

Time Travels

Innovative and Creative Methods of Historic Environment Education

International Conference,

Durbe Manor House, Tukums, Latvia, October 4-6 2007

Notes

Thursday, October 4

Opening Ceremony

Agrita Ozola, Director Tukums Museums

Agrita shared with the conference that a historic decision was made earlier during the morning, the participants in “Bridging Ages” decided to form an organization about “Historic Environment Education and Time Travels”. A board was selected with members from six countries. Her hope was that the organization and the conference will show the diversity in the work that we are doing and that a lot of experience and friendship will be shared. She thanked the organisers of the conference, the staff at Tukums Museum, the State Authority and the Local Council.

Juris Sulcs, Chairperson of the Tukums City Council

Mr Sulcs said that he was honoured to be here and glad that the Conference was held in Tukums. He pointed out that it is important to see the difference and similarities among all our work and that it is important with innovative approaches to history education. Mr Sulcs greeted everyone welcome and wished us good work and good luck.

Janis Garjans, State Authority of Museums, Latvia

Janis Garjans thought that travel is important in life today and he was happy that Tukums has new visitors from the whole world that can travel not only in place but also in time. He said, in behalf of the Museum Authorities, that they think that Historic Environment Education is important and that it will be interesting for the museums to work with and get more social and reach out. He mentioned that some people think museums are old fashioned and that we have to change that. Museum workers today want to be creative and up to date and therefore they need more funding. He thought that international cooperation is a good way of working and that Bridging Ages is a good example of something that is both new and sustainable. He congratulated the new organisation Bridging Ages and Tukums museum. Mr Garjans ended by saying- honourable participants – put on the safe belt and go!

Ginta Upeniece- Gerharde, Chairperson of Latvian National committee of ICOM

Ginta Upeniece pointed out that it is a difference in read about something or experience, live and understand it. It's about how to make history come alive. She told us that Agrita Ozola is an important person in the organisation of ICOM.

She wished us good spirit and thanked for the invitation.

Agrita Ozola, Director Tukums museums

Agrita Ozola said that we travel in time to understand ourselves and that is complicated but the most important thing in life. She then introduced us to the program and the speakers.

Report on the development of the network “Bridging Ages”

Ebbe Westergren, Kalmar County Museum

Ebbe Westergren told us that he was honoured to be here at this historic meeting and discuss the important subject. He said that local places and history has always been interesting to museum and local people, because it connects us to history.

Kalmar county museum has been working for 20 years with ways to find history and roots.

The museum has done international co-operations for about 6-7 years and was here in

Tukums for the first time in 2002. Ebbe told us about the history of Bridging Ages. He

pointed out that Historic Environment Education and time travels is about finding ourselves.

The first conference in Bridging Ages was held in Vimmerby, Sweden in 2004. It was a

conference for those interested in time travels. In the program we did a time travel back to the

year 1914 and celebrated when the author to be, Astrid Lindgren, had her 7th birthday. On

that conference a network was formed.

Next conference took place in Rome in June 2006 and the topics were research and

implementation, methods and organisation. A planning committee was formed. On the third

conference, here in Tukums a decision was made to form an organisation. We have a vision

and a mission of the organisation.

Ebbe hopes that we will continue to work together with this for a long time and that local

historical knowledge will mean something for people today.

Short presentations of Time Travel Experiences and Historic Environment Education all over the world.

How did children play in “the old days” Exhibition and Museum Education about the settlement period of Iceland in the 10th century

Sigurborg Hilmarsdóttir, Reykjavik City Museum, Iceland

The first settlers in Iceland came from Norway and the British Isles in the 9th century. The first written sources tell us about Ingólfur Arnarson who came from West Norway with his wife Hallveig around 870.

In the centre of Reykjavik a longhouse dating from the 10th century has been discovered.

According to archaeologists people lived in that house between 930 and 1000 AD. The

longhouse which is situated in the very centre of Reykjavik was excavated and an exhibition

was made around it. The excavation also showed proof of earlier activities, from around 871

±2.

Sigurborg showed us slides and films from the exhibition. The ruin is in the middle of the

exhibition and there is a panorama photo showing what the Reykjavik area used to look like at

the time when people lived in the longhouse. In the panorama photo there are several frames

with animation, showing settlers going about their daily life. There is also an interactive

screen where people can “build” the longhouse by thatching. In the exhibition and in the school

programs there is a lot of “hands on” activities. Sigurborg showed us old toys made from

animals bones. She let us try the “Vala” which is a bone from a sheep’s ankle and also a

fortune teller. You ask the “Vala” a question and then throw it in the air. The answer depends

on how the “Vala” lands on the floor. It can be a “yes”, “no” or a “maybe”.

Sharing stories, Past and Present

Nina Clark, American Swedish Institute, Minnesota, USA

American Swedish Institute was founded by a Swedish immigrant, Mr Turnblad who also was the founder of a newspaper in Minneapolis. The institute work with Swedish- American culture in a broad sense and it is also a community centre. They have adult classes, Swedish school, Summer camp, Lucia choir, family events, tours, story time, scholarship, it's about making new friends.

American Swedish Institute is located in the former home of Mr Turnblad and it's a big house, almost like a little castle. In the beginning of the 20th century it was situated in a rich neighbourhood. The location is the same today but the neighbourhood has changed and consist today of many different cultures. One of the missions of the Institute is to broaden the own community by reaching out to others.

Nina told us about one project they have done in partnership with Wellstone International High school. The High school consists of students from the whole world that have been in America for three years or less and have English as their second language. The students are in the ages 15-21.

The project started with ASI coming to the school with an emigrant trunk, showing things from Swedish immigrants. The students then came to ASI for a tour. They also meet volunteers at the institute that brought artefacts from their life and told their stories. The students asked questions and had a Swedish lunch and music. The students then wrote articles about the volunteers and made trees about themselves and their life. The Volunteers visited the school and had ethnic food and music – and they became friends. In the end the project the students made a small exhibition “Story Swap Luncheon Display”. Nina ended her session by telling us that the evaluations were very positive from both sides. The students liked the discussions and felt that they were treated with respect.

Agrita Ozola made a reflection that Baltic people are not used to talk to each other or get out of their houses in that way, she thought this would be an interesting approach!

International Heritage: Local Knowledge

Lillian Pettersson-Smeds, Eva-Marie Backnäs, Österbotten Antiquarian Society, Finland

The Österbotten Antiquarian society has initiated a project for schools to connect with the local heritage and the historic environment education. The two speakers showed slides from the Kvarken archipelago and Österbotten, that is the area they are working with. The slides pointed out historical sites and objects from the area. They have four pilot schools and that is in Kronoby, Jakobstad, Oravais and Korsnäs. All the schools work with different time periods, from the stone age to the present time.

Lillian and Eva-Marie travel to the different schools and supports the teachers with knowledge and methods to teach about local history. They also discuss with teachers about why it is important to know ones history and be careful with the surroundings. One of the methods they use is time travels.

Notes, Emma Angelin-Holmén

Thursday, October 4, after break

Time travel and disabled children and youngsters – is it possible?

Britt-Marie Borgström, Jämtlands läns museum, Östersund, Sweden

Britt-Marie started to give some background information about the museum, which is an open-air museum. In the summer season there are staff responsible for 13 different environments. It is a museum very much for children and families. There is a pre-school for children up to 6 years old. They arrange time travel trips of different kind for young children as well as adults.

Time travels have since more than 20 years been one of the main programs that Jämtlands läns museum offers to preschool aged children. The time travels have always been open for all children. Thanks to the project “Treatment and Accessibility”, supported by the Swedish government, the museum have had the possibility to develop suitable programs for disabled children with different kinds of disablement as deafness, impaired hearing, neuropsychiatric disablements. The project started 1,5 year ago.

By being very concrete, using hands on activities and all senses, singing and dancing they have managed to develop another type of time travelling.

A close collaboration with the children’s remedial teachers has led to a succesfull work and the good experiences are: close cooperation, every child is unique, continuity, confidence, don’t hurry and have fun!

At the presentation Britt-Marie used different practical examples of educational facilities. Facilities that can strengthen our senses.

In the days of Poverty

Lars-Åke Andersson and Ing-Marie Fransson, Frödinge school, Vimmerby, Sweden

In Frödinge school, the municipality of Vimmerby, an overlapping theme: “In the days of poverty” – a quotation from a story by the author Astrid Lindgren, born in Vimmerby – was carried out in the school year of 2006-2007, by teachers and students, grade six. The task for the students was to find a local story, the pedagogical point was education through art. Many different angels of approach were found upon this theme. Filming was one of them.

“Long ago, in the days of poverty”, that is the beginning of the tales in the book Sunnanäng by Astrid Lindgren. All the stories take place in the nineteenth century. There you can find the tale “The red bird” which was decided to be conformed into a film.

Thanks to some lessons of free choice, the students and the teachers could carry out this project. The collaboration with the Kalmar county museum has enriched students and teachers and emphasized the connections between the old days and the life of today in time travels.

The local arts- and crafts museum has also been participating by lending old tools and finding different suitable recording places.

They showed the film made by students and teachers. Everyone applauded it at the end.

Notes, Helen Eklund

Friday, October 5

Morning session. Chairperson: Agrita Ozola

Edmunds Petersons, Chairperson of the Tukums District Council

Mr Peterson pointed out that the historical environment is a good resource for the museums education and he is glad that the conference about Time Travels takes place in Durbe manor house, which is one of the most significant monuments of culture and history in Latvia.

Key Note Speeches

Holy Cow! Time travels and Historic Environmental Education as methods for understanding, knowledge and fun.

Ebbe Westergren, Kalmar County Museum, Sweden

Ebbe Westergren once again expressed his pleasure with attending the conference and also made a short presentation of the staff from the Kalmar County Museum.

He started to talk about the magic of a place (a specific town or a specific landscape at the countryside – a place that holds meaning). A saying linked to Native Americans goes “Wisdom sits in places”, and this is what Time Travels and Historic Environmental Education is all about.

After a time travel in South Africa to a campsite that was a convict station in the 19th century a pupil said: “Now this campsite has a meaning”. To him it was now a place with history and wisdom. This is a good example of how this method can work. Another important thing is, that even though wisdom sits in places, history is always about people, the human beings that lived at a specific place, and what they have to say and teach us today.

In working with Time travels at the Kalmar County museum a sort of methodical Road map called “seven steps”, have been developed, to make it more easy for teachers, students, pupils, museum professionals and other interested to work with time travels.

The seven steps are:

1. Choose a suitable historic site close to your school
2. The museum does the research in the archives
3. Interpret and decipher the landscape
4. Training days for the teachers
5. Teaching at school
6. Time travel/role play
7. Evaluation

The museum in Kalmar have been working local and World wide with this method and there is actually no big difference. With this educational method, where the participants do some form of research, they learn about history, to learn about themselves today. The results of working this way are many: you get a historic perspective, you get knowledge and interest, you get a local identity (roots) and, above all, it is fun!

Ebbe Westergren ended his speech with demanding all to leave with a partner (i.e. a Time travel partner to cooperate with).

Historic Environment Education: Making History come Alive

Jon Hunner, New Mexico State University, USA

The Historic Environmental Education at New Mexico State University makes use of time travels, oral history, historic preservation, genealogy, among other things, to get students to connect to their nearby history and get a more firm grip of the past. The past is not just something that happened, it happened to someone somewhere, and maybe the student know this someone and know the place where history took place. – then history will have another meaning to the student.

To challenge students and pupils to learn and understand more, you can get help from the theories concerning “The zone of proximal development” which is presented by the Russian Lev Vygotskij. The idea is that play makes a child grow and act beyond her/his age. Translated to adult life, this means that living history and time travel helps us to understand and interpret the past in a way we did not know ourselves. By experiencing the past we also know it better and can make use of it in every day life.

In this pursuit of the nearby past you can make use of so called cultural markers. The markers are often artefacts, but a song or a movie could also be a marker. These we can touch hear or see. When it comes to time as a cultural marker it gets trickier – time can, indeed, be a cultural marker, but we can neither hold it, nor hear or see it. Time is intangible.

By talking about anniversaries and eras for example, and let people experience them, we use time as a cultural marker. But how do you then choose the date for a time travel? What is a significant date? Some examples:

1776 on El Camino Real (the Royal road)

The Camino real was the important road between Mexico City and Santa Fe.

Most people associate 1776 with the American independence from the British rule, and that’s correct – but this had no significance whatsoever to New Mexico, which in those days was a part of the Spanish colonial empire.

1887 The Wild West

This period is so well known (at least we think we know it well) and at the same time every day life of this period did not include, Billy the Kid. Yet they are a part of the story of the Wild West.

1937 The depression

The time travel goes to a Hooverville, one of the shantytowns of the depression. The year 1937 is not really important, but the period is. 1937 here stands for the era rather than the exact year and date.

1912 New Mexico becomes one of the United States

This year is of course important in New Mexican history. It is also interesting to raise the question why the territory so relatively late became a formal State. With the centennial coming up it is of course obvious to choose this year.

All of these years and dates represent time as a cultural marker and as such they will help students and the public to understand the past. In exploring the past they have all been in the proximal zone and some of them have reach beyond their knowledge.

Time travelling as an Arena for Schools and Museums/

Now and then: The Similar and the Different

Lena Fritzén, Växjö University, Sweden

In 2005 Lena Fritzén and her colleague from the University of Växjö, Birgitta Gustafsson, was invited by the County Museum in Kalmar to serve as constructive critics of the pedagogical activities and time travels at Eketorp, a reconstructed Iron Age fort on southern Öland. Lena and Birgitta also have been participating at a couple of pedagogical seminars and conferences arranged by the museum.

The purpose of the presentation was to discuss time travels as processes which create meaning, particularly with respect to children and adolescents in the context of school, but also to start a critical discussion of time travels as a collaborative meeting place between schools and museums. The focus is on what happens when a school and a museum encounter each other in the context of time travels. Museums and schools are cultural institutions, which to a certain degree, have the same duties. Both are charged with sustaining social values such as democracy, equality and solidarity. Both contribute toward the understanding of a society's cultural and historical heritage. Still, there are also two basic differences between the two institutions and the way in which they operate. Museums are relatively free in deciding on what to do with their budget, while schools are regulated and controlled to a much greater degree. Schools are part of a system, which demands results in terms of achievable goals, grades and other aspects of quality. A time travel is an activity, which is difficult to measure. Because of eagerness to live up to a school's demands, this is a "learning encounter" that is easily dismissed on terms of being something that can be assessed.

Time travels must offer something that is of particular interest, something that cannot be provided in the school environment as such. Schools must see time travels as a priority in their educational programmes. If the school views learning as a relational process, time travels play an important role. The intersection between the school and the museum thus becomes a place at which school children, museum pedagogues, archaeologists and teachers can create a space in which new meanings can emerge.

Time travels: Method of Historic Environment Education and the Implementation of the Social Role of the Museum.

Agrita Ozola, Tukums Museum

The role of museums in the world has been changing in recent years, and Latvia is no exception. Museums respect the interests of the public and take into account the needs of societies, and this means devoting more attention to information and education. The primary task today is not just building up and storing a collection – it relates more and more to education. Museums should not only be collectors and safe-keepers but be a link between the place, the individual, the environment, the present and the past. It is a new way of thinking and a new identity for the museums. Museums in Latvia have undergone accreditation since 1999, and the process has encouraged museums to position themselves within the cultural environment, to define their role, and to take the chance of formulating their missions and

goals. As a result of this, the popularity of museums has increased in recent years – something that is demonstrated in overall visitor numbers. At the same time, however, museum activities have largely remained traditional. This is a very important issue. There is still comparatively little emphasis on educational work at Latvia's museums. Visitors are still perceived mostly as passive recipients of information. Most educational programmes do not allow visitors to learn by doing.

Agrita believes that the Time Travel method is an appropriate method for development of the interactive activities in the area of Historic Environment Education. Indeed it encourages full participation and co-operation. Use of this method in a museum environment could encourage the use of a new methodological approach, as well as the development of a new model for education. The role of modern museums is changing. Museum development can be viewed in the context of global development trends, but also in terms of our understanding of cultural roles in society. People, understanding the concept of cultural heritage, have meant that some museums have begun to focus more on the cultural environment in which their collections are a component.

Museums – and the Tukums Museum is no exception – have changed their approach toward educational work. Museum programmes are being organised in the surrounding environment, including historical buildings where important historical events have occurred. Research and interpretation in this process can be used to help the museum to pursue its mission and its educational targets. Time Travel is one method that is being used.

The Time Travel method promotes a different kind of understanding about the museum's work, but also about the museum itself – its role in the future development of knowledge in society. It is a method which develops the museum's educational work in accordance with the needs and wishes of its visitors. At the same time, this encourages museum employees to learn and to develop themselves by collaborating with visitors, colleagues and other partners. The Time Travel method can also encourage new thinking about a museum's model of operations, moving from traditional activities which are aimed at the visitor to a system in which the visitor actually plays a defining role.

Notes, Helen Eklund

Some reflections on the workshops: “How to implement Historic environmental education and Time Travels at our museum/school!” Chairperson – Ebbe Westergren

The method of time travel is of course a good one, but it takes a lot of resources and personnel were a concern that came up in many groups. Ebbe Westergren, the chairperson of this session, said that when the museum in Kalmar started with time travels there were no historical costumes and almost no props. His advise was to start in a small scale when it comes to costumes and props, and just work with some few schools that are willing to try this way of teaching and in the collaboration with pupils, teachers and other interested find a method that is working.

Another reflection was since we in yesterdays time travel used all our senses and worked well together it must mean that doing has no language. Experience shows that language issues are really not a problem in a time travel.

How do we cope with the dark sides of history? Ebbe Westergren mentioned the experiences from South African time travels, where pupils of today were turned in to slaves of the 19th century. You can do that, but all involved have to know why they do it, and how to do it, so that the pupils involved are not scared or have a frightful experience. This is one reason why training days for teachers and teaching in schools are very important parts of the method. You have to know how and why, before you take on the challenge of the darker sides of the past.

Another issue related to this was the notion that we as professionals at museums or in teaching have a great responsibility in dealing with children and young people since the method is so realistic. It is crucial to see every person we come in contact with as an individual with a backpack of different experiences of joy, security and fear. In the time travel you must be able to handle both the common experience of a group and the individual's specific experience.

When summoning up the successful conference Ebbe Westergren said that there are many things to remember, among others: the time travel with the fantastic choir, the dinner, the fantastic participants, the forming of the organization "bridging ages" and that language issues can be solved.

After this an invitation to the next conference in 2008 came from South Africa via a power point presentation, and all the participants looked forward to next year.

Then Ebbe said, "Thank You" to Agrita, Agrita said the same to Ebbe and Emma and an old female teacher thanked them all.

Notes, Håkan Nordmark

Program

Wednesday, October 3

19.00 Informal meeting for the "Bridging ages" network people

Thursday, October 4

Morning: Bridging Ages network meeting

08.30 Registration

09.00 Report from the planning committee. Draft of vision, mission, organization and bylaws for Bridging Ages - *Jon Hunner, Ebbe Westergren, Agrita Ozola*
Discussion

10.30 Coffee

11.00 Discussion continues. Decision and elections

12.00 Lunch

Afternoon: Conference, Time Travel

11.30 Registration for the conference participants.

13.00 Opening ceremony

Juris Sulcs, Chairperson of the Tukums City Council

Ginta Upeniece-Gerharde, Chairperson of Latvian National Committee of Latvia

Janis Garjans, State Authority of Museums, Latvia

13.15 Report on the development of the network "Bridging ages"

Ebbe Westergren, Kalmar County Museum

13.30 Short presentations of Time Travel Experiences and Historic Environment

Education all over the world:

How did children play in "the old days" Exhibition and Museum Education about the settlement period of Iceland in the 10th century

Sigeborg Hilmarsdottir, Reykjavik City Museum, Iceland

13.50 Sharing stories, Past and Present

Nina Clark, American Swedish Institute, Minnesota, USA

14.10 International Heritage: Local Knowledge

Lillian Pettersson-Smeds, Eva-Marie Backnäs, Österbotten Antiquarian Society, Finland

14.45 Time travel and disabled children and youngsters – is it possible?

Britt-Marie Borgström, Jämtlands läns museum, Östersund, Sweden

15.05 In the days of Poverty

Lars-Åke Andersson and Ing-Marie Fransson, Frödinge school, Vimmerby, Sweden

15.25 Film "The Red Bird"

16.00 Coffee break

16.20 Time Travel, "The Song Festival in Tukums 1928"

Introduction, change dresses, scenario, key questions, role cards

16.45 Time Travel ceremony

Activities, preparing for the festival

17.45 Procession, speeches, concert, photo

18.30 Time Travel ends

19.00 After party

Friday, October 5

Morning

Edmunds Petersons, Chairperson of Tukums District Council

Key note speeches

09.00 Key note speeches

Holy Cow! Time Travels and Historic Environment Education as methods for understanding, knowledge, reconciliation and fun.

Ebbe Westergren, Kalmar Läns Museum, Sweden

09.30 Historic environment Education: Making History Come Alive.

Jon Hunner, New Mexico State University, Las Cruces, USA

10.00 Coffee

10.30 Timetraveling as an Arena for Schools and Museums

Lena Fritzén, Växjö University, Sweden

11.00 Time Travels: Method of Historic Environment Education and the Implementation of the Social Role of the Museum.

Agrita Ozola, Tukums museum, Latvia

11.30 Discussions

12.15 Lunch

Afternoon: Workshops and Conclusion

13.45 Workshops: "How to implement Historic environment Education and Time Travels at our museum/ school?"

Coffee

15.30 Conclusion, Time Travel book presentation

17.00 End

19.00 Informal meeting for members of Bridging ages and interested participants of the conference. Future plans. Dinner

Saturday, October 6

Excursion

09.00 Free sightseeing in Tukums

09.30 Coffee at the Art Museum

10.15 Excursion: Tukums and Kurland - Jaunmokas, Pūre, Kandava, Sabile etc

Time Travel

The First Song Festival of the Tukums District in 1928

The historical situation

Several new democracies emerged in Europe after World War I. The Republic of Latvia was established in 1918, and in 1928, it was preparing for the 10th anniversary of this fact. The ten years of independence were spent in an effort to put together a democratic society. There were attempts to meld traditional lifestyles and views with breaths of the modern era – in local government elections, in education, culture and fashion. The town of Tukums, which was forlorn and empty during the war as part of the German zone of occupation, recovered quite rapidly in the period of independence. Industries were renovated with enormous effort and hard work. New farms appeared on the countryside. People were enthusiastic and active, they took part in various professional, interest-based and cultural organisations. Most of these were run by local schoolteachers. The Tukums District had 16 choirs.

The territory of Tukums and the population of the town both tripled during the course of the 10 years of independence. That was mostly because of nationalisation of former baronial estates as part of an agrarian reform process. The Durbe estate was one of those to be nationalised, and it, along with a large landscape park alongside the manor house, was presented as a gift to the great poet and playwright Rainis. He subsequently decided to turn the manor house over to the Latvian Association of Schoolteachers so that it could be used for cultural programmes. The grand house would have holiday rooms for teachers, along with a museum, a public library, and an open-air theatre.

The Tukums branch of the Latvian teachers' union, on the basis of a suggestion from several prominent individuals, organised the 1st Tukums District Song Festival at the state on June 10, 1928. This was in accordance with Rainis' bequest.

Scenario, The First Song Festival of the Tukums District at the Durbe Manor House in 1928

Participants and guests arrive for the song festival from all around Tukums. Singers are preparing for their big choir concert – practicing their songs, putting on their folk costumes, preparing their greetings, and preparing symbols and flags for the event. Tekla Freimane, a woman from a specialised handicrafts and drawing workshop, shows participants how to write and draw on cloth. The folk costumes, complete with crowns and belts, are put together under the supervision of Matilde Freiberga, a teacher in the field of the applied arts.

Rainis arrives at Durbe to be greeted by the mayor of Tukums, Jānis Cers, along with children from a local summer camp and their teacher, Ms Pērkonis, the originator of the Rainis Museum, Mērija Birkerte, and an employee of the museum, Fricis Rokpelnis, who will become a well known poet and playwright himself. A small meeting of local teachers and public officials is held to discuss various important issues such as Rainis' desire to turn the Durbe mansion into a proper cultural centre.

Time comes for the great concert. Latvian President Gustavs Zemgals delivers an address, as does Rainis, the chairman of the Latvian Association of Schoolteachers, Pēteris Kūla, the chairman of the Tukums District, Aleksandrs Kārklīšs, and others. Protesters hold up posters to express their views in the presence of singers and government representatives.

Photographer Žanis Berģs snaps pictures. Representatives of the newspaper *Tukuma Ziņas* writes down what is happening and observes the scenes. At the end of the concert, the performers and the audience join together in the Latvian song “Nevis slinkojot un pūstot”, which encourages the people of Latvia to work hard on behalf of a better future.

Most of the participants are wearing folk costumes that have been assembled specifically for the event. Even though there are nods in the direction of tradition, the fact is that these are modernised costumes in many ways. Between rehearsals, singers have their hair done and iron their costumes. Guests at the event, we know, try to present themselves as very modern people, indeed.

The organisers and participants also have to work hard on the party that follows the concert, with food, music and dancing.

Major issues

What is a democratic society? All-permissiveness versus responsibility. Traditional or modern values? What brings people together? Are ideas truly stronger than weapons? Nations and individuals.

Roles

The official guests

President Gustavs Zemgals

The speaker of the Latvian Parliament, Pauls Kalniņš

Education Minister Augusts Tentelis

Rainis, owner of the estate

Pēters Kūla, chairman of the Latvian Association of Schoolteachers

Aleksandrs Kārklīņš, chairman of the Tukums District

Jānis Cers, mayor of Tukums

Organisers of the Song Festival

Fricis Zommers, chairman of the Tukums District Teachers' Union

Kārlis Līgums, principal of the Tukums High School and chairman of the Tukums Friendship Society

Ladies from the Ladies Committee of the Tukums Friendship Society

Ladies from the Ladies Committee of the Tukums Lutheran Church

Participants in the Song Festival

Chief conductor Teodors Reiters

Teodors Dīkmanis, conductor of the Tukums Lutheran Church choir

The Tukums High School Choir

The Tukums Church Choir

The Tukums Public Building Choir

Employees of the Durbe estate

Aleksāns, director of the Durbe summer camp

Pērkone, a teacher at the camp

Mērija Birkerte, organisers of the Rainis Museum

Fricis Rokpelnis, an employee at the museum

Children from the summer camp

Representatives of the press

Žanis Bergs, photographer and publisher of the newspaper *Tukuma Ziņas*

Augusts Briedis, editor of *Tukuma Ziņas*

Photographer Emīls Liepiņš from Tukums

Photographer Velta Celmiņa from Kandava

Activities

Singing

Preparing symbols and flags for the choir

Preparing clothing

Hairdressing

Ironing with coal irons

Writing with pen-and-ink

Preparing greetings

Cooking food

Setting the table

Decorating the room

The Song Festival march

The concert

Photography

Time plan

16.15 Introduction, role cards

16.30 Dress up, scenario, characters

17.05 Opening ceremony

17.15 Activities

18.15 Procession in the park

18.25 Song festival, performances

18.50 Procession to the manor house

19.00 Meal, music, dancing, afterparty

20.00 Closing ceremony, reflections

20.30 End

Agrita Ozola, Tukums museum

Ebbe Westergren, Kalmar läns museum