

SUMMARY OF DISCUSSIONS OF HERITAGE CONSERVATION EDUCATORS ROUNDTABLE

**The Heritage Canada Foundation
and Parks Canada**

**Ottawa, Ontario
May 6 and 7, 2004**

The Heritage Conservation Educators Roundtable consisted of 22 participants from 14 educational institutions. They were invited to compare ideas about the place of their own institutions within a national heritage conservation framework and to provide feedback to Parks Canada and Heritage Canada. The session was divided into five sections:

- Facilitator's Opening Remarks
- Roundtable Participant Introductions
- Heritage Canada Foundation HR Overview
- Historic Places Initiative Overview
- Roundtable Discussion Based on three questions

Facilitator's Opening Remarks

Herb Stovel, an architect with 30 years experience in the conservation field, acted as the facilitator. He described the roundtable as the convergence of two new ideas. The first is the federal Historic Places Initiative (HPI), which is creating a Canadian Register of Heritage Properties, accompanied by specific conservation tools that would bring a common approach and standards to those properties. The second idea is the development of a human resource (HR) strategy at the national level. The Heritage Canada Foundation (HCF) has undertaken significant original HR research to find out who and how many people work in the heritage conservation field; what their occupations are in the trades and professions; what skills they need to develop, and how to ensure that the right skills are in the right place.

Roundtable participants:

Dr. Richard MacKinnon (Professor, Dept. of Culture, Heritage and Leisure Studies, University College of Cape Breton, Sydney, N.S.)
The University College of Cape Breton offers three certificate programs: heritage preservation, Mi'kmaq cultural heritage preservation and heritage

studies. It uses local cultural resources such as the Fortress of Louisbourg and the Alexander Graham Bell National Historic Sites as well as the Miner Museum.

“The Certificate in Heritage Preservation could not have been offered without the support and expertise of Parks Canada and their people at the Fortress,” said Dr. MacKinnon. The program, run in 1997 and 1999, with 20 and 15 students respectively, is scheduled again for 2005. It is offered on a cost-recovery basis. The one-month intensive summer program offers courses in heritage preservation, collections management and presentation methods.

The Mi’kmaq Culture Heritage Preservation program offers courses in museum studies, collections research and management, oral history, folklore, story telling. As well, it offers hospitality, tourism and accounting for those who will be operating arts and culture centre in their Aboriginal communities. About 200 Aboriginal students attend the university.

The undergraduate Certificate in Heritage Studies is available to students already pursuing a Bachelor of Arts in history or anthropology as an add-on, or for those not pursuing a degree but wanting courses in the heritage field.

New initiatives are being planned that broaden the definition of heritage: Mi’kmaq studies, language, culture, and history of the Mi’kmaq people; folklore heritage studies courses. A major/minor in folklore and ethnomusicology focusing on the Celtic music tradition of Cape Breton Island is planned for next September. A proposal for a Canada Research Chair, would allow a new focus on intangible culture heritage and cultural conservation, on threatened traditions of all kinds in Gallic, Acadian and Mi’kmaq cultures.

John Scott (Instructor, Heritage Trades and Construction Program, Algonquin College, Perth, Ont.)

Started in late 1980s in response to the shortage of skilled people in the heritage trades, the program first concentrated on carpentry. It addressed such skills as hewing timbers, re-creating old barns, trim work, etc. The masonry heritage program began in 1990 and provides the basics of bricks and blocks like a traditional masonry program, but then proceeds with stone cutting, examining and investigating older masonry buildings, identifying problems and solving them with hands-on techniques.

Students are primarily from Ontario, but one-quarter is from N.S. and B.C.; and many return to work at home. “Our graduates learn a wide range of skills that can be used in new construction industry or in heritage buildings,” he said, adding that in long-term, he is looking to add new courses in heritage plaster conservation and roofing.

Patrick Murphy (Instructor, Heritage Carpentry Program, Algonquin College, Perth, Ont.)

The two-year carpentry course begins with history and philosophy of architecture. “The idea is to start the student off on the right foot and give them an idea of how architecture in Canada has evolved, and introduce the student to some conservation principles early on,” said Mr. Murphy.

The first-year courses offer standard carpentry training so that students can find work building temporary housing. Second-year courses include timber framing and log building, ornamental carpentry, door making, stair building, window making, and historic roofing.

Mr. Murphy said that one-third of the carpentry students are university graduates. There are 48 students in the first-year certificate program; in the second-year program, 24-36 students graduate each year. "Generally graduates have little trouble finding work after the program. They may not be in purely restoration, but their skill set allows for a wide variety of jobs," he explained. "Memberships in a variety of organizations such as the Timber Framers Guild of North America that have proved very helpful."

Allan Hanna (Co-ordinator, Arch/Civil/GIS/TWR, Algonquin College, Ottawa, Ont.)

Algonquin College offers a two-year architectural technician and three-year architectural technologist program, plus a two-year construction-engineering technician and technologist program. Between 300 to 500 students are enrolled. A weekend program (Friday to Sunday evenings) in the architectural technologist area has proven successful. In fall 2005, a construction technologist program weekend course will also be offered.

Another fall initiative is to develop a four-year applied degree that would "combine the best of architectural technology with a conservation element." To succeed, it must not compete directly with the colleges of architecture and must prove there would be attractive jobs for graduates.

Jean-Claude Marsan (Professor, Université de Montréal, Montréal, Que.)

So, The Built Environment Conservation program, is unique in Canada. It is in a faculty that includes a department of Architecture, a department of Urban Planning and a department of Landscape, and this makes it possible to have an interdisciplinary approach and to touch on the whole field conservation.

It's a master's program, and it admits people from the bachelor's program, architects, urban planners, engineers, art historians. There's even an archaeologist, who's here today by the way; that's Christophe. In fact, we have even had a priest, a specialist in canon law, historians, and so on. The aim is to complement the initial training in that we don't provide training in isolation. We produce architects who are specialized in conservation. We produce urban planners who are interested in the city. We produce archaeologists able to ensure conservation; at least I hope so, Christophe. Our approach is to develop a philosophy, an attitude towards conservation and the enhancement of the built environment.

Our capacity to accept students is limited by the number of professors. We always have between 2.5 and 3 full-time-equivalent professors plus the contribution of other professors in other disciplines, which means we can admit 12 to 15 students a year. Most, about two-thirds, are from Québec, but one-third are from abroad. We now have graduates on four continents, and it's only in Australia that we don't have any graduates yet.

We've been in existence for 16 years, and so far we have produced over 100 graduates who work in all areas. We have six or seven at Parks Canada. We have some with the provincial government. We have some at the municipal level. We have some in the private sector. And what is interesting is that we're beginning to see the impact these people are starting to have, and that's mainly how things are beginning to change, notably in Montréal, and in Québec. The City of Montréal makes heritage studies mandatory in any area of importance. So that's owing largely to the people we have been able to train and who now find themselves in management positions.

What else can we say? We have two types of learning paths: the master's degree by course work, for those who want to take action. So, the master's degree by course work, the training component along with courses; that's tutorials and training courses. This master's degree is complemented by a master's degree through research, for those who want to do their doctorate.

This is rounded out by a number of activities. Notably, we have what we call summer school. It's an agreement with the Université de Rochelle Poitou, France. One year, we go to France for ten days during the summer with our Québécois, and the next year, the French, the Mexicans now, come to Québec.

Next week, we will be leaving with eighteen French, two Mexicans and 10 Québécois on a ten-day tour of Québec to see, to visit with stakeholders to observe how consumption takes place.

With an agreement we have with practising architects, we give technical courses that are attended by professionals in masonry, the conservation of roofs, windows and the building enclosure. Starting in 2006, there will be compulsory continuing education courses in the sense that architects will have to earn credits each year in order to be able to maintain their membership.

What became interesting about two years ago is that our faculty, which has four departments, 15 programs and 60 professors, got a Canada Research Chair. Our program decided to compete and won that chair. We have our candidate. We can't reveal the name, but she has been approved by the university, and the Humanities Research Council has to give its answer by May 18. We are fairly confident of getting it. But after that, we'll be able to get serious, to do research and all of that, because what is happening in the universities, and especially [those] like Montréal, which is a large university--you know, it has the third largest enrolment in North America. We have 65,000 students; two-thirds are in medicine. I don't know why things aren't going well in medicine; there are a lot of students.

So what quite often happens in these situations is that if you don't perform well in research, you get passed over. But having a chair in the discipline means, we will be considered by our own university and we hope to get more resources, because we could easily take 20 to 25 students each year.

Tania Martin (Professor, Université de Laval, Québec, Que.)
I will speak in French and English.

I also have my colleague here, Gian Piero Moretti, who will talk more about the bachelor's program; I'm going to talk more about what we do in the master's program and about other plans we are making at the School of Architecture of Laval University, a bit about the Faculty's plans.

The School of Architecture recently changed, as have several schools of architecture in Canada, [to] a system in which it's not the bachelor's degree that is the professional degree, but the master's degree. This is the first year we no longer have the old system. We have only just completed this transition.

When we developed the master's programs, there are two concentrations that we offer to the students. This doesn't mean they all do their master's in these concentrations. They do several, that is two or three during their master's. There is one that's more relevant to you, in Conservation. Our approach in Conservation is fairly broad.

We have developed the master's so as to have in a given semester a course in theory, history/theory, with a design workshop. These two courses complement each other. In the history and theory course, we expose the students to the practices and theories of architectural heritage. From the Renaissance to the present day, they get a general overview of the theories and the charters, the laws and all of that.

Then, in the workshop, they have a chance to apply these theories somewhat, to explore them further. This year was the first time we offered this concentration. The workshop was about a monastic complex. This is a major issue in Quebec City right now. Many religious communities are closing their doors and we're wondering what to do with these complexes. So, they were able to explore that.

But conservation isn't just protection; it's also about intervention, renovation, rehabilitation. They were also asked to explore the nature of demolition, in other words, recycling maybe the site, not just the sites. We try to encourage the students to really think broadly about what conservation really is, who it's for, how to go about it, and all of that.

There is another concentration on settlements and culture, but there's a philosophy that underlies it which is the conservation of intangible heritage, something like what Mr. McKinnon was talking about. It is settlements and culture. For example, we have workshops with an Innu group on the North Shore of Québec in Sept-Îles; and it was to develop prototypes for houses. We worked with them to develop these prototypes to preserve their own way of life while keeping in mind that they, too, are modernizing. So, it's about finding an accommodation, an architectural form that accommodates both. So, it's not the conservation of a type that already exists, but of a way of life and of practices. The professor responsible for this discipline is also doing projects in Vietnam, so we're also working internationally to try and promote these kinds of things.

Like l'Université de Montréal and other schools, I think, we too are pursuing a plan for a Canada Research Chair project in Heritage. I am here to learn from you, too. I am the candidate that Laval University wants to put forward in that context. So, it's really in the works. So far, the type of chair is Cultural Heritage and the Built Environment, to make a bit of a distinction. My project, if I can develop it, would be to develop a field school, in other words to take the students to the site. This is a cultural landscape approach, that is, instead of learning in a classroom, a seminar room, we will go into the field and try and learn. The cultural landscape itself is a document. I belong to the Vernacular Architecture Forum, which is an organization in the United States that does this kind of thing a lot. I did my doctorate at Berkley, and I just got back. I've been gone seven years. So, I'm learning from you.

This field school is also a mobile research model and enables action research and creation research, that is, to work with the community in partnership with the governments, but also the Heritage officers, the residents. There may be [some] in the faculty, Villes et villages d'architecture [*sic*] et de patrimoine; that could be one of the networks. There are others we could work with. But this could take us into the Québec region. Eventually, I would like this mobile unit to go across Canada. I also hope to incorporate technologies, GIS and GPS, in these areas.

That's more or less it. It's just to stress that at Laval, our idea of heritage, it's not really something fixed, it's something in evolution. We train professionals. So, it's how to interact with, but also to question the notion of heritage.

I could tell you a bit more about the VVAP if you like. It's a way of having continuing education. It's training for interpreters, to enhance the heritage in different regions with the Band Councils. Originally, it was a way of creating jobs, but also of developing tourism in the regions, from what I gather.

QUESTION PERIOD

Q. Do you have an indication of students' current level of interest in the Heritage and Conservation concentrations in the programs that exist now?

MS. TANIA MARTIN: For the workshop we had 18 people, about 20 people, and that was the first semester it was offered. After that, in the master's program, the students have to do what we call an essay project, and two or three students decided to work more or less with so-called heritage subjects, that have to do with heritage. So, for something that has just started, it's promising that the students, on their own initiative, are doing projects related to heritage.

Q. About what percentage of the student population is it? About 20 in the workshop, but that, that's from a pool of how many enrolled students?

MS. TANIA MARTIN: I think that at present, there are 80 students per year who enter the bachelor's program.

Christopher Andreae (University of Waterloo, Waterloo, Ont.)

Mr. Andreae, a practising heritage planner for 25 years, presented several general concerns.

One issue was a lack of applied knowledge in those who are the practitioners. He said the direction of public history is too theoretical and research oriented to be applicable this kind of group. When he hires people, he said he assumes they have the theoretical academic knowledge, but they also need to have the basic applied knowledge such as photography and blueprint reading. On the planning side, he said that it is "more critical that they know how to do basic field work."

He also questioned how graduates could find appropriate experience, saying, for example, that his own company is too small to take on interns. "How many agencies and organizations are there that hire the students to get some of that extra experience?" he asked. Mr. Andreae said that the former Canadian Inventory of Historic Building, a federal project was a good model as it provided young people with very practical experience in documenting heritage buildings across the country. He wondered whether the HPI would create something similar. He also asked whether it was possible to sustain a viable industry of heritage planners to do the inspection and conservation of buildings that would come through the HPI.

Finally, he asked how graduates could maintain their specialized skills beyond formal education. Besides the residential and commercial properties areas, there are few opportunities to use professional knowledge such as at engineering sites, landscapes or archaeology. "What's done is not done well because there are few chances to practice it," he said. He said that the Canadian Association of Professional Heritage Consultants (CAPHC) was set up about 15 years ago as a networking group to bring together practical conservation, archaeology, planning. It was intended to provide a kind of framework to "give some underpinning to this applied sector of heritage."

Michael Ludolph (Director, Centre for Advanced Building Technologies, George Brown College, Toronto, Ont.)

Recently designated as an urban Institute of Technology and Advanced Learning, George Brown College now can issue applied degrees. The college has 12,000 full-time students on two campuses, and about 50,000 part-time students in continuing education programs.

The Centre for Advanced Technologies has a full range of programs: two- and three-year architectural programs at the technician and technology level, as well as two- and three-year programs at the construction technician and technology level. There are also two applied degrees: one in construction and environmental compliance, and the other planned for 2005 in construction management.

The two-year diploma program, technician level, in building restoration is a compilation of technical skills as well as the elements required by the Province of Ontario: general education, math, blueprint reading and the sciences and communications skills. The technical skills on restoration techniques are directly applicable.

George Brown College was started primarily by an industry push because of a worker shortage and, within two years, had mounted a program specifically directed at restoration techniques and skills. Mr. Ludolph said that while the industry provided consulting, equipment, recruitment in a fabulous facility, there are not many students in the program. However, since the renovation program was successful, the restoration was married to it. The combined program now has more than 100 students at the first-year level. Specialization takes place after year two. This shift has resulted in an expansion of the restoration techniques taught.

Mr. Ludolph said that while industry continues its support, recruiting is still a challenge. "Parents of high schoolers are not familiar with what a restoration technician or technologist career is all about. Consequently they are still pushing their children into the diploma and degree programs at the higher level," he said.

GianPiero Moretti (Professor, School of Architecture, Université de Laval)

I think that one of the important points about Laval University's attitude towards heritage has been its physical expression, that is to say, the move of the School of Architecture into the heart of Old Québec, the historic district. That is a fairly clear position. So, while my colleague, Tania Martin, spoke about the master's program, I am going to speak about the first part of the training of architects, namely, the bachelor's program, the first three years of an architect's training.

The School of Architecture of Laval University accepts 350 students, about 80 students per year. In the first three years, a number of courses are geared towards heritage issues. They are divided into two parts: theory courses, and workshops. The theory courses include one that has been compulsory for about fifteen years, called Reading the Built Environment, which is the basis for understanding the built environment in its historic evolution.

This course focuses on the Italian theories, later developed by the French and introduced in North America by Anne Vernes Moudon. The students spend time reading the built

environment on different scales: that of the building, then the connection between the distributive features of buildings, between the constructive features, and the relationship of the developed site to the urban fabrics. They then move on to a second scale. The other scale is that of the city, in other words, the role of each district in the city, within the city. Finally, understanding the formation of the territory with its permanent structures, which becomes very important for maintaining the identity of the landscape.

During this course, which is compulsory for the 80 students who are taking architecture, we do practical assignments where we observe old districts of Québec City, and we gradually cover all the central districts of Québec City, with documentation that accumulates year to year.

These theory courses also include [a course called] Architecture and Heritage. This course is optional in second or third year. There are about 20 to 30 students per year. In this course, we cover restoration theories generally and the whole evolution of restoration charters, and look at the evolution of the idea of heritage in Québec in particular.

Another optional theory course, still at the bachelor's level, is the course in Restoration Technology, where we study old construction techniques, building restoration techniques. We also develop the students' capacity to make diagnoses on historic buildings.

As for project workshops for the students, there is a compulsory workshop at the start of the second year in the first term on Rehabilitation and Recycling, where the students tackle two different rehabilitation projects involving old buildings--so, all the issues that arise when working on an old building, on existing structures that are located in certain parts of the city and that have distinctive structures, in relation to the new program to be inserted in this building. This workshop is compulsory for the 80 architecture students.

Another workshop experience that, in my view, is worth mentioning is the new summer workshop that takes place in Percé, in Gaspésie. This workshop is optional. Last year was the first year it was held. About 15 students participated in it. In this workshop, there is a direct connection between the perspective on the landscape of Gaspésie, and of Percé in particular, and the new intervention in this fragile village context.

I think this is one of the fundamental themes of the future: understanding how we can intervene in these landscapes, which are delicate and fragile and are the real face of the country.

This workshop was developed in the context of Laval University's Chair of Studies of the Gaspésie. Laval University also made a financial commitment by purchasing buildings in order to find a fixed base for this workshop and the other activities of the Chair in Percé. I think that at the bachelor's level, the underlying idea of the program is to raise the awareness of the students and of all architecture students, all 80 of them, at least with a common base, of the importance of understanding the environment for intervention involving heritage buildings, but involving new buildings as well. Because new

buildings, for the most part, are built in a context. And the context is there, and it has to be taken into account.

If you have any questions, I can answer them for you, as well as any questions in English. Thank you.

Christophe Rivet (Archaeology Services Branch, National Historic Sites, Parks Canada)
Since my anglophone colleagues already have their earphones, I will speak in French.

I work at the Archaeological Services Branch of Parks Canada. My main project is to develop and update the guidelines for the conservation of archaeological sites published in the document, *Standards and Guidelines for the Conservation of Historic Places in Canada*.

What we realized in developing these guidelines is that the fields of conservation and archaeology are two solitudes; while archaeology is a heritage profession, it is not necessarily taught in the context of the principles of conservation that are taught in faculties of architecture.

So, I am interested to hear, to listen to what the different programs across the country offer, in order to gain a sense of how we might bridge the gaps between my discipline and the discipline of conservation, first of all to make it easier for me to convey the guidelines for the conservation of archaeological sites to other professions, but also to prompt archaeology to tackle these problems in Canada.
So, there you have it.

Jean-Yves Bernard (Head of training, La Fondation Rues principales, Quebec)
Hello. I too will speak to you in French, but I can take your questions in English.

Before giving you details about the training program we have in collaboration with Laval University, I would just like to recall for you what La Fondation Rues Principales is. It is a process that was set up 20 years ago as the Québec component of the activities of the Heritage Canada Foundation. Over the last 20 years, inspired by what was being done in the United States with the Main Street initiative, we developed an approach that is based primarily, if you will, on the involvement of people in the whole of process of reappropriation of their heritage, but viewing heritage not only as treasures to be preserved, but as levers of development. Heritage is regarded--beyond, of course, all the physical signs that history can leave in the landscape, whether buildings or something else--as all the elements that make up the identity, or attempt to make up the identity, of communities.

By the way, I want to say a little that in our view, any living environment is a constantly evolving historic place. That is really how we see our intervention.

The way in which we intervene is that, at the request of municipalities or community organizations, we come for a minimum period of three years; because before we come to mobilize the community to take action, since our intervention is intended to produce very concrete results physically, of course, economically, socially and even culturally. So we work simultaneously on all aspects of the life of the community. Rather than claim to be experts who are going to tell the people of the community what to do, we lead them through a whole process which I tend to call popular education, to become aware of the assets they have in their control and that they often no longer see. In this way, after a few months, by being with them and giving them a whole set of tools, the people collectively appropriate the reality of their heritage and become aware of what they want to conserve and how they want to use it as a tool of economic development.

This can take all kinds of forms. I'll give you just one example because we're talking about it now. It's the example of Rivière-aux-Renards in Gaspésie, where, during public consultations, one of the main elements that emerged was to find ways of providing what is called living heritage. Rivière-aux-Renards is the fishing capital of Québec. So, there are a lot of old fishermen who have many things to tell; because physically, there are few traces, for example, of what we call the old drying stages, or the aboiteaux, the whole cod drying system. With the fishery crisis, obviously, it's disappearing. So of course over the years, Rues Principales has developed a whole expertise in terms of public awareness, of education.

Initially, I said it was a Heritage Canada program. Since 1997, La Fondation Rues Principales has been a foundation in its own right. We offer our services not only in Québec, but also in other provinces, such as to Dieppe, in New Brunswick, and we have provided them elsewhere as well, in Caraquet. We have also given training courses, the ones I told you about in English in Moncton, I think, in 1998.

Since 1990, we have had a training program in collaboration with Laval University in the context of continuing education. Once a student has taken ten courses, six of them compulsory, he earns a certificate that is recognized; so, it's in the context of continuing education. As I am speaking to you, there are over 700 students who have taken the course, and about 75 graduates.

This program is given as two yearly terms, one in the fall and one in the spring. One is more geared to the physical, the other more to the economic and other elements linked to the revitalization of communities.

I'll give you a few course titles, to give you an idea: for example, there is, of course, the one on Managing Heritage in the Municipal Environment; Images of a Community and Planning Criteria; obviously, the whole physical aspect related to quality physical interventions on buildings.

We also have a course designed to advise and equip stakeholders to analyse the condition of a building and try to determine how it will be economically viable to restore its original structure. So the name of the course, the exact title, I think, is Feasibility and Pro

Forma Studies, which links the economic analysis of the work to be done on a building to, of course, the architectural and heritage analysis of the building's physical reality. There are four classes each term. It's a one-day class open to anyone interested. So, there's no prerequisite. Over the years, we have realized, of course, that we are training our own project managers who are hired for the three-year period locally to move the process along; but it also takes in municipal officials, the government sector, managers of real property programs, for example, city planners. So, it somewhat affects a whole range of people.

As for the classes, there is, of course, a theory part, but there's also a part illustrated either by examples we have been able to accumulate over time or the experiences of the gathered participants. Because it's clear that all our training is, first and foremost, geared to action, to providing concrete tools so that people are able to act to collectively appropriate the heritage and use it as a development tool. I'm repeating myself somewhat, but that is really, I think, what makes us different.

Also, we can offer the current set of 24 courses in the regions. On request, we will offer these same training courses by adapting them, obviously, to the needs of the environment or the reality asked of us. So, they are more customized courses. For this, we are accredited as a training institution by the Government of Québec; this means, among others things, that when the institution is asked to go on site, it receives financial assistance.

Brenda Weatherston (Cultural Resource Management Program, University of Victoria, Victoria, B.C.)

This program, begun 23 years ago, was conceptualized and initiated by Doug Franklin. Administratively, the Cultural Resource Management Program is situated in the Division of Continuing Studies and, academically, is within the Faculty of Fine Arts, and the History and Art Departments specifically. The program has a philosophy of continuing professional education and adult education built into it, where theory and practice is combined in all its courses.

The Cultural Resource Management Program focusses on museum studies, heritage conservation and a broad look at cultural management. The courses, aimed at a mid-career professional, are flexible and part-time. Participants in the courses have previous degrees, as it is a post-degree diploma. The program can be completed in an intensive 18 months, although most students choose part-time studies and take between two and five years to complete. Many courses are offered as a six-day intensive immersion, with a predatory assignment and work. The program also has a strong distance education component (driven by geography, finances and personal learning preferences); many courses are offered on-line.

There is no resident faculty, so professionals in the field come in to teach. In the heritage conservation program, courses range from conserving historic structures to determining significance, the fabric of heritage buildings, the specific material courses in wood and

masonry and structural metals. There are also courses in managing archaeological resources, cultural and heritage landscapes and gardens, and preserving maritime heritage.

Recently a need for training in heritage planning was identified, and with the HPI initiative almost complete, it is developing a Certificate in Heritage Conservation Planning. It will be running courses in the coming year. The certificate will require six credits or about a year of part-time studies and is for those with an undergraduate degree and two years of experience in heritage work.

Ms. Weatherston said that through all the courses the focus is on offering tools and applied learning to manage resources effectively. The heritage course participants are cultural resource managers, municipal heritage planners, and site employees. About 50% of students are from B.C., but some also come from the U.S. and elsewhere.

Christiane Lefebvre (Manager, Standards, Historic Places Program Branch, NHS, Parks Canada)

I will continue in French for the rest.

I am the manager of standards and guidelines. My primary responsibility is the interpretation of standards and guidelines, the development of these standards. Right now, the standards and guidelines cover four types of resources: archaeology, landscapes, buildings, and engineering structures.

Christophe has already talked to you about the working group that is responsible for the new version of the guidelines that will cover archaeology. So, that project is underway. Eventually, we intend to develop guidelines for heritage sectors, what are known in English as historic districts. The question of cultural landscapes is also important to us.

There is a lot of work to be done. The team is not very big and it's a very big country. So obviously the efforts have to be divided up. We are very hopeful that colleges and universities and all organizations in the country will become involved in developing these tools.

Another reason for my being here is that it's my responsibility to disseminate the standards and guidelines and to ensure that the training that is given in conservation probably includes the approach developed by the Historic Places Initiative.

My colleague, Victoria Angel, who is the registrar, isn't here; I'll say a few things for her. She is very interested in the whole question of training in the assessment of heritage values. We have had some workshops to identify the training needs in Canada. I think there is an enormous need for training in understanding sites, in analysis and in assessment.

The question of inventories is pretty well sorted out. There are a lot of people who can make inventories. Where we have a bit of difficulty is in doing the analysis and the

synthesis and in making decisions. The whole problem of the directory and of the related guidelines is based on a system of heritage values. It's really to develop tools so that people can understand what the heritage value of a site represents and involve the communities in that work. I find that perhaps this is something to be developed.

So, I'm actually here also to listen to what you have to say so that we can direct our efforts and our energy into the best actions in this area.

Thank you.

Yew Thong Leong (Program co-ordinator, Continuing Ed. programs in Architecture, Ryerson University, Toronto, Ont.)

Mr. Leong, an associate professor in the Architecture Program, said the day school has academic guardianship over the Architectural Preservation and Conservation (APC) Certificate program offered in Continuing Education program.

Begun in 2001, it was poorly attended despite an identifiable industry need for architectural preservation and conservation consultants. Now it has about 20 students at varying levels of completion. The program has eight courses and takes four to five years on a part-time basis to complete. The primary target is architects and engineers, and a few designers and landscapers that are in the architectural preservation and conservation sector of the industry. Mr. Leong said there is a demand from mid-career for continuing education and training. The APC certification is for graduates of a degree or diploma.

Through an informal agreement with Mr. Ludolph's program at George Brown College, Ryerson students can access courses there such as the material-testing lab.

The four-phase program includes an introductory seminar, which "indoctrines them to think a certain way because conserving a building is not the same as designing a building from scratch," said Mr. Leong. Students are trained in policy and management, and in some current preservation technology. The second phase focusses on preservation technologies, especially the building sciences, and the third is a mixture of policy and practice. These three phases are essentially the core, with the final phase allowing for electives from history to project management to the hands-on lab component.

There is an advisory committee that is equally balanced between practitioners and academics. Without faculty, the program is cost-effective and allows practitioners who are up-to-date with current knowledge to instruct the next generation.

George Kapelos (Chair and associate professor, Ryerson University, Toronto, Ont.)

Ryerson has a 50-year tradition of applied education. There are about 60,000 students and as many as 40,000 are part of the continuing education program.

Mr. Kapelos, who has worked in the heritage field for 25-30 years, said that there is a shift toward graduate education. In 1992 Ryerson Polytechnic Institute became a Ryerson

Polytechnic University and, in 2003, became Ryerson University. The context is changing for higher education in Canada, he said.

Now offered is a Bachelor of Architectural Science degree rather than one in architectural technology. It has about 150 students a year from a diverse background who are looking for applied – practice-based – learning in the architect, engineering and construction professions. Two years of undergraduate studies are required including courses in history, management, and building construction. Third-year options are: architecture, building science, and project management. Mr. Kapelos said “traditionally students prefer to go into architecture because they perceive that as the more glorious or promising course. We encourage students to go into building science and project management and are trying to further integrate these options.”

There are also two courses in historic preservation and conservation as professional electives: one is in theory, the other in practice in community-based conservation. Currently an accredited Master of Architecture is being investigated as are developing graduate programs in heritage conservation.

The architecture technology program is situated in the Faculty of Engineering and Applied Science, while interior design is in the Faculty of Communications and Design, while urban and regional planning is in the Faculty of Community Services. Although all are interrelated, this means that some courses are offered in parallel by different faculties, with potentially the same intention or desired outcome.

Dr. Roderick Stutt (Program head, Saskatchewan Institute of Applied Science and Technology, Moose Jaw, Sask.)

As the only provincial technical institute, Saskatchewan Institute of Applied Science and Technology (SIAST), has the mandate for adult continuing education and post-professional training in applied research. The campus in Moose Jaw offers a three-year architectural technology program.

The Certificate in Architectural Heritage has an emphasis “on raising sensitivity to the issues – especially in Saskatchewan where the old buildings would be considered new in other parts of the country. Awareness of their value is a relatively new thing,” he said. The program is available to students at the institute and the general public.

He said beyond the university, the Saskatchewan Architectural Society is another avenue for disseminating heritage information to the community. Another untapped resource is the Canadian Plains Research Centre at the University of Regina, which is essentially an interdisciplinary heritage culture research centre.

Julia Gersovitz (Professor, McGill University, architect at Fournier, Gersovitz, Moss et assoc. architectes, Montréal, Que.)

McGill University does not have a specific program in heritage conservation unlike the Université de Montréal. Courses given are related to art history, but since it is located in the Faculty of Engineering, the “courses tend to be pragmatic such as in structure and

building science.” Others courses include: history of architecture in Canada and the introduction to historic preservation.

The last term of the Bachelor of Science in Architecture, which is now the pre-professional degree, offers a design studio within an historic context. There are other studios that target more contemporary questions. There is also an on-going preservation course that joins McGill with a university outside of Boston and one in Mexico.

McGill’s School of Architecture for the last 25 years has allied itself with Heritage Montréal and the courses that have been given to homeowners. This outreach program to the larger community is a component of the academic program. Included in its resources, is the stewardship of the built environment at McGill University and MacDonalld Campuses, and the John Bland Collection of architectural photographs, drawings, documents. Resources are increasingly coming online.

Dr. Ann Davis (The **Nickle Arts** Museum, University of Calgary, Calgary, Alta.)
The University of Calgary offers four programs that incorporate heritage preservation, but none exclusively deals with heritage preservation.

The first is an undergraduate minor in museum and heritage studies situated in the Faculty of Communication and Culture. It is specifically an interdisciplinary program to appeal to a very broad range of students. Within the Faculty of Environmental Design, which includes architecture, interior design, urban planning and design, is a graduate faculty. It has some specific courses in heritage preservation: distance certificate program, which includes heritage preservation, a Master’s degree and a PhD degree.

The university is moving toward a joint Masters and PhD in museum and heritage studies. The programs are very broadly conceived and also balanced between the theoretical and practical. Efforts are made to incorporate First Nations heritage into the courses. There are two full-time professors in museum and heritage studies, and many resources including the rich collection in the Canadian architectural archives.

Heritage Canada Foundation Human Resources Overview

Douglas Franklin (Director, policy and programs, Heritage Canada Foundation, Ottawa, Ont.)

The Heritage Canada Foundation (HCF) has been specifically researching human resources data for the past three years.

A systematic approach to human resources (HR) is a fundamental issue in the heritage field, said Mr. Franklin. While a heritage workforce has developed, it is still not known how many workers there are, what their occupations are, what workers the construction industry needs, and what educational and training needs are not being met. He said a conservative estimate puts 128,000 pre-1941 residential heritage buildings in need of

ongoing maintenance, repair and conservation work. However, there is no data on whether there are enough skilled people to perform this work. Collecting this data could have an important influence on government policy and programs.

The HCF research document, *Human Resource Issues in the Preservation of Heritage Buildings*, was the first attempt to define who is working in the field and where. The second stage is intended to define what and where the demand is. The heritage workforce is affected by needs of the construction and renovation industry. “Do we need more restoration architects or stone masons or others with specific skills?” he asked.

The new Historic Places Initiative (HPI), particularly in its demands for higher quality standards, also affects the heritage workforce, as does real estate investments and government incentives. More research is needed in these areas. He said that with the provinces and territories working collaboratively with the HPI program, there might be demands for a larger heritage workforce in many parts of Canada.

HCF is also trying to change the federal legislation on taxation so that a donated heritage building would be treated the same as donated art or artifacts in that there would not be any capital gains tax imposed. He said, “If that legislation is changed, there will be a change in the way people treat heritage property.”

Another area where more research is needed relates to education and training research: how is the workforce being trained? Is it adequate? Is industry interested in pre-service or in-service training? Are the professions interested in continuing education credits? He admitted that Heritage Canada’s initial survey of institutions (part of its HR report) quickly became obsolete, but that HCF intends to update this list on its Web site every year. After the roundtable, questionnaires would be sent to ensure information on educational programs would be listed and updated.

The final issue relates to developing a strategic plan for HR so that the various levels of government acknowledge it. He emphasized a need for further outreach and a sharing of existing information, especially through the Internet. He sees HCF’s role as an information-clearing house. HCF has made overtures to the Canadian Construction Association, the Construction Sector Council and the Canadian Apprenticeship Forum.

The Cultural Human Resources Council, an independent agency funded by Human Resources Canada, will be doing a major in-depth sectoral survey on heritage. “This is a huge breakthrough,” said Mr. Franklin.

Historic Places Initiative Overview

Peter Frood (Director, Historic Places Program Branch, NHS, Parks Canada)

The Historic Places Initiative (HPI) was developed as a collaborative approach that would mobilize, change and shape the culture of heritage conservation in Canada.

The historic places program within HPI focusses on developing core program tools for heritage. It is developing the Canadian Register of Historic Places, the *Standards and Guidelines for the Conservation of Historic Places in Canada*, and a certification process that can be used for incentive programs.

All provinces and territories are providing information to the Register and the official launch of the publicly searchable Register is scheduled for October. It is expected to eventually include some 15,000 to 20,000 historic places that have been recognized by jurisdictions across the country.

The Register, which is new to the conservation system in Canada, required the development of a set of documentation standards. A core statement of significance has been created for the documentation standards. It includes a description of the place, identifies the heritage value and the character defining elements that contribute to the heritage value. The jurisdictions involved must review the backlog of documentation of places that have been identified and bring the documentation up to a common standard.

There have been different forms of standards and guidelines for conservation, but what HPI creates, said Mr. Frood, “is the first pan-Canadian set of standards and they already have been adopted by Parks Canada and by FBHRO, and by Alberta, and Newfoundland and Labrador. We will be encouraging all jurisdictions to adopt or, at least, endorse them as well.” *The Standards and Guidelines for the Conservation of Historic Places in Canada* is now available in print. With the standards and guidelines as a new reference point, he said heritage workers would require some continuing education or professional development. Mr. Frood said he hoped that this would be integrated into the education programs for new students.

The certification process is a way of assessing projects based on the Standards and Guidelines (S&G) where the project applicants are seeking funding through a new contribution program. There are in-house training courses for certification agents – a small cadre working with the governments who are providing this review function on behalf of the CHPIF program. Their qualifications include architecture, engineering or a broader heritage conservation background such as an architectural historian or conservation technologist, with a minimum of seven years experience. Currently 20 have been trained, done a follow up assignment and have been recognized as certification agents. He added that 16 participated in the second wave of training, and that a session in French may come next.

The evolution of the core program tools has been based on partnerships: provinces, territories, municipalities and a cross-section of professionals working in the field. There have been active discussions and consultations with Aboriginal communities, as well as with the voluntary and private sectors.

An important key in moving HPI forward is the introduction of the Commercial Heritage Properties Incentive Fund (CHPIF). The three-year, \$10-million per year contribution program was launched last November and the first crop of projects are currently being

reviewed for eligibility. He said this incentive fund was only for commercial heritage properties that are included in the Canadian Register, and the restoration work to be undertaken must be consistent with the S&G.

He said there is an imbalance right now, with the commercial incentive. The National Historic Sites Cost-sharing Program was developed to provide support for the conservation of NHS not owned by the government (about 600 sites), but it has been stalled for lack of funds. HPI intends to re-introduce a balance by requesting additional funds for the cost-sharing program.

Another HPI key is for the federal government to put its own house in order with regard to responsible stewardship. Although the Federal Heritage Board Review Office (FHBRO) was a start, there still are gaps. For example, the *Historic Sites and Monuments Board of Canada Act* was last modified in 1953. “The Board has been moving forward recognizing individuals and events, the Act unfortunately only talks about buildings,” he said. The approach to conservation and recognition of what is valued has changed, but the legislation has not kept pace. Conservation work on federal heritage buildings is undertaken as a matter of policy, there is no legislative base and it needs to be evolved, he added.

Next up for HPI is to have its proposed legislation, the *Historic Places Act* passed. This would provide a legislative base that would confirm and consolidate the Register, and support the formal adoption of the Standards and Guidelines. The necessary cabinet papers and draft legislation are currently being prepared.

Mr. Frood said that the work done on HPI has introduced a number of elements that have become what he calls “the new normal” for heritage conservation in Canada. He said the co-operation of all jurisdictions is unprecedented

Discussion/Questions

Ann Davis: Even in a very independent province like Alberta, she said that there has been a tremendous buy-in and involvement with the HPI. “This change of attitude is an absolutely major step forward for heritage conservation in Canada.”

Herb Stovel: Now that there is a commercial properties incentive, he asked about incentives for other properties such as residential or religious.

Peter Frood: He explained that building the core program tools must first be in place before any program that focusses on religious properties or any other segment could or would be considered.

Roundtable Afternoon Discussion Based on Three Questions

1. What are the opportunities for improvement in heritage conservation education institutions?

Jean-Claude Marsan: To come back to what I was saying this morning, in our program, as far as possible, we do studies, research, work on real projects. It seems to me that we would all do well to share these projects in the sense that Parks Canada, or HPI or what have you, will always have needs, requests and so on, whereas we are in fact looking for real projects and, as it happens, we also work for free.

So, I think that would make it possible to both ensure that certain projects get done by Parks Canada, and at the same time give us the opportunity to benefit from real projects.

Now, I'll go further than that. It would help us at the university, because the Heritage concentration is not one of the university's priorities. Let's not fool ourselves. Except that if you develop partnerships, if you're doing research, then you become worthwhile. So, that would benefit everyone.

Herb Stovel: He said that this group of institutions could become a kind of resource network, which could collectively, in conjunction with the government, offer opportunities for students to be involved in real conservation projects.

Ann Davis: She suggested that universities could work more together on research projects and with the Heritage Canada Foundation.

Doug Franklin: With the current research program now, Heritage Canada would welcome the collaboration with different institutions, he said. It would offer to be a kind of broker to collect information. Mr. Franklin suggested that through HCF's magazine, other publications and Web site, success stories and case studies on specific university research and fieldwork could be featured.

George Kapelos: He asked what competencies were needed for students to find work. He said the old Canadian Inventory of Heritage Building was often seen as the training ground for graduates, and that Ryerson was concerned about the potential for its graduates to find employment.

Peter Frood: He explained that a certain level of competency was required to work with the documentation standards for the Register, especially in preparing the statements of significance. He said that "it is a challenging process that requires some practice," and that there is a tremendous backlog of properties needing full documentation. He also said that people would need a "comfort level" with the Standards and Guidelines as an approach for assessing projects and interventions. He thought this documentation process would increasingly be recognized as a common approach to heritage documentation in Canada by all jurisdictions.

Doug Franklin: He said that the upcoming sectoral study would be an excellent opportunity for institutions, both individually and as a network, to bring forward ideas about what the competencies should be, based on experience, norms, industry and trade

association demands, etc. He suggested that developing methodology for needs assessment and competencies would be very useful for educational institutions. He cited the Architecture Institute of British Columbia as an example. It is seeking ways for its members to become involved in historic preservation using part-time block courses to increase their competencies in certain areas. It is working to develop these courses with both Simon Fraser University City Centre and the University of Victoria.

Peter Frood: He indicated there was also a need to build up a body of resources, which could be used by institutions for pedagogical purposes, both within professional education and professional development initiatives.

Richard MacKinnon: He said the definition of heritage is broadening all around the world. He cited his involvement on the UNESCO discussions on the Convention on Intangible Cultural Heritage, which would have huge implications for conservation programs around the country. If the convention is signed by Canada, he said that, “we will have to change the structure of some programs and changes to course developments, to keep abreast. It also involves new partnerships and has financial implications as to what we then preserve or conserve.”

Julia Gersovitz: She explained that the thrust of McGill over the last 30 years has been teaching students how to design new buildings. Most of the programs target the technical aspects of conservation, the theoretical aspects such as the charters, but it rarely targets rigorous design courses within conservation. “This is a substantial problem because a lot of the renovation work in Canada is done by workers any way they want without an historic context. There is a complete shortfall between what we’re all busy teaching and what goes on in the world,” she said.

Another thing missing was a course on how to get a project completed. Conservation trainees are going out with clients who are adversarial. “In the good old days, the client shared the conservation vision, now he may simply want the tax credit or grant and has little passion for the heritage itself,” she added.

Chris Andreae: He agreed that many of his clients are adversarial. “They just want the authority to go ahead with the project,” he explained.

Regarding the statements of significance and whether there are enough people qualified to do them, he said that in terms of the business, the *Ontario Heritage Act*, the *Planning Act*, the *Environmental Assessment Act*, each require separate statements of significance. There may be a surprising number of people who can do these statements, such as environmental specialists and municipal planners. He suggested educational institutions could take this into account in their courses.

Brenda Weatherston: She said HPI is a new national-level tool the program can add to its existing planning toolkit. She suggested that everyone must consider the competencies currently being met, or not met but needed within educational programs.

George Kapelos: He said there is a need to continue to develop the student’s knowledge base, but also to be doing research in this area. “I wouldn’t want to us establishing

programs unless they were specific and aimed at a certain level of practitioner to fill out forms,” he said.

At Ryerson, it would be possible to raise awareness at the undergraduate level, perhaps through continuing education or other very specific courses. However, he also saw a need to support the networking of other institutions, of an inventory of resources, of sharing problems, and case studies.

Allan Hanna: He said that to develop a four-year heritage conservation program at Algonquin, he would have to demonstrate economic need. He would need to know how many person years work is there out in the conservation area and at what rate. The human resource research data would be useful here.

Herb Stovel: He said this is one reason why Heritage Canada is trying to find a way to put a dollar value on specific skills or disciplines that are needed in the heritage or rehabilitation work. Once the sectoral study is done, then there will be a stronger argument for conservation.

Doug Franklin: The sectoral study is very important in finding out the key needs in the market place, he said. As well, it will create “a vocabulary and pattern of that study” that will conform to the federal and provincial government norms for understanding this labour market. Currently, officials don’t recognize the growth of small heritage entrepreneurs. They still see the restoration industry as a marginal craft cottage industry. Mr. Franklin said that the sectoral study would bring the heritage field into the mainstream.

Michael Ludolph: He indicated that the results of this study could allow him to promote the technician/technologist courses to parents. However, he worried that after graduating, students still had a greater chance of them working on the Gardiner Expressway than on Casa Loma.

Rod Stutt: He reminded participants that much of the rehabilitation work was done by non-professionals who generally do not consult with anyone to find out if the property has any some heritage significance.

Christophe Rivet: He suggested that this might present an opportunity to attract other disciplines to share the principles developed within the heritage conservation field, such as with archaeologists. With the projected *Historic Places Act*, and the Standards and Guidelines and the certification process, there will be more work for archaeologists, he said. This would create bridges between professions because the certification process requires that any archaeological resources found in an historic place will have to be considered. He asked whether the sectoral study by the Cultural Human Resources Council would it take into account other professions like archaeology.

Doug Franklin: He answered that all disciplines relating to the conservation of cultural property would be included. “Heritage rooted in place, includes what is under the ground,

under the water, cultural and historic landscapes as well as buildings and built fabric of neighbourhoods, should all be within this study.”

2. What’s missing in this national system for heritage conservation?

Chris Andreae: CAPHC has been agonizing over the certification issue for years, he said. He wondered whether the HPI certification agents would be perceived, whether intentionally or not, as professionals, and whether HPI would try to control the process to prevent that from happening.

Peter Frood: He explained that HPI approach is “a poor proxy of something that should be in place.” It is very narrowly focused on a group of individuals who have had some orientation related to a review process that is specific to a contribution program. He said that if certified conservation professionals were eventually needed, and then their training should rest with an external professional body with professional standards.

Julia Gersovitz: She indicated that the trade unions are missing from this group. “In Quebec, it is now recognized you can prequalify even on public tenders for historic masons or roofers who have expertise on historic buildings. This has been achieved because the unions have accepted that not all their workers are the same; some have greater skills,” said Ms. Gersovitz. Another aspect is that there is lack of consistency of skilled workers across the country, saying that Quebec seems to have the stranglehold on masons for example. She asked whether the trade unions could fill the needs in other parts of Canada.

Peter Frood: He said he thought conservation engineers were missing in the mix. There are few programs or evident associations, yet there are people working in the field doing this. He said the structure of some of the trades is missing appropriate categories of skilled workers. For example, a part of the renovation industry certainly touches on conservation work, yet there is no category for renovation carpentry. About 60% of all of the construction activity per year is renovation, and 50% of the renovation is in the non-institutional sector, which includes a lot of older buildings. This is a significant, partnerships are needed here.

Allan Hanna: He agreed that this was an issue. There is no such classification provincially as restoration carpenter. He said that for Algonquin graduates it is a confusing issue. The only certification Algonquin has is for general carpenter. “If you build a Corel Centre or renovate a basement or restore the Parliament Buildings, you are considered a general carpenter. It is a huge problem for us. We need certification,” he concluded.

Doug Franklin: He said trade unions were invited to Heritage Canada’s conference last fall. He said it was “a Pandora’s Box as to who can do what in what jurisdiction under the guise of organized labour or unorganized labour.” He suggested a key action would be for the roundtable to participate in the upcoming sectoral study. “In my opinion, the

system of organized industry and labour are much like living organisms. Can they adapt? Perhaps. Conventional solutions won't work," he said, adding that it is essential to engage labour and the trade unions in these discussions.

Jean-Yves Bernard: I wouldn't want to give the impression that I am minimizing the relevance of the discussion about the importance of qualifications and the improvement of skills, which we are discussing as an institution of educators, in order to improve interventions in terms of heritage protection.

Because essentially, we all agree that this Historic Places Initiative is a first step. It is a first after a long delay; we have to start somewhere. So, it's a plus. We all agree on that. What I in fact find, the last discussions we've just had, the last interventions about the limits we encounter, to be precise, for example, through union problems--I find it's quite symptomatic of the limits we encounter if we focus essentially, in terms of reflection about how to move heritage training forward, if we think of this problem only as a problem of the qualification of professionals. In that sense, I think we get trapped because we maintain this overall perception among the population and also among decision makers ... and here, I'm thinking, among others, of politicians ... those in a position to give us better means to finance a step other than this initiative.

That puts us in a situation where, ultimately, we won't be able to go any further, because it remains a kind of clique that continues to foster this perception that heritage is the business of enthusiasts or specialists or professionals.

I have nothing against [the fact] that, for example, in Québec next week, we will inform [*sic*] some people at the ministry of Culture who will calmly rhyme off their qualifications, and that will make it possible to put resources into this initiative to act, provided in maybe a year there are other grants that provide resources so that we can act. What I'm getting at is that in a way, we are wasting our time if we continue to have a strategy that is focussed basically on the professionalism and qualifications of a few qualified specialists and forget the importance of raising the awareness of the public and of decision makers really on a much more general level.

There are all sorts of ways to go about it. I have no magic formula. But based on our experience at Fondation Rues Principales, which consists, obviously, in local development experiences to create consensus based not on an analysis done by professionals or specialists but on a collective awareness of the issues related to the preservation of the heritage elements that people hold dear, we can then act much more easily.

Of course, after the fact, we will have to face various constraints. Except that, once we have built a collective consensus in community "X" to act to protect a particular element, it's then much easier to come in and go and find the specialists we need to help us put together the files or qualify the elements we want to qualify so they are eligible for grants.

So what I mean is that if we think in terms of what is missing from training today to accompany a program such as that, or other existing programs such as all those we talked about, that are aimed primarily at a clientele that is already sensitized, that is already specialized--since we're talking mainly about the master's program, even graduate training--we will also have to acquire means of developing if not an awareness, but in any event, at least through original approaches, an awareness that will get a lot more people involved. Not through the specialization of professionals, but through the heritage that belongs to everyone; how we can take collective action to move forward in that area and convince our politicians that it's important to do this.

Herb Stovel: It has become clear, he said, that the conservation process requires research, planning and execution, and involves lateral connections between all of these specialists.

Peter Frood: As soon as you started talking, I thought of this morning's discussion about the involvement of the population and the fact that there is a sustainable main street university that is sustainable as a program, and the situation is not the same in the other provinces and territories of Canada, and that really raises the question of your intervention, the question of the involvement of citizens and empowerment and building of the initiative that is part of the spirit initially of HPI. It's not a question of adding to an elite of professionals. It's a question of finding areas where there is really an expression of pride and a celebration (inaudible) that's very important. Thank you for that.

Jean-Claude Marsan: I would like to very strongly support what you've just said because essentially, even in Québec--we talk about culture in Québec, but in the area of heritage, it has been first and foremost the culture of the people. There are places like Plateau Mont-Royal that, if left to the experts, would quite simply have been demolished and rebuilt. It's only because the people cared about it that now people say, "Listen, it's heritage," and the politicians operate according to public opinion.

But throughout all that, right now the fact remains that one of the problems we have is how, as professionals, do we intervene in such a case. That takes training. That's the key. But I'm talking to you about ownership. If there's no appropriation, there's no movement.

Chris Andreae: He asked whether HPI is a place that could provide some practical experience for graduates.

Peter Frood: He said that the only immediate possibility would be in the dealing with the documentation backlog. There are some 20,000 places that all need additional information, from historical research to GPS location.

Y.T. Leong: He suggested that a true partnership with both Parks Canada and Heritage Canada would be a good first step.

Rod Stutt: He asked who was providing training for the municipal building officials – the people who issue building permits or demolition permits.

Y.T. Leong: From his experience with the City of Toronto, he said, that the city prefers that George Brown College train the trainers who then train city officials.

Jean-Claude Marsan: As I was saying this morning, basically, what's important is to develop an attitude in the professional. We have students--we now have one who has become the director of the city planning department of Trois-Rivières. He is a city planner, but in fact has this approach of presentation and conservation.

So, we have students in the area of city planning who find themselves responsible for the permits division. But because they have this attitude, they have an effect both directly and also on their staff. It's in that sense.

Herb Stovel: He summarized what the roundtable had generally agreed on so far:

- the institutions have a willingness to work together to improve the effectiveness with respect to these issues
- have a willingness to support the work of Parks Canada and the Heritage Canada Foundation, but in an equal partnership mode
- have a willingness to link to the work of Parks Canada and Heritage Canada, in practical ways such as projects which could involve students
- agree that co-operation between these institutions could do many positive things, include strengthen the base of case studies available for reference and clarify in more detail the particular competencies that are needed.

3. How can the role of education and training be strengthened in this national system of heritage conservation?

Herb Stovel: He said that this roundtable was an initial attempt to improve information sharing. What else could be done to stimulate new institutions or new initiatives where those gaps are clearly defined, he asked.

George Kapelos: Stating that Ryerson could gain from knowing about what is happening in other places, Mr. Kapelos said the Percé studio would be a potential new opportunity for his students. He also cited the example of the Montréal universities that share their professional resources. He said that Ryerson already collaborated with George Brown College, and that Ryerson could possibly do the same with Robert Shipley's program in heritage planning at Waterloo University. This would save duplication and could create complete programs that would serve a greater community. Mr. Kapelos said this

roundtable could be the genesis of a network of institutions across Canada, and recommended an e-mail information network or Internet network be developed.

Herb Stovel: Although, there is an interest in a basic network to share information, he said that it might be difficult to go beyond that at this stage. In the long-range, this network could discuss accreditation issues and equivalencies across the country.

Y.T. Leong: He suggested creating a hub of regional networks rather than having just a national one.

Jean-Yves Bernard: I'm looking somewhat for concrete ideas for moving in the direction of what more we might do together. Personally, I think that one thing that is emerging is to increase awareness of what exists. I think that would be a first thing. We talked about the foundation's Web site, among other things. I think that's actually something that can be very concrete.

But could we picture, because--maybe I lack this knowledge, I don't know if [there is one] in Canada, as there is in France, for example--there is a heritage day, where everyone is made aware. There are different activities more or less throughout the country. On such a day, why not get all the institutions that offer training in heritage to organize some sort of activity, not necessarily of the same nature, but in any case at least there would be widespread publicity. Because on that day, everyone would be aware that all the institutions will be participating at the same time in that event to publicize what they have to offer. That could be the beginning of something.

And imagine in the context of such a day, there could even be workshops--why not?--to explain what we're talking about and where that can lead in terms of careers or in terms of concrete actions related to heritage.

Julia Gersovitz: She urged that the group remain as a national network for now, saying that there only 10-15 schools including the practical training and the university training that need to come together.

Doug Franklin: He said he would like to see HCF as a national facilitator, working in partnership with many different parties. It could become a catalyst in the human resources area, and make the federal government aware that the heritage workforce is important and should be increasingly valued. He added that HCF's Web site would develop a separate resource for students and anyone else where up-to-date educational and training programs would be listed.

He also suggested that for the 2006 HCF annual conference in Ottawa might be possible venue for a network or a critical mass of educators to come together. "Whatever direction this roundtable group wants to take, and however you want to co-operate with us as a national organization, we are here to listen," he concluded.

Peter Flood: He said his branch is planning to build an e-mail information network this year and would certainly include the roundtable group, although the network will be much broader than just educational institutions. He expressed a hope that future collaboration and partnerships would grow and, that for its part, HPI would provide up-to-date materials coming so that they could be incorporated into educational programs.