fact that an aesthetic experience always will influence the feelings, thoughts and memories, conscious as well as unconscious, of a person involved, and the more senses that are awakened, the bigger the influence.

The theories also distinguish between unintended and intended aesthetic experiences, unintended experiences being e.g. a beautiful sunset, a walk in rough rain or the sight and smell of a rubbish dump. Intended are the experiences that a teacher/communicator has brought about with the intention of a certain influence on the participants. In this context it is important to be clear about the aim of the teaching and the aesthetic experiences and activities included.

It is assumed that when a person has an aesthetic experience this person will always more or less consciously analyse and reflect on it. So dealing with aesthetic learning and intended aesthetic experiences it is of course important to make way for analysis and reflection of the participants.



A Day as Children in 1864 Aarhus

Drama As a Way To Insight

Drama education has during the 20th century been under the influence of many different ways and theories from very product-orientated productions of plays to experimental and process-orientated improvisations.

Since the mid 1970s there was a new development in England led by people as Dorothy Heathcote¹ and Gavin Bolton² who formed new methods and theories of drama education making use of both theatre techniques and drama as play and experimenting art. Their work in the field of drama education has influenced the work of drama educationalists all over the world.

They call their practise "Drama as a Learning Medium" and "Drama for Understanding" respectively.

Functioning as "Teacher in Role" is central in this form of Drama Education as the teacher via his or her role determines the (historic) frame and situation of the actual course and functions as a catalyst of the activity, the story line and the involvement of the participants. The use of techniques and artistic effects of the theatre helps create an extraordinary reality. In this extraordinary reality the participants can act and test their knowledge of life and the actual theme and thereby obtain new experience.

Synergy Effect

The Education Department of Den Gamle By has built up and developed a method where experience and knowledge of education, aesthetic learning and drama as an educational process melt together in a practise that uses the unique physical environment provided by Den Gamle By, which in itself gives you an experience of being back in 'the old days', and the Living Museum that provides a live, physical and sensuous "historic reality".

Den Gamle By as a museum and an institution of culture attaches great importance to authenticity, which means that all over the museum costumes, furniture, rooms and whole settings as well as the behaviour and speech of the players are historically authentic. This is constantly an issue of further study and investigation in order to make the picture of history that you get in Den Gamle By as close as possible to historical facts. The costumes for children made for the Education Department are likewise historically authentic.

¹ Dorothy Heathcote (1926-). Actress; creator of a unique methodology based on the use of drama as a tool to stimulate holistic learning. Lecturer of Drama Education at the University of Newcastle upon Tyne 1950-1989, now Professor of Honour. Besides she has taught and practised her methods all over the world.

² Gavin Bolton (1927-). Has taught Drama at the University of Durham 1964-1989. Now Adjunct Professor at Victoria University in British Columbia, and a visiting professor at New York University and the University of Central England at Birmingham.

The synergetic effect of all this is a unique teaching practise where the participating children get the closest you can get to first hand experience of history and the past. Since it is direct experience it is absorbed by the pupils in quite another way than if they experience it through other medias such as books, films and lectures. It becomes an active part of their life experience and cultural education. The next time they meet the history or the same theme in some other context they will have a new starting point to learn, experience and reflect from.

Den Gamle By (The Old Town) is ...

- The National Open Air Museum of Urban History and Culture in Denmark
- founded as a self-governing non-profit institution in 1909 being the world's first open-air museum for urban cultural history
- today consisting of 75 historic houses from 24 towns and cities across Denmark, with 27 living rooms, smaller rooms and kitchens, 34 workshops and shops as well as a pharmacy, a school, a post office, a custom house and historical gardens
- a museum with a designated and outstanding collection (according to the Danish Museum law)
- housing comprehensive, national collections of clocks and watches, furniture, stoves, silverware, delftware, toys, clothing, bicycles etc
- a living history museum from Easter to New Year
- having its own theatre (Elsinore Theatre) with own opera, chamber concerts, festivals etc
- having an average of 375,000 visitors a year, of which approximately 130,000 are foreigners, last year 388,089 visitors
- the home of the Danish Centre of Urban History which is run in cooperation with the History Department of the University of Aarhus
- having a research library with more than 100,000 volumes
- under the patronage of Her Majesty The Queen – who is also a frequent visitor
- Denmark's only three-star museum ("worth a journey") outside the Copenhagen area (according to Guide Michelin)
- one of six Danish attractions on the world list (according to Hillman Wonders)
- a five star attraction according to the Danish Quality Assessment ("unique and world class attraction on an international level")
- is having an annual turnover of 45 million Dkr (6 mio Euros), to which must be added major projects such as the re-erection of the Mintmaster's mansion (8 mio Euros) and the Modern Town Quarter (25 mio Euros)
- receiving a total of 15 million Dkr (about 2 million Euro) in state and municipal subsidies, while the museum itself has to find revenues of approximately 22 million Dkr (3 mio Euros) and 8 mio Dkr (1 mio Euros) in sponsorships
- having approx. 110 employees ranging from curators, researchers and conservation technicians to administrative staff, craftsmen, security, cleaners and visitor's service staff.
- today having 6,700 members of the society Friends of Den Gamle By, which was founded in 1927
- having a gourmet restaurant, a tea-garden and an indoor picnic area
- open all year round
- can be visited on the internet at www.dengamleby.dk and www.dengamleby.com

Time Travels in Venice, Italy

In these last two years Time Travels took place in Venice, thanks to the professionalism and enthusiasm of Cecile Franchetti, Venice Representative of Historia Magistra Vitae, the didactic section of Palatina Istanbul. The following two historical periods were taken into consideration among the multi-folded history of the city, in relationship with the Byzantine and then the Turkish periods of Constantinople.

1. 1082 Chrysobulla between Venice (Doge Domenico Selvo) and Byzantium (the emperor Alexios I Komnenos). The princess Theodora Doukas was already wife to Doge Domenico Selvo. On the occasion of the marriage the Doge was nominated *protosebastes* and thus member of the imperial family. Time Travels were organized at the court of Theodora, on 1082, to feast the honours given to her husband. A banquet was held in Palazzo Mocenigo (S. Stae in the centre of Venice). Two primary schools (San Francesco di Sales and Renier-Michiel) took part to the event in the school year 2006-7. One middle school from Venice (Istituto Marcianum) also studied and represented the same event this school year 2007-8. They deepened the understanding of the historical event by working at the document of the Chrysobulla at the Venice State Archives. The banquet took occasion from the understanding of the importance of the *chrysobulla* as a commercial gift, making Venice free from Byzantine taxes in harbours.
2. 1453 Peace Treaty between Venice (Doge Foscari) and Istanbul (Maomet II) thanks to the Baily (the Ambassador) Bartolomeo Marcello. The treaty was signed first in Istanbul and then in Venice. Time Travels feasted the signature in Venice in Palazzo Ducale in the Scrutinium Hall (where the oil painting represents the battle of Lepanto in 1571, when Turkey was defeated), at the presence of the Doge Foscari, of the Council of Ten, of the Venitian Senatus, of the Turkish and the Venitian delegations. Two middle schools from Venice and Mestre (Giulio Cesare and Sansovino) took part to the event.



The pupils were brought during the school year to understand and recognize historical places, usages and costumes of the historical events under examination. To discover and feel the importance for Venice of the Byzantine world, pupils were taken to San Marco Basilica; through the city to observe the Byzantine *patere* (sort of shallow white plates placed on the external walls as decorative elements); the costumes and jewels were handicrafts by the same pupils; "Byzantine" ceremonial dance workshops were also tentatively organized. Also, to feel the importance to Venice of the Turkish world a trip to the Gallery of the Accademia was organized, and a visit to Turkish memories still standing in Venitian architectures, such as the Fondaco dei Turchi on the Canal Grande. A visit to Venice State Archives were also organized and to the Costumes and Fashion Museum (Palazzo Mocenigo).

The Project was planned and realized by Palatina Istanbul didactic section Historia Magistra Vitae in Venice, headed by Cecile Franchetti. It was supported in 2006-7 by the Venetian Civic Museums as Pilot Project of

Didactic. In both school years 2006-7 and 2007-8 the Project had the honour of having the Patrocinium of the Honorary Consulate of Turkey in Venice with Mr. Alessandro Olivetti.

Eugenia Bognesi, Associazione Palatina-Istanbul, Rome

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Next newsletter December 2008.
www.bridgingages.com