

MUSEUMS AND BEYOND



MUSEUM STUDIES
CULTURAL HERITAGE
MANAGEMENT PROGRAMS

Warning: Aboriginal and Torres Strait Islander readers are advised that this volume contains images and names of people who have died.

National Centre for Cultural Heritage Science Studies

TRAINING FOR MUSEUMS AND BEYOND

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**NATIONAL CENTRE FOR CULTURAL HERITAGE
SCIENCE STUDIES**

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Foreword

I take this opportunity to convey the best wishes of the Centre to all the delegates and members of ICOM assembled in The Hague. The National Centre for Cultural Heritage Science Studies in Canberra, Australia, offers programs in Conservation of Cultural Materials, Museum Studies and Cultural Heritage Management. This publication by Dr Amareswar Galla introduces you to the recently developed programs in Museum Studies and Cultural Heritage Management. We are continually striving to update the different curricula so as to cater to the changing needs of the heritage professions in Australia, South East Asia and Pacific. Dr Galla has carried out extensive consultations with community groups, professional organisations and heritage institutions at the national, state and local levels. He has had meetings with a number of individuals involved in museums and cultural heritage management training. Such a process of curriculum development is enhanced by his own training and experience in heritage presentation and interpretation in India, Europe and Australia. This is evident in the programs which are interdisciplinary in orientation, holistic in approach and multicultural in commitment.

From 1990 onwards a limited number of places will be made available for students and museum workers from outside Australia. Such an international networking will greatly facilitate exchange of ideas and professional development in the various fields of heritage conservation and management.

I look forward to meeting some of you in Australia in the future.

Dr Colin Pearson, MBE, FIIC
Director
National Centre for Cultural Heritage Science Studies

INTRODUCTION

The National Centre for Cultural Heritage Science Studies (NCCCHSS), formerly the Cultural Heritage Science Division within the School of Applied Science on the campus of the Canberra College of Advanced Education offers both undergraduate and post-graduate courses in conservation of cultural materials, museum studies and cultural heritage management. It has been an important centre in the Pacific region which catered to the training of a whole generation of conservators in Australia, New Zealand and the neighbouring countries. In 1984, the NCCCHSS began to operate as the Regional Conservation Centre (sponsored by UNESCO) to promote the preservation of the cultural heritage of Australia's neighbours in South East Asia and the Pacific. Since 1985, the Museology major was developed beyond the needs of the conservation profession to offer programs in Museum Studies and Cultural Heritage Management. The initial focus of developments was to promote the training of Aboriginal and Torres Strait Islanders so as to enable indigenous people to preserve, continue and manage their cultural heritage. Now the programs meet the training needs of all Australians and overseas students.

In 1984, the Council of the National Museum of Australia (then the Museum of Australia) approached the NCCCHSS with a request that a course be designed to train Aboriginal staff for employment in the new museum, particularly in the Gallery of Aboriginal Australia. Section 5(4) of the *Museum of Australia Act 1980* directs the Council to pursue a policy of employment of Aboriginal and Torres Strait Islanders in the Gallery of Aboriginal Australia:

"In the performance of its functions in relation to the Gallery, the Council shall pursue a policy directed towards

securing, under the Council, the development and maintenance of the Gallery, and the exhibition of historical material referred to in sub-sections (2) and (3), by persons who are Aboriginals, Torres Strait Islanders or descendants of Aboriginal or Torres Strait Islanders."

In addition the Council also envisaged employment for Aboriginal and Torres Strait Islander people in other areas of the Museum. The Director of the National Museum of Australia has expressed the view that apart from satisfying the need for trained staff for the Museum, the course should also provide employment opportunities for graduates in other state museums, Commonwealth institutions, national parks and wildlife authorities, state Aboriginal site authorities and cultural resource centres. Training for local cultural centres addressed the concern of the Aboriginal Site Recorders Conference in 1978, that centralised museums inadequately catered to the needs and aspirations of Aboriginal and Torres Strait Islanders (Edwards and Stewart, 1980, p. 224).

In 1985, the NCCCHSS established an Associate Diploma Program in Museum Studies. Provision was also made for a one semester foundation program to facilitate academic bridging. The National Museum of Australia offered full support to the program by providing vacation employment and work experience for some of the students. Its curators and conservators participated in the academic program, facilitating ready access to collections of the museum. Financial assistance for purchasing equipment was also provided.

It was anticipated that initially there would only be two intakes into the program and the future was to be determined by the

success of the program and demand from elsewhere in Australia. The program was wholly funded from outside the normal Commonwealth Tertiary Education Commission allocation through the aegis of the National Aboriginal Education Committee. Funding through the Abstudy scheme of the Commonwealth Department of Education permitted the establishment of support services through a full-time Aboriginal Liaison Officer in the College's Aboriginal and Torres Strait Islander Centre under the supervision of the Director of Counselling Services. Its organisational structure is designed with the recognition that the processes for the delivery of education to Aboriginal and Torres Strait Islanders requires support in keeping with their needs which are intellectual, emotional, social, cultural and spiritual. In 1988, in accordance with the recommendations of the Course Advisory Committee and the success of the program, the NCCHSS decided to go ahead with continued intakes and the program has become a regular part of its curriculum.

The establishment of the training program for Aboriginal and Torres Strait Islanders, the only undergraduate program in Museum Studies in Australia, aroused a considerable amount of interest from different communities of Australia, the Pacific and South-east Asia. There were a number of enquiries even from African countries. The annual conference of the Council of Australian Museums Association in 1987, highlighted the need for a general undergraduate program for museum studies in Australia. During the same year, the Committee to Review Australian Studies in Tertiary Education pointed to the need for increased involvement of the museum profession in tertiary teaching in cultural heritage management (CRASTE, 1987). An earlier report of the Committee argued that cultural heritage management is a field in which there is a need for substantially increased specialised professional input. Fundamental questions are being asked in an attempt to avoid the field being dominated by entrepreneurial presentation of a

mythological history after the style of Colonial Williamsburg and Old Sydney Town and, at the other extreme, by the requirements of legalistic protectionism. There are also significant differences in approach expressed by academic historians on the one hand and prehistorians/archaeologists on the other. To date in Australia there has been little involvement of museums in developing the overall concepts required for cultural heritage management in playing their part in the wider training that managers require.

In 1989, the NCCHSS initiated a three year degree program with a fourth year honours provision in Cultural Heritage Management, providing opportunities to draw on the views of divergent professional groups and to produce graduates qualified to assess and utilise the positive aspects of these views. The emphasis is on an integrated approach involving all fields that contribute to Cultural Heritage Management. Extensive curriculum research and community and professional consultation provided the foundation for the program, which addresses the common concern regarding the lack of an undergraduate program in Museum Studies anywhere in Australia. The study program deals with the management of both indoor and outdoor heritage through the integration of existing majors in museum studies, parks and recreation, and landscape and architectural heritage. These are further strengthened by a stream of units in communication, information systems, conservation and interpretation which are essential for effective heritage management.

The NCCHSS aims to produce not only specialist heritage managers, but also a critical, philosophical and historical basis for the practice of Cultural Heritage Management. In order to facilitate such an objective, the Centre offers a limited number of places for students in programs leading to a Graduate Diploma in Applied Science or Masters in Applied Science, specialising in Museum Studies or Cultural Heritage Management. While the former is

a capstone diploma for graduates, the latter is through a thesis or different combinations of coursework and thesis. These programs are individualised to suit the needs and aspirations of graduates. In conjunction with the graduate programs offered in the Schools of Communication, Education, Environmental Design, Information Sciences and Engineering and Management, opportunities are provided for graduates wishing to specialise in Museum Management, Public Programs, Collections Management or in Gallery Management, Natural History Museums, Science and Technology Museums, Historic Houses and Parks and so on. Research into multiculturalism and heritage management is actively fostered. Aboriginal and Torres Strait Islander graduates are encouraged to participate at the post-graduate level. The rest of this publication is an introduction to the study programs in Museum Studies and Cultural Heritage Management. There are at present sixty

students in the undergraduate and postgraduate programs. Several students are already working in museums and other heritage institutions. Some of them are sponsored to study full-time. Approximately half of the students in the programs are Aboriginal or Torres Strait Islanders. Such a balance of students will be maintained through positive identification of places until there is a reasonable number of indigenous people working as professionals in the cultural heritage organisations in Australia. From 1990, the NCCHSS will be allocating a limited number of places for overseas students from all over the world and course variations will be established to cater to the specific cultural needs of those students. These places will be closely monitored by the Office of Overseas Students and the Overseas Student Counsellor. The Coordinator of the programs welcomes information flow and collaboration with the different members of ICOM and the various museum studies departments.



The practical application of chemistry as an integral part of preventive conservation.



Demonstration of percussion and pressure lithic flaking techniques in the class room by Kim Akerman, Senior Curator, National Museum of Australia.

CULTURAL HERITAGE MANAGEMENT

Cultural Heritage Management (CHM), sometimes called Cultural Resource Management, is both a *strategy* and a *process*.

CHM is the *strategy* by which cultural heritage resources (including natural elements) are identified, their significance is assessed, and interpretations are constructed to guide their conservation and presentation consistent with their availability for public appreciation or enjoyment and study.

CHM is the *process* of locating, assessing, and dealing appropriately with the cultural heritage resource which is represented by the physical manifestation of humanity's interaction with the natural world. In particular, the process is concerned with:

- location, identification and documentation of the resource;
- assessment of the values or significances of the resource to the community, or sections of the community;
- appropriate use of the resource for public appreciation including a range of choices from active conservation and interpretation, through preservation to disposal.
- application of relevant skills of visitor management strategy, conflict management and impact minimisation in indoor and outdoor recreation.

General needs and trends:

In a general survey of the heritage needs across Australia several needs and trends were identified. These are similar to some of the concerns of the International Committee for Museology.

- increasing general awareness of the natural environment as culturally

perceived and modified and the immediate need to take an interdisciplinary approach to the management of natural and cultural heritage resources.

- a growing number of professional bodies and national, state and local associations which have considerable overlap in their goals and objectives. These are governed by conventional disciplinary orientations of tertiary institutions. Hence the need to provide a common forum for the development of an integrated heritage philosophy and a consciousness within the ranks of the professionals.
- need to establish greater liaison between organisations dealing with both indoor and outdoor heritage resources.
- increasing role of indigenous people in the preservation, continuation and management of their cultural heritage and the need to further facilitate this process through affirmative action.
- need for the heritage field to cater to the multi-cultural needs of society as a whole with due recognition of the richness and cultural diversity.
- need to achieve a gender balance in the presentation and interpretation of cultural heritage resources.
- need to treat heritage as not only object or site centred, but also community centred.
- need to develop a dynamic concept of heritage consciousness which incorporates both the tangible and intangible heritage resources as discreet categories.

— need to provide integrated training for heritage managers who will deal with a diversity of heritage contexts both indoor and outdoor.

— need to divert expertise to conserve the historical and cultural resources held in community or local museums. Expansion of heritage networks with emphasis on a decentralised museum concept.

— need to recognise the role of heritage appreciation and interpretation in improving peace and community relations in the present day world.

— tendency to conceptualisation - the museum of ideas' as in science and technology centres and interpretive centres with emphasis on thematic exhibitions.

— need to rationalise the increasing involvement of cultural and commercial institutions including a proliferation of arts and craft centres in the heritage field.

— general concern about the rationalisation of heritage management with greater involvement of consultants at the expense of regular staff who provide continuity and unity of functions and long term implications of such a development for smaller organisations which rely on meagre budgets.

Aims and objectives of programs:

The study programs in CHM are designed to provide an interdisciplinary professional education at a tertiary level for students interested in the management of Australian cultural heritage as represented in archaeological, historical, contemporary and environmental resources (whether in the forms of landscapes, monuments and sites or in collections such as in museums, galleries and archives) and to provide the skills to contribute to such management.

Knowledge:

- a. To acquire a practical, philosophical and historical basis for the practice of CHM.
- b. To comprehend the specific Australian experience and issues including the history of preservation, conservation and management - both Aboriginal and Torres Strait Islander and non-Aboriginal.
- c. To further develop ideology, ethics and responsibility as they relate to CHM.
- d. To consider the range of purposes, objectives and techniques of management - to gain a knowledge of management theory and skills appropriate to the management of museums, heritage sites, significant areas and towns, and of other aspects of environmental and material culture.
- e. To acquire an understanding of relevant organisations and programs, statutory authorities, and government departments.
- f. To understand applications of the law to CHM: legislation, protection, regulation, controls, conservation (at local, state and federal levels), world charters, international conventions and treaties.
- g. To relate interdisciplinary studies in CHM to community needs, and hence to employment opportunities.
- h. To appreciate the philosophy of multicultural heritage conservation and management.

Skills:

- a. To demonstrate communication and public relations skills appropriate to professional heritage managers.
- b. To observe, document, analyse and interpret Australia's natural and cultural heritage.



Field class at the archaeological site of Durras North sea cave on the South Coast of New South Wales.



Student working on the stabilisation of pigments on an Aboriginal bark painting.

- c. To organise and present information from literature to support an argument, both orally and in appropriate written formats in specific contexts or in formulating management programs.
- d. To develop interpersonal skills relating to leadership and small group processes and the ability to work in teams to complete tasks based on mutual respect for the professional and personal ability of others.
- e. To develop and evaluate guidelines for the assessment of the significance of cultural resources, for example in:
- condition and structural surveys;
 - techniques in inventory and evaluation of resources;
 - identifying and reviewing values, objectives and policies and priorities in museums, heritage sites, or natural resource areas;
 - working with multi-disciplinary teams.
- f. To apply relevant skills of visitor management, personnel conflict resolution and impact minimisation in indoor and outdoor heritage programs.
- d. To appreciate the implications of different perceptions and of cultural pluralism for management of collections, structures, sites and areas.
- e. To have a basic understanding of ethical issues and technological demands in conservation relating to:
- materials conservation;
 - ecological conservation;
 - non-European and European land management and conservation skills and practices.
- f. To recognise the essential role of public participation and community support in the management and conservation of our natural and cultural heritage and develop strategies for effectively using community groups for heritage management.
- g. To develop educational programs which will extend public understanding of cultural resources through:
- continuing and adaptive use;
 - introducing conservation at a community level;
 - mainstream programs;
 - liaising with media.

Attitudes

- a. To develop a critical approach to the reliability and validity of data.
- b. To develop a philosophy of heritage conservation and management which will serve as an effective foundation for subsequent professional development as a manager.
- c. To understand basic human needs and how these may be fulfilled by work and recreation strategies, with special reference to Australian society.
- h. To develop an entrepreneurial approach to applying professional skills and knowledge.

Bachelor of Applied Science (CHM/Museum Studies)

The following table shows the progression of units taken by full-time students.

Part-time students have greater flexibility in the sequence of units followed.

Level	Units			
1	Concepts in Applied Anthropology	Australian History	Cultural Heritage Management	Chemistry 1A (for heritage managers)
2	Archaeology of Hunter-Gatherers	Australian History (cont)	Plants and Animals	Earth Sciences 1B
3	Aboriginal Society and Adaptation	Communication in Science/Heritage Communication	Field Biology	Basic Information Systems
4	Aboriginal Material Culture	Historical Cultural Landscapes	Exhibition Planning	Preventive Conservation
5	Heritage Presentation & Interpretation	Environmental Management	Parks and Recreation (or) Museology II & Museum Management (or)	Architectural Heritage
6	Cultural Heritage Management Project	Environmental Management		
Honours year only				
7	Issues in Cultural Heritage Management	Research Planning		
8	Honours Thesis			

N.B. This is only a typical program. The program can be varied depending on the interests of the students. Students need not have a science background to apply for the programs. All the science units such as Chemistry 1A are taught to facilitate the study of materials and natural heritage resources. There are a range of support services available for students to maximise their interdisciplinary education.

Fundamental Concepts Block

Concepts in Applied Anthropology
Cultural Heritage Management
Chemistry (for heritage managers)
Preventive Conservation

History Block

Australian History (Applied) (2 semesters)
Historical Cultural Landscapes

Aboriginal & Torres Strait Islander Block

Archaeology of Hunters and Gatherers
Aboriginal Material Culture
Aboriginal Society and Adaptation

Natural Heritage Block

Plants and Animals
Earth Sciences 1B
Field Biology

Communication/Information Systems Block

Communication in Science/Heritage
Communication
Basic Information Systems

Interpretation Block

Heritage Presentation & Interpretation
Exhibition Planning

Systems and Management Block

Environmental Management (2 semesters)

Specialisation Block

One or two of
Museology II &
Museum Management or
Parks and Recreation or
(2 semesters)
Architectural Heritage &
Conservation of Architectural
Heritage

Students can combine the Museum Studies major with an elective block of units in the following areas:

- Ethnographic materials
- Vegetation and Wildlife Management
- Biological Museology and Taxidermy
- Architecture
- Archaeology
- Library and Archives
- Media and Communication
- Management
- Arts
- Fine Arts
- Musicology
- Anthropology
- Law
- Government Policy
- Recreation Management
- and other relevant elective streams.

Project Block

Cultural Heritage Management Project

Course Details

The Bachelor of Applied Science program consists of units totalling not less than 72 credit points. They are normally taken as 24 semester units over a period of three years or the equivalent part-time. Students with an overall distinction result will be offered entry into the honours year. For students interested in a two year program, an Associate Diploma in Applied Science (CHM/Museum Studies) is offered. The course is similar to the first and second year's study of the degree program with elective streams in museum studies, conservation, public programs, natural history and parks and reserves.

Note: A credit point is approximately equivalent to 1/12th of a normal semester workload for a full-time student. It represents approximately 4 hours of effort per week.

Graduate Diploma in Applied Science (CHM/Museum Studies)

The philosophy of the undergraduate program provides the basis for postgraduate studies. Study programs leading to a Graduate Diploma in Applied Science or Masters in Applied Science, specialising in Cultural Heritage Management Studies or Museum Studies are also available. The Graduate Diploma is structured as a one



Student conservation work on an Indonesian puppet figure.



Field class at an archaeological site in Murrumbidgee National Park, New South Wales, reviews coastal dune stabilization procedures.



Learning microscopy techniques for detailed examination of objects.



Reviewing a site management program at the 20,000 year old Burrill Lake Rockshelter, New South Wales.



Students carrying out an archaeological survey of the 1891 shearers' camp site at Barcaldine, Queensland.



Museographical survey of nineteenth century Aboriginal artefacts in the Bourke Museum, Beechworth, Victoria.



Students regularly attend practical workshops in the repository of the National Museum of Australia, Canberra.



Cyclone Tracey Corroboree by dancers from Kalumburu, Western Australia, performed for the staff and students of the National Centre for Cultural Heritage Science Studies.

year full-time (or two years part-time) postgraduate course and is intended for bachelor degree graduates who wish to extend skills and knowledge in Museum Studies or Cultural Heritage Management. Each applicant must provide a statement of the specialised interest they wish to pursue. The course consists of a minimum of 24 credit points, usually taken as eight units, with at least 12 credit points in postgraduate units. Apart from some of the the undergraduate units mentioned above, there is a wide range of units offered and the study program will be designed by the course advisor depending on the interests of students. Some of the postgraduate units are:

- Cultural Heritage Management PG
- Materials Anthropology PG
- Museology M
- Art Appreciation M
- Conservation Chemistry M
- Field Conservation M
- Examination of Objects M
- Museum Management PG
- Technology and Properties of Materials 1M
- Technology and Properties of Materials 2M
- Recreation Management PG
- Recreation Planning PG
- Preventive Conservation G
- Exhibition Planning G
- Research Planning
- Special Studies in Science (Project work)
- Special Studies in Science (Museum placement work)

Master of Applied Science (CHM/Museum Studies)

The Masters course is two years full-time postgraduate study or the equivalent part-time and may include a subsumed graduate diploma. It may comprise course work and research or be entirely by research. This course is designed to meet the needs of graduates who wish to extend their knowledge and skills in Museum Studies or Cultural Heritage Management by research and course work.

Field Based Teaching

Many of the key units include field based or collecting institution based learning. There is a greater emphasis on applied/hands on learning providing approximately half of the assessment for the whole of the study program. Students have to conduct original applied research in the unit Cultural Heritage Management Project. Students are required to attend the various conferences and workshops organised by the Centre. Intensive workshops are conducted early in the course to introduce students to Cultural Heritage Management studies, with emphasis on the appreciation of the aims of the specialisation and its practical application. Students have to spend up to eight weeks of their summer break working with a heritage institution or organisation.

Employment Opportunities

Employment for graduates is expected in a number of agencies in the public sector, such as national parks and historical site conservation services, museums and at Aboriginal and other sites as managers, assessors, publicity and education officers and as advisors to legislators. Other areas of employment are the Aboriginal Land Councils, cultural centres and consultancy services. There is a growing interest within the National Parks Services in managers with a more integrated training in the broader aspects of CHM. It is clear that, in future, people entering these services in Australia will have to have a broader education in CHM, including museological areas and other specialist training in park management.

Graduates of this course will also have the required professional training to set up smaller museums, galleries, information centres and cultural centres. They could also provide consultancy services. The specialisation, in keeping with the policies of the School, will encourage students to think of themselves also as potential employers. Further, the specialisation provides useful general education for policy developers in public administration.



Class on the field preparation of megafaunal remains from a geological deposit.



The Honourable E.G. Whitlam, A.M., former Australian Ambassador to UNESCO discussing student work on ethnographic collections.

FUTURE DIRECTIONS: 1989-95

Teaching:

1. To consolidate the undergraduate and postgraduate coursework.
2. To continue the identification of places for Aboriginal and Torres Strait Islander students for at least another five years.
3. To further develop the teaching strategies for the mixed group of students.
4. To expand the elective stream so as to provide greater flexibility in the specialisations of indoor and outdoor heritage management.
5. To increase the contribution of the staff of national and local heritage institutions in Canberra on the teaching programs.
6. To increase and diversify the workshops for people already employed in the professions.
7. To develop and offer an extension program for people in remote areas and country towns.
8. To cater to the academic needs of overseas students through further curriculum development.

Research:

1. To consolidate the Masters (thesis) program and establish the doctoral program from 1990.
2. To bridge the gap between the management of the indoor and outdoor cultural heritage resources by focusing on the interface between the practices of collecting institutions and parks and other heritage services.
3. To promote research through Aboriginal and Torres Strait Islander graduates so as to develop an indigenous people's philosophy of heritage conservation.

4. To promote comparative research on the management of cultural heritage practices in different parts of the world, especially the countries of the Pacific Rim.
5. To develop a national focus for the philosophy of multi-cultural heritage conservation and management in Australia.
6. Work in conjunction with national, state and local collecting institutions to promote research in material culture studies.

Publications:

1. To publish theses produced in the National Centre.
2. To produce occasional papers on the applied aspects of heritage conservation and management.
3. To publish a regular journal in material culture studies.

Conferences and Workshops

1. To provide a national forum for cultural heritage conservation and management through conferences and workshops.

A. Conference of Museum Anthropologists (November, 1989).

Theme: "Museums - Culture on Ice or Dynamic Institutions?"

Sessions: What Are Collections For?
Chairperson: Lissant Boltan
(Australian Museum, Sydney)

Museum Anthropologists :
Owners or Managers?
Chairperson: Gaye Sculthorpe
(Museum of Victoria,
Melbourne)

What is the Future of Museum
Anthropology?
Chairperson: Peter Sutton
(South Australian Museum,
Adelaide)

Open Session: Cultural Heritage
Management (Museums)
Chairperson: Amareswar Galla
(NCCHSS, Canberra)

Return of Human Remains and
Ethnographic Materials
Chairperson: Kim Akerman
(National Museum of Australia,
Canberra)

B. Multi-culturalism, Museums and
Heritage Management (November,
1990).

2. To cater to the needs of the heritage
professions through workshops and short
courses and to help institutions with
in-house training.

3. To provide a national forum for the
Aboriginal and Torres Strait heritage
managers.
4. To establish an annual Summer School in
Cultural Heritage Management.

Networking:

1. To develop a National Centre focus for
heritage managers.
2. To develop comparative research
methods and disseminate the knowledge
nationally.
3. To develop consultancy and support
mechanisms for the establishment of
Aboriginal and Torres Strait Islander
Keeping Places, Cultural Resource
Centres and Community Museums
through the establishment of an Heritage
Centre Network (see Appendix B).
4. To develop consultancy and support
mechanisms for workers in local museums
and other heritage institutions and
organisations.
5. To establish a network of internships and
exchanges nationally and internationally.



Students relaxing after a morning's field class in rock art management in Kakadu National Park, Northern Territory.



Student explaining to Honourable E.G. Whitlam, A.C., the use of computer data base systems for museum documentation.

APPENDIX A

THE CHARTER

The Charter of the National Museum (Report of the Interim Council, 1982) has influenced the orientation of the training programs. The National Museum not only initiated the training programs but also continues to provide financial and staff resources for teaching purposes. Students are also encouraged to work on the collections for their research projects. The publication of this booklet is made possible by financial assistance from the National Museum.

- The National Museum of Australia will establish, augment and conserve a collection of artefacts, natural specimens and objects of all kinds, representative of or relevant to Australia's past, present and future, in order to increase our understanding of Australian society and Australia's natural environment at all stages of development.
- The Museum will exhibit its collection in such a way that the visitor is both entertained and informed, maintaining the highest standard in the components of its exhibits, the display techniques it

uses and the accuracy and relevance of its information.

- The Museum will increase knowledge of Australia by scholarly research, so that it becomes an international focus for material-based research in Australian history; it will disseminate that information so as to become a source of accurate and significant historical information about Australia for all, whether serious scholars or casual visitors.
- The Museum will reflect the development of the Australian nation in all its diversity. In particular it will create, through the Gallery of Aboriginal Australia, a focus for the cultural aspirations of the Aboriginal people.
- The Museum will emphasise that the histories of the Australian environment, of Aboriginal people and of non-Aboriginal people, and the interaction between people and the environment are closely related; that no action of any part, in either the past or the present, has been or is taken without an impact on the other parts: people on people; people on environment; environment on people.

APPENDIX B

ABORIGINAL & TORRES STRAIT ISLANDER HERITAGE CENTRE NETWORK

The principal aim of the Aboriginal and Torres Strait Islander heritage centre network is to facilitate the role of indigenous people in the conservation, preservation and continuation of their cultural heritage. It will be directed by Aboriginal and Torres Strait Islander staff. The network is being established to provide the following services in dealing with both indoor and outdoor heritage resources.

1. Policy Development and Planning

This involves:

- setting goals and objectives for heritage projects.
- undertaking feasibility studies through community consultation and involvement.
- developing management and conservation plans.
- preparation of submissions for grants and other forms of support.
- developing policies on documentation and presentation of cultural heritage, both tangible and intangible.
- developing policies for artefact production, documentation and "provenance", and marketing through the museum or centre outlets.
- establish procedures for accountability.
- developing policies on cultural tourism itineraries to include museums, cultural resource centres, art and craft centres and associated sites which again ensure the survival and integrity of the centre or site as well as meeting the needs of the tourism industry.

2. Training

This involves the development of training programs for local Aboriginal and Torres Strait Islander people:

- analysis of skills required for every aspect of operation within the local context, from museum management to outdoor environmental management.
- establish linkages with the relevant local, state or national heritage institution or organisations.
- provide information about access to existing courses to meet these needs.
- development of courses where necessary, particularly short term courses to be run in the local area.
- organizing "placements", "work experience" in relevant organisations.
- evaluation programs.

3. Cultural Heritage Management

This involves working with local Aboriginal and Torres Strait Islander communities to develop:

- programs for the preservation, conservation and continuation of material culture.
- documentation of present culture, oral, both tangible and intangible.
- programs to enhance particular skills in the presentation and interpretation of heritage resources.

and establish the process of Cultural Heritage Management concerned with:

- location, identification and documentation of the resource.
- assessment of the value or significance of the resource to the community, or sections of the community.
- appropriate use of the resource for public appreciation including a range of choices from active conservation and interpretation, through preservation to disposal.
- application of relevant skills of visitor management strategy, conflict management and impact minimisation in indoor and outdoor recreation.

Cultural Heritage Management has been proven to be a positive force in contemporary Aboriginal and Torres Strait Islander societies. The Network would search for and assist communities in identifying ways to initiate heritage programs designed to contribute to the enhancement of Aboriginal and Torres Strait Islander communities.

NB. A number of Aboriginal and Torres Strait Islander people have directly or indirectly contributed to the development of the study programs. There are also three Aboriginal staff members involved. Some of the people whose help and advice have been invaluable are Ms Elenor Bourke, Ms Lynette Crocker, Ms Auriel Bloomfield, Ms Marcia Langton, Ms Suzanne O'Neil, Ms Margo Wier, Mr and Mrs Herbert and Mary Lee and Mrs Nora Bindul.

APPENDIX C

PRESERVING INDIGENOUS CULTURES

(UNESCO Regional Seminar, 1980)

The Seminar, recognising that Unesco was the international body responsible for recommending standards in respect of the preservation of cultures, agreed that the following resolutions should be directed to the Australian National for Unesco for consideration and appropriate action:

- That the Boards of Management of established museums and art galleries appoint Advisory Boards of Aboriginal people to advise museums on their work in relation to the culture of Aboriginal people and to provide a flow of information between museums and Aboriginal owners of cultural traditions.
- That Boards of Management of established museums and art galleries undertake the following programs aimed at assisting the preservation of indigenous cultures of the Aboriginal and Torres Strait Island people:
 - encourage through education programs greater indigenous involvement including participation by performing arts groups, artists and craftsmen;
 - mount exhibitions and special displays detailing contemporary Aboriginal and Torres Strait Island issues and aspirations and Aboriginal cultural and social history of the recent past;
 - support the development of local cultural centres by provision of display items and records (including films, tapes and still photographs) and by the return, where requested, of sacred and ritual objects derived from that group or area;
- That museums employ Aboriginal and Torres Strait Island people in responsible positions in museums which contain substantial collections of Aboriginal and Torres Strait Island material.
- That museums engage relevant indigenous consultants to advise on existing museum collections, future collecting, research, display, the production of films and dissemination of information on Australian Aboriginal culture in the community.
- That museums initiate training programs for indigenous people in all aspects of museum management, and assist with provision of equipment, training allowances and ongoing costs.
- That museums in major cities recognise the role of cultural leaders in the selection of persons to be trained at museums. Individuals, after receiving training, would be expected to return and manage a local program of collecting and conservation under the control of the leaders and custodians.
- That museums conduct a survey of Aboriginal communities on a continuing
 - provide assistance to Aboriginal and Torres Strait Island communities to enable inspection of museum collections for the identification of significant cultural property;
 - assist communities which seek to revive traditional handicrafts and skills by providing access to collections of cultural property and documentation of traditional skills; and
 - seek funds for special management, conservation and/or cultural training programs for indigenous people which will meet the needs of those people in their local centres.

basis, to establish the nature and extent of conservation assistance which can be provided in the communities' museums.

- That museums conduct workshops to train rangers, site recorders and other indigenous people acceptable to the Aboriginal communities, in basic conservation techniques and practices and that they facilitate, by whatever method appropriate, the conduct of workshops and training sessions in the communities, to train artists and traditional custodians in methods appropriate to their individual needs.
- That an interchange of information between communities and traditional custodians on the one hand and museums on the other be established so that both are better able to serve the wider community as a whole in the preservation of indigenous culture and that the views of Aboriginal communities be one of the criteria by which priorities for the conservation of cultural material are determined.
- That the Museums' Association of Australia, the Council of Australian Museum Directors and the Art Gallery Directors Council arrange training workshops in museums practices in communities where cultural centres exist and that State governments be asked to provide funds to assist such programs.
- That the Council of Australian Museum Directors and the Art Gallery Directors Council give consideration to establishing small travelling exhibitions illustrating and explaining the diversity of cultures in the South Pacific and to arranging for these exhibitions to be shown in local cultural centres throughout Australia. These exhibitions to be accompanied whenever possible by representatives of the indigenous people concerned.
- That the Aboriginal Arts Board provides to Aboriginal and Torres Strait Island community groups seeking to establish

cultural centres draft articles of association for the establishment of incorporated bodies to operate local community cultural centres.

- That the Aboriginal Arts Board extends its resource of knowledge on cultural centres so as to be able to provide advice to local Aboriginal and Torres Strait Island communities wishing to establish such centres.
- That the Commonwealth Department of Education creates a minimum of five special Aboriginal Overseas Study Awards specifically to enable representatives of Aboriginal and Torres Strait Island communities to visit cultural centres in the South Pacific and other areas to gain an insight into their establishment and operation.
- That the proceedings of the Seminar be disseminated amongst Aboriginal and Torres Strait Island people with particular reference to the benefits and functions of cultural centres through preparation of the following:
 - articles detailing the Seminar recommendations for publication in the Aboriginal journal *Identity* and the Department of Aboriginal Affairs Newsletter;
 - Illustrated colour brochures as special inserts for Aboriginal and Torres Strait Islanders' journals;
 - appropriate press releases;
 - video resource material on cultural centres; and
 - by any other means considered appropriate.
- That Unesco initiate a research project with a view to preparation of a listing of existing legislation in countries of the South Pacific to determine the nature and scope of cultural legislation in force.

- That Member States of Unesco in the South Pacific give special assistance to developing countries in the Region for whom financial considerations are a deterrent to mounting of exhibitions, performances and cultural exchanges. It was recommended further that experts be provided in the fields of museum management, curating, conservation, display and education.
- That at the request of owners of cultural traditions present at the Seminar a series of localised regional meetings be held to allow the expression of local community views and that these views be published by Unesco and circulated to all bodies represented at the Seminar.

- That the work of voluntary groups which assist museums be commended and that such groups support the implementation of the Seminar recommendations.

References

- Edwards, R. and J. Stewart (1980) *Preserving Indigenous Cultures: A new Role for Museums* (UNESCO - Regional Seminar) Canberra: Australian Government Publishing Service.
- McShane, D.J. (1987) *History and Cultural Resources Project* Committee to Review Australian Studies in Tertiary Education (CRASTE), Paper No. 3, Parts 1 and 2.
- The Plan for the Development of the Museum of Australia*, 1982, Report of the Interim Council, Canberra.

APPENDIX D

MEMBERS OF THE COURSE ADVISORY COMMITTEE

Mr Kim Akermann, Senior Curator,
National Museum of Australia.

Ms Auriel Bloomfield, Chairperson, ACT
Aboriginal Education Consultative Group.

Ms Lynette Crocker, Chairperson, National
Aboriginal Education Committee.

Mr Robert Deane, Assistant Secretary,
Commonwealth Department of Arts, Sport,
The Environment, Tourism & Territories.

Mr Allan Fox, environmental consultant,
Canberra.

Aboriginal Education Officer,
Commonwealth Government Department of
Employment, Education and Training.

Professor I. McBryde, Department of
Anthropology and Prehistory, The Faculties,
Australian National University, Canberra.

Emeritus Professor John Mulvaney,
Chairperson, ACT Heritage Committee,
Cultural Affairs Section, Canberra.

Dr Michael Pearson, Deputy Director,
Australian Heritage Commission.

The Director of the Australian National
Parks and Wildlife Service or his nominee.

The Director of the New South Wales
National Parks and Wildlife Service or his
nominee.

The Director of the ACT Parks and
Conservation Service or his nominee.

Including College Staff:

Professor Michael Irving, Head of School
(Chair)

Dr I.G. O'Brien, (Chemistry)

Mr E. Best (Resource Science)

Mr A. Davey (Recreation & Environmental
Management)

Dr B. Egloff (Heritage Conservation)

Dr J. Harris (Biological Resources)

Dr C. Pearson (Conservation of Cultural
Materials)

Dr K. Taylor (Landscape Architecture)

Dr W.D.L. Ride (founding director of
Western Australia Museum) (retired)

Dr A. Galla (Coordinator, Museum Studies
and Cultural Heritage Management
Programs)

FRIENDS OF THE NATIONAL MUSEUM

In 1980 the Commonwealth Government
established the National Museum of
Australia.

The three themes, which form the core of
all research, collection and exhibition policy
are:

- ★ *the continuing contribution of the
Aboriginal and Torres Strait Islander
peoples to the Australian experience.* This
means displaying the presence of this
country's original inhabitants from the
earliest traces of occupation to today's
Land Rights struggles.
- ★ *the building of a complex society.* This
means exploring the social history of
the Australian community in all its
cultural, political and economic
diversity from first settlement in 1788
to economic restructuring in the 1980s
and beyond.
- ★ *a unique environment and the human
impact upon it.* This means presenting
the landscape, flora and fauna of
Australia in interaction with humans,
from the land management practices
of the Aboriginal peoples to the
shrinking rainforests and growing
environmental awareness of
contemporary Australians.

A key link between these three themes is
the deployment of the perspectives of social
history.

After ten years, the National Museum of
Australia has well-developed collections and
exhibition policies, a collection of over
200,000 objects, a site in the National
Capital, a small dedicated staff but no
longterm funding and no building.
Government priorities as expressed in
budgetary restraint have delayed progress
on a project of national significance.

In 1989, the Friends of the National
Museum was formed

- ★ to provide a means whereby citizens
can become involved in an imaginative
and innovative project of national
significance
- ★ to campaign for a go-ahead on
construction of the National Museum
- ★ to deliver a range of benefits to
members.

For further information and as to what
you can do to lobby for an important cause
write to:

**Friends NMA, GPO Box 2977, Canberra
2601, Australia**