

REPORT TO:

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FROM:

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Administration.

DATE:

July, 1975.

TITLE:

A Report on the Public Educational  
Programmes of the Christchurch Botanic  
Gardens with a View to Establishing an  
Effective Public Education Service.

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INTRODUCTION:

A botanic garden is, first of all, an educational institution and has always served as one in a variety of ways; as botanical and horticultural research units or by providing educational programmes and activities.

In New Zealand many people, young and old, seek more knowledge of this world with particular emphasis placed upon the natural sciences. This trend towards nature stems from our modern man-made cities which are far removed from the more natural and healthy societies that existed only a few years ago. The ever widening gap between man and nature <sup>may be</sup> ~~is~~ encouraging restlessness, discontent and unhappiness which results in many forms of violence, crime and vandalism.

A botanic garden can offer easy access for people to return to nature, to get close to nature, to touch nature and to feel in harmony with nature. This is a great service to any community. With this easy access to nature available to people, the botanic gardens should provide opportunities to learn about nature.

It is this opportunity to learn that concerns administrators and public leaders in an effort to create a better urban society. How to reach people, to catch their interest and provide the opportunity to learn. The provision of an effective educational service to provide learning facilities would be a benefit to the community.

A SHORT HISTORY:

The Christchurch Botanic Gardens was started 112 years ago in 1863 with the planting of a single tree. Since then it has progressed rapidly to become the national and international institution it is today. Covering some 30 hectares, it is an integral part of the 180 hectare Hagley Park in the centre of Christchurch, and is only ten minutes easy walk from Cathedral Square.

Developed on sandhills and stony silt soil in conjunction with a generous climate, this botanic garden has one of the finest collections of exotic and indigenous plants in New Zealand. Extensive glasshouses enable a large collection of tropical and warm temperate plants to be grown as well as specific collection of plants such as orchids, cactii and ferns. The grounds have been divided into sections concentrating on certain types of plants and methods of displaying plants popular with the public. Such sections include the New Zealand section, the Rock garden, the Rose garden, the Herbaceous border and the Water garden.

The enthusiasm and knowledge of the past and present Directors has enabled these features of the Botanic Gardens to be constructed. Plants from New Zealand and overseas are collected to build up the plant collections, so that they are available for people to use for study and learning.

During the early days the Botanic Gardens was a centre of interest for those people involved in horticulture. It imported and distributed exotic plants to interested persons and also built up a large collection of New Zealand plants, as well as distributing native plants.

Over the last twenty years many new plants have been introduced to the plant collections making them more comprehensive. A large and constant labelling programme has resulted in most of the existing plants being labelled and all the new

introductions are labelled. Having well labelled collections helps the visitor and student to gain a certain amount of knowledge while touring around the gardens. Several large explanatory notices are displayed during the year, giving more information for those who desire it.

If it was not for the plantings established in those early days, the Botanic Gardens would not be able to offer its services in the form it does today. Its records and experience combine to give a wealth of knowledge which is not generally available to the public, and the time has come to consider the establishment of a public educational service.

EDUCATION SERVICES:

There are various ways in which the public can gain information and knowledge from a botanic gardens today, and these fall into eight groups:-

1. Information by well labelled specimen.
2. Popular lectures.
3. Research.
4. Publications.
5. Courses of lectures and instruction to organised classes.
6. Docentry - guided tours.
7. Displays.
8. Other ways - telephone, etc.

At present in the Christchurch Botanic Gardens <sup>not</sup> all these groups are <sup>not</sup> incorporated in the education programme and in some cases the groups overlap. It is necessary to break down the services offered into these groups to consider improvement of them in the future.

1. Information by Well Labelled Specimen.

Most of the large collections of plants growing in the Botanic Gardens are labelled, including the indoor collection. It is estimated that there are about 5,000 different plant labels and many of them are duplicated.

By having plants well labelled a person can educate himself to a certain degree and it is a method of education that people find interesting and effective, as the label is right beside a live and growing specimen showing its natural characters.

Ordinary plant labels contain a lot of information including:

Botanical Name  
Common Name/s  
Country of Origin  
Family Name

Other information could be added depending on the aim of the plant display. An example is that all the native plants have the locality they were collected from on the label. Fig. 1.

The labels are dark green with white lettering painted by a sign-writer employed in the gardens. This means any damaged or old labels can be replaced quickly and efficiently.

Another form of plant labeling is what is termed the "Special Tree Board". Fig. 2.

A glass fronted notice board measuring 600 mm. x 1,000 mm. approximately is mounted on a stout post and placed beside the specimen tree in such a position that it is a little higher than the line of sight and is readily seen from a major pathway, thus giving it prominence and security. Mounted in the notice board is a large poster-like card on which is written extra information about the tree. The information may include such things as the tree's ultimate dimensions, its characteristics and some of the major uses of the tree.

There are two of these Special Tree Boards operating in the gardens and are changed around every three weeks.

Other free standing information boards are erected when there are some features needing description. Fig. 3. These features range from plant trial plots to bedding plant displays.

## 2. Popular Lectures.

These are lectures or talks given to organised public groups which request this educational facility. Lectures are given as freely as possible and cover a wide range of horticultural topics; for example, Propagation, Roses, Orchids, Native Plants.

FIG. 1.

|                   |                   |
|-------------------|-------------------|
| FAMILY            | COUNTRY OF ORIGIN |
| BOTANICAL<br>NAME |                   |
| COMMON<br>NAME    |                   |
| LOCALITY          |                   |

FIG. 2.

|                 |
|-----------------|
| COMMON NAME.    |
| BOTANICAL NAME. |
| INFORMATION.    |
| _____           |
| _____           |
| _____           |
| _____           |
| _____           |
| _____           |
| _____           |

FIG. 3.

|              |
|--------------|
| TITLE        |
| INFORMATION. |
| _____        |
| _____        |
| _____        |



These lectures are given either in the Botanic Gardens or at the normal meeting place of the organisation. Those held in the Botanic Gardens usually include a talk and a tour through some relevant part of the gardens. Lectures given outside the Botanic Gardens are usually accompanied by as much visual presentation as possible - slides, maps, plant specimen.

Lectures that occur outside normal working hours are kept as near as possible to a maximum of six per year by each member of the senior staff. Normally these occur during the evening and are given voluntarily.

Talks and lectures to groups in the gardens have been encouraged and the staff have coped so far. It must be remembered that all senior staff have positions of responsibility in running the Botanic Gardens and can give only a limited amount of time. Senior staff also belong to their own specialist organisations involved in horticulture and this reduces the amount of free time they have.

FIG. 4: Talks Given in Christchurch Botanic Gardens 1973-74

|  |    |
|--|----|
| TALKS TO STUDENTS - SECONDARY AND TERTIARY | 9  |
| TALKS TO GROUPS IN GARDENS                 | 5  |
| GUIDED TOURS                               | 12 |
| SELF GUIDED TOUR                           | 1  |
| TALKS OUTSIDE WORKING HOURS                | 8  |
| T O T A L:                                 | 35 |

### 3. Research.

The Christchurch Botanic Gardens is not attached to any university or scientific institution and has no scientific facilities of its own. There are two avenues of research undertaken on a small scale in the gardens:

(i) PLANT TAXONOMY.

The correct identification of all plants in the gardens and of the plant specimen submitted to the gardens. The information is passed on to those requesting it. A large herbarium of some 6,000 specimens and a library of some 1,000 volumes aids this work.

(ii) HORTICULTURAL RESEARCH.

A general study of the plants growing in the gardens, particularly the New Zealand native plants. Notice is taken of their rate of growth, type of growth and any problems or special requirements.

Trials of annuals used for bedding schemes have been carried out over the last 5 winter and summer seasons. A study of their growth and performance is carried out. These trial plots receive a lot of attention from the public when these plants are in flower.

4. Publications.

The only publication of the Botanic Gardens permanently on sale is the map of the gardens. This is a comprehensive map showing all paths, garden features, historic trees and other relevant information. Also included on the map are three guided tours of varying length which are designed to take the visitor to most parts of the Botanic Gardens.

In May, 1975 "Study Leaflet No. 1" was produced and distributed free to members of the public who were interested. This has proved very successful and production problems and further development of this type of handout have been discussed. See Appendix.

5. Courses of Lectures and Instruction to Organised Classes.

At this point in time facility and staff limits do not permit this type of programme.

6. Docentry - Guided Tours.

Docentry is the provision of guides to take parties around the gardens on a regular basis. A fixed starting point and time is maintained throughout the year.

This is carried out in a slightly different form in the Christchurch Botanic Gardens. An electrically driven tour vehicle leaves the Tea Kiosk at regular intervals taking a maximum number of people (12 adults) on a tour of the gardens. This service is run by the concessionaire of the Tea Kiosk on contract to the Christchurch City Council.

7. Other Activities.

- (a) TELEPHONE ENQUIRIES. These come from individuals requiring specific information on some horticultural or associated matter. Each call is answered as well as can be done over the telephone.

The number of calls amounts to 1,200 per working year.

- (b) PERSONAL CALLS. Individuals calling at the office requiring information.

These amount to about 100 per year.

- (c) LETTERS. These arrive at the rate of about two a week.

Generally the enquiries are for plant identification, plant choice for particular areas, plant problems including pests, diseases and physiological problems, plant purchase, plant growth and other cultivation problems.

8. Displays.

Several displays are erected at intervals with the main one being the Poinsettia display each autumn. These prove quite effective but more could be done.

As can be seen from the previous discussion, the major part of the education programme is centred around the plant labelling system. The labelling and its variations create considerable interest in the gardens and allow the public to learn quite a lot.

The talks, tours and lectures provide another avenue to educate the public and is carried out on a small but quite demanding scale. The special displays and the publications are limited in number at the moment but their popularity with the public is considerable.

It is evident that more could be done to provide a larger public education programme provided facilities and finance could be approved.

PEOPLE AND THE BOTANIC GARDENS:

As a social contribution the Botanic Gardens is one answer to the many social pressures forced upon people living in a city. There is nothing more artificial than city life and is therefore abnormal. A botanic gardens brings natural and normal considerations within reach of the many people locked up in a city. It provides the opportunity for people to make contact with nature.

The casual visitor to the Botanic Gardens uses the gardens for passive recreation and interest. It depends on the person as to whether the interest is sparked by horticulture or the need to experience something different. Once interest is aroused in people they use the gardens more either for their own education or nature experiences.

Some people realise the function of the gardens and use it considerably to inform themselves and thus improve their knowledge. They look for new plants and at the older plants, note their names and how they are growing. Regular visitors get to know the gardens very well.

Out of town visitors make up a good proportion of those using the gardens. These people are influenced by what they see during the visit and can recall some things after the visit. If something is outstanding - a display - then it will be retained in the memory.

It is difficult to estimate the numbers of casual visitors to the gardens, and it varies from season to season and day to day. It could be hundreds or thousands. During the weekend the number of visitors in the gardens is considerable.

The only accurate figures available are from those people booked in for various activities, i.e. guided tours, and the numbers of organisations that use the children's playground. All groups using the playground are approached by the playground attendant for their name and the number of persons in that party. In this way an accurate figure can be determined in one particular area, which is next to the Tea Kiosk, and most groups pass nearby or through the playground.

The types of groups that use the playground include:

Kindergarten and Playcentre groups;  
Primary, Intermediate and Secondary Schools;  
Church groups and Community groups;  
Girl Guide groups and Y.M.C.A. groups;  
Birthday parties and Family Reunions;  
Women's guilds, Red Cross, Social Work Groups;  
Intellectually Handicapped groups;  
Garden Club Groups.

A breakdown of the numbers of groups and how many people were in each group for the last two years is given in Figures 4, 5, 6, 7.

FIG. 5: Number of Parties Visiting the Playground at the Christchurch Botanic Gardens During 1973-74 Summer.

|                       | PRE-SCHOOL | PRIMARY SCHOOL | SECONDARY SCHOOL | GARDEN CLUBS | OTHER GROUPS | TOTAL |
|-----------------------|------------|----------------|------------------|--------------|--------------|-------|
| November <sup>1</sup> | 5          | 20             | 2                | 2            | 15           | 44    |
| December              | 3          | 19             | 3                | 3            | 16           | 44    |
| January <sup>2</sup>  |            |                |                  |              | 5            | 5     |
| February              | 6          | 2              | 1                |              | 34           | 43    |
| March                 | 5          | 11             | 2                | 1            | 21           | 40    |
| April                 | 4          | 29             | 2                |              | 6            | 41    |
| May <sup>3</sup>      | 2          | 18             | 2                |              | 5            | 27    |
|                       | 25         | 99             | 12               | 6            | 102          | 244   |

1 First date for recording 1973 data 1st November.

2 Few recordings during January.

3 Final date for recording 1974 data 23rd May.

FIG. 6: Number of People Visiting the Playground at the Christchurch Botanic Gardens During 1973-74 Summer Season.

|          | PRE-SCHOOL | PRIMARY SCHOOL | SECONDARY SCHOOL | GARDEN CLUB | OTHER GROUPS | TOTAL  |
|----------|------------|----------------|------------------|-------------|--------------|--------|
| November | 163        | 822            | 81               | 44          | 330          | 1,440  |
| December | 66         | 1,761          | 113              | 80          | 344          | 2,344  |
| January  |            |                |                  |             | 86           | 86     |
| February | 485        | 44             | 45               | -           | 828          | 1,407  |
| March    | 178        | 974            | 67               | 30          | 570          | 1,819  |
| April    | 116        | 1,607          | 57               | -           | 105          | 1,885  |
| May      | 48         | 1,133          | 56               | -           | 402          | 1,639  |
|          | 1,056      | 7,402          | 419              | 154         | 2,665        | 10,620 |



FIG. 7: Number of Parties Visiting the Playground at the Christchurch Botanic Gardens During 1974-75 Summer

|                        | PRE-SCHOOL | PRIMARY SCHOOL | SECONDARY SCHOOL | GARDEN CLUBS | OTHER GROUPS | TOTAL |
|------------------------|------------|----------------|------------------|--------------|--------------|-------|
| September <sup>1</sup> |            | 21             | 1                | 3            | 6            | 31    |
| October                | 2          | 31             | 1                | 4            | 27           | 65    |
| November               | 8          | 26             | 2                | 2            | 34           | 72    |
| December <sup>2</sup>  | 2          | 32             | 2                | 2            | 14           | 52    |
| January <sup>3</sup>   |            |                |                  |              |              |       |
| February <sup>4</sup>  | 6          | 6              | 3                |              | 35           | 50    |
| March                  | 1          | 16             | 4                | 1            | 35           | 57    |
| April                  | 1          | 33             | 6                | 1            | 9            | 50    |
| May <sup>5</sup>       |            | 14             | 2                |              | 9            | 25    |
| TOTAL:                 | 20         | 179            | 21               | 13           | 169          | 402   |

- 1 First date for recording 1974 data 17th September.
- 2 Final date for recording at Christmas 19th December.
- 3 No recording during January.
- 4 First date for recording 1975 data 4th February.
- 5 Final data for recording 1975 data 14th May.

|  |    |
|--|----|
| TOTAL NUMBER OF ALL OUT OF TOWN SCHOOLS VISITING THE CHRISTCHURCH BOTANIC GARDENS 1974-75. | 46 |
|--|----|

FIG. 8: Number of People Visiting the Playground at the Christchurch Botanic Gardens During 1974-75 Summer

|               | PRE-SCHOOL | PRIMARY SCHOOL | SECONDARY SCHOOL | GARDEN CLUBS | OTHER GROUPS | TOTAL  |
|---------------|------------|----------------|------------------|--------------|--------------|--------|
| September     | -          | 817            | 31               | 60           | 105          | 1,013  |
| October       | 26         | 1,185          | 14               | 99           | 782          | 2,106  |
| November      | 312        | 1,173          | 58               | 49           | 748          | 2,340  |
| December      | 237        | 1,930          | 50               | 62           | 403          | 2,804  |
| January       | -          | -              | -                | -            | -            | -      |
| February      | 319        | 148            | 71               | -            | 793          | 1,331  |
| March         | 50         | 709            | 125              | 30           | 1,057        | 1,971  |
| April         | 45         | 2,030          | 136              | 23           | 163          | 2,419  |
| May           | -          | 583            | 85               | -            | 394          | 1,122  |
| <b>TOTAL:</b> | 989        | 8,575          | 570              | 293          | 4,839        | 15,266 |

From examining these charts it can be easily seen which groups are major users of the gardens.

It is clear that primary school groups dominate the usage with their large numbers of pupils and that this trend is increasing. It is interesting to note the spread of the classes over the period of time. There are two peaks of visits - one at Christmas and one in autumn, and both coincide with seasonal factors.

With such a large number of young children visiting the gardens, it is surprising that only two classes were spoken to by members of the staff. This is a reasonably large group of children that could benefit from an improved education system.

Secondary and tertiary students use the gardens on a limited scale and at least half these were spoken to by the staff. The limited use by these groups probably means that the gardens are not generally recognised as being a help to them and their studies.

Pre-school children groups use the gardens as a nature study trip which is basically a walk around the gardens as an outdoor experience. Teachers and parents accompany these groups.

Garden Club visits are usually organised with the gardens staff, and normally consists of a talk and tour of interest to the particular club.

Those groups listed under other groups mainly use the gardens for outings in a natural environment.

From the tables and the knowledge of why these groups use the gardens, assumptions can be made as to which groups use the gardens as an educational institution and should be encouraged to use the gardens more.

1. Pre-school visits.
2. Primary school visits.
3. Secondary and tertiary education visits.

The other group of visitors which should not be overlooked is the casual visitor who may be regular or occasional in his visits.

OTHER EDUCATION SERVICES:

In an effort to discover the types of education services offered in other botanic gardens throughout the world, a letter was sent to ten of these and replies were received from all of them. Copy of the letter is in the appendix.

The replies received were very comprehensive and would take several volumes to describe. The replies are stated briefly below:-

1. Adelaide Botanic Garden - Australia.

STAFF - 1 full time Secondary school teacher.  
1 half time Primary school teacher.

1978 - estimated 6 Teaching staff.

DUTIES - Instruct students visiting the gardens.  
Provide work sheets and self guiding tours.  
Conduct inservice teacher training.  
Visit schools.

The teaching staff is employed by the Education Department and serve a limited period of time (4 years) before being transferred elsewhere.

Staff of the Botanic Gardens give lectures, talks and act in an advisory capacity to organisations, university groups and members of the public.

2. Auckland Zoological Park - New Zealand.

STAFF - 1 full time education officer.

Education services cater for primary and intermediate school groups with specific study assistance offered to these groups or the education officer can work with the teachers to help get a better class programme.

An education centre caters for 100 children and is equipped with audio-visual equipment for talks, demonstrations, displays, films and follow-up activities.

Projects, handouts and self-guided tours are offered to all groups.

3. County of Los Angeles Arboreta and Botanic Garden - U.S.A.

The educational programme is a large one consisting of school field trips, youth classes and workshops. Extra programmes are run during school vacation.

Adult education includes formal science classes at night and at weekends and mini courses throughout the year. Weekend guided tours and open lectures are also given. Four demonstration gardens show various themes for home landscaping.

A large number of handouts and booklets are produced by the staff and can be purchased.

4. Brooklyn Botanic Garden - New York, U.S.A.

Generally education is divided into four categories:

1. Children's school classes.
2. Children's garden programme.
3. In-service courses for teachers.
4. Adult courses.

Further information is being sent by surface mail.

5. Wellington Botanic Garden - New Zealand.

An informal approach to education with services being supplied on request.

6. Botanic Gardens Glasgow - Scotland.

Schools are provided with guided tours upon request and the staff will visit schools to give talks. Guided tour leaflets, special displays, and handouts make up most of the educational programme.

7. New York Botanic Garden - U.S.A.

A comprehensive education programme, some of which is administered by the Education Department.

- A. Adult education - covers day and evening courses seven days a week throughout the year. Over 100 courses are offered plus special courses.
- B. School Services - provide self guided tours and guided tours to classes. Also an experimental programme of providing several planned visits for classes for greater benefit.
- C. In service teacher training.
- D. Garden Crafters - children's garden programme.
- E. High School Environmental Education Programme.
- F. Environmental Studies Programme.
- G. Graduate student programme - sciences.
- H. Vocational Training Programme.
- I. Internal programmes.

8. Canberra Botanic Gardens - Australia.

This garden was established as an educational institute from its inception. Plants are arranged in several groups:

- 1. Taxonomic groupings.
- 2. Ecological groupings.
- 3. Aesthetic appeal groupings.
- 4. Educational groupings.

Class talks and lectures are based on the school syllabus and cover Infant, Primary, Secondary and Tertiary classes. Special displays are mounted during the year and are related to these syllabus topics.

9. Royal Horticultural Society's Garden - England.

A course of lectures during the year is the only public education undertaken although many enquiries for information are received and answered.

10. Interview, Education Officer, Canterbury Museum - Christchurch.

STAFF - 3 education officers employed by the Education Board use the facilities supplied by the Museum to teach classes.

Class lessons are given to those that book in and these run at about 1,300-1,600 per year. In service teacher training is also given.

Lessons arise from the school syllabus. - *Primary school.*

Before the Education Board will appoint an education officer, the demand for one has to be there. This means the schools will have to be given lessons by the existing structure. The board will not appoint an education officer that has nothing to do.

From the preceding summary of educational programmes offered by other botanic gardens and institutions, a summary of their services can be made.

1. Planned educational services are provided for school classes in the form of lectures, talks, field trips, displays and projects based on the school science syllabus.
2. Education officers dealing with school parties are employed by the Education Board and use facilities provided by the botanic garden.
3. In-service teacher training courses are conducted regularly.
4. Adult lectures and education programmes are provided by the staff of the botanic gardens.



5. Handouts and displays are a recognised part of any educational programme.
6. The plantings in the botanic gardens are used as a basis for all lessons, lectures, tours, field trips, displays and projects.

ASSESSMENT:

The modern definition of a museum includes such institutions as botanic gardens which are really museums dealing with live exhibits. As with any museum, there is little doubt that a botanic gardens should make an effort to provide educational services for the public.

When dealing with <sup>primary</sup> school children, the service should acquaint them with the world of living plants and teach them to respect living things. The provision of learning experiences in the fields of horticulture and natural science is important, and the <sup>primary</sup> school syllabus should be taken as a basis for this.

Adults are usually of two groups, those that are interested in horticulture and natural science and those that are disinterested. It is necessary to cater for both. The interested people are catered for by the education services but those that are disinterested need to be reached by providing the opportunity to learn to capture their interest.

If any educational service is to be provided and succeed, it must do two things - create a demand and cater for the demand. To do both of these requires organisation at all levels to show what the botanic gardens has to offer.

In Christchurch the Botanic Gardens is recognised by many people as the finest botanic gardens in New Zealand. Its large collection of native and exotic plants, well labelled, is centred close to the city and has the Art Gallery in its grounds and the Canterbury Museum adjacent to the main entrance to the Botanic Gardens. An educational service operating in the Botanic Gardens would be of benefit to all people who used the Botanic Gardens, Museum and Art Gallery.

The costs of such a service would have to be worked out completely once the service was approved. Costs would include salaries, office space, office furnishing, office materials, printing costs and provision for a lecture room. The lecture room may not have to be built as there could be vacant rooms or halls in the nearby old Canterbury University site. It should be noted that not all these costs would occur simultaneously, but a full programme of development of the service worked out to cover several years.

There is little doubt that an efficient educational service would not be well received by the Education Board and the general public.

DH Between Ed Board & Ed Dept.

LIST OF SERVICES:

This list is only a guide to the specific types of education services that could be offered by the Christchurch Botanic Gardens.

1. Class lessons for all school classes - Infant, Primary, Secondary and Tertiary.
2. In-service teacher training courses.
3. Provide class or individual projects.
4. School talk visits.
5. Erect informative displays.
6. Provide a series of regular lectures for adults.
7. Provide special interest guided tours, e.g. native plants.
8. Present horticultural demonstrations.
9. A Christchurch Botanic Gardens Guide Book be compiled for distribution.
10. A series of handouts published at the appropriate time.
11. Special displays be increased.
12. A children's gardening class.

RECOMMENDATIONS:

To help formulate an Education Service Policy:

1. That approval be given to expand the present education programme.
2. That a suitable building be found to be used as a lecture and demonstration area for all groups.

School Education Programme:

1. That the Education Board be approached to set up a Botanic Gardens Education Committee to advise on school education programmes.
2. Working with the present staff structure, the education services required for schools be started in such a way that a demand for this service is created.
3. Such services to follow the school syllabus and provide the best possible learning experiences, through talks, field trips, projects and displays or any other methods.
4. Contact schools to explain this service and offer assistance to teachers.

Adult Education Programme:

1. To offer regular lectures on horticultural or botanical subjects.
2. To give horticultural demonstrations.

General Programme:

1. That the present educational methods be maintained and improved upon.
2. A series of small publications and handouts should be printed and distributed.
3. That organisations be informed about availability of guided tours of the Botanic Gardens.
4. That special displays be increased to create more interest in the role of the Botanic Gardens.

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7. Replies from the ten botanic gardens contacted -  
See Appendix.

I wish to thank Mr. L.J. Metcalf, Assistant Director, Christchurch Botanic Gardens and Mr. Johnson, Senior Education Officer, Canterbury Museum for their help in preparing this report.

APPENDIX:

1. Copy of letter written to the ten botanic gardens.
2. List of the Botanic Gardens.
3. Study Leaflet No. 1.

P.O. Box 9013,  
Addington,  
CHRISTCHURCH 2,  
New Zealand.

24th April, 1975.

Dear Sir,

The Christchurch Botanic Gardens is at present compiling a report on its Public Education Programme with a view to establishing a more effective service.

It is understood that your Botanic Garden provides an effective educational service to those people who require it.

I would be pleased to receive any information you could supply regarding your service especially that covering policy and educational methods.

Yours faithfully,

A.G. JOLLIFFE  
Technical Assistant



1. The Director, Adelaide Botanic Garden.  
Mr. T.R.N. Lothian,  
Director,  
Botanic Garden,  
Adelaide, 5000,  
SOUTH AUSTRALIA.
  
2. The Director, Auckland Zoological Garden.  
The Director,  
Auckland Zoo,  
C/- Auckland City Council,  
Private Bag,  
AUCKLAND.
  
3. The Director, Montreal Botanical Garden.  
The Director,  
Montreal Botanical Garden,  
4101 Sherbrooke Street East,  
Montreal H.I.X. 2B2,  
CANADA.
  
4. The Director, Los Angeles Botanic Gardens.  
The Director,  
County of Los Angeles,  
Department of Arboreta and Botanic Gardens,  
301 North Baldwin Avenue,  
Arcadia,  
California 91006,  
U.S.A.
  
5. The Director, Brooklyn Botanic Garden.  
The Director,  
Brooklyn Botanic Garden,  
1000 Washington Avenue,  
Brooklyn,  
NEW YORK 11225.
  
6. The Director, Wellington Botanic Garden.  
The Director,  
Wellington Botanic Garden,  
Wellington City Council,  
P.O. Box 2199,  
WELLINGTON.
  
7. The Director, Glasgow Botanic Garden.  
The Director,  
Glasgow Botanic Gardens,  
Glasgow G12 ONE,  
SCOTLAND.

8. The Director, New York Botanical Garden.  
The Director,  
New York Botanical Garden,  
Bronx,  
New York 10458,  
U.S.A.
  
9. The Director, Canberra Botanic Gardens.  
The Director,  
Canberra Botanic Gardens,  
Department of the Capital Territory,  
Canberra, A.C.T. 2601,  
AUSTRALIA.
  
10. The Director, Royal Horticulture Society Garden.  
The Director,  
Royal Horticulture Society Garden,  
Wisley,  
Ripley,  
Surrey,  
ENGLAND.