'Our Lincolnshire'

Exploring public engagement with heritage

Carenza Lewis, Anna Scott,
Anna Cruse, Raf Nicholson
and Dominic Symonds

Access Archaeology

Archaeopress

About Access Archaeology

Access Archaeology offers a different publishing model for specialist academic material that might traditionally prove commercially unviable, perhaps due to its sheer extent or volume of colour content, or simply due to its relatively niche field of interest. This could apply, for example, to a PhD dissertation or a catalogue of archaeological data.

All *Access Archaeology* publications are available in open-access e-pdf format and in print format. The open-access model supports dissemination in areas of the world where budgets are more severely limited, and also allows individual academics from all over the world the opportunity to access the material privately, rather than relying solely on their university or public library. Print copies, nevertheless, remain available to individuals and institutions who need or prefer them.

The material is refereed and/or peer reviewed. Copy-editing takes place prior to submission of the work for publication and is the responsibility of the author. Academics who are able to supply print-ready material are not charged any fee to publish (including making the material available in open-access). In some instances the material is type-set in-house and in these cases a small charge is passed on for layout work.

Our principal effort goes into promoting the material, both in open-access and print, where *Access Archaeology* books get the same level of attention as all of our publications which are marketed through e-alerts, print catalogues, displays at academic conferences, and are supported by professional distribution worldwide.

Open-access allows for greater dissemination of academic work than traditional print models could ever hope to support. It is common for an open-access e-pdf to be downloaded hundreds or sometimes thousands of times when it first appears on our website. Print sales of such specialist material would take years to match this figure, if indeed they ever would.

This model may well evolve over time, but its ambition will always remain to publish archaeological material that would prove commercially unviable in traditional publishing models, without passing the expense on to the academic (author or reader).

'Our Lincolnshire'

Exploring public engagement with heritage

Carenza Lewis, Anna Scott,
Anna Cruse, Raf Nicholson
and Dominic Symonds

Access Archaeology

Archaeopress Access Archaeology

This book is available direct from Archaeopress or from our website www.archaeopress.com

Contents

Figures

Tables

Abbreviations

ACE   Arts Council England

CE   Creative Engagement

f   Frequency

HLF   Heritage Lottery Fund

LCC   Lincolnshire County Council

LOV   Lincolnshire One Venues

LRO   Lincolnshire Research Observatory

MLC   *My Lincolnshire Collection* web app

OL   *Our Lincolnshire*

OLHS   *Our Lincolnshire* Heritage Survey

ONS   Office for National Statistics

PI   Principal Investigator

RA   Research Assistant

R&D   Research & Development

UAH   University Academy Holbeach

Project Team

The *Our Lincolnshire* project was completed in May 2016, led by Professor Matthew Cragoe and Professor Carenza Lewis at the University of Lincoln on behalf of Lincolnshire County Council. The project was funded by Arts Council England. The survey strand and project co-ordination was delivered by Anna Scott. The web app was developed by Dr Duncan Rowland and Anna Cruse. The cricket heritage strand was researched by Dr Raf Nicholson with Matthew Pickering. The performance strand was managed by Dr Dominic Symonds and co-ordinated by Emily Bowman on behalf of Lincolnshire One Venues, and delivered by Egg Box Theatre and Flickbook Theatre.

Executive Summary

Carenza Lewis

1. Introduction

Our Lincolnshire (2015-16) was devised as a robust, multi-vocally informed exploration of the attitudes of residents and visitors in Lincolnshire to the county's heritage and the ways in which they engage with it. The context for this was the recognition amongst the county heritage sector of a disconnect between citizens of Lincolnshire and heritage beyond the city of Lincoln which presents challenges when the purpose and function of museums and heritage services need to be reviewed, especially when funding issues are impacting on this process. Understanding attitudes and re-connecting the various audiences in Lincolnshire with their rural heritage in a meaningful and creative way is thus required to ensure the continued collection, curation and presentation of heritage assets is effective in caring for heritage now and for future generations and ensuring the heritage resource reflects, meets and advances the interests, needs and aspirations of Lincolnshire's residents and visitors today.

- Arts Council England (ACE) funded *Our Lincolnshire* to devise, undertake and analyse a varied programme of public engagement which would employ a diverse range of approaches including new creative strategies to explore existing attitudes to heritage and new ways of engaging wider publics with heritage.

- *Our Lincolnshire* was conducted in three phases: (1) scoping phase; (2) engagement; (3) reporting and dissemination.

- Phase 2 comprised four main strands, a conventional (albeit large) survey and three less conventional 'creative' programmes:

    - **Heritage Survey:** a detailed large-scale survey with questions about attitudes to heritage and heritage engagement in Lincolnshire;

    - ***'My Lincolnshire Collection'*:** a digital 'web app' enabling users to select favourites from a range of 100 images of Lincolnshire's heritage objects;

    - ***'Performing Lincolnshire Heritage'*:** four new local performances co-created and co-produced by members of the public exploring themes chosen by them;

    - **A case-study focussed on cricket as heritage:** exploring attitudes to a traditional cultural activity which would not typically be regarded as 'heritage' by its participants.

2. Heritage Survey

2.1 Aims

The survey strand aimed to find out what residents of and visitors to Lincolnshire thought about heritage in the county and more generally. Topics to be explored included:

- **Understanding heritage** e.g. *What does heritage mean to you? What do you consider to be heritage for you in Lincolnshire? What do you enjoy doing?*

- **Valuing heritage** e.g. *Is heritage important to you? What aspects are most important?*

- **Current/recent engagement** with heritage i.e. *What, where, when, why?*

- **Potential future engagement** with heritage e.g. *What is missing? What else do you want it to include? What would make you engage more?*

- **Identifying priorities** e.g. *What are the key assets (i) for you; (ii) for Lincolnshire? What should be done with them? Who should be involved? Whose responsibility is it to manage and protect them? Whose responsibility is it to deliver the services?*

- **Priorities for the County Heritage Service** e.g. by ranking assets in the 'core' definition by (i) importance to the individual; (ii) importance to Lincolnshire;

- **Priorities for future collecting** e.g. *What is it about Lincolnshire that you think should be collected and curated for the future?*

2.2 Scope, reach and representivity

- The *Our Lincolnshire* Heritage Survey (OLHS) collected an extensive data set on attitudes to heritage in Lincolnshire, from residents and visitors to the county. It achieved above the target number of 666 respondents, with 1,093 completing it through to the final question.

- OLHS completion rates were 52% for under 10s, 89% for 11-18 year-olds and 75% for adults. This suggested that the design compromise reached between the need to explore a wide range of topics and to avoid an over-long survey which people would not complete was successful.

- The OLHS achieved a broadly representative sample of the population of Lincolnshire when compared with 2011 census data.

  - Demographically, the overall respondent profile was representative in terms of gender, ethnicity, proportions of students, employees (full-time and part-time) and carers. Young people (under 18), graduates and retired people are slightly over-represented and self-employed and unemployed people slightly under-represented (Chapter 2).

  - Geographically the survey garnered responses from across the county. Residents of the city of Lincoln, West Lindsey and North Kesteven were slightly over-represented in the survey. 23.6% of respondents have lived in Lincolnshire for less than 5 years but 64.9% have lived in the county for between 5 and 30 years (Chapter 2).

- The self-selecting response process and the subject matter and length of the OLHS questionnaire makes it likely that adult respondents have above average-interest in heritage. The extent of this bias can be measured by comparing *Our Lincolnshire* statistics with those of DCMS (2015). This shows the percentage of OLHS respondents who had visited a heritage site within the last year (max. 74%) to be not significantly above DCMS figures for the same period of 72.5% (DCMS, 2015, 17). 63% of OL adult respondents reported visiting a museum in the last year, 11 percentage points above the 52% of DCMS respondents nationally (DCMS, 2015, 24) and 50% of East Midlands region respondents (DCMS, 2015, 26).

- This self-selection bias inherent in the OLHS is likely to be offset by the diverse range of contrasting creative engagement strategies used elsewhere in the *Our Lincolnshire* initiative, and does not in any case apply to apply to 11-18 year-olds who completed the survey in class (Chapter 2). 57% of OLHS 11-18 year-olds had visited a museum in the last year, significantly closer to the DCMS figures.

2.3 Attitudes to heritage

- More than 90% of OLHS adults agreed with the suggested definition of 'Heritage' as '*monuments, objects, stories or traditions which we have inherited from the past*'. Under 18s were less confident

about this definition, with a quarter uncertain (Chapter 2). Free-text comments generated important qualitative data about attitudes to heritage and showed that respondents recognised both tangible and intangible heritage (Appendix 2.3).

- At the beginning of the OLHS, 71% of respondents considered heritage 'important' or 'very important' to them. This included 85% of adult respondents, but only 40% of 11-18 year olds (Chapter 2).

- Changes in response to the same 'how important is heritage to you?' question at the end of the OLHS indicates the process of filling in the questionnaire may itself impact positively on respondents' attitudes, with the percentage of respondents stating that heritage was 'important'/'very important' to them rising (even accounting for drop out-rates) by seven percentage points (10%) to 78%.

- The impact of filling in the survey was more marked in under 18s (with those considering it 'important'/'very important' rising by 11 percentage points (25%) from 40% to 51%) than adults (rising six percentage points from 85% to 91%).

- Attitudes were particularly strengthened at the top end of the scale, with the percentage rating heritage 'very important' to them rising by 15 percentage points (nearly 30%) from 48% to 63%. The percentage of under 18s top-rating heritage as 'very important' doubled, but from a low base to 16%.

- Enjoying, investigating and protecting heritage are seen to be important by the majority of all OLHS respondents, although as many as 40% of under-18s feel these issues were 'Neither important nor unimportant' (Figure 19). Heritage appears to be seen by some as a legacy issue rather than something to be experienced in the here-and-now (Chapter 2).

- Asking for heritage-related memories of Lincolnshire elicited a wide range of responses which mostly focussed on rural heritage, with city of Lincoln heritage featuring notably rarely. This contrasts with some other aspects of the OLHS where the city is over-represented and points to a promising way of building engagement with rural heritage (Appendix 2.5).

2.4 Heritage interests

- When asked to rank heritage types in order of importance to them, adult OLHS respondents showed a strong preference for historic buildings and archaeological sites/monuments (Chapter 2, Figure 23) and ranked works of art, digital heritage and participatory activities lowest. Under-18s ranked all the themes more evenly only showing marginal preferences for historic buildings and stories/memories (Chapter 2, Figure 24).

- Free-text comments showed OLHS respondents found these ranking questions difficult, and the strident response to this question conveyed a strong sense of engagement with heritage and appreciation of the opportunity the survey provided to share their thoughts (Appendix 2.4).

- Geographically, local and regional heritage (i.e. within the county of Lincolnshire) was preferred over more distant heritage, particularly amongst over 18s. Heritage in Wales Scotland, Ireland and beyond Europe was ranked least important for the majority of respondents (Chapter 2). This may reflect the reach of day-trip and annual holiday destinations.

- Ranking by historic period, adult OLHS respondents preferred heritage relating to the early modern and modern periods (i.e. 16th – 21st century) while under-18s preferred the prehistoric and modern (20th/21st century) periods (Chapter 2, Figure 28-30 and Figure 52).

- In terms of preferred heritage themes respondents would like to explore, all bar under 11s overall top-ranked their own family history (Chapter 2, Figure 31). Under 11s preferred events (exemplified as 'like battles, disasters, discoveries, explorers) (Chapter 2, Figure 53). In second place, adults preferred the lives of 'ordinary people' while 11-18 year-olds were more interested in famous people from the past (Chapter 2, Figure 32-33).

- A clear majority of all OLHS respondents felt it was important to learn about both good and bad things from the past (Chapter 2, Figure 34).

- When considering the preferred outcomes of their heritage engagement, protecting/preserving heritage and 'learning something new' were considered most important (Chapter 2, Figure 35).

- Respondents did not generally consider it very important that public heritage activities should contribute to the economy, help people develop skills and/or increase well-being. Overall, adults considered 'contributing to the economy' to be the more important of these three issues, with under-18s ranking this lowest and narrowly favoured skills development over nurturing well-being (Chapter 2, Figure 36-37).

2.5 Presenting heritage

- Overall, OLHS respondents felt strongly that it should be Lincolnshire residents and museum/heritage experts who make decisions about the presentation and care of heritage (Chapter 2, Figure 38).

- Adults ranked residents of Lincolnshire and heritage experts most highly as presenters/curators, with under-18 rankings more evenly spread (although still favouring residents and experts). Under-18s also ranked the importance of their own input significantly more highly than adults did theirs, and ranking marginalised groups slightly higher than did adults (Chapter 2, Figure 39).

- All respondents strongly rejected the prospect of celebrities influencing the heritage curation/presentation process.

2.6 Current heritage engagement/visiting patterns

- Nearly 80 per cent of OLHS respondents had visited a historic city or town within the last year, 72% a historic building, 65% a historic park or garden, 63% a museum, 62% a ruin such as a castle, 54% a historic place of worship or an industrial heritage site and 43% an archaeological site (Chapter 2, Figure 40).

- Sites connected with sports heritage were least likely to have been visited by over 18s (10%) although this is not the case for under 18s (45%) (Chapter 2, Figure 41). Under 11s are least likely to have visited an art gallery (Chapter 2, Figure 56).

- There was some discrepancy between OLHS patterns for visits in and beyond Lincolnshire, with visits to archaeological sites much lower within the county than beyond its borders (Chapter 2, Figure 40). Historic cities, buildings and places of worship showed negligible difference, which may reflect the pre-eminence of the city of Lincoln for heritage trips within the county.

- The most popular heritage activity that OLHS respondents had taken part in were the most passive/easily accessible, including watching history/heritage films and programmes (72%), reading (56%) and online research (44%) (Chapter 2, Figure 42). Overall, fewest respondents had taken part in metal detecting, historic re-enacting, historic building recording, archaeological excavation, heritage conservation, and studying a heritage course – all of which are less widely available to all.

- Under 18s reported a broader range of heritage participation, with at least one third of this group taking part in each of the given heritage activities. This probably reflects school-generated opportunities, such as the 38% who have participated in an outdoor heritage investigation (Chapter 2, Figure 43). Under 11s are most likely to want to see, hold and touch 'old things', and least likely to want to watch a film or dress up and re-enact (Chapter 2, Figure 55).

- Most heritage activities were pursued in respondents' own time (95% of adult responses and 60% of under-18s, this discrepancy presumably reflecting school activity) or for academic study (42% of under-18 responses). 3-4 times per year was the most common stated frequency for such activity (Chapter 2, Figure 45).

- Over 18s were most like to participate alone or with a partner, while under 18s were most likely to do so with parents, siblings or school. Under 18s and over 18 were equally likely to participate with friends (Chapter 2, Figure 46).

- Most heritage visits/activity took place relatively close to respondents' homes, within Lincolnshire or in England, although activities/visits in Europe beyond the UK were recorded by 30% of respondents (Chapter 2, Figure 47).

- Despite taking part in heritage activities by visiting heritage-related sites and engaging in self-directed heritage pursuits (e.g. watching films, reading, or online research), most respondents had not become more formally involved with a local or national heritage related organisation (Chapter 2, Figure 48).

- Free-text responses to the aspirational question '*What heritage in Lincolnshire do you most want to be made accessible to the public today?*' emphasised tangible heritage and local/family history (Appendix 2.9).

    - 'Building(s)' was the most frequently used term with a frequency of 64 (rising to 157 if including specific terms such as castle, church, cathedral).

    - There was a firm interest in family and local heritage, reflected in frequencies of references to 'local' (36), 'county (30), 'family' (11), and perhaps by 'social' (10).

    - 'Museums', 'documents'/'records' and 'archives' featured strongly with word frequencies of 61, 57 and 31 respectively.

    - References to intangible heritage such as 'memories' (4) and 'traditions' (2) were very infrequent.

    - 'Roman' (26 references) and 'medieval' (17) are the favoured named historic periods, although 'war'/'battle'/'WW' and 'industrial' mostly refer to 19th and 20th century heritage and appear 27 and 20 times respectively.

2.7 Increasing engagement

- Factors affecting the likelihood of increasing their heritage participation in the future varied significantly when under 18 and adult responses were compared (Chapter 2, Table 41).
- For adults, key factors likely to encourage them to interact with heritage more were largely altruistic, focussed on enabling them to support heritage (55%), benefit their community (40%) or help other people (32%) (Chapter 2). Meeting new people, better car parking and presentation ranked close behind on 29%, 28% and 28% respectively. Cost and public transport were not key issues for adults who mostly appeared uninterested in improved facilities and extremely uninterested in Wi-Fi provision (4%).

- In direct contrast, an overwhelming 63% of under-18s said free Wi-Fi at heritage sites would make them more likely to take part. Other important factors which distinguished this group from adult respondents included activities being more relevant to them personally (46%), costing less (39%) and being more beneficial for them (40%). Younger people are more interested in helping other people (36%) than supporting heritage (20%), and are also significantly more likely to value the provision of attendant facilities (refreshments (32%), retail (24%), disabled (21%) and recreational (26%)) than adults.

2.8 Preserving heritage

- Asked to prioritise different sorts of heritage assets for preservation for the future, adult participants showed a marginal preference for tangible heritage over intangible (56%:43%, approximately 5:4), whereas under-18s favoured intangible heritage (18%:24%, approximately 3:4) (Chapter 2).

- Answers to '*What heritage in Lincolnshire do you most want to be looked after for the future?*' (Appendix 2.10) showed some interesting differences compared to the 'accessible today?' question (Appendix 2.9).

  - Tangible heritage such as 'buildings' featured even more strongly with the word frequency rising from 64 to 108 (if the counts for 'castles' 'churches' and 'cathedrals' are included with 'buildings', the frequency rises from 157 to 237).

  - Some aspects of intangible heritage showed slight rises but from very low bases with 'traditions' rising to 8 from 2, and 'memories' to 6 from 4.

  - The number of references to 'museums' and 'archives' was much lower, reduced from 61 to 25 and from 31 to 14 respectively.

  - Support from preserving heritage relating to family, rural and local heritage for the future was lower than enthusiasm for accessing this in the present

3. 'My Lincolnshire Collection' digital 'app'

3.1 Aims

The creation of a digital 'app' allowing users to select their top ten heritage assets from 100 images was intended to provide a creative way of engaging a younger cohort with Lincolnshire's heritage and collect a differently sourced corpus of information about Lincolnshire heritage preferences. The aims were:

- To engage residents and visitors to Lincolnshire with heritage in a creative and innovative way,

- To ascertain the usability and appeal of a web-based heritage app, and identify the audiences to which such a concept is best suited.

- To broaden public attitudes regarding what constitutes heritage, directed towards objects of heritage that are less well known and less frequently visited.

- To discover what aspects/types of heritage Lincolnshire's residents and visitors find the most interesting and/or engaging.

3.2 Scope, reach and representivity

- A web-app was created in order to avoid excluding those without web-enabled phones.

- Images of publicly visible heritage objects were solicited from the public and heritage organisations across the county with gaps in coverage filled by '*Our Lincolnshire*' project staff. Short captions explaining each image were also written by project staff.

- Users chose 10 objects, unranked and on final submission were provided with a map showing their location so they could plan visits and were able (but not required) to leave comments about their choices.

- The distribution of the 100 objects depicted were broadly representative of resident population figures in Lincoln, North Kesteven and South Kesteven. West Lindsey and South Holland were over-represented and East Lindsey and Boston under-represented.

3.3 Engagement with creative new technology

- In spite of extensive publicity on social media, BBC local radio and local press, usage of the app achieved just 17% of target levels with c. 2,700 initial online page views translating into only 168 completed selections. This contrasted with an informal 'Buzzfeed' quiz using the same images which attracted more than 2,700 participants.

- Feedback during face-to-face sessions revealed some initial confusion re the functionality and purpose of the app, and indicated that younger participants found the app easier to use and were more positive about the images than older users.

- It is possible that this method of online engagement in 2016 may have fallen between younger participants who would have been comfortable with the technical functionality but were deterred by the subject matter, and older participants interested in the topic but deterred by the technology.

- It is more likely, given the success of other *Our Lincolnshire* online engagement (including the heritage survey run on Survey Monkey and the Buzzfeed quiz) that the use of a new, unfamiliar platform was the most significant factor adversely affecting take-up of the app.

3.4 Attitudes to heritage

- The 168 completed selections although small in number did reveal some interesting trends regarding public attitudes to heritage assets. The five objects selected the most often were the Jolly Fisherman from Skegness, the Dandelion on Nocton Village Green, the Ferris wheel at Skegness, a bicycle in the Museum of Lincolnshire Life and a brooch depicting the Lincoln Imp from the Usher collection in Lincoln.

- Geographical distribution of user-selected objects favoured the city of Lincoln, which made up only 16% of objects in the original sample but 32% of objects in app-users top 25%, outperforming all other districts. South Holland was the most disproportionately disfavoured region, with 24% featured objects but only 12% of the top 25.

- Historic period also showed marked user-derived preferences, with the 18th-21st centuries most popular and 12-18 year-olds overwhelmingly favouring 19th-21st century items. No objects of 5th, 11th, 12th, 16th or 17th century date were represented in the top 25.

- The type of heritage represented in user choices is broadly in line with proportions of depicted images in the case of agricultural, archaeological, commemorative, military, fine art and public art objects. Industrial heritage objects are favoured, making up 12% of the top 25 most frequently chosen despite constituting only 6% of the original sample. Conversely, none of the objects in the top 25 belonged

to the Romany or the Architectural heritage type, despite these representing 4% and 3% of the total sample respectively.

4. Lincolnshire's Cricket Heritage

The cricket strand of *Our Lincolnshire* aimed both to advance understanding of the meaning and relevance of heritage to Lincolnshire residents, and to reconnect people in Lincolnshire with this heritage, based on the premise that sport is one form of cultural heritage. Focussing on this encompasses tangible and intangible heritage and provided an alternative to views of heritage dominated (as in many survey responses) by tangible heritage focussed on buildings and monuments. Lincolnshire is an interesting focus for this project because while its cricket identities have been framed at the county level since the eighteenth century, it is a 'minor' county (in the context of the game of cricket) and so lacks a strong, professional context for the game. The project used archival research combined with oral history interviews.

4.1 Aims

- To document the previously unexplored history of cricket in the county.

- To explore what makes cricket in Lincolnshire distinctive from other counties.

- To explore how local residents relate to their cricket clubs.

- To identify Lincolnshire's cricketing heroes.

- To explore the implication of a community losing its sporting heritage.

- To reconnect people in Lincolnshire with this aspect of their heritage.

- The research focussed on participants in Lincolnshire cricket and neither aimed for nor achieved wider community engagement.

4.2 Scope, reach and representivity:

- All 696 items relating to cricket in the county 'Lincs to the Past' archives were consulted, as well as material located at the Gainsborough Heritage Centre and items from digitised Lincolnshire newspapers held at the British Library.

- All 200 cricket clubs in Lincolnshire were contacted to request club histories and to identify subjects for interview. 27 histories were submitted and 20 clubs responding positively to interview request with 15 interviews ultimately completed. Subjects included four women, one coach and one umpire from clubs in six of the nine Lincolnshire districts. The south of the county (especially Boston and South Holland) were not represented.

- The hour-long interviews were semi-structured to include personal cricket involvement, club history and traditions, the distinctiveness of Lincolnshire cricket, the local impact of cricket team closures and changes to cricket in the county.

- Nomination to the Hall of Fame required a 500-word account describing the nominee's contribution to Lincolnshire cricket, whether as player or in another capacity.

4.3 Attitudes to heritage

- The archival research highlighted the changing nature of cricket patronage in rural society, showing the importance of church and landed gentry as patrons of clubs and providers of pitches in the 18th and 19th centuries, the emergence in the early to mid-20th century of teams attached to hospitals and

works teams set up by paternalistic industrialist employers, and the disappearance of many of these in the 1980s in the wake of deindustrialisation and the closing of residential hospitals.

- A decline in cricket clubs and leagues across the county was regretted by respondents and felt to reflect a broader decline in community life linked to wider social and economic change. Cultivation of youth cricket and women's cricket were seen to help sustain the game.

- The heritage aspect of cricket clubs in Lincolnshire was evident in the impact they had on residents' sense of place and local identity, reflected in the requirement for a minimum number of club team members to be born in the county and the pride taken in maintaining pitches.

- Although the research focussed on cricket participants, the presence of clubs and grounds within local communities was seen to create and sustain customs and values, contribute to the heritage landscape, and form part of local identity.

- Cricket was also felt to have an important role due to its cross-generational and intergenerational nature: young people felt less strongly about 'authorised' heritage such as museums and monuments, but appreciated involvement in sport where they can learn its rules, techniques and traditions from older members.

- The Hall of Fame received only 5 nominations, possibly due to personal reticence but it may be because the concept was poorly understood and the website had not yet been launched to display examples. When interviewees were asked, almost all could list at least one or two members of their club who they felt worthy of entry in a Hall of Fame.

- There was a very positive response from those within the cricket community to the idea of a virtual museum of Lincolnshire cricket. The project website, with 27 club histories and the beginning of a hall of fame, seems likely to be well used and highly regarded by clubs and shows what such a virtual museum might look like.

5. Performing Lincolnshire Heritage

5.1 Aims

- To develop and perform short new creative works inspired and shaped by local people focusing on their chosen aspects of heritage. Theatre companies commissioned to facilitate this were not heritage specialists, and aimed not to impose their own conceptions of heritage on the project but to work with communities to explore community attitudes.

5.2 Scope, reach and representivity

- The time-scale of the project was three months, with theatre companies commissioned in January 2016 charged with completing their work by the beginning of April 2016. Short timescales and a lack of publicity were challenging, but all projects were ultimately successful.

- Each project involved a series of workshops over six weeks culminating in a community performance in a local venue (Pinchbeck Church Hall, Louth Riverhead Theatre, Grantham's Guildhall Arts Centre and Gainsborough's Old Nick Theatre).

- Each project used different approaches to engage, consult and work with communities at their location, shaped by the circumstances presented by each location, and in response to the dynamics encountered through the process. All projects involved local people, researched and explored aspects of local history and heritage, conducted street interviews, targeted community groups at

appropriate meetings, planned and delivered drama-based workshops and co-devised and co-produced the final performance pieces with local participants.

- Louth: a bricolage of 50+ local vox pops curated thematically alongside participatory installations, contributions from the East Lindsey Dialect Society and paintings by local artists.

- Pinchbeck: "Future of the past" and "People vs. places" performances were verbatim-style representations of local heritage from a visitor perspective with interview recordings framing facts, information and memories.

- "Our Grantham": storytelling, script-in-hand performance, multimedia and live music focussed on local strong women: Edith Smith (first female police officer), canal women, Violet van der Elst (anti-capital punishment campaigner) and Margaret Thatcher.

- Gainsborough: a site-specific promenade performance in the former prison explored themes of community, justice, law and heritage through a new narrative in which teenage girls break into the prison and encounter the ghosts of former victims of justice.

- The four performances involved a total of 250+ people across the county from Louth in the north-east, Pinchbeck in the south-east, Grantham in the south-west and Gainsborough in the north-west.

5.3 Attitudes to heritage

- 80 evaluations from audience members included people born in every decade from the 1930s to the 2000s with 59% female and 41% male. 85% rated the performances 4 or 5 stars (out of 5) with free-text comments showing the impact on attitudes:

  - Respondents appreciated the focus on their local heritage.

  - Respondents felt they learned a lot about heritage (in general), local history and specific Lincolnshire heritage assets (e.g. Gainsborough's Old Nick and the East Lindsey dialect).

  - Respondents valued the opportunity to comment on things that mattered to them and valued the broad community involvement.

- Performance participants/contributors found the experience was fun, educational, enjoyable and thought-provoking. They enjoyed the collaborative process and the sense of achievement and felt the outcomes had exceeded their expectations and were keen for something similar to happen again in the future.

- Theatre company staff and facilitators appreciated the opportunity to work with new communities and developing adaptive strategies responsive to the demands of co-produced projects with no 'authorised'/pre-imposed structure which was experienced as challenging, but ultimately very valuable.

- Heritage was observed to resonate with people when they find a personal relationship with it and feel they directly benefit from it. Strategies involving meeting people locally and working informally were most effective in engaging people. Participants were primarily motivated by their interest in their community and their own practices.

- The word 'heritage' was interpreted in different ways by different people (as inheritance, identity, sites, traditions, practices, etc.). The term 'heritage' was alienating for some people, even when the heritage itself mattered to them. In spite of this, no-one wanting to perform was switched off by the notion of heritage, although people interested in heritage were nervous about performance.

- Participants appreciated the sense of being valued for their knowledge, opinions and their stories and were resistant to the notion of being told what to appreciate.

- Most participants did not view heritage as the most important thing in their lives, being more interested in the future than the past and on concerns about uncertainties. Older people felt more attachment to heritage than younger people, who struggled to appreciate why heritage was being promoted when they felt nothing was being done for them.

- The impact of involvement in the performances on attitudes to heritage was broad and deep. In particular, they moved from conceptualising heritage as something detached from most people's lives and focussed solely on objects and built structures, to seeing it as something much more diverse and closely related to people's lives.

- The performances initiated new engagements with heritage amongst those involved which would benefit from being sustained/developed further.

6. Conclusions

Our Lincolnshire was devised in order to explore resident and visitor attitudes to heritage in Lincolnshire, focussing in particular on rural heritage. At the most conservative estimate it engaged c. 3,000 people, and if all recorded engagements with the project were by different users the number would be in excess of 8,000. This does not include listeners to BBC Radio Lincolnshire which reaches c.96,000 per week or those who followed *Our Lincolnshire* on social media which would raise numbers considerably higher. It is reasonable to infer that the project reached in excess of 1% of the population of greater Lincolnshire. Those contributing to the project are broadly representative of the county, with unavoidable biases identified and broadly quantifiable, and therefore observations from the project can be considered to have a high degree of validity.

Our Lincolnshire has explored six main lines of enquiry (understanding heritage, valuing heritage, current engagement with heritage, potential future engagement, eliciting priorities for heritage asset presentation today and for the future preservation of heritage).

Also looking to the future, *Our Lincolnshire* has built capacity within, and cross-sectorally beyond, the heritage sector to ensure that heritage and the people of Lincolnshire are better connected with heritage to mutual benefit. Better-informed understanding of attitudes to heritage and heritage engagement has been acquired through the survey which will support better targeting of future initiatives. Resources such as the *My Lincolnshire Collection* app and the cricket 'virtual museum' website have been developed which can continue in use, be developed further and act as models for others. Skills and experience have been accrued in sectors such as arts which will support the delivery of new initiatives. *Our Lincolnshire* has demonstrated a need, aroused interest and shown how much can be achieved for heritage and people in Lincolnshire.

The final word on the importance of *Our Lincolnshire* appropriately comes from one of its contributors:

> *"After being born and spending 26 years of my life there [in Lincolnshire], l feel that I had no clue how much history is part of your everyday life. It is only after moving to America that I realize just how lucky I was!"*

Keyword summary

Heritage, performance, creative engagement, digital engagement, survey, web app, cricket, rural heritage

1. Introduction

Carenza Lewis

The *Our Lincolnshire* project was conducted at the University of Lincoln between September 2015 and May 2016. This evaluation report outlines the methods, data, outcomes and recommendations that have been generated as part of a multi-dimensional and innovative research and engagement process.

Context

The *Our Lincolnshire* initiative was funded by Arts Council England (ACE), and aimed to generate a robust, multi-vocally informed understanding of the value that inhabitants of, and visitors to, Lincolnshire place on the county's heritage, and of the relevance this heritage has to them, in order to help inform future strategies for heritage asset curation and heritage service provision.

The context for *Our Lincolnshire* was the recognition amongst the county's heritage sector that the heritage of rural areas of Lincolnshire does not command the same profile and attention as the many iconic city-centred attractions, facilities and services. A disconnect between the general majority of citizens of Lincolnshire and their county heritage has been thought to generate indifference as to the existence or not of heritage sites and collections, which presents challenges when the purpose and function of museums and heritage services need to be reviewed especially when funding issues are impacting on this process.

A case was made for re-connecting the various audiences in Lincolnshire with their heritage in a meaningful and creative way. This was required to inform the continued collection, curation and presentation of heritage assets, and to contribute effectively to:

  a) achieving responsible guardianship of heritage for future generations;
  b) building social capital within contemporary communities;
  c) ensuring this resource reflects, meets and advances contemporary interests, needs and aspirations.

The issue of how best to achieve these aims for rural heritage affects areas well beyond Lincolnshire and also reflects the wider 'crisis of identity' affecting British citizenry.

While an extensive review of the collections development strategy of Lincolnshire County Council's (LCC) Heritage Services has been produced by LCC and reviewed by a focus group (in 2015), the current draft of the strategy for the development of themes or filling of gaps in the 'Lincolnshire Story', in terms both of priorities for the collection of tangible/intangible culture and the interpretation and presentation of this material (whether at sites spread throughout Lincolnshire or concentrated in a few key museum/heritage sites), currently lacks a mandate from the population of Lincolnshire. It has been expert-led to date and in going forward needs to be more publicly informed.

Our Lincolnshire involved undertaking and analysing a programme of structured creative public engagement, with the intention of ensuring that the future form and nature of the collections development strategy for Lincolnshire will be firmly rooted in the interests and aspirations of resident and visiting publics.

Literature review

The aims of the *Our Lincolnshire* project fit within the wider literature on heritage, performance, rurality, and understanding culture and engagement. It is beyond the scope of this study to carry out a detailed

literature review, however, brief references can be made to relevant sources and data which have informed the approaches and analysis made within this study.

Within Lincolnshire, Schifferes' report prepared for the Heritage Lottery Fund (HLF) on *Heritage, Identity and Place* (2015) explored themes from a newly created 'Heritage Index' which outlined a systematic analysis of heritage activities and assets across the UK. The Index ranked Lincoln (the city) as scoring highly in both assets and activities related to heritage. The Lincolnshire districts of East Lindsey and South Kesteven scored high in activities and low in assets. Boston and North East Lincolnshire were ranked as having a medium level of assets and activities, whilst North Lincolnshire, South Holland, West Lindsey and North Kesteven had medium levels of activities and low numbers of assets. The city, compared to its surrounding districts in the wider (historical) county, is by far the 'wealthiest' in terms of associated heritage assets and activities.

More widely regarding public consultations on heritage, Merriman (1991) conducted an extensive survey in *Beyond the Glass* Case, on how the public viewed museums and their presentation. At the turn of the millennium, English Heritage engaged the pollsters MORI to complete a survey on *Attitudes Towards the Heritage* (2000) to lay the groundwork for their publication on the *Power of Place* – and the influential role heritage plays in everyday life and living in the world. The UK Department of Culture, Media and Sport (DCMS) conducts annual 'Taking Part' (https://www.gov.uk/government/collections/taking-part) surveys into participation in cultural life whose categories explicitly include heritage but also others which impinge on aspects of heritage including arts, museums and galleries, archives, libraries and sport. As well as participation, Taking Part collects data on social capital, youth engagement, volunteering, internet/TV/digital access, attitudes to heritage and the arts and demographics.

Smith (2006) conducted a series of surveys in different contexts to explore the *Uses of Heritage*; this work was pivotal in her development of a theory of authorised heritage discourse, and the nature of embedded practices and attitudes to heritage within western society today. Smith's work has developed alongside others taking an interest in deconstructing attitudes and approaches to heritage which serve to exclude or alienate particular groups, or which fail to recognise biases in how the past is presented, used and manipulated for different reasons and at different items (see e.g. Robertson, 2012; Waterton and Watson, 2015). Such work has also shed light on the dissonant nature of heritage and how heritage operates as a process which is dynamic and can shift according to various factors.

Researchers have also taken an interest in performance in relation to heritage, and how this can work to engage audiences as well as play an important role in memory-making (see e.g. Connerton, 1989; Abercrombie and Longhurst, 1998; Fortier, 1999; Coleman and Crang, 2002; Bagnall, 2003; Bærenholdt et al, 2004; Crouch, 2010, 2012; Giannachi et al, 2012). More specifically, research has explored theatre in relation to heritage (e.g. Bennett, 2005; Jackson and Kidd, 2011), and the ways in which people consume and engage with the past (e.g. de Groot, 2009).

Lincolnshire: the county

The historic and ceremonial county of Lincolnshire has three modern administrative regions managed by Lincolnshire County Council (based in Lincoln), North Lincolnshire Council (based in Scunthorpe) and North East Lincolnshire Council (based in Grimsby). The county is covered by the postcodes for the Lincoln (LN), Peterborough (PE), and Doncaster (DN) regions (see Appendix 1 for maps of the region and the main postal towns across the county).
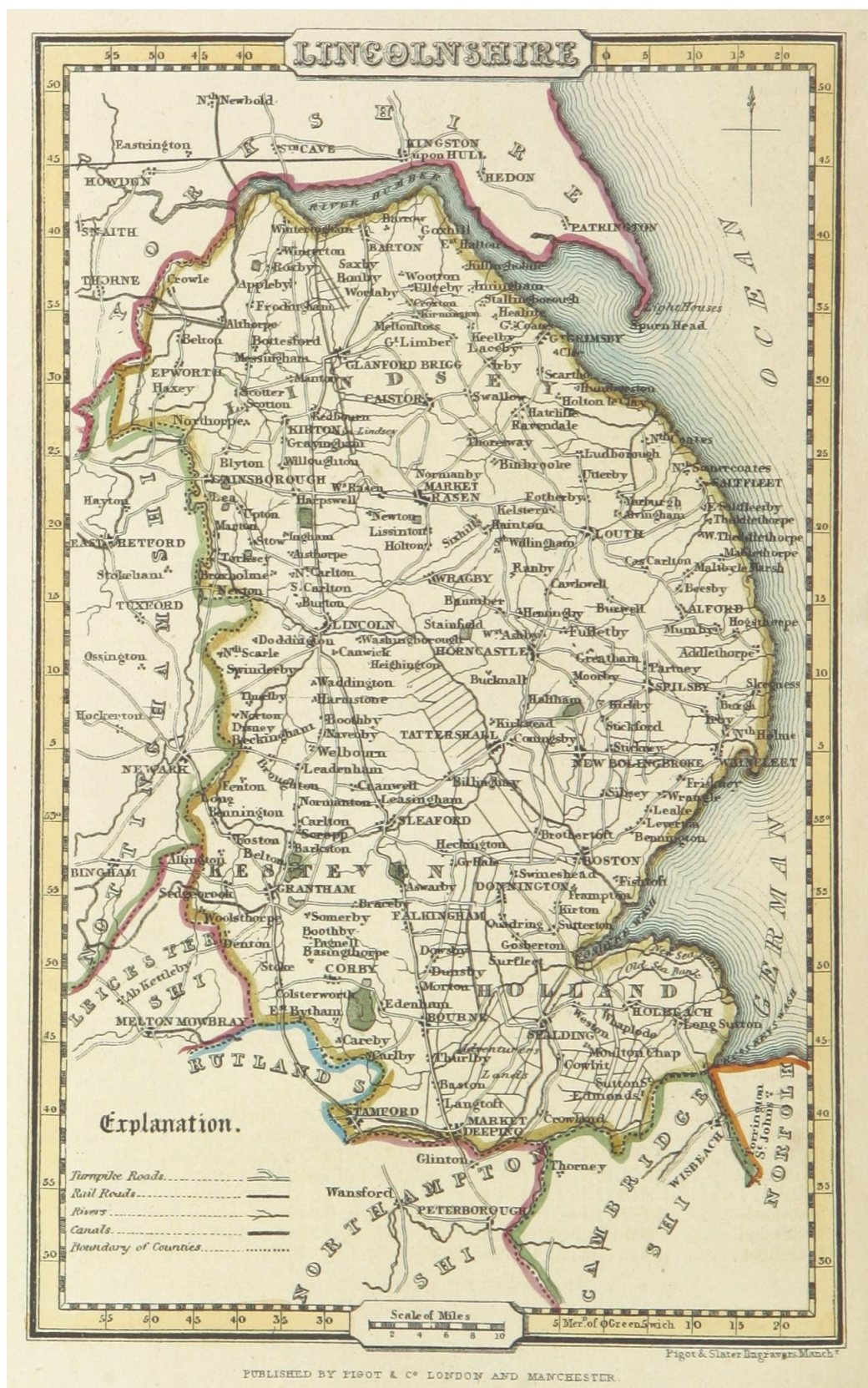
FIGURE 1 THE COUNTY OF LINCOLNSHIRE (PIGOT & CO., 1842, BRITISH LIBRARY DIGITISED IMAGE)

FIGURE 2 REGIONAL VIEW OF LINCOLNSHIRE, NORTH LINCOLNSHIRE AND NORTH EAST LINCOLNSHIRE. BLUE CIRCLES INDICATE PERFORMANCE LOCATIONS (SOURCE: DIGIMAP. OS OPENDATA LICENSE; CROWN COPYRIGHT)

Heritage in Lincolnshire

There are a number of active groups and organisations involved in the management, presentation and interpretation of heritage in Lincolnshire. There is an active interest in general history and archaeology, from county level down to village level. Special interests are also represented, such as family history or site-specific groups, and others which often reflect distinctive characteristics of the region's heritage (aviation heritage for example).

The Society for Lincolnshire History and Archaeology promote all aspects of Lincolnshire's history and archaeology and maintain a list of contacts of organisations which share a similar interest.[1] The

---

[1] See http://www.slha.org.uk/info/links/index.php (accessed 25 May 2016).

Lincolnshire Heritage Forum is a voluntary sector initiative which supports heritage activity across the county by developing and promoting museums and heritage attractions.[2] The Forum, which is a membership organisation, offers training and networking opportunities and skills sharing and enables members to participate in collaborative projects. Heritage Lincolnshire is a charity which works to conserve the county's history for the benefit of those who live and work there.[3] The charity is a Buildings Preservation Trust and works to fund and conserve historic buildings at risk, as well as being involved in heritage education, volunteering, and leisure activities.

Lincolnshire County Council manages a number of heritage sites and museums across the county.[4] The service manages the Battle of Britain Memorial Flight Visitor Centre, Lincoln Castle, The Museum of Lincolnshire Life, Gainsborough Old Hall, The Collection: Art and Archaeology in Lincolnshire, Discover Stamford, the Tennyson Research Centre, Aviation Heritage Lincolnshire, windmills at Alford, Burgh-le-Marsh, Heckington and Lincoln, the archives website www.lincstothepast.com, and the Lincolnshire Archives.

The city of Lincoln is famous for its historic attractions, particularly the Cathedral and the Castle. The pre-eminence of the city's built heritage is well-established, and as such potentially detracts from heritage across the wider county.

Throughout the *Our Lincolnshire* project, it has been an aim to engage with town and villages across the county beyond the city and to find out what people think about their local heritage. People submitted their memories of Lincolnshire in the heritage survey. The heritage of four key areas in particular (Gainsborough, Grantham, Spalding and Louth) was seen in a new light through the heritage performances that were co-created by local communities and theatre companies. Rural heritage has been magnified through the lens of the game of cricket. A new web app elicited thoughtful submissions from different heritage sites and museums on what constitutes Lincolnshire heritage.

The project blog (http://ourlincolnshire.blogs.lincoln.ac.uk/) featured a number of posts on heritage sites and activities in the county as a way of encouraging engagement and interest in the project and to showcase some of the varied heritage activity taking place beyond the city.

Project Outline

The *Our Lincolnshire* programme was broad in scope and was conducted in three phases. The overarching structure of the project was proposed and agreed with funders prior to commencement, and involved a scoping phase, engagement phase, and convergence and dissemination phase.

Phase 1: Scoping and refinement

Phase 1 was completed in late 2015, and involved two sequential areas of activity:

1) Engagement of an expert panel on the scope and type of proposed public and sector engagement methods, and defining the scope and meaning of 'heritage & culture';
2) Initial engagement with the public and sector to test the usability and utility of the planned outline methodology and question parameters.

---

[2] See https://lincsheritageforum.org.uk/ (accessed 25 May 2016).
[3] See https://www.heritagelincolnshire.org/ (accessed 25 May 2016).
[4] See https://www.lincolnshire.gov.uk/residents/leisure-culture-and-learning/heritage/ (accessed 25 May 2016).

Phase 2: Main engagement phase

Phase 2 was undertaken between January and April 2016. Using the information from Phase 1, a range of creative engagement activities were carried out to gather information on how and why the public values heritage, including preferred methods of engaging with this in the future.

Activity involved delivering and assessing a creative public engagement programme to consult on themes and methods for on-going engagement with heritage in Lincolnshire. The programme was designed to reach all parts of Lincolnshire and all sections of the population, ensuring inclusivity and fully reflecting the diverse nature of the county.

There were two inextricably linked key activity strands to Phase 2:

1) Public engagement:

   - To help identify public priorities in relation to the heritage and culture of Lincolnshire going forward;
   - To identify publicly desired methods of engagement and communication of this heritage.

2) Heritage sector engagement:

   - To ensure the heritage sector within Lincolnshire (including professional and voluntary divisions) is informed about the public engagement/consultation process;
   - To ensure that the heritage sector has the opportunity to comment on the outcomes of the public engagement consultation.

Phase 3: Convergence and dissemination

The final findings of the research have been drawn together and evaluated in this report, the results of which will be shared widely, including on the project's website (ourlincolnshire.blogs.lincoln.ac.uk). As the first element of this phase, this report aims to analyse and synthesise the outcomes of the different strands of creative engagement with the public and the sector. The second element involves dissemination of the project's findings to stakeholders of observations regarding public attitudes to strategies for capturing, presenting and curating Lincolnshire's heritage and culture (processes and legacy assets) in the 21st century (given the likelihood of an ongoing challenging financial environment). Further engagement with both the public and local sector publicising the findings, and wider dissemination of these beyond Lincolnshire has been planned subsequent to the publication of this report.

Aims

The programme of activity for the project was developed by Professor Carenza Lewis. Using a variety of creative engagement methods and processes the whole spectrum of current population of Lincolnshire were encouraged to think imaginatively about:

1. The ways in which Lincolnshire's heritage is important to them,

2. Their preferences for how they wish to engage with Lincolnshire's heritage,

3. What heritage assets from the present and recent past they feel need to be captured and preserved now by the cultural and heritage sector to ensure they are available for future generations.

The outline scope of Phase 2 of *Our Lincolnshire* was elicited by research during Phase 1. The guiding principle was that Phase 2 needed to engage as many different stakeholder and interest groups as possible, including Lincolnshire residents and communities, non-residents (including visitors as well as those that

travel to Lincolnshire for work), employers, funders and decision makers (including elected decision makers), educators and those being educated in the county. All have a stake in Lincolnshire's heritage and, to meet its objectives, *Imagining Our Lincolnshire* aimed to ensure that any perspectives that each of these groups have to offer can be captured.

Objectives

The Phase 1 study recommended that in order to achieve the above aims, a portfolio approach to public engagement was needed in order to balance between appropriately wide coverage (through large-scale survey), ensuring that everyone that wishes to engage has the opportunity to do so, and targeted approaches to ensure that the public engagement captures perspectives from relevant target groups. This portfolio included:

Generic survey: survey distributed by the University of Lincoln and by LCC and heritage partners and made available through County Heritage Service sites and community partners. Focus on targeting specific audiences/groups identified as under-represented according to e.g. regional location.

Digital engagement: a creative 'web app' called *My Lincolnshire Collection* to engage digital audiences with a virtual collection of Lincolnshire's heritage objects, selecting favourites from a range of 100 images to curate a personal collection.

Creative events in different locations: using creative programming to attract audiences (both visitor and resident) to engage, for which *Our Lincolnshire* commissioned Lincolnshire artists, performers and creative programmers. This was administrated by Lincolnshire One Venues (LOV) at four sites within their performance network and delivered by two theatre companies based in Lincoln, Egg Box Theatre and Flickbook Theatre.

A case-study focussed on cricket as heritage: exploring attitudes to a specific form of community-centred, traditional, living, cultural activity which encompasses both tangible and intangible heritage but which would not typically be regarded as 'heritage' by those who engage with it most passionately.

Targeted engagement with key partner groups: engagement with boards/trustees/members of key groups/organisations (for example Heritage Lincolnshire, Historic Lincoln Partnership, Lincolnshire Heritage Forum, Historical Association – Lincolnshire Branch, etc.) to ensure these stakeholders are aware of the aims, progress and outcomes of *Our Lincolnshire*.

Our Lincolnshire sought to **engage with partners and 'piggyback' existing events whenever possible** (to avoid duplication, and to maximise potential engagement).

Rationale for research-informed creative engagement in Phase 2

The public engagement project has a limited budget and ambitious aims. A programme of activities was developed to ensure that the research simultaneously generated robust data on attitudes to heritage in rural Lincolnshire. This was needed to inform the development of the central core activity suite to creatively engage audiences in thinking about what heritage means to them. In turn, this can inform the process of ensuring that this heritage is appropriately curated, presented and appreciated in the future.

Accordingly, strands A, B, D (survey) and C (web app) of the framework below collected data on attitudes to heritage from residents of and visitors to Lincolnshire. These data informed the development of strands E (cricket) and F (performance), the main creative engagements of the project.

Strand E, the cricket strand, was a feasibility study which focused on exploring attitudes to one specific form of heritage which might not typically be regarded as 'heritage' by those who engage most passionately with it. Cricket has been played on village greens in the county for at least 200 years. The project involved liaising with the Lincolnshire Cricket Board to contact clubs and engage them towards the co-creation of a virtual museum of the lived heritage of cricket (women's, men's, colts and senior). Broad ranging discussions considered in depth whether the aim of heritage collections should be to preserve the past for reflection or to engage people with activity in in the present. Conversations were recorded to create a new oral history contribution to the heritage of Lincolnshire. This produced a notion for a new kind of 'museum' for a new kind of 'heritage' which springs from the countryside as much as the town and is as accessible to the countryside as the town.

Strand F was the performance strand. This was informed to some extent by data derived from the survey and from volunteer participants at four sites across the county, in Gainsborough, Grantham, Pinchbeck, and Louth. Four new creative performances involved a diverse range of audiences across the county on issues surrounding heritage. The specific issues, and the forms of heritage, were chosen based on locally significant heritage issues, as identified by the theatre companies in consultation with local people. Each performance explored aspects of what heritage can mean to people, what challenges are faced by those who care about it and for it, and how heritage in Lincolnshire might be looked after and presented to the public in the future. The contracted theatre companies worked in collaboration with local groups and communities to develop and perform short new creative works intended to resonate with local audiences by focusing on issues surrounding the relationship between people and the things, places, activities and traditions that came from the past, mean something to them today and which they would like to be passed on for the future. These were often inspired by comments made in interviews with local residents. Performances took different forms, including drama, monologues, improvisations, and debates. Each involved an element of audience participation in the form of feedback on attitudes to the issues presented. Events were filmed and edited versions made available online (ourlincolnshire.blogs.lincoln.ac.uk).

Strands G and H involved consultation with stakeholders in order to ensure those with formal and/or established interests in Lincolnshire's heritage are informed about the aims and progress of the *Our Lincolnshire* project, are able to support the project, present their perspectives and contribute their knowledge, and are aware of the outcomes.

Framework for Phase 2 creative public engagement plan

Target Group & Rationale	Resources	Support partners	Evidence/ insight
Strand A (R&D) Generic survey of attitudes to heritage in Lincolnshire; online & using social media; target: representative sample of 666 respondents			
All residents of and visitors to Lincolnshire. Coverage and provision of opportunity of all to engage. Open questions soliciting ideas along with contextual learning about heritage could encourage onward engagement	PI1: developed questionnaire; refined data collection and assessment; reviewed data/results RA1: implemented social media survey campaign and processed results	All heritage partners to support survey through social media awareness Local media	Substantial dataset covering all topics

Target Group & Rationale	Resources	Support partners	Evidence/ insight
Strand B (R&D)			
Targeted engagement with survey at selected heritage/community sites & online; target: representative sample of 333 respondents			
Visitors to heritage sites and other centres in Lincolnshire. Coverage and provision of opportunity of all to engage. Open questions soliciting ideas along with contextual learning about heritage to encourage onward engagement	PI1: developed strategy; reviewed data/results RA1: planned engagement to complement social media element; processed results	All heritage partners to support survey through social media awareness Local media County Libraries Schools	Data and insight on relative priorities for assets, and collecting priorities for the future
Strand C (R&D; CE)			
Creative 'web app' enabling digital audiences to create their own collection of images of Lincolnshire heritage objects; engagement to encourage uploading their own heritage images; aim to maximize data collection impact by providing comparative results, encouraging participants to recruit others to use the web app and directing them to the survey; target: 1,000 respondents from across Lincolnshire (by postcode)			
Digitally connected audiences (in schools/ FE/ HE) Promotion within schools, and use of crowd-sourcing platforms and incentives such as rankings to increase reach Designed to engage younger audiences, but available to all Creative content developed to include data about what heritage is important to participants	PI1: research to contextualize activity online; review data/results RA2: image sourcing and labelling, development of web app content; recruitment of participants; data collection and analysis Technician: web app coding and development	Schools and FE/HE providers All heritage partners to support survey through social media awareness Local media Schools Social media platforms (e.g. Buzzfeed)	Data and insight on relative priorities for assets, and collecting priorities for the future
Strand D (R&D)			
Survey targeted at specific audiences/ groups including visitors from outside Lincolnshire, non-engaged groups, hard to engage places/ groups; target: 100 respondents from 3 different sectors			
Targeting specific groups that the Project Team feel might be under-represented otherwise, via community groups/ charities/ youth clubs/ sports clubs.	PI1: refined data collection and assessment; reviewed data/results RA1: liaised with community groups to reach target audiences; processed results	Voluntary sector partners County Libraries Schools	Insights and perspectives from non-traditional audiences, particularly around actual/perceived barriers to accessing heritage

Target Group & Rationale	Resources	Support partners	Evidence/ insight
Strand E (Con, CE)			
Creative exploration of attitudes to heritage of cricket in Lincolnshire; exploration of ideal virtual museum of cricket to engage people now and preserve and reflect on the past; conversations recorded to make a new oral history contribution to the heritage of Lincolnshire			
People in Lincolnshire interested in village cricket: men, women, children and seniors who play, friends and families who support the clubs and the game in other ways (watching, making teas, maintaining grounds, organizing schedules etc.)	PI2: took overview and direction of this strand RA3 & Heritage Consultant: conducted background research and liaised with special interest groups Technician: developed website	Lincolnshire Cricket Board Youth organisations Local cricket clubs	Insights and perspectives from non-traditional audiences, particularly rural communities
Strand F (CE)			
Creative events in 4 different locations; new commissioned performances themed around heritage collection/ curation issues, structured around results from survey and locally conducted interviews; audience participation and feedback; performances filmed and edited for sharing online.			
Using creative programming to attract audiences (both visitor and resident) to engage with, for which Lincolnshire artists, performers and creative programmers were commissioned	PI1 & PI3: designed overall programme; reported on results Theatre companies: wrote and performed plays, etc. LOV: coordinated logistics, managed ticketing/attendance RA1: collected data and processed results Specialist: edited films	Theatre Companies LOV network and venues Community organisations including local drama groups	Insights and perspectives from non-traditional audiences, particularly around actual/perceived barriers to accessing heritage
Strand G (Consultation & engagement)			
Targeted engagement with key partner groups to deliver insights and perspectives from heritage-engaged audiences, particularly around opportunities and implications resulting from Phase 2			
Important to proactively engage board/ trustee members and active stakeholders of prominent partners and stakeholder groups	PI1: attended meetings with stakeholder groups	University of Lincoln expert panel; Lincolnshire County Council; Historic Lincoln Partnership, Lincoln; Cathedral; County heritage organisations, e.g. SLHA; Heritage Lincolnshire	

Target Group & Rationale	Resources	Support partners	Evidence/ insight
Strand H (Consultation & engagement) Meeting with members of *Our Lincolnshire*'s Expert Panel; discussion of heritage-related project ideas including creative projects, for potential submission to HLF/ACE			
Communities in Lincolnshire Allows communities to actively seek to make a case for a visit to showcase activities and collectively engage in Phase 2 Develop networks, knowledge and optimistic outlook in groups	PI1 and expert panel: to attend meetings and offer online support	Communities/ community groups	In depth place-based insights as to heritage issues and opportunities. Allowing communities opportunity to 'make their case'

TABLE 1: OUR LINCOLNSHIRE PUBLIC ENGAGEMENT FRAMEWORK

2. *Our Lincolnshire* Heritage Survey

Carenza Lewis & Anna Scott

Summary

The heritage survey collected an extensive data set on attitudes to heritage in Lincolnshire, from residents and visitors to the county. Respondents were keen to share their opinions on how they see heritage, how they interact with it, and how they want heritage to develop in the future.

A significant comparative analysis of data was possible between the adult cohort (700+) and a cohort of secondary school students (400+), allowing an important insight to be gained between what heritage-interested adults think compared with a 'control' group. There was also the opportunity to compare the priorities of younger people with adult attitudes.

A small sample of data was collected from primary school-aged children. Overall, the survey collected data from participants aged from 4 to 80+.

Aims

The survey strand aimed to engage with residents of and visitors to Lincolnshire to find out what they think about heritage in the county and more generally. As a public consultation, achieving a representative sample of opinions from people across Lincolnshire of all ages and backgrounds was a significant aim. As such, strands A, B and D were combined to deliver this element of the project with the aim of:

- Engaging with all residents of visitors to Lincolnshire wherever possible to ensure data is representative of the population of Lincolnshire;

- Providing opportunities for engagement in multiple formats, including online, on paper, and face-to-face;

- Development of a stratified age-appropriate survey, with three levels (for under 10s, for 11-17 year olds, and for over 18s);

- Asking open questions to solicit ideas and encourage contextual learning about heritage and onward engagement;

- Targeted engagement of selected audiences/groups including visitors from outside Lincolnshire, non-engaged groups, hard to engage places/groups;

- Targeting specific groups felt to be under-represented otherwise, via community groups/charities/youth clubs, etc.

Targets for projected numbers of respondents to reflect each strand (A, B and D) were met through a process of systematic engagement. Aims for achieving responses were:

- A representative sample of 666 respondents from all residents of and visitors to Lincolnshire;

- A targeted sample of 333 respondents who are currently engaged with heritage;

- A targeted sample of 100 respondents from 3 different sectors who are hard to engage or may otherwise be under-represented.

In fulfilling these target aims, it was a project aim that the survey results and analysis could be used to inform future policy and practice in relation to heritage, its management, curation and presentation in the

county, how heritage is performed and engaged with, and further opportunities for co-creation and co-curation of heritage.

The data and analysis derived from the survey is of relevance for the county heritage sector and local authorities, regional heritage tourism, economic development in the Greater Lincolnshire region, rural development, the voluntary heritage sector, heritage education initiatives, partnership working and collaboration, and cultural and arts initiatives.

Methods

The survey was administered via an online questionnaire complemented with a paper version to endure those without digital access had the opportunity to participate. To encourage engagement with as wide an age sample as possible, the questionnaire was stratified into three levels both online and in a paper version, designed for adults aged 18 and over, young people aged 11-17, and children under 10 (targeted at Key Stage 2 level).

The survey was launched in late January and was available until early May 2016. It was consistently promoted throughout this period via local media (print and online) and radio, social media, blogs, posters, fliers, targeted emails to organisations, and face-to-face/word of mouth.

Context for the heritage survey

Previous visitor surveys have identified how people engage with and respond to heritage. For example:

> *"You see one side of the argument and you're thinking, 'good argument, good argument', then you get the other side and think 'hold on – that's a good argument too'. And it really forces you to actually think about where you actually place yourself."*
>
> *(Sandell 2007, 100)*

> *"We'd look at objects, slave whips…I was quite shocked, I knew it was cruel but I didn't know how cruel, I never could imagine… I thought about it in a different way. We actually got to see it and experience what it would have been like. I did know quite a lot but I wasn't able to picture it."*
>
> *(RCMG Part 2, 2002, 368)*

> *"I would not be caught dead in a museum... [but] the project made us feel good, we had gained knowledge, we felt more confident and had our eyes opened to new things… when I was young my mum made me wear traditional African costume. I hated it and felt ashamed. Now I think museums should have things like that in them. I want my culture to be part of the mainstream culture."*
>
> *(Hooper-Greenhill and Dodd 2002, 20)*

This survey sought to provide in-depth regional analysis of heritage attitudes in the large rural county of Lincolnshire in a way which has not been achieved before.

Engagement topics and framework for questionnaires

In light of the aims and context of *Our Lincolnshire* and work conducted during Phase 1, a number of topics with which participants in the heritage survey could engage were identified. These included:

- **Understanding heritage** e.g. *What does heritage mean to you? What do you consider to be heritage for you in Lincolnshire? What do you enjoy doing? What is the heritage in that?*

- **Valuing heritage** e.g. *Is heritage important to you? Why? What aspects are most important?*

- **Current/recent engagement** with heritage i.e. *What, where, when, why?*

- **Potential future engagement** with heritage e.g. *What is missing? What else do you want it to include? What would make you engage more?*

- **Identifying priorities** e.g. *What are the key assets (i) for you; (ii) for Lincolnshire? What should be done with them? Who should be involved? Whose responsibility is it to manage and protect them? Whose responsibility is it to deliver the services?*

- **Priorities for the County Heritage Service** e.g. by ranking assets in the 'core' definition by (i) importance to the individual; (ii) importance to Lincolnshire;

- **Priorities for future collecting** e.g. *What is it about Lincolnshire that you think should be collected and curated for the future? What is missing?*

The *Our Lincolnshire* questionnaire was devised around these questions (see Appendix 2). A similar questionnaire format was used for the adult and 11-17 year-old versions, with the later using a modified 5 point Likert scale rather than the 9-point scale adopted in the adult version, and some questions modified for this age group. A simpler under 10s format was also devised based on the same overarching themes.

The online questionnaire was hosted by Survey Monkey. Data was downloaded for analysis using Excel. Completed paper versions of the survey were manually inputted into the Survey Monkey template. A www.research.net URL was selected to signpost the research-basis of the survey.

A mix of open and closed questions were used to attempt to capture more in depth views on heritage, as far as possible within the context of a self-completion survey. All questions were optional to encourage completion. Demographic data was collected in the final section to assess the representativeness of the sample.

Pilot study

The questionnaire format and structure was tested during a short pilot amongst staff employed at the University of Lincoln. Feedback was collected on the nature and arrangement of questions. Revisions and adjustments were made to reduce error and to clarify particular questions.

It was acknowledged at this stage that the questionnaire was lengthy and detailed, and the open questions and questions requiring a ranking response were challenging. It was felt that despite this it was a valuable exercise to encourage people to think about heritage perhaps in a way they had not before, and to question how they valued heritage in its various forms. Certain concessions were made in relation to the ranking questions to allow people to comment on how they had come to their responses or to give them space to object.

Response data

The overall completion rate for those attempting the survey online and manually was good, with over 62 per cent of respondents working through to the final section. Initial views of the online survey (including manually entered responses) (i.e. those responding to question 1 on the first page) compared with those continuing beyond question 2 on the second page of the survey and those submitting responses in the final section are summarised below.

Age bracket	Initial response (page 1)		Q2 response (page 2)		Final section completion	
	Frequency	% of total	Response	Completion rate	Response	Completion rate
Under 10s	46	2.60%	24	52.17%	27	58.70%
11-17 years old	456	26.00%	406	89.03%	344	75.44%
Over 18s	1253	71.40%	942	75.18%	722	57.62%
Total	**1755**		**1372**	**78.18%**	**1093**	**62.28%**

TABLE 2 HERITAGE SURVEY COMPLETION DATA

The completion rate for the 11-17 bracket was very good, at over three-quarters of respondents, which was due to the recruitment of the majority of these participants through schools where they were asked to complete the questionnaire during classes. The relatively high completion rate for other participants indicated that those responding to the survey call were motivated to give their opinions and conscientious in their participation despite the questionnaire's length.

Due to the online, self-completion nature of the questionnaire it is difficult to estimate a response rate. Engagement peaked following survey promotion across local and social media. 352 responses were collected during the initial launch phase of the survey, which included a feature in the *Lincolnshire Echo*, interviews with Professor Lewis on BBC Radio Lincolnshire and Siren FM, and an address by Professor Lewis to the Lincolnshire Heritage Forum. Further peaks in response activity occurred after face-to-face engagement with visitors to Lincoln during University Applicant Days, promotion of the survey web link with heritage/historical memories groups on Facebook, a series of project blog posts over a bank holiday weekend, and student engagement during teaching sessions at the University Academy Holbeach (UAH) following promotion of the survey to schools across Lincolnshire.

Every state primary and secondary school in Lincolnshire was contacted via email twice during the study period. Despite distributing information about the survey, including guidance on how participation could complement the requirements of citizenship teaching, of 456 schools in Lincolnshire, North Lincolnshire and North East Lincolnshire, participation was poor. Successful engagement with the 11-17 age group was ultimately achieved thanks to UAH, a secondary academy in the South Holland district associated with the University of Lincoln. Teachers encouraged their students to participate and through their interest and advocacy, over 300 responses were collected and a high completion rate was achieved. This process of engagement with schools demonstrated the difficulties of approaching schools and achieving engagement with such projects. A future strategy would benefit from networking more systematically with teachers face-to-face and recruiting advocates in these contexts to promote engagement with students and their families.

Demographics

Responses were collected from a wide range of people from across Lincolnshire and beyond. Demographic data was collected in a final section of the survey, which meant that due to questionnaire fatigue/non-completion this data was not collected from all respondents. Of the majority who did respond to this section, profiles indicated a representative sample was obtained in terms of gender and ethnicity. Respondents came from across all districts in the county of Lincolnshire and the North Lincolnshire and North East Lincolnshire local authority regions (which together comprise the Greater Lincolnshire

region).[5] There was a greater concentration of participation centred on South Holland due to the engagement of the UAH students at Holbeach.

Respondents had higher levels of education compared to the general population, although this was counter-balanced to some extent by the participation of school-age students, many of whom were under 16 and would not yet have achieved formal qualifications. Of the adults who responded, it is likely that the high degree of motivation and interest required to complete a lengthy and detailed questionnaire influenced their choice to participate and complete. Educational factors may have influenced this. Comments made in the survey indicated that respondents found the ranking questions difficult, although other comments suggested people were appreciative of the opportunity to think about and share their thoughts on heritage. It was felt that the higher level of education that was a feature of respondents to the survey was less problematic in the context of the overall project which included a diverse range of contrasting creative engagement strategies (i.e. the web app, performances, cricket heritage) to encourage participation with a wider spectrum of audiences.

Respondents' home district	f*	%
South Holland	340	32.50%
Lincoln	164	15.68%
West Lindsey	117	11.19%
North Kesteven	110	10.52%
East Lindsey	88	8.41%
South Kesteven	51	4.88%
Boston Borough	17	1.63%
North Lincolnshire	48	4.59%
North East Lincolnshire	13	1.24%
Adjacent counties	57	5.45%
Other counties	37	3.54%
Non-UK	4	0.38%
Total	**1046**	

TABLE 3 ALL SURVEY RESPONDENTS' HOME DISTRICTS (*PLEASE NOTE: *F* DENOTES 'FREQUENCY')

Engagement with participants in Boston Borough and south Lincolnshire districts was lower following the first phase of engagement, which had yielded responses particularly within and around Lincoln. Contact was made with community groups and officials in these areas to promote the survey, which helped improve response rates. A 'Letter to the Editor' sent to rural Lincolnshire print and online media was published along with feature articles in publications based in Boston, Grantham, Horncastle, Louth, Mablethorpe, Market Rasen, Skegness, Sleaford, Spalding, Spilsby, and Stamford.

---

[5] Data derived from post town element of postcodes (see Appendix 1) and home village/town/city responses.
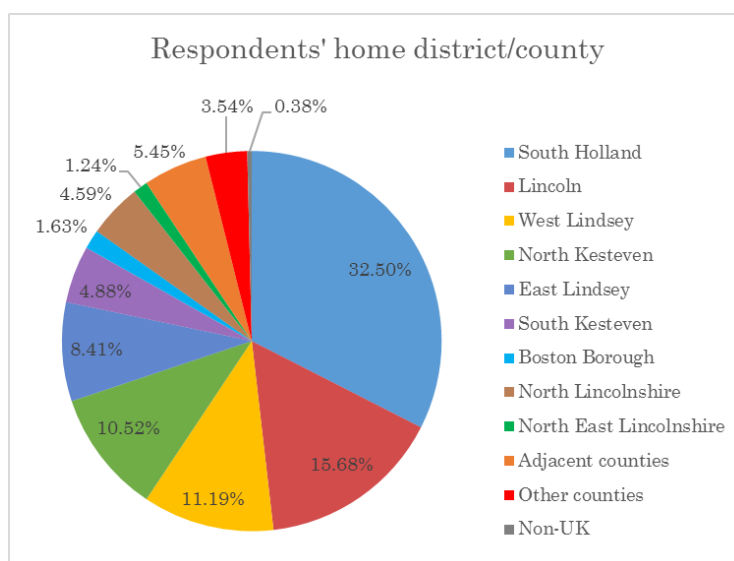
FIGURE 3 ALL SURVEY RESPONDENTS' HOME DISTRICTS

Home district/county	f^1	$\%^1$	f^2	$\%^2$	f^3	$\%^3$	Total Population[4]	
Greater Lincolnshire LEP	**948**	**90.64%**	**623**	**88.37%**	**623**		**1,040,715**	
Lincolnshire	**887**	**84.81%**	**566**	**80.28%**	**566**	**90.85%**	**713,653**	**68.57%**
South Holland	340	32.50%	48	6.81%	48	7.70%	88,270	12.37%
Lincoln	164	15.68%	152	21.56%	152	24.40%	93,541	13.11%
West Lindsey	117	11.19%	108	15.32%	108	17.34%	89,250	12.51%
North Kesteven	110	10.52%	109	15.46%	109	17.50%	107,766	15.10%
East Lindsey	88	8.41%	88	12.48%	88	14.13%	136,401	19.11%
South Kesteven	51	4.88%	46	6.52%	46	7.38%	133,788	18.75%
Boston Borough	17	1.63%	15	2.13%	15	2.41%	64,637	9.06%
North & North East Lincolnshire	**61**	**5.83%**	**57**	**8.09%**	**57**	**9.15%**	**327,062**	**31.43%**
North Lincolnshire	48	4.59%	44	6.24%	44	7.06%		
North East Lincolnshire	13	1.24%	13	1.84%	13	2.09%		
Adjacent counties	**57**	**5.45%**	**43**	**6.10%**				
Other counties	**37**	**3.54%**	**35**	**4.96%**				
Non-UK	**4**	**0.38%**	**4**	**0.57%**				
Total	**1046**		**705**		**623**			
	[1] All ages		[2] Over 18s only		[3] Greater Lincolnshire over 18s only			

[4] Source: Census data (ONS, 2011 extracted from LRO, 2016)

TABLE 4 COMPARISON OF ALL SURVEY RESPONDENTS' HOME DISTRICTS WITH PROPORTIONS OF RESIDENTS ACCORDING TO ONS CENSUS DATA
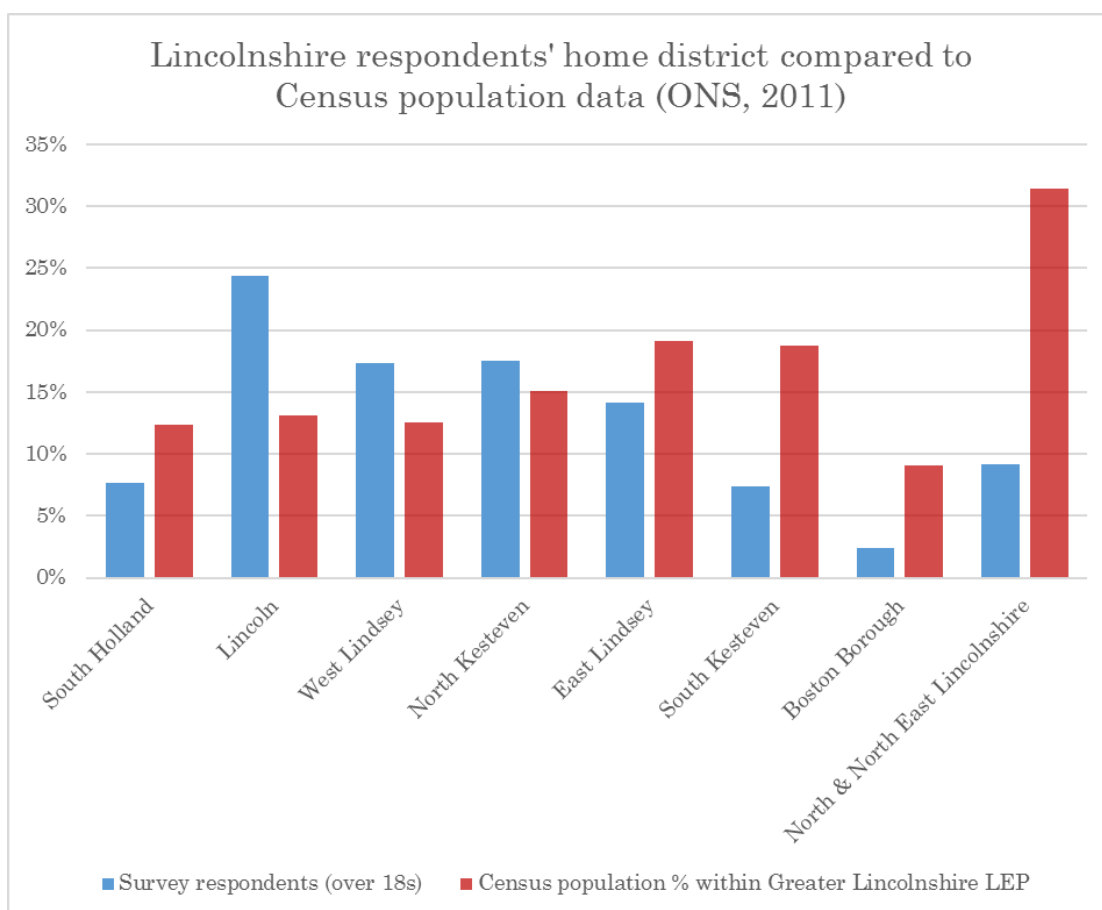
FIGURE 4 COMPARISON OF ALL SURVEY RESPONDENTS' HOME DISTRICTS WITH PROPORTIONS OF RESIDENTS ACCORDING TO ONS CENSUS DATA

There are proportionately more people living in the northern region of the ceremonial county of Lincolnshire (see above) which was not reflected in responses. This reflects targeting that focused on rural areas of the Lincolnshire County Council region, but might also be an effect relating to the original presupposition of the project, that concern with heritage has often focused on the city. It may be that engagement with heritage is more embedded in and around Lincoln, and encouraging engagement with heritage beyond this sphere is more problematic. The majority of respondents came from the Lincoln and Peterborough postcode regions. Some respondents were long-time residents of Lincolnshire (over a tenth had lived there over 30 years), whilst nearly a quarter had lived there fewer than five years (see below).

Current home postcode region	*f*	%
LN (Lincoln)	386	40.25%
PE (Peterborough)	361	37.64%
DN (Doncaster)	110	11.47%
NG (Nottingham)	47	4.90%
Other	50	5.21%
Non-UK	5	0.52%
Total	**959**	

TABLE 5 SURVEY RESPONDENTS' CURRENT HOME POSTCODE, BY REGION
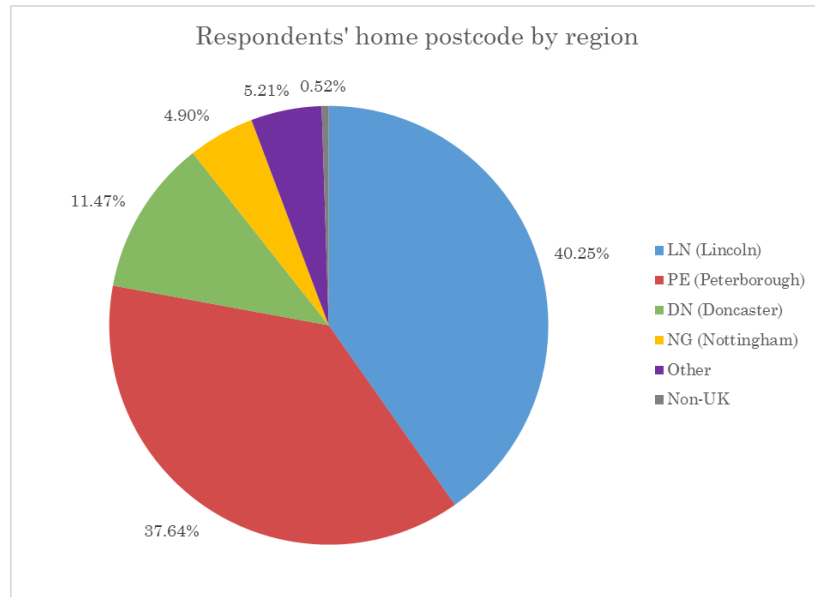
FIGURE 5 SURVEY RESPONDENTS' CURRENT HOME POSTCODE, BY REGION

Length of time in current home	*f*	%
Under 5 years	164	23.60%
5-10 years	148	21.29%
10-20 years	196	28.20%
20-30 years	107	15.40%
30-40 years	51	7.34%
40-50 years	21	3.02%
50-60 years	5	0.72%
Over 60 years	3	0.43%
Total	**695**	

TABLE 6 LENGTH OF TIME SURVEY RESPONDENTS HAVE LIVED IN THEIR CURRENT HOME
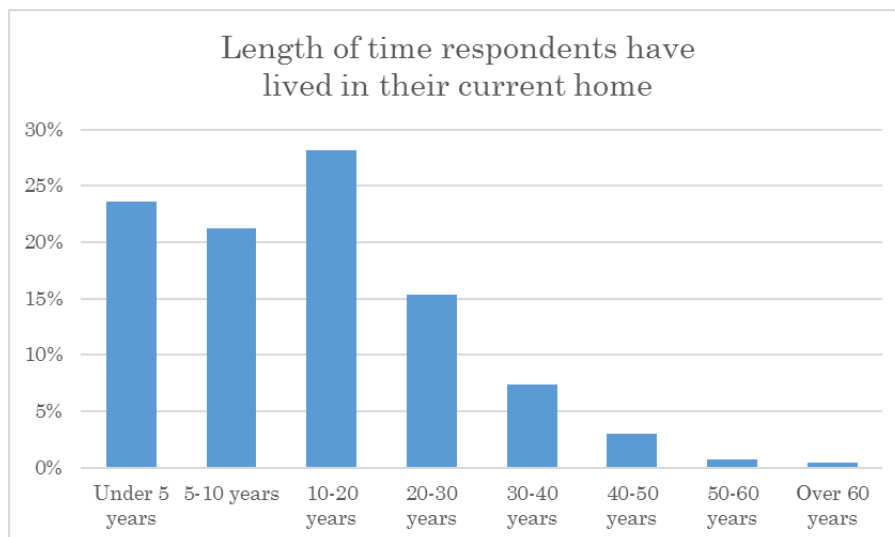
FIGURE 6 LENGTH OF TIME SURVEY RESPONDENTS HAVE LIVED IN THEIR CURRENT HOME

Respondents' places of work (for those in employment) were similar to where they lived. A peak in those working in the Peterborough reflects the large number of respondents from Holbeach (see below).

Work/school postcode region	ƒ	%
PE (Peterborough)	303	47.05%
LN (Lincoln)	227	35.25%
DN (Doncaster)	36	5.59%
NG (Nottingham)	21	3.26%
Other	34	5.28%
Retired	23	3.57%
Total	**644**	

TABLE 7 SURVEY RESPONDENTS' WORK/SCHOOL POSTCODE, BY REGION
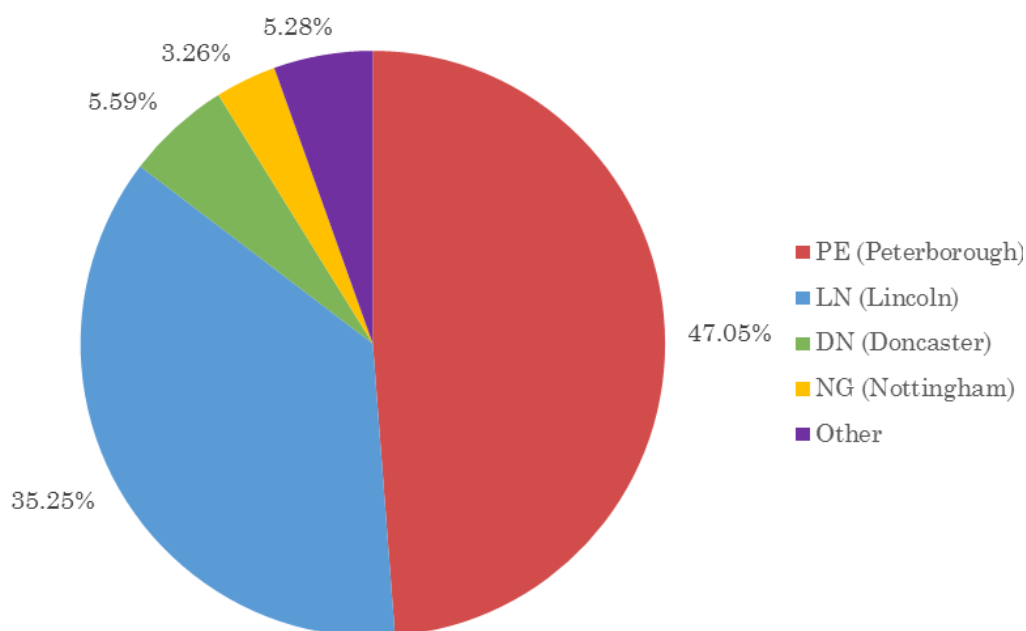
FIGURE 7 SURVEY RESPONDENTS' WORK/SCHOOL POSTCODE, BY REGION

Nearly a third of respondents were aged between 46 and 65, whilst another third were under 18. The under 18s were a target audience for the survey. The engagement of UAH provided a valuable cohort of respondents who would not otherwise have participated and served to counter-balance effects created by the participation of heritage enthusiasts and those who are already engaged and active within heritage organisations/groups.

Age bracket	f	%
10 & under	27	2.50%
11-17	335	31.02%
18-25	42	3.89%
26-45	149	13.80%
46-65	347	32.13%
66-80	158	14.63%
Over 80	10	0.93%
Prefer not to say	12	1.11%
Total	**1080**	

TABLE 8 SURVEY RESPONDENTS AGE BRACKETS
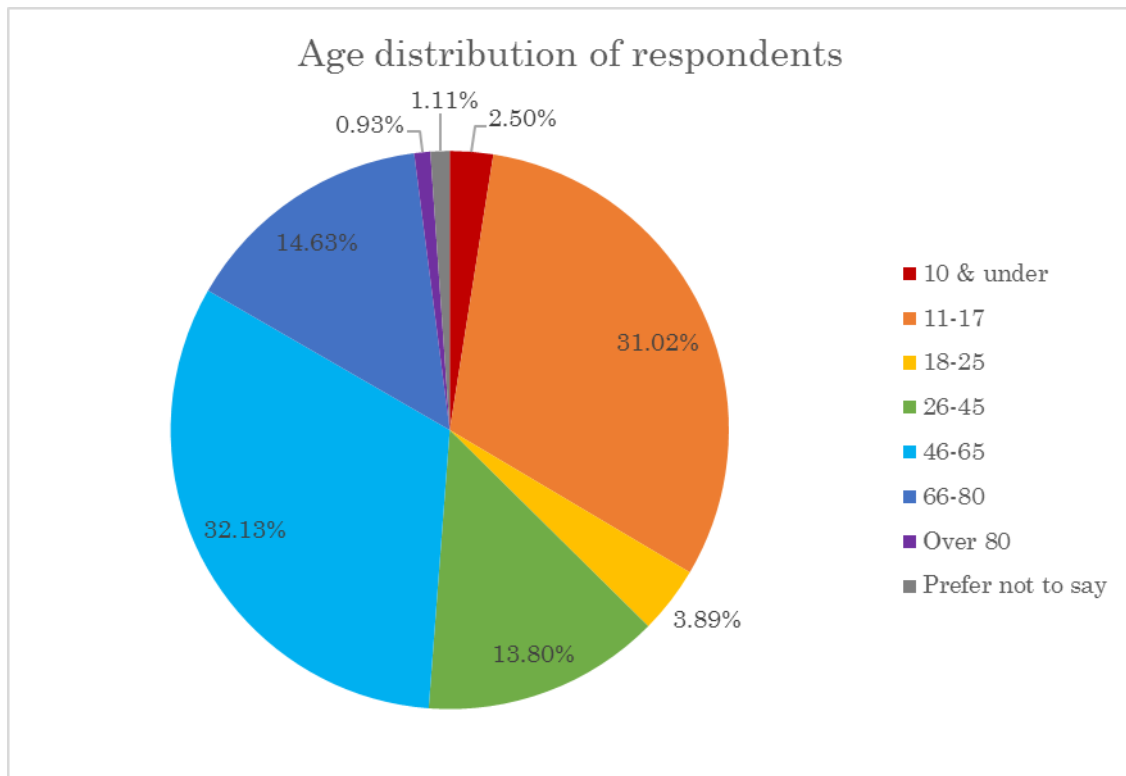
FIGURE 8 SURVEY RESPONDENTS' AGE BRACKETS

Around a third of respondents had lived in Lincolnshire for over 30 years, and just below a third had lived there between 10 and 20 years. Respondents had in some cases lifelong associations with the county, whilst others were from elsewhere and had chosen to move and stay there. There was wide range of experiences of living in the county.

Length of time living in Lincolnshire	*f*	%
Under 5 years	114	11.64%
5-10 years	99	10.11%
10-20 years	305	31.15%
20-30 years	103	10.52%
30-40 years	105	10.73%
40-50 years	62	6.33%
50-60 years	73	7.46%
Over 60 years	60	6.13%
Whole life	46	4.70%
Never	12	1.23%
Total	**979**	

TABLE 9 LENGTH OF TIME SURVEY RESPONDENTS HAVE LIVED IN LINCOLNSHIRE
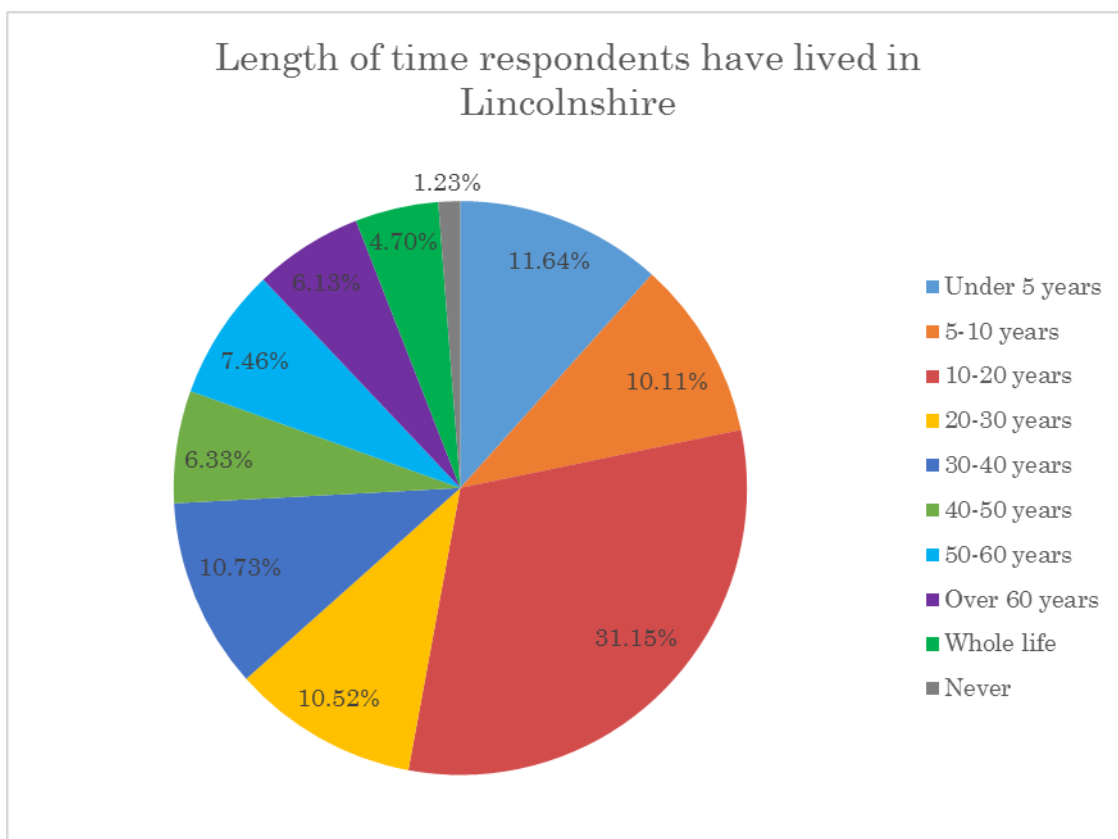
FIGURE 9 LENGTH OF TIME SURVEY RESPONDENTS HAVE LIVED IN LINCOLNSHIRE

The majority of respondents had lived or worked in the UK for a sustained period which linked to the age of respondents. A peak in those living in the UK between 10 and 20 years was reflective of the student cohort responses (aged between 11 and 17) (see below).

Living/working in the UK	*f*	%
Under 5 years	14	1.48%
5-10 years	29	3.06%
10-20 years	255	26.93%
20-30 years	68	7.18%
30-40 years	75	7.92%
40-50 years	106	11.19%
50-60 years	120	12.67%
Over 60 years	166	17.53%
Whole life	114	12.04%
Total	**904**	

TABLE 10 LENGTH OF TIME SURVEY RESPONDENTS HAVE LIVED OR WORKED IN THE UK
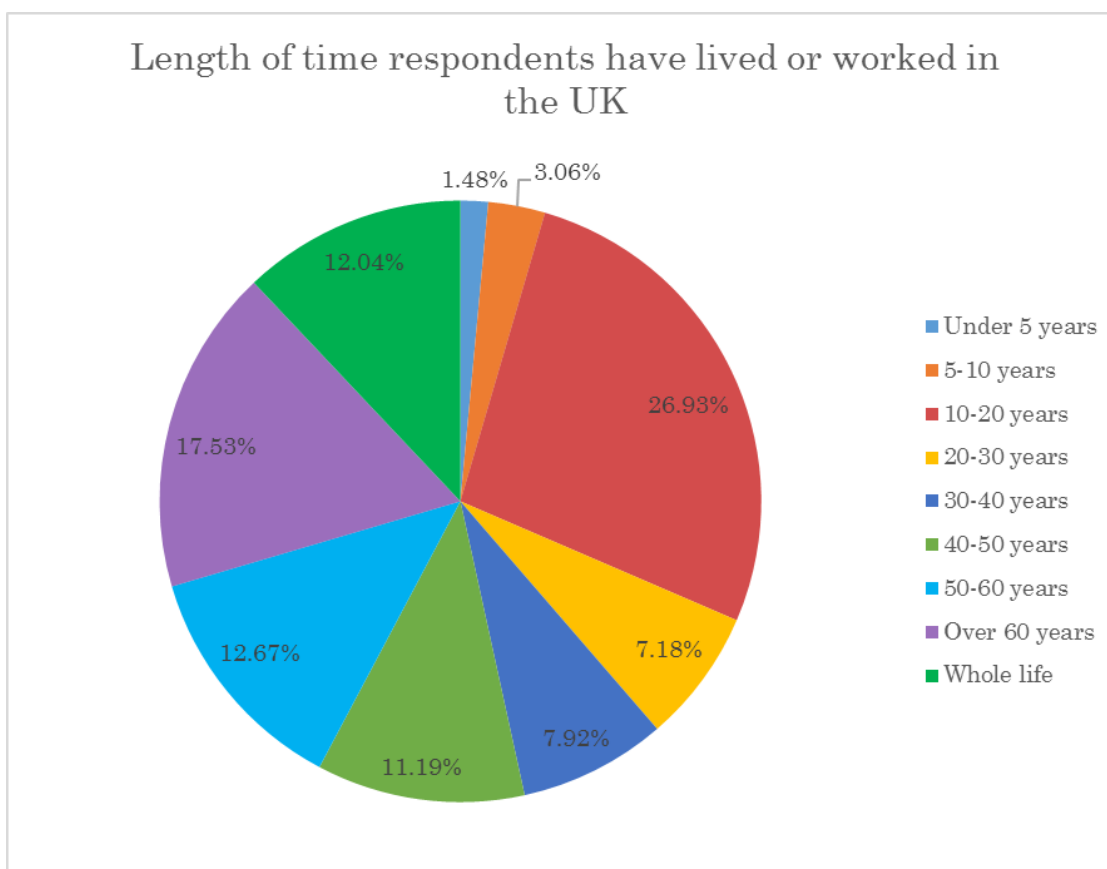
FIGURE 10 LENGTH OF TIME SURVEY RESPONDENTS HAVE LIVED OR WORKED IN THE UK

Respondents were largely evenly represented in terms of gender, with slightly over half being female.

Gender	Age	Frequency	Percentage	Total	Percentage
Female	Under 10	7	0.65%		
	11-17	149	13.77%		
	Over 18	396	36.60%	552	51.02%
Male	Under 10	20	1.85%		
	11-17	148	13.68%		
	Over 18	301	27.82%	469	43.35%
Other	11-17	25	2.31%		
	Over 18	6	0.55%	31	2.87%
Prefer not to say	11-17	24	2.22%		
	Over 18	6	0.55%	30	2.77%
Total		**1082**		**1082**	

TABLE 11 SURVEY RESPONDENTS' GENDER
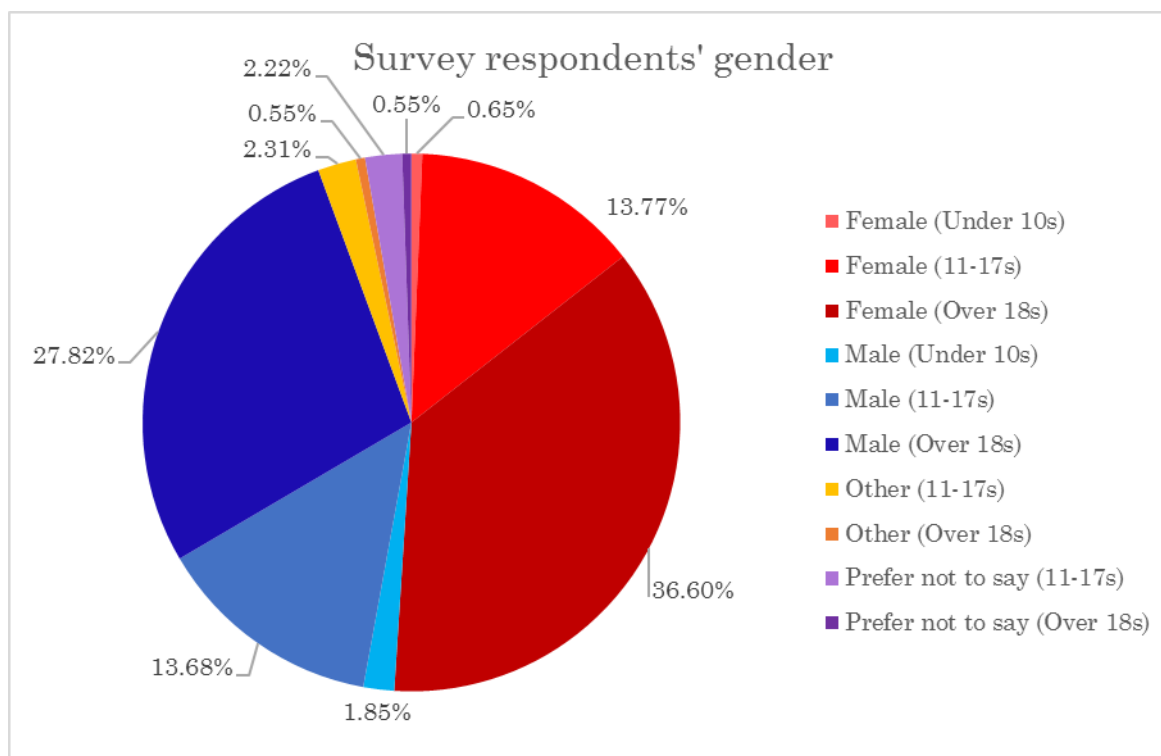
FIGURE 11 SURVEY RESPONDENTS' GENDER

The majority of respondents over 18 were either employed (over a third) or retired (a third).

Employment status	Frequency	Percentage	Percentage (minus under 18s)
Full-time student (under 18)	502	41.25%	
Full-time waged	266	21.86%	37.20%
Retired	241	19.80%	33.71%
Part-time waged	95	7.81%	13.29%
Self-employed	33	2.71%	4.62%
Looking after the family/home (unwaged)	26	2.14%	3.64%
Full-time student	24	1.97%	3.36%
Prefer not to say	14	1.15%	1.96%
Unemployed	5	0.41%	0.70%
Disabled	3	0.25%	0.42%
Carer	2	0.16%	0.28%
Part-time student	2	0.16%	0.28%
Voluntary work	2	0.16%	0.28%
Career break	1	0.08%	0.14%
Other	1	0.08%	0.14%
Total	**1217**		

TABLE 12 SURVEY RESPONDENTS' EMPLOYMENT STATUS
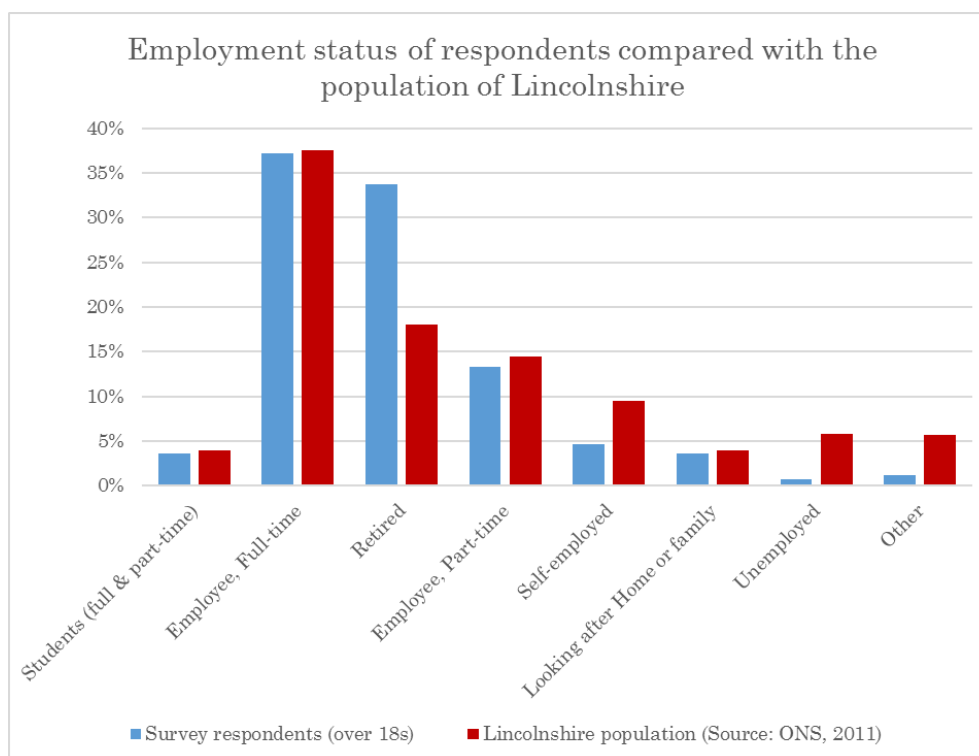
FIGURE 12 COMPARING SURVEY RESPONDENTS' EMPLOYMENT STATUS WITH ONS-DERIVED DATA ON THE WIDER POPULATION OF LINCOLNSHIRE

Representation of people who are unemployed was lower compared with the wider population (see below). This was deemed to be a hard to reach group, which was addressed by providing paper copies of questionnaires in libraries across Lincolnshire as well as advertising the online survey via posters and fliers in libraries. A reduced number of respondents who are economically inactive may also have been an effect relating to the higher educational levels of participants in general, and the proportionately large number of retired respondents. In this sense, a greater number of retirees balances the number of economically inactive respondents with the economically active (i.e. employed/self-employed).

Employment status	Survey respondents (over 18s)		Economic Activity (Census data) (LRO, 2016 after ONS, 2011)			
	f	%	Lincolnshire	Greater Lincolnshire LEP	East Midlands	England
Active Age 16 to 74 (inclusive)			65.70%	-	67.10%	66.90%
Students	26	3.64%	4.00%	4.00%	5.80%	5.80%
Employee, Full-time	266	37.20%	37.60%	37.70%	38.80%	38.60%
Retired	241	33.71%	18.10%	17.50%	15.00%	13.70%
Employee, Part-time	95	13.29%	14.50%	14.90%	14.40%	13.70%
Self-employed	33	4.62%	9.50%	8.70%	8.70%	9.80%
Looking after home or family	26	3.64%	4.00%	4.20%	4.00%	4.40%
Unemployed	5	0.70%	5.80%	6.70%	6.40%	6.80%
Long-term sick or disabled	3	0.42%	4.00%	4.20%	4.10%	4.00%
Other	6	0.84%	1.70%	1.80%	1.90%	2.20%
Prefer not to say	14	1.96%				
Total	**715**					

TABLE 13 COMPARING SURVEY RESPONDENTS' EMPLOYMENT STATUS WITH ONS-DERIVED DATA ON THE WIDER POPULATION OF LINCOLNSHIRE

Of those responding, income levels were normally distributed with the majority of respondents earning between £20,000 and £29,999 (see below). It is notable that a large proportion (over a quarter) of respondents did not want to divulge their income. Face-to-face contact with respondents and answers to other questions in manually completed questionnaires indicated that those tending to refuse answering this question were possibly likely to be on a lower income than average, and hence may not have felt comfortable sharing this information creating a false distribution tending towards higher incomes.

Income band	f	%
Under £5,000	35	5.06%
£5,000 - £9,999	46	6.65%
£10,000 - £19,999	131	18.93%
£20,000 - £29,999	134	19.36%
£30,000 - £39,999	85	12.28%
£40,000 - £49,999	43	6.21%
£50,000 or more	33	4.77%
Don't know	11	1.59%
Prefer not to say	174	25.14%
Total	**692**	

TABLE 14 SURVEY RESPONDENTS' INCOME BAND
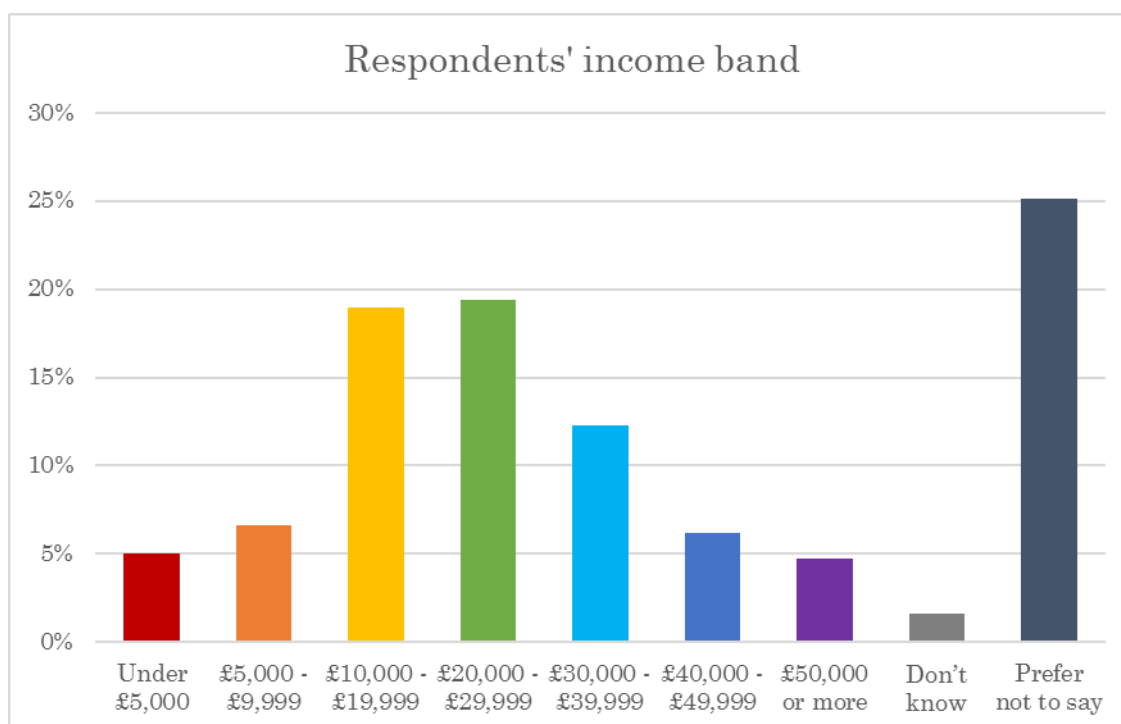
FIGURE 13 SURVEY RESPONDENTS' INCOME BAND

Responses to the call for participation came as a result of widespread dissemination across a range of media. To reach targeted groups that were deemed to be hard to reach or underrepresented and to achieve a representative sample from across the county, community and voluntary organisations were contacted. Specifically, Lincolnshire branches of the Women's Institute, Age UK, the Scouts, Girlguiding UK, and Young Farmers were contacted for help with dissemination. A systematic targeted social media campaign via Twitter (at @OurLincolnshire) and Facebook (at www.facebook.com/ourlincolnshire) was used to supplement direct emails to organisations and individuals.

Where did you hear about this survey?	ƒ	%
School	283	29.92%
Social media	141	14.90%
Local media & radio	107	11.31%
Email	76	8.03%
University	62	6.55%
Library	59	6.24%
Community organisation	43	4.55%
Heritage organisation	42	4.44%
Online	39	4.12%
Work	33	3.49%
Friends & Family	24	2.54%
Cricket	18	1.90%
Local authority	10	1.06%
Word of mouth	7	0.74%
Flyer	2	0.21%
Total	**946**	

TABLE 15 SURVEY PARTICIPATION DISSEMINATION SOURCES

	Survey respondents		*Population by Ethnic group, %* *(LRO, 2016 after ONS, 2011)*			
Population by Ethnic group	ƒ	%	**Lincs.**	**Greater Lincs. LEP**	**East Mids.**	**England & Wales**
White: British/English/Scottish/ Northern Irish/Welsh	879	91.28%	93.00%	93.30%	85.40%	80.50%
White: Other White	28	2.91%	4.00%	3.60%	3.20%	4.40%
White: Irish	12	1.25%	0.50%	0.40%	0.60%	0.90%
Asian/Asian British: Indian	7	0.73%	0.30%	0.40%	3.70%	2.50%
Asian/Asian British: Other Asian	3	0.31%	0.30%	0.30%	0.80%	1.50%
Mixed: White & Asian	3	0.31%	0.30%	0.30%	0.50%	0.60%
Mixed: White & Black Caribbean	2	0.21%	0.30%	0.30%	0.90%	0.80%
Asian/Asian British: Chinese	2	0.21%	0.20%	0.30%	0.50%	0.70%
Black/Black British: African	4	0.42%	0.20%	0.20%	0.90%	1.80%
Mixed: Other Mixed	3	0.31%	0.20%	0.20%	0.30%	0.50%
Asian/Asian British: Bangladeshi	0	0.00%	0.10%	0.20%	0.30%	0.80%
Asian/Asian British: Pakistani	2	0.21%	0.10%	0.20%	1.10%	2.00%
Black/Black British: Caribbean	0	0.00%	0.10%	0.10%	0.60%	1.10%
Black/Black British: Other Black	1	0.10%	0.10%	0.00%	0.20%	0.50%
Mixed: White and Black African	2	0.21%	0.10%	0.10%	0.20%	0.30%
White Gypsy or Irish Traveller	8	0.83%	0.10%	0.10%	0.10%	0.10%
Any other ethnic group	6	0.62%	0.10%	0.10%	0.20%	0.40%
Other ethnic group: Any other	1	0.10%	0.10%	0.10%	0.40%	0.60%
Total	**963**					

TABLE 16 SURVEY RESPONDENTS' ETHNIC GROUP

The majority of respondents were 'White British' (see above), and distribution according to ethnic group was in line with the population of Greater Lincolnshire as a whole.

Other ethnic groups	Frequency
Any other White background	27
White Polish (5), White European (4), White German (2), White Latvian (2), White Lithuanian (2), White African, White American, White Brazilian, White Caribbean, White Caucasian, White Dutch, White Dutch and American, White English and Canadian British, White German/Irish, White Greek, White Italian, White Mauan	
Any other Asian background	1
Mixed Asian/Asian British - Indian and Bangladeshi	
Any other ethnic group	3
American and British, British English, Jewish	
Asian/Asian British - Indonesian	1
Mixed/Multiple ethnic groups	4
English, Irish and Spanish, Scottish and North American, White and Middle Eastern, White English and Filipino	

TABLE 17 ADDITIONAL COMMENTS ABOUT ETHNIC GROUP GIVEN BY SURVEY RESPONDENTS

Data and Analysis

An extensive set of data was collected via the *Our Lincolnshire* survey. The following presentation of results and analysis covers a series of themes which address the aims of this strand of the project.

Three data trends are apparent from three data sets: results from all respondents over the age of 11, amalgamated from results from those aged between 11 and under 18, and results for adults aged over 18. The large student cohort from UAH created a valuable data set for comparison with the adult responses because they represent young people's voices in Lincolnshire and they are most representative of the wider population (in terms of ethnicity and background). Student respondents completed the questionnaire within class and as such were not self-selecting; they had no particular interest in heritage (which motivated many of the adult responses) and they effectively represent a 'control' group.

Defining heritage

After due consideration, it was agreed the survey should a definition of 'heritage' for comment rather than ask respondents to supply their own as the latter might be too off-putting. Survey respondents were thus offered a definition of heritage then asked whether they agreed. The majority concurred with this definition, which was:

> *'Heritage' is often defined as monuments, objects, stories or traditions which we have inherited from the past.*

Over 90 per cent of adults agreed with the definition to some degree, whereas only around two-thirds of under 18s agreed, with nearly a quarter neither agreeing nor disagreeing (Table 18; Figure 14). Under 18s' responses indicated there was some reticence over what the word 'heritage' meant to them personally and more generally. This finding was also reported anecdotally in the performance strand of the project (see Section 5).

'Heritage' is often defined as monuments, objects, stories or traditions which we have inherited from the past. Do you agree with this definition?

	Yes, very much	Yes, mostly	I neither agree nor disagree	No, not really	No, not at all	Total
Over 18s	407	476	27	29	3	942
	43.21%	50.53%	2.87%	3.08%	0.32%	
Under 18s	72	200	97	22	15	406
	17.73%	49.26%	23.89%	5.42%	3.69%	
All respondents	**479**	**676**	**124**	**51**	**18**	**1348**
	35.53%	50.15%	9.20%	3.78%	1.34%	

TABLE 18 SURVEY RESPONDENTS' LEVEL OF AGREEMENT WITH A GIVEN DEFINITION OF HERITAGE
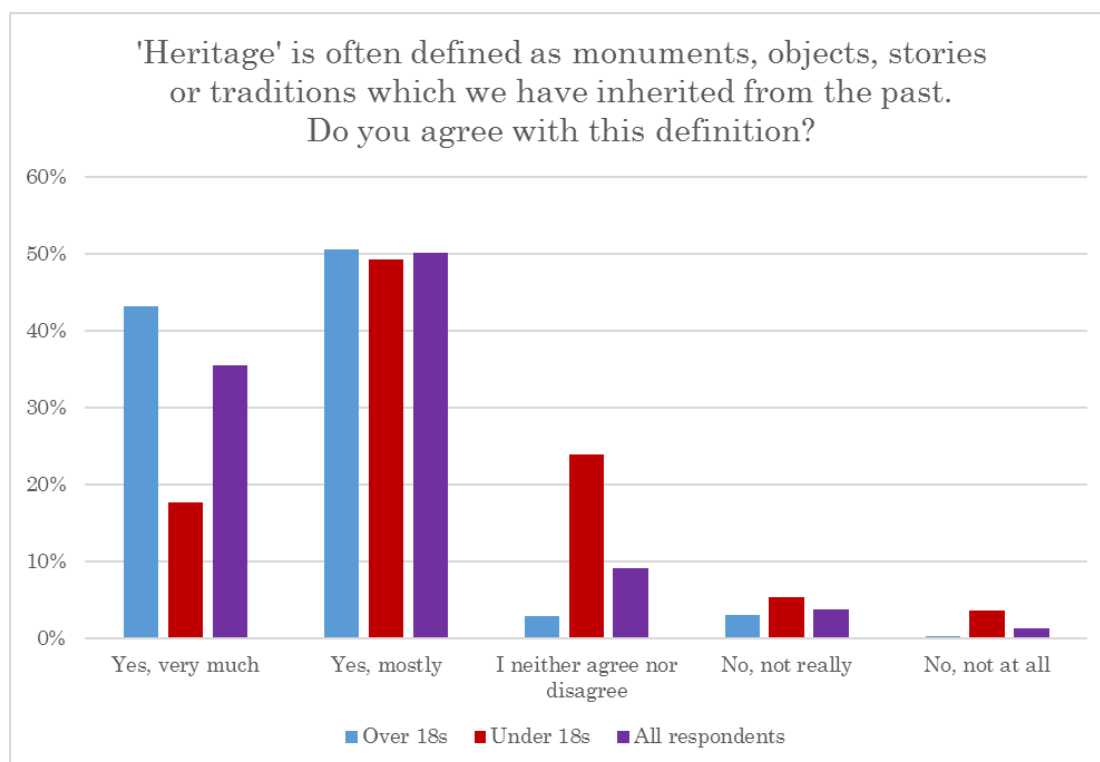
FIGURE 14 SURVEY RESPONDENTS' LEVEL OF AGREEMENT WITH A GIVEN DEFINITION OF HERITAGE

Respondents were asked for their thoughts on this definition and many added comments about what heritage meant to them and types of heritage with which they identify. These comments can be read in Appendix 2.3. Responses were thoughtful and varied, ranging from the general to the specific. 'Classic' features of heritage were defined, in terms of the 'stuff' of heritage, its tangibility, the desire to preserve and protect heritage, and concerns with transmitting heritage forwards for future generations. Equally though, the intangibilities of heritage were acknowledged (e.g. stories, memories, history). It was a feature of many responses to this question and others (particularly the ranking questions, see below), that the intangible aspects of heritage were intertwined with (and in many ways inextricable from) the tangibilities of heritage. This aspect was itself key to the given definition of heritage – with which the majority identified.

The importance of heritage

Respondents were asked at the beginning of the questionnaire and again at the end how important heritage was to them (Table 19, Figure 15). There was a shift towards feeling heritage was of more importance after respondents had completed the questionnaire, which arguably suggests that the very process of thinking about heritage and being asked to weigh up issues relating to heritage increases its significance in the respondent's mind.

All respondents **Level of importance**	*Initial question: How important is heritage to you?*		*Final question: How important is heritage to you?*	
	f	**%**	*f*	**%**
Very important	494	41.03%	501	53.02%
Important	361	29.98%	235	24.87%
Neither important nor unimportant	186	15.45%	116	12.28%
Unimportant	53	4.40%	26	2.75%
Very unimportant	110	9.14%	67	7.09%
Total	**1204**		**945**	

TABLE 19 SURVEY RESPONSES TO THE QUESTION: 'HOW IMPORTANT IS HERITAGE TO YOU?'

A number of responses indicating 'Very unimportant' were potentially erroneous; when inputting paper copies of the survey it was apparent that some respondents, although indicating in other answers that they thought heritage was very important had systematically selected 'Very unimportant' on the scale for the complete set of initial questions, suggesting they had misread the scale.
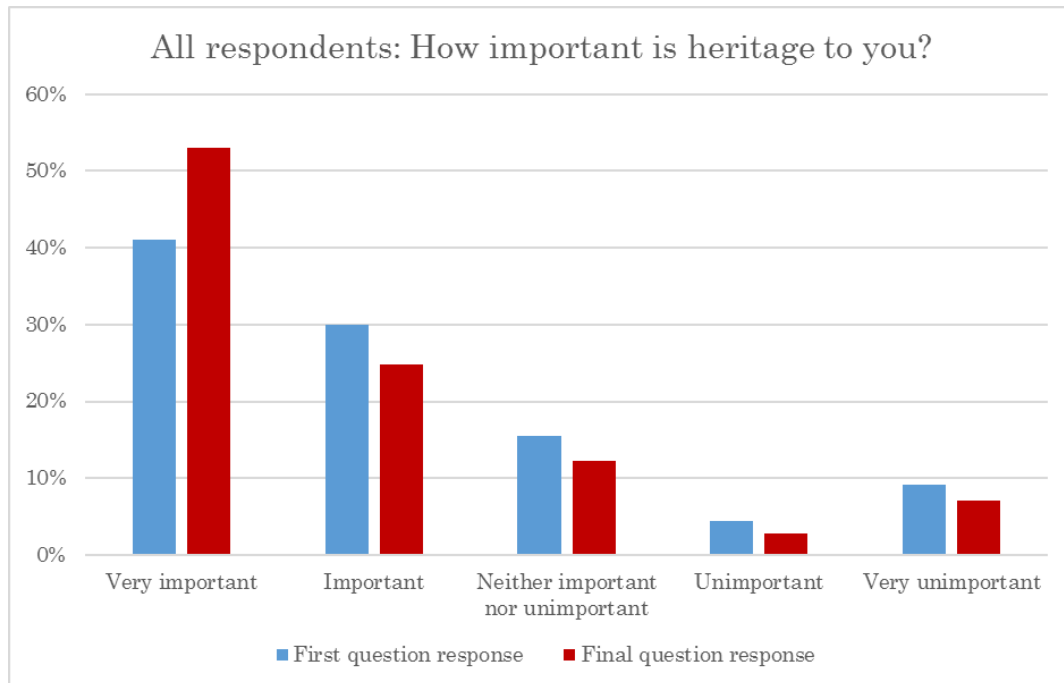
FIGURE 15 ALL SURVEY RESPONDENTS' ANSWERS TO THE QUESTION 'HOW IMPORTANT IS HERITAGE TO YOU?'

Comparison of over 18s' responses with those of under 18s for this question indicates an observable shift: younger people tend towards rating heritage as 'Important' or 'Neither important nor unimportant', whereas adults had a clearer commitment to seeing it as 'Important' or 'Very important' (Table 20, Figure 16).

Level of importance	Scale		Initial question: How important is heritage to you?				Final question: How important is heritage to you?			
	Over 18s	Under 18s	Over 18s		Under 18s		Over 18s		Under 18s	
			f	%	f	%	f	%	f	%
Very important	9	5	458	48.11%	36	8.87%	446	62.99%	55	16.22%
	8		116	12.18%			85	12.01%		
Important	7	4	237	24.89%	124	30.54%	117	16.53%	118	34.81%
	6		27	2.84%			14	1.98%		
Neither important nor unimportant	5	3	17	1.79%	169	41.63%	6	0.85%	110	32.45%
	4		4	0.42%			0	0.00%		
Unimportant	3	2	7	0.74%	46	11.33%	2	0.28%	24	7.08%
	2		7	0.74%			3	0.42%		
Very unimportant	1	1	79	8.30%	31	7.64%	35	4.94%	32	9.44%
Total			**952**		**406**		**708**		**339**	

TABLE 20 COMPARING OVER 18S' RESPONSES WITH UNDER 18S' RESPONSES TO THE QUESTION 'HOW IMPORTANT IS HERITAGE TO YOU?'
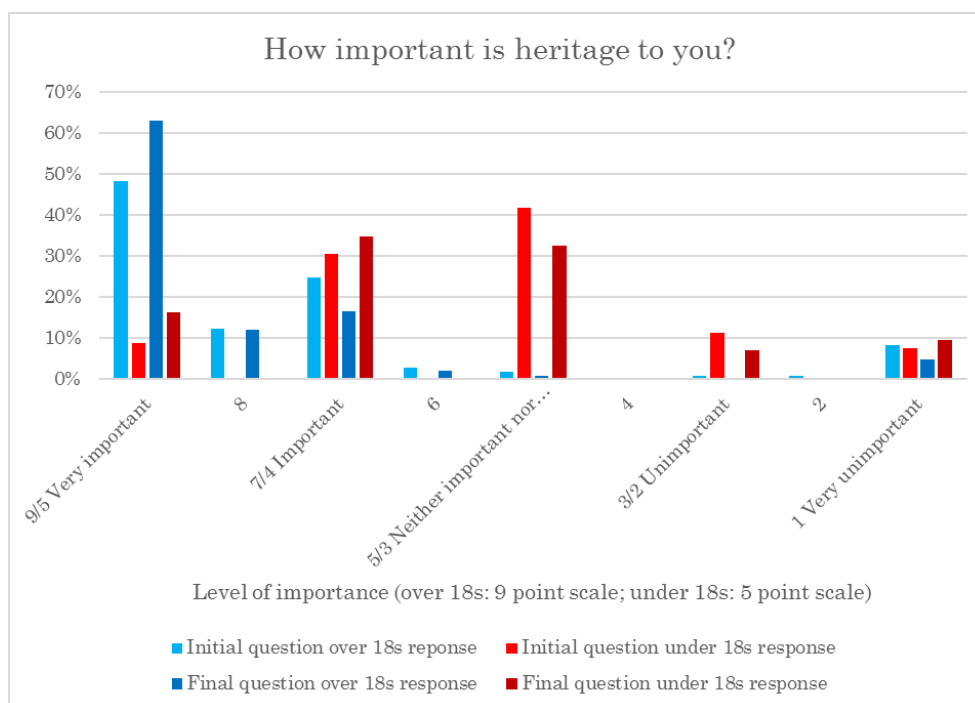
FIGURE 16 COMPARING OVER 18S' RESPONSES WITH UNDER 18S' RESPONSES TO THE QUESTION 'HOW IMPORTANT IS HERITAGE TO YOU?'

The above comparisons include all responses. Table 21 shows the same data but only including respondents who completed the entire questionnaire.

All completed questionnaires	*Initial question: How important is heritage to you?**						*Final question: How important is heritage to you?***					
	Under 18s		*Over 18s*		*All respondents*		*Under 18s*		*Over 18s*		*All respondents*	
Level of importance	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Very important	29	8.15%	342	63.22%	371	41.36%	55	16.27%	446	73.72%	501	53.13%
Important	102	28.65%	132	24.40%	234	26.09%	118	34.91%	116	19.17%	234	24.81%
Neither important nor unimportant	169	47.47%	17	3.14%	186	20.74%	109	32.25%	6	0.99%	115	12.20%
Unimportant	31	8.71%	2	0.37%	33	3.68%	24	7.10%	2	0.33%	26	2.76%
Very unimportant	25	7.02%	48	8.87%	73	8.14%	32	9.47%	35	5.79%	67	7.11%
Total	**356**		**541**		**897**		**338**		**605**		**943**	

*336 respondents answered the initial question but not the final question

**77 respondents answered the final question but not the initial question

TABLE 21 COMPARING SURVEY RESPONDENTS' ANSWERS TO THE QUESTION 'HOW IMPORTANT IS HERITAGE TO YOU?' FOR ONLY THOSE WHO COMPLETED THE QUESTIONNAIRE

This sample still indicates an observable shift towards thinking that heritage is more important by the end of the questionnaire compared to responses given at the beginning (see Figure 17). There is consequently a reduction in the number of under 18s who see heritage as 'Neither important nor unimportant', with an increase in the number overall seeing heritage as either 'Important' or 'Very important' (shifting from 37 per cent to over 50 per cent).
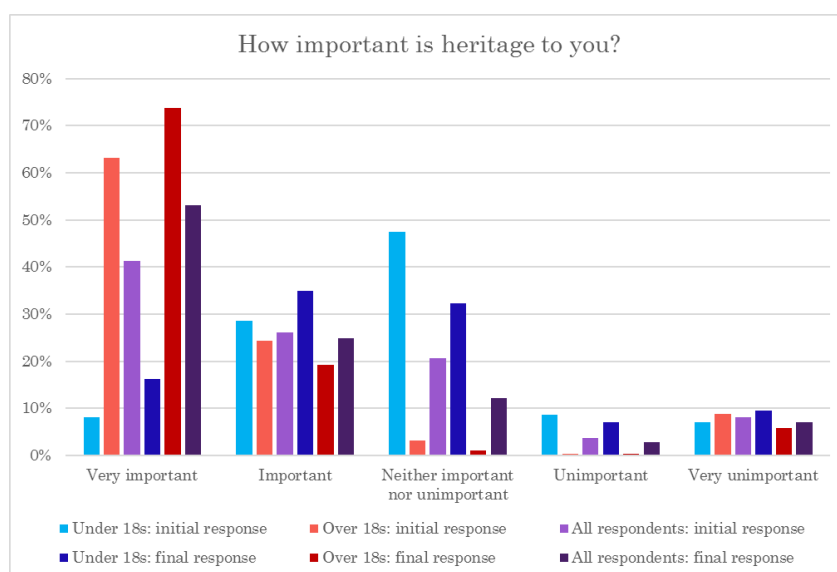
FIGURE 17 COMPARING SURVEY RESPONDENTS' ANSWERS TO THE QUESTION 'HOW IMPORTANT IS HERITAGE TO YOU?' FOR ONLY THOSE WHO COMPLETED THE QUESTIONNAIRE

Uses of heritage

Respondents were asked about different uses of heritage in terms of how tangible heritage is managed and how intangible heritage is shared and disseminated. There was a stronger feeling among adult participants that tangible heritage (i.e. buildings, monuments and objects) is looked after, compared with younger respondents, although they still often saw this as an 'Important' issue. Maintaining intangible heritage, i.e. traditions, memories and methods, was also widely seen as important, but to a slightly lesser degree than tangible heritage (see Table 22-Table *23* and Figure 18).

All respondents	**Scale**		*How important is it to you that:*			
Level of importance	*Over 18s*	*Under 18s*	**Buildings, monuments, and objects are looked after?**		**Traditions, memories, and ways of doing things are maintained?**	
Very important	9	5	607	44.83%	513	37.72%
	8		105	7.75%	128	9.41%
Important	7	4	403	29.76%	430	31.62%
	6		19	1.40%	38	2.79%
Neither important nor unimportant	5	3	93	6.87%	130	9.56%
	4		3	0.22%	6	0.44%
Unimportant	3	2	22	1.62%	24	1.76%
	2		9	0.66%	11	0.81%
Very unimportant	1	1	93	6.87%	80	5.88%
Total			**1354**		**1360**	

TABLE 22 ALL SURVEY RESPONDENTS' ANSWERS TO QUESTIONS ASKING ABOUT THE IMPORTANCE OF TANGIBLE AND INTANGIBLE HERITAGE

Level of importance	**Scale**		*How important is it to you that:*							
			Buildings, monuments, and objects are looked after?				**Traditions, memories, and ways of doing things are maintained?**			
	Over 18s	*Under 18s*	*Over 18s*		*Under 18s*		*Over 18s*		*Under 18s*	
Very important	9	5	534	56.15%	73	18.11%	416	43.70%	97	23.77%
	8		105	11.04%			128	13.45%		
Important	7	4	197	20.72%	206	51.12%	256	26.89%	174	42.65%
	6		19	2.00%			38	3.99%		
Neither important nor unimportant	5	3	7	0.74%	86	21.34%	27	2.84%	103	25.25%
	4		3	0.32%			6	0.63%		
Unimportant	3	2	5	0.53%	17	4.22%	6	0.63%	18	4.41%
	2		9	0.95%			11	1.16%		
Very unimportant	1	1	72	7.57%	21	5.21%	64	6.72%	16	3.92%
Total			**951**		**403**		**952**		**408**	

TABLE 23 COMPARING OVER 18S' AND UNDER 18S' RESPONSES TO QUESTIONS ASKING ABOUT THE IMPORTANCE OF TANGIBLE AND INTANGIBLE HERITAGE
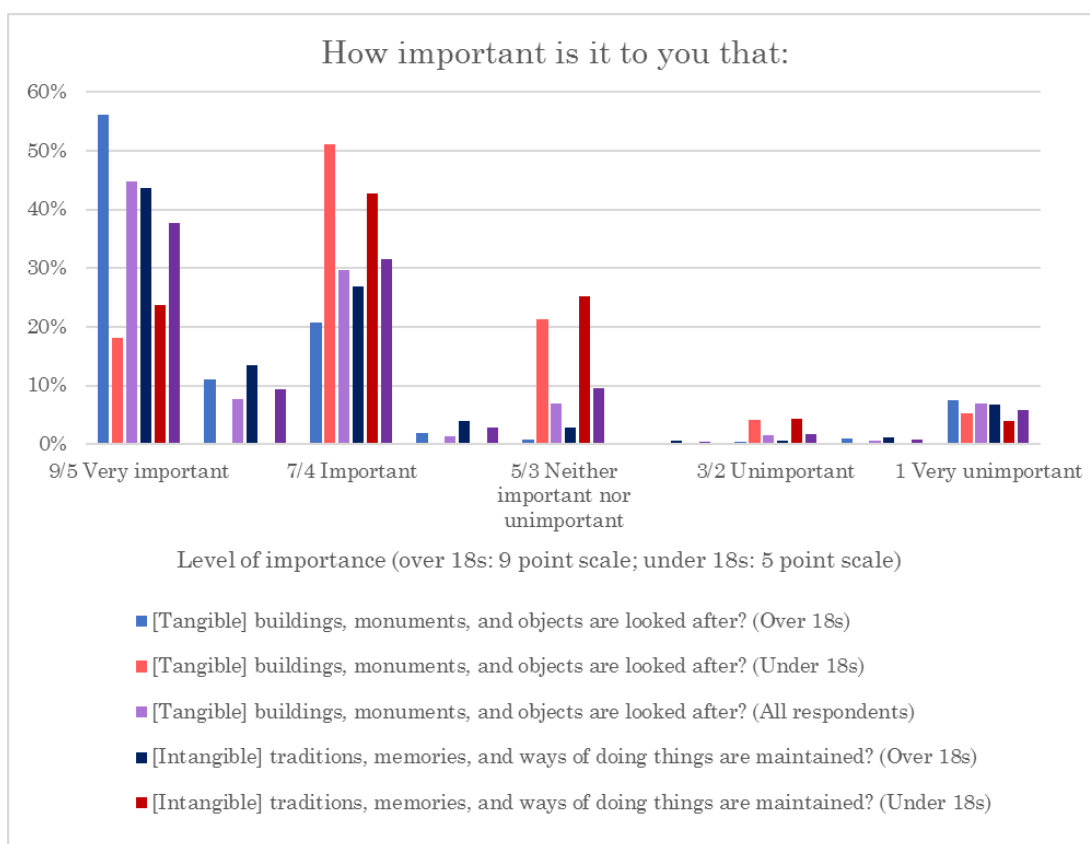
FIGURE 18 COMPARING OVER 18S', UNDER 18S' AND ALL RESPONSES TO QUESTIONS ASKING ABOUT THE IMPORTANCE OF TANGIBLE AND INTANGIBLE HERITAGE

The issues of enjoying, investigating and protecting heritage were seen to be important by the majority of all respondents (Table 24). The issue of preserving heritage for future generations was more important to more respondents compared to wanting to enjoy heritage or research it to reveal new information. Again, under 18s showed a greater tendency towards feeling these issues were 'Neither important nor unimportant'. Both age groups indicated that protecting and preserving heritage was the most significant issue, rating it more often as 'Important' or 'Very important' (see Table 25 and Figure 19).

In terms of engagement with heritage, there is an interesting observation to be made here about the way in which heritage is perceived and why more people indicate stronger preferences for protecting and preserving heritage (i.e. to project it into the future) over enjoying and understanding it today. Heritage, in this picture, is arguably seen more as a legacy issue rather than something to be experienced in the here and now. This has implications for how people engage with 'heritage'. Younger people are less concerned with the legacies of heritage (with fewer seeing this as 'Very important'), but still recognise that it is something they want to see 'passed on', more than something to be enjoyed today.

If heritage is understood to be something to be transmitted, it is less likely that people appreciate and engage with it for themselves alone. It is by implication an inherently social process, seen as something to be shared. Heritage comes to be understood as a cyclical issue relating to the past and the future but having slightly less resonance for the present; this is significant for those who work with and manage heritage and who seek to understand how people engage with heritage and how these behaviours might be challenged or modified, or equally worked with. Such an effect was apparently seen within the performance strand of the project, where some people's ideas about heritage were transformed through their engagement with it (see Chapter 5).

Level of importance	Scale Over 18s	Scale Under 18s	Enjoyed and understood today? f	%	Investigated and researched, to reveal new information? f	%	Protected and preserved so it will be there for future generations? f	%
All respondents								
Very important	9	5	518	38.26%	520	47.83%	697	51.44%
	8		102	7.53%	120	12.70%	84	6.20%
Important	7	4	406	29.99%	369	23.92%	333	24.58%
	6		23	1.70%	39	4.13%	23	1.70%
Neither important nor unimportant	5	3	162	11.96%	160	2.65%	89	6.57%
	4		5	0.37%	4	0.42%	5	0.37%
Unimportant	3	2	41	3.03%	41	0.32%	27	1.99%
	2		5	0.37%	12	1.27%	4	0.30%
Very unimportant	1	1	92	6.79%	86	6.77%	93	6.86%
Total			**1354**		**1351**		**1355**	

TABLE 24 ALL SURVEY RESPONDENTS' ANSWERS TO QUESTIONS ABOUT ENJOYING, RESEARCHING AND PROTECTING HERITAGE

Level of importance (+ Scale)	Enjoyed and understood today? Over 18s		Under 18s		Investigated and researched, to reveal new information? Over 18s		Under 18s		Protected and preserved so it will be there for future generations? Over 18s		Under 18s	
Very important (9/5)	480	50.53%	38	9.41%	452	47.83%	68	16.75%	594	62.59%	103	25.37%
(8)	102	10.74%			120	12.70%			84	8.85%		
Important (7/4)	257	27.05%	149	36.88%	226	23.92%	143	35.22%	160	16.86%	173	42.61%
(6)	23	2.42%			39	4.13%			23	2.42%		
Neither important nor unimportant (5/3)	6	0.63%	156	38.61%	25	2.65%	135	33.25%	4	0.42%	85	20.94%
(4)	5	0.53%			4	0.42%			5	0.53%		
Unimportant (3/2)	7	0.74%	34	8.42%	3	0.32%	38	9.36%	3	0.32%	24	5.91%
(2)	5	0.53%			12	1.27%			4	0.42%		
Very unimportant (1)	65	6.84%	27	6.68%	64	6.77%	22	5.42%	72	7.59%	21	5.17%
Total	**950**		**404**		**945**		**406**		**949**		**406**	

TABLE 25 COMPARING OVER 18S' WITH UNDER 18S' RESPONSES TO QUESTIONS ABOUT ENJOYING, RESEARCHING AND PROTECTING HERITAGE

FIGURE 19 COMPARING OVER 18S' WITH UNDER 18S' RESPONSES TO QUESTIONS ABOUT ENJOYING, RESEARCHING AND PROTECTING HERITAGE

Figure 20 compares all respondents' answers to the five questions asking about the importance of looking after heritage in its tangible and intangible forms, and enjoying, investigating and protecting heritage. Overall, protecting and preserving heritage was seen as 'Very important' by over half of all respondents, although there is little difference between each of these five areas. Few respondents saw these issues as 'Unimportant' or 'Very important'.
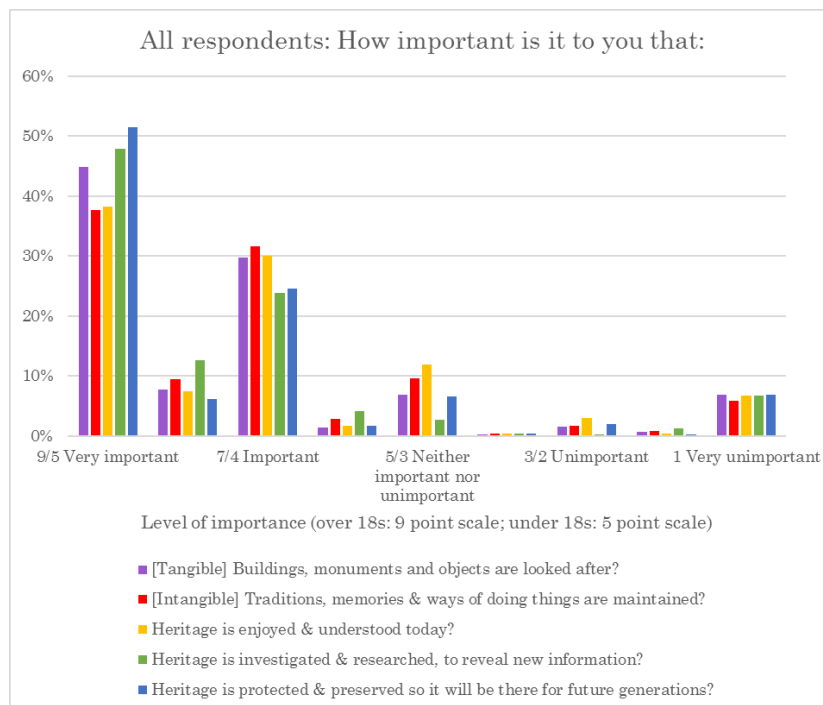
FIGURE 20 ALL SURVEY RESPONDENTS' ANSWERS TO FIVE QUESTIONS ON THE IMPORTANCE OF TANGIBLE AND INTANGIBLE HERITAGE AND WHETHER HERITAGE IS ENJOYED, RESEARCHED, AND PROTECTED

48

There were certain differences in responses to all five questions between the over 18s and the under 18s (see Figure 21). More younger people felt these issues were 'Neither important nor unimportant', particularly in relation to 'enjoying and understanding heritage today'. Again, this is a potentially significant issue for those involved with the presentation of heritage, particularly for younger audiences. How can this age group be engaged with heritage? Do they see heritage as something which is not directly relevant to them? Is this related to their age? It was not possible within the timeframe of this project to delve further into these questions, but they are worthy of consideration in the context of further research into engagement with and understanding of heritage. In particular, qualitative approaches (including interviews and focus groups) could yield useful data on how younger people relate to heritage.
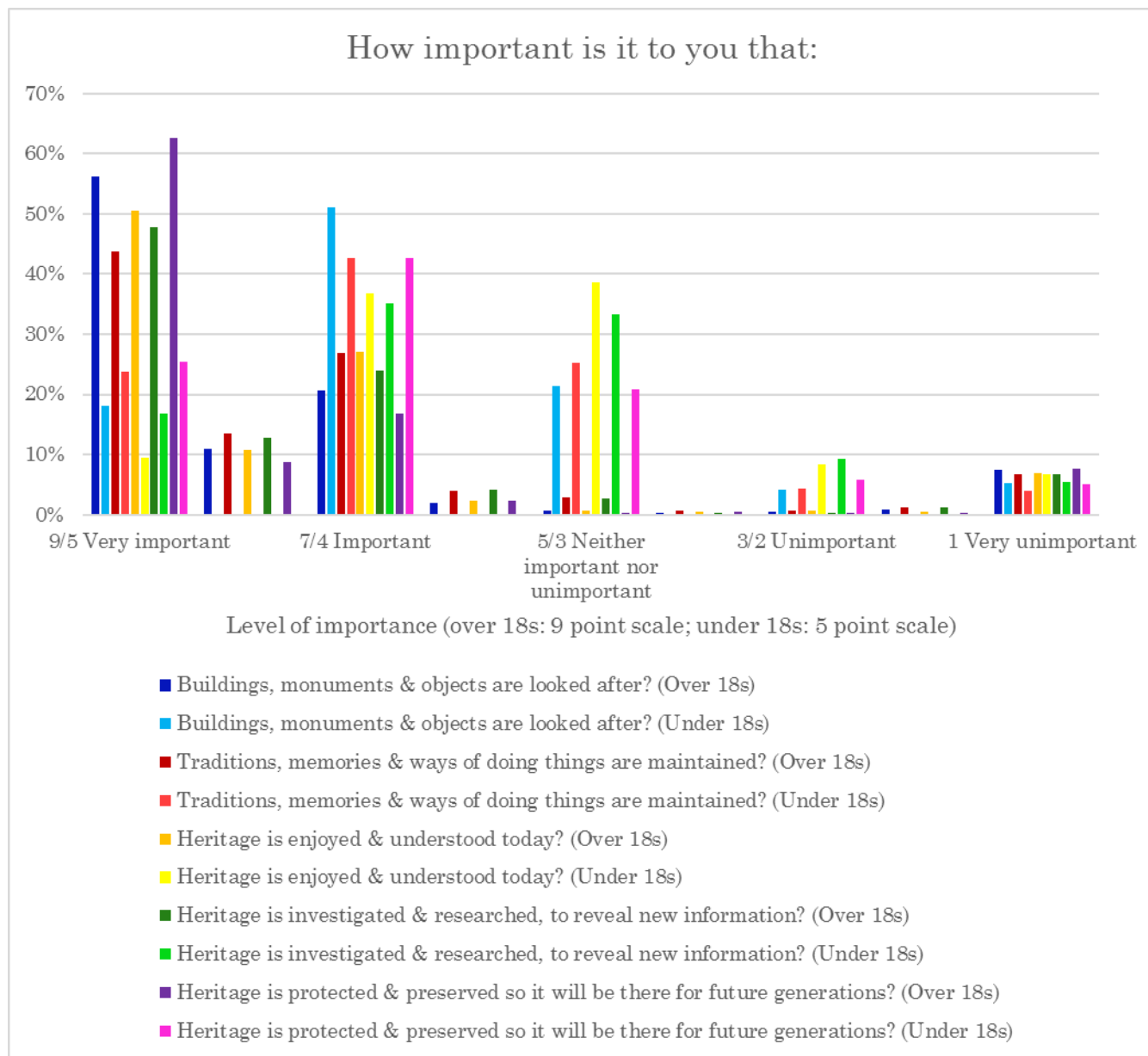
FIGURE 21 COMPARING OVER 18s' WITH UNDER 18s' RESPONSES TO FIVE QUESTIONS ON THE IMPORTANCE OF TANGIBLE AND INTANGIBLE HERITAGE AND WHETHER HERITAGE IS ENJOYED, RESEARCHED, AND PROTECTED

Types of heritage

The most controversial questions in the survey required respondents to rank a series of themes relating to heritage. Respondents often found this a difficult task, and, following the pilot, an option to add comments on their chosen rankings was added in. These comments indicated that respondents often did not want to rank different 'types' or themes of heritage because they felt they were all equally important or that several themes could be ranked at the same level. These comments are included in Appendix 2.4. A number of respondents argued that heritage cannot really be separated out in this way since many aspects of heritage (its tangibilities and its intangibilities) are inextricably interlinked.

Nine different types of heritage were given, and these were ranked according to importance. Not all respondents included all nine categories in their rankings. Historic buildings were overwhelmingly seen as the most important, while activities you can take part in were more often ranked as the least important (see Table 26 and Figure 22).

All respondents:

Which of the following types of heritage are important to you?
Ranked in order of importance from 1-9 (most important first)

Themes to rank	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	Response Count
Archaeological sites & monuments	267	211	170	135	114	110	85	75	56	1223
Digital heritage[1]	72	112	91	125	128	149	173	166	207	1224
Historic buildings	343	282	173	121	101	74	59	45	35	1233
Landscapes, parks & gardens	84	149	168	153	132	166	146	138	97	1233
Objects & collections of objects	59	125	168	213	228	163	145	95	40	1236
Stories/memories passed down	155	102	127	125	135	179	176	151	93	1245
Activities you can take part in[2]	88	64	80	79	96	89	168	218	371	1253
Works of art	44	73	99	123	162	156	169	230	193	1250
Written documents	127	114	154	162	156	161	134	125	149	1285
Total number responding										**1319**

[1] e.g. online collections of photographs
[2] e.g. crafts, customs, traditions, games, sports, religious ceremonies

TABLE 26 ALL SURVEY RESPONDENTS' RANKINGS OF DIFFERENT TYPES OF HERITAGE FROM 1 TO 9

In the following graphs, those types of heritage which were ranked more highly have columns which contain more red, orange and yellow (ranked 1st to 4th), whilst those which were ranked as of lesser importance contain more blue and purple (ranked 7th to 9th). Green indicates the mid-rankings (5th and 6th).
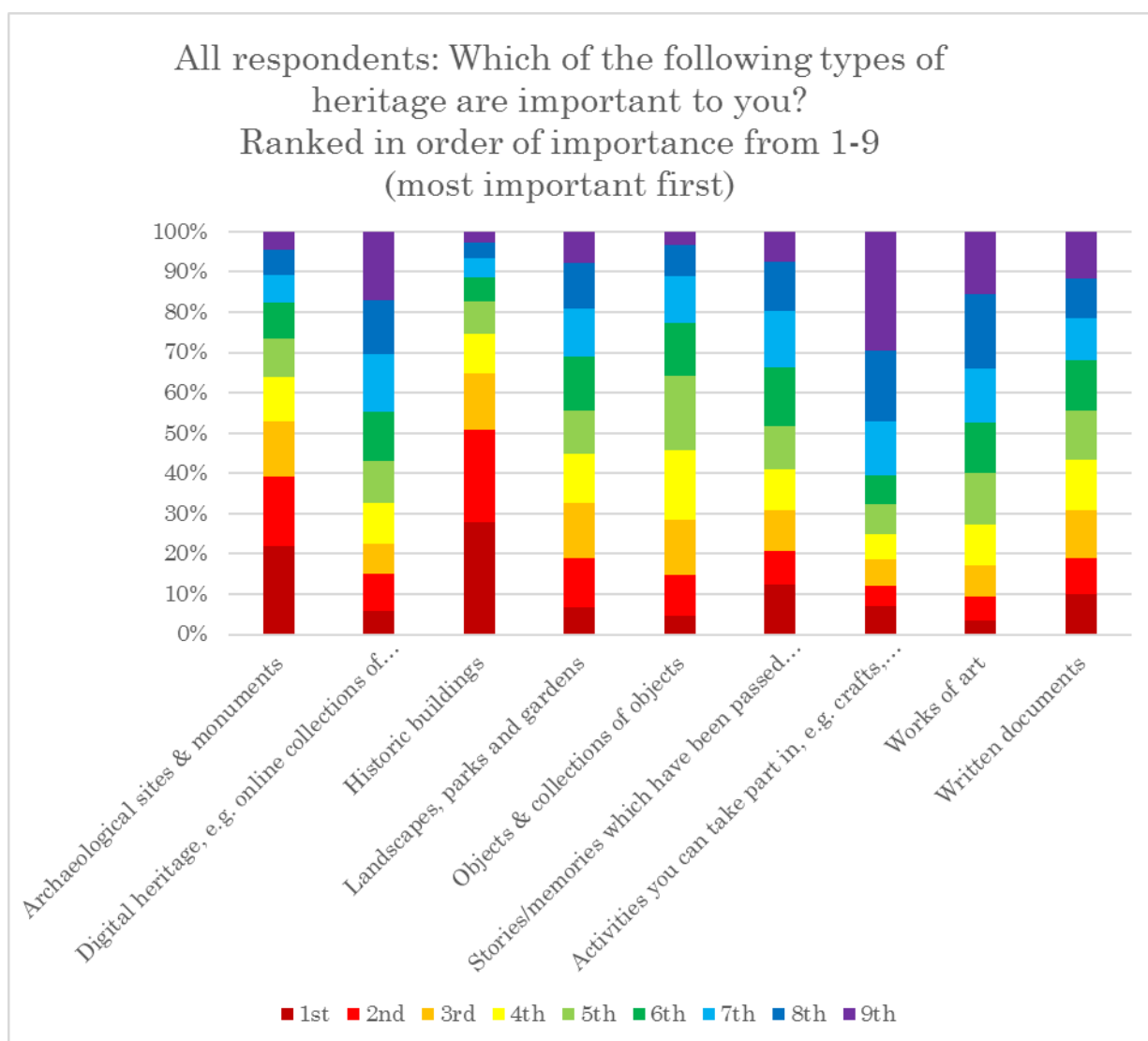
FIGURE 22 ALL SURVEY RESPONDENTS' RANKINGS OF DIFFERENT TYPES OF HERITAGE FROM 1 TO 9

There is no clear split between preferences for tangible heritage over intangible heritage; of tangible categories, works of art were not particularly highly ranked (in the context of 'heritage'), written documents were evenly ranked across the spectrum of 1 to 9, as were objects and collections, whereas historic buildings and sites and monuments were consistently ranked at higher levels. Preferences for landscapes were evenly spread, as were opinions of digital heritage (it was notable that many over 18s commented on a desire to see things digitised in some cases whilst eschewing the need for digital heritage in others, often for reasons of access and a perceived lack of authenticity/'reality' – having implications for whether digital heritage should be seen in itself as tangible, intangible, or both; see Appendix 2.4).

It is notable that when the over 18s' responses are compared with the under 18s', there are observable differences. The younger cohort ranked all the themes fairly consistently such that there were only slightly higher tendencies for preferring historic buildings and stories and memories. It was the over 18s who indicated much stronger preferences, and collectively ranked traditionally defined heritage of buildings and monuments more highly (see Figure 23 and Figure *24*).
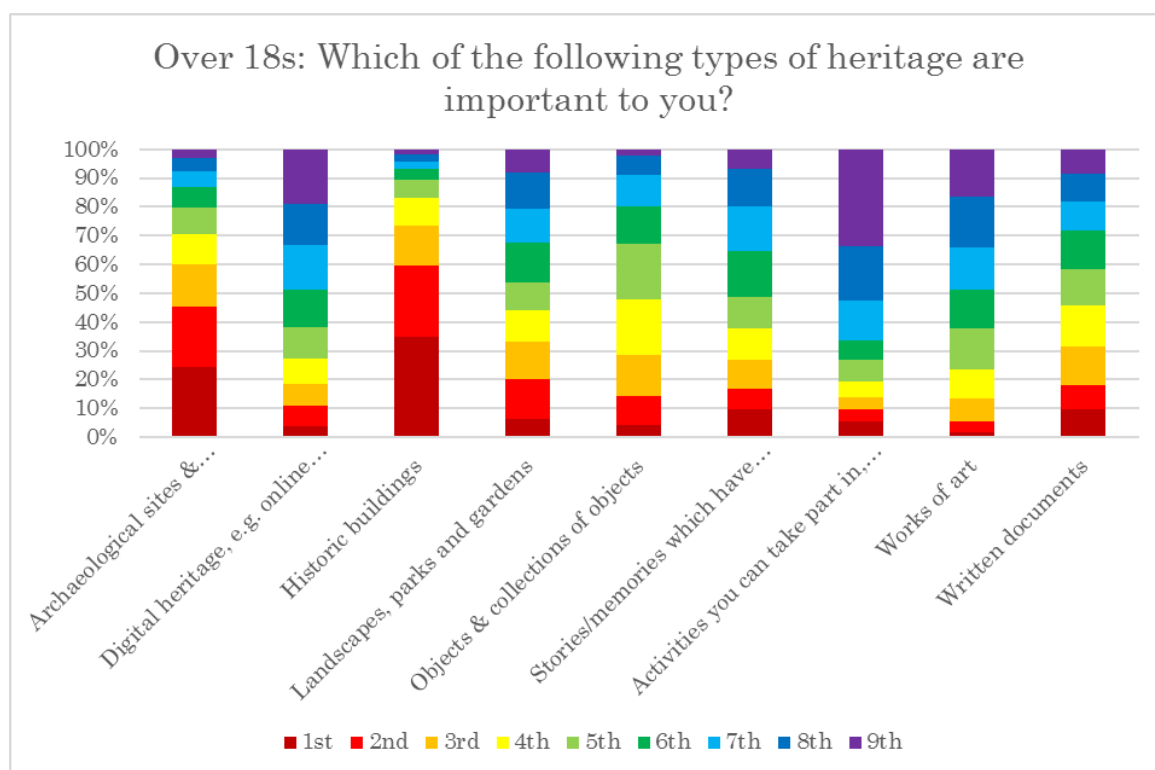
FIGURE 23 OVER 18S' RANKINGS OF DIFFERENT TYPES OF HERITAGE FROM 1 TO 9
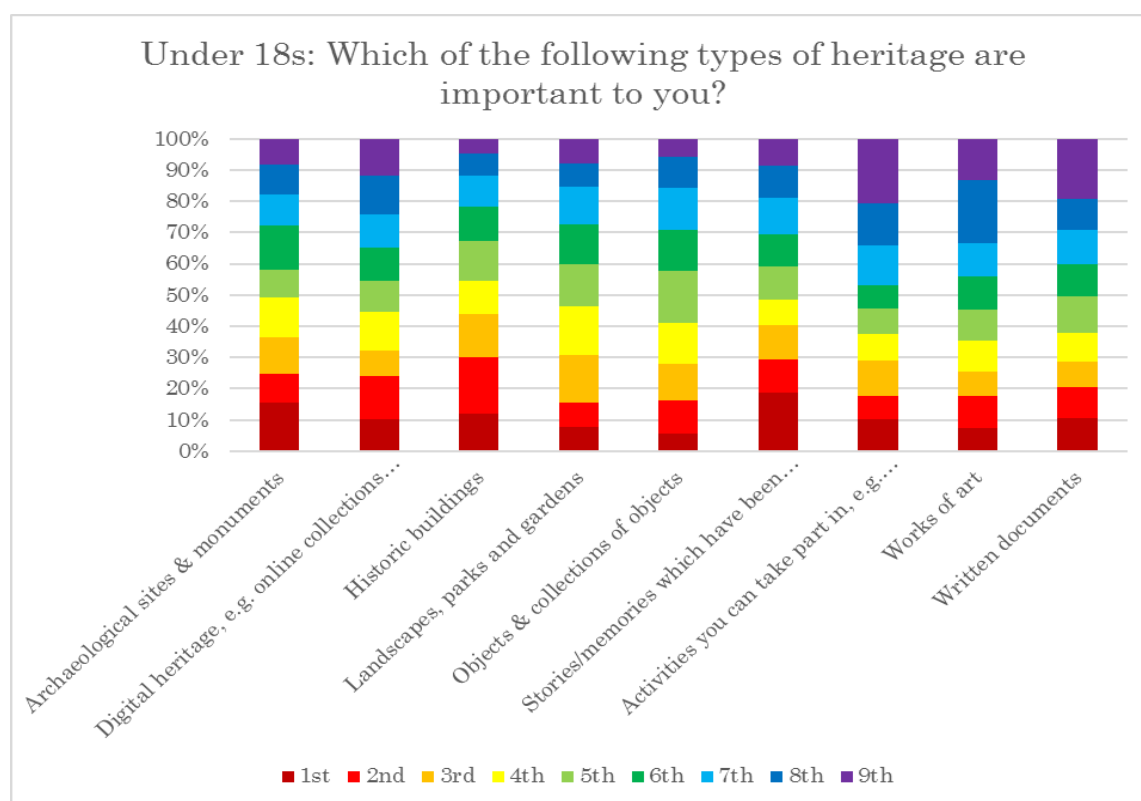
FIGURE 24 UNDER 18S' RANKINGS OF DIFFERENT TYPES OF HERITAGE FROM 1 TO 9

Memories of Lincolnshire

Respondents were asked if they had any particular memories of Lincolnshire that they would like to share. Their responses are listed in Appendix 2.5. Those who have lived in the county for their whole lives often recalled their childhood, and other characteristic features of Lincolnshire's heritage – including things that were important to them (e.g. RAF heritage, rural heritage, the Lincolnshire dialect, changing society):

"I like the way that Lincolnshire is mostly fields as it makes you feel Peaceful because everything isn't as artificial as in a big city. As a result, I feel more happy than I would if I were to live in a big city"

- *Under 18 respondent*

"Counting in Lincolnshire shepherd's dialect. Our Dad and Mum knew it and made sure we did too. Yan, tan, tethera, pethera, pimp, sethera, lethera, govera, covera dic, yan-a-dic, tan-a dic, tethera-a dic, pethera-a-dic, bumfit, yan-a-bumfit, tan-a-bumfit, figit. Not 100% on spellings...that's from memory!"

- *Over 18s respondent*

"RAF monuments and Army monuments that we have to remember all the soldiers that died in the wars i.e. world war 1 and 2 etc."

- *Under 18s respondent*

"Mains sewerage didn't come to Holbeach until the 1950's. The health of the residents improved and the need to spend the warmer weather at the coast to escape the mosquitos, declined. Opium was used to combat the symptoms."

- *Over 18s respondent*

Heritage by region

Respondents were asked to rank how they felt about heritage in different regions, effectively on an increasing scale from the local to regional, then national, international and global. There was a particular preference for seeing heritage at local and regional levels (i.e. within the county of Lincolnshire) as more important (see Table 27 and Figure 25), and this was more pronounced for over 18s (Figure 26) than it was for under 18s (see Figure 27).

Heritage beyond Europe (i.e. the furthest away) was least important for the majority of respondents. There is a clear affinity with heritage that is closer to home (notwithstanding other factors influencing interest in heritage, including how easy it is to access heritage which is further away).

How interested are you in heritage relating to the following regions?
Ranked in order of importance from 1-6 (most important first)

Region		1st	2nd	3rd	4th	5th	6th	Response Count
Places within a few miles of where I live or work	*Over 18s*	268	181	97	96	36	104	782
	Under 18s	115	45	40	33	36	83	352
	All respondents	383	226	137	129	72	187	1134
Lincolnshire	*Over 18s*	232	294	130	52	62	23	793
	Under 18s	71	103	51	33	63	37	358
	All respondents	303	397	181	85	125	60	1151
England (beyond Lincolnshire)	*Over 18s*	144	155	388	76	25	4	792
	Under 18s	42	64	115	79	32	20	352
	All respondents	186	219	503	155	57	24	1144
The UK (beyond England)	*Over 18s*	86	89	120	451	26	9	781
	Under 18s	27	42	90	131	36	28	354
	All respondents	113	131	210	582	62	37	1135
Europe (beyond the UK)	*Over 18s*	21	49	30	84	541	48	773
	Under 18s	29	61	41	50	141	37	359
	All respondents	50	110	71	134	682	85	1132
Places beyond Europe	*Over 18s*	44	19	21	22	90	593	789
	Under 18s	65	36	20	34	52	153	360
	All respondents	109	55	41	56	142	746	1149
Total responding								**1176**

TABLE 27 SURVEY RESPONDENTS' RANKINGS OF INTEREST IN HERITAGE ACCORDING TO DIFFERENT GEOGRAPHICAL AREAS
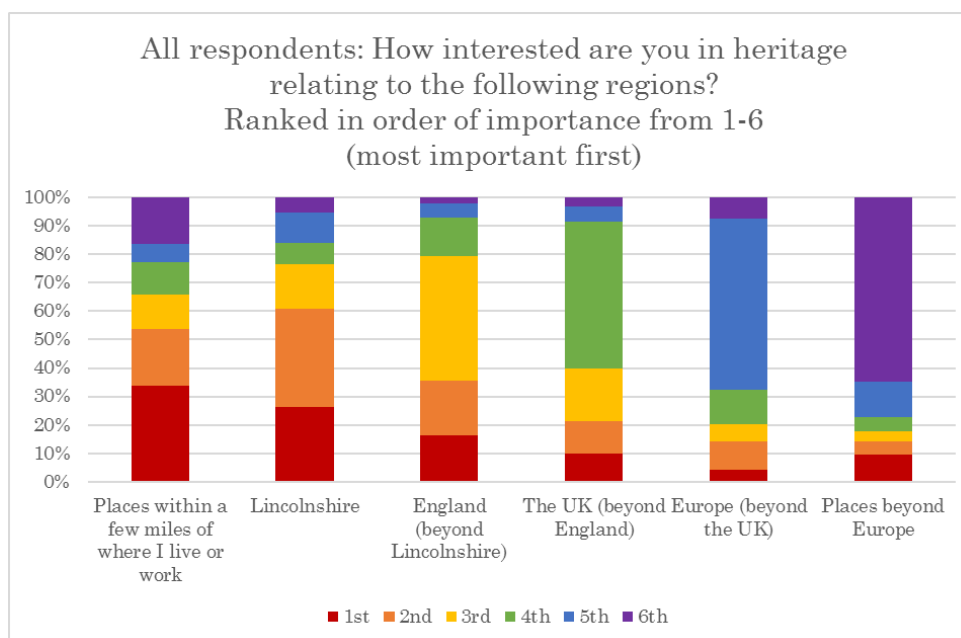
FIGURE 25 ALL SURVEY RESPONDENTS' RANKINGS OF INTEREST IN HERITAGE ACCORDING TO DIFFERENT GEOGRAPHICAL AREAS
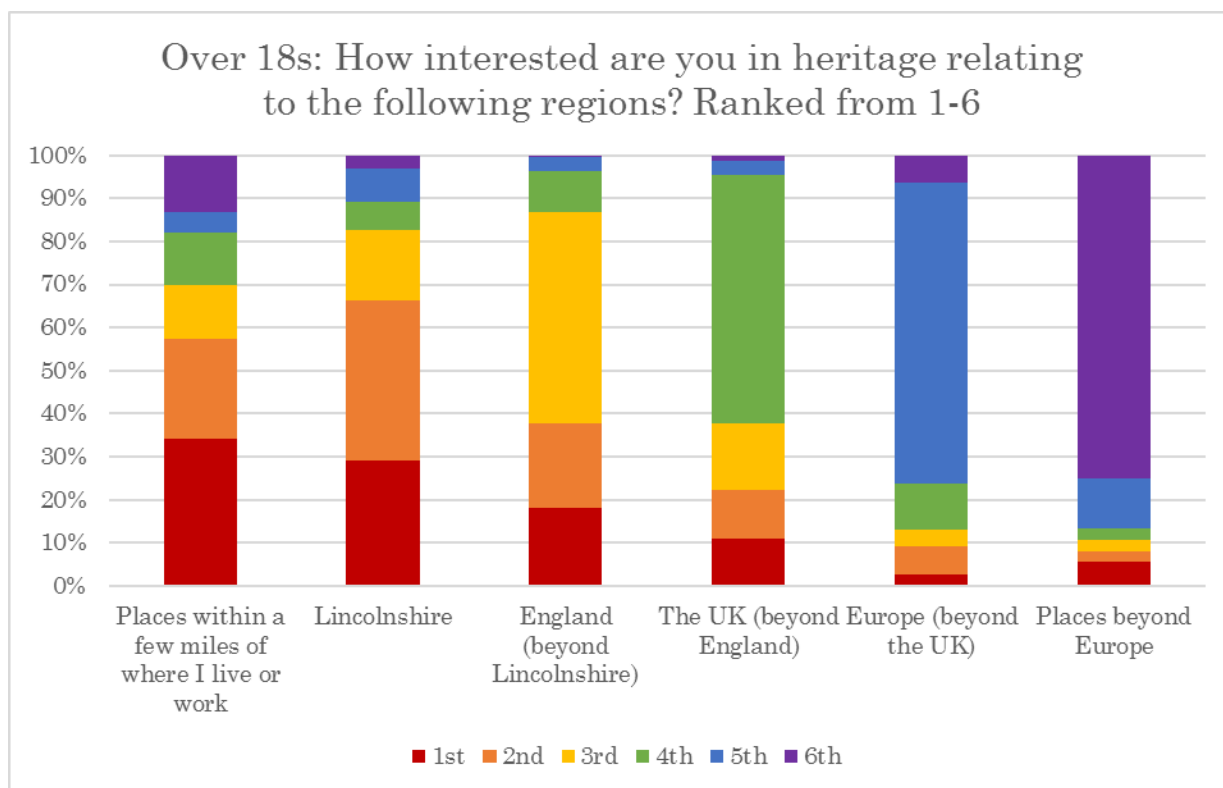
FIGURE 26 OVER 18S' RANKINGS OF INTEREST IN HERITAGE ACCORDING TO DIFFERENT GEOGRAPHICAL AREAS
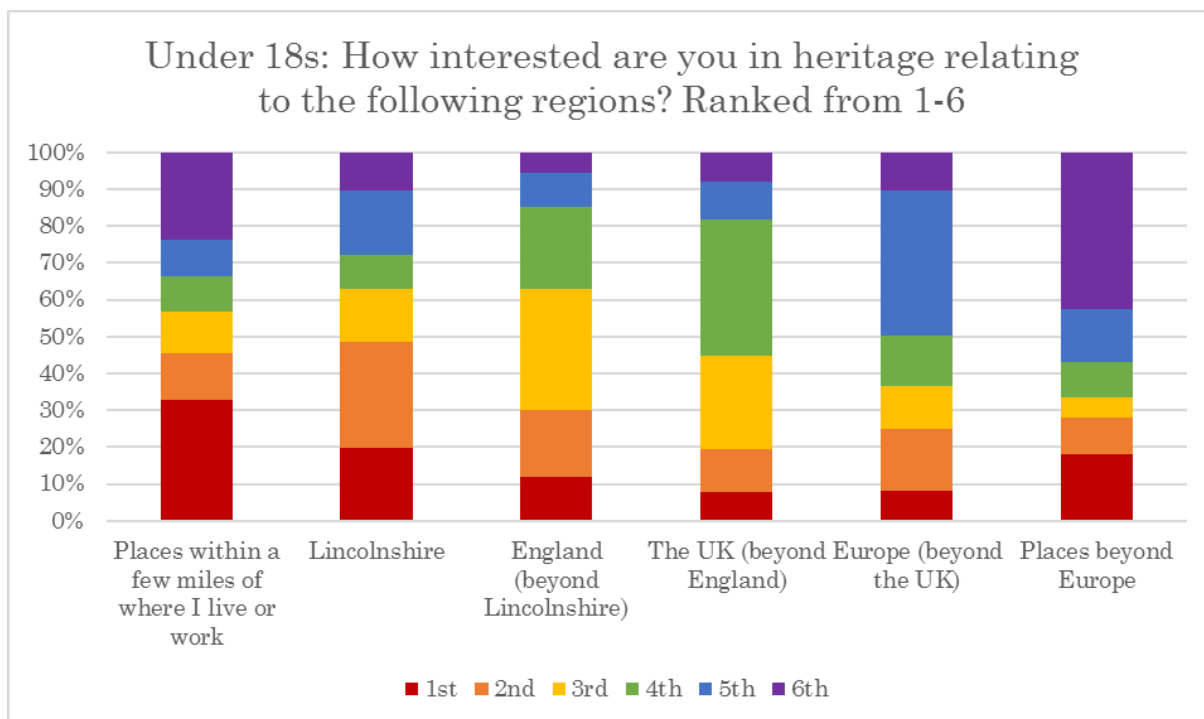
FIGURE 27 UNDER 18S' RANKINGS OF INTEREST IN HERITAGE ACCORDING TO DIFFERENT GEOGRAPHICAL AREAS

Heritage preferences

When asked which periods of England's past they preferred, respondents indicated preferences for the Tudor through to Victorian period (periods which also often feature in popular culture, on TV and in films for example) (see Table 28 and Figure 28, and Appendix 2.6).

Which periods of England's past are you most interested in?
Ranked in order of preference from 1-5 (most interesting first)

Period		1st	2nd	3rd	4th	5th	Response Count
Prehistory (Stone Age, Bronze Age & Iron Age)	*Over 18s*	87	69	112	174	354	796
	Under 18s	90	61	46	55	105	357
	All respondents	177	130	158	229	459	1153
Roman Period (1st-4th centuries)	*Over 18s*	110	174	235	242	35	796
	Under 18s	42	109	82	88	36	357
	All respondents	152	283	317	330	71	1153
Anglo-Saxon and Medieval (5th-15th centuries)	*Over 18s*	191	224	252	102	32	801
	Under 18s	29	52	152	82	49	364
	All respondents	220	276	404	184	81	1165
Tudor to Victorian (16th-19th centuries)	*Over 18s*	267	204	104	183	45	803
	Under 18s	68	84	51	100	59	362
	All respondents	335	288	155	283	104	1165
Modern (20th and 21st centuries)	*Over 18s*	149	129	101	96	335	810
	Under 18s	132	48	30	38	114	362
	All respondents	281	177	131	134	449	1172
Total responding							**1189**

TABLE 28 ALL SURVEY RESPONDENTS' RANKINGS OF HERITAGE ACCORDING TO HISTORICAL PERIOD, FROM 1 TO 5
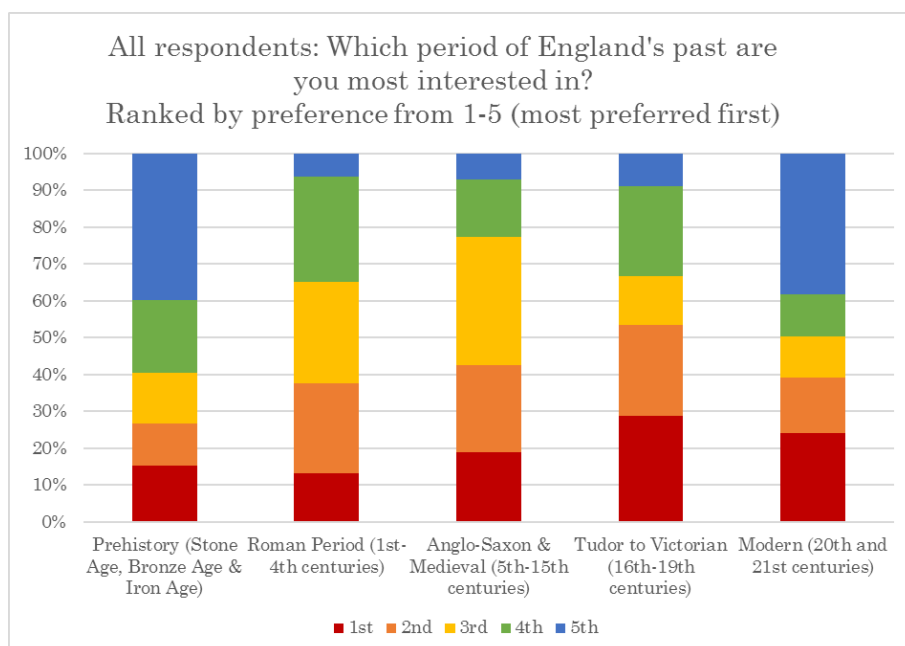
FIGURE 28 ALL SURVEY RESPONDENTS' RANKINGS OF HERITAGE ACCORDING TO HISTORICAL PERIOD, FROM 1 TO 5

More under 18s preferred the modern period, and also the prehistoric period, in contrast with over 18s:
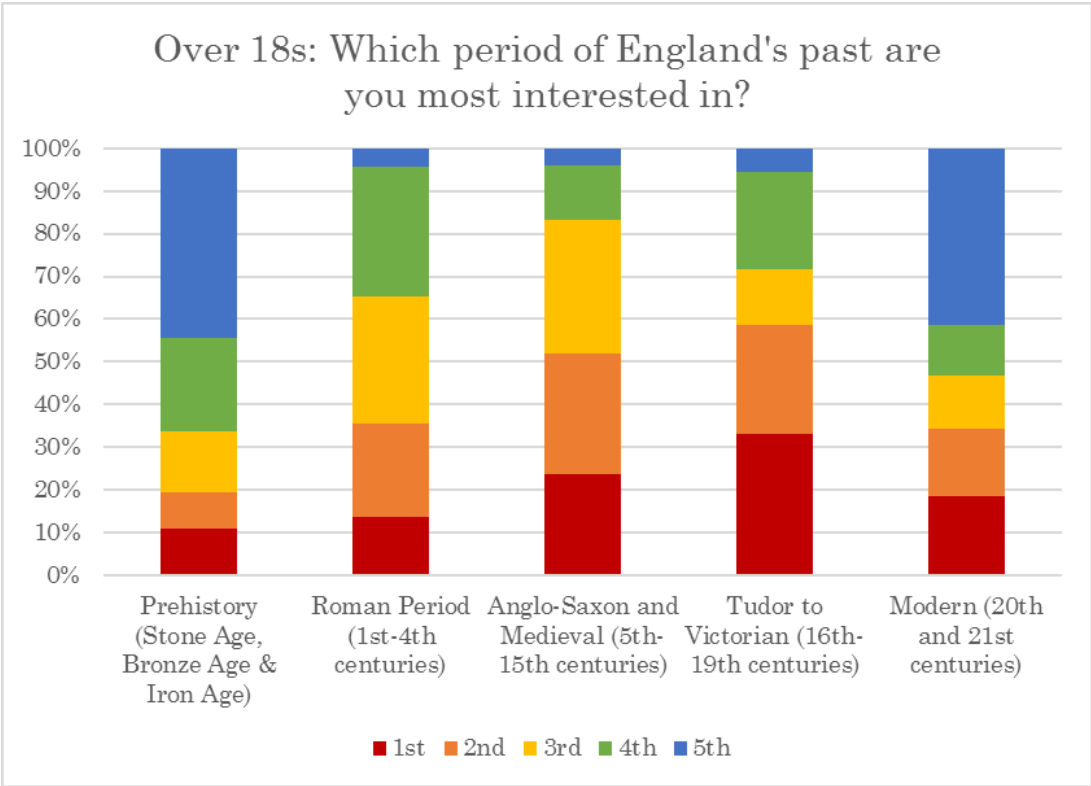
FIGURE 29 OVER 18S' RANKINGS OF HERITAGE ACCORDING TO HISTORICAL PERIOD, FROM 1 TO 5
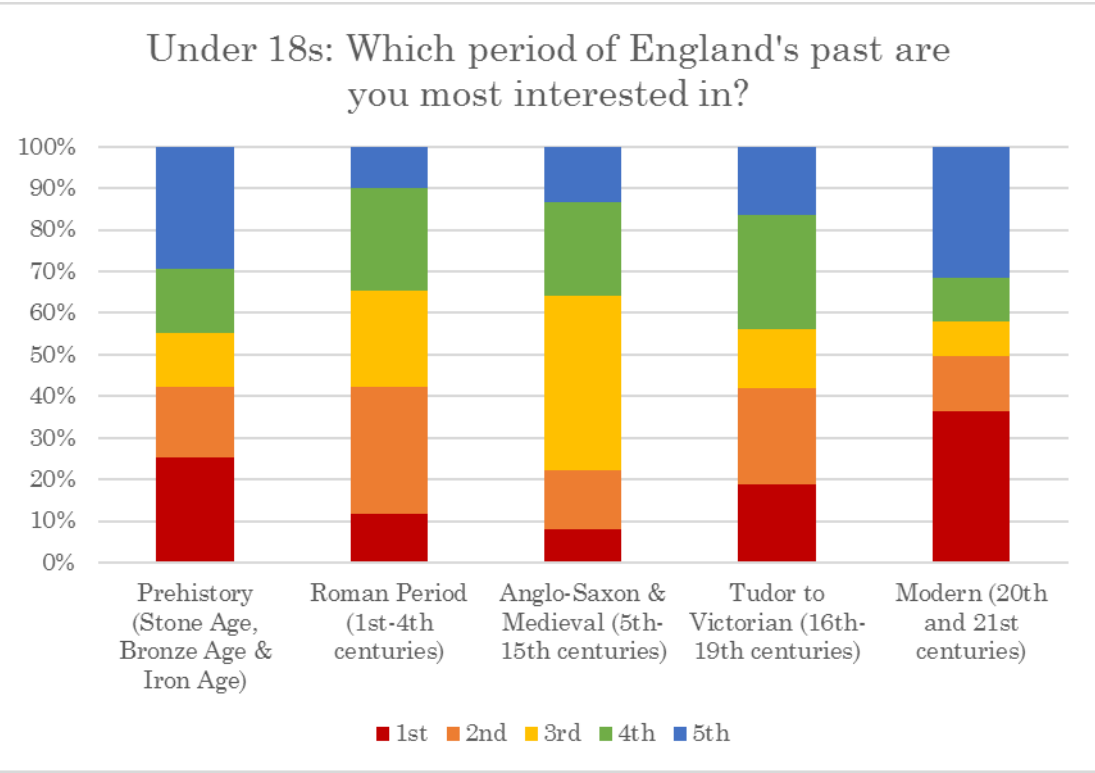
FIGURE 30 UNDER 18S' RANKINGS OF HERITAGE ACCORDING TO HISTORICAL PERIOD, FROM 1 TO 5

When asked to rank seven different heritage themes, respondents overall ranked their own family history highly. There was also a preference for knowing about 'ordinary' people from the past (see Table 29 and Figure 31).

How interested are you in the following?
Ranked in order of importance from 1-7 (most important first)

All respondents	1st	2nd	3rd	4th	5th	6th	7th	Response Count
My own family history	384	125	118	102	115	93	231	1168
'Ordinary' people from the past	256	243	161	117	133	137	115	1163
Nationally important past events (e.g. Norman conquest, the Black Death)	178	180	183	245	145	158	71	1162
Nationally important past achievements (e.g. invention of steam power, discovery of antibiotics)	112	185	186	149	162	196	170	1161
Famous people from the past	93	156	150	153	186	194	222	1156
Locally important past achievements (e.g. drainage of the Fens, development of seaside resorts)	89	120	172	164	180	194	254	1174
Locally important past events (e.g. court cases, settlement desertions, floods)	51	160	194	230	245	190	90	1161
Total								**1195**

TABLE 29 ALL SURVEY RESPONDENTS' RANKINGS OF HERITAGE THEMES, FROM 1 TO 7
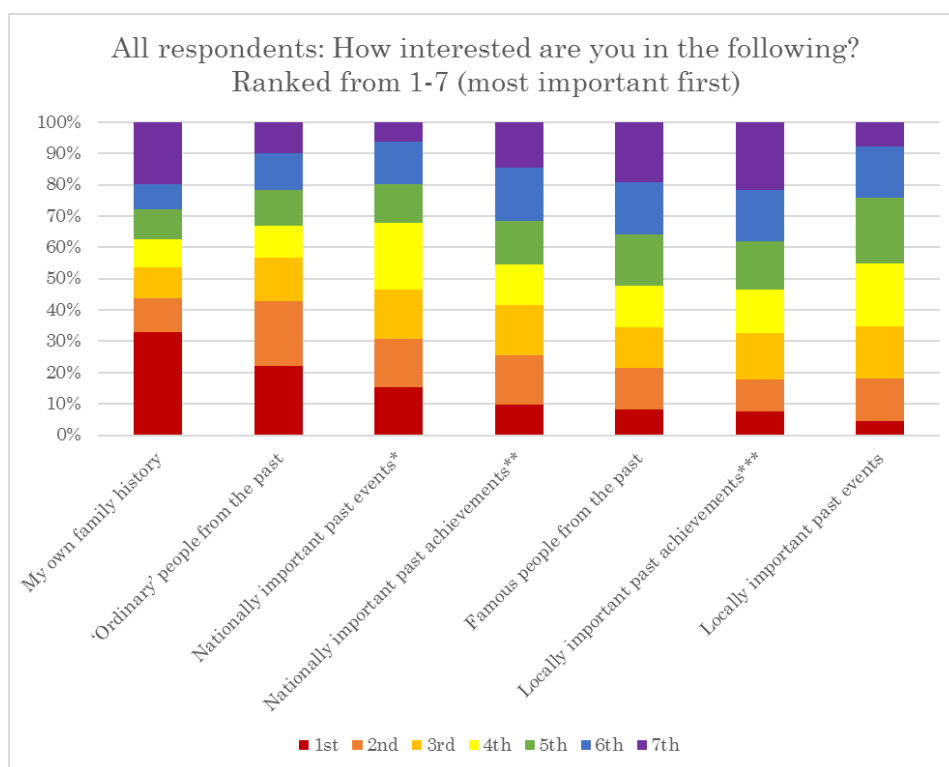
FIGURE 31 ALL SURVEY RESPONDENTS' RANKINGS OF HERITAGE THEMES, FROM 1 TO 7

Whilst over 18s ranked themes fairly evenly across the board, the under 18s showed a marked interest in their own family history, and a preference for nationally important past events and famous people from the past:
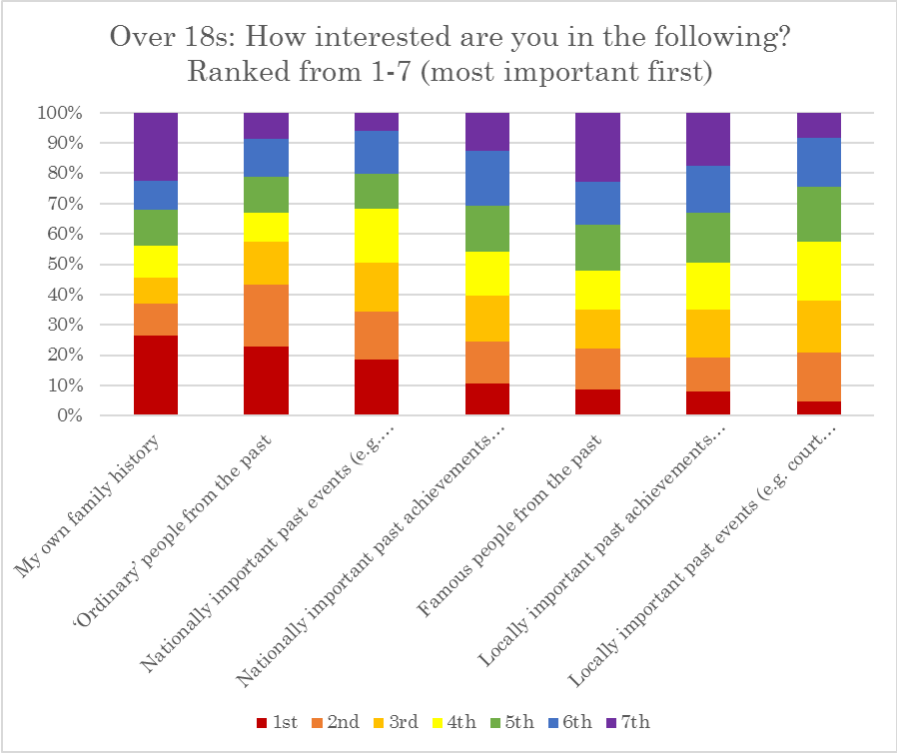
FIGURE 32 OVER 18S' RANKINGS OF HERITAGE THEMES, FROM 1 TO 7
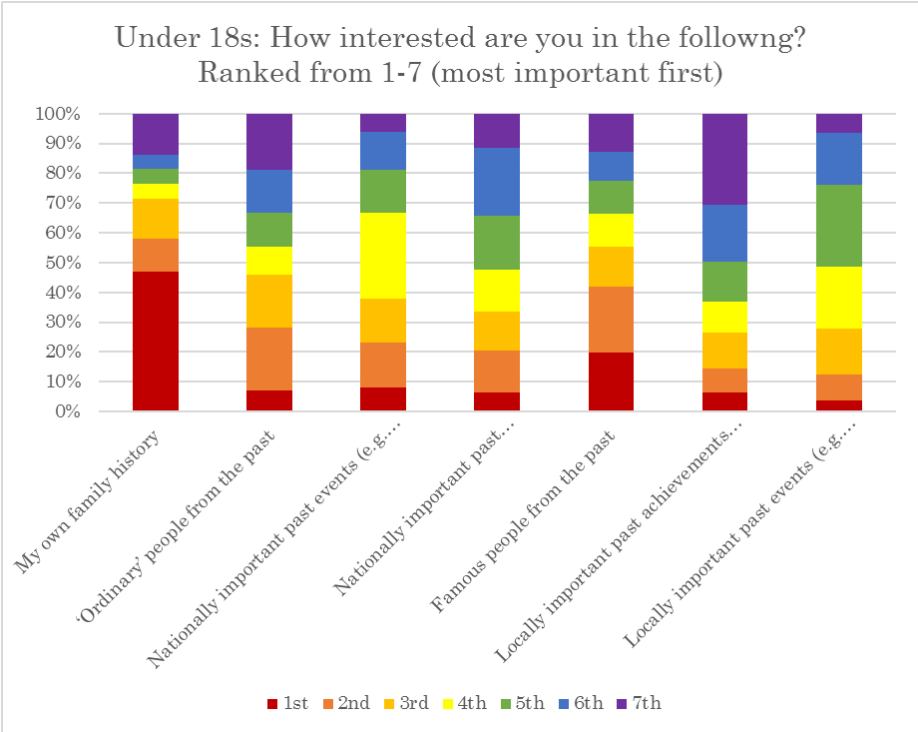
FIGURE 33 UNDER 18S' RANKINGS OF HERITAGE THEMES, FROM 1 TO 7

The majority of respondents thought it was 'Important' or 'Very important' to learn about the good and the bad things from the past (see Table 30 and Figure 34), which has implications for what heritage is presented, interpreted, and shared.

How important do you think it is to learn about good and bad things from the past?

Level of importance	Under 18s		Over 18s		All respondents	
	f	%	*f*	%	*f*	%
Very important	122	32.45%	580	69.63%	702	58.06%
Important	149	39.63%	191	22.93%	340	28.12%
Neither important nor unimportant	63	16.76%	10	1.20%	73	6.04%
Unimportant	18	4.79%	1	0.12%	19	1.57%
Very unimportant	24	6.38%	51	6.12%	75	6.20%
Total	**376**		**833**		**1209**	

TABLE 30 SURVEY RESPONDENTS' ANSWERS WHEN ASKED ABOUT THE IMPORTANCE OF LEARNING ABOUT GOOD AND BAD THINGS FROM THE PAST
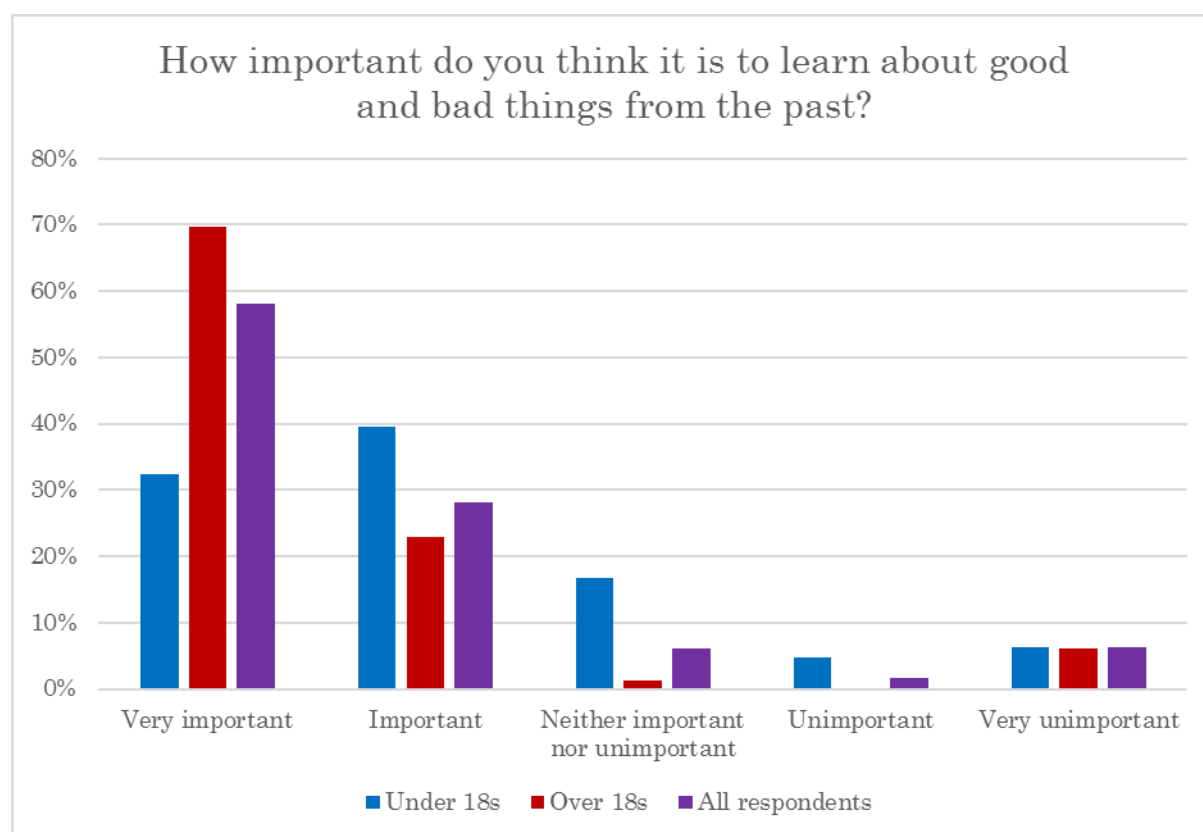
FIGURE 34 SURVEY RESPONDENTS' ANSWERS WHEN ASKED ABOUT THE IMPORTANCE OF LEARNING ABOUT GOOD AND BAD THINGS FROM THE PAST

Heritage activities

Respondents were asked about different public heritage activities, including seeing objects from the past on display, watching programmes or films about the past, handling objects from the past, re-creating or re-enacting activities from the past, learning something they did not know before, finding something no-one has seen before, and protecting and/or preserving heritage.

In terms of importance of each of these activities, once again, protecting/preserving heritage was seen to be more important in relation to these other activities (see Figure 35 and Table 31). Learning something new was also deemed to be important by many respondents, as was seeing objects on display. Of less importance for many was acting out heritage through re-enactment or re-creation, as well as handling objects.

The opinions of under 18s once again contrasted with those of the over 18s (see Figure 36); over 18s had stronger tendencies to regard preserving, learning about, and seeing heritage as 'Very important'.
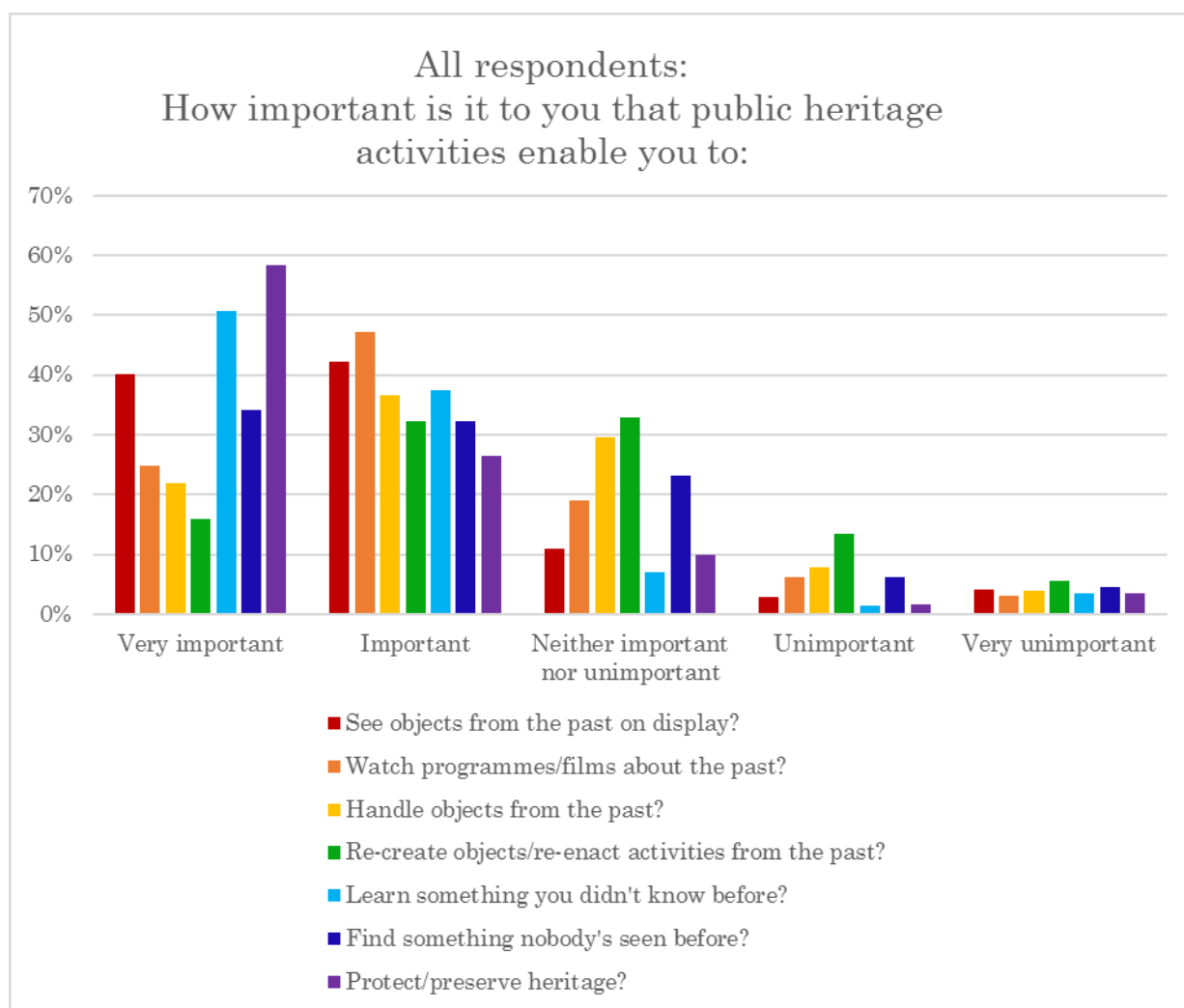
FIGURE 35 ALL SURVEY RESPONDENTS' ANSWERS TO QUESTIONS ABOUT PUBLIC HERITAGE ACTIVITIES

How important is it to you that public heritage activities enable you to:

	Very important		Important		Neither important nor unimportant		Unimportant		Very unimportant		Total
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	
See objects from the past on display?											
Over 18s	409	50.81%	347	43.11%	24	2.98%	3	0.37%	22	2.73%	805
Under 18s	63	16.89%	149	39.95%	105	28.15%	30	8.04%	26	6.97%	373
All respondents	472	40.07%	496	42.11%	129	10.95%	33	2.80%	48	4.07%	**1178**
Watch programmes or films about the past?											
Over 18s	245	30.40%	430	53.35%	93	11.54%	19	2.36%	19	2.36%	806
Under 18s	47	12.63%	125	33.60%	131	35.22%	53	14.25%	16	4.30%	372
All respondents	292	24.79%	555	47.11%	224	19.02%	72	6.11%	35	2.97%	**1178**
Handle objects from the past?											
Over 18s	187	23.32%	298	37.16%	238	29.68%	59	7.36%	20	2.49%	802
Under 18s	70	18.92%	132	35.68%	109	29.46%	33	8.92%	26	7.03%	370
All respondents	257	21.93%	430	36.69%	347	29.61%	92	7.85%	46	3.92%	**1172**
Re-create objects or re-enact activities from the past?											
Over 18s	139	17.25%	281	34.86%	266	33.00%	89	11.04%	31	3.85%	806
Under 18s	48	12.83%	99	26.47%	123	32.89%	69	18.45%	35	9.36%	374
All respondents	187	15.85%	380	32.20%	389	32.97%	158	13.39%	66	5.59%	**1180**
Learn something you didn't know before?											
Over 18s	486	59.93%	283	34.90%	17	2.10%	3	0.37%	22	2.71%	811
Under 18s	116	31.02%	160	42.78%	66	17.65%	13	3.48%	19	5.08%	374
All respondents	602	50.80%	443	37.38%	83	7.00%	16	1.35%	41	3.46%	**1185**
Find something nobody's seen before?											
Over 18s	234	29.43%	271	34.09%	205	25.79%	51	6.42%	34	4.28%	795
Under 18s	163	44.17%	104	28.18%	64	17.34%	20	5.42%	18	4.88%	369
All respondents	397	34.11%	375	32.22%	269	23.11%	71	6.10%	52	4.47%	**1164**
Protect and/or preserve heritage?											
Over 18s	569	70.25%	199	24.57%	19	2.35%	3	0.37%	20	2.47%	810
Under 18s	121	32.53%	114	30.65%	98	26.34%	17	4.57%	22	5.91%	372
All respondents	690	58.38%	313	26.48%	117	9.90%	20	1.69%	42	3.55%	**1182**

TABLE 31 SURVEY RESPONDENTS' ANSWERS TO QUESTIONS ABOUT PUBLIC HERITAGE ACTIVITIES
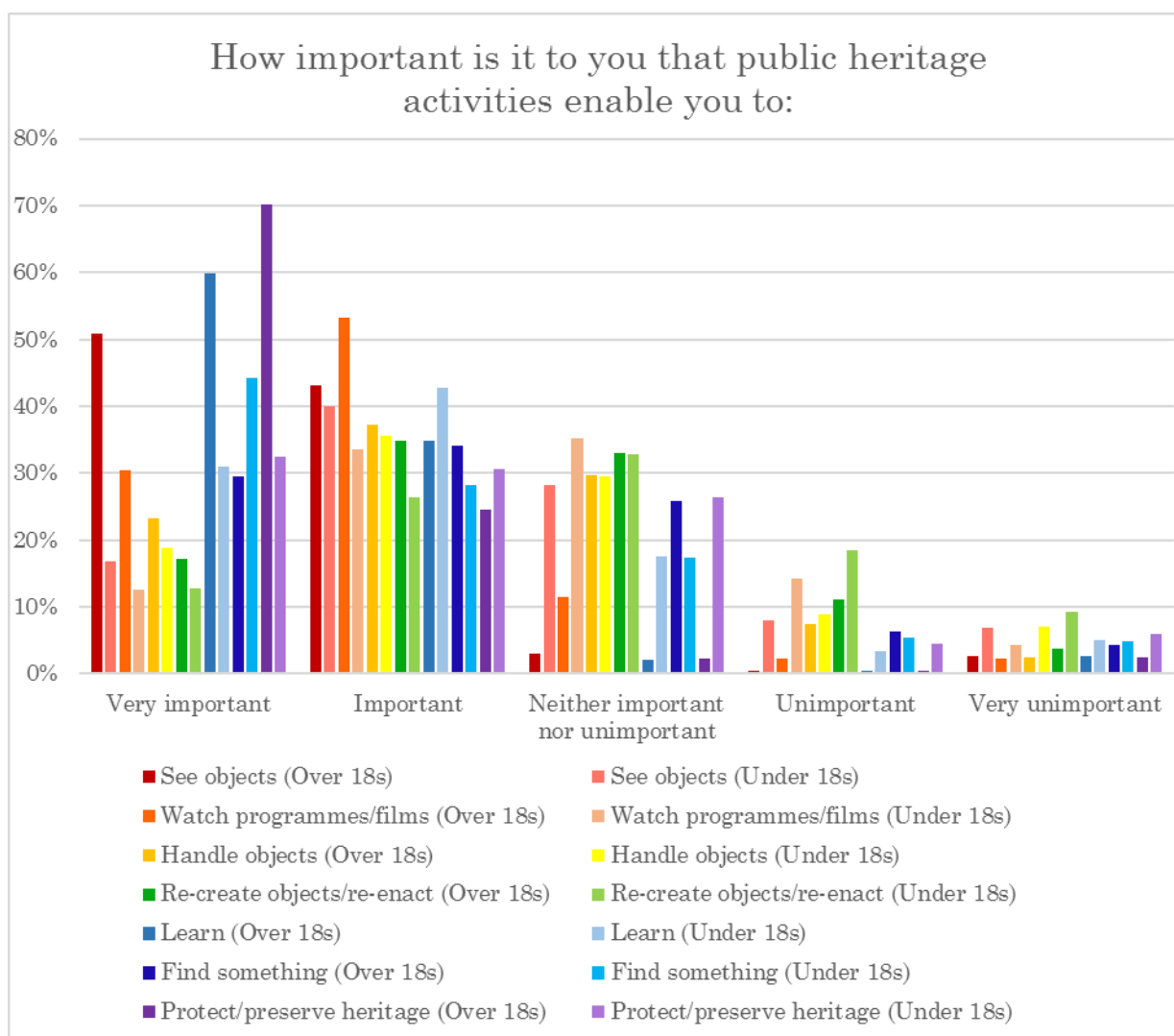
FIGURE 36 COMPARING OVER 18S' WITH UNDER 18S' RESPONSES TO QUESTIONS ABOUT PUBLIC HERITAGE ACTIVITIES

When asked whether it is important that public heritage activities contribute to the economy (via e.g. tourism), help people develop skills, and increase a sense of well-being, respondents indicated that these issues were 'Important', although fewer people committed to agreeing that these were 'Very important' (see Table 32 and Figure 37); contributing to the economy was seen by the majority to be the most important of these three issues.

Responses to these questions suggested that people did not see as clearly how or why heritage activities could or should be used to achieve the issues framed by the questions; more people responded that these issues were 'neither important nor unimportant', compared with responses to earlier questions on the importance of different aspects of heritage.

How important do you think it is that public heritage activities:

	Very important		Important		Neither important nor unimportant		Unimportant		Very unimportant		Total
	f	**%**	*f*	**%**	*f*	**%**	*f*	**%**	*f*	**%**	
Contribute to the economy, through e.g. tourism?											
Over 18s	312	39.44%	366	46.27%	75	9.48%	14	1.77%	24	3.03%	791
Under 18s	42	11.38%	144	39.02%	117	31.71%	33	8.94%	33	8.94%	369
All respondents	354	30.52%	510	43.97%	192	16.55%	47	4.05%	57	4.91%	**1160**
Help people develop useful skills?											
Over 18s	226	28.61%	406	51.39%	122	15.44%	20	2.53%	16	2.03%	790
Under 18s	77	20.87%	164	44.44%	92	24.93%	20	5.42%	16	4.34%	369
All respondents	303	26.14%	570	49.18%	214	18.46%	40	3.45%	32	2.76%	**1159**
Increase people's sense of wellbeing?											
Over 18s	275	34.90%	370	46.95%	109	13.83%	17	2.16%	17	2.16%	788
Under 18s	88	23.78%	133	35.95%	111	30.00%	16	4.32%	22	5.95%	370
All respondents	363	31.35%	503	43.44%	220	19.00%	33	2.85%	39	3.37%	**1158**

TABLE 32 SURVEY RESPONDENTS' ANSWERS TO QUESTIONS ABOUT PUBLIC HERITAGE ACTIVITIES IN RELATION TO THE ECONOMY, SKILLS, AND WELLBEING
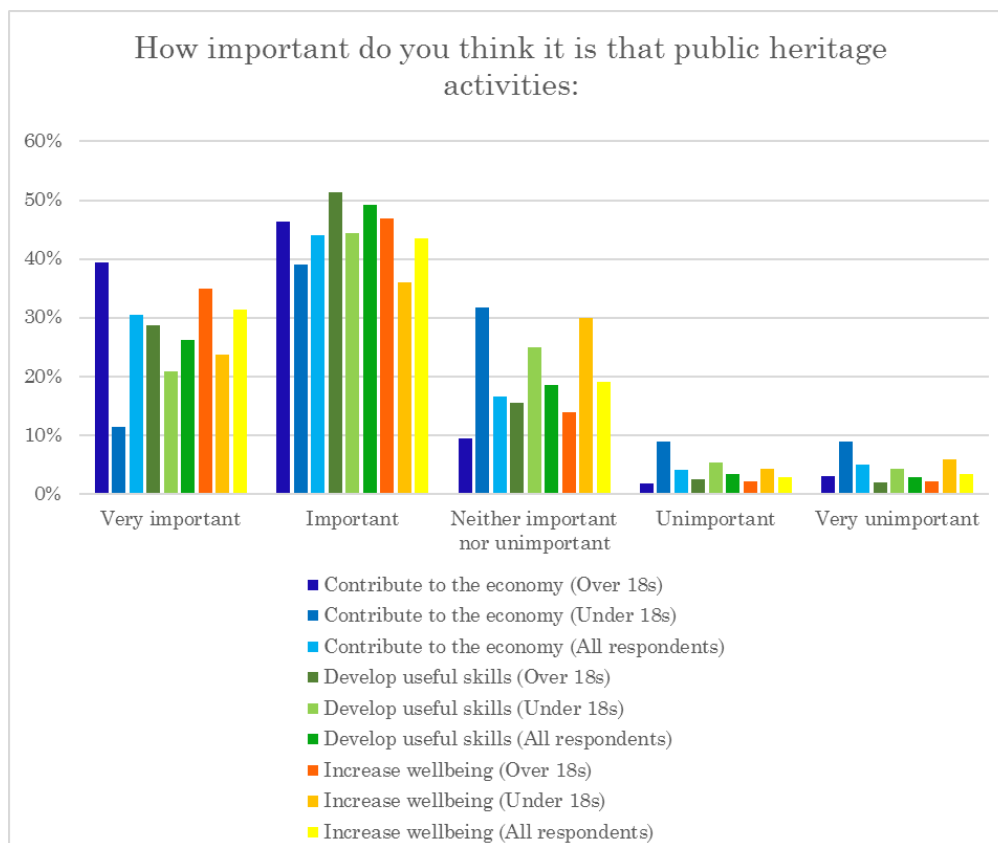
FIGURE 37 COMPARING OVER 18S', UNDER 18S' AND ALL RESPONSES TO QUESTIONS ABOUT PUBLIC HERITAGE ACTIVITIES IN RELATION TO THE ECONOMY, SKILLS, AND WELLBEING

Presenting heritage

Respondents were asked to rank who should decide how Lincolnshire's heritage is presented and looked after, according to a series of eight categories (see Table 33 and Figure 38; see also Appendix 2.7 for comments about rankings).

Who should decide how Lincolnshire's heritage is presented and looked after?
Ranked in order of importance from 1-8 (most important first)

		1st	2nd	3rd	4th	5th	6th	7th	8th	Total
You	*Over 18s*	60	90	109	112	99	89	106	73	738
	Under 18s	109	26	33	40	22	15	26	74	345
	All respondents	169	116	142	152	121	104	132	147	**1083**
People who live and work in Lincolnshire	*Over 18s*	342	214	119	54	18	11	10	7	775
	Under 18s	76	92	43	42	21	21	29	16	340
	All respondents	418	306	162	96	39	32	39	23	**1115**
People who visit Lincolnshire, e.g. tourists	*Over 18s*	9	85	121	157	166	143	57	13	751
	Under 18s	16	35	63	39	64	67	29	32	345
	All respondents	25	120	184	196	230	210	86	45	**1096**
Famous people/celebrities	*Over 18s*	12	6	10	22	33	59	163	412	717
	Under 18s	12	28	27	58	48	40	54	73	340
	All respondents	24	34	37	80	81	99	217	485	**1057**
Museum and heritage 'experts'	*Over 18s*	313	190	115	86	35	24	7	8	778
	Under 18s	59	44	52	42	61	41	22	20	341
	All respondents	372	234	167	128	96	65	29	28	**1119**
Tourism and marketing 'experts'	*Over 18s*	11	87	124	126	134	140	95	31	748
	Under 18s	15	36	43	43	57	72	55	22	343
	All respondents	26	123	167	169	191	212	150	53	**1091**
Community leaders	*Over 18s*	24	78	132	141	147	117	78	30	747
	Under 18s	31	63	50	44	37	40	58	21	344
	All respondents	55	141	182	185	184	157	136	51	**1091**
Marginalised or disadvantaged people	*Over 18s*	6	22	34	58	112	154	210	149	745
	Under 18s	28	19	32	35	33	46	71	84	348
	All respondents	34	41	66	93	145	200	281	233	**1093**

TABLE 33 SURVEY RESPONDENTS' RANKINGS OF WHO SHOULD DECIDE HOW LINCOLNSHIRE'S HERITAGE IS PRESENTED AND LOOKED AFTER, FROM 1 TO 8

It was clear that respondents felt that people living and working in Lincolnshire and museum and heritage experts should take the lead roles in making decisions about the presentation and care of heritage. There was a strong feeling against famous people/celebrities informing this process. Other groups were fairly evenly ranked between 1 and 8, with some respondents commenting on how the categories overlapped (e.g. 'You' was for many the same as someone who lived in Lincolnshire).
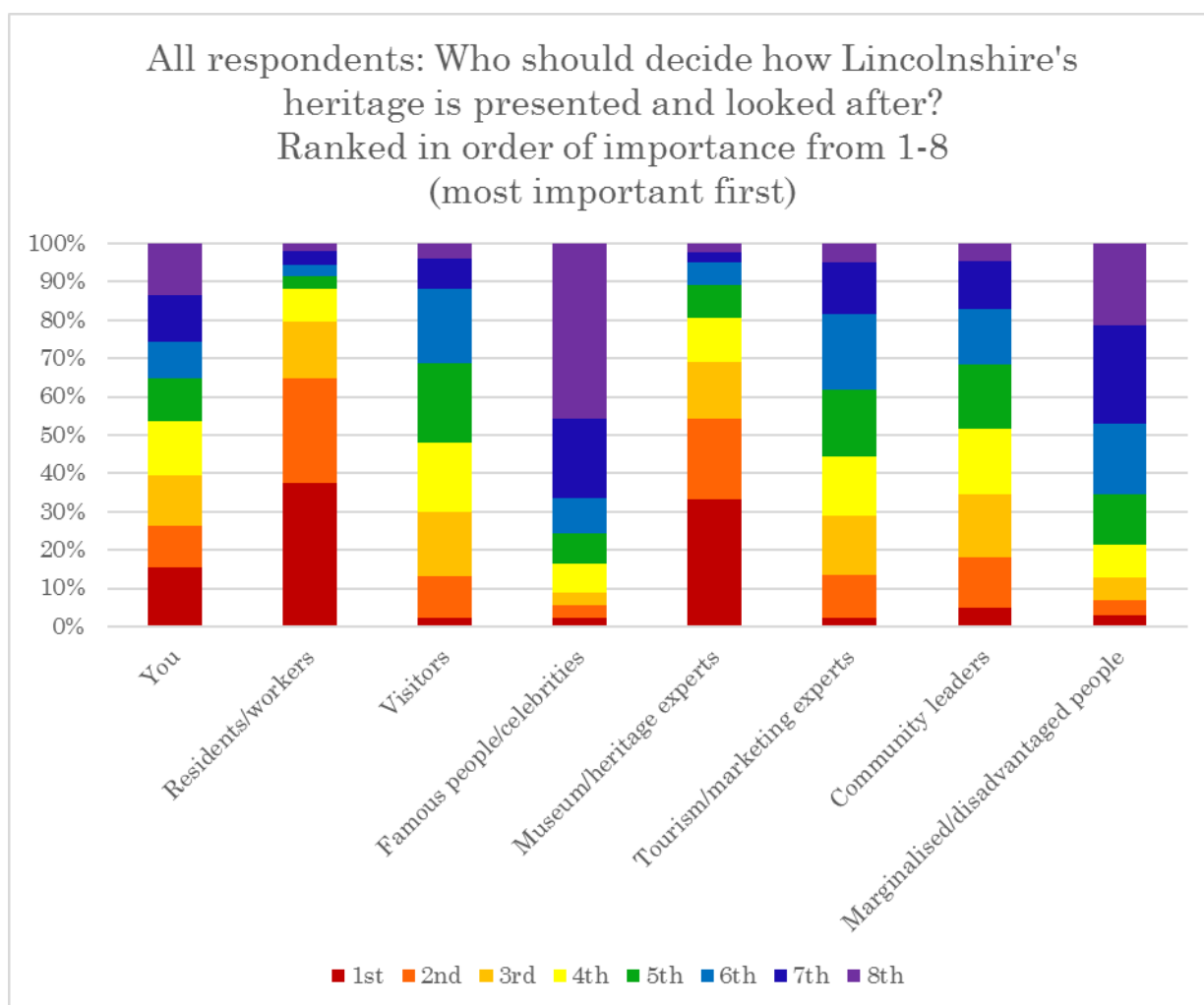
FIGURE 38 ALL SURVEY RESPONDENTS' RANKINGS OF WHO SHOULD DECIDE HOW LINCOLNSHIRE'S HERITAGE SHOULD BE PRESENTED AND LOOKED AFTER, FROM 1 TO 8

There were some differences between the over 18s' opinions and the under 18s' (see Figure 39). Adults ranked consistently residents of Lincolnshire and heritage experts most highly, while the under 18s rankings were more evenly spread. Over 18s strongly reacted against the prospect of famous people influencing the heritage process. Under 18s ranked 'You', i.e. their opinion, more highly than the over 18s, and they also tended to rank marginalised groups slightly higher than the over 18s.

Once again, people often found it difficult to rank the different categories, and their comments about their rankings give clear insights into their reasoning behind their choices, which they often made despite finding it a difficult task. Many commented on how many or all of these groups can make important and positive contributions to the process of decision-making and interpretation of heritage.
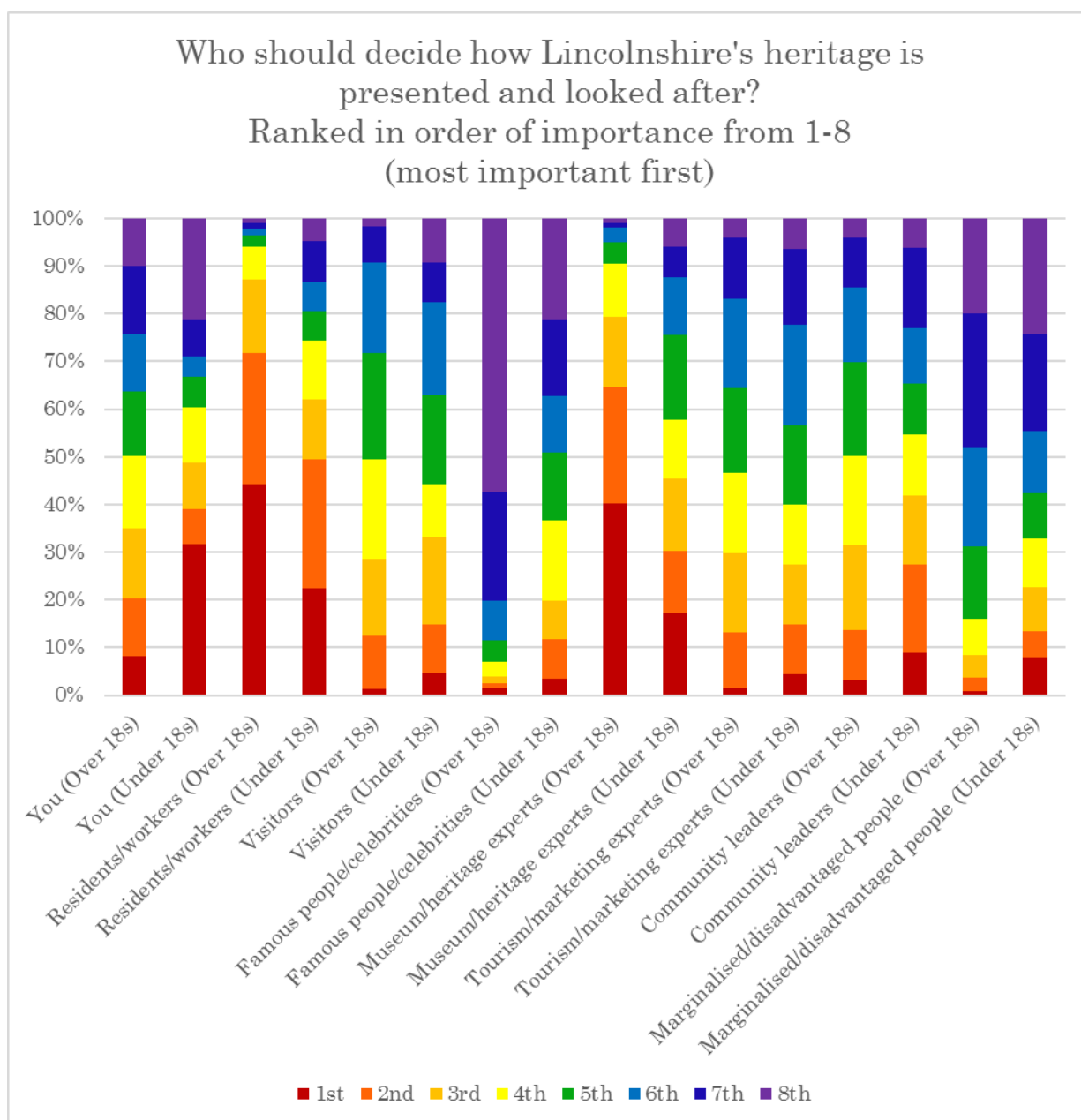
FIGURE 39 COMPARING OVER 18S' WITH UNDER 18S' RANKINGS OF WHO SHOULD DECIDE HOW LINCOLNSHIRE'S HERITAGE IS PRESENTED AND LOOKED AFTER, FROM 1 TO 8

Visiting heritage

Nearly 80 per cent of respondents had visited a historic city or town within the last year, and many had visited other historic/heritage sites (Table 34 and Figure 40). There was a similar pattern of visiting such places within and beyond Lincolnshire, with slightly more having visited heritage sites beyond Lincolnshire (partly explained by the number of respondents completing the questionnaire who do not live in Lincolnshire).

In the last 12 months have you visited any of these places?		Anywhere		In Lincolnshire		Response Count
		f	%	f	%	
A city or town with historic character	Over 18s	627	79.77%	649	82.57%	770
	Under 18s	218	61.41%	121	34.08%	299
	All respondents	845	74.06%	770	67.48%	1069
A historic building open to the public (non-religious)	Over 18s	567	72.14%	558	70.99%	725
	Under 18s	180	50.70%	138	38.87%	282
	All respondents	747	65.47%	696	61.00%	1007
A historic park or garden open to the public	Over 18s	516	65.65%	405	51.33%	649
	Under 18s	172	48.45%	131	36.90%	269
	All respondents	688	60.30%	536	46.98%	918
A place connected with industrial or modern history (e.g. an old factory, airfield, dockyard or mine) or historic transport system (e.g. an old ship or railway)	Over 18s	428	54.45%	289	36.77%	543
	Under 18s	165	46.48%	131	36.90%	262
	All respondents	593	51.97%	420	36.81%	805
A historic place of worship (not visited for the purposes of worship)	Over 18s	427	54.33%	467	59.41%	618
	Under 18s	165	46.48%	126	35.49%	251
	All respondents	592	51.88%	593	51.97%	869
A monument such as a castle, fort or ruin	Over 18s	490	62.34%	465	59.16%	667
	Under 18s	201	56.62%	139	39.15%	293
	All respondents	691	60.56%	604	52.94%	960
A site of archaeological interest (i.e. Roman villa, ancient burial site)	Over 18s	340	43.26%	222	28.24%	430
	Under 18s	166	46.76%	86	24.23%	220
	All respondents	506	44.35%	308	26.99%	650
A site connected with sports heritage (e.g. Wimbledon) (not visited for the purposes of watching sport)	Over 18s	75	9.54%	19	2.42%	87
	Under 18s	158	44.51%	86	24.23%	213
	All respondents	233	20.42%	105	9.20%	300
A museum	Over 18s	519	66.03%	436	55.47%	655
	Under 18s	203	57.18%	137	38.59%	296
	All respondents	722	63.28%	573	50.22%	951
An art gallery	Over 18s	347	44.15%	281	35.75%	459
	Under 18s	166	46.76%	95	26.76%	237
	All respondents	513	44.96%	376	32.95%	696

In the last 12 months have you visited any of these places?		Anywhere		In Lincolnshire		Response Count
		f	%	f	%	
None of these	Over 18s	18	2.29%	10	1.27%	19
	Under 18s	105	29.58%	70	19.72%	147
	All respondents	123	10.78%	80	7.01%	166
Other	Over 18s			39	4.96%	39
	Under 18s			27	7.61%	27
	All respondents			66	5.78%	66
Total responding	Over 18s					786
	Under 18s					355
	All respondents					**1141**

TABLE 34 SURVEY RESPONSES ON VISITING HERITAGE GENERALLY AND IN LINCOLNSHIRE
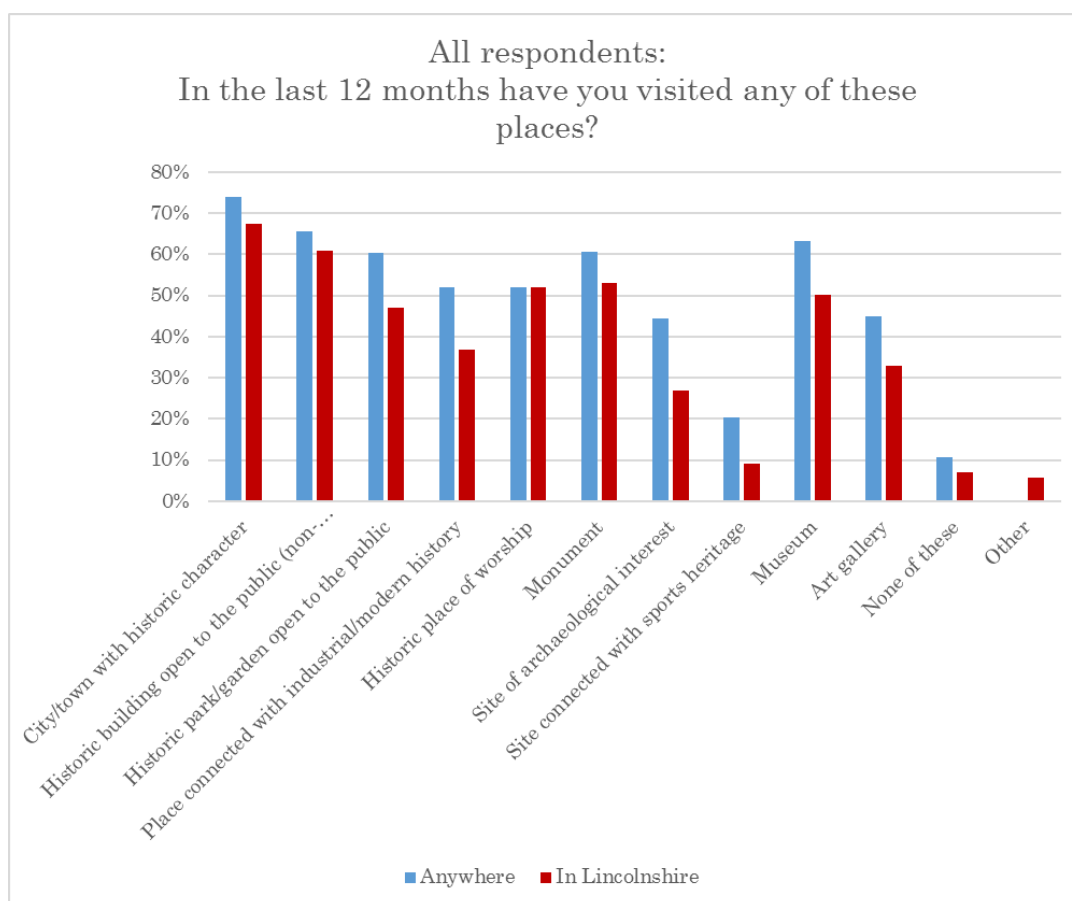
FIGURE 40 ALL SURVEY RESPONDENTS' HERITAGE VISITING PATTERNS, GENERALLY AND IN LINCOLNSHIRE

One notable difference between the over 18s and under 18s in terms of heritage visiting was that more younger respondents had visited a site connected with sports heritage (see Figure 41).
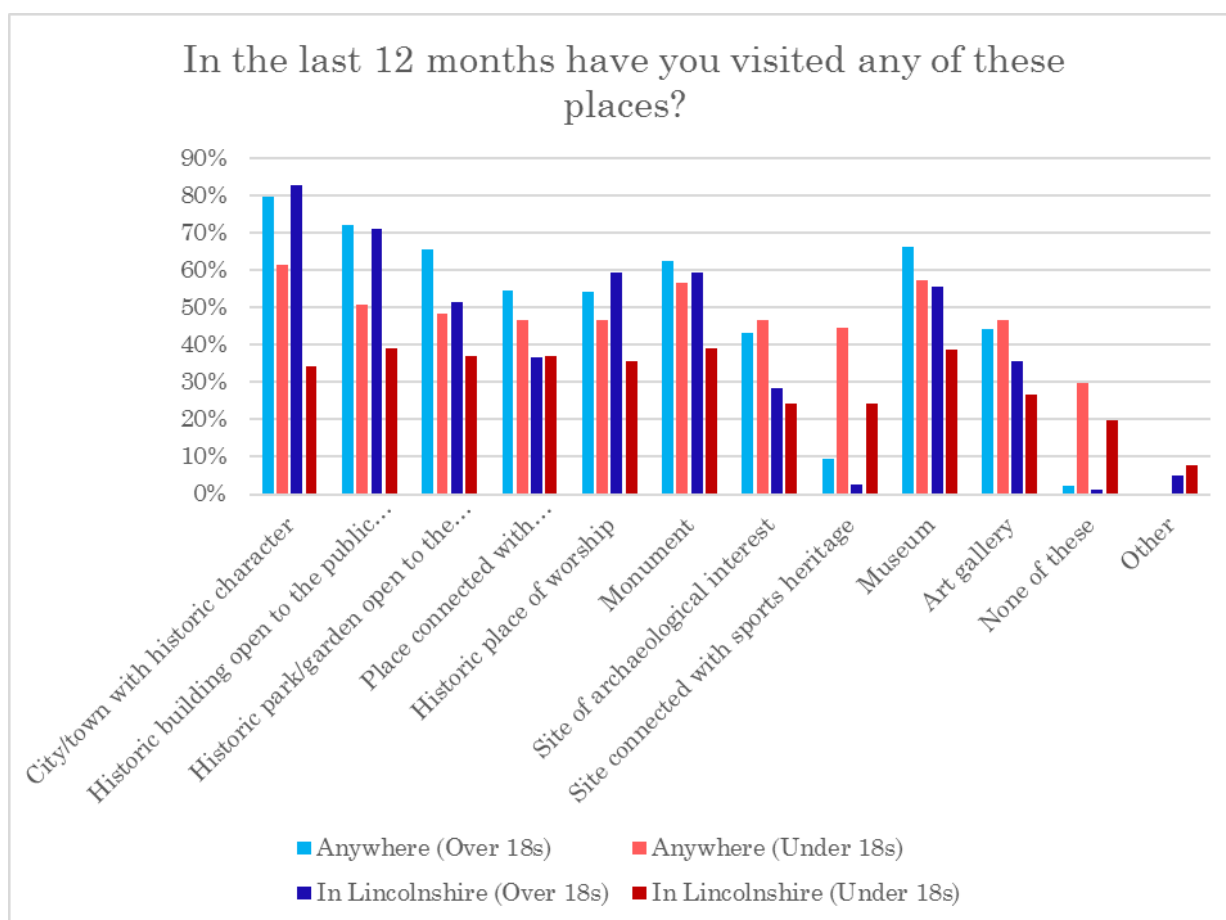
FIGURE 41 COMPARING OVER 18S' WITH UNDER 18S' RESPONSES ON VISITING HERITAGE GENERALLY AND IN LINCOLNSHIRE

Appendix 2.7 includes a list of other places related to heritage that respondents have visited.

Taking part

A series of questions were posed about how, why and when people take part in heritage activities (see additional comments in support of this section in Appendix 2.8).

The most popular heritage activity that people had taken part in was watching films and programmes about history/heritage, closely followed by reading and conducting online research (see Table 35 and Figure 42).

The activities which the fewest respondents had taken part in included metal detecting, historic re-enacting, historic building recording, archaeological excavation, heritage conservation, and studying a heritage course – all of which are more specific or specialist pursuits, which are not necessarily as widely available to all.

In the last 12 months have you taken part in any of the following heritage-related activities?

		Anywhere		In/about Lincolnshire		Response Count
		f	%	f	%	
Metal detecting	Over 18s	8	1.08%	28	3.78%	34
	Under 18s	110	33.95%	79	24.38%	169
	All respondents	118	11.09%	107	10.06%	203
Historic re-enacting (observing or participating)	Over 18s	62	8.38%	84	11.35%	124
	Under 18s	118	36.42%	90	27.78%	184
	All respondents	180	16.92%	174	16.35%	308
Reading	Over 18s	439	59.32%	416	56.22%	561
	Under 18s	160	49.38%	148	45.68%	265
	All respondents	599	56.30%	564	53.01%	826
Watching films/TV dramas/documentaries/news items	Over 18s	583	78.78%	359	48.51%	662
	Under 18s	174	53.70%	169	52.16%	286
	All respondents	757	71.15%	528	49.62%	948
Online research	Over 18s	316	42.70%	347	46.89%	459
	Under 18s	151	46.60%	145	44.75%	254
	All respondents	467	43.89%	492	46.24%	713
Documentary research	Over 18s	139	18.78%	220	29.73%	280
	Under 18s	102	31.48%	106	32.72%	187
	All respondents	241	22.65%	326	30.64%	467
Studied on a course	Over 18s	56	7.57%	68	9.19%	102
	Under 18s	115	35.49%	87	26.85%	178
	All respondents	171	16.07%	155	14.57%	280
Historic building recording	Over 18s	29	3.92%	56	7.57%	79
	Under 18s	112	34.57%	74	22.84%	168
	All respondents	141	13.25%	130	12.22%	247
Archaeological excavation or other outdoor investigation	Over 18s	37	5.00%	67	9.05%	92
	Under 18s	125	38.58%	70	21.60%	174
	All respondents	162	15.23%	137	12.88%	266
Heritage-related conservation	Over 18s	53	7.16%	112	15.14%	145
	Under 18s	123	37.96%	68	20.99%	170
	All respondents	176	16.54%	180	16.92%	315
Total responding	Over 18s					**740**
	Under 18s					**324**
	All respondents					**1064**

TABLE 35 SURVEY RESPONDENTS' PARTICIPATION IN HERITAGE ACTIVITIES WITHIN THE LAST YEAR, GENERALLY AND IN LINCOLNSHIRE
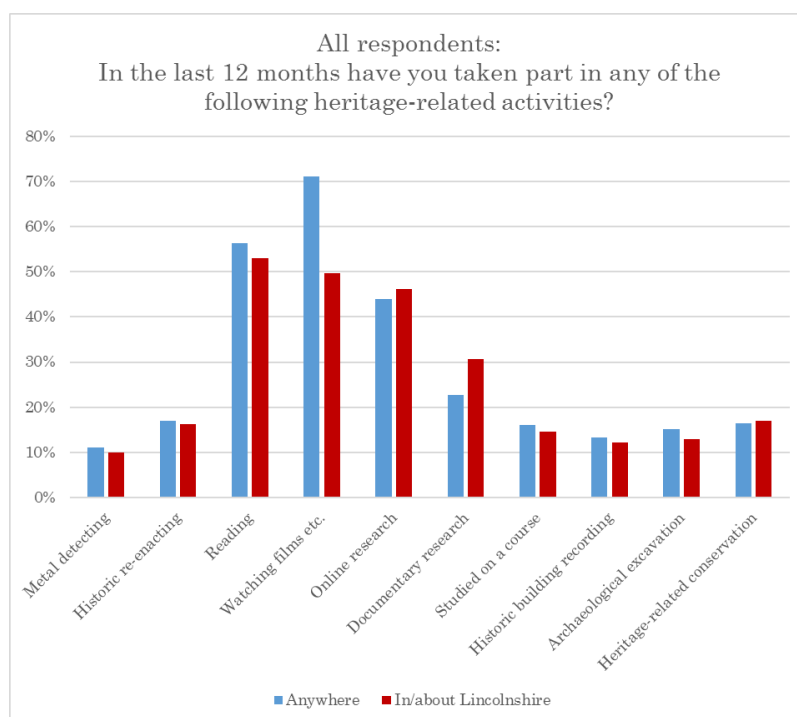
The under 18s cohort demonstrated consistent engagement with heritage activities, with at least one third of this group taking part in each of the given heritage activities (see Figure 43). This may be a result of the opportunities available to them through e.g. their school rather than indicating engagement at this level is consistently similar across the wider population, especially in light of the responses given by over 18s.
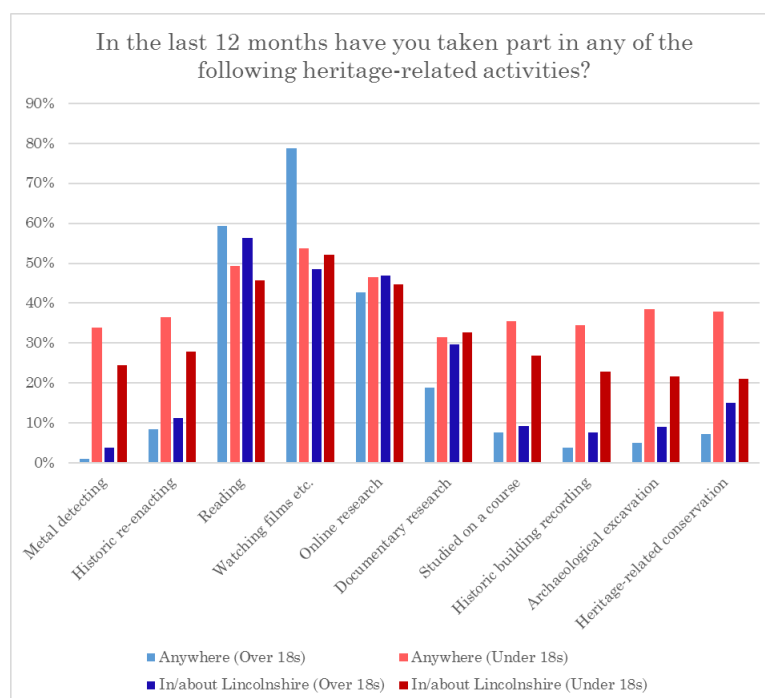
FIGURE 43 COMPARING OVER 18S' WITH UNDER 18S' PARTICIPATION IN HERITAGE ACTIVITIES WITHIN THE LAST YEAR, GENERALLY AND IN LINCOLNSHIRE

The following tables and figures represent further details about how and when people have taken part in heritage activities, who with, how often, and where they went to take part.

In the last 12 months, when and why did you carry out these visits/activities?

	Over 18s		Under 18s		All respondents	
	f	%	f	%	f	%
In your own time	720	95.40%	204	60.90%	924	48.48%
For paid work	107	14.20%	42	12.50%	149	7.82%
For academic study	110	14.60%	142	42.40%	252	13.22%
As part of voluntary work	149	19.70%	48	14.30%	197	10.34%
For some other reason	68	9.00%	65	19.40%	133	6.98%
Don't know	5	0.70%	101	30.10%	106	5.56%
Other	97	12.80%	48	14.30%	145	7.61%
Total responding	**755**		**335**		**1906**	

TABLE 36 SURVEY RESPONDENTS' REASONS FOR TAKING PART IN HERITAGE ACTIVITIES WITHIN THE LAST YEAR
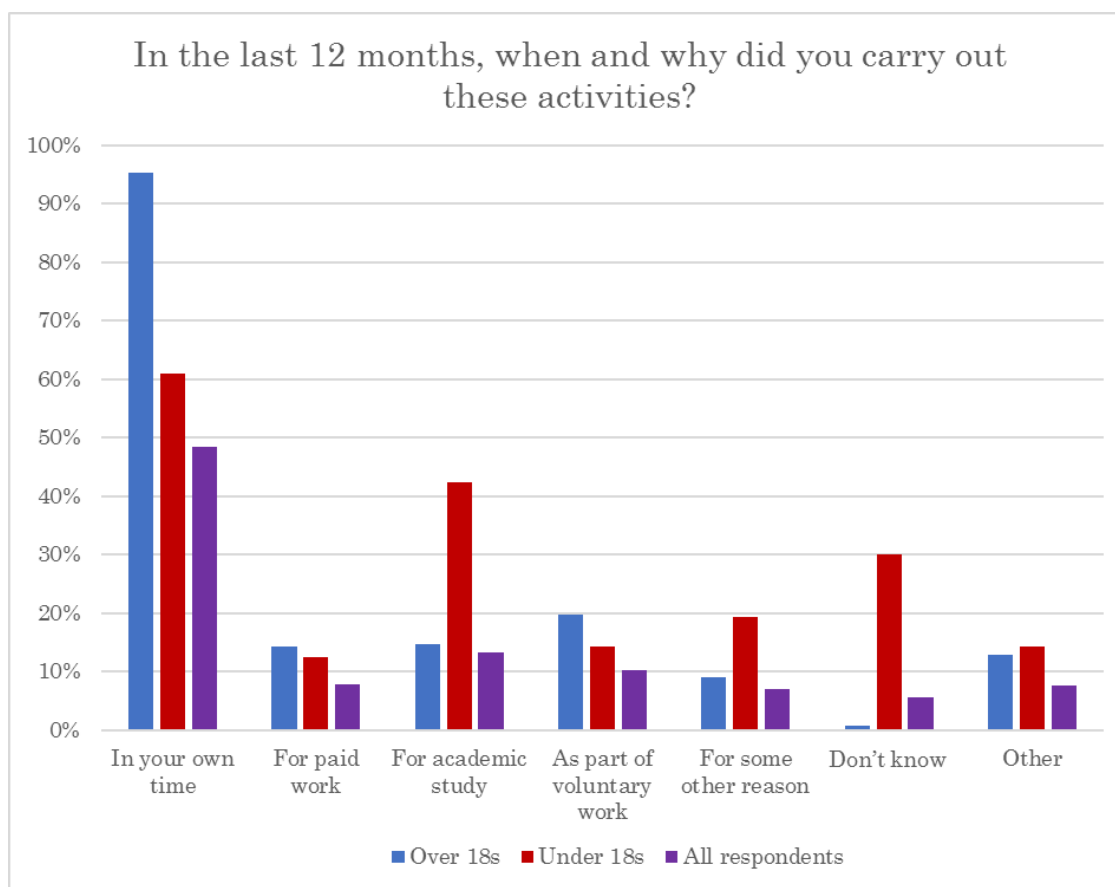
FIGURE 44 SURVEY RESPONDENTS' REASONS FOR TAKING PART IN HERITAGE ACTIVITIES WITHIN THE LAST YEAR

73

In the last 12 months, approximately how often have you carried out these visits/ activities?

		Anywhere		In Lincolnshire		Response Count
		f	*%*	*f*	*%*	
Several times a week	*Over 18s*	64	8.44%	113	14.91%	146
	Under 18s	61	18.37%	41	12.35%	84
	All respondents	125	11.47%	154	14.13%	230
About once a week	*Over 18s*	79	10.42%	103	13.59%	157
	Under 18s	46	13.86%	49	14.76%	84
	All respondents	125	11.47%	152	13.94%	241
About once a month	*Over 18s*	155	20.45%	168	22.16%	255
	Under 18s	62	18.67%	49	14.76%	96
	All respondents	217	19.91%	217	19.91%	351
About 3 or 4 times a year	*Over 18s*	206	27.18%	171	22.56%	296
	Under 18s	87	26.20%	68	20.48%	129
	All respondents	293	26.88%	239	21.93%	425
Twice in the last 12 months	*Over 18s*	72	9.50%	63	8.31%	117
	Under 18s	67	20.18%	39	11.75%	91
	All respondents	139	12.75%	102	9.36%	208
Once in the last 12 months	*Over 18s*	42	5.54%	37	4.88%	65
	Under 18s	75	22.59%	59	17.77%	114
	All respondents	117	10.73%	96	8.81%	179
Don't know	*Over 18s*	23	3.03%	18	2.37%	28
	Under 18s	142	42.77%	108	32.53%	182
	All respondents	165	15.14%	126	11.56%	210
Total responding	*Over 18s*					**758**
	Under 18s					**332**
	All respondents					**1090**

TABLE 37 FREQUENCY WITH WHICH SURVEY RESPONDENTS' TOOK PART IN HERITAGE ACTIVITIES WITHIN THE LAST YEAR, GENERALLY AND IN LINCOLNSHIRE
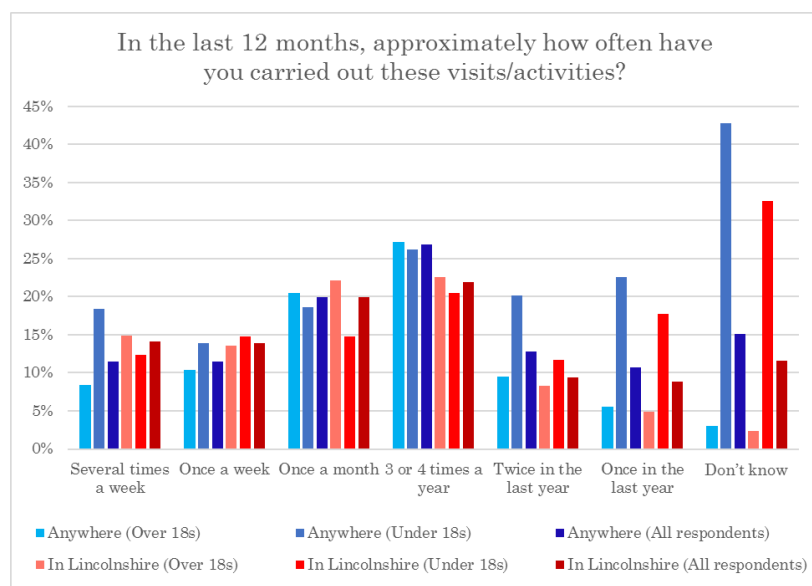
FIGURE 45 FREQUENCY WITH WHICH SURVEY RESPONDENTS TOOK PART IN HERITAGE ACTIVITIES WITHIN THE LAST YEAR

Who did you carry out these visits/activities with?

	Over 18s		Under 18s		All respondents	
	f	%	*f*	%	*f*	%
Myself	479	62.60%	146	42.90%	625	56.56%
Friends	327	42.70%	140	41.20%	467	42.26%
Parent/guardian	86	11.20%	214	62.90%	300	27.15%
Brother/sister	64	8.40%	151	44.40%	215	19.46%
Husband/wife/partner	470	61.40%	-	-	470	42.53%
Grandparents	19	2.50%	97	28.50%	116	10.50%
Your children	227	29.70%	-	-	227	20.54%
Your grandchildren	90	11.80%	-	-	90	8.14%
Other relatives	66	8.60%	87	25.60%	153	13.85%
Work colleagues	81	10.60%	-	-	81	7.33%
Club, society or local group	174	22.70%	58	17.10%	232	21.00%
School group	30	3.90%	156	45.90%	186	16.83%
Don't know	2	0.30%	53	15.60%	55	4.98%
Other (please specify)	45	5.90%	31	9.10%	76	6.88%
Total responding	**765**		**340**		**1105**	

TABLE 38 WHO SURVEY RESPONDENTS CARRIED OUT HERITAGE ACTIVITIES WITH WITHIN THE LAST YEAR
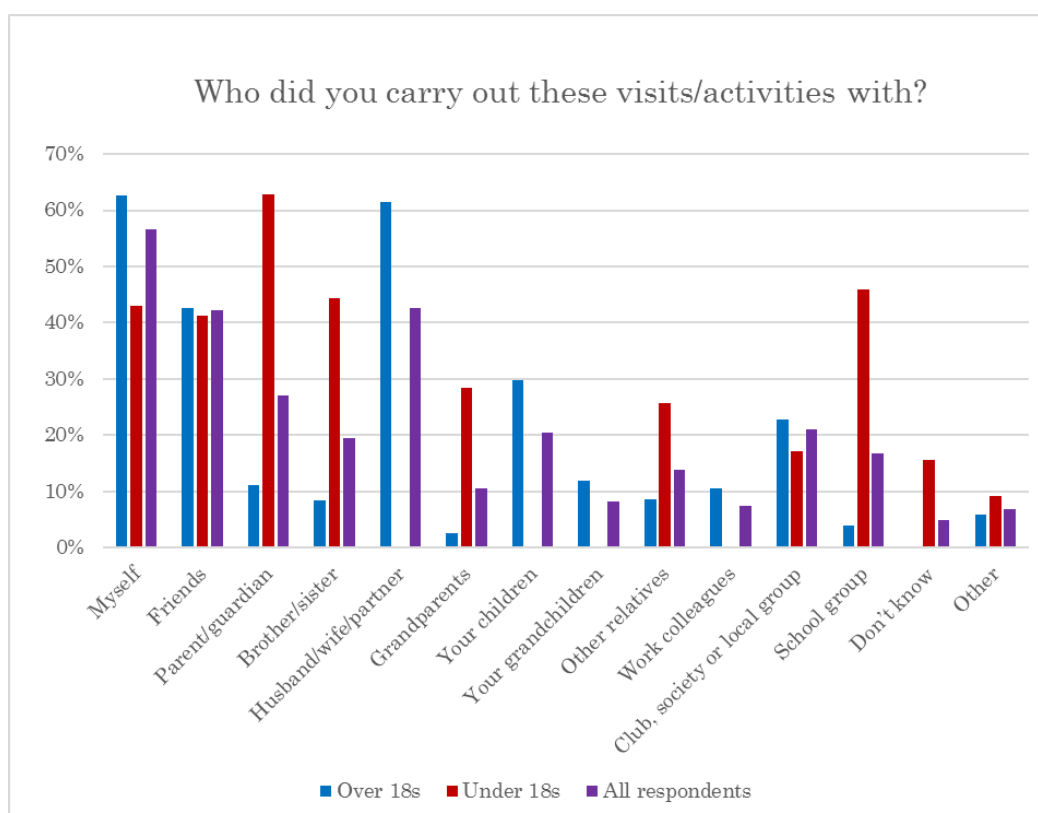
FIGURE 46 WHO SURVEY RESPONDENTS CARRIED OUT HERITAGE ACTIVITIES WITH WITHIN THE LAST YEAR

Thinking about these visits/activities over the last 12 months, where did you go?

	Over 18s		Under 18s		All respondents	
	f	*%*	*f*	*%*	*f*	*%*
Within a few miles of my home/work	458	60.00%	115	34.80%	573	52.42%
In Lincolnshire	647	84.80%	198	60.00%	845	77.31%
England (beyond Lincolnshire)	613	80.30%	189	57.30%	802	73.38%
Scotland	120	15.70%	51	15.50%	171	15.65%
Wales	81	10.60%	55	16.70%	136	12.44%
Northern Ireland	8	1.00%	26	7.90%	34	3.11%
Republic of Ireland	12	1.60%	30	9.10%	42	3.84%
Europe (beyond the UK and Ireland)	212	27.80%	77	23.30%	289	26.44%
Outside Europe	85	11.10%	61	18.50%	146	13.36%
Total responding	**763**		**330**		**1093**	

TABLE 39 WHERE SURVEY RESPONDENTS WENT TO TAKE PART IN HERITAGE ACTIVITIES WITHIN THE LAST YEAR
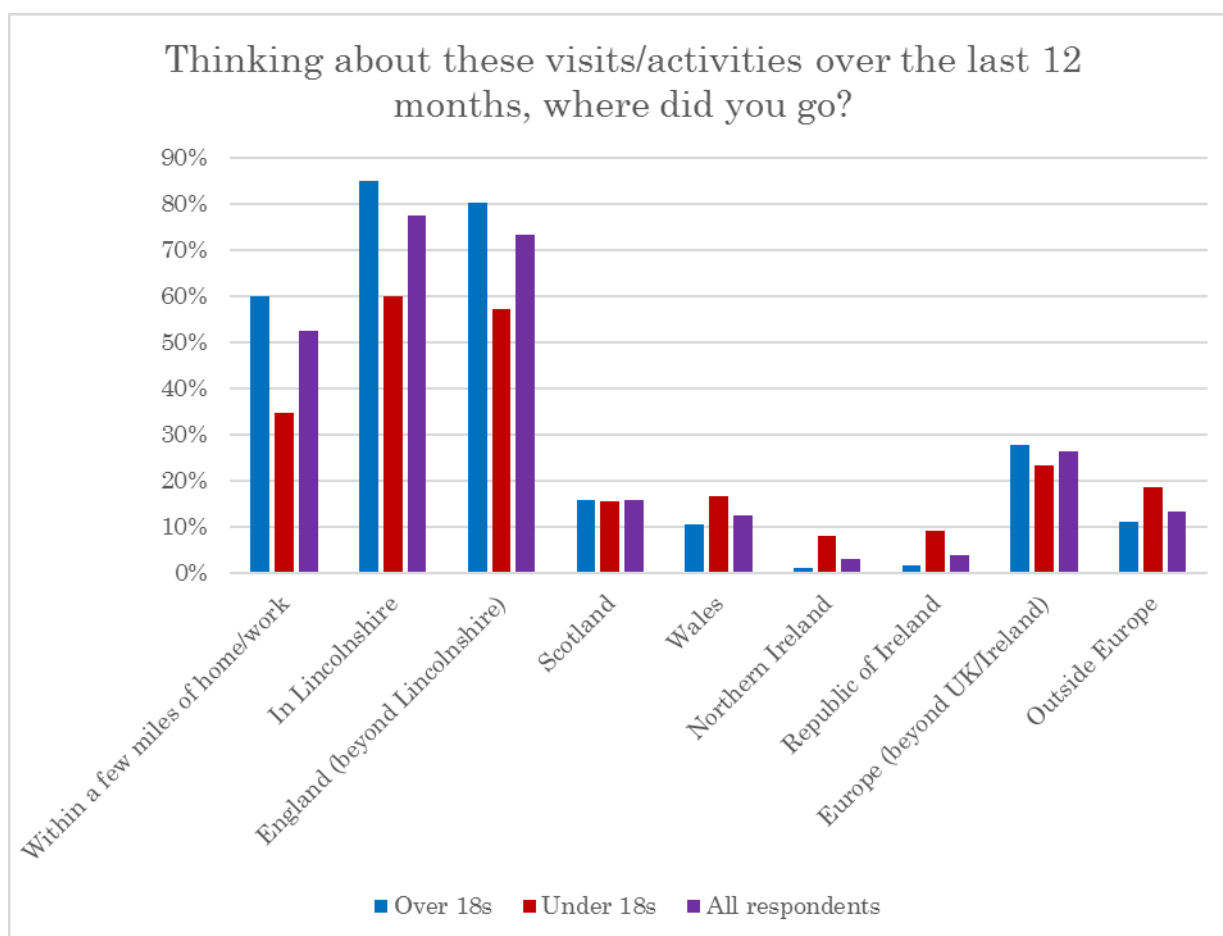
FIGURE 47 WHERE SURVEY RESPONDENTS WENT TO TAKE PART IN HERITAGE ACTIVITIES WITHIN THE LAST YEAR

Have you become involved in any of the following as a result of these visits/activities?

	Over 18s		Under 18s		All respondents	
	f	*%*	*f*	*%*	*f*	*%*
Heritage-related volunteering	129	17.80%	34	11.00%	163	15.79%
Joining a local group with an interest in heritage	159	22.00%	45	14.60%	204	19.77%
Joining a national organisation with an interest in heritage (e.g. the National Trust or English Heritage)	190	26.30%	41	13.30%	231	22.38%
Campaigning on issues related to heritage (e.g. to save a building in poor repair)	86	11.90%	28	9.10%	114	11.05%
None of these	381	52.70%	170	55.00%	551	53.39%
Don't know	6	0.80%	116	37.50%	122	11.82%
Total responding	**723**		**309**		**1032**	

TABLE 40 OTHER ACTIVITIES SURVEY RESPONDENTS HAVE TAKEN PART IN AS A RESULT OF HERITAGE ACTIVITIES WITHIN THE LAST YEAR

Despite taking part in heritage activities by visiting heritage-related sites and engaging often in self-directed heritage pursuits (e.g. watching films, reading, or online research), over half of respondents did not take the step of becoming more formally involved with a local or national heritage related organisation:
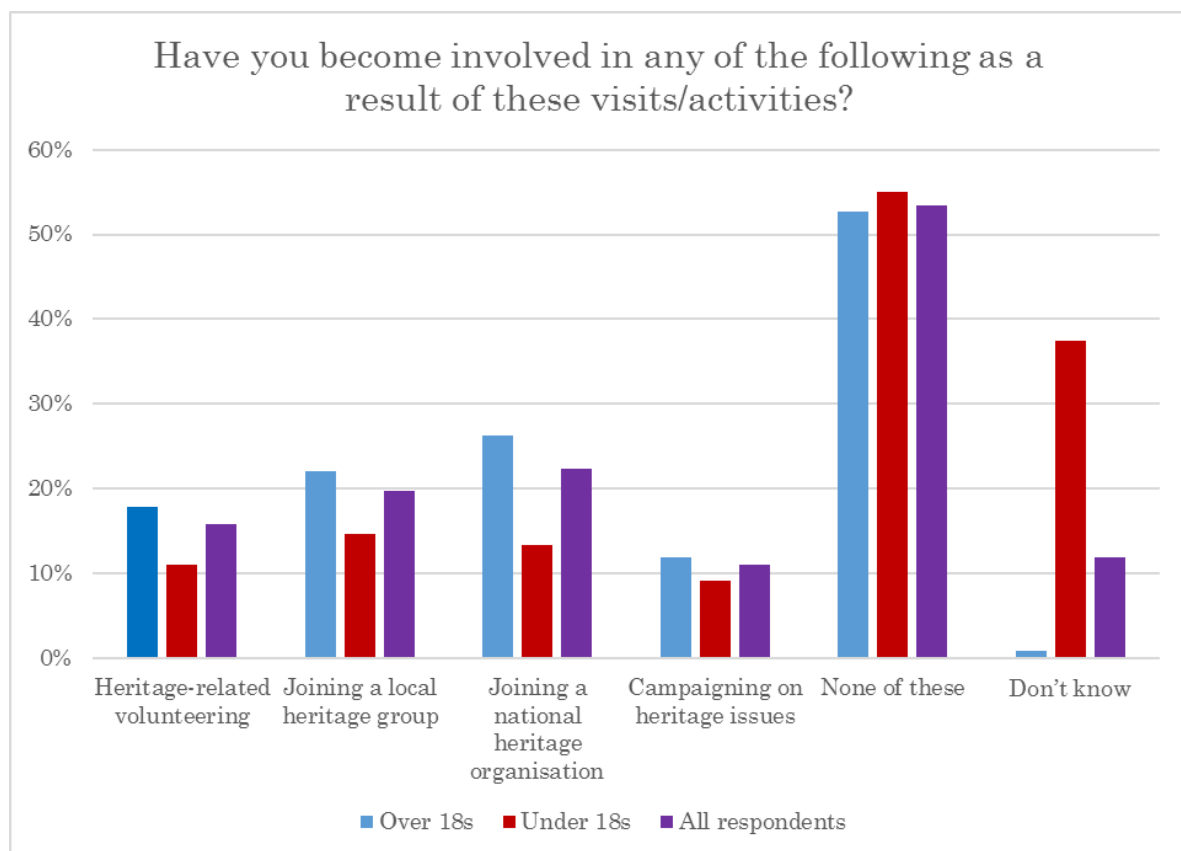
FIGURE 48 OTHER ACTIVITIES SURVEY RESPONDENTS HAVE TAKEN PART IN AS A RESULT OF HERITAGE ACTIVITIES WITH IN THE LAST YEAR

Heritage accessibility

What would make you more likely to take part in heritage-related activities in Lincolnshire?

	Over 18s		Under 18s		All respondents	
	f	%	f	%	f	%
If heritage was more relevant to me personally	193	27.50%	153	46.10%	346	33.46%
If the activity was more beneficial to me	79	11.30%	131	39.50%	210	20.31%
If I thought I'd enjoy meeting people by taking part	201	28.60%	98	29.50%	299	28.92%
If I thought they were beneficial to my community	282	40.20%	89	26.80%	371	35.88%
If I thought I'd be helping other people by taking part	231	32.90%	119	35.80%	350	33.85%
If I thought I'd be supporting heritage by taking part	386	55.00%	66	19.90%	452	43.71%
If it cost me less	167	23.80%	128	38.60%	295	28.53%
Better access by public transport	128	18.20%	82	24.70%	210	20.31%
Easier car parking	194	27.60%	92	27.70%	286	27.66%
If things were better presented/explained/ signposted	199	28.30%	85	25.60%	284	27.47%
If there was better education/training/tuition available	156	22.20%	65	19.60%	221	21.37%
Free Wi-Fi on site	78	11.10%	208	62.70%	286	27.66%
Better refreshment facilities	100	14.20%	107	32.20%	207	20.02%
Better retail facilities	30	4.30%	78	23.50%	108	10.44%
Better access/disabled facilities	80	11.40%	70	21.10%	150	14.51%
Better recreational facilities for children	86	12.30%	86	25.90%	172	16.63%
Other	105	15.00%	41	12.30%	146	14.12%
Total responding	**702**		**332**		**1034**	

TABLE 41 REASONS WHY SURVEY RESPONDENTS MIGHT BE MORE LIKELY TO TAKE PART IN HERITAGE-RELATED ACTIVITIES IN LINCOLNSHIRE
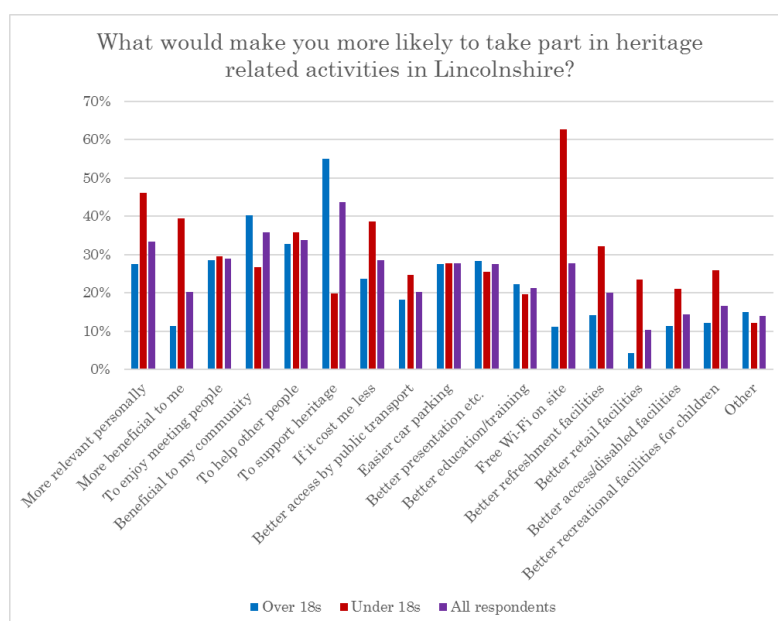
FIGURE 49 REASONS WHY SURVEY RESPONDENTS MIGHT BE MORE LIKELY TO TAKE PART IN HERITAGE-RELATED ACTIVITIES IN LINCOLNSHIRE

Respondents were asked about what might make them interact more with heritage opportunities (see Table 41 and Figure 49). When presented with a series of options, it became clear that having Wi-Fi at heritage sites would influence young people's engagement. For over 18s, gaining the feeling that they were going to support heritage would make them more likely to take part in heritage-related activities.

Young people also felt that if activities cost less and if it was more relevant and more beneficial for them personally that they would be more likely to take part. Over 18s tended to think that if it was beneficial to their community or that they would help other people, that they would be more likely to take part.

Appendices 2.9 and 2.10 give further insights into what heritage in Lincolnshire respondents want to be made accessible today and what heritage they want to see preserved for the future.

Under 11s responses

The following data tables and figures illustrate the responses that children under the age of 11 contributed to this survey. This was a small sample, but the results are nevertheless insightful into what this younger group think about heritage (and what it is – a much harder concept for younger children to understand) and the past in general.

24 children under the age of 11 gave a response to the question 'What do you think heritage is?'. Their answers included:

- *About history*
- *About old things*
- *Don't know [2 responses]*
- *Facts about History*
- *Heritage is items that are passed down from generation to generation. It can be various things like buildings and traditions.*
- *Heritage is old interesting places & special things*
- *History [2 responses]*
- *It gives a time line to social progression and allows one to look in some cases closely at snap shots showing the stages of that progression*
- *It is something to do with the past. Like old things.*
- *Keeping the past*
- *Looking at the past*
- *Nothing*
- *Old buildings/History*
- *Old stuff like museums*
- *Old things [2 responses]*
- *Something in the past*
- *Something old or from the past.*
- *Something to do with buildings and history*
- *The history of someone or something.*
- *The things that have been passed down to us.*
- *When you inherit something*

These children decided that they thought it was important to look after tangible heritage:

Under 11s: **Is it important to look after old buildings and museums?**

Response	*f*	%
Yes, a lot	24	77.4%
Yes, a little	4	12.9%
Don't know	0	0.0%
No, not really	0	0.0%
No, not at all	3	9.7%
Total	**31**	

TABLE 42 UNDER 11S RESPONSES WHEN ASKED IF IT IS IMPORTANT TO LOOK AFTER OLD BUILDINGS AND MUSEUMS
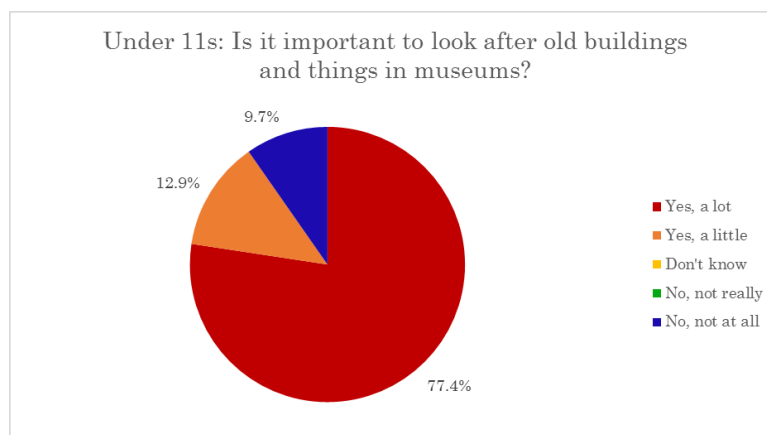
FIGURE 50 UNDER 11S' RESPONSES WHEN ASKED IF IT IS IMPORTANT TO LOOK AFTER OLD BUILDINGS AND THINGS IN MUSEUMS

Under 11s: **Do you like finding out about the past?**

Response	*f*	%
Yes, a lot	14	45.2%
Yes, a little	10	32.3%
Don't know	2	6.5%
No, not really	3	9.7%
No, not at all	2	6.5%
Total	**31**	

TABLE 43 UNDER 11S RESPONSES WHEN ASKED 'DO YOU LIKE FINDING OUT ABOUT THE PAST?'
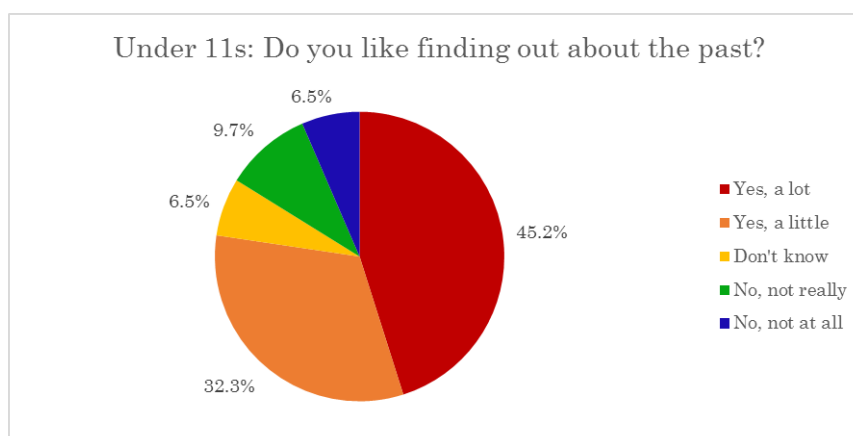
FIGURE 51 UNDER 11S' RESPONSES WHEN ASKED 'DO YOU LIKE FINDING OUT ABOUT THE PAST?'

Under 11s: **Do you have a favourite time from history?**

Response	*f*	%
Prehistory	6	22.2%
The Romans	2	7.4%
Anglo-Saxons & Vikings	5	18.5%
Tudors to Victorians	2	7.4%
Last 100 years	1	3.7%
Lots of different times in the past	11	40.7%
Total	**27**	

TABLE 44 UNDER 11S' FAVOURITE PERIOD OF HISTORY
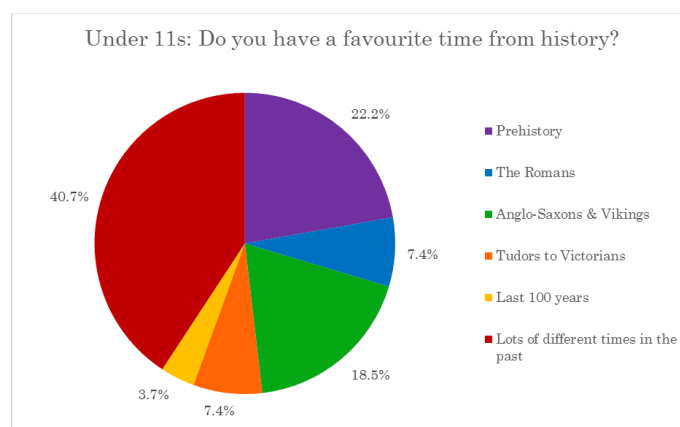
FIGURE 52 UNDER 11S' FAVOURITE PERIOD OF HISTORY

Under 11s: **What's the most important? Ranked from 1-4 (most important first)**

Theme	1st	2nd	3rd	4th	Response Count
Famous people from the past	2	4	11	9	26
Ordinary' people from the past	1	4	10	11	26
My family history	8	9	4	6	27
Important things in the past, like battles, disasters, scientific discoveries, explorers	15	10	1	1	27
Total responding					**27**

TABLE 45 UNDER 11S' RANKINGS OF FOUR HERITAGE THEMES
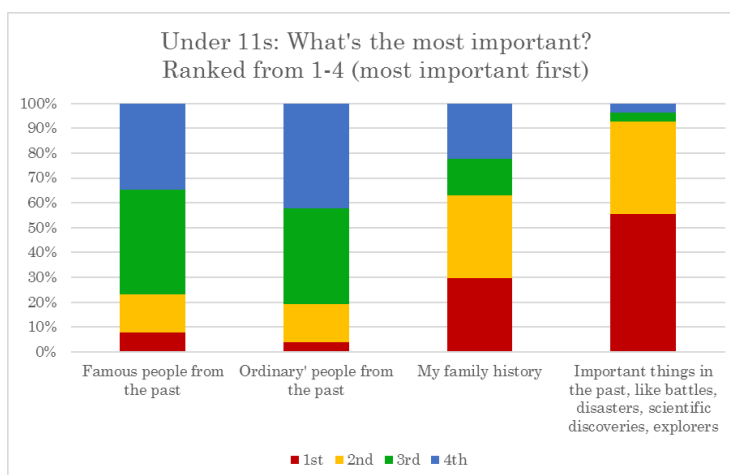
FIGURE 53 UNDER 11S' RANKINGS OF FOUR HERITAGE THEMES

Under 11s: **Do you like visiting museums and old places you can explore like castles or windmills?**

Response	f	%
Yes, a lot	19	73.1%
Yes, a little	5	19.2%
Don't know	0	0.0%
No, not really	1	3.8%
No, not at all	1	3.8%
Total	**26**	

TABLE 46 UNDER 11S' HERITAGE VISITING PREFERENCES
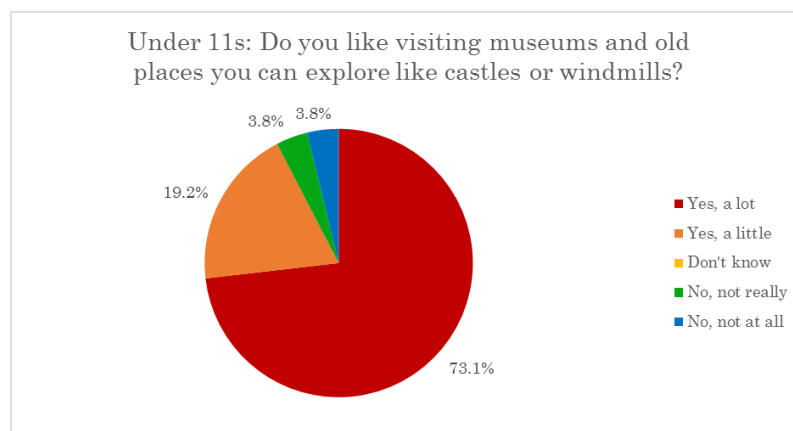
FIGURE 54 UNDER 11S' HERITAGE VISITING PREFERENCES

Under 11s: **When you go to a museum or an old place like a castle or windmill do you like to do these things?**

	Yes		**No**		**Response Count**
	f	%	f	%	
See old things	23	85.2%	4	14.8%	27
Watch films about the past	14	53.9%	12	46.2%	26
Hold and touch old things	24	88.9%	3	11.1%	27
Dress up and play stories from the past	12	46.2%	14	53.8%	26
Total responding					**27**

TABLE 47 UNDER 11S' PREFERENCES FOR TAKING PART IN HERITAGE ACTIVITIES
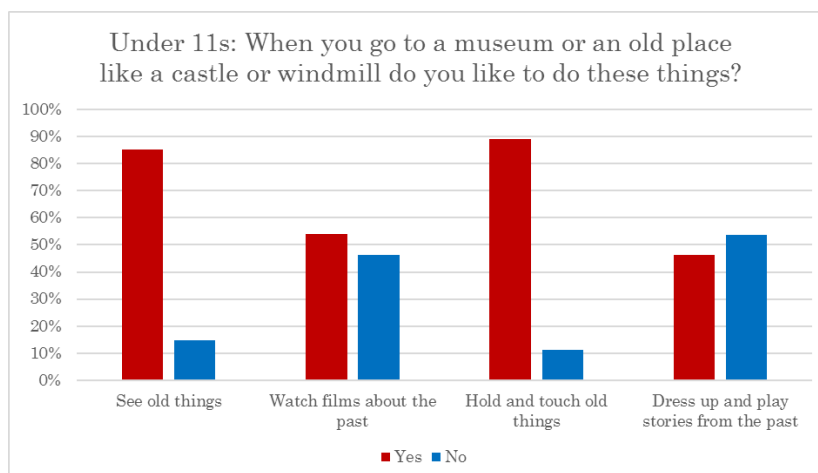
FIGURE 55 UNDER 11S' PREFERENCES FOR TAKING PART IN HERITAGE ACTIVITIES

Under 11s: **Have you visited any of these places to look at their history?**

	Yes		No		Don't know		Response Count
	f	%	*f*	%	*f*	%	
An old city or town	19	73.1%	4	15.4%	3	11.5%	26
An old building	22	81.5%	3	11.1%	2	7.4%	27
A church	22	81.5%	1	3.7%	4	14.8%	27
A castle	21	77.8%	4	14.8%	2	7.4%	27
A museum	23	85.2%	1	3.7%	3	11.1%	27
An art gallery	13	48.1%	9	33.3%	5	18.5%	27
Total responding							**27**

TABLE 48 UNDER 11S' HERITAGE VISITING
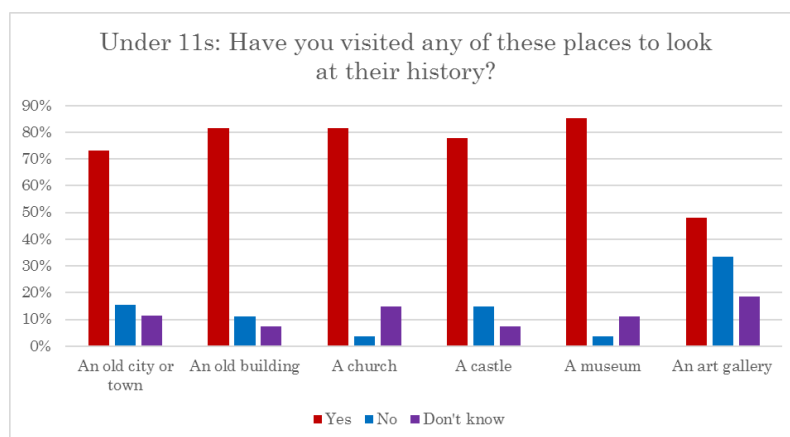
FIGURE 56 UNDER 11S' HERITAGE VISITING

Under 11s: **Have you tried doing any of these things?**	Yes		No		Don't know		Response Count
	f	%	*f*	%	*f*	%	
Dressing up like someone from the past	14	51.9%	11	40.7%	2	7.4%	27
Reading about a story from the past	23	85.2%	2	7.4%	2	7.4%	27
Watching history on television, on a computer or on a tablet	21	77.8%	3	11.1%	3	11.1%	27
Looking up things about the past on the internet	20	74.1%	6	22.2%	1	3.7%	27
Joined in an archaeology project	9	33.3%	17	63.0%	1	3.7%	27
Total responding							**27**

TABLE 49 UNDER 11S' PARTICIPATION IN HERITAGE ACTIVITIES
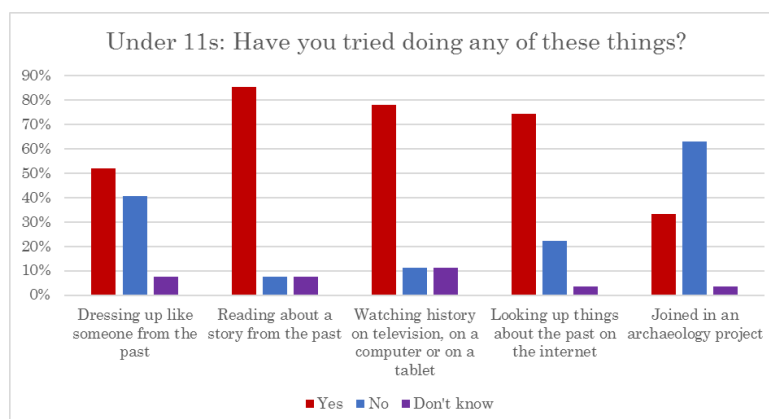
FIGURE 57 UNDER 11S' PARTICIPATION IN HERITAGE ACTIVITIES

Conclusions

Heritage is meaningful and engaging for the majority of those who participated in the *Our Lincolnshire* heritage survey. Younger people have slightly different priorities compared with adult respondents to the survey, many of whom were already interested or engaged with heritage (as indicated in their responses).

Local and regional heritage can be identified as of major significance for survey respondents, and this has implications for how identity is understood within the region and how the past informs and shapes this.

Lincolnshire, according to people who live in and around the county, comprises a wide variety of heritage, both tangible and intangible – which are inextricably linked. People are conscious of local traditions from the recent past as well as significant histories stretching back as far as the prehistoric period.

Engagement from a wide variety of Lincolnshire's population with the survey has enabled a broad view to be taken of how heritage is perceived in the county, particularly beyond the city. The data collected in the survey is of interest to those involved with the ongoing care and presentation of heritage in all its manifestations.

Results from the survey have indicated a number of avenues which are worthy of further research, including how and why younger people perceive of and engage with heritage, and how this differs compared to older people. Differing conceptualisations of heritage throughout the life cycle are evident in data collected in this survey, and analysis of this material could be taken further given more time. Further analysis could also be made of the dynamic between the past and the future in relation to heritage, and how and in what ways this successfully resonates with the present (or not).

Responses to the survey contribute an important set of self-reported views. Other strands of the project draw out more about how people engage with heritage at an interactive, visual, performative and active level in perhaps a less self-conscious way. Combining the results of the survey with these other dimensions creates a strong set of interpretations about heritage in Lincolnshire.

3. *My Lincolnshire Collection*: Creative Digital Web App

Anna Cruse

Summary

My Lincolnshire Collection, the web-app designed for Strand C, enables users to digitally select their favourite objects from a collection of 100 gathered from sites around Lincolnshire.

The web-app achieved 168 uses which, although lower than anticipated, provided informative and positive feedback regarding attitudes to heritage in the county. Younger users have shown a preference towards objects created in more recent years, whilst the most popular object among all users was the "Jolly Fisherman" statue at Skegness.

Introduction

Strand C constitutes the development of a creative 'app' that enables digital audiences to select up to ten objects from a supplied range of 100 in/tangible heritage photographs or 'tiles' for their own virtual collection, using a 'click and drag' motion. The 100 tiles represent 100 objects that are publically accessible at a number sites around Lincolnshire. The photographs of these objects were either submitted by the heritage sites or collected by the Research Assistant assigned to this strand. Having selected up to ten objects, the user is provided with a map of Lincolnshire, upon which the locations of their tile selections are marked. The 'app' is called *My Lincolnshire Collection*.

Aims

The core aims of the *My Lincolnshire Collection* web-app are threefold:

1. To engage residents and visitors to Lincolnshire with heritage in a creative and innovative way, whilst also ascertaining the usability and appeal of a web-based heritage app, and the audiences to which such a concept is best suited.

2. To engage residents of and potential visitors to Lincolnshire with a sample of the county's heritage that demonstrates a wide variety of historic periods, themes and locations. We hope that in doing so, we can broaden public attitudes regarding what constitutes heritage. Attention has been deliberately directed towards objects of heritage that are less well known and less frequently visited than many of those that are housed with Lincoln's city centre.

3. To discover what aspects/types of heritage Lincolnshire's residents and visitors find the most interesting and/or engaging, depending on their selections using the web-app and to find out more about people's attitudes to Lincolnshire's heritage in general.

Methodology

From an 'app' to a 'web-app'

In the interests of enabling as many people as possible to use *My Lincolnshire Collection* it was decided that the program would be hosted by a web address, as opposed to a traditional mobile software distribution platform such as 'Google Play' or 'App Store'. In addition to the significant cost of resources that hosting on these platforms would have expended, it would also have presented difficulties to those without access to web-enabled mobile devices. Furthermore, by hosting the program at a web address we have enabled those using public computers to access *My Lincolnshire Collection* without having to

complete time consuming and potentially restrictive downloads. Mobile device users are still able to access and use the program, but without needing to download and install the program to their device in order to use it.

Collecting, editing and sharing images

Calls for contribution to the project of photographs of objects were sent out to a number of heritage organisations and sites during the first months of the project. Ultimately, 44 of the images used for *My Lincolnshire Collection* were provided by external organisations. The remaining 66 photographs were taken by the Strand C research assistant, who acted in accordance with Objective I to gather images of objects that represented a range of heritage themes. A broad range of time periods and heritage types were covered by the 100 objects presented in *My Lincolnshire Collection*.

Each photograph was cropped to the same size (512 x 512 pixels) and, where possible edited in a style that would create a sense of uniformity throughout the collection. In this way, we hope to reduce the effect that the aesthetic appearance of the photograph has upon the user, in favour of the physical objects that each photograph depicts.

Marketing and dissemination

My Lincolnshire Collection was launched live on Siren FM radio by P.I. Carenza Lewis and R.A. Anna Cruse on the morning of 04/03/2016, a Friday. Information and promotional material for the web-app were shared on Twitter, Instagram, Facebook and the project website in the lead up to and after the launch, and this digital presence has been maintained throughout the course of the project. The heritage sites from which the web-app's photographs were taken were contacted to make them aware *My Lincolnshire Collection* had launched, and in some cases, they were sent small 'plaques' (Figure 58) to display alongside the objects in their institution that appeared on the web-app.

FIGURE 58 A6 'PLAQUE' FOR DISPLAY ALONGSIDE OBJECTS OF WHICH PHOTOGRAPHS APPEAR ON THE *MY LINCOLNSHIRE COLLECTION* WEB-APP

Initial usage of the web-app was lower than anticipated, with 9 Collection Submissions (herein referred to as C.S.'s) made by 07/03/2016. It was therefore decided that the 'sign in' element of the page, for which users were required to provide an email address and password before using the web-app, would be

removed as it was suspected that the amount of time and provision of personal details that this required may have been deterring users. This also meant that users were able to view the main element the web-app (the panel of 100 image tiles) immediately upon directing their browser the web address and, upon clicking through the 'Welcome' dialogue box, could interact with the tiles straightaway. These changes were fully implemented by 14/03/2016. An immediate increase in usage was perceived following the alterations, as can be seen in Figure 59.

Also on 14/03/2016, emails were sent to heritage and history groups around the county to request that they feature a piece about *My Lincolnshire Collection* on their websites and social media. A department-wide email was also sent to the University of Lincoln's College of Arts, encouraging staff members to use the web-app.

A Buzzfeed quiz entitled "Which TV Historian Are You?" was produced and publicised through social media over the first three weeks of March. It features 90 photographs of heritage objects from around Lincolnshire, the majority of which can also be found on *My Lincolnshire Collection*, and provided a link to the web-app at the end. The quiz has had approximately 2700 views at the time of writing. Unfortunately, Buzzfeed does not record data regarding answers from quizzes published on their website, so it has not been possible to retrieve such information from the quiz.

In addition to publishing several blog posts about *My Lincolnshire Collection* on the *Our Lincolnshire* project website, articles about the web-app also featured on a number of press platforms. Listed below are the dates, headlines and publication names of each appearance in the press:

17/03/2016 "Want to curate an exhibition? There's an app for that" *Noodls.com*

17/03/2016 "New web app will showcase all the best of Lincolnshire's Heritage" *Lincolnshire Echo*

19/03/2016 "Are these the 100 most important objects in Lincolnshire?" *East Lindsey Target, NewsRT.co.uk*

20/03/2016 "A chance to show there's more to Lincolnshire than just Lincoln" *NewsRT.co.uk, Spalding Today*

23/03/2016 "A chance to show that there's more to our fine county than just Lincoln" *Horncastle News*

23/03/2016 "Help to show there's more to our county than Lincoln" *Market Rasen Mail*, *Spilsby Standard*

23/03/2016 "Behind the headlines: There's more to our county than Lincoln" *Skegness Standard*

23/03/2016 "ARTEFACTS: Search is on for experts to find perfect examples of our heritage" *East Lindsey Target*

23/03/2016 "Help to show there's more I to our county than Lincoln" *Mablethorpe & Sutton on Sea Leader*

23/03/2016 "Search is on for experts to find perfect examples of our heritage: Pick a top 10" *Grantham Target, Boston Target*

24/03/2016 "Tap the app and vote for our 10 most important objects..." *Lincolnshire Echo*

25/03/2016 "A chance to show there's more to our county than just Lincoln" *Stamford & Rutland Mercury, Stamford Mercury (Bourne)*

25/03/2016 "Chance to show there's more to our county than just city of Lincoln" *Grantham Journal*

27/03/2016 "FEATURE: Help to show there's more to our county than Lincoln" *NewsRT.co.uk, Market Rasen Mail Online, Horncastle News Online, Spalding Today, Sleaford Standard, Rutland & Stamford Mercury, Bourne Local, Grantham Journal, Boston Standard, Louth Today*.

Page views vs. Collection Submissions

There has been a notable discrepancy between the number of page views received by the web address hosting the web-app, and actual C.S.'s. The final number of C.S.'s from which the data presented here is drawn is 168. Conversely, the total number of page views (minus an estimated number of visits made by *Our Lincolnshire* researchers throughout the development and marketing process) is approximately 2,700.

Attention was first drawn to this discrepancy on 13/04/2016. Considering the possibility that users may have been confused by the function of the web-app upon visiting the web address, an instructional GIF was developed for the website's opening dialogue box to demonstrate the 'click and drag' function of the web-app to users upon initial entry. This was installed by 14/04/2016 but according to Figure 59 appears to have had little immediate effect.

Presentations and guided usage

During the early stages of dissemination researchers noticed when speaking to users about the web-app in person that there was often an initial moment of confusion in users as to the function and purpose of the program, and its context within a wider project. However, upon being provided with a brief explanation regarding these matters, users appeared to become engaged with *My Lincolnshire Collection* almost instantly. In response to the positive verbal feedback provided by these users, five presentations were organised so that a member of the *Our Lincolnshire* team could explain the web-app to more users in person before they attempted to use it. These presentations took place during the week beginning 18/04/2016, at Crowland Abbey Visitor Guides Group, Navenby Archaeology Group, The Lincolnshire Archives and Lincoln Minster School (where two presentations took place).

Feedback from these presentations (Figure 71) suggested that whilst older users found the idea of *My Lincolnshire Collection* to be an interesting one and the web-app fundamentally easy to use, they found the functionality (some maps did not appear properly upon submission), object descriptions and images shown on the web-app to be only satisfactory. Some also found the delivery of information and instructions from the *Our Lincolnshire* speaker to be faster than they would like. Conversely, younger users (those aged 12-18 to whom presentations were given at school) found the task presented by the web-app to be a simple one, and required little explanation or encouragement to make their C.S.'s. Their written feedback reflected that the majority had engaged with and enjoyed the web-app.

In addition to these guided presentations, one day (21/04/2016) was given to seeking users among the student population at the University of Lincoln. In exchange for refreshments, students and staff were asked to make a C.S. using the web-app and, where possible to leave feedback or comments on their selections. The success of this venture caused a sharp increase in usage of the web-app that day, and for this reason the anomalous number of 64 uses in one day has been excluded from Figure 59 so as to make the overall data more readable. Figure 60 and Figure *61* include the anomalous figure attributed to 21/04/2016.

Similarly to the 12-18 year olds at Lincoln Minster School, the majority of university students (whose average age can be estimated at approximately 20 years old) were very comfortable with the format and functionality of the app, and required little prompting. The written feedback from this group suggested that their favourite thing about the web-app was the photographs themselves which, contrary to the opinions of some older users, they found to be of excellent quality.

Data Summary

Usage

Between the period starting 02/03/2016 until 22/04/2016, 168 Collection Submissions (C.S.'s) were made via the *My Lincolnshire Collection* web app. The dates upon which these C.S.'s were made are plotted on the graphs below.
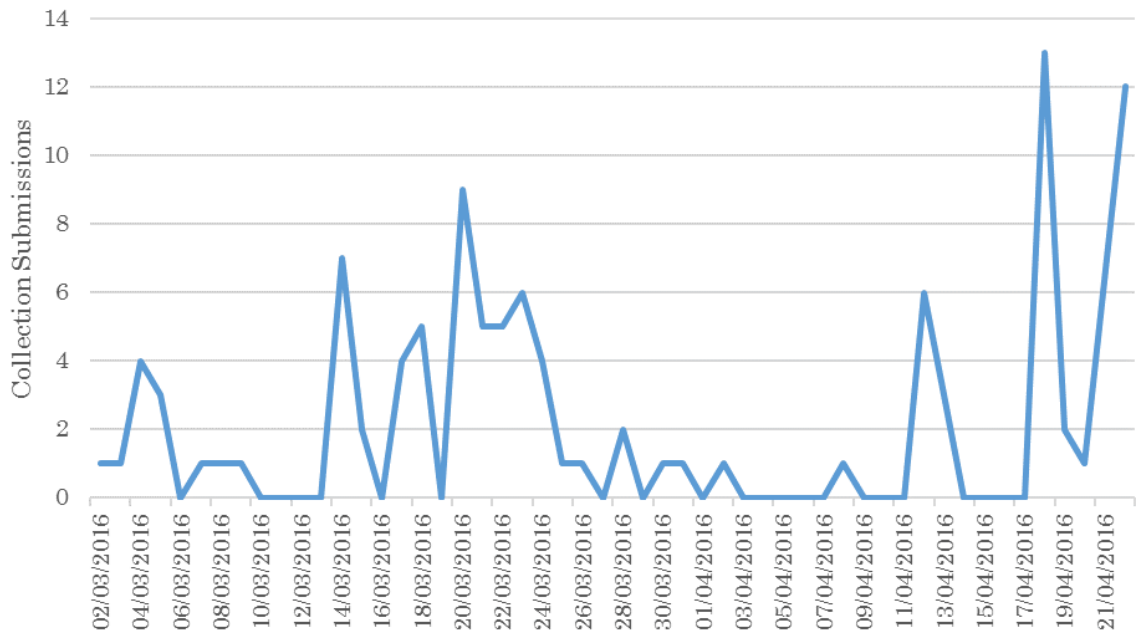
FIGURE 59 COLLECTION SUBMISSION NUMBERS BY DATE (EXCLUDING 21/04 ANOMALY)
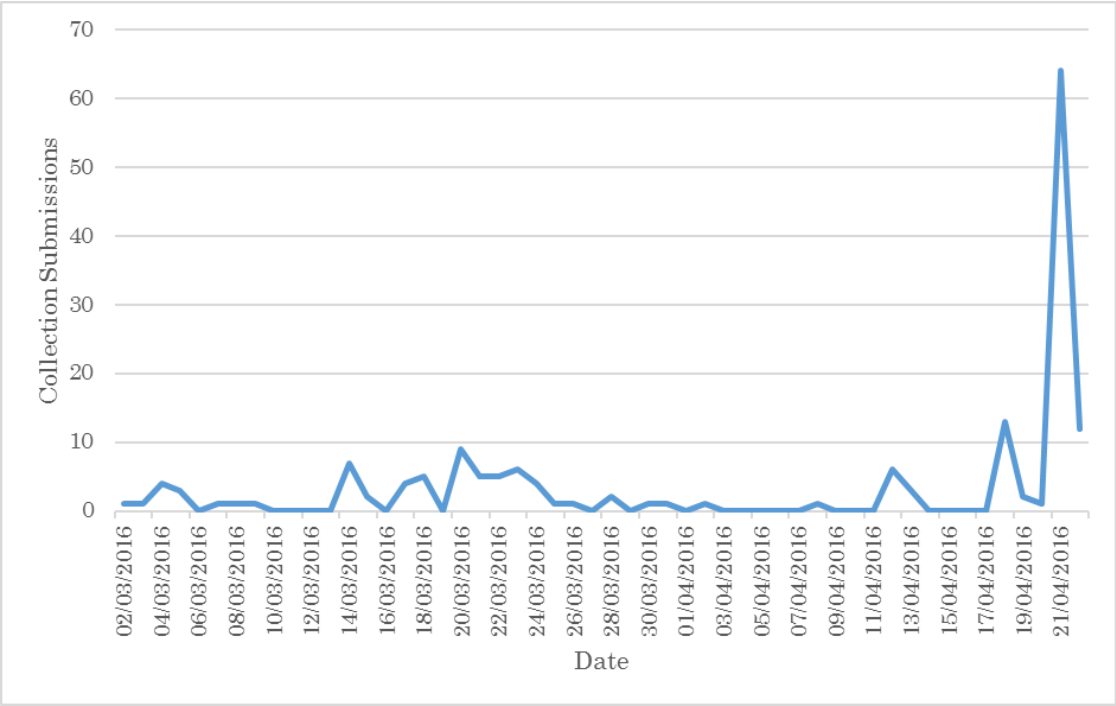
FIGURE 60 NUMBER OF COLLECTION SUBMISSIONS BY DATE (INCLUDING 21/04 ANOMALY) LINE GRAPH
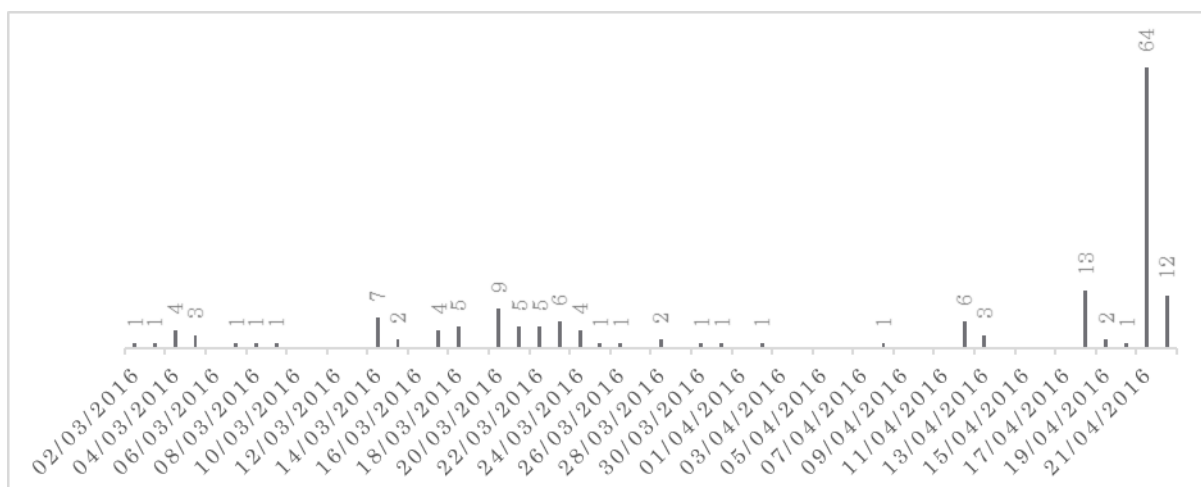
FIGURE 61 NUMBER OF COLLECTION SUBMISSIONS BY DATE (INCLUDING 21/04 ANOMALY) NUMBERED BAR GRAPH

Object ratios by district
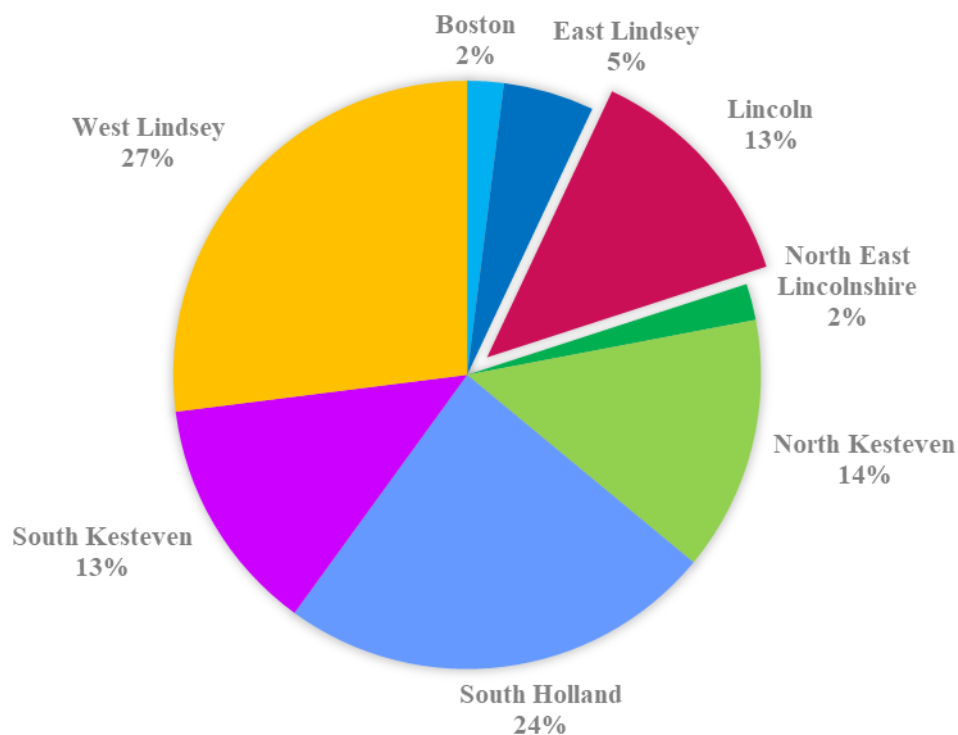
FIGURE 62 PERCENTAGE OF OBJECTS PRESENTED ON *MY LINCOLNSHIRE COLLECTION* BY DISTRICT
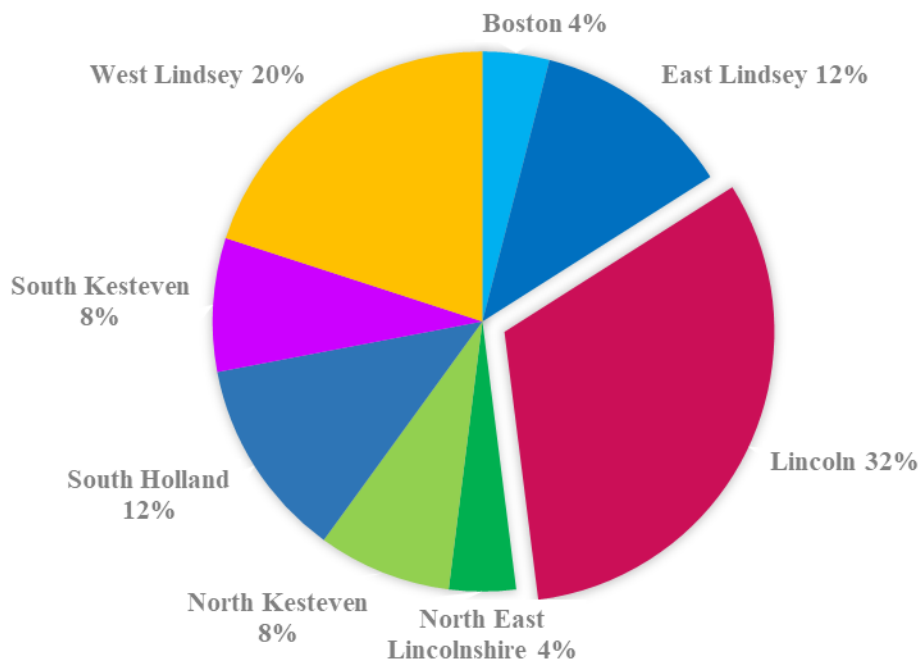
FIGURE 63 PERCENTAGE OF TOP 25 MOST FREQUENTLY CHOSEN OBJECTS BY DISTRICT
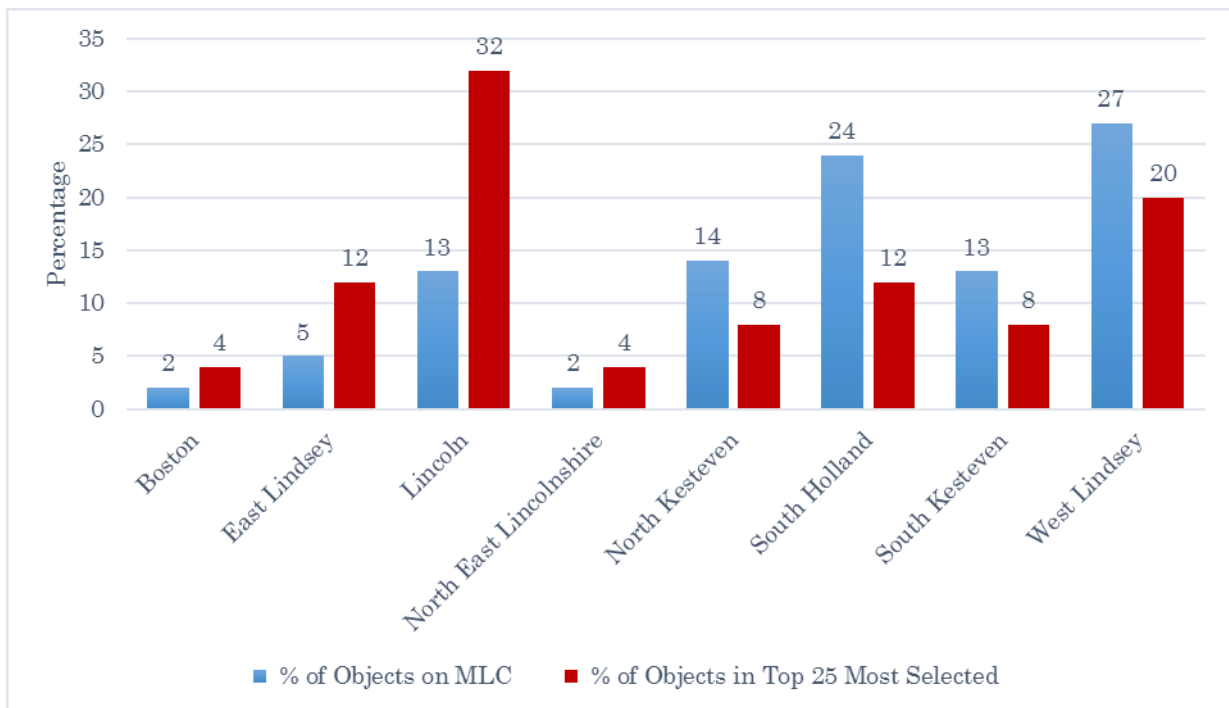
FIGURE 64 COMPARISON BETWEEN PERCENTAGE OF OBJECTS PRESENTED ON *MY LINCOLNSHIRE COLLECTION* AND PERCENTAGE OF TOP 25 MOST FREQUENTLY CHOSEN OBJECTS BY DISTRICT

Object Ratios by Century of Creation
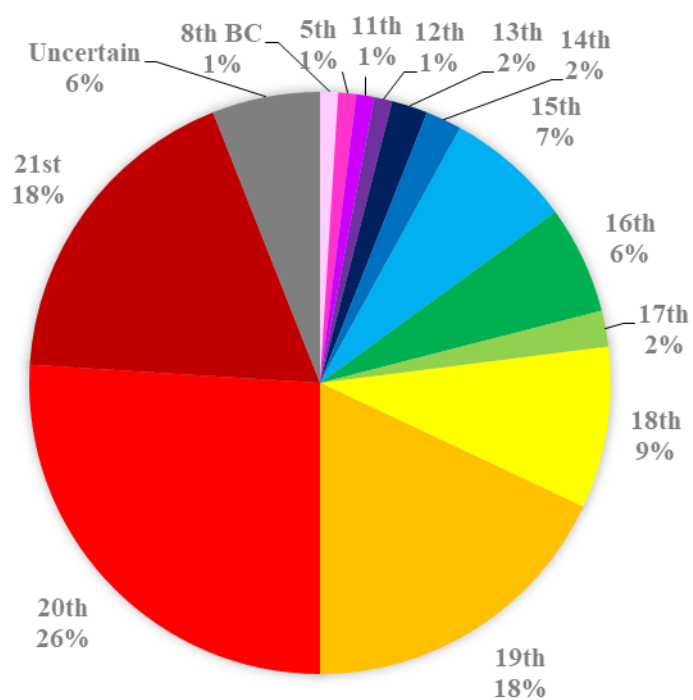
FIGURE 65 PERCENTAGE OF OBJECTS PRESENTED ON *MY LINCOLNSHIRE COLLECTION* BY CENTURY OF CREATION
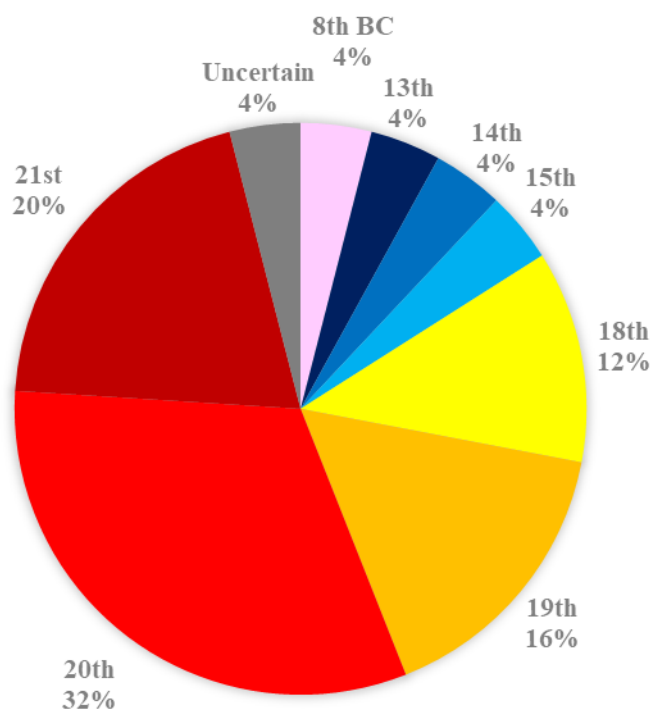
FIGURE 66 PERCENTAGE OF TOP 25 MOST FREQUENTLY CHOSEN OBJECTS BY CENTURY OF CREATION

Object Ratios by Heritage Type
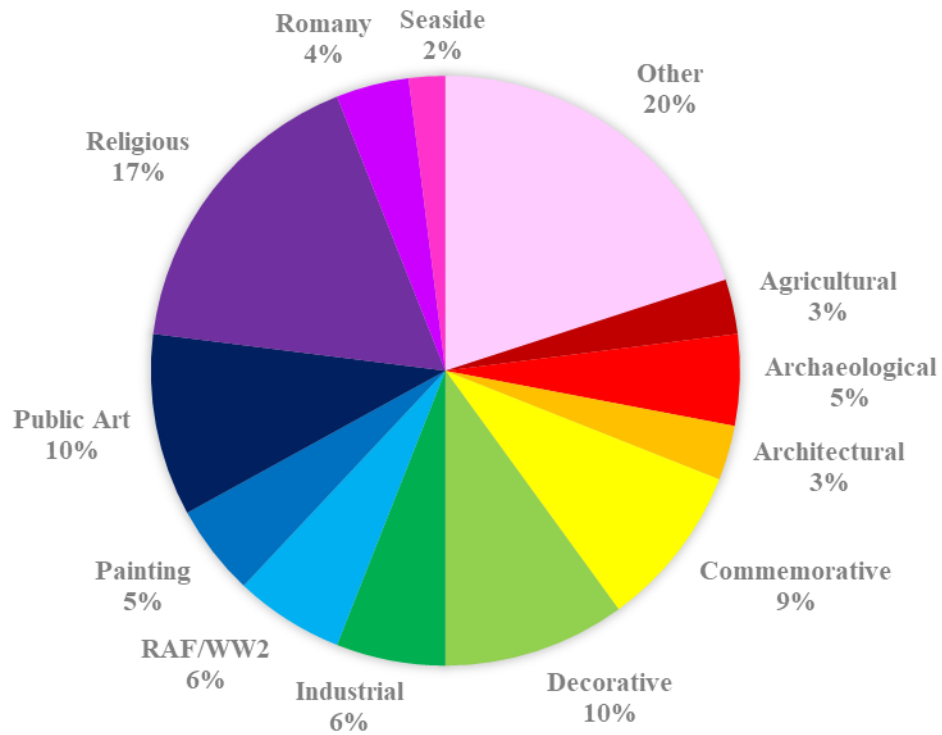
FIGURE 67 PERCENTAGE OF OBJECTS PRESENTED ON *MY LINCOLNSHIRE COLLECTION* BY HERITAGE TYPE
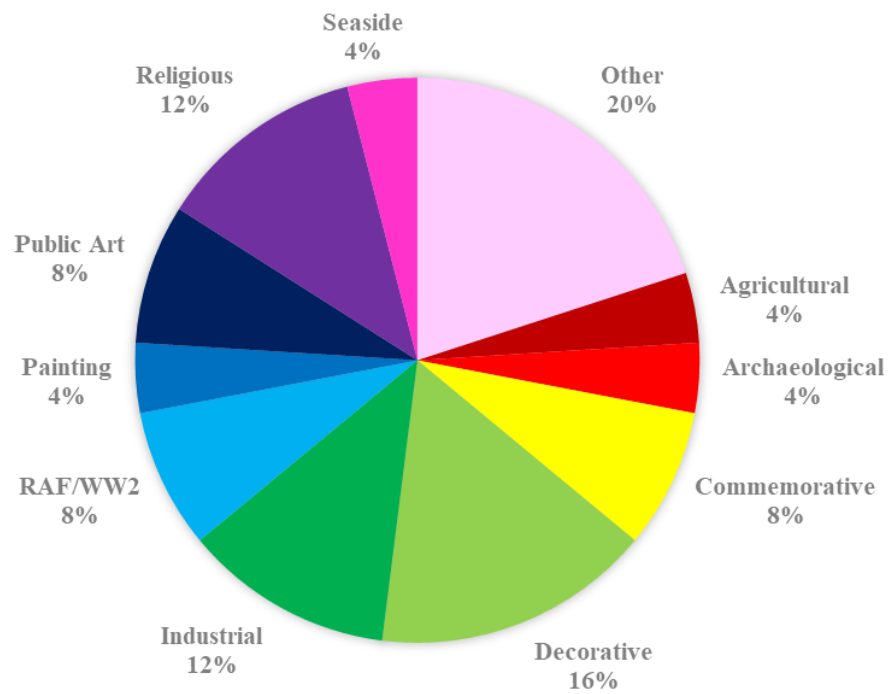
FIGURE 68 PERCENTAGE OF TOP 25 MOST FREQUENTLY CHOSEN OBJECTS BY HERITAGE TYPE

Most popular objects among 12-13 year olds
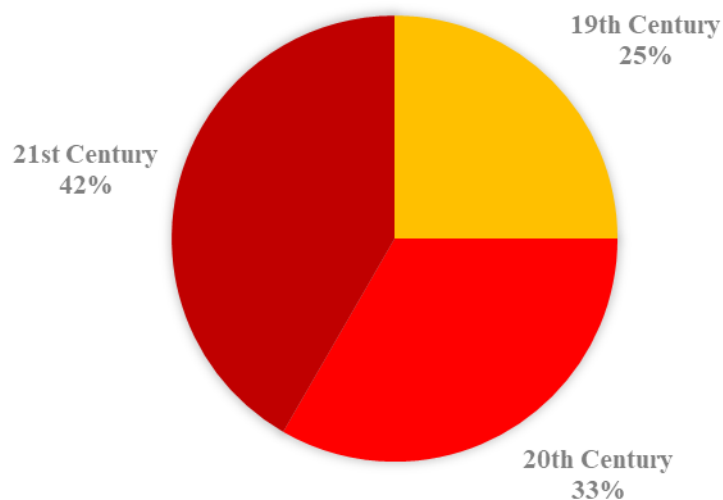
FIGURE 69 PERCENTAGE OF 12-18 YEAR OLDS' TOP 12 MOST FREQUENTLY CHOSEN OBJECTS BY CENTURY CREATED (0% LABELS REMOVED)
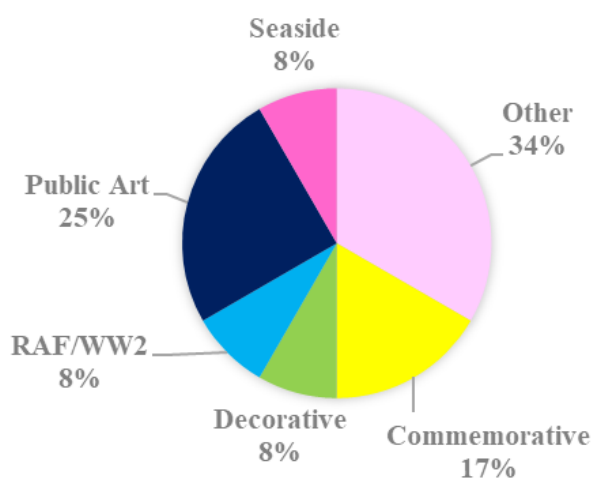
FIGURE 70 PERCENTAGE OF 12-18 YEAR OLDS' TOP 12 MOST FREQUENTLY CHOSEN OBJECTS BY HERITAGE TYPE

Top 25 most frequently selected objects list

See Appendix 3 for a complete list of the images used in the web app. The Top 25 images were as follows:

Rank	Object Image	Location	Number of Times Selected
1		Skegness	40
2		Village Green Nocton	39
3		Skegness	37
4		Museum of Lincolnshire Life	36
5		The Usher Collections	35
6		Ayscoughfee Hall Museum	33
7		Dambusters Inn	32
8		The Collection (Archaeology)	31

Rank	Object Image	Location	Number of Times Selected
9		Dambusters Inn	28
10		Museum of Lincolnshire Life	27
11		Gainsborough Heritage Centre	27
12		Museum of Lincolnshire Life	26
13		Stamford - Robert Loomes Watchmaker	26
14		Stamford - St Mary's Church	26
15		Crowland Abbey	25
16		Old School Lane, Billinghay	24
17		Ayscoughfee Hall Museum	24
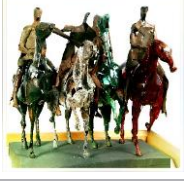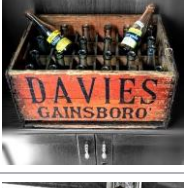
Rank	Object Image	Location	Number of Times Selected
18		Dambusters Inn	24
19		The Usher Collections	23
20		St Botolph's Church, Boston	22
21		Skegness	22
22		North East Lincolnshire Museum Service	22
23		The Usher Collections	21
24		Gainsborough Heritage Centre	21
25		Museum of Lincolnshire Life	20

TABLE 50 LIST OF THE TOP 25 MOST FREQUENTLY SELECTED OBJECTS

Web-App Feedback Sheet Results
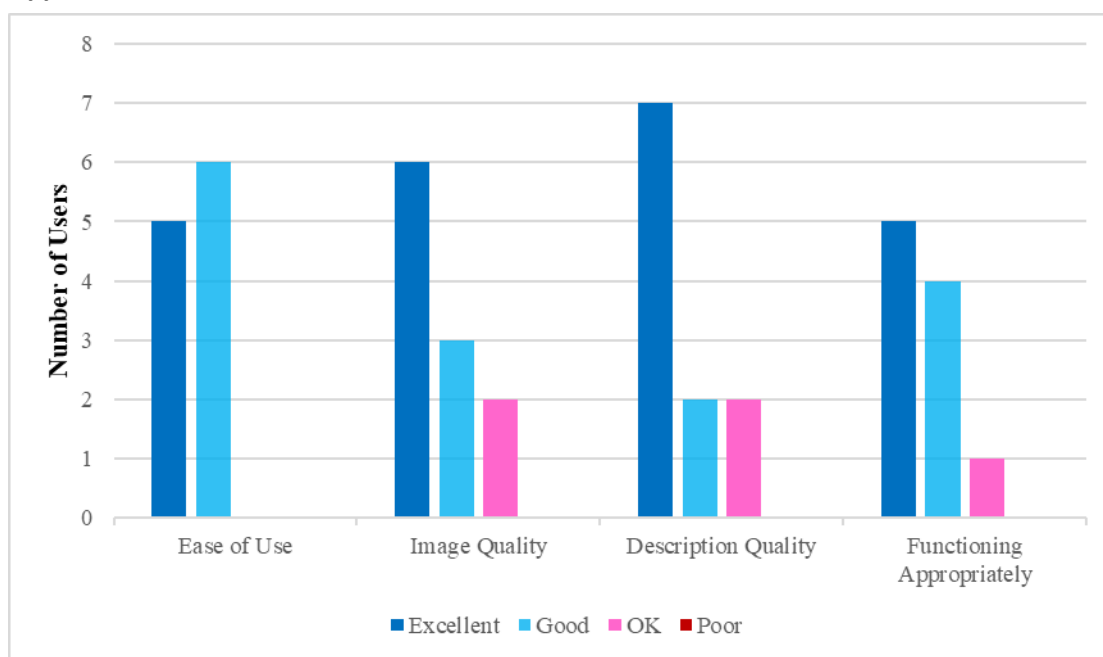
FIGURE 71 MY LINCOLNSHIRE COLLECTION USAGE FEEDBACK FORM RESULTS (AGES 50+)

Data Evaluation

Usage

With an original projected target of over 1000 Collection Submissions and an actual achievement of 168, overall usage of the web-app has been approximately 83% lower than anticipated. However, as mentioned previously, visits to the website upon which the web-app is hosted are estimated to have exceeded 2,500. This suggests that although the idea of *My Lincolnshire Collection* has reached many potential users and interested them enough to navigate to the web address, the front page of the web-app itself has not attracted them to continue and make a C.S. As can be seen from Figure 61, the implementation of an instructional GIF on 14/04/2016 did little to increase independent usage (as opposed to guided usage accounted for by presentations given in the week beginning 18/04/2016 and the anomaly of 21/04/2016).

The success of both the *Our Lincolnshire* survey (Strand A) and the "Which TV Historian Are You" Buzzfeed quiz (the latter reaching approximately 2,700 at the time of writing) suggest that the issue with *My Lincolnshire Collection* may have been a lack of familiarity with the platform. When one navigates to a survey or a quiz on a well-established web platform (in these cases, Survey Monkey and Buzzfeed respectively), one tends to know what to expect, thus instilling a sense of confidence in one's ability to complete the proposed process. In addition to asking users to view and select a collection from 100 images with which they may not be familiar, *My Lincolnshire Collection* further asks that they learn to navigate an unfamiliar program which, without direct guidance, may have proved too much of a task. It is possible that a survey hosted by Survey Monkey but presented in the style of a Buzzfeed Quiz (in which users are asked to select a favourite image from several smaller image groups as opposed to ten images from one large image group of 100 as is the case in *My Lincolnshire Collection*) might prove more popular, were Strand C to be continued/imitated. This way, users could interact with the heritage tiles in a broadly familiar manner, whilst the data relating to their selections could be retrieved via Survey Monkey (as cannot be done via Buzzfeed itself).

Although submission numbers from the web-app were below expectation, Aim I of Strand C was to engage the public with heritage in a creative and innovative way, which itself suggests that the format must be to an extent unfamiliar to the user. This aim has been achieved in at least 168 cases (potentially more if we consider that some of those who visited the site but did not make a C.S. may have engaged with the web-app tiles before leaving). It may be noted that when guided to the web address of *My Lincolnshire Collection*, younger users were undeterred by the unfamiliarity of the platform, leaving comments on their submissions such those listed below, which have been divided into 12-13 year olds, and University of Lincoln students, whose average age can be estimated at approximately 20.

Lincoln Minster School (ages 12-13)

"The pictures that I chose were arty ones with good photography as that is what I am interested in."

"I like the sculptures. I also like the paintings."

"Overall a great range of different images I found it challenging to find my top ten as all of the images were great I am also setting myself out to find my top ten in real life! A very good website!"

"I chose these pictures as I believe these were the coolest ones. They were all quite unique which was also cool."

"I like the sculpture items and also the stuff that is really nice to look at and quite modern items"

"Overall I chose more modern photos as they appeal to me more"

"I chose these because they look cool. The teddy surprised me because it doesn't look historic"

University of Lincoln Students (18+)

"Cool photos and interesting pieces!"

"App is very easy to use and looks nice. I like the photos used, they are high quality."

"I like them all"

"Good composition"

"Absolutely awesomeeeeeeee pictures, Lincolnshire is b-e-a-utiful"

"A selection of a few things I like the bike because I'm a biker. The boat since I make models a lot. The train set since I have fond memories of my own as a child. And the historic sculptures since it's an important part of the town I live in."

"Good to see pictures of these collections, made me interested to find out more/visit the locations of them."

"Good exercise. Highlighted all the treasures of the area."

"History and heritage are an important part of who we are we should keep remembering how far we have come and how designed objects looked in the past"

"Lovely idea and great pics!"

"The photo quality of the images really enhances them."

These results regarding usage suggest that young people are especially happy to engage with heritage via the web-app. Methods of reaching this audience without necessitating in-person direction to the web

address is an area that could be developed were this strand of the project continued/imitated. Were one able to implement the use of *My Lincolnshire Collection* as an initiative in schools, usage results, based on feedback supplied here, could be presumed to be higher as young people seem to find the web-app usable, engaging and of high quality.

A varied sample and results

Aim II of Strand C was to engage residents of and potential visitors to Lincolnshire with a sample of the county's heritage in a way that demonstrates a wide variety of locations, historic periods and themes. Figure 62 shows what percentage of the 100 objects presented on *My Lincolnshire Collection* are found in each district of Lincolnshire. In an effort to give more attention to the heritage that resides outside of Lincoln, only 13% of the objects presented on the web-app can be found inside the city centre. In Figure 63, which shows the percentage of where the top 25 most frequently selected objects are located, there is a disproportional swing towards Lincoln, with the city's objects constituting 32% of objects in this top quarter, thus outperforming all other districts (to the particular detriment of South Holland which, having made up 24% of total objects in the original sample constitutes only 12% of the top 25). Although there is a feeling that too much focus is given to Lincoln's heritage, it is reasonable to suggest based on these results that there is an indication that the city genuinely houses more popular heritage objects than anywhere else in the county.

Figure 65-Figure *66* show the percentage distribution of the 100 objects in the original sample by their century of creation. Where the estimated date of an object spans more than one century, the earlier century has been logged. From the 11th century onwards, every century has been represented in the original sample, in addition to one object each from the 8th century B.C. and the 5th century A.D. Figure 66 shows the percentage of objects in the top 25 most frequently chosen by their century of creation. Although the spread is similar to that which may be seen in the original sample, the 18th, 20th and 21st centuries has been particularly popular, to the detriment of the 5th, 11th, 12th, 16th and 17th centuries, none of which were represented in the selection of top 25 most frequently chosen objects. It is possible that the popularity of objects created in the more recent centuries versus the less recent may be due (in addition to the fact that almost two thirds of the objects in the original sample were created from the 18th century onwards) to the familiarity with which users may regard these eras, especially in the case of the 20th and 21st centuries. The events of the 20th century in particular are still recent enough that the objects with which we associate them are more likely to evoke a response than, for example, some anonymous shards of 13th century pottery.

Figure 67 shows what percentage of objects on *My Lincolnshire Collection* belong to which 'heritage type'. These types have been devised by the research assistant assigned to this strand to measure and ensure variety in the objects presented on the web-app. The graph shows a fairly even spread of types (barring the 'Other' section which comprises 20 objects whose type is unique among the 100 object sample), with some skew towards religious objects. This is representative of the fact that, in their comparative permanence, religious buildings are often able to store and maintain heritage objects for centuries at a time without disruption (as opposed to shops and houses which are frequently emptied as owners move in and out) and therefore hold a disproportionately high number of such objects.

Figure 68 shows the top 25 most frequently chosen objects represent the spread of heritage types in the original 100 object sample fairly accurately, but with some interesting differences. Industrial heritage objects make up 12% of the top 25 most frequently chosen despite constituting only 6% of the original sample, indicating that users had a strong preference for this type. Conversely, none of the objects in the top 25 were of the Romany or the Architectural heritage type, despite these types being represented in four per cent and three per cent of the total sample respectively. This may be explained in the case of the

Romany heritage type by a lack of familiarity with the history and culture of what is an arguably marginalised group of society.

Young people's preferences

It is interesting to compare the results relating both to heritage types and centuries of creation with the top 12 objects most frequently selected by the students aged (12-13) at Lincoln Minster School (Figure 69 and Figure 70). Only the three most recent centuries are represented in the top 12 most frequently chosen selection, with heritage types such as Public Art and Seaside heritage proving twice as popular as in the overall top 25 set. As indicated by the students' comments, they were particularly drawn to the more modern objects when making their selections saying, "…they appeal to me more". One wonders whether, once again, this attraction reflects the notion that these objects are simply more familiar and relevant to the age in which these young people are living and that they are therefore more likely to choose objects that speak to their own knowledge and experience.

The Jolly Fisherman and the Familiarity Theory

As may be seen from Table 50, the object that with 40 selections has proved most popular on the web-app is the statue of the so-called "Jolly Fisherman" at Skegness beach. The image of the "Jolly Fisherman" is an arguably iconic one, recognised and associated with Skegness throughout Lincolnshire and to some extent other parts of Great Britain. Although one may reasonably presume that the object's notoriety will have had a demonstrable effect on its popularity on *My Lincolnshire Collection* (following the trend that seems to have presented itself throughout this strand of the report of users choosing objects with which they are familiar in some capacity) there may also be something to be said for its ability to span several different heritage types and themes, and therefore appeal to a wider range of people. Although the statue is listed under 'Seaside' heritage on the project records, it might also be considered as a work of commemorative public art that upon reading the accompanying description on *My Lincolnshire Collection* can be seen to reference fishing, tourism and travel heritage. It is also possible that the description's reference to train travel from London to Lincolnshire appeals to the University of Lincoln's student population, many of whom will use the train to travel from their family homes to Lincolnshire several times a year.

The notion that people are drawn to objects with which they are in some way familiar, able to identify or possessing of a prior interest is further supported by several of the comments provided via the web-app:

> "I have an interest in gender and popular culture so certain items in my collection have been chosen to reflect this. Other items have been picked because of the interesting detail."

> "I have picked what I feel represent articles with broad overview of life in Lincolnshire, covering the association with the sea, agriculture, engineering, the importance of the bouncing bomb, the references to the war with the gas mask and the cigarettes show how people had to cope with the harshness of war, the emotional poppies sculpture accessible to everyone, the really lovely model railway, that has always been a real joy to visit, the stained glass window for me sums up the wish for the future in religion, and finally the North Scarle tribute to the Queen."

> "A few fabulous objects from my town's past and one because I just love Green Man iconography."

> "The tiles I have chosen are my favourites they are either places I have either visited and enjoyed i.e. The Dambusters pub or Skegness or our wonderful churches and cathedral in the county of Lincolnshire. The crate containing the bottles was just a fond memory from

my childhood. Nostalgia just gives you that 'warm' feeling and momentarily takes you back to another era."

"I loved all the options, so it is very hard to choose, but these stood out for various reasons. Some are local to me, I've seen them and it interests me or holds something close whilst others are just so wonderful and engage different peaks of my interest. Having had some ancestors/distant relatives from WW1/2, certain objects like RAF gear could easily have been used by those people, or connect to their regiments. Other things are just great items and their connection to Lincolnshire and our history, and although sculptures don't usually appeal to me I do think the 'Four Horsemen' is different."

"I have chosen these items which appeal to my love of history & art, and their associations. The boar I chose first of all, as I am involved with a community archaeology project digging along Ermine Street. Last year we found some Roman pottery with a boar motif, from which I designed a logo for the group. The fish scale pattern reminds me of an unusually plastered house in my street, and St Botolph's church (gilded angel) is very close to where I live."

It is interesting to note that in addition to using their prior interests to make their Collection Submissions, some users (such as in the penultimate quote given above) have additionally recorded their discovery of an unfamiliar object which has appealed to them. The language used in the comments is generally positive, indicating that users feel good about the experience of the web-app. Indeed, negative responses were very seldom received and usually came from users who were disappointed not to have found enough objects on *My Lincolnshire Collection* with which they were already familiar and considered important. See the example below:

"Where are the real Lincolnshire icons? Just Jane at East Kirkby, Margaret Thatcher's fathers shop in Grantham, the Willoughby chapel in Spilsby, Moulton Mill, Pode Hole Pumping station, I could go on and on. St Marys church, Stamford and Gainsborough are not the centre of Lincolnshire!!! Show more imagination and actually get to know the county!!!"

Conclusion

Although overall usage of *My Lincolnshire Collection* was lower than anticipated, the quality of engagement with those that have taken part has been very good. Comments delivered both via the web-app itself and in person during presentations and guided usage have been overwhelmingly positive, with many users expressing what a good idea they felt an interactive heritage web-app was. Older audiences tended to be less satisfied by the quality of the images used in the web-app than younger audiences, the latter of whom repeatedly cited the image quality as one of their favourite things about the web-app.

Although the 100 objects that appeared on the web-app came from a wide range of locations, time periods and heritage sites, it would be preferable to achieve more evenly balanced ratios in each of these categories where possible. However, the top 25 most frequently chosen objects broadly reflect the category ratios of the original 100 objects.

The popularity of contemporary objects among younger users and iconic objects such as the "Jolly Fisherman" statue among *My Lincolnshire Collection* users in general is indicative of people's tendency to engage with heritage that is familiar to them in some capacity. This theory is further supported by the users' comments made via the web-app, the vast majority of which were very positive regarding Lincolnshire's heritage.

4. Lincolnshire's Cricket Heritage

Raf Nicholson

Summary

Cricket heritage is a unique and specific element of this project. This strand has effectively been an important pilot project from which it is hoped further research and engagement with cricket heritage in the county can develop.

Oral histories collected from cricketers and their supporters and volunteers involved with the sport are a significant form of memory-work and have involved those who might otherwise have been excluded.

Sport is a useful and personal way of engaging non-traditional heritage participants, including younger and older people. Cricket clubs in Lincolnshire possess a rich heritage which tells a story of community and rural heritage that is worthy of preservation and dissemination.

Aims

In keeping with the broader aims of the project, the cricket strand aimed both to understand the meaning and relevance of heritage to Lincolnshire residents, and to reconnect people in Lincolnshire with this heritage. Our starting point was the view that sport is an important form of cultural heritage:

- It creates customs and values which are passed down between generations;
- Sports facilities, e.g. cricket pavilions, are a big part of the physical heritage landscape;
- Loyalty to a particular sports team or club is an important part of local identity;
- Sporting heroes, whether local or national, are themselves framed as heritage objects.

Investigating the history of a sport like cricket, which dates back to the 18th century in Lincolnshire, was therefore an alternative way to investigate the county's heritage, in a way that expanded traditional conceptions of "heritage" away from its association in the popular imagination with old buildings, towards it being something alive and relevant in the lives of anyone who has ever played/watched sport or belonged to a sports club.

With this understanding of heritage in mind, the cricket strand of the project aimed to uncover the previously unexplored history of cricket in the county. What makes cricket in Lincolnshire distinctive from other counties? How do local residents relate to their cricket clubs? Who are Lincolnshire's cricketing heroes? And if a community loses its sporting heritage - loses its cricket club - what difference does it make to that community?

A further aim was to reconnect people in Lincolnshire with this aspect of their heritage. Partly this required encouraging Lincolnshire residents to see cricket as heritage: to make the link between the pride with which they regarded their local cricket club, and the history of their county more broadly. This would, we hoped, enable us to engage non-traditional heritage users in the project: other studies have found that the intergenerational nature of sport makes sporting heritage a powerful way to appeal to people from all backgrounds, uniting families and communities within their own locality. More specifically, the aim was to disseminate our research findings to people in Lincolnshire, enabling them to read about and generally engage with the history and heritage of one of the most successful and popular sports in the county.

This has been an important pilot project which sets some of the data quoted later in the context of clubs and individuals in Lincolnshire who have engaged with the project (via 20 out of 200 clubs and 15 interviewees). The project has sought to discover whether it is possible to successfully engage residents of the county to view their game of cricket as a form of heritage (as practice and process).

Lincolnshire is an interesting focus for this project because cricket identities have been framed at the county level since the eighteenth century, and Lincolnshire is a 'minor' county (in the context of the game of cricket) and so does not have the benefit of a strong, professional context for the game.

FIGURE 72 BRITANNIA (MARSHALLS) CRICKET CLUB, GAINSBOROUGH, 1925 (SOURCE: GAINSBOROUGH HERITAGE CENTRE)

Methods

The exploration of cricket heritage involved two main methods: archival research and oral history interviews. As it turned out, there was a wealth of archival information on cricket in Lincolnshire: a search for "cricket" in the county's archives catalogue, Lincs to the Past, yielded 696 results. This included photographs, scorebooks, club rules, minute books, letters from cricketers, and newspaper clippings. There was also material located at the Gainsborough Heritage Centre, as well as the digitised newspaper collection at the British Library, which includes several local Lincolnshire newspapers. Pulling all this together enabled us to piece together the story of cricket in Lincolnshire, dating back to 1770.

In order to identify subjects for interview, we contacted the secretaries of the main leagues in Lincolnshire, who emailed the clubs in their leagues with information about the *Our Lincolnshire* project, along with our request for assistance from the local cricket community. We also used the England Cricket Board's *Play Cricket* site, which has email addresses for every club in the county, to ensure that as many clubs as possible were contacted. 20 clubs (out of roughly 200 in the county) initially responded to say that they would be happy for us to visit them.

We eventually conducted 15 interviews, some in club houses and some in the homes of interviewees. Our choice of interview subject was partly determined by who had contacted us, but there was also some attempt to be "representative": it was important, in what has historically been a male-dominated sport, to garner a mixture of male and female subjects - we ended up with 4 interviews with women out of the total of 15 - as well as a variety of types of subject: we interviewed not just players but a coach, an umpire, two groundsmen and several administrators. It was also crucial that we covered clubs from across the entire county, thus enhancing the county-wide nature of the overall *Our Lincolnshire* project. Of the 9 districts of Lincolnshire (West Lindsey, East Lindsey, City of Lincoln, North Kesteven, South Kesteven, South Holland, Boston, North Lincolnshire and North East Lincolnshire), we visited clubs in 6 of them (clubs in two of these districts - South Holland and Boston - initially failed to contact us, thus effectively ruling themselves out of participation in the interview phase of the project.)

Each interview lasted for approximately an hour. They were semi-structured, beginning with discussing how the interviewee had become involved in cricket in Lincolnshire, and going on to revolve around the following questions:

- Can you tell us more about the history of your club: traditions, rivalries, greatest achievements, your pitch and clubhouse, etc.?
- What is distinctive about cricket in Lincolnshire?
- What does a village/town lose if it loses its cricket team?
- What are your personal memories of cricket in the county?
- Why are you involved in cricket - what does it mean to you personally?
- What do you see as being the main changes within local cricket in the time that you have been involved?

Time constraints did not allow us to visit every club who had contacted us, but we also sought involvement from clubs in two other ways: asking that clubs send us their histories (many clubs have already researched this on an individual basis), and requesting nominations for a Lincolnshire Cricket Hall of Fame. There were no particular criteria for the Hall of Fame other than that nominees should be someone who had given a lot to Lincolnshire cricket, whether as player, administrator, groundsman, umpire or tea lady. Those wishing to nominate someone for inclusion were asked to produce a 500-word profile of the nominee and send this to us along with a photograph.

Our requests eventually yielded 27 existing club histories which clubs had already produced themselves, but which had never before all been accessible in one place. Our intention is to collate these club histories, alongside the Hall of Fame nominations, as well as our overall history of cricket in Lincolnshire and clips from the oral history interviews, on a website, which would serve as a virtual museum of Lincolnshire cricket. This allows us to fulfil the aim of disseminating our research findings to the general public.

FIGURE 73 EAST HALTON CRICKET CLUB PITCH (SOURCE: SCUNTHORPE TELEGRAPH)

Data

The archival research conducted, combined with insights gleaned from the oral history interviews, threw up several key themes, and was not only informative about the development of cricket in the county, but provided insights into the heritage of the county more broadly. For example, the influence of the Church and landed gentry on the early development of cricket in the 18th and 19th centuries - as patrons of clubs and as providers of pitches - and their concomitant control over the social habits of the county's residents came across very strongly. Additionally, the changing type of cricket club in the county told its own story. The influence of works teams, begun by paternalistic employers, was strong in the early to mid-20th century in Lincolnshire: Marshalls Engineering in Gainsborough, Appleby-Frodingham Steel Works in Scunthorpe and Ruston-Bucyrus Engineering in Lincoln being just three of the most famous examples of clubs which ran thriving cricket teams for many years. The folding of the vast majority of these works clubs in the 1980s is testament to the deindustrialisation which took place across Lincolnshire under the Thatcher governments, and their loss is mourned by local residents:

> *"Works teams came on to the scene in the early '30s…They all had full-time ground staff, which makes a big difference of course. Well, it came about with the collapse of engineering in Lincoln, you see…the grounds are still there, but there's no cricket on them. Which is sad"*

> *- Ted Robinson, Waddington Cricket Club*

Another example was the disappearance of the asylum/mental hospital cricket teams - Bracebridge St John's and Rauceby, for example - following the move towards "Care in the Community" during the 1980s.

Cricket not only reflected changing patterns of employment, but the changes in family life and greater fluidity of gender roles across England since the 1960s/70s. While most clubs had "ladies' committees" during the first half of the twentieth century, who generally served the club by making teas and helping to fundraise, one club history suggested that "women were tolerated only… A player who suggested that he should take his wife and family to an away fixture was regarded as a pariah!" Two of the women we interviewed for the project, Arran Brindle (Louth) and Salliann Briggs (Caistor), recalled being the only females who played cricket in their clubs. This has all changed in more recent years, with the formation of a Lincolnshire Women's side, the creation of a women's league in the county, and many girls now participating in age-group cricket. Additionally, women are also playing a more prominent role as club secretaries, scorers, and even as umpires.

Family life, though, has also transformed since the 1960s, leading to a greater individualisation of leisure habits, which now tend to be centred on the home. Some male players recalled that, up until the 1970s, it was possible to play cricket every day of the week:

> *"You could play for whatever your best team was on Saturday. You could find plenty of friendly or North Lindsey Cricket League to play on Sunday. On Monday night, we had the Isle of Axholme … a midweek league that played on Mondays. Tuesdays was Broughton Evening League, which was the Scunthorpe area midweek competition. You could play in a Grimsby midweek league on a Wednesday. There were teams who played friendlies, like Brocklesby Park, on Thursday. Friday might possibly be a blank day, but not necessarily. I remember playing some friendlies on Friday. Then you were back to Saturdays. If you were good enough, which I probably wasn't, you could find a team to play for right through the week."*

> *- Nigel Fisher, Brigg Town*

Yet greater demands on "family time" in the evenings and at weekends are perceived to have made this impossible, and in some cases to have damaged cricket. Mike Savage, himself unmarried and having been involved in Lincolnshire cricket since the 1960s, was particularly critical of this:

> *"You used to take families and everything else, especially in the village clubs, because the wives were quite happy making teas. There's no evidence of that now … people's lives have changed … I think community life has got to come back a little bit. People have got to try to belong to it, because it's missing, isn't it? … People's social lives are different now."*

The decline of cricket clubs across the county since the 1970s, for whatever reason, is a key issue which was raised time and again in interviews, and is clearly felt to reflect a broader decline in community life. An extract from our interview with Chris Keywood, who represented Hartsholme CC between 1959 and 2002, illustrates this idea of a link between the decline of cricket and village community well:

> *RN: Do you think if a village does lose its cricket team, as many seem to be doing, does that village lose something? Other than just the cricket team, does it lose something else, do you think?*

CK: *I think it probably does, actually…It's like a village losing its post office or its pub or its convenience shop…I think it's all interlinked. I think there was more community spirit in a village when there were all these activities going- I mean, I'm going back to when I lived at Canwick which was in the '50s and '60s, and we had a small football club, a cricket club playing midweek, there was a bowls club, there was a tennis club, and there were always activities going on in the village hall…everybody knew everybody else, whereas now I think in some of the villages, people just go there to sleep and clear off to work the next day and come back and shut the door. I don't think village life is obviously like it was.*

The rural nature of Lincolnshire makes this kind of issue a particularly potent one for local residents.

This analysis is borne out by the fact that those village clubs which have managed to buck the trend and continue to thrive, even over the past 30 years, are the ones which have made a conscious effort to situate themselves as a hub of community - and family - life. Legbourne CC in East Lindsey is a good example. The club almost folded entirely a decade ago, but since that date has concentrated all its efforts on developing its youth section, and now has over 50 children from the village playing cricket every Friday evening during the season. Coach and local resident Adam Grist said that Fridays had:

> *"morphed quite quickly into a village event … Literally the whole village goes down to the village hall. The bar is open. The barbecue is on, when the weather is nice. Drinks are flowing. Kids are playing cricket."*

It is this continued centrality of young people to the success of cricket clubs that makes them such an intriguing site for heritage study: sport is a key method by which cultural values are disseminated across generations. "We have tried to maintain the same ethos," Simon Sargeant said of the youth policy at Revesby CC. "We want to play cricket for all the right reasons … we want to win, but not at any cost."

The common strand that links all these themes together, and which came across most strongly in the interviews, is the central importance of cricket clubs to those living in Lincolnshire, to their sense of themselves, and - crucially from a heritage perspective - to their sense of place and local identity. Ann Boulton, secretary of the ECB Premier League (which was the first county-wide league in Lincolnshire when it formed 16 years ago), emphasised that, to her, it was cricket which had helped to create a sense of coherent county identity:

> *"[Before] there was always the travelling, and I think there was a little bit of the South thinking the North wasn't good enough to come in with them, and the North thinking the South wasn't … [When] the League was formed, and we played the first season … I think a lot of teams from both ends of the county were surprised at the nice grounds that they went to, North and South, at the teams that they met, the people they met … it really gelled, right from the start. There were very, very few problems. Really, really went well … it's joined the North and the South. Quite simply, it has joined up the North and the South [of the county]."*

Similarly, Chris Keywood - the current Lincolnshire County Cricket Club president - told us that the county had introduced a policy whereby at least 7 of the 11 players who represented Lincolnshire in each Minor Counties match had to have been born or be living in Lincolnshire. When asked why, he stated:

> *"I think just to identify it really as a Lincolnshire team … we've got to try and maintain the competitiveness, but at the same time try and keep its identity as a Lincolnshire side. And I*

think the majority of supporters ... welcome that, and they like to see players playing who play for their clubs or who they know."

The importance of place was also evident in the pride with which villages view their cricket pitches and pavilions, which without doubt remain an important part of the physical heritage landscape. David Cree from Caythorpe, for example, is not himself a cricketer, but continues to give up many hours voluntarily to maintaining the club's pitch - now used for county age-group cricket. He was also involved in fund-raising for their new, state-of-the-art pavilion:

> *"We started off here with a wooden building which was purchased second hand ... that was the original pavilion. That had a small meeting room, a couple of changing rooms and toilets and a very primitive kitchen. About 30 years ago a brick extension was built which stretched from this beam to the entrance door. That was built over a period of 2 or 3 years ... Then we got a large sum of money from the Football Trust [and built] the far end of the building, which has got all the modern changing rooms. I'll take you down there and show you how smart it is. We're rather proud of it, for a village."*

The pivotal importance of cricket to local identity and pride was thus apparent throughout our interviews. It is for this reason that people like Adam Grist (who has trained as a coach and now works in a voluntary capacity for the Lincolnshire Cricket Board), and Ted Robinson (who keeps the Waddington club going almost single-handedly), have devoted so many hours to cricket:

> *"When [the cricket team] goes, part of the village goes, doesn't it? Part of its heartbeat, part of its raison d'être goes ... I've always been passionate about sport. Village sport is embedded in our history and community, and it's absolutely essential to keep it, because if we don't then part of Englishness goes, to me."*
>
> *- Adam Grist*

> *"I think it's part of the village to have a cricket team...a village without a cricket team is a village without a soul."*
>
> *- Ted Robinson*

Analysis

As stated above, our original starting point was that sport is an important form of cultural heritage: it creates and sustains customs and values, it contributes to the heritage landscape, and it forms part of local identity. The fact that all these themes emerged in the oral history interviews which we conducted, and the central importance which local people clearly attribute to cricket as a part of community life, shows that we are quite right to think of sport as heritage, and emphasises the value of its inclusion as part of a county-wide study into attitudes towards heritage.

The value of the oral history interviews was that they allowed those involved to engage with their personal heritage, and that of their local community, in positive and thought-provoking ways. Many interviewees thanked us afterwards for taking the time to listen to their memories, and for some the interview experience sparked off thoughts and feelings about their lives which might not otherwise have emerged. Ann Boulton, who alongside her husband has been a mainstay of Lincolnshire cricket administration since the 1980s, wrote:

> *"I was talking to my husband last night about what you said [in the interview] about me not being involved in cricket if he hadn't been and he said, 'just think of the things we would have missed' - we went to Trinidad on an umpire exchange, made a lot of friends*

among the Sri Lankan players who came over here which ended up with a fabulous holiday there, been all over this country when Steve was a Minor Counties umpire ... I have also been to lunches and meetings at Lords and even done a bit of cricket speaking. I never thought of it like that."

It has often been noted by oral historians that the interview process can be a therapeutic one. This was certainly the case for one of our interviewees, 91-year-old Tom Lambley, who is now very frail. He wrote to us on the day after the interview:

"As a mute with impaired hearing I was particularly excited by the opportunity to let my tongue run riot. It means such a lot to me to be able to let words flow so freely ... You probably gathered that cricket has been my whole life and my raison d'être. Thank you both for giving me so much excitement."

Similarly, one of our original interview subjects fell ill and ended up in hospital before we could arrange to meet him, but his niece spent time with him putting together a profile for the website's "Hall of Fame", and emailed us afterwards commenting on the experience:

"I have really enjoyed helping John to produce this for you. It has given him a great deal of pleasure, at a very difficult time in his life ... Unfortunately, there is little to enjoy in the state that he is currently in so your project is a little ray of sunshine for us to pursue ... Thank you for giving us this opportunity."

The process of participating in this kind of project not only allowed people to engage with their personal heritage, but could be an empowering experience, offering them a voice in the telling of their community's history.

Another hypothesis which was borne out by our research was the idea that sport has importance for heritage due to its intergenerational nature: young people may be unlikely to visit museums, but they often have some appreciation of and involvement in sport. In this project, we were lucky enough to be able to conduct a cross-generational interview which featured cricketers from three generations of the same family, the Pickerings. The interview experience allowed grandfather Chris, father Matthew and sons Angus (20) and Ewan (17) - all of whom have played cricket at the Lindum club - to reflect on the changes in the sport across their lifetimes. Most crucially, it encouraged Angus and Ewan to consider the way in which cricket formed part of their personal heritage. Having initially rejected the idea that the community of Lincoln would lose anything should the Lindum club disappear, our conversation unfolded as follows:

RN: *If the Lindum just stopped running, would it bother you?*

Angus: *It would bother ... well, because we've been playing there for so long, it would bother us, definitely. It would be sad to see it go, yes ... it would be really sad to see it go.*

RN: *... if you'd be sad if the club folded, doesn't that imply a sense of identity and community around the club, even if it's not a geographical one? Why would you be sad if the Lindum didn't exist anymore?*

Ewan: *It's the friends you make, it's the people you know, it's the stuff you do at the weekends...*

Angus: *A sense of nostalgia.*

RN: *But you could just go and play at another club.*

Ewan: *Yes ... but it wouldn't be the same.*

Angus: *We don't have the links to other people or the history.*

Qualitative interviews like this one can help to draw out the meaning of cricket as heritage, for participants of all ages.

The website - http://www.cricketlincs.blogs.lincoln.ac.uk (see Appendix 4) - is designed to reflect this. As the site took some considerable time to design and launch - over two months - and because of the short time span of the project, it has not been possible to garner responses to it from users in time to include in this report. Nonetheless, the positive response gained from those within the cricket community as we shared with them our idea for a virtual museum of Lincolnshire cricket suggests that the site will be well used and highly regarded by clubs within the county. The fact that the site features 27 club histories, sent to us by clubs from across Lincolnshire, is testament to this. The Hall of Fame has not been quite so successful - with only 5 nominations received to date - which may well be because the concept was poorly understood and the website had not yet been launched to display examples. Certainly, when we asked about local sporting heroes in the interviews, almost all interviewees could immediately list at least one or two examples from their club who they felt worthy of entry in a Hall of Fame.

One issue is that our research centred around those who are currently active participants in Lincolnshire cricket; consequently, the website is likely to largely attract an audience of local cricket enthusiasts, and may fail to engage with the local community as a whole. Similarly, the lack of interview contributions to the website from certain pockets of the county - namely, Boston and South Holland - presents a challenge in terms of attracting hits from those regions. Future projects of this kind might productively consider sporting heritage roadshows whereby the research is displayed in exhibitions around the county, and even introduced into local schools. Sadly, the short time span of this project did not allow for such an endeavour. Nonetheless, the benefit of the website is that it will remain in use after the project ends, maintained by volunteers within Lincolnshire cricket and hosted by the University of Lincoln - a permanent record of the research which we have conducted, and of the county's sporting heritage.

Another significant issue in terms of engagement has been the absence of schools. It may be that one of the major changes in recent years has been the decline in school sport, and the transfer of a particular burden onto local clubs. A further adjunct to any future sporting heritage project should include an attempt to engage fully with schools' sporting networks and investigate their role in the county's sporting heritage. Another notable absence for further investigation is Kwik Cricket, which forms a part of Lincolnshire's cricket heritage, having been created in the county.[6] Due to constraints of time this avenue remained undeveloped but is an area for future research.

---

[6] Harry Pougher, who features in the *Lincs Cricket Hall of Fame*, introduced the game to England in Lincolnshire in the early 1990s, having developed it from the Australian Kanga cricket game.

FIGURE 74 INTERVIEWEES KEN POLLARD AND BRIAN FISHER IN FULBECK CRICKET CLUB CLUBHOUSE WITH TROPHIES & TANKARDS WON BY THE CLUB IN THE 1980S (SOURCE: R. NICHOLSON)

Conclusions

Overall, the cricket strand added something valuable to the project which the other strands on their own would not have achieved. Oral histories of sport are a powerful part of heritage: they can and do unlock memories, experiences and opportunities for individuals who may otherwise be excluded from participating in heritage activities, such as the elderly and infirm. While the time constraints of this project only allowed for a limited number of interviews to be conducted, there is clearly value in a more qualitative and personal approach to heritage.

Additionally, given that sport is a useful way of engaging non-traditional heritage participants - in particular young people - it may be that, going forward, sports heritage can be used as a tool to reengage Lincolnshire residents with their heritage, perhaps through sports-themed events at local heritage venues. It is also important that the rich material which cricket and other sports clubs in Lincolnshire possess - whether it be photographs, equipment, trophies or simply their memories - is protected. Above all, the cricket strand of the *Our Lincolnshire* project has shown that this material helps tell an important community story, and is as worthy of preservation as any other form of heritage.

5. Performing Lincolnshire Heritage

Dominic Symonds & Carenza Lewis

Summary

The performance strand challenged communities across Lincolnshire to engage with their heritage through performance and dialogue. Communities with different interests and priorities emerged but which all had a shared understanding of how heritage affected them – for good or bad.

Performances translated stories and memories into thought-provoking and engaging participatory pieces of theatre, supported by diverse collections of oral contributions from all ages within four regions of the county.

Whilst the term 'heritage' can be difficult to define, the facilitators, performers and audiences often experienced transformations in the way they related to the past and how it shapes and contributes to their lives today.

Outline

The performance strand of *Our Lincolnshire* commissioned two local theatre companies from the Lincoln area. Egg Box is a partner company of the University of Lincoln and Lincoln Performing Arts Centre, and has expertise in children's participatory theatre and family theatre for young audiences.[7] Flickbook Theatre is an emerging company of University of Lincoln drama graduates whose work emphasises community outreach and verbatim practices.[8] Each company was commissioned to work in two distinct areas of Lincolnshire to develop and facilitate four discrete projects in all. A producer was also recruited to oversee the organisation of the projects, and the locations of Gainsborough, Grantham, Louth and Pinchbeck were selected based on a reasonable geographical coverage of the county and connections already fostered through the established network of Lincolnshire One Venues.

Aims

The aims of the projects were:
> *"to work in collaboration with local groups and communities to develop and perform short new creative works intended to resonate with local audiences by focusing on issues surrounding the relationship between people and the things, places, activities and traditions that came from the past, mean something to them today and which they would like to be passed on for the future"*

Projects were intended to work with local communities, to use performance practices, and to explore issues of significance to the participants, broadly understood to be related to heritage.

Time-scale

The time-scale of the project was three months, with theatre companies commissioned in January 2016 charged with completing their work by the beginning of April 2016. A proposed structure for each project

---

[7] http://www.eggboxtheatre.co.uk/#!past-projects/b5vti

[8] http://www.flickbooktheatre.com/performance/our-lincolnshire-project-grantham-louth/

was suggested which involved a series of workshops over six weeks culminating in a community performance at the end of the process. Venues and communities were scoped from mid-January, workshops began in mid-February and performances took place between 20 March and 2 April at Pinchbeck Church Hall, Louth Riverhead Theatre, Grantham's Guildhall Arts Centre and Gainsborough's Old Nick Theatre.

Methods

Each project used a range of approaches to engage, consult and work with communities at their location to develop devised performance-based work. Approaches were selected and adapted according to the relative circumstances presented by each location, and in response to the dynamics encountered through the process.

In all four projects (to varying degrees) the theatre companies sourced local people, communities and sometimes visiting experts to work with. They researched and explored aspects of history and heritage in the localities in which they were working, and interviewed public in the street and targeted community groups at appropriate meetings. They planned and carried out drama-based workshops to facilitate the development of creative projects. Alongside participants, they devised, wrote and directed the final performance pieces.

The producer arranged and booked rehearsal and performance spaces, organised transport and logistics, arranged for marketing material to be printed, liaised with research assistants and project managers, and coordinated the evaluation of the projects.

Louth, Flickbook Theatre: "Our Louth"

- 6 facilitators
- 1 visiting expert
- 50+ interviews
- 14 public audience

The performance in Louth involved a bricolage of 50+ vox pop interviews taken from around the town throughout the six-week process curated thematically according to subject matter, interactive installations allowing the audience to participate in order to stimulate conversation about the issues, contributions from the East Lindsey Dialect Society, and a display of paintings by local artists.

Pinchbeck, Egg Box Theatre: "A Postcard from South Holland"

- 4 facilitators
- 30 workshop participants
- 23 public audience

The process involved workshops and meetings with people in villages around South Holland (Pinchbeck, Sutton Bridge, Long Sutton) including members of the Curlew Centre and 97-year-old Dom.

"A Postcard from South Holland" presented themes of "future of the past" and "people vs. places" in a verbatim style with audio from interviews framing facts, information and memories, exploring the heritage of the area through the eyes of visitors to the county.
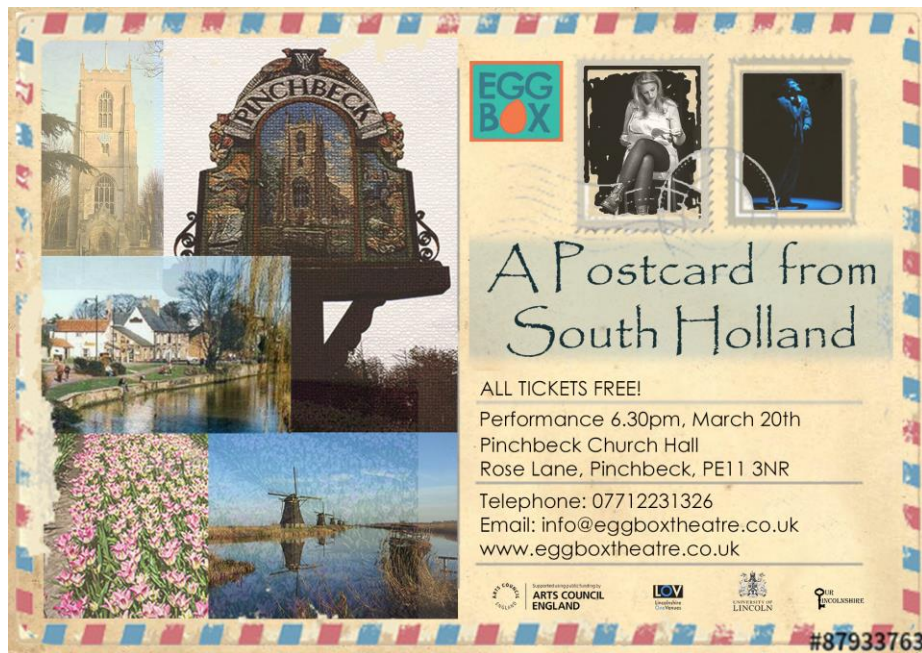
FIGURE 75 FLICKBOOK THEATRE'S POSTCARD FOR THEIR PRODUCTION IN PINCHBECK

Grantham, Flickbook Theatre: "Our Grantham"

- 6 facilitators
- 7 participants
- 1 visiting expert
- 40 public audience

The process drew from vox pop interviews with local people on the street and in institutions/heritage sites (libraries, museums, Harlaxton Manor, the Grantham Canal, and Grantham Civic Society). Collaborative workshops with local amateur group the St. Peter's Hill Players developed a short, original "play in a day".

Structured in four scenes, "Our Grantham" used storytelling, script-in-hand performance, multimedia and live music to focus on the strong women of Grantham: Edith Smith (first female police officer), canal women, Violet van der Elst (anti-capital punishment campaigner), and Margaret Thatcher. Two scenes were performed by Flickbook; one involved the St. Peter's Hill Players and their "play in a day"; the fourth included a performance by a local re-enactor.

Gainsborough, Egg Box Theatre: "Nicked"

- 4 facilitators
- 8 participants
- 80 public audience

The process involved work with volunteers from Gainsborough Theatre Company and a group of teenage girls unfamiliar with theatre. A devising process exploited the strong connection Gainsborough Theatre Company have with the Old Nick Theatre, a converted former prison.

A site-specific promenade performance used the former prison the Old Nick to explore themes of community, justice, law and heritage. A group of teenage girls breaks into the old prison, to encounter the ghosts of former inmates and the stories of justice that emerge.

115
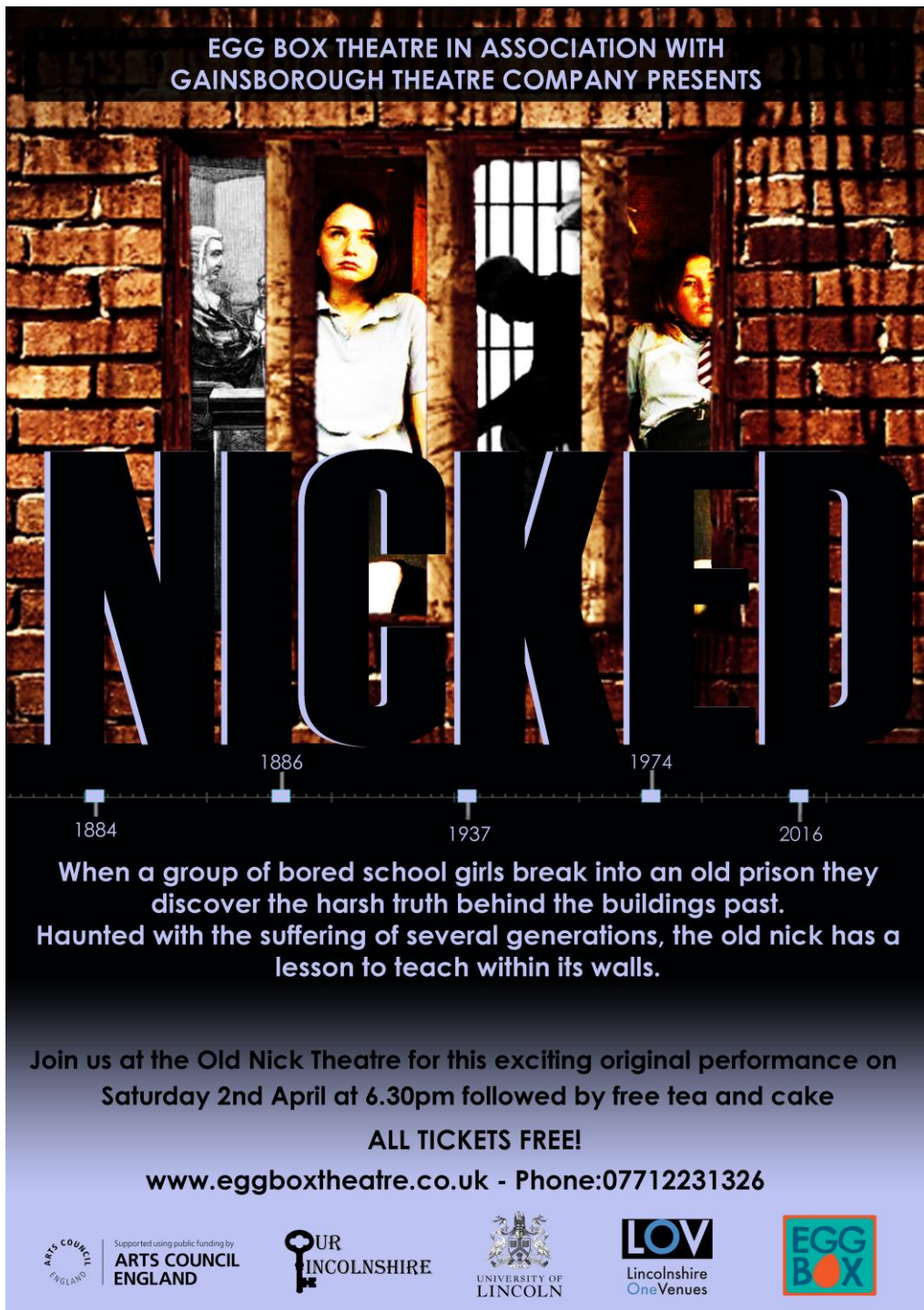
Analysis

One of the biggest strengths of the project has been the amount of qualitative data that has been gathered (see extracts in Appendices 5.1-2). The process was captured throughout by evaluation forms completed by theatre company facilitators and community participants at each workshop and following the performance. The project was also evaluated through a video interview with both theatre companies at the

end of the process (see Appendix 5). Feedback from the multiple perspectives of facilitators, participants and audiences has captured views on the projects, the process and the impact on community attitudes to heritage.

Public feedback

80 evaluations captured public feedback following performance events, reflecting a gender balance of 58.8 per cent female and 41.3 per cent male, and a wide diversity of ages with representation from every decade from the 1930s to the 2000s.

Over 85 per cent of responses gave the performances four or five stars out of five, with qualitative comments indicating a number of qualities audiences found attractive in the work.

General feedback:

- Many people commented on how much they had learnt about heritage and/or their local history;
- Many people in Gainsborough in particular commented on the heritage of the Old Nick site;
- The performances initiated many discussions about local issues that which were pressing to people and communities (such as immigration).

Specific feedback valued:

- The opportunity to participate ("brilliant opportunity to participate"; "good, interactive 'games' about things that mattered to people"; "nice to have a say");
- The focus on local perspectives ("interesting that someone would take the time to think about and illustrate our town"; "nice to engage people from the town"; "touching and effective to hear real-life stories told by real people in the real environment");
- The broad community involvement ("lovely to see the community involved"; "great to involve teenagers"; "all ages and ability involved"; "great to see young kids getting involved");
- Making heritage resonate with contemporary audiences ("It is apparent much work has been done to bring today the thoughts of heritage, the past, the present and the future").

Areas for improvement included:

- Improving technical issues, especially regarding audibility ("Sound system could be clearer"; "the girls could have spoken loudly and clearly"; "the actors could have projected their voices a bit more");
- Expanding the time-scale of the project ("very good considering that they had only had a few hours to rehearse it"; "a very good effort in a short time"; "was impressed with the event considering the length of time participants had to rehearse");
- Increasing venue capacity ("If only you'd known how popular it would be"; "Evaluate capacity as promenade performance could run smoother in smaller audiences. Perhaps several shows throughout the day"; "smaller groups would have been ideal").

Participant feedback (from workshops/process)

Almost all participants who responded explicitly commented on how they had enjoyed the experience ("Good fun – thought provoking – stimulating the imagination"; "Thoroughly enjoyed the experience"; "It was really good and funny").

Many participants called for further events of the same nature ("Please come back to Grantham again"; "There should be more events of this nature").

Specific feedback valued:

- The opportunity to learn new things ("educational"; "learnt a lot in a short time"; "new way of looking at things");
- Playing ("Games and exercises"; "workshop games"; "Firing the imagination was good");
- Collaboration ("collaborative working"; "having group discussions");
- Achieving something ("we achieved more than we anticipated");
- The professionalism of the theatre companies ("hard work, professionalism and enthusiasm"; "very helpful and enthusiastic"; "very courteous and friendly").

Areas for improvement included:

- Increasing publicity ("I was surprised at the lack of publicity. It wasn't on the Guildhall website. I feel this could have been of interest to more had they known"; "This was not well publicised. I had no idea it existed until I was invited to take part").

Facilitator feedback (from theatre companies)

Specific feedback valued:

- The opportunity to gain experience working with communities and developing strategies for that work;
- The creative challenge of adapting methods to work with different age groups, sites and verbatim practices;
- New insights into the term "heritage". They realised this can apply to a great range of things and that people interpret it differently. They realised that people can identify with heritage personally and have much more of a real relationship with people's lives. They realised that heritage resonates with people when they find a personal relationship with it and feel they directly benefit from it.

Areas for improvement included:

- Increasing the time-scale of the project to provide additional preparation for the community work, and improve opportunities for the facilitators to embed themselves in communities;
- Increased dialogue between drama practitioners and heritage practitioners to share further differing understandings, attitudes and expertise about heritage, performance and community theatre.

Conclusions

The commissioned theatre companies felt that the project has been very beneficial but that the relationships with communities and the exploration of heritage by communities has really only just begun. Positive responses by participants following the project emphasise the value of the project, and there is a feeling that there is more that can be done.

The engagement phase of the project was short and intense. An extended preparation phase would have been beneficial, as would a longer period of time working with community groups. Finding people who are interested in engaging and available regularly is challenging, requiring trust to be built up and gradual and sensitive engagement over time with communities. With more time, it was felt the value could have been further enhanced.

It is through knowing the communities, audiences, locations, venues and local areas that a knowledge of how to market work in those spaces can be maximised. More time can also benefit the marketing and therefore the exposure of the projects.

6. Project Outputs

Films

Edited shorts (featured on the *Our Lincolnshire* project website) and full version edits of:

- 'Our Louth', at the Louth Playgoers Riverhead Theatre
- 'A Postcard from South Holland' at Pinchbeck Church Hall, near Spalding
- 'Our Grantham', at the Guildhall Arts Centre
- 'Nicked!' at the Old Nick Theatre, Gainsborough

Websites

Our Lincolnshire project

- Created to offer an overview of the project, to provide links to other elements of the project (e.g. the survey questionnaire, the web app), to host a blog about aspects of Lincolnshire's heritage and encourage engagement, and to introduce the project team
- http://ourlincolnshire.blogs.lincoln.ac.uk/
- Post-project: archived resource hosted by the University of Lincoln

Cricket Lincs: Lincolnshire's cricket heritage

- "In hundreds of club houses, attics and garages around Lincolnshire, you will find trophies, scoreboards, photographs, and memorabilia which tell the story of the rich history of cricket in the county, going back to the 18th century. The aim of this website is to allow clubs to share something of that history."
- http://cricketlincs.lincoln.ac.uk/
- Post-project: ongoing maintenance and development involving local volunteers

Web app

My Lincolnshire Collection

- 100 heritage object images to browse and curate into a top 10 collection, with map feature to pinpoint location of each chosen object
- http://mylincolnshirecollection.org/
- Post-project: web app continues to be available and accessible for use, hosted by the University of Lincoln

Supporting outputs:

Instagram

- https://www.instagram.com/our.lincolnshire/?ref=badge

Buzzfeed

- Buzzfeed quiz: 'Which TV Historian Are You?'
- https://www.buzzfeed.com/ourlincolnshire/which-tv-historian-are-you-23pw7

Social media

Facebook
- *Our Lincolnshire* project page to share blog posts and promote different elements of the project
- https://www.facebook.com/ourlincolnshire/

Twitter
- *Our Lincolnshire* twitter account to increase project reach and engage with heritage activity across the county
- @OurLincolnshire https://twitter.com/ourlincolnshire

Audio

Oral history interviews: Cricket
- Featured on the Cricket Lincs website
- http://cricketlincs.lincoln.ac.uk/stories/

Oral history interviews: Performances preparation
- Deposited with the University of Lincoln
- Featured in the performances and captured in the performance films

Survey data

- Quantitative and qualitative data set collated from the *Our Lincolnshire* heritage survey prepared for deposition in the University of Lincoln repository.

7. Conclusions

Carenza Lewis & Anna Scott

Our Lincolnshire was devised in order to explore resident and visitor attitudes to heritage in Lincolnshire, focussing in particular on rural heritage. At the most conservative estimate it engaged c.3,000 people, and if all recorded engagements with the project were by different users the number would be in excess of 8,000. This does not include listeners to BBC Radio Lincolnshire which reaches c. 96,000 per week or those who followed *Our Lincolnshire* on social media which would raise numbers considerably higher. It is reasonable to infer that the project reached in excess of 1% of the population of greater Lincolnshire. Those contributing to the project are broadly representative of the county, with unavoidable biases identified and broadly quantifiable, and therefore observations from the project can be considered to have a high degree of validity.

Our Lincolnshire has explored six main lines of enquiry (understanding heritage, valuing heritage, current engagement with heritage, potential future engagement, eliciting priorities for heritage asset presentation today and for the future preservation of heritage). Its findings are summarised below.

Understanding heritage

Under the 'Understanding Heritage' heading, *Our Lincolnshire* sought to explore what heritage means to residents of and visitors to Lincolnshire, what represents heritage for them in Lincolnshire and what they enjoy doing that relates to heritage.

Observations pertaining to this can be summarised as follows:

Up to 90% of adults are happy to agree that the term 'heritage' encompasses tangible and intangible heritage including monuments, objects, stories and traditions.

Under 18 year-olds have less understanding of the term heritage.

Heritage for people in Lincolnshire is represented by a very wide diversity of things, but those which feature particularly are the iconic assets of the city of Lincoln and personal, family and local heritage: for people in Lincolnshire the notion of heritage evokes pride in their county's internationally renowned assets (Lincoln Cathedral, Magna Carta) alongside passion for their own personal history.

Stories/narratives (personal or historical) are important in connecting people in Lincolnshire with heritage.

Valuing heritage

The 'valuing heritage' line of enquiry sought to explore how important (or not) heritage is to residents and visitors to Lincolnshire and what aspects are most important.

Observations pertaining to this can be summarised as follows:

Heritage is important or very important to 71% of Lincolnshire's residents and visitors as represented in the OLHS, which when corrected for self-selection biases might equate to 60-65%. Heritage is markedly more important to adults than under 18s, who are approximately half as likely to feel it is important to them.

Younger people feel less connected to heritage, especially to tangible heritage, and this correlates with them perceiving themselves as valuing heritage less. There are indications that young people may feel their needs are in competition with heritage in terms of resources.

When young people become more connected with heritage, their valuing of it increases significantly. This sense of connection is seen to be achieved even by relatively superficial engagement such as completing the OLHS (which for some may have been the first time they have thought about their attitudes to 'heritage'). This impact is increased if engagement is more sustained, evidenced in Our Lincolnshire in those who contributed their ideas and time to developing performances.

A wide range of aspects of heritage are important to Lincolnshire's residents and visitors, but some patterns are present. The importance of local heritage, close to home, is reflected in OLHS responses and in the comments made by users of the My Lincolnshire Collection app. It is perhaps inherent, but nonetheless clearly apparent, in the values which cricket is seen to have for local communities.

Family history is valued by all age groups bar the under 11s, and this interest in 'person-centred heritage' is also reflected both in adults' second-ranked interest in the lives of ordinary people and that of under 18s in famous people. This interest in the personal is probably also reflected in a general preference for more recent periods of history, although under 18s' interest in prehistory goes against this trend.

Only a minority of people of any age consider that heritage needs to 'pay its way' by contributing to wider social or economic agendas. Heritage appears to be valued for its own sake. It may additionally be the case that respondents are not aware of ways in which heritage might deliver wider benefits and it would be interesting to explore this question further.

Current and recent engagement

Exploring patterns of current and recent engagement with heritage (including that which took place as part of *Our Lincolnshire*) sought to advance knowledge of what sort of engagement took place, where, when and why.

Observations pertaining to this can be summarised as follows:

Up to 74% of Lincolnshire residents visited a heritage site within a year of completing the OLHS survey. Under 18s are 15-20 percentage points less likely than adults to have visited a historic town, building or park and ten times more likely to have visited no heritage site in the previous year. The gap is much narrower for industrial, religious and archaeological sites and museums and reversed for sports heritage sites.

Archaeological sites are more frequently visited outside the county than within it, which may reflect a lack of provision and/or knowledge of which sites to visit.

Sports heritage assets were least popular amongst adults, but not amongst under 18s. This highlights the potential of traditional sports such as cricket to act inter-generationally as participatory heritage which connects people to their community, tackling the issue of youth alienation from heritage noted in Chapter 2.

People in Lincolnshire mostly visit heritage sites in their own time, and appear to do so because they are interested and/or looking for a diverting, enjoyable, illuminating or educational experience. Visitors are most frequently accompanied by family members, and often by friends.

Visits to heritage sites are more common than hands-on and volunteering activities (e.g. excavation, building recording, re-enacting etc.). This may indicate a lack of time or resources for more intensive participation, but may also reflect a lack of familiarity or confidence, which may itself stem from a lack of experience due to inadequate provision. Recruitment to the OL performances was difficult in most instances, but once engaged, participants became very committed and greatly enjoyed the activity and the sense of satisfaction it conferred.

OLHS respondents are most likely to engage with heritage passively/remotely thorough screen or print media. This does not necessarily indicate a lack of interest or commitment or a desire to detach, but reflect instead the ease with which such approaches can be taken up.

Taking part in heritage activities typically does not lead people to join a formal heritage organisation.

Potential future engagement

This theme sought to explore what would encourage people to engage more with heritage.

Factors which might encourage people to engage more with heritage were distinctly differentiated between adults and under 18s.

Adults motivations are largely altruistic, keen to participate if this benefited heritage, their community or other people, with the chance to meet new people ranked close behind. Facility improvement requirements focussed on car parking and improved signage. Cost and public transport are less important.

Under 18s are significantly more appreciative of related 'consumer' facilities than adults, with a particular enthusiasm for free Wi-Fi at heritage sites. They are much less interested than adults in activities which support heritage.

While satisfaction and sociability are implicit in many responses about motivation to engage more, fun and enjoyment are not, but were often expressed in feedback from performances while the app was considered 'cool'. This hints at a heritage image mismatch between perception and reality which would bear further investigation.

Heritage asset management and presentation today

This area of enquiry aimed to identify what were the most important heritage assets for people in Lincolnshire and who should decide how they should be presented.

People strongly objected to questions asking them to rank any aspects of heritage with most implying they felt this was invidious and they valued many aspects equally. This should be borne in mind when attempting to prioritise within heritage asset management.

Heritage professionals were considered best placed to decide how Lincolnshire's heritage should be presented, but the views of local people are also considered very important.

Notwithstanding the points made above, several OLHS questions explored attitudes to current engagement and these suggested that heritage from more recent periods of history was ranked highly in almost all datasets and engagement activities, with the 19th and 20th centuries particularly strongly represented across My Lincolnshire Collection app choices, performance themes and relevant responses in the Heritage Survey. It is not clear whether this indicates heritage from these periods should be prioritised because it is popular, or whether other periods are more important because they are being overlooked.

Priorities for the preservation of heritage

More than 80% think that heritage should be protected for the future, with more than 50% top-rating this as very important. Adults are nearly three times as likely to hold this view as under 18s, with more than 30% of under 18s holding no view or considering this unimportant.

In direct questions, adults marginally prioritise tangible heritage for preservation for the future while under 18 prioritise intangible heritage.

In free-text responses the emphasis on built heritage, especially those of medieval origin, is very strong, with support for family, agricultural and local heritage much lower. The heritage people want to enjoy today is not entirely consistent with that they wish to preserve for the future.

There is no widely held view that anything major is 'missing' from heritage as currently represented in Lincolnshire, but the majority of complaints (each expressed by single or very small numbers of people) relate to assets of 20th century date. Museum closures are bemoaned by a significant number of people.

Other points

Reviewing all the outputs from Our Lincolnshire elicits and then reinforces the conclusion that heritage in Lincolnshire has considerable unfulfilled potential. It is repeatedly apparent that people in the county value their heritage and take pride it, but are not always aware of its extent, immediacy, relevance to them or what it can contribute.

Mismatches between the sort of heritage people value for today and that which they want to preserve for the future indicate a legacy issue - if heritage is understood to be something to be transmitted, conceived of as relating differently to the past and the future than to the present, it reduces the likelihood of people engaging with it for themselves alone. Understanding this can inform strategies of those responsible for managing heritage and public engagement with it.

A discrepancy between patterns for heritage site visits in and beyond Lincolnshire, suggests there may be unmet demand for historic parks/gardens, industrial sites, monuments, archaeological sites, museums and art galleries if people are currently being obliged to go out of county to visit such places.

Youth engagement with heritage needs to be addressed and appears to require tailored strategies if this is to do more than merely hope their view will change as they age. The interests of young people in intangible heritage may inform the development of such strategies which could aim to bring together tangible and intangible heritage.

The new creative approaches to heritage engagement explored in Our Lincolnshire were very diverse but all showed that when people raise their heritage engagement to a new level, especially if this involves actively taking part, their esteem for heritage is significantly raised, as, often, is their self-esteem and their experience almost always exceeds their expectations. Novelty inevitably brings inexperience with it, and introducing people to new experiences needs to be appropriately scaffolded if it is to succeed, embed and become sustainable. Difficult as it can be to look beyond short-term constraints, Our Lincolnshire highlights the potential long-term return to be achieved by helping heritage help people.

Familiarity plays a strong role in affecting attitudes to heritage assets, reflected in the popularity of many aspects of local and intangible heritage, in the app top-ranking of the Skegness 'Jolly Fisherman', and possibly in the favouring of many assets within the city of Lincoln. Although there is a feeling that too much focus is given to the city's heritage, it is clear that people recognise that the city genuinely houses

some spectacular heritage assets and that pride in these can reinforce rather than detract from pride in local and rural heritage which is particularly close to the hearts of many Lincolnshire residents.

Also looking to the future, Our Lincolnshire has built capacity within, and cross-sectorally beyond, the heritage sector to ensure that heritage and the people of Lincolnshire are better connected with heritage to mutual benefit. Better informed understanding of attitudes to heritage and heritage engagement has been acquired through the survey which will support better targeting of future initiatives. Resources such as the My Lincolnshire Collection app and the cricket 'virtual museum' website have been developed which can continue in use, be developed further and act as models for others. Skills and experience have been accrued in sectors such as arts which will support the delivery of new initiatives. Our Lincolnshire has demonstrated a need, aroused interest and shown how much can be achieved for heritage and people in Lincolnshire.

The final word on the importance of *Our Lincolnshire* most appropriately comes from one of its contributors:

> *"After being born and spending 26 years of my life there [in Lincolnshire], l feel that I had no clue how much history is part of your everyday life. It is only after moving to America that I realize just how lucky I was!"*

References

Abercrombie, N. & Longhurst, B. (1998) *Audiences: A Sociological Theory of Performance and Imagination*. London/Thousand Oaks, Calif: Sage.

Bærenholdt, J., Haldrup, M., Larsen, J., & Urry, J. (2004) *Performing Tourist Places*. Aldershot: Ashgate.

Bagnall, G. (2003) Performance and Performativity at Heritage Sites. *Museum and Society* 1(2): 87-103.

Bennett, S. (2005) Theatre/Tourism. *Theatre Journal,* 57(3): 407-31.

Coleman, S. & Crang, M. (eds.) (2002) *Tourism: Between Place and Performance*. New York/Oxford: Berghahn Books.

Connerton, P. (1989) *How Societies Remember*. Cambridge: Cambridge University Press.

Crouch, D. (2012) 'Landscape, Performance and Performativity' in P. Howard, I. Thompson, and E. Waterton (eds) *The Routledge Companion to Landscape Studies*. London: Routledge, 119-127.

Crouch, D. (2010) 'The Perpetual Performance and Emergence of Heritage' in E. Waterton & S. Watson (eds) *Culture, Heritage and Representation: Perspectives on Visuality and the Past.* Farnham: Ashgate, 57-71.

de Groot, Jerome (2009) *Consuming History: Historians and Heritage in Contemporary Popular Culture.* London: Routledge.

DCMS (Department for Culture, Media and Sport) (2015) *Taking Part 2015/16 Quarter Two Statistical Release*. [online] Available from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/495586/Taking_Part_2015-16_Quarter_2_Report_2.pdf (Accessed 6th June 2016).

England and Wales Cricket Board (2016) *Play-Cricket.* [online] Available from http://www.play-cricket.com/ (Accessed 4 June 2016).

English Heritage (2000) *Power of Place*. London: English Heritage.

Fortier, A. (1999) Re-membering places and the performance of belonging(s). *Theory, Culture, Society* 16(2): 41-64.

Giannachi, G., Kaye, N. & Shanks, M. (eds) (2012) Archaeologies of Presence: Art, Performance and the Persistence of Being. London: Routledge.

Hooper-Greenhill, E. and Dodd, J. (2002) *Seeing the Museum through the Visitors' Eyes: The Evaluation of the Education Challenge Fund.* London: RCMG and Resource, The Council for Museums and Galleries.

Jackson, A. & Kidd, J. (eds.) (2011) *Performing Heritage: Research, Practice and Innovation in Museum Theatre and Live Interpretation*. Manchester: Manchester University Press.

Lincolnshire Archives (2012) *Lincs to the Past.* [online data archive] Lincolnshire County Council. Available from http://www.lincstothepast.com/ (Accessed 4 June 2016).

Lincolnshire Research Observatory (2016) *Area Profiles.* Lincolnshire County Council [online data archive] Available from http://www.research-lincs.org.uk (Accessed 22 March 2016).

Merriman, N. (1991) *Beyond the Glass Case*. Leicester: Leicester University Press.

MORI (2000) *Attitudes Towards the Heritage.* Report prepared for English Heritage. London: MORI.

Research Centre for Museums and Galleries (RCMG) and Heritage Lottery Fund (2002) *A Catalyst for Change: The Social Impact of the Open Museum*. Leicester: RCMG, HLF and University of Leicester.

Robertson, I. (ed.) (2012) *Heritage from Below*. Farnham, Surrey: Ashgate.

Sandell, R. (2007) *Museums, Prejudice and the Reframing of Difference*. London: Routledge.

Schifferes, J. (2015) *Heritage, Identity and Place: Seven Themes from the Heritage Index*. Report prepared for the HLF. London: RSA.

Smith, L. (2006) *Uses of Heritage.* London: Routledge.

Waterton, E. & Watson, S. (eds) (2015) The Palgrave Handbook of Contemporary Heritage Research. Basingstoke, Hampshire: Palgrave Macmillan.

Image credits

Figure 1 Source: James Pigot and Co. (1842) *A Pocket Topography and Gazetteer of England. ... Illustrated by maps of the English counties, and vignettes of cathedrals, etc.,* Vol. 2, 224. Original held and digitised by the British Library. [online] Available from: https://www.flickr.com/photos/britishlibrary/11020336763/in/photostream/ (Accessed 25 May 2015).

Figure 72 Source: Britannia (Marshalls) Cricket Club, Gainsborough, 1925 - original held and digitised by Gainsborough Heritage Centre.

Figure 73 Source: East Halton Cricket Club Pitch - reproduced from the Scunthorpe Telegraph.

Appendices

Appendix 1: Lincolnshire postcodes

Lincolnshire postcodes in the Doncaster postal region include: Scunthorpe, Gainsborough, Barton-Upon-Humber, Barrow-Upon-Humber, Ulceby, Barnetby, Brigg, Immingham, Grimsby and Cleethorpes:

FIGURE 77 DONCASTER POSTCODES IN LINCOLNSHIRE (SOURCE: RICHARDGUK, 2012, CC BY-SA 3.0)[9]

Lincoln postcode towns include Lincoln City, Market Rasen, Louth, Mablethorpe, Alford, Horncastle and Woodhall Spa:

FIGURE 78 LINCOLN POSTCODES (SOURCE: RICHARDGUK, 2012, CC BY-SA 3.0)[10]

---

[9] Derived from Ordnance Survey OS OpenData. Contains Ordnance Survey and Royal Mail data © Crown copyright and database right. Available from https://commons.wikimedia.org/w/index.php?curid=21999763 (accessed 25 May 2016).

[10] Derived from Ordnance Survey OS OpenData; licensed under the Ordnance Survey OpenData Licence. Contains Ordnance Survey and Royal Mail data © Crown copyright and database right. Available from https://commons.wikimedia.org/w/index.php?curid=22000361 (accessed 25 May 2015).

Lincolnshire postcodes in the Peterborough region include Skegness, Spilsby, Boston, Spalding, Bourne, and Stamford:

FIGURE 79 PETERBOROUGH POSTCODES IN LINCOLNSHIRE (SOURCE: RICHARDGUK, 2012, CC BY-SA 3.0)[11]

---

[11] Derived from Ordnance Survey OS OpenData; licensed under the Ordnance Survey OpenData Licence. Contains Ordnance Survey and Royal Mail data © Crown copyright and database right. Available from https://commons.wikimedia.org/w/index.php?curid=22000382 (accessed 25 May 2016).

Appendix 2: 'Our Lincolnshire' Heritage Survey

2.1 Questionnaire 1 – Over 18s version

Your opinion is needed! Please complete our survey about attitudes to heritage in Lincolnshire.

This survey is being carried out by the University of Lincoln as part of the '*Our Lincolnshire*' initiative funded by Arts Council England (ACE), aiming to understand the value that inhabitants of, and visitors to, Lincolnshire place on the county's heritage, and the relevance this has to them. Survey

As a resident or visitor to Lincolnshire, your thoughts on what heritage is and how this relates to Lincolnshire will help towards planning how heritage is used and looked after across the county.

At the moment, it's felt that rural heritage is not as well known or understood as city-based heritage. There is some concern that people in Lincolnshire don't feel connected to their heritage, so we want to find out what you think your heritage is and why it's important to you, so that we can advise on how public services in Lincolnshire can support your ideas about, and aspirations for, heritage.

From the *Our Lincolnshire* survey team.

Attitudes to heritage

In this section, we want to find out what you think about 'heritage'.

'Heritage' is often defined as monuments, objects, stories or traditions which we have inherited from the past.

Do you agree with this definition?

Yes, very much	Yes, mostly	I neither agree nor disagree	No, not really	No, not at all
○	○	○	○	○

If you want to, you can tell us any further thoughts you have about what the word 'heritage' means to you here:

How important is heritage to you?

Very unimportant		Unimportant		Neither important nor unimportant		Important		Very important
1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○

How important is it to you that buildings, monuments, and objects are looked after?

Very unimportant		Unimportant		Neither important nor unimportant		Important		Very important
1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○

How important is it to you that traditions, memories, and ways of doing things are maintained?

Very unimportant		Unimportant		Neither important nor unimportant		Important		Very important
1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○

How important is it to you that heritage is enjoyed and understood today?

Very unimportant		Unimportant		Neither important nor unimportant		Important		Very important
1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○

How important is it to you that heritage is investigated and researched, to reveal new information?

Very unimportant		Unimportant		Neither important nor unimportant		Important		Very important
1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○

How important is it to you that heritage is protected and preserved so it will be there for future generations?

Very unimportant		Unimportant		Neither important nor unimportant		Important		Very important
1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○

Which of the following types of heritage are important to you?

Please rank the following from 1 to 9 in order of their importance to you, with the most important first. Please use each number once – even if it's hard!

___ Archaeological sites & monuments
___ Digital heritage, e.g. online collections of photographs
___ Historic buildings
___ Landscapes, parks and gardens
___ Objects & collections of objects
___ Stories/memories which have been passed down
___ Activities you can take part in, e.g. crafts, customs, traditions, games, sports, religious ceremonies
___ Works of art
___ Written documents

Do you have any comments about your rankings in the question above?

Do you have any memories relating to heritage in Lincolnshire you think we might be interested in? If so, please share them here.

Different sorts of heritage

In this section, we're asking you about different sorts of heritage.

How interested are you in heritage relating to the following regions?

Please rank from 1 to 6 in order of their importance to you, with the most important first.

___ Places within a few miles of where I live or work
___ Lincolnshire
___ England (beyond Lincolnshire)
___ The UK (beyond England)
___ Europe (beyond the UK)
___ Places beyond Europe

Which periods of England's past are you most interested in?

Please rank from 1 to 5 in order of preference, with the most interesting first.

___ Prehistory (Stone Age, Bronze Age & Iron Age)
___ Roman Period (1st-4th centuries)
___ Anglo-Saxon and Medieval (5th-15th centuries)
___ Tudor to Victorian (16th-19th centuries)
___ Modern (20th and 21st centuries)

How interested are you in the following?

Please rank in order of their importance to you, with the most important first.

___ Famous people from the past
___ 'Ordinary' people from the past
___ My own family history
___ Nationally important past events (e.g. Norman conquest, the Black Death)
___ Locally important past events (e.g. court cases, settlement desertions, floods)
___ Nationally important past achievements (e.g. invention of steam power, discovery of antibiotics)
___ Locally important past achievements (e.g. drainage of the Fens, development of seaside resorts)

Do you have any comments about your rankings in the question above?

How important do you think it is to learn about good **and** bad things from the past?

Very unimportant	Unimportant	Neither important nor unimportant	Important	Very important
◯	◯	◯	◯	◯

Presenting heritage

Here, we'd like to find out how you think heritage should be presented by public sector heritage bodies.

How important is it to you that public heritage activities enable you to:

	Very unimportant	Unimportant	Neither important nor unimportant	Important	Very important
See objects from the past on display?	○	○	○	○	○
Watch programmes or films about the past?	○	○	○	○	○
Handle objects from the past?	○	○	○	○	○
Re-create objects or re-enact activities from the past?	○	○	○	○	○
Learn something you didn't know before?	○	○	○	○	○
Find something nobody's seen before?	○	○	○	○	○
Protect and/or preserve heritage?	○	○	○	○	○

How important do you think it is that public heritage activities:

	Very unimportant	Unimportant	Neither important nor unimportant	Important	Very important
Contribute to the economy, through e.g. tourism?	○	○	○	○	○
Help people develop useful skills?	○	○	○	○	○
Increase people's sense of wellbeing?	○	○	○	○	○

Who should decide how Lincolnshire's heritage is presented and looked after?

Please rank from 1 to 8 in order of how important their views should be, with the most important first.

___ You
___ People who live and work in Lincolnshire
___ People who visit Lincolnshire, e.g. tourists
___ Famous people/celebrities
___ Museum and heritage 'experts'
___ Tourism and marketing 'experts'
___ Community leaders
___ Marginalised or disadvantaged people

Do you have any comments about your rankings in the question above?

Engaging with heritage

In this section, we'd like to find out how you use or visit heritage.

In the last 12 months have you visited any of these places? (Please tick all that apply)

	Anywhere	In Lincolnshire
A city or town with historic character	○	○
A historic building open to the public (non-religious)	○	○
A historic park or garden open to the public	○	○
A place connected with industrial or modern history (e.g. an old factory, airfield, dockyard or mine) or historic transport system (e.g. an old ship or railway)	○	○
A historic place of worship (not visited for the purposes of worship)	○	○
A monument such as a castle, fort or ruin	○	○
A site of archaeological interest (i.e. Roman villa, ancient burial site)	○	○
A site connected with sports heritage (e.g. Wimbledon) (not visited for the purposes of watching sport)	○	○
A museum	○	○
An art gallery	○	○
None of these	○	○
Other (please specify)	○	○

In the last 12 months have you taken part in any of the following heritage-related activities? (Please tick all that apply)

	Anywhere	In/about Lincolnshire
Metal detecting	○	○
Historic re-enacting (observing or participating)	○	○
Reading	○	○
Watching films/TV dramas/documentaries/news items	○	○
Online research	○	○
Documentary research	○	○
Studied on a course	○	○
Historic building recording	○	○
Archaeological excavation or other outdoor investigation	○	○
Heritage-related conservation	○	○

In the last 12 months, when and why did you carry out these visits/activities? (Please tick all that apply)

- ○ In your own time
- ○ For paid work
- ○ For academic study
- ○ As part of voluntary work
- ○ For some other reason
- ○ Don't know
- ○ Other (please specify)

In the last 12 months, approximately how often have you carried out these visits/activities?

	Anywhere	In Lincolnshire
Several times a week	○	○
About once a week	○	○
About once a month	○	○
About 3 or 4 times a year	○	○
Twice in the last 12 months	○	○
Once in the last 12 months	○	○
Don't know	○	○

Who did you carry out these visits/activities with? (Please tick all that apply)

- ○ Myself
- ○ Friends
- ○ Parent/guardian
- ○ Brother/sister
- ○ Husband/wife/partner
- ○ Grandparents
- ○ Your children
- ○ Your grandchildren
- ○ Other relatives
- ○ Work colleagues
- ○ Club, society or local group
- ○ School group
- ○ Don't know
- ○ Other (please specify)

Thinking about these visits/activities over the last 12 months, where did you go? (Please tick all that apply)

- ○ Within a few miles of my home/work
- ○ In Lincolnshire
- ○ England (beyond Lincolnshire)
- ○ Scotland
- ○ Wales
- ○ Northern Ireland
- ○ Republic of Ireland
- ○ Europe (beyond the UK and Ireland)
- ○ Outside Europe

Have you become involved in any of the following as a result of these visits/activities? (Please tick all that apply)

- ◯ Heritage-related volunteering
- ◯ Joining a local group with an interest in heritage
- ◯ Joining a national organisation with an interest in heritage (e.g. National Trust or English Heritage)
- ◯ Campaigning on issues related to heritage (e.g. to save a building in poor repair)
- ◯ None of these
- ◯ Don't know

Priorities for the future of heritage in Lincolnshire

Here, we'd like to find out what you would make a priority for heritage in Lincolnshire.

What heritage from Lincolnshire do you most want to be made accessible to the public today?

What heritage from Lincolnshire do you most want to be looked after for the future?

What would make you more likely to take part in heritage related activities in Lincolnshire? (Please tick all that apply)

- ◯ If heritage was more relevant to me personally
- ◯ If the activity was more beneficial to me
- ◯ If I thought I'd enjoy meeting people by taking part
- ◯ If I thought they were beneficial to my community
- ◯ If I thought I'd be helping other people by taking part
- ◯ If I thought I'd be supporting heritage by taking part
- ◯ If it cost me less
- ◯ Better access by public transport
- ◯ Easier car parking
- ◯ If things were better presented/explained/signposted
- ◯ If there was better education/training/tuition available
- ◯ Free Wi-Fi on site
- ◯ Better refreshment facilities
- ◯ Better retail facilities
- ◯ Better access/disabled facilities
- ◯ Better recreational facilities for children
- ◯ Other (please specify)

About you

In which village, town or city do you live?

What is your current home post code?

How long have you lived in your current home? (In years and months)

What is your work/school post code?

Please select your age bracket:

◯ 18-25   ◯ 26-45   ◯ 46-65   ◯ 66-80   ◯ 80+   ◯ Prefer not to say

How long have you lived or worked in Lincolnshire? (In years and months)

How long have you lived or worked in the UK? (In years and months)

What is your gender?

○ Female ○ Male ○ Other ○ Prefer not to say

What is your employment status? (Please tick one)

○ Full-time waged
○ Part-time waged
○ Unemployed
○ Full-time student
○ Part-time student
○ Looking after the family/home (unwaged)
○ Retired
○ Prefer not to say
○ Other (please specify)

What is/was your most recent main job title?

What is your income band? (Please tick one)

○ Under £5,000
○ £5,000 - £9,999
○ £10,000 up to £19,999
○ £20,000 up to £29,999
○ £30,000 up to £39,999
○ £40,000 up to £49,999
○ £50,000 or more
○ Don't know
○ Prefer not to say

What is your ethnic group? (Please tick one)

○ White English/Welsh/Scottish/Northern Irish/British
○ White Irish
○ White Gypsy or Irish Traveller
○ Any other White background (please describe below)
○ Mixed/Multiple ethnic groups - White and Black Caribbean
○ Mixed/Multiple ethnic groups - White and Black African
○ Mixed/Multiple ethnic groups - White and Asian
○ Mixed/Multiple ethnic groups - Any other Mixed/Multiple ethnic background (please describe below)
○ Asian/Asian British - Indian
○ Asian/Asian British - Pakistani
○ Asian/Asian British - Bangladeshi
○ Asian/Asian British - Chinese
○ Any other Asian background (please describe below)

○ Black/Black British
○ Black/Black British - African
○ Black/Black British - Caribbean
○ Any other Black/African/Caribbean background (please describe below)
○ Other ethnic group - Arab
○ Any other ethnic group (please describe below)
○ Don't know
○ Prefer not to say

Please specify if you answered 'Any other...' above

What is your highest educational/vocational qualification?

○ Higher Education (e.g. University) & professional/vocational equivalents
○ Other Higher Education below degree level
○ A levels, vocational level 3 & equivalents
○ Trade Apprenticeships
○ GCSE/O Level grade A*-C (5 or more), vocational level 2 & equivalents
○ GCSE/O Level grade(less than 5 A*-C), other qualifications at level 1 and below
○ Other qualifications: level unknown
○ No formal qualifications
○ Prefer not to say

Where did you hear about this survey?

If you have any other comments about heritage in Lincolnshire or this survey, please let us know here.

Finally, now that you've been thinking about heritage as you've been filling in this questionnaire, we'd like to ask you again:

On a scale of 1 to 9, how important is heritage to you?

Very unimportant		Unimportant		Neither important nor unimportant		Important		Very important
1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○

Thanks for taking the time to fill out our survey – your contribution is very valuable to us!

If you want to find out more about our project or take a look at the survey results once we have them, please take a look at the project blog, at *Our Lincolnshire*.

If you have any further questions or queries about the survey or wish to send us any further comments, please contact Anna Scott, Research Assistant for the project in the College of Arts at the University of Lincoln (Brayford Pool, Lincoln, LN6 7TS), email ascott@lincoln.ac.uk, or telephone 01522 835112.

Thank you for doing our survey. Please check you are allowed to fill out this form with the person who is looking after you.

Heritage

What do you think **heritage** is?

Is it important to look after old buildings and things in museums? Please circle an answer.

😀	🙂	😐	🙁	☹️
Yes, a lot	Yes, a little	Don't know	No, not really	No, not at all

Do you like finding out about the past? Please circle an answer.

😀	🙂	😐	🙁	☹️
Yes, a lot	Yes, a little	Don't know	No, not really	No, not at all

Different sorts of heritage

Do you have a **favourite time** from history? Please tick one.

___ Prehistory (the Neolithic, Bronze Age and Iron Age)

___ The Romans

___ Anglo-Saxons and Vikings

___ From the Tudors to the Victorians

___ The last 100 years

___ Lots of different times in the past

What's the **most important**? Can you put them in order?
Give each one a number from 1 to 4. Number 1 is the most important.

___ Famous people from the past

___ 'Ordinary' people from the past

___ My family history

___ Important things that happened in the past, like battles, disasters, scientific discoveries, explorers

Looking at heritage

Do you like visiting museums and old places you can explore like castles or windmills? Please circle an answer.

😃	🙂	😐	🙁	☹️
Yes, a lot	Yes, a little	Don't know	No, not really	No, not at all

When you go to a museum or an old place like a castle or windmill do you like to do these things?
Tick the circles under **Yes** if you have, or under **No** if you haven't.

	Yes	**No**
See **old things**	○	○
Watch **films about the past**	○	○
Hold **and touch old things**	○	○
Dress up **and play stories from the past**	○	○

Visiting heritage

Have you visited any of these places to look at their history?

	Yes	**No**	**Don't know**
An old city or town	○	○	○
An old building	○	○	○
A church	○	○	○
A castle	○	○	○
A museum	○	○	○
An art gallery	○	○	○

Have you tried doing any of these things?

	Yes	No	Don't know
Dressing up like someone from the past	○	○	○
Reading about a story from the past	○	○	○
Watching history on television, on a computer or on a tablet	○	○	○
Looking up things about the past on the internet	○	○	○
Joined in an archaeology project	○	○	○

About you

In which village, town or city do you live?

What is your current home post code?

How old are you?

Are you: (please tick one)

○ A girl

○ A boy

Thanks for doing all those questions – that's really helpful!

Very soon, we're launching a web app where you can choose your favourite old objects from Lincolnshire – keep checking our website!

If you or the people who look after you want to find out more about this project you can look at our website: **ourlincolnshire.blogs.lincoln.ac.uk**.

If you want to ask any questions about the survey, ask the person who looks after you to send a message to Anna Scott, Research Assistant at the University of Lincoln, at **ascott@lincoln.ac.uk**.

There are some ideas of great places to visit and things to do with heritage in Lincolnshire on the University of Lincoln's Children's University website (**childrensuniversity.lincoln.ac.uk**).

2.3 Defining heritage

[Please note: responses in this and subsequent appendices with comments made by respondents in the heritage survey are verbatim but have been have been edited for spelling/clarity and to ensure anonymity]

Under 18s additional comments on the definition of heritage:

- "Heritage" refers to historical events or processes that have a special meaning in group memory
- A family heirloom, that has been passed down through generations.
- A new word
- A school I used to live near
- An old building
- Anything relating to the past involving objects and stories, traditions and people, like museums.
- Gain something from others
- Heritage is also family and your family history where you came from originally and how you ended up where you are
- Heritage' is anything from the past that we can use to show what are country was like many years ago.
- Heritage is something handed down from one's ancestor or the past
- Heritage is something that is carried through the different generations
- Heritage is something that you rightfully own because it has been passed down to you from your family
- Heritage is things in the past you have in[herited]
- Heritage is to do with your own personal family.
- Heritage is when anything is passed down onto you, this includes genes and property
- Heritage is when something has been handed down from one's ancestor or the past e.g. objects, buildings, traditions etc.
- Heritage to me is basically family which unites us all together in all different ways ether in the life of ancestors or life of now and the future.
- Heritage to me is finding our origins and where we came from
- History [2 responses]
- History and culture
- I think heritage is when a family member owns something and when they die its past on through their family.
- I think heritage means something special that represents a place or time
- I think it also means our culture
- I think it means things from the past like our descents
- I think that heritage is what we get when someone that means a lot passes away and they write a will.
- I think that it can mean how people lived.
- I think that it means when you inherit something from generation to generation
- I thought heritage was when you are owed something. E.g. if a family member died you would get their heritage
- I thought it meant like when your grandparents die you might inherit their belongings
- It basically like being passed down
- It can also be to do with the life of families and their traditions.
- It could mean a person's descendants

- It is also very old things that been there or going on for generations.
- It is the past and our family history not just traditions
- It is who your family is in the past
- It means nothing
- It means that it can be a czar's home
- It means that the old building will be here for ages
- It means that you have had an item hearted from your relative
- It means the start of something great
- It means things from the past specific to our country.
- It means to me that you get something from a loved one that has died or something like that.
- It means were you live
- It would be good if there was an 'I don't know' option for the first question.
- It's history, things in the past
- Local history
- Local history. It helps us find out about our past and how our towns have ended up as they are today. It helps us and educates us on our history.
- My Grandfather had an object and when he died that object was passed down to dad.
- Old fashion to the community
- Old things
- Old things that don't get used
- Places
- Property that could be inherited
- Property that is or may be inherited
- Property that is or may be inherited
- Property that maybe revived
- Something handed down form one's ancestors of the past, e.g. Objects, buildings, traditions, etc.
- Something handed down from your ancestors
- Something that gets passed down
- The culture of the country
- The past of your ancestors, their occupations, their era and their lives.
- The word heritage means to have something given to you by your ancestors to carry on tradition throughout the family.
- Things of the past
- Things that are in your family
- Things that have been left by ancestors
- This mean something you gain from the past humans
- Traditions that ancestors have given us
- Traditions, ancient, and things that are passed down in generations throughout the years
- Traditions, objects and stories passed down through the years.
- What has happened in a place or county before us
- You can inherit money and buildings too
- Your background
- Your child learns things
- Your heritage is your own personal information through a physical object or mental thoughts/speech etc.

Over 18s additional comments on the definition of heritage:

- "Inheritance" suggests previous generations. Heritage can apply to quite recent manifestations of our culture.
- […] Deepings Heritage [is] a Society involved in active research into the history of our area. [Their] motto is 'We Care about the Past and the Present for the sake of the Future' which I think sums up my attitude the subject.
- 'We' includes all communities in Lincolnshire with diverse heritages.
- A definition of heritage is a huge subject but I think it is as broad as our environment, landscapes, places created by centuries of development and change and is as narrow as an individual's memories and experiences. Does 'traditions' include skills? Lincolnshire's heritage is hugely rich and diverse and includes tangible and intangible assets. This definition also suggests that heritage is static, but it also plays an active part in our present and future.
- A look into the past
- A sense of who 'we' are and where 'we' have come from.
- About people and their sense of place
- All that we have from the past that we shouldn't lose or allow to be destroyed etc.
- All things cultural from our past, collective and individual
- All this but also but heritage can also be personal and present memory
- Also about family connections and heritage
- Also buildings & landscapes
- Also buildings and architecture, values and culture, and perhaps landscape.
- Also comes from family
- Also family
- Also includes crafts e.g. weaving, soap making, film making (since 20th century); theatre; sport; monarchy; cultural influences; political; fashions; language (not just stories, speech, use of language, poetry); also heroines as well as heroes and the stories/paraphernalia associated with them; increasingly our technology. Buildings, not just monuments e.g. Churches, Cathedrals, Castles, Museums, Galleries, Schools, Universities, Sound Recording Studios, and so on. Our Environment! Recipes - food + cooking methods important too. Gardens. Music.
- Also lineage, and preserving the past, for the future.
- Also means buildings & archived documents that help make sense of it all.
- Also the environmental heritage
- Also the history beneath the ground is very important (archaeology)
- Also trees, hedges and streetscape
- An historic subject/object that needs protecting in order for the future generations to appreciate.
- Ancestry
- And dialect and its words!
- And how we preserve them for future generations to enjoy and learn about
- And memories
- Any buildings, objects, stories, or traditions that we wish to preserve for the future.
- Any heritage objects that reflects the history and tradition of the Town, should be kept in the Town for historical research and for local people to view and cherish and also to learn from it.
- Architecture. Dialect. Customs. Folk songs and stories. Legends and other significant county events.

- As a multicultural society, heritage may also mean cultural influences which come from elsewhere, not just the past.
- As above but add family/ancestry
- As above but more, should include language and dialect
- As defined above plus personal lives, museums, local history. Once destroyed there is no going back.
- Atmosphere, lifestyle, social effects
- Aviation
- Aviation heritage
- Being a fourth generation farmer and looking to generations of the future as well as the past
- Buildings still in use not within the definition of monuments e.g. Alford Manor House Gainsborough Old Hall
- Buildings, places, knowledge, artefacts, landscapes and features having significance for historic, architectural, archaeological or artistic special interest.
- But we need to be able to pass them on to future generations
- Common history and evolution for people from the same area
- Connection with the past which informs our personal 'future'
- Cultural events and society also contribute
- Culture
- Culture & community, environment & landscape
- Culture = way of life
- Culture, history
- Culture, rituals
- Culture, traditions, folklore
- Culture; be it socially or religious
- Definitely the landscape as well.
- Does that definition include skills; culture and language (etymology)? What about natural heritage? Cultural (man-made) and natural processes that have shaped the landscape?
- Ethos and values.
- Everything. We need it to learn and reflect
- Evidence of a place's history, the effect this has on the area
- Families and their homes are a rich source.
- Family comes into it when people have lived in an area for all life or a large part from birth. This area expands for people who care for that as they move during their life. Personally I feel I have three heritages: North Devon, Lincolnshire and England.
- Family history also plays a big part
- Family history linked to places
- Family, ancestors, skills passed down, locations.
- Features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance
- Fields and farms, medieval villages don't seem to fit in this
- Food, clothing, household products etc. are all relevant too.
- For me heritage is linked with "Community". It is our combined heritage that helps to keep our community together and keeps it strong for the future.
- Future generations should be aware of the past and what has shaped the way we are today.

- Genealogy.
- Generally more focused on buildings and architecture that reflect something about the history of a place and the people that live there
- Heritage also included written documents, maps, printed matter, etc.
- Heritage also includes accepted cultural norms and values.
- Heritage also should include information on families through the centuries, who they were, where they lived, worked and interacted with peers, employers, etc.
- Heritage can also be used to mean "old". Or "good quality".
- Heritage can also be your beliefs passed down from your parents and upbringing
- Heritage can also include culture, insomuch as a low level definition as "this is the way we do things round here" Which can vary from village to village in a county as much as it can vary from one end of the country to another.
- Heritage can also mean the people who lived through past times. The memories of the older generation should be preserved whilst they are still with us.
- Heritage can also mean the type of food eaten
- Heritage can be national, regional and personal.
- Heritage' carries with it more weight than, say, 'local history', but really it comes to the same thing.
- Heritage could also cover people - where were the first settlers from, what was their life like, how did this change over the millennia.
- Heritage in my opinion, not only encompasses the things that we've inherited but also things that have helped shape the past before being forgotten about in the modern day
- Heritage in the sense of promotion is typically portrayed as such things however heritage can also be applied to less definable aspects such as memory and feelings.
- Heritage includes the cultural inheritance that we all carry with us. It is what we are, what defines us.
- Heritage is a process - the construction of what we think is important to preserve about the past.
- Heritage is a sense of place and its people. It binds communities and gives a feeling of togetherness and belonging.
- Heritage is about how we have come to be where we are today through the actions of our ancestors.
- Heritage is also about our historical environment and how we relate to it.
- Heritage is also echoed in our attitudes and outlooks. We are the product of our ancestors and environment. I am very interested in our food heritage, with Lincolnshire being such a major food producer.
- Heritage is also how people lived in different area including different habitats and geographical features.
- Heritage is also something we have to choose to preserve for future generations, this [is] what each generation passes on from the past is also a reflection on themselves. i.e. mid twentieth century attitudes to Victorian heritage and current perceptions on brutalist or Cold War architecture.
- Heritage is also what we live do now, how we live and what needs to be preserved for future generations.
- Heritage is associated with worthiness and value
- Heritage is history with purpose and momentum.
- Heritage is more than this. It is a link to the past. Not only is this interesting in its own right but by learning about the past we understand the present better, we are better able to make decisions

understanding our mistakes & those of other people, seeing what works & what doesn't, being warned and inspired. It is history & politics, relevant & important.

- Heritage is much more closely entwined with people's sense of "place" than I think is recognised right now. Aspects of people's' surroundings can carry heritage associations, even if the thing in question might not be at first glance an important object/landmark/item. These are easily lost...!
- Heritage is our past and present, in all its forms
- Heritage is physical and affects you personally.
- Heritage is something precious from the past, that is important enough to share for the future.
- Heritage is something that is also passed down in a city or mainly in a family.
- Heritage is something we should not lose. Once it's gone it is no longer heritage, just lost.
- Heritage is understanding the past to enhance our future.
- Heritage is very important, it defines who we were and what we have become. Without our past we have no future.
- Heritage is what we are in the world and what the world has made of us.
- Heritage is what we inherit from our ancestors
- Heritage means things and ideas from our past
- Heritage often means old, very old. We also need to focus on the recent (i.e. with living memory). We take the present for granted and often don't notice as parts of it disappear from underneath our noses. When it's gone we realise that we've lost part of our memories.
- Heritage ought to include our local history within a wider, national context to help to see local events and traditions as part of a national picture.
- Heritage should also apply to the landscape and its diversity.
- Heritage should be an all-encompassing term, not just reflecting the dominant ideology of the day e.g. England might be portrayed as a C of E Country but there is heritage before this e.g. Pagan, Celtic, Viking etc. It also includes nature e.g. ancient woodlands and water.
- Heritage to me is landscape, the land itself, people everything
- Hidden or lost history there to be discovered and understood
- Historic cultural context
- Historic findings
- History
- History and perceptions.
- History of where we come from, our ancestors.
- I also feel we can learn much from our past and our heritage. We have so many advantages in our modern world, but sometimes forget lessons we can learn and adopt from past lives, to make today's life even better.
- I also think it includes folk songs, myths and superstitions
- I also think that local physical characteristics, local social mores, ways of doing business, use of local dialect and accent are all part of our heritage.
- I am born and bred in Lincolnshire meaning that the soil and the rocks, the mud in the Humber and the coal on Cleethorpes beach are part of my body. The Wolds are my playground
- I am from a tourism background so my views are tilted towards the economic benefits that tourism can bring to the county. So although I am certainly not a dyed in the wool conservationist at any price, and neither do I favour the Disneyfication of our heritage, yet I do think that presentation is as important as preservation, as is promotion and ease of access.
- I am interested in my heritage, as was my father, […] gas lamp lighter in my home town of Gainsborough.

- I believe heritage is a group memory of the past rather than a more singular experience.
- I feel it is also about landscapes
- I feel that 'heritage' adds value to my life, I feel a sense of belonging when surrounded by heritage. Being connected to the past (sometimes even if it is not directly my own) makes me feel safer somehow, that I am a small part of something larger that transcends the 'now'.
- I feel that too much emphasis in Lincolnshire is placed on the Heritage of richer social groups and ignores the diverse rich history of everyday people and stories in Lincolnshire. There are lots of local sources that have been self-published or donated by families and sit in library shelves/back offices that are not being utilised. There is a wealth of information of fantastic stories and objects out there.
- I sometimes feel depressed by "heritage", which can be presented as something more dead than alive.
- I think " Heritage" is not only specific to one person, but to all people wherever they are. Our history is inherited from our forebears whether ancient or modern.
- I think a lot of it is how things are perceived and what memories are passed down.
- I think heritage also relates to landscape in its own right as well as how it links to the built environment.
- I think heritage includes social history too - how my ancestors lived.
- I think heritage is also about culture and community
- I think it covers cultural and artistic elements as well as physical ones
- I think it should also include our wider paper (now computer too) records in the community, i.e. community Groups/Scouting/Guiding etc.
- I think that definition is too narrow - what about other things like culture and society (which I do not think can be limited to 'traditions')
- I was raised with an interest in local history, living in an area of old Danish encampments, a Tudor manorial hall, and wartime history, the secret X type mini submarines being made in my home town.
- I would [add] art and religion, or even culture into the list that defines our heritage
- I would add language and also personal heritage passed down through families
- I would add: buildings & anything that sheds light on our past
- I would include skills, crafts and art forms that have existed in the past as well
- I'd say places rather than specifically monuments - heritage can include a wider landscape setting.
- Important
- In terms of the passing-down of human knowledge, 'traditions' are certainly an element, but skills are another that haven't been mentioned in your list.
- Include: culture, people, discoveries and history
- Includes landscapes, industry, conflicts also. And no doubt more!
- Includes our values and beliefs
- It also covers how the land was used by communities and the differences between then and now.
- It also includes buildings, land (e.g. battlefields) and whole places often designated as Conservation Areas
- It also includes our history and acceptance that some of the things we did in the past we would not accept or do today, such as Imperialism, involvement in slavery. Often 'heritage' is thought of as just the positives. Positives can come out of this, such as the notice in Lincoln Cathedral accepting the Christian Church's role in persecution of Jews and apologising for it. I also see language as 'heritage', including regional dialects and accents. Also old varieties of fruit and

vegetables - my elderly relatives remember so many more varieties than are available commercially.

- It also includes ways of life or social history. Many of the skills which were once commonplace have now been forgotten.
- It also means planning for the future. As we look back on the lives of our ancestors, so should we expect our descendants to be inquisitive about the primitive (to them) lives we led decades or centuries ago. I'm not referring to what exists today, but what we construct (in the broadest sense) in the future.
- It also means socio-economic and political history of people living in Lincolnshire
- It also means what has been achieved
- It also refers to the information we can get from these objects, monuments, etc. and what they can tell us about the past.
- It can also mean personal, as in family, or a street, neighbourhood, or local area.
- It can be verbal and also it can take the form of a contemporary response i.e. Grayson Perry's Collection exhibition The Charms of Lincolnshire, which was built around his archive work
- It can mean family
- It could be about creating heritage for future generations too
- It includes our journey as a nation from what we were, what we are and learning from that to shape what we might become. Multicultural heritage.
- It indicates links with the past - on an individual level and also on a regional and national level. The past shapes our lives and outlooks.
- It is about past and present and how they interweave to make the future
- It is all of the above but it should also have a flow throughout the society and a way of encompassing all levels of living through the ages within the ethos of the time. More of a feeling of the time and people.
- It is also about preservation for future generations.
- It is also an understanding of local history and how it has shaped the people and places around you. It gives you a sense of belonging.
- It is also possible to recreate "atmosphere" from the past
- It is also the way we have been shaped to behave. It could include social cultural things too.
- It is fine to use the term 'heritage' but it is the dissemination of the message that needs to be the important factor. To describe what 'heritage' is in as many creative ways as possible to all sorts of different people.
- It is history to which the individual feels part of.
- It is not a static thing, which the above definition rather implies, comprising a defined list of objects that never changes, nor is it as dry as the definition - heritage is a living entity that explores the relationships between all those 'things' and us, that contextualises them all and thus makes them both enjoyable and relevant. We are surrounded by our heritage, it is part of our everyday lives and we are contributing to that heritage, we are living it. Any definition of heritage needs to express the continuity of all these things, not infer preservation in aspic.
- It means a lot to me. It makes me think of my background and where I am from.
- It means everything - to learn, grow, reflect. It's all we are
- It means tradition, and should be preserved as part of an area's history, not destroyed or removed because once this happens it can never be replaced, plus it is a recognition of the work carried out by previous generations in an area and we should be adding not destroying.
- It often includes association and furthers connections with other cultures/countries/ethnicities

- It relates to both personal experiences within your own family; your experience growing up in a certain area and your overall acceptance of your country's history.
- It's about our dialogue, the way we think, our character, traditions and how we view ourselves, as well as the above.
- It's also the landscape and culture, the buried and standing archaeological record, and perhaps most importantly the way those all these things have shaped and are integrated into today's landscape.
- It's as much about a better understanding of our past and how it affects our lives today
- It's more but not understood by a large portion of community, often connected with Lincs. middle class etc.
- It's about everyone!
- It's also about protection and preservation for the future.
- It's also about the changing landscape and language which have shape the character of the people over centuries.
- It's also in the literature, language, ideas and thought processes.
- It's not only the objects and artefacts, but life itself - processes, technology, events, and how people lived, as well as what was available or items we'd made or built.
- It's the legacy of our past signposting our future.
- Keeping our past alive
- Keeping the past alive, and passing on our own history
- Landscape can be part of our heritage too
- Landscape history and the stories it can tell. The songs, from senior citizens, clothing, farming implements, bloodline of local families and their association with people outside the area.
- Landscape in Lincolnshire Wolds too
- Landscapes and wildlife too.
- Language - especially in Lincolnshire -was/is an enormous part of our County heritage.
- Later in life, my sporting career resulted in making friends all over the world, the closest being Swedish, with an interest in our old language. My great grandmother, for example called ants "Pissmires", the old Norse, and modern Swedish being pissmyra, literally, "Piss acid"
- Lincoln is forgotten treasure with people only going there if they have too; most people bypass Lincoln traveling on the A1 or M1, we need to raise its profile around its Roman and Norman heritage and make people want to visit Lincoln
- Literature and documents are also important.
- Local buildings and their history
- Local skills and craftsmanship, place names, areas of particular activity at a particular period, trends and development (or their lack) etc.
- Many years of my family living mainly on the Wolds since 1705 as far as I have traced. My father's originally in the Hagworthingham area then moving to Belchford, my mother's in Marshchapel and thence to Belchford where my parents met.
- Memories
- Music and songs
- My connection with my country
- My father […] wrote his life story beginning as a small boy in […], which we found after his death in 1975. The family asked me, as a writer and his daughter, to tell his story. It was published […] last year […] It has been described by one reader as "a brilliant social history."

- My favourite fishing spot is on a site of archaeological interest, and has been dug in the past. Currently a long term project to survey the whole area as a possible Norse overwinter camp suspected.
- My heritage also includes archival documents from the past which underpin my view of my heritage. Documents such as manorial records. This does not preclude anecdotal information and collections
- My Paternal grandfather was orphaned at a young age, and raised in a local poorhouse, until he was old enough to be sent out as a live in apprentice by the board of trustees. We still have his indentures in the family archive.
- Natural history should not be omitted from the list.
- Need to include culture and environment
- Not only recognisable monuments, e.g. churches & castles, but also everyday buildings...e.g., post offices, farm buildings etc.
- Objects including the written word
- Occupations and life of family in the past
- Of significance
- Old buildings, especially 'listed' buildings
- Old buildings, sites and events that are part of our past that we need to look after
- Old photographs, films and books
- Our heritage i.e. our past shapes and influences how we live today
- Our heritage tells the story of who we are and why. Without this knowledge we would be cast adrift in the uncertain sea of the future.
- Our history
- Our history, our natural history, traditions and culture
- Our history.
- Our tangible and intangible collective memory.
- Past history
- People/tribes/families
- Personal family history
- Personal too i.e. genealogy/ancestry and culture & how shaped individuals
- Places, buildings, people
- Plus Culture & History
- Preserving the past and examining cultural impact
- Processes such as breadmaking
- Protection of our past.
- Redefinition includes stories and traditions, but rural heritage is also about PEOPLE
- Religious beliefs/effects
- Remembering events and people from the past and preserving historical buildings and gardens.
- Restoration and acknowledgement of our past through tangible objects (artefacts, monuments etc.) which express our historical upbringings
- Shared things we inherit from the past
- Should include 'family history' also
- Should include landscape and natural history.
- Showcasing ALL aspects - Local History, Genealogy, Archaeology.
- Skills, arts and crafts are important parts of tradition I think.

- Social history, how life was in the past as well as monuments, stories etc.
- Something that belongs to past cultures of society
- Something we've grown up with, not always tangible
- Speaking for friends who have visited from other places in the world, the castle and cathedral seems to impress them the most, with Steep Hill coming third
- Special
- Surely 'heritage, is everything that makes us what we are
- Talking to people who are involved with a particular piece of heritage.
- The background and history of Lincolnshire's people- so interesting as it as a county seems to be forgotten by the rest of the country. It has so many stories to tell over so many centuries
- The contribution by people to heritage - i.e. their example
- The development of .... and how it has grown from its beginnings to now."
- The history of the past, especially videos of farming implements and how they were used in their day, by the farming community, with an insight into why they dressed in a certain way for the work, same goes for industrial past etc.
- The inheritance of present day society.
- The legacy left to us by our ancestors; buildings, objects, laws, art, inventions, culture etc.
- The people who live in the county too!
- The preservation of ancient & not so ancient monuments and artefacts of Lincolnshire
- The preservation of the history for the education of both my own generation and future generations
- The stories and history of a place.
- The use of the word 'or' would suggest that one can pick and choose, while heritage is actually the sum of its parts, not those bits you choose
- The word inherited passed down
- Things that it is important to continue or keep alive
- Things which are worth preserving as part of our identity here in Lincs.
- This is all part of heritage - but also represents culture that is, something that is changed and changing and more contemporary and forward-looking. Heritage often implies something very static
- This works but ignores the audience; people in Lincolnshire will have shared and separate stories which will govern their response.
- Though the statement is partially correct I think our heritage is about far more i.e. historical buildings, employment sectors and how they have evolved i.e. manufacturing, places and how they reflect a variety of periods throughout history...
- To me it also means a birthright or title passed down from previous generations or even property
- To me it is also tied up with ancestry and genealogy.
- To me it means Buildings architecture from a long time ago
- To me, heritage also means memories, oral histories and reminiscences, photographs, and family histories. However, memories and oral histories are not always accurate....
- To me, heritage is about a state of mind which links us to a particular place or some defined reference framework, e.g. country, Europe? Etc.
- Traditional country dance
- Traditional crafts, arts and skills form a very important part of this for me.
- Traditional things and buildings
- Understanding how people lived in, used and adapted the environment (that we live in now), in the past

- Values
- Visitation history
- Ways of life are affected by our heritage.
- We are a multi-cultural society so we may also inherit culture from elsewhere, not just our own past.
- We build on what has gone before. To ignore heritage takes away the foundations of society.
- We have a huge responsibility to keep our heritage safe so that it can be passed on to our children and their children and so on. 'Heritage' means a way of life that has passed and will not be remembered if the objects, traditions, stories and artefacts are lost within our lifetime. We are only curators of our heritage and must preserve everything that we can so in the future others will know how we lived, what we made and what progress (if any) we have left behind.
- What follows from previous years' history.
- When I think of 'Heritage' I also think of historic buildings (or are they classed as monuments?) and certain aspects of our rural landscape. Churches, old farms, ancient woods and hedgerows. That sort of thing.
- Whilst 'buildings' could be embraced by 'objects' in the definition you give, I would prefer them to be listed separately.
- Who and what we are.
- Woodland and pathways.
- Would also include buildings.
- Your definition can be added to: "...have inherited from the past and cherish."

2.4 Importance of heritage: comments about rankings

Under 18s comments on ranking different types of heritage:

- Between 6 and 9 are all around the same importance to me as each other
- Do books count as written documents or stories?
- History is very precious and needs to be well maintained, no matter what it is.
- I am not sure about the importance of it.
- I don't understand heritage so I just guessed 😄
- I don't understand so I just guessed
- I find historical places very important to find out about our past
- I like architectural heritage
- I prefer not to rank things in numbers of importance because each thing is important in different ways and important to some and unimportant to others
- I put memories first because to me these are the most important due to them being so clear and joyful
- I think big monuments like pyramids and other Egyptian heritage is awesome and would love to see it.
- I think that landscapes, parks and gardens are important as they attract people to live here. However, if they are not maintained they can give a bad reputation.
- I think there should be able to use one number more than once
- I think there should me more number are you should me be able to use a number more than once
- I think they are all equally important to society so no one forgets them.
- I think works of art and digital heritage are most important.
- I wish I could of chosen 1 for each one
- It is important that religious heritage is learnt more than 2x a week in school as many people are becoming racist about religions even if they know it is a lie and are taking the micky out of it. People are also becoming [atheist] and the religious heritage is going away.
- It is important! ☺
- It was hard to choose but the most important is at the top.
- It's a good idea. It allows the public's opinion
- Memories and photographs are one of the most important thing towards families remembering the past to bring into the future
- Most of them are very important
- Some are important but overall it's not judge-able.
- Some of them are actually tied [in] importance
- Taking part in things live video games are very important to me
- The ones that are ranked 5,6,7,8,9 can also be ranked 9
- To me personally, my family and memories are very important
- Very good idea to give people and insight into the public's opinions
- Well I think that the ranking of the list above is that they are all equally as important and how you shouldn't judge everything, as they are all equally the same.

Over 18s comments on ranking different types of heritage:

- [We] have been fortunate to live in an old rare 'mud and stud' cottage for 30 years. Until recently it contained the post office and shop that was the centre of the village

- 1-5 are really of equal importance in my head
- 5-9 would be of equal importance but there was no option to allow this
- A lot of them are of equal importance - and the digital storage of photos and stories is one that is becoming increasingly important.
- A number of things should share the same higher grade
- A problematic question: Looking from the position of a person involved in heritage physical objects are primary sources allowing for research and investigation. As they are too friable photographic collections cannot be used for research if not digitised, so looking from the at angle this should almost have priority over other physical items. For private enjoyment or professional reasons other -intangible- aspects of heritage might have a higher priority. Ideally all should be same.
- Accessibility is very important. A lot of art collections are not readily available etc. Lots of documents and paintings should be viewable on line.
- Actually it is all important and I would hate any of it not to be done
- Al almost impossible task as they are so interconnected
- All are equally important [4 responses]
- All are important as each other. A scale of 1-10 for each category would work rather than having to relegate in order of preference. Some I would grade as equal but am not able to with this system.
- All are important. The obsession with lists, rankings etc. will inevitably narrow the focus too much.
- All are of equal importance and each is part of the whole
- All are very important.
- All as important as each other. Each one overlaps with the next!
- All I put below 4 are equally important and none can be neglected, but 1-4 I feel are being lost and 1 & 2 in particular are vital to the folklore heritage of an area
- All of the above things are important
- All of these aspects are important as it is when we consider them all together that we get the best overall picture of our heritage.
- All the above are equally important so it is not possible to rank them as they inter-relate to one another and it is important to have available the complete picture of the past.
- All the above co-exist and without one you may not be able to have the other. It is a little unfair to rank them in this way
- All these items are equally important because different people relate to different aspects of 'heritage', for example works of art may leave one person cold but historic buildings may excite them etc. etc.
- All these things are important, it shouldn't be locked or hidden away, but shared by us all.
- All very important. We must preserve them all especially as future governing authorities in this country may well neglect and destroy our past heritage and histories.
- Although I have made the required choices I feel every category is equally important
- Am concerned for the preservation and investigation of ancient burial sites and deserted villages.
- Anything that engages the public has to be the best way to promote our heritage.
- As all the categories are inter-related this exercise is pointless
- As someone interested in historic architecture I have prioritised buildings and environments over smaller objects as I feel place is important in 'grounding' us with the past and somehow sharing the physical spaces of those before.
- Back the boys who do the job
- Buildings, landscape and documents all require considerable effort to maintain - others may be preserved unofficially by many people.

- Cannot be precise about numbering these things - they are all important
- Cannot rank them as all are important to get a full picture of the past.
- Children especially, need to see these things in a working situation. Many adults prefer this type of presentation too as it has a "reality" feel and can be put into context more easily.
- Cost and disruption to people's lives has to be considered. It's not restoration at all costs
- Depending on context, most of these categories can be of a relatively similar importance to me at any given time.
- Depends on what we're saving, and why.
- Difficult - it all counts!
- Difficult as not a great deal separates 1 to 8
- Difficult as they are incomparable...each so different and all important in their own way.
- Difficult one to answer all are important
- Difficult to answer/choose [3 responses]
- Difficult to choose these as single items as I believe that some things should be rated the same as others as they depend on each other. perhaps they should be placed in groups rather than single items
- Difficult to compare each as they are important in their own right
- Difficult to 'prioritise' as all aspects are so closely interlinked.
- Difficult to prioritise, especially 1-6.
- Difficult to put in order, I think they are all of importance, for example I love old photographs and stories of the past but can't say that they are as important as old buildings.
- Difficult to put in order, we must preserve for the future generations, to know our British heritage
- Difficult to rank as all very important.
- Difficult to rank as each contributes to our heritage
- Difficult to rank as they all have a relevance
- Difficult to rank because most of them are of equal importance.
- Difficult to rank them, as so many of them are equally important to me.
- Difficult to rank. Stories are important but I guess they take less resource to preserve than buildings.
- Digital can be lost and not obviously available, collections and written material is available immediately. Activities are alright in their place but have no long-term impact
- Digital old photos are free to view, upkeep of buildings are expensive to maintain in this day and age
- Do not like doing it, but understand why you ask! They are all equally important in reality!
- Documents tell us more about our history than actual objects can. By studying them it is possible to build a picture of life very long ago.
- Don't like ranking in this way as many of these are of equal importance
- Even though I have ranked them, I would say that they are all almost equally important.
- Experiences of the past have a far greater impact in telling the story, especially for children but adults too
- Feel frustration that I'm limited to numbers. Some of these could be ranked together.
- First port of call wherever I go is 1. Art Gallery 2. Museum 3. Local areas of interest
- For me, physical remnants of heritage are most important so as we can visit and experience a site as a whole. Also with sites, specific stories can be attached to them, and would add depth to a place. Crafts and gardens will change throughout time in comparison to preserved artefacts.
- For me, written documents, customs and traditions, are the pieces of history that are most easily lost, whereas, gardens and landscapes can be reclaimed more easily.

- Found it difficult to physically rate these but all of them are equally important
- Found it very difficult to rank as feel they all play a vital part of the rich tapestry that makes up our heritage
- Found this very hard to do as believe they're all very important.
- Hard as many are equally important
- Hard to choose a ranking for most of the above as they all have their own merits
- Hard to place order...with objects/photos hopefully would have written info too?
- Hard to rank as they are all important
- Historic buildings and artefacts such as old machinery, particularly still operational have the most importance to me.
- Historic buildings are my first choice as I am very keen to visit and preserve these buildings.
- Historic buildings e.g. Ellis Mill should be preserved to show how life was lived and has progressed over time
- Historic buildings once demolished and their memories lost forever
- Holbeach is a Victorian town- children are fascinated by history if it is well taught
- I actually think they are all of equal importance, but it would not let me say so! Why does everything have to be listed in top tens? Strange concept
- I appreciate that funding is scarce, so it is important to ensure that the best examples of each type of heritage is protected and presented.
- I believe in heritage of the people rather than just one wealthy class - although I understand well-made expensive items last longest.
- I believe the majority should be in the same category as they are all indeed important.
- I cannot place one of more importance than the other - they are all equal-parts important.
- I cannot rank heritage. If we fail to treat it as a whole where one part influences and enhances another, then we've rather missed the point
- I consider digital heritage to be least important as it will soon (in the great scheme of things) become obsolete. Physical archive can stand the test of time.
- I didn't change the list above as all of those categories have the same importance to me and all build up our heritage
- I do family history!
- I do not want to rank these. They are all important.
- I don't think I can rank these as broad categories. All are important, and there are more and less important examples of each.
- I don't think it is possible to rank in order of importance as these things are equally important.
- I don't think it's a good idea to ask me to put these in order as I think they are all important. How can I differentiate between written documents and works of art, for example? They are all part of the same thread and to lose one would damage the whole.
- I don't think this is a very clear or useful question. How can you compare archaeological sites against landscapes (the two are inherently interrelated, as are archaeological sites and objects).
- I don't think you can force people to maintain e.g. religious ceremonies if they're not religious!
- I feel all the above categories are equally important. Ideally stories and memories should be documented to maintain accuracy, which is why I listed these two options as most important.
- I feel they are all important and ranking them implies that I care least about one which isn't true.
- I find it impossible to rank these headings, every one being as important as the others.
- I find old Ordnance survey maps quite revealing showing factory sites, old rail lines and old manor houses. Also reveals how towns and cities have expanded.

- I found it impossible to prioritise between them, they are all equally important
- I found it too difficult to rank these as many are of equal importance in my view. Digital heritage and activities are of less importance when compared to the conservation and management of the heritage itself, but these are equally important in terms of accessibility and understanding.
- I have put gardens and buildings 1 & 2 as I think these are good not only from an historical viewpoint, but also from a health and wellbeing viewpoint.
- I have put written documents in first position as they are more easy to conserve (and can of course be copied) and give so much information, even if not all of it is totally accurate. Archaeology next because that can reveal much that can be more accurate. Activities I think really do keep heritage alive, for example re-enactments; if you wear the clothes you live the life. Digital is great and makes heritage so accessible.
- I have ranked the list in this order as my own interest is in social history of Lincolnshire and my own Family History
- I know ranking works of art last might be seen as poor, however I think having hands on heritage is more important
- I like buildings as they are accessible and free but often they aren't explained anywhere. I have a book about buildings in East Riding of Yorkshire (my home) and would love more like this. it helps with kids understanding how we got to where we are and looking back. Buildings and monuments then link to all the other things. It collects them together
- I like useful things and while enjoying the past I look forward to future and use facilities
- I love history and particularly local history so that probably is well reflected in my responses
- I love National Trust buildings and their content
- I made my choices based on which elements are most likely to be paid for from public funding. There are always individuals with great enthusiasm for a particular part of heritage who are prepared to pay to own them or maintain them (such as digital photographs and works of art). It would be preferable to have these in public ownership, but having private custodians of heritage is better than losing heritage altogether.
- I may change these priorities a bit on other days. I originally trained as a librarian and that influenced my choices to an extent.
- I placed in order of how I feel.
- I prefer tangible artefacts and interpretation rather than via a remote media without opportunity to question or bring to life.
- I really wanted to combine some of the rankings as I felt they were of equal merit.
- I studied archaeology […] so I am quite biased in my choices for the top two spots! I now work in a […] record office, which has helped me to understand how important archival documents are in understanding the landscape around us.
- I think everything to do with our heritage is important
- I think heritage you can see and touch is very important, because experiencing things for real will be most likely to inspire me. Keeping things online is great, but it can't replace having the actual artefacts available to see.
- I think historic buildings often contain many of the other things that are important for 'heritage' so I have put them top of the list.
- I think it is not fair to have to rank pieces of the whole, which reflect the bigger picture as more important than the rest. It's all important.
- I think it's important to make it interactive, we should treasure people's stories and memories, preserve and celebrate our city.

- I think they are all important; so my list is a small scale. I do really like to see the past preserved in the infrastructure of our daily lives, so that it becomes a part of everyday society.
- I think they're all as important as each other
- I think they're all equally as important for different reasons, but you made me prioritise!
- I think you ought to give examples for all categories or none at all. For instance, "archaeological site or monument" is very abstract, but site of an abbey, henge, hillfort etc. are meaningful, and similarly "written documents" sounds dull as ditch water but had you said family history records, Magna Carta or the Tennyson archives people would feel much more engaged with and attached to these concepts.
- I think, inevitably, that heritage which is visible has the greatest impact, and thus importance.
- I was originally a librarian and this influenced my choices to some extent, but on another day my priorities might differ a bit from these.
- I would attribute the same level of importance to a number of these categories.
- I would give equal importance to no's 2, 3 & 4!
- I would have liked to have given numbers 1, 2 and 3 an equal ranking
- I would have liked to rank most of them equally and did not like having to choose between them, which, of course, is the perennial problem surrounding heritage, conservation, etc., i.e. how to prioritise what to spend limited resources on.
- I would hold that all the options are of equal significance in the definition of heritage, and as a heritage professional I believe them all to be of equal importance
- I would obviously rank Tennyson above Ian McMillan but they've both produce(d) works of art."
- I would rank most of them as equally important and found it difficult to do.
- I would rank the first 6 of these categories at No1 as equally important at least
- I would wish to conserve/preserve the actuality not simply digitize everything. The act of exploring heritage is not just clicking a mouse
- Important keep the buildings, monuments, works of art and parks because once they are gone that is it. Keeping photographs, documents and memories is important for the same reasons as above. Also to get memories from people before they die and take their important memories with them. Having them documented will keep history alive. Taking part in activities is a great way to learn and keep our history alive. If I numbered them again later, I they may be slightly different.
- In fact, I consider all to be equal importance and it would be a tragedy to lose any of them - they all interrelate and tell us about each other
- In half an hour, I would rank them differently: they are all really important
- In theory, all of the above are equally important although I recognise that some items are much easier to preserve/record than others or may be preserved in a different format e.g. scanned document or photograph.
- Invidious exercise - all are important
- It does not give the option of any question to be important as my heritage is to me
- It is almost impossible to rank the above in order of importance - I would grade them all as equal!
- It is difficult to be precise as priorities change as items become available
- It is difficult to place them in an order as they all have equal importance to myself.
- It is difficult to rank as they are all very important.
- It is difficult to rank some of the above as they can be of equal importance, e.g. written and photographic. Also, digital photographs as a way of preserving and making them available to a wider audience is of great importance, but so is digitizing written records, so it is difficult to separate the two.

- It is essential to try to include as much as possible taking into account the deterioration of material objects and our lack of connection,
- It is extremely difficult to decide!
- It is fairly ignominious to 'rank' the importance of heritage - they all support each other and are all relevant to different aspects.
- It is important to keep the best example of all of these categories as well as we can for future generations and not to spread resources to thinly so these suffer
- It is not really feasible to list certain aspects of our heritage as being more important than others.
- It is pointless to attempt to rank these items as they are all important.
- It is very difficult to rank them as they all seem so important. I think it is about making what we do have as accessible as it can be to people in the county and out[side].
- it is very hard to split apart gardens and historic buildings as I see them as the same thing.
- It was a very hard choice as all are very important to me.
- It was difficult to put them in order as they are all so important
- It was difficult to rank and put one thing above another in importance
- It was hard to decide!
- It was hard to do because most of them are priority 1. I think it is important not just to preserve and understand how things used to be, but we should make more effort in telling people, children especially, WHY it is important to know, and HOW they can use this knowledge to improve life today.
- It was very difficult to choose between the top 5
- It was very difficult to do the ranking, because I think they're all really important!
- It was very difficult to rank the above, as they are all important. For me numbers 6 - 8 (digital heritage, objects & collections, works of art) are of equal importance and I would rank them evenly.
- It's the fragile things such as documents and photos that get lost or damaged or are not collected and safely secured for the future that get overlooked
- It's very difficult to prioritise the ranking.
- It's very hard to rank things in order of importance - it's all important. And crucially it's not what you have but what you do with it that counts. You could have the best collections in the world but if they are poorly interpreted they will be meaningless to most. The issue of whose heritage is presented is also important.
- It's a bit of a pointless exercise because it depends on the quality and significance of the object/building/text etc.
- It's a bit random as some items I would have given equal prominence so it isn't really a true reflection of my views, more a forced choice by the way the question was constructed.
- It's hard to do 1-9 as some are more important to me than others, perhaps more 1s
- It's impossible to rank these as if some were less important than others.
- It's so hard to rank these as all have their merits. I believe if you're including religious ceremonies it should include the Old Religions as well as new, such as Christianity. By historic buildings I don't just mean churches, mansions etc. - I believe that simple buildings and unusual buildings should be included even if they're not perceived as beautiful by the majority.
- It's very difficult to rank them because I think most of them are very important
- I've noticed over the years that Lincolnshire doesn't seem to have any interest in prehistory at all, if it's not Roman or Norman no-one is interested in the slightest. You really wouldn't believe the amount of prehistoric barrows, enclosures and even a massive henge just outside Lincoln we found

from Satellite images and in the flesh, and the amount of worked flint we found at these newly found sites (often going some way to proving the ages of the sites we'd just found).

- Kind of difficult to order these things, as it wholly depends on the significance and importance of the subject – i.e. Some art is more important than some buildings and vice versa.
- Like to see items of the past to show how people lived and worked. Old buildings and museums are important.
- Lincolnshire is more than the Castle, the RAF and the Cathedral. I came here from Yorkshire 30 years ago and was shocked by how little value was given to the history and heritage of this county. It is improving but money needs to be spent on a lot more, smaller projects involving the community but particularly publicity, literature etc.
- Little confusing: public see more than one of these in SAME category. Not adequate numbering - some equally important e.g.: 2 @ number 1 etc.
- Little to choose between some of them.
- Looking back on my scores I could give the same ranking for some as they are combined and related.
- Looks like you are making me judge/choose, whereas all are of great importance. I really can't do this.
- Many headings listed were of equal importance, but my selection was graded on vulnerability of being lost, e.g. memories, if not recorded. Can never be recovered.
- Many of these are of equal importance. I'm not convinced ranking them helps.
- Many seem to be interconnected - for example activities may depend on locations or objects
- Market towns need to maintain their identity if they are to survive.
- More tangible on list more important - stories etc. help justify this
- Most are of equal importance.
- Most of the above are equally important
- Most people learn and retain information when they have had the opportunity 'to do' something rather than just look at it. This keeps tradition and heritage alive.
- My heritage is what makes England, England.
- My highest rankings seem to be concerned with things that come to life
- My rankings are largely arbitrary as documents, art, artefacts and buildings are equally significant to me.
- No really - there isn't a lot of difference between them so ranking wasn't very
- Not a good question better to say how they score out of ten
- Not a simple ranking some have similar weights
- Not all sites/buildings/objects/works of art are equal... I would rank the Magna Carta as more important to me than Lincoln Cathedral, for example, but they are both important.
- Not easy to rank as 'importance' depends on the context of the particular building/ collection etc.
- Not keen on ranking them - within each category, importance depends on the content/ age/ condition and its centrality to the people at the time e.g. some buildings are extremely important whereas others - expensive extravagant piles that only reflect the lives and greed of the extremely wealthy - are less so.
- Not sure about ranking as many are as important as each other.
- Online heritage allows more people to enjoy and use it because it is more easily accessible.
- Only that you can see that I am thinking of tourism!
- Original sites, buildings, collections, documents and works of art, culture and science must be protected.

- Parish registers need preserving as it nearly the only way to connect with the past before 1837
- Perhaps we should value what is most threatened?
- Photographs are one source of records of the past. Putting on them on line is a way of displaying them to the public. Vinyl recordings of past voices are also important
- Physical buildings and artefacts only have importance (other than in looks) with the stories which go with them.
- Places to visit especially if stories of those who lived there are 'told' (plaques/information/guides) is the best way of learning as well as documents.
- Quite difficult. They all rate 1 to 4
- Ranking in order of importance is difficult. Some of these should have had equal importance.
- Ranking is almost impossible, and surely not helpful? They are all pieces of the same puzzle; you need one to better make sense of the other.
- Ranking is difficult when all of them are I interesting. I could rank them differently tomorrow.
- Ranking things is difficult if you feel they are all equally important. My ranking tomorrow might be different from today!
- Rather difficult.
- Rather than ranking some of the items would be equally important.
- Really there should be two categories here - visual and physical. For example, visual documents, photographs and objects and physical - experiencing historic sites, buildings and partaking in crafts, customs etc.
- Really, I would rank them all equal (only maybe with the exception of buildings and sites being preserved slightly higher).
- Save 1, 4, 5, 6, and 9 in 2, 3 and 7, with online access to 8. Everything in one place (almost) and cutting the costs of keeping heritage safe for the future?
- Seemed to stop working halfway through moving the categories around?
- Sensibly it is really not possible to rank this list as in having a balanced understanding of our County and giving others an opportunity they are correlate and interdependent. Why does everything have to be ranked against everything else.
- Several of these are really of equal important.
- Sites & monuments I rank as =1.
- Some are equally important [2 responses]
- Some of these should be in the same section.
- Some things are just as important as others, not better or worse in ranking.
- Stop wasting money on over the top digital heritage which actual [excludes] a large proportion of visitors and employ some actual staff! A computer can't interpret, respond or give a lasting impression the same way a tangible object can, regardless of how nice the web design might be.
- Stories and memories can never be replaced if not recorded
- Stories, written docs & digital heritage are all ranked as the same for me.
- stories/memories need to be documented as when the teller passes, the memories are lost forever.
- Super hard to rank these- much depends on the interpretation of the words that you are using.
- Surprised to see Works of art included - but understand that sculptures are being "lost".
- That was a really difficult thing to do - really I would prefer to give them all equal status.
- That's impossible! All these things contribute and are important; sites, historic buildings etc. are physical evidence of the past, artwork, photographs and documents and maps record snapshots of time, stories of previous generations will always be passed down through families, and can add personal perception to historic events, and activities bring the past to life for people, especially

children (even though most people don't realise that what they're experiencing at something like a sports event - people love watching the haka at a New Zealand rugby game, but maybe don't realise its origins, for example), while those same activities allow for experimenting with and preserving traditions that would otherwise be lost.

- The current storage of Stamford's artefacts and collection should be made available to view in Stamford.
- The difference between "Works of art" and "objects" is not so relevant.
- The important thing is to preserve what we have inherited for future generations.
- The most important to me are stories and memories. Having spent my whole school life in the shadow of the cathedral - it's not until you move away you realise the privilege of living so close to history. So many stories.
- The personalisation of history through individual accounts is vital in the understanding of heritage. Without personal memories of those gone before monuments etc. just become materialistic objects without any real importance.
- The preservation of information and photographic evidence is more important than buildings, as unless financial investment can be found they just become unused dangerous buildings
- The rankings particularly 1-5 are those which can be easily lost which can be unfortunate for future generations regarding learning/continuity/change/ restoration of traditions.
- The written and spoken word are the key to understanding the objects and the monuments/buildings/landscapes so are the most important aspects of our heritage.
- There are some which should be joint, but unable to do so.
- There is also a consideration to be given to how recoverable and ease of storage an object might be. Some are worth investing in training others to emulate the historical skills.
- There is little point in ranking things in this way. I've only done it because the survey demands it. e.g. historic buildings need written document, stories, works of art. archaeology and photos
- There is not much difference between them all for me
- These are my personal preferences
- They all are important
- They are all equally important - very difficult to put in order!
- They are all important parts of the jigsaw of our heritage. We need to make sure young people are taught to engage with the past so that they can deal with the future.
- They are all important. Difficult to rank
- They are all very important to be kept for present day and future generations.
- They are ALL vitally important and very difficult to rank, to the point that any ranking is probably of limited value
- They were all quite even so it was difficult to rank them - it looks like I don't think written documents are important when I do!
- They're all important and it's very hard to say that I think a historic building is more important than an online collection of photographs.
- They're all important but in different ways for different people who are using them for different reasons
- Things from the past interest me, online does not. I like to research for myself using any means.
- Things that bring communities together - stories, traditions that give a sense of a shared heritage and belonging - the quirkiness of Lincolnshire
- This is a very simplistic approach to the subject. It is impossible to rank these in this manner as even the low scoring ones are important.

- This is an impossible task - all these aspects of heritage are interrelated in learning about and understanding our County history. Why is there a desire to rank? To what purpose.
- This is difficult because of the context. If I was doing research in school, then written documents and digital heritage would be really important.
- This is very difficult as I would not necessarily value one thing over another.
- This was difficult as I would like to have been able to rank quite a few of them as of equal importance.
- This was difficult to rank as I would put 1-8 as equal and 9 and 10 as only marginally behind!
- This was impossible!
- To be fair, […] that was hard to rank them as collectively I believe them to be equally significant to the preservation of our past.
- To be honest, it was difficult to rank them because I think they're all important.
- To me there are all of equal importance. I've ranked them by my personal passion.
- To me, written documents historic buildings and objects show us so much about how ordinary people lived and coped with their lives in the past. Royal and Parliamentary history is well documented but how the ordinary people lived and coped is far more interesting. Stories and memories show give another side of life which if not recorded in some way will be lost. The other rankings all have their own part to play and are just as important to give a bigger picture.
- To rank one aspect of our heritage above another implies that it is more important. Surely some aspects of our heritage as of equal importance.
- Too difficult [3 responses]
- Tricky as they all interlink
- Very broad categories. Some buildings/landscapes would rank higher and there are many documents/memories/objects that are less interesting.
- Very difficult as I would have placed several as equally important.
- Very difficult question to answer. they are really all important to me.
- Very difficult to choose an order as all have worthwhile existence
- Very difficult to do as lots of things are of equal importance to me.
- Very difficult to make choices
- Very difficult to prioritise - it's not always practical to preserve all landscapes and buildings, for example, exactly as they were - which "period" do you preserve them in - they will have evolved over time; to me written documents and stories and memories passed on are as important or more than works of art, but may need to be digitalised to be shared.
- Very difficult to put in order. They are all important.
- Very difficult to rank as all are important in different ways.
- Very difficult to rank as I feel that a mixture of being able to experience (try), understand (learn) and view (put into context) heritage is very important
- Very difficult to rank as I find them all equally important
- Very difficult to rank as many aspects are of equal value to me. Our industrial heritage must not be forgotten.
- Very difficult to rank because most are as important as each other
- Very difficult to rank but I believe my top two rankings are the most important, for without these there is no history/heritage
- Very difficult to rank items as many are equally important
- Very difficult to rank these and I'm not sure I'm happy with my order - most are to me equally important

- Very difficult to rank, all are important.
- Very difficult to rank, all heritage is important
- Very difficult to rate this, would have had several in the same rank
- Very difficult to separate out into a ranking.
- Very difficult, had at least 4 I wanted to make first!
- Very hard one to rank as they are all very important and would all mean and benefit different people depending on their history and their interest.
- Very hard to choose
- Very hard to decide - ALL very important
- Very hard to do - I think several of them are equally important
- Very hard to rank as the whole picture is important
- Very important all are protected and difficult to put in order as all contribute differently
- Was difficult as I consider 1-7 above to be of equal importance!
- We feel they are all important in their own way and found this very difficult to do.
- We need lots of people to visit Lincoln and value the heritage this will create funds to support the local shops and help keep historical buildings going
- When it is impossible to retain or preserve buildings it will be vital to have conserved records, photos, maps etc.
- Whilst it is important to preserve historic buildings, documentation is just as critical. Every attempt should be made to digitalise any documents as this is the preservation for the distant future! Additionally, recording of people's memories and story, not only socially but industrially (as the R&H [Ruston & Hornsby] Project) will help the future generations understand life today and yesterday.
- Whilst these are in the order I would put them in, it is hard to put one part of our collective heritage above another. The built heritage feels more important because it is tangible but the intangible heritage of oral heritage or traditions is often more important as it is underrepresented up till now. Access through digital means remains very important to me in a rural community where people may not be able to access collections easily.
- Why only reference to photos in collections and no mention of ephemera and personal narrative?
- Wish I could rank them all as important
- Without the stories, the other headings are cold and dead!
- Works of Art & Archaeological sites of equal importance
- Works of art can be copied photographed We aren't making open space any more
- Would have preferred 3 main headings, with sub-sections in.
- Yes - almost impossible to put into rank.
- Yes- we feel that rating them in order of importance is impossible as they are all equally significant.
- Yes, it is too broad a spectrum. Some are of equal importance.
- Yes, no mention of audio recordings

2.5 Memories of Lincolnshire

Under 18s comments on their memories of Lincolnshire:

- A brooch
- A while ago we went to Lincoln castle and looked around the Victorian prison, the walls and the Magna Carta.
- Ayscoughfee park in Spalding
- Cadet groups
- Farming: livestock and arable
- Hunstanton is a historic town
- I am a cathedral chorister at Lincoln cathedral and it has been a very big part of my life
- I am a chorister in Lincoln Cathedral so it is a big part of my life
- I have a ww2 fire extinguisher
- I like the way that Lincolnshire is mostly fields as it makes you feel Peaceful because everything isn't as artificial as in a big city. As a result, I feel more happy than I would if I were to live in a big city.
- I've been to the Lincoln Castle and Cathedral and I really like the Castle
- Me and my family have been to Lincoln castle.
- My dad's house
- My grandad has world war 2 vehicles
- My grandparents knew a man who worked on a traction engine and he cycled 15 miles to get to work and he didn't really drive them but he put the ploughs on to overlap the field. Also my uncle Bernard was a royal military engineer and he worked building bridges for the army
- Pumpkin parade, my birthday
- RAF monuments and Army monuments that we have to remember all the soldiers that died in the wars i.e. world war 1 and 2 etc.
- The cathedral is awesome as well as the castle
- Went to Henry the 8ths house
- WWII bombers e.g. Lancasters

Over 18s comments on their memories of Lincolnshire:

- […] butter maker at the Museum of Lincolnshire Life for over 20 years.
- […] community filmmaking group […] making films about Lincolnshire's history and heritage. We made a film based on the illustrations in the Luttrell Psalter, Tennyson's poem The Lady of Shallot and recently we have made a film about one war memorial. However, we struggle to find funding. […]
- […] films of activities in and around Fleet, put onto DVDs […], lots of outdoor scenes, tractor rallies etc. etc.
- […] the ladies at [the] sewing group "Withern Sewing Bee" are full of stories of being born & bred in the village
- [Lincolnshire residents] in Guinness Book of Records (World's Youngest Advanced Drivers).
- A 1939 wedding dress!
- A large archive is Saxilby history including 100's of early 20th century photos
- A legend from Maidenwell Manor that has been passed down through the centuries that salt was once carried from the salt house there, in coracles, by waterway to Louth
- A plane crashed next to the house when my Mother was a child in Marshchapel the wing came through the room and trapped them in the bed, they were unhurt

- After being born and spending 26 years of my life there, l feel that I had no clue how much history is part of your everyday life. It is only after moving to America that I realize just how lucky I was!
- Agricultural Heritage is very important. There have been drastic changes in the last 70 years
- Already doing so through various Groups!
- An Incorrect reconstruction of the north wall of Lincoln castle in the 1970's.
- Apart from husband in RAF - no
- Archaeological finds on the farm we grew up on, on Lincs/Leics border
- As a heritage professional working and writing in Lincolnshire since 1970 I have numerous memories, not all publishable
- As an adoptee yellow belly (40yrs) memories are limited. But the studies of life. Crafts. And communication in the county. Have been of great interest, down to practical reprocation.
- As an engineer, in Lincolnshire we have a rich industrial heritage that perhaps does not get the recognition that it deserves. Talking to people who are not from Lincolnshire, they are mainly aware of the Cathedral and Magna Carta. They are unaware of the development of the caterpillar track and the jet engine.
- As an Essex girl my only real memories of Lincoln are of the mill buildings on Brayford and the swing bridge. And being able to drive up High street and through the Stonebow.
- As part of the RAF Wittering heritage centre I feel we could work together with the heritage of the station and how is has affected the local area in the past 100 years.
- Being an RAF Lincoln I feel sad that buildings like the Officers Mess at Scampton are virtually Derelict.
- Being associated with the village of Marton in an educational context - there is much we have preserved digitally: songs, photos, news clippings etc.
- Belton House, a fantastic site.
- BEM for Lincoln District Scout Band (3 European tours).
- Birdsong and birds that I no longer hear (the effects of changing farming practice since the 1950s?
- Brayford Heritage Project […]
- BRM day in Bourne, a fantastic display of our heritage
- Came her 30 years ago but have made it home, it still has much of what was spoiled in my previous home in Midlands, though much is now under threat from aggressive building schemes and the like. I could go on forever here, having watched buildings ripped down and planning permission given for the destruction of site and ruin of landscapes, village life and the countryside.
- Collection of old bottles found in beak. Probably [quite] common.
- Counting in Lincolnshire shepherd's dialect. Our Dad and Mum knew it and made sure we did too. Yan, tan, tethera, pethera, pimp, sethera, lethera, govera, covera dic, yan-a-dic, tan-a dic, tethera-a dic, pethera-a-dic, bumfit, yan-a-bumfit, tan-a-bumfit, figit. Not 100% on spellings...that's from memory!
- Discovering in 2014 that a roll of honour board from the First World War had been salvaged from a skip when Saxilby primary school, where it had hung for 70 years, changed use to a private home. The board is currently awaiting restoration and will be displayed again in St Andrews Centre in the village.
- Enjoyed taking part in Roman dig at Marton.
- Exploring old Ordnance Survey maps to find tumuli on the Lincolnshire Wolds :-)
- Family connections
- Feast times coinciding with Harvest and travelling fairs, foods such as stuffed chine, change in landscape & environment e.g. fens, coastline.
- For me personally it is important to be aware of our heritage, but not to be stuck in it or see it as a concrete object frozen in time, it evolves

- For ten years […] a community filmmaking group which focusses on telling stories of Lincolnshire's history and heritage. Our inspiration has been a medieval manuscript, a Victorian poem and a WW1 war memorial. We are always underfunded and most of us work for nothing. […]
- Georgian Day in Stamford fun (people dressing up) and tours informative. Lecture (£20) too expensive.
- Growing up visiting my grand-parents in Bourne in the 1940' and 50's almost every weekend, with Gran taking me everywhere with her to meet her friends and join in their activities.
- Have lived in Lincoln for 70+ years and have many experiences e.g. illumination of Cathedral for coronation, fires, disappearing industries, Lincoln by-election 1973 and many more.
- Having a [family member] who lectured and wrote books on aspects of Lincolnshire history; edited Lincolnshire Life magazine etc. I grew up with an appreciation of the subject. Personal research into historic graffiti.
- Having a father who has spent his entire life lecturing on Lincolnshire history; writing many books on the subject; president of local museum society; secretary of Lincs Wildlife Trust, etc.!
- Haxey Hood
- Hereward the Wake
- I am a recent incomer to Lincolnshire (I retired here […]). However, I intend to interview a 97-year-old neighbour who has vivid memories of her life in Lincs.
- I am a relative newcomer to Lincolnshire and memories only go back 14 years
- I am not from Lincolnshire but I spent two fantastic years studying museum object/archaeological conservation there and volunteering part time at the Lincolnshire Archives. One of the most fascinating aspects of Lincolnshire that I enjoyed learning about was its rich Anglo Saxon history and I was able to apply this knowledge to my Masters dissertation.
- I collect handwritten cookery books, quite a few are local, I have one from the early Victorian period, that I have researched extensively. Her husband is surprisingly well connected. Most of the recipes have their donor named, and many are identifiable locally.
- I have a grandfather clock made in Lincoln by Jn Peacock of Lincoln (on the clock face)
- I have a private collection of Lincs farming past etc.
- I have been collecting the history of the village in which I live and [I hope] interesting others in doing so for the past 50 years.
- I have done a lot of family history research using the Lincoln Archives - it is a fascinating place - full of stories waiting to be found. Very easy to become distracted when you are there!!
- I have many memories of airfields in Lincolnshire
- I have many photos that I have taken over the years of sites of antiquity within Lincolnshire
- I have mostly pulled them together into the books I have written
- I have my mother's Oral History and her notes. Born […] 1933, Father Tom one of 10 brothers to go to war (39-45), served in HM Forces, married then caught Polio when pregnant with first child (self), went on to have 7 children and featured in National Press. I also collate the Lincolnshire & Worldwide […] Family History Collection.
- I have walked the fields of Lincolnshire for the past 30 years as an agronomist working for farmers and I have looked for/collected and identified pottery, flints etc. and the remains of human habitation in almost every field that I have been in… there is a wealth of archaeology still waiting to be discovered and enjoyed in Lincolnshire... we have but nibbled the tip of the iceberg!
- I love the castle, cathedral and the surrounding buildings. There is also history around the Brayford Pool.
- I moved to Lincolnshire for work from the south of England and thought it was flat and dull, but upon arrival I have really fallen in love with the place, particularly its heritage and the way its towns, villages and historic landscapes are so unspoilt.

- I never knew a sheep on its back was "far welted" nor did I know "mardy", "starving" for cold, "jiffling" or ... a "tatey growe"!
- I remember an old well, used as a prison during war - was shipped brick by brick to America. A replacement was built - so the story goes in village of Digby.
- I remember visiting lovely museums such as Church Farm and Stamford Museums that have now been sadly closed down or handed over [to] the volunteers by Lincolnshire County Council
- I specifically came to live in Stamford from London because of its historical connections.
- I studied Conservation and Restoration at Lincoln University and thoroughly enjoyed it and understand the reality of keeping heritage alive
- I suggest Stamford Civic Society would be a good source of such material
- I think there should be an oral history/cultural history project about the growth of the HE sector in Lincolnshire.
- I think we all have something to offer. I was born in Lincolnshire as was my father, grandfather and further back. I am researching my family tree and look to uncover useful information.
- I was born in 1947 and lived on a small farm in the Fens in South Lincolnshire - no electricity or running water - so lots of memories there also I have quite a few old photos, many of which I am sharing on closed Facebook groups relating to Lincolnshire; and I also have spent several years researching my family history, mainly Lincolnshire-based; social history particularly interests me.
- I was brought up in Lincoln the Cathedral is always very special to me. I loved being involved with the services and the tower, climbing the stairs many times.
- I was told by my plumber that 'do you come from Bardsley?' is an expression only used in Lincoln and the surrounding area. It would be good to link up linguistic quirks with real places in Lincoln.
- I wasn't raised in Lincolnshire, so this is difficult. However, I remember a few characters from my early days in Stamford that would no longer fit in these more sophisticated times.
- I'm worried about the destruction of buildings that are being knocked down. but are our history. e.g. old shops hotels from the 40s 50s 60s
- I've visited lots of places in Lincolnshire, especially churches, but would like our cathedral to be more accessible.
- I'm interested in institutional heritage - stores of people who have been in children's homes, special hospitals, workhouses, prisons etc.
- It is important to record as much of the agricultural, industrial and social history of Lincolnshire as we can and to keep a record of the memories people may have.
- Just memories from my childhood and the love and awe I still have from the wonderful historic buildings we have in Lincoln. Coming from a rural background I love the memories about my Granddad that the Lincolnshire Life museum stirred up in me.
- Just the general ones about grandparents and family, and activities in the landscapes around the Wolds and marshes. Many of these have already been shared on the various Facebook pages for history and memories in Lincolnshire. IS there any chance of these records being archived or investigated? Or would that be an individual endeavour?
- Lincolnshire dialect. The county's farming history.
- Loads, we run a heritage group.
- Lots of Aviation heritage photos and recollections from WW2 and post war RAF personnel (RAF Hibaldstow and Kirton in Lindsey)
- Lots of old postcards

- Mains sewerage didn't come to Holbeach until the 1950's. The health of the residents improved and the need to spend the warmer weather at the coast to escape the mosquitos, declined. Opium was used to combat the symptoms.
- Many but possibly they may only be important to me! Other people's memories and artefacts held by our local history society of which I am the secretary.
- Many old WW2 bomber airfields in Lincolnshire. Built here because of ample supplies of sand and gravel to make concrete.
- Mayflower Pilgrims interesting in Gainsborough (Old Hall)
- My childhood was spent living in a small hamlet in Lincolnshire and my family were farmworkers. I have many memories relating to farming practices during the 60's - 70's, and also stories told to me by my parents/grandparents relating to farming in the earlier decades of the 20th century.
- My family […] were recusants and maintained their Catholic faith throughout the Reformation and the resulting repression. Despite being wealthy landowners, their faith resulted in their being banned from all public and military office until the Act of Emancipation. In some ways, therefore, they were part of a highly unusual 'underclass' and one of the reasons for their decision to settle on their […] estates was almost certainly the desire to live in relative obscurity.
- My family have farmed on the same farm for 104 years and I have a selection of stories about farming in the old days of horses, etc., and about the general history of a Lincolnshire farm.
- My family is very in to local heritage. […] Peter Hammerton founded the Lincoln astronomical society. […] started the Lincoln tank memorial project and I think it's great to remember elements of history. It's great to continue these legacies. We have a fantastic map at my mum's house which is really interesting, I love seeing Lincoln artefacts.
- My father always told us about our heritage especially about Kirton in Lindsey
- My father and grandfathers second world war memories
- My father had many memories of Lincolnshire during WWII as a 15-year-old on reserved occupation surrounded by airfields and working on the farms with horses and then the new mechanical farm equipment. He has passed these stories down the family and they are amazing.
- My Grandfather was one of the first 500 to volunteer for WW1 and at 96 wrote his wartime memoire 'Travels of one stripe'. He was in the 8th Lincolns and captured at Loos.
- My Great Grandfather was the last or near last stone mason in Stamford. He was once asked to write down his memories - but never did.
- My husband knows that properties in Main Ridge Boston were built with the proceeds from a fair ride called Land on Sea and if you look up at the façade of the buildings this is on the front of them.
- My main memory, being born before the creation of artificial new counties in 1974, is of a single county of Lincolnshire from the Humber to the Wash and the Trent to the sea, which was the shape and identity of the county since shires were first established by the Anglo-Saxons. I would hope that this heritage project will include the whole of the historical county of Lincolnshire, regardless of the current boundaries, or at the very least would involve co-operation with both of the unitary authorities.
- My time in RAF, the richness of WW2 history that abounded, the existence of so many airfields back in the 1960s… know all can't be kept but hope you get they have all been well documented in factual document, film and verbal history, by those who experienced living in wartime Lincolnshire, both Service and Civilian, of all walks of life!
- No not really although I am aware that my parents in law did and their stories are already dying as they are no longer around to keep them alive
- Not enough time or space!

- Not memories - but […] Saxonhouse a recreation of an early medieval craftsman's house circa 7th C – [built] using archaeological notes from Damien Goodburn and advice from Kevin Leahy - which is used for a variety of historical/ educational purposes.
- Not really but am interested in old Lincoln, its industries, war time efforts, aviation heritage and its people.
- Not really but I find it strange to have two areas for which I have strong 'clannish type' feelings. The only connections the areas have that I 'feel' for are the rural nature and the idiomatic accents that I find myself defending while smiling to myself at their naivety.
- Not really. I remember Boston when it was a lovely Lincolnshire Market town and English was spoken by the majority of its citizens.
- Not so much cathedral/ history but my own personal family background - my great grandfather moved from London to North Hykeham Lincoln many years ago to start a new family. Interestingly I am his great grandson and moved here to study at the university Undergraduate and Postgraduate degrees now working for the University.
- Nothing unique - grew up in a village in the Lincolnshire Wolds (born 1956) and moved away from Lincolnshire in 1976 (with frequent return visits ever since). Now thinking towards retirement and returning to Lincolnshire (and eventually found cottage to come to as much as possible in interim). I've always been drawn back to Lincolnshire, whether it's because my roots are here or something about Lincolnshire in particular I do not know.
- One of the most atmospheric places I have visited in Lincolnshire is St Andrew's Church, Sempringham, all that is left of the Gilbertine priory, and of the deserted medieval village of Sempringham. The area is so quiet and isolated, and it is easy to imagine the extensive monastic buildings which once stood there. The site feels unconnected from the modern world.
- Online group Boston memories
- Only my own very Lincolnshire upbringing.
- Only of my own experience of heritage events. I am not originally from Lincolnshire.
- Our mother's maiden name was […] - historically they were dissenters and are at rest in the Dissenters' Cemetery in Gainsborough
- Our Society published 'The Stamford Canal', a history of the commercial waterway that connected Stamford to Market Deepings and onwards to the sea - in use from 1673 until1863, we believe it was the first post Roman canal built in the country. Another book we produced gives a history of the William Holland essential oil distillery that produced medicines from plants during the 19th century. Our Society has recorded the memories of many of the older residents and had them transcribed. The area around the River Welland is steeped in history and we continue to carry out research into it.
- Plashing blackthorn hedges
- Please contact Bishop Grosseteste Uni... when I was a student there in 1973-77 I did a course on local history. We carried out some field work and reported back, but we all had to undertake our own projects.... I cannot recall all the details. Mine was about Great Ponton near Grantham and included interviews with elderly residents. Fascinating! Of course as this was before the digital age, a similar village study could be carried out by today's students in similar villages across the vast county!
- Please speak to Library staff and volunteers at Community Hubs
- Proper policeman 1963-78.
- Raised in dialect speaking marsh village in 50s, but consider recording such recent experiences of lesser importance.
- Ruston & Hornsby
- Schooldays?

- Scunthorpe Steelworks gala days, Scunthorpe Family day
- Served in RAF and interested in Bomber County
- Several years ago I researched the origins and life of one of Scott's first Antarctic team. He was a Skegness man, mentioned in dispatches and had a mountain and valley in Antarctica named after him by NZ authorities.
- So many - all my family have lived and worked in a comparatively small area of the south Wolds for hundreds of years.
- Sport, particularly Cricket
- Stamford Museum - that's a memory
- Stories about the farm at Crowle Grange which has been in the family for over a hundred years. Working the farm with horses, wars, good and bad weather, prisoners of war working on the farm, etc.
- The [life] of the Revd. Wesley from South Ormsby to Epworth. The collapse of Hagworthingham Church tower and the [fate of] the bells which inspired Tennyson's "Ring out wild bells".
- The building at the top of the Usher Art Gallery housed our school toilets (Girls High School) and I believe it is now a Listed building. My uncle who lived at Swinhope near Binbrook was excellent at plashing hedges. Somewhere I have some photos of the avoiding railway line which ran over the High Street near Peel Street.
- The Cathedral is too dominant. In its wake comes a whole lot of attitudes about power, social structure and submission. If left to be processed by nature, might bring many benefits
- The civic society in Holbeach covers what I like […]
- The colonnade in Sutton on Sea is very important to the area, but it is sadly in need of repair because of lack of maintenance over the years by successive councils.
- The Co-operative Movement in Lincolnshire
- The discovery, as a regular visitor to South Lincolnshire, of so much hidden Anglo-Saxon heritage in churches and elsewhere.
- The freedom I had at a young age (6 years old onwards) to help on a local farm tending cattle on the grass verge on Saturday mornings, hand-milking the cows, hay-raking and rolling potato land with a horse. Safeguarding and health and safety would make this wonderful adventure in life impossible now. I am now 70 years old but remember clearly the characters in the village: the chimney sweep/grave-digger, the elderly spinster sisters who kept the pub and sang in the church choir on Sundays when the pub was kept closed all day and so on.
- The games we played as children The way we were taught and parental expectations.
- The Gilbertine Order is of interest in relations say to Edward 1, his lady, Harby and Lincoln.
- The Grimsby Fishing industry in the 50's 60's and 70's. In Lincoln - what was thee before they built shopping centres - Waterside, St Marks, Pelham Bridge etc., the old public swimming baths of Boultham and Carholm.
- The heritage of growing up on two V bomber RAF stations.
- The history/stories of new incumbents since the 1970s as 'migrants' from other cultures i.e. the Professional Classes of Doctors, Nurses, Midwives, Health Visitors, Librarians, Teachers, Lecturers, Solicitors, Barristers, Judges, etc. and how their experiences have been communicated/valued within Lincolnshire, limited at present from the current Archives.
- The insertion in Donington on Bain parish register regarding the "old church " site. It's on microfiche in the Archives. The County Archaeologist a few years ago thought it was more likely to be a Romano British villa. Its location is in a field called Kirk Floor because reference was made to a tiled floor. There is also evidence of mediaeval occupation in Donington on Bain. We have dug up pottery and a jug handle in our field not far from the river.

- The large Roman population that settled in Lincoln as a major place of importance within the Roman UK strategy and the importance the Normans placed on Lincoln building a fantastic Cathedral and Castle The importance of the RAF presence in Lincoln and the people who served and indeed died for their country
- The Lincolnshire Dialect and phrases needs to be retained in some format
- The role of Lincolnshire in the cold war- missile silos, bunkers and lightening interceptors
- The Royal Observer Corps' role in the defence of the county.
- The Wash area is not very well represented in our heritage.
- There are hidden foundations of a large Manor House in a farmer's field, concealed by a copse. These foundations were laid using stone from the monastic houses of Grimsby, and building work was aborted due to the high death rate and religious beliefs that the stone shouldn't have been used. The construction got no further than its foundations,
- There are many pubs I fondly remember that are now gone :(
- There is a need to preserve Lincolnshire dialects
- There should be commemoration of the potato railways before they are forgotten.
- There was a heritage room in my village but it was shut down and replaced with houses.
- Thoroughly enjoyed visiting lots of places, but sitting in dry church porches with a flask of tea, halfway through a rainy but invigorating walk. Marvellous!
- Throughout my childhood, I and my family took numerous trips from Grimsby to Lincoln to see the sites and every this is where my enjoyment from old buildings such as castles and cathedrals stemmed from.
- Travelling around the prehistoric barrows and longbarrows of Lincolnshire [mainly in the Wolds] and seeing how unloved and neglected they are, all but a few have been ploughed out so you'd think people would look after and respect the few that are left, but not even those that are left are looked after, it's a travesty and shows how little most people in Lincolnshire care about their prehistoric heritage.
- Until the post office closures of 2007 we lived in a thriving village - now sadly the heart has gone as has most of the community spirit
- Village life in the forties with children collecting flowers from houses in the village then decorating hay carts and riding on the hay carts through the nearby villages. Not sure of day we were celebrating, could have been "May Day"
- Visits to Lincoln cathedral
- Walking up to Lincoln Cathedral at sundown and feeling exhausted and happy.
- We all have them
- We are losing our heritage fast as the building of new estates swamp our precious landscapes. We seem to have no control over the location of new building. Too many windfarms, solar panels, anaerobic digesters, straw burning, power stations
- We do have the Stamford Canal, the first commercial, post Roman, canal in use from 1673 (100 years before the Bridgewater Canal and a great connection to the Wake family. Margaret Beaufort had properties in our immediate area and the history of the Waterton family, who had a manor house in Deeping St James, goes back hundreds of years).
- With more than 40 years' involvement with 'heritage' in Lincolnshire I have many memories, some of them publishable
- Woad growing
- Working on threshing machines, hedges, farms and birds nesting!
- WW2 village childhood in Lincs, evacuation from coast 1953 floods, RAF in Lincs 40s/50s, family stories from various businesses 1900 to 1960s […]

- Yellow belly agricultural family history.
- Yes - A School of Art & Design which was 150 years old
- Yes, where is our OAK Inkwell.
- Yes. Have recently helped to produce two films telling the WWI story of brothers William and Robert Crowder and their family in Thimbleby. Have produced William's memoirs in book form and just about to start a book containing Robert's letters from the France in 1917. Also working on the restoration of the church in Thimbleby.
- Yes. Recently helped to produce two films telling the WW1 story of the William and Robert Crowder and their family in Thimbleby

2.6 Heritage preferences

Under 18s comments on ranking different types of history:

- I chose my own family history because it would be nice to know what happened when they were younger
- I find things that I can relate to more interesting
- I prefer not to rank things in numbers of importance because each thing is important in different ways and important to some and unimportant to others
- I think family history is important and amazing
- I think the most important is my own family history
- I'm interested in my own family history because I can learn about my country, religion etc.
- No apart from famous people, they aren't really very important to me...
- Some of them are tied
- There should be a somewhere that you can ask someone or pay them to find about your own family and what other families you are related to. There is a lot of things we need to learn like who invented what and schools should [teach] children about their local area and its history, I live in Holbeach and I know almost nothing about it and I learn here at UAH what is this all about that that I and my school know nothing about the local area. I do not know how Lincolnshire became Lincolnshire in the first place! I would like that the government would take in what I said because we only focused on the main part of history, I want local history as well and please think about it.

Over 18s comments on ranking different types of history:

- […] equally important
- […] I have a little knowledge or theory as to why did the Clapton and Shuttleworth empire disappear in Lincoln
- [Re: My own family history:] Got it back to AD 1155. My uncle & daughter have helped research the family tree. An ancestor is Robert Bruce
- A good speaker/film/presentation could make me interested in anything
- A personal choice and family history is a pursuit over the last 30 years. Involved with local Cottage Museum so local history inevitably of interest as a volunteer.
- Again - I think ranking these is largely an artificial exercise, and I'm not sure what you hope to achieve by doing so.
- Again - ranking difficult and not necessarily reflective of someone with a broad interest in heritage.
- Again a very difficult choice but my main interests are local.
- Again feels a bit false as they each impact on the other
- Again I resent being made to choose here and feel my replies are mostly meaningless. I tend to latch on to what is there, i.e. in the place I happen to be, so mostly Lincolnshire, but have also been heavily involved in the equestrian history of East Prussia, for example. Also what's related to my special interests e.g. horses and aerial photograph. Hence irrespective of what era it relates to, or indeed where it is.
- Again I struggle to rank any of the above as all are vitally important to me
- Again it's very difficult to rank them but I have been researching my family history for over 15 years and that's very important to me within a wider social history of Lincolnshire and the UK.
- Again ranking isn't very meaningful.
- Again they are all equally important so ranking is difficult and misleading

- Again very hard to rank as it depends on your interest and your background on what you would deem more important. It depends on the individual not the whole. So the best things to have is options.
- Again, all equally important, and so the ranking, for me, is difficult.
- Again, difficult to rank them, as generally interested in all of them and how they overlap
- Again, these are quite disparate concepts to rank, and in many senses I am equally interested in all of them, depending on the context.
- Again, very difficult to do as lots of things are equally important and of interest.
- Again, very difficult to rank items.
- Again, very difficult to rank, although I think my greatest connections would be to my own family history. However, past events nationally are important when looking at influences on past family members. I am not Lincolnshire born or bred and so the county itself holds no family connections.
- Again, very difficult to separate out these things
- All heritage is equally important so the ranking as to which is foremost for me is irrelevant.
- All important - I've given the maximum for each
- All of interest, too close to rank.
- All periods interest me - it's a continuum...
- All the things above are important to me, so the ranking is irrelevant
- As before, Local social history with my own family history are most important to me.
- As with previous questions, the order of these may alter another day. But I think enough is said about the rich and famous but not enough but ordinary folk, who are often far from ordinary.
- Choices were made not so much on importance one over the other. Rather how I felt on the order of relative effect, area to area.
- Comparatively well versed in national and international history and characters, lacking in many aspects of local history.
- Difficult all very important
- Difficult to choose
- Difficult to decide between importance of national or local/personal history
- Difficult to make a decision!
- Difficult to rank - Would probably rank some of them equally if I had a choice.
- Difficult to rank as I'm interested in it all!
- Difficult to rank national v local
- Difficult!
- Do not like ranking question cannot compare like with like
- Don't agree that you can rank these things. To me all are interesting and important if they are displayed/interpreted in an entertaining and educational way. Also your time divisions are not helpful. 19th and early 20th century was when Lincolnshire achieved international renown and this period should be celebrated much more than it is.
- Drainage of the fens by the Dutch - allowing agriculture to thrive. World war 1 -young men gave their lives and many thousands of horses from the farms were lost at the Front.
- Events like the Norman Conquest or reign of particular monarchs give a timeline for the background to heritage and, in particular, buildings of each period of history.
- Family records to be more easily available and preferably free so everyone can access them
- Famous people and nationally important past events I have ranked first and second as I feel they are inseparable, and there is here the most information available. I am interested in ordinary people, but there is less evidence here.

- Famous people have enough attention already, but 'ordinary people' are often far from mundane, and provide the real history of a nation.
- Generally more interested in social history and its impact on life today.
- Geographically it's the travelling in Lincs
- Hard to choose
- Hard to say. I think it would revolve around ordinary people in extraordinary contexts
- Having worked with Lincolnshire County Council on Lincolnshire during WWI and WWII I have become a lot more interested in local history and 'ordinary' stories of bigger events.
- I am a genealogist so my interest will colour my answer.
- I am a medieval re-enactor (war of the roses), that bit of history is my favourite!
- I am interested in all of these in all 3 categories above and the ranking is really to comply with your question
- I am interested in all periods of past history and different aspects of history, so I cannot rank them.
- I am more interested in events and achievements that may have had an impact on my ancestors, and working class people, rather than the rich and/or famous.
- I am particularly interested in the history of British Antarctic exploration; one of my main interests is the examination of how 'ordinary' people performed in 'extraordinary' circumstances. However, the very fact that they were part of a very small band of men to visit Antarctica could result in their being categorised as 'famous', or at least highly unusual. The definitions are, therefore, somewhat questionable.
- I am passionately interested in history in all areas and of all types with from time to time the focus varying I find this constant pressure to choose quite invidious.
- I am very interested in local history and history of England and the British Isles, more so than history in the rest of the world. It's very hard to pick a favourite time period, but Romans do feature quite low as I grew up in a Roman town, so school trips were always to the local museum and ruins (which I loved but there was not much variety!). I am more interested in the ordinary person from the past, and how they lived their lives as I am able to relate to them more so than historical figures like politicians and monarchs. What I also love about heritage in Britain is how you can stumble upon so many tiny villages or towns which have such rich histories that are little known about elsewhere, and have beautiful listed buildings and churches, archaeological sites and interesting landscapes.
- I consider them all to be equally important in all 3 questions.
- I do think it is very important to tell school children about a variety of historical events with visits if possible.
- I don't like disassociating events/achievements from people - to understand the events/achievements, you have to understand the people involved, how people were affected and how subsequent generations have been shaped by them, as well as their ancestors' reactions to them.
- I find it almost impossible to rank any of these questions. It depends far more on the individual object/person/moment than the category
- I have constructed probably the largest database of Lincolnshire families extant. Particularly interested in Lincolnshire rare names […]
- I have focussed on local and personal purely because national and famous tends to be well documented and preserved as a matter of course
- I have keen interest in social history and find it is often neglected in favour of 'great people, great achievements.
- I ranked them according to how difficult they are to research or learn about. My lowest rankings are applied to subjects which are already well-documented.

- I think ordinary people are more interesting than so called important people.
- I think that national events have to take the first ranking as they affect us all.
- I think these are overlapping categories so I can't really rank them satisfactorily.
- I would have added culture and beliefs as well as people, achievements and events. These is a growing interest in this area.
- I would have put the language of the past - particularly Lincolnshire dialect - first on my list, had it been an option.
- If my family originated from Lincolnshire I would have rated it higher, perhaps 4. But they come from Kent & Wiltshire. Also, I think these local aspects are what can be used to make heritage more 'personal' and that then makes heritage more meaningful to younger people.
- I'm 65 and have lived in Lincoln all my life so have a keen interest in the county and how it has changed and developed over the years.
- I'm interested in how advancing discoveries impacted on the people of Lincolnshire and how long it took to do it. How did wars and strife affect the ordinary people How did they live and feed themselves?
- Impossible to compare and rank such totally different items
- Impossible to decide, they are all interlinked
- interested in all the above, none really more important than others- varies over time and circumstance - if many other people have ended up ranking randomly (as I have felt I had to do) survey becomes meaningless
- It is difficult to rank some of these issues as it is the impact of national and local events on the locality which are of most interest. I'm in agreement with the late Mick Aston that historical and archaeological investigation should be focused on the lives and experiences of ordinary people within a local, national or wider context.
- It is really difficult to rank, all of these things are important and all of these places are important. I love learning about national, local and international heritage and history.
- It is unfair to rank them as the most interesting part is seeing how the events/people are interlinked. So they are all important.
- It is very hard to pick one as they each reflect the effect of the others. Apart from number 1 which is a private interest to me alone.
- It was hard
- It's impossible to rank these as if some were significantly less important to me.
- Just proud to be English and like to read and view inventions(hardware) of English/UK inventors and the impact they have had on the modern world!
- Late Anglo-Saxon often identified as Vikings now in Academic circles, please remember most public remember them in order from School-days, therefore 5-15c far TOO long period to identify!
- Local events/history should always come first. Let others look after their own.
- Local history is important however national history can have a profound effect on local.
- Local research over the national heritage industry.
- Love of local and family history and my family from Lincolnshire have traced back to 1600s
- Major events continue to affect our lives today.
- More importantly tomorrow and how we appear to be self-destruct in our heritage
- Most of the factors raised above have similar levels of importance to me.
- Most past achievements rely on 'ordinary' people.
- Mostly interested in Lincolnshire.
- My daughter and I have been researching our family history for the past 3 years and it's fascinating!

- My favourite way to learn history is to hear stories of real but ordinary people. I want to know what life might have been like for me back then.
- My interest lies in social history and real people. Difficult to rank national events against local ones and they all play their part in our heritage. A national event or achievement will impact on local events and achievements.
- My main interest is in the Victorian period and how it impacted on settlements in the Skegness area, thus the Industrial Revolution, Agricultural depression, emigration etc. are very important.
- My own family history is important to me, but I'm sure it should be to anyone else. While I find it interesting that my family have moved roughly 30 miles in 350 years I'm not sure anyone else cares
- My own family history is very important as they were in the farming community and things are so different now. Wish we could get back further than 1550 's more easily
- My personal interest is in discovering little things about life in the past, particularly through the objects left behind. I personally don't see the interest in family history, why would my ancestors' stories be more interesting or more important than anyone else's? If people lived in squalid conditions in Victorian times say, it should affect you, regardless of whether they are related to you.
- Nationally important past achievements and events are already well documented.
- Not quite sure what the difference between events and achievements is.
- Once again it is difficult to actually decide because each category is so interesting.
- One and two go together quite well, my family was mostly ag labs and very "ordinary" but it also links with local and national events - wars, agricultural importance and decline, developments in farm machinery and methods etc.; five important as in it relates to famous people from Lincolnshire - e.g. Isaac Newton, Joseph Banks, Edith Smith, Matthew Flinders etc.; three and four linked, as are six and seven, and all relate to my first and second choices.
- Only that I am interested in ordinary things that I can relate to as everyday living in a different time.
- Ordinary people in past history were very rarely mentioned in historical documents and such like and it is their lives within the nationally important events that I would love to learn more about. Because their lives and stories were not recorded so much, that part of their heritage has been lost.
- Ordinary' people tend to have the most extraordinary stories, but they get lost so easily.
- Personally I am very interested in social history
- Personally I find the people's stories most interesting like the Beechey boys story and the people who worked on the tank.
- Plenty of material in Lincolnshire alone without diluting it by trying to be too ambitious.
- Quite difficult to answer this question because of the wide range of interests which are cropping up for a person with no History qualifications but an avid interest in doing research for both Family History and local heritage projects.
- Ranking is difficult because my areas of study are international and somewhere between elite and common; while my current area of study is Lincolnshire and Yorkshire
- So difficult to do as my tastes and interests vary. It is all so interesting
- Sometimes the lives of ordinary people and places are fascinating
- Sorry, but this ranking in number order is silly and is causing me to give an inaccurate response. It would have been better to allow me to choose from 'very important', down to 'unimportant' in all cases, so that some of my choices would have been equal.
- Start with the main events and hone that down to specifics.
- The 2 questions above - regional and period heritage - I have no preference in, but there wasn't that option.
- The above two rankings are almost impossible to order in any meaningful way. Anyone truly interested in 'heritage' could argue that to understand fully a particular period an understanding of what went

before is necessary. For example, the Roman Period not only needs an understanding of what happened in Britain at that time, but knowledge of the Iron Age in Britain and the development of the Roman Empire in the wider world of that period.

- The artefacts and buildings relating to them might be in a different order.
- The list is too much geared towards events and achievements rather than customs and culture. These are more likely to be lost as it tends to be ordinary people keeping them going.
- The period of the Danish settlement seems to be out of the picture. Lincolnshire was in the area known as the Danelaw, or on its boundaries with old Mercia.
- The questions assume that I was interested in different periods, there wasn't an option to select say not interested in different periods
- There has been too much focus on famous people, kings and queens, monarchy, etc.
- They are all equally important and interesting
- They are all equally important really
- This is quite impossible to answer. All of these things are important and your approach is too simplistic.
- This list is difficult to categorise because, for example, I am interested in ordinary people in The Black death so the categories are linked.
- This list is very hard to rank and presents quite an old fashioned view of heritage in my opinion - that it's all about dates, kings and queens, famous people etc. Personally I'd like to see far more emphasis on ordinary working people, working class culture, women's history, the history of marginalised groups etc. than the traditional '1066 and all that' approach. Re the question below, it very much depends on what the good AND bad is and how it is presented. It needs careful handling and interpretation. But a one-sided view of history is never a good thing.
- This was difficult to complete in order of importance
- Trying to categorize importance over local/national/international sites isn't right.... International sites are just as interesting but we cannot relate directly to them
- Understanding local issues first leads you on to national issues.
- Very broad periods, for instance Tudor to Victorian. Meaningless as a period as the events are so diverse. They have no relation to each other, even as lose start and end points
- Very difficult - because of a love of history - these rankings become different at different times.
- Very difficult to prioritise these questions. How do you distinguish between local achievements and events?
- Very difficult to put in ranking order
- Very difficult to rank!
- Very interested in local history and would rather know how ordinary people lived rather than famous individuals.
- We are running short of open spaces so we need to keep the space so we can imagine how things were
- We have had talks on many things and found them all of interest. Names of places around the area etc.
- What about internationally important past events?
- What is your definition of important? Unless you look at ordinary things, how can you understand lasting importance?
- Which periods of England are you most interested in? All of them so this was difficult to answer!
- Would like to see more of our Viking and Saxon heritage, and of Danelaw, and our ww2 RAF history.
- Would like to see the Book of Mary publicised for us all to read & see so we can make an informed choice regarding its return/re-inclusion into the Bible. With increasing numbers of female theologians & priests isn't it time this book received sufficient elevation too?
- You haven't mentioned any aviation heritage which is huge in Lincolnshire

2.7 Presenting heritage

Under 18s comments on who should be involved in presenting heritage:

- Can't really put in order the views of other people.
- I prefer not to rank things in numbers of importance because each thing is important in different ways and important to some and unimportant to others
- I think that everyone should be treated the same as we are all equal
- I think that professional people should work with tourism experts to see what's best for your community
- I would like that people had more power in their own county then the county council deciding everything mostly and each person had their own home than renting it. The people should vote on what might affect the whole country and parliament making minor decisions.
- I would make Lincolnshire awesome
- That we should all get a chance to find out about our history

Over 18s comments on who should be involved in presenting heritage:

- "Expert" knowledge is essential but I feel the people who benefit from viewing their heritage should be a high priority
- "Presented" and "Looked after" might be considered to be different activities needing participation by different groups to be effective - e.g. tourism/marketing experts, and museum/ heritage experts - may be conflict between the two groups. Mass access may be considered counterproductive to preservation...?
- [Comments made adjacent to answers: RE: 'You'] I live in Lincolnshire. [RE: People who live and work in Lincolnshire:] (This should include the marginalised people below plus myself) [RE: Museum and heritage 'experts'] To identify what is heritage and important. [RE: Community leaders:] To set budgets and find the money.
- [Equal 5th rank allocated to 'You', 'Tourism experts', 'Community leaders', and 'Marginalised people'] This is perhaps a spurious question, those caring for 'our' heritage have a responsibility to present our heritage in a way that challenges us. Only through such a [leftfield] approach will our understanding deepen.
- 1,2,3 are all equal [i.e. You; People who live in Lincs; Marginalised people]
- A very silly question - it should be a mix of all of the above. I seriously believe that Lincolnshire undersells its rich history
- Again difficult to rank, but we must trust experts above our own uninformed opinions
- Again, difficult to rank as in my experience the more diverse the range of opinions the richer the outcome.
- Again, the above rankings are very difficult to set. The 'You' element I have classed as representing a member of the community and Tourism and Marketing experts as those who see the Heritage Industry as a way of making a profit by their representation of Heritage.
- All equally important
- All of these groups are actually important and have only ranked order because requested
- All residents and interested parties should be able to contribute views and ideas.
- Anyone who is interested and has sufficient knowledge to make a decision
- As "You" and "People who live and work in Lincolnshire" is the same person for me, I've put "me" to the bottom, as I am already accounted for at the top. Realistically tourism experts need input into how heritage is presented, but their opinion on looking after the heritage is not as important as heritage experts who can advise on the correct way to care for items, buildings and areas, and the opinion of

locals and tourists and unqualified people who care about heritage should be able to fight for what they care about, and offer their views on the importance of that. So, in effect the "what" heritage is looked after would have locals and experts, and to some degree, tourists, as the most important, "how" it is looked after would have heritage experts and to some degree marketing experts as the most important, accessibility would fall to community leaders and the disadvantaged people. All of these things would be required to successfully maintain and share local heritage, so I would struggle to rank them. It is also worth thinking about the fact that "marginalised or disadvantaged people" doubtlessly deserve to have a voice, but they may be any of the other options at the same time.

- As an individual, I should have no say, unless it's a democratic vote, celebrities have no more specialist knowledge than the next person, so ditto!
- Celebrities should not influence decision making.
- Celebrity???
- Clearly, the importance of views from celebs is very unimportant, but many of the others are of similar relative importance.
- Decision-making has to be local and democratic
- Decisions should be made by the people, with advice and expertise of experts and community leaders. This would help with the inclusion of those marginalised / disadvantage. Famous people/celebrities have their place as ambassadors or "faces" to raise profile or funding.
- Depends on who the people in each category are and how passionate they are about their heritage
- Determining how our heritage is cared for and looked after and cared for should be a partnership between ordinary people and museums professionals (by which I don't mean handing over museums to be run by volunteers). Lincolnshire should look to the work Derby Museums are doing co-curating exhibitions with communities and the public.
- Didn't really have a clue/opinion apart from the 'top' and the bottom one's.
- Difficult to expect one section of the community to be responsible
- Do not think 'experts' or celebrities can offer much at all only in research.
- Egalité - everyone's views are important as they all contribute to society - depending on ability or want of Lincolnshire heritage
- Everyone, should have an equal say, though the collections care etc. should be done in consultation with experts in their field to avoid damaging objects or collections.
- Firstly, I don't know what is meant by the term 'community leaders' in the context of Lincolnshire, and secondly including 'marginalised or disadvantaged people' as a category is ridiculously p.c. when talking about who should decide about how our heritage is presented and looked after.
- Handling and recreating heritage is very important for engaging children
- Handling objects, creating and drama is important for children.
- Heritage and museum experts must not be marginalised.
- Heritage should not be a capitalist fix - you shouldn't have to pay to see your past
- Hopefully all these people would be encouraged to pull together as a team.
- How about the owners of heritage properties?
- How do you choose between a marginalised person / celebrity? Discriminatory/ stereotypical.
- I am interested, consultation is important and I would certainly want to be informed but I have no confidence that I have much to offer
- I am someone who lives and works and visits in Lincolnshire... I could also be classed as 'disadvantaged' and a tourism contributor. Discussions will always be made by those who can gain the most.
- I dislike the idea of heritage projects solely being driven by money and profit.

- I don't live in Lincolnshire any more, but I was born and brought up there. I still consider it 'home'. I wonder why you use the word 'presented' rather than 'preserved' or conserved or saved - I consider this is the first part of the process […] I think heritage should be an inclusive community experience, and I would place 'marginalised or disadvantaged people' and 'people who live and work in Lincolnshire' in the same bracket if I could. And I placed marketing people low down in my ranking because talented marketing people should be able to use what already exists to create interest - they shouldn't have to 'invent' an aspect of heritage to be able to get people interested in it.
- I feel it is important to really know an area in order to judge how best it can be promoted and cared for.
- I have [no] idea why famous people & celebrities should decide nor tourism experts as they usually have little or no idea on such an issue as this.
- I have put marginalised or disadvantage people relatively high up because often things are done by a community voting on priorities. It's difficult to ensure smaller group views are represented with this approach.
- I know from experience, that you can spend £s and Hours creating lavish heritage resources, but if they don't connect with the people using them then they are next to useless and will fall by the wayside, after failing to engage. Often the "person-on-the-street" isn't the best person to ask about heritage as they aren't sometime the best informed, but ignoring them and going over their heads can spell disaster too! On the flipside though, heritage strategies designed by sprawling committees and long consultation often end up unfocused and vague. A balance must be struck, it's difficult!
- I live in Lincolnshire so feel I'm more than one category.
- I might rank schoolchildren quite highly!
- I ranked myself lowest as I live in Lincolnshire so am covered in (2). Experts must be involved first but "people" should always be given the choice to voice their opinions & ideas.
- I think it depends on the heritage an expert would know more on a certain thing if it's an activity people of Lincoln would do better to plan where and when it should be.
- I think it is important to enable people to handle objects from the past - but within reason! Archaeological material is irreplaceable so care must be taken with handling (and obviously this cannot apply to all objects). Handling collections are very useful in museums as being able to touch the past in this way is quite wonderful. Re-creating historical events and situations are useful as they create a visual impact, much in the same way films do. Enabling visitors to 'have a go themselves' is also important, with craft activities etc. It is important that heritage is seen to be contributing to the economy as it is an area which many may think isn't needed and thus frequently suffers from funding cuts - more needs to be done to ensure that our heritage is looked after - once it is gone, it can never be brought back!
- I think it should be worked on together, with the different aspects being talked over with the varying people. Possibly the experts suggesting ideas to the people and tourists to gauge reactions, and hence give us the chance to contribute our say too, with some higher advice.
- I think it's vitally important that local heritage belongs to and is representative of local people. I say that even as a heritage 'expert'! I also think heritage is hugely important and cannot be separated from tourism, but there should be no place for tourism people to dictate how or where it is presented. You can't make new heritage, move an abbey or a Roman fort somewhere just to bring in tourists, and that's why it's important to involve experts who can explain which sites are significant and how to present them in an engaging way.
- I think local people know what matters to them. Their elected or appointed community leaders are the voice of the people. I am part of that community. Then those that are trained in heritage matters can be informed of the most prominent issues of the people. I think marginalised people would become more interested and engaged if they felt that as local residents their voice was also heard via community

leaders. Famous people would be great but I don't think they are always necessary to promote a good cause.

- I think responsible and knowledgeable people should decide but that the public should be consulted
- I think we should adopt a collaborative approach with this. Experts have their place in the technical and creativity of communicating heritage but people should have the chance to be involved at every level, through forums and volunteering. It is, after all quite often their heritage - it isn't heritage without human reaction and interaction - it is merely a collection of objects, buildings etc. What makes it heritage is what is means to people, how they connect with it and how dear they hold it. As heritage professionals we need to listen more than we speak sometimes.
- I would place myself higher in the ranking if I lived here
- I would wish to see the views of marginalised or disadvantaged people represented - but only in so far as they are also included in the other groups. I do not consider that that very fact of their being marginalised or disadvantaged should result in their views on heritage being prioritised over other groups.
- If you leave heritage in the hands of Tourism and Marketing what you end up with is a shop with a couple of facts thrown in. Leave it to people who actually know what they're talking about and let them be guided by people who are going to use the facilities for a majority of the time.
- I'm not totally sure what you mean with this question. Those who understand and value heritage should make decisions, but lots of others can be part of the presentation and/or consultation on how it should be looked after.
- I'm understanding 'community leaders' to be people who are seen as leaders in their local communities (such as church leaders, those running community programmes, etc.). If you mean politicians, I'd bring that down.
- Important decisions are increasingly being politically made by short-sighted leaders with little or no expertise in heritage
- Impossible question as it depends on so many variables.
- Incredibly difficult to answer this, as all these people have something to contribute - it rather depends on what their motivations and interests are.
- Isn't the distinction between the local population, tourists, community leaders and me artificial. We are all part of the populace.
- It is important that those making decisions understand what it is they are making decisions about so professional expertise is needed.
- It really depends on what particular thing we're talking about
- It should be a collection of interested people from various backgrounds and jobs.
- It should be a joint commitment from all walks of life.
- It's a tricky one. Does the question mean landscapes, buildings, objects or digital archives?
- It's important to have museum and heritage experts as well as tourism and marketing experts for the professional approach but alongside local people who would feel they had ownership of a particular aspect of heritage in their own locality
- It's not really meaningful. Everyone should have an opportunity to have their say.
- Keep community leaders out because they play politics
- Lincolnshire residents and others with connections to the county (e.g. those with Lincolnshire roots but now living out[side] the county; serving and former servicemen who served in Lincolnshire) should have a significant say about how the county's heritage is presented. There is a danger that as trends ebb and flow, marketers and/or other "experts" may not have the sensitivity to the county's history that those with a genuine connection will.

- Local involvement will bring enthusiasm - experts needed for guidance. I, or someone disadvantaged, have no particular expertise. Fame does not mean expert.
- Local people who care about heritage should have a major role but they need expert support
- Local people working with experts seems to make most sense
- My interest is personal and therefore biased. Famous people I have little faith in famous people having much of use to say. Primary decision makers should be elected representatives with advice from experts
- Nb. I felt that the 'you' category is duplicated for me as I'm actually a professional archaeologist so I personally come under the 'expert's category. In addition, I felt that the 'celebrity' and 'disadvantaged' categories are irrelevant.
- Need expert input, but also education experts, e.g. teachers.
- Not comfortable with singling out marginalised/disadvantaged people although it is important that they are engaged with. What about other groupings?
- Not quite sure where I fit in, but I try to preserve family history/knowledge
- Not sure who community leaders are defined as. Politicians/town councils to be kept well in check!
- Note - I am what I'd call a 'museum and heritage expert', which influenced my choices for rankings!
- Nothing to do with marginalised, disadvantaged or famous people!!
- Our elected community leaders should hold decision-making power; they have been elected by people who live and work in Lincolnshire, including me, and should be advised by museum, heritage, tourism and marketing experts. However, the community should be consulted on significant decisions, and the views of visitors should also be consulted.
- People will visit if there's something to be interested in. It's no use asking 'experts' to decide what people are interested in, it's up to people as individuals. It's also a great opportunity to work with communities and give them a sense of ownership.
- People with interest in their heritage come from all walks of life and community leaders may not necessarily have heritage as a priority. Bottom question is patronising I don't like the discrimination inferred as well educated/professional can be disadvantaged in various ways. Tourists and real lovers of Lincolnshire should be priority for presenting our county
- Previously, there has been a top down attitude about providing "education" for those who are less informed. But the people who live here, may have something to offer too. It is less patronising to include people, and if education is part of the goal, then let people be involved in research and decision making. Learning how to research, has changed my life, from the "recording the heritage" funded by De Montfort many years ago, I gained confidence in coming to the university, studied here at Lincoln, and now work [there], I have been here 16 years now. Local community leaders frequently have their own agenda.
- Putting experts in inverted commas is very suggestive and creates an unfair bias against those options. Experts are experts for a reason. The average man on the street if often an ill-informed yet strongly opinionated idiot - you don't want the man on the street writing strategy for heritage.
- Putting me first is a bit selfish but I would be able to play a small part in the promotion of our heritage and if more 'me' people came forward, more could be done. We could in turn become the 'museum and heritage experts.
- Same as before - although not so hard - why should marginalised people or famous people have more say - it's important that they are collectively people who live and work in the county rather than what economic group they belong to
- Sorry but I wouldn't rate some of these categories as important in their opinions
- Sorry. It was possibly the most challenging question so far. Due to recent evidence of the way some authorized individuals have been showing scant respect for dedicated, long serving heritage volunteers.

- Strange assortment! No specific reference to local historians. How groups can exert influence not outlined and that is of primary importance e.g. little or nothing I can do as an individual. except express my opinions and not get listened to.
- Stupid question all important
- The categories appear a little 'loaded'
- The decisions should be mainly local because it is the County's heritage but we would need expert guidance.
- The heritage professionals have the skills and knowledge and are best placed to make decisions but all parties must be involved when necessary
- The ideal candidate would be a museum and heritage conservationist born and brought up in Lincolnshire. having gained experience in a national institution such as the London Museum or the British Museum. There needs to be synergy here between professional competence and a feeling for the county. - its people, environment and history.
- The landscape of Lincolnshire has many hidden stories, but also has a role in feeding the current population, it is important to mesh both together through mutual respect.
- The list omits the most important, the owners/managers of 'heritage assets' without whose willingness we might as well all go home
- The marginalised may feel less so if they have a voice in decisions about heritage
- The most important stakeholders are the owners/managers of heritage assets who are not included in this list, but without whose tacit agreement we might as well pack up and go home
- The people of Lincolnshire should decide not outsiders.
- The people who are most concerned and involved in an area are usually the best people to provide the setting and the voluntary work needed, to present an interesting finished result.
- The top 1 & 2 definitely, but as for the other selections it depends on the person's interests as to whether they should decide how Lincolnshire's heritage is presented.
- There is too much trying to involve (for political reasons) famous people/celebrities who often know or understand anything about heritage and care even less.
- They may not claim to be 'experts', but there are in existence Heritage groups who have members concerned with the way the subject is dealt with.
- This is a difficult list to rate. Heritage in Lincolnshire should be open to anyone in the above categories to contribute to, but not simply because they are representative of a particular social grouping. There is a role to play for those involved in local government, tourism, professional archaeologists, amateur field walkers, historians, researchers, genealogists and anyone who has an interest in discovering and learning aspects of local, national and personal history. The key though is how this is channelled and focused and communicated.
- This is a loaded question, especially as LCC is pretty much scrapping the whole of its heritage services!
- This is crazy! It means nothing. I understand that heritage needs funding, that's all. I don't give a damn about community leaders and the like, or the disadvantaged people (sorry). Really it's just we who live and work here who count. The others are a necessary (evil, in some cases) to help get funds.
- This needs to be done properly and expertly - no other answers apply.
- This should be decided by people who know about the subject, and can introduce visitors, tourists etc. to ideas they might not have known.
- This, again, creates a false response. You've also biased one of the questions. Ideally, the heritage should be protected by all these groups working together. Your line about 'Tourism and marketing 'experts'' has been biased by the use of the inverted commas around the word 'experts', it actually implies that they are not, in fact, experts. The line should have read: 'Tourism and marketing experts'.

- Tourists and the people of the region should take priority. Disadvantaged people should have access if possible.
- Tricky one - Disadvantaged people should be included, but don't know how useful their contribution would be without the input from 'experts'
- Unfortunately, 'community leaders' include 'politicians' who often see heritage as expensive and an unnecessary bar to profit and what they feel is economic progress
- Very hard - my FIRST choice would be people with "keen interest in county" (e.g. this may include those living (and working?) in county, visiting, but may include for example those who were born/grew up in county, etc.)
- Very obvious this was designed by Academics and not given to Local Community Group for input! If not careful only the 'converted to Heritage' will complete this! YOU need those members of the public who have NEVER been in a Museum/Art Gallery, joined Community Group/Excavation to answer WHY NOT!!!
- We are all important
- We encourage all ages to attend events but younger people tend to be too busy these days. Public finance is limited to support local restoration and often local residents' opinions are overruled by more powerful councillors outside our area.
- We need expertise to guide us through informed decision making. "Community leaders" is a term with many meanings. Politicians tend to focus on economic elements, and (to paraphrase Oscar Wilde) leading to a society that knows the cost of heritage but not its value.
- We should all have a say in some matters but the professionals in heritage should make the final decisions
- We should all have an input in some way if we are interested, it's our county and our heritage. The past is who makes us what we are today.
- What do 'famous people/celebrities' have to do with heritage?? Community leaders often work to their own advantage - not suitable. Tourist feedback can be used to 'fine tune' existing presentations, but surely, those in the heritage 'industry' are best qualified to look after and present our heritage.
- When you say "you" do you mean me personally? I'm not sure how much I could bring but yes, individuals are important because it is often individuals that start community projects.
- While tourism should play a part, heritage preservation should not be entirely a money-making operation
- Whilst consultation is a vital part enabling access to heritage, 'experts' are best place to put it into practice
- Who should decide... no idea!
- Whoever is responsible for heritage should listen. It shouldn't just be about Lincoln or the larger towns, after all people live all over Lincoln, and smaller areas should be listened to.
- Whose fault is it that some people are marginalised or disadvantaged?
- Why have you separated 'marginalised' people? Don't such ideas only make the problem continue?
- You need someone or an organisation that is passionate about something to bring it to people's attention from there the marketers can promote and generate wider enthusiasm for it.

2.8 Taking part in heritage activities

'Other' heritage-related places that respondents have visited in the last 12 months:

Under 18s

- Cemetery
- Holbeck Hall Hotel
- Lincoln Castle
- Lincoln Castle, Lincoln Cathedral and Lincoln Cathedral for an engineering show
- Museum of architecture
- Swimming pools
- Tenerife

Over 18s

- A place under investigation near Louth.
- Aircraft Museum
- Archives
- Archives Office in Lincoln
- Aviation heritage places. Transport history, e.g. Crich. LVVS
- Battlefield sites in Lincolnshire, UK and Europe
- Brigg Heritage Centre, North Lincs.
- Coastal area
- Coastline
- County record office
- Field systems, farm sites and things like hydraulic rams and wind pumps
- Heritage landscape that's not an archaeological site
- Historic battle site ancient and modern
- Historic landscapes, national parks
- Historical houses and gardens
- History talks, library.
- Hospital museum
- I have a disability and I would visit more if they were accessible
- Lincoln Archives; Ruston & Hornsby Project
- Lincolnshire Archives, Lincoln Central Library for the Local Studies Collection
- Living museums
- Medieval re-enactment (Knights of Skirbeck plus others)
- Model Railway & Full Sized Railways
- Natural beach
- Newcastle/Tyne heritage centre
- Not many dockyards or mines in Lincs!
- Please add 'canal' to your historic transport systems - they are always forgotten but were key in opening up the county.
- Quaint fishing villages
- Showbus-Woburn. A gathering of modern and historic buses & coaches
- Talks on local heritage organised through U3A

- visited SS Great Britain
- Visited the Lincolnshire coastland, which is protected and a significant part of our heritage
- War grave - not in Lincolnshire
- Went to the Archaeological Museum at Kilmartin in Scotland great example of archaeology come alive and great connections to the local community
- Why do religious buildings or sporting buildings not count if you didn't visit for their heritage value? I think it's really important to realise that heritage can be all around us and subtly enriching our lives if we preserve and present it properly.
- WW2 re-enactment days

'Other' responses for when and why respondents carried out heritage activities in the last 12 months:

Under 18s

- Because my parents made me go.
- Family [2 responses]
- Family days out in the countryside
- For fun and looking at things from the past to know how our ancestors lived
- For my history lessons
- For school
- For school work
- I was forced
- In interest
- Interested and fun
- Made to
- My mum and dad made me it was boring most of the time
- On holiday
- School [2 responses]
- School and family trips
- Taken by parents
- To see a place I like to visit
- When my mum or dad watches something about it on TV and I am there.
- With family

Over 18s

- […] WAG Screen community group, research and produce heritage films, and research and make period costume.
- As a voluntary guide at both Lincoln Castle and Cathedral
- As part of an enjoyable day/ holiday pastime
- As part of Lincoln Castle Garrison too
- As part of teaching
- As part of visits to place through work, e.g. academic conference
- As research for books I am writing
- Because I enjoy it
- Believed it was important to tell 'the story'
- Belong to Local History Group

- Civic Society talks and visits
- Community project
- Ellis Mill Lincoln
- Enjoyment and Interest
- Entertainment
- Family activity/day out
- Family history [5 responses]
- Family history research [2 responses]
- Family history, and history of my street.
- For interest
- For interest in historical subjects
- For my own embetterment
- For my own interest [2 responses]
- For own interest
- For pleasure [3 responses]
- Genealogical searches
- Genealogy [2 responses]
- Genealogy Research-Family History
- General interest
- General interest in the surroundings
- Holiday/leisure
- Holidays
- I am a tour guide at Lincoln Castle, Lincoln Cathedral and the Lincoln Open Top Tour Bus
- I enjoy History, so like reading about and visiting historical events and sites
- I have an interest in the subject and am considering a career in the heritage sector
- I have been carrying out private research into an English Civil War militia regiment in London and into my family history, and I am a historical re-enactor and have arranged events (English Civil War and early 18th century) at the Tower of London, Hampton Court Palace, Skipton Palace and other venues. I am hoping to become a volunteer this year to support archaeology in Lincolnshire.
- I have been working towards the commemoration of the centenary of the Battle of Jutland
- I volunteer at the Shuttleworth collection historic flying displays
- I'm writing historical fiction set in 1812
- In connection with local archaeology and history group activities
- Just for the sheer joy and satisfaction of learning more about the lives of those before us, how it got us to where we are today and how this informs us about how our actions could influence the future
- Just to enjoy
- Leisure
- Looked at family ancestry.
- Love photography
- Member of a local history club
- On holiday.
- On holiday. To make the visits more interesting.
- Part of holidays
- Part of research for Boston Borough Council, I am a Councillor
- Permission granted to assist archaeological group to search spoils for metal objects

- Personal interest [2 responses]
- Personal interest, and exposing my Children to heritage. Also as a helper with my child's school on visits.
- Personal interest, autodidactic interest
- Personal research studies towards publication, non-academic.
- Pleasure
- Pleasure and educate daughter
- Pleasure and tourism
- Pre-requisite research before a visit
- Project co-coordinator for award winning Ww1 Centenary exhibition
- Project creation, management and coordination
- Putting together an exhibition of local interest at Brigg Heritage Centre
- Re-enactment performance
- Research
- Research for giving a talk on The Lincoln Girls' Penitentiary
- Research for photographic trips
- Research into Parish history and ww11 involvement of same
- Researching a family of Shepherds in Perthshire, back to 1700. Also researching my handwritten cookery books.
- Running Saxonhouse, East Firsby
- Showing visitors around Lincoln as part of work
- Theatrical
- To enhance people's appreciation of the Arts in relation to Stamford's past.
- To experience the "place" or item
- To follow up on some interesting aerial shots I took, to try and preserve buildings and sites from housing developers, to try and maintain/record ancient R.O.W.s
- To protect a site that is subject of a planning application
- To teach about history to primary school children
- Took part in 'mud and stud' house investigations with Lincoln Uni
- Tourism
- University (study); Lincoln Archives - Ruston & Hornsby Project (volunteer)
- Visiting historical sites in the West Caribbean and Central America
- Why have you left out volunteering at a museum which many people do on a regular basis?
- Would do more if anything advertised on Facebook
- Writer

'Other' responses for who respondents carried out heritage activities with:

Under 18s

- Friends
- History Class
- My family [2 responses]
- Parents
- School

Over 18s

- Academic colleagues
- Archaeological Project Services, Heckington.
- Attending local short courses
- Bus trips
- Church
- Civic Society
- Close family friends
- Coach tour.
- Colleagues
- Contact with other genealogy researchers on line, e.g. Ancestry.co.uk and Find my Past
- Course members
- Employer
- Heritage Centre Committee
- Heritage Lincolnshire, Society for Lincolnshire History and Archaeology, Spirit of Sutterby Group, Navenby Archaeology Group, and outside Lincs with the Leicestershire Archaeological & Historical Society
- Local residents and other residents of Lincolnshire
- Member of South Holland Heritage Forum and other county heritage groups. My work is with heritage craft of stained glass.
- My church
- Other people who knew about these subjects
- Other tourists
- Other volunteers [2 responses]
- Other volunteers at Grantham Museum
- Owners of the historic house
- Partner
- Presenting Saxonhouse to U3A groups and students
- Professional archaeologists
- School
- Students [2 responses]
- Taught students
- University
- University students
- University supervisor
- Various groups of post 18 students & other adults from UK and abroad together with other interested groups.
- Volunteering at RAF Metheringham Visitor Centre.
- Volunteering group
- WAG Screen Volunteers - recently numbering over 500
- With nephews and nieces
- Women's Institute
- WW2 war graves and military history groups

2.9 Heritage accessibility

Responses to the question: 'What heritage in Lincolnshire do you most want to be made accessible to the public today?'

Responses to this question garnered a large number of free-text responses. Tending to be either very specific or very general, these are not easily amenable to statistical analysis, but tangible heritage assets (including documents) featured more than intangible heritage, with buildings featuring particularly strongly. A count of key words in the list below (listed in order of frequency) shows that 'building' featured 64 times, 'history' 64 times, 'museum' 61 times, 'documents/records' 57 times, 'old / ancient' 51 times, 'castle' 46 times, 'sites / monuments' 45 times, 'local' 36 times, 'archive' 31 times, 'county' 30 times, 'artefacts / objects' 28 times, 'cathedral' 27 times, 'war / battle / WW' 27 times, 'agriculture / farming' 22 times, 'church' 20 times, 'industrial' 20 times, 'archaeology / archaeological' 19 times, 'photos' 15 times, 'village' 15 times, 'town' 11 times, 'family' 11 times, 'social 10 times, 'engineering' 8 times, 'memories' 4 times, traditions 2 times. If the counts for 'castles' 'churches' and 'cathedrals' are included with 'buildings' the total is 157.

Regarding historic periods, 'Prehistoric' featured 2 times, 'Roman' 26 times, 'Anglo Saxon' 2 times, 'medieval' 17 times, 'Victorian' 7 times'.

'Lincoln' featured 37 times, 'Lincolnshire' featured 60 times.

Under 18s

- A castle [2 responses]
- A skate park in Holbeach
- A spitfire
- A statue
- Achievements of the people around Lincolnshire
- Airbases naval bases and war bases in general
- Anglo Saxon
- Archaeology
- Architectural
- Army forces
- Artwork
- Artwork from the past
- Battle of Britain memorial flight
- Battle of Britain Planes
- Boats from the past. Maybe recreating the shipwrecks.
- Boston church.
- Building
- Castles
- Castles and cathedrals
- Church
- Everything
- Evolution of technology
- Family history
- Family history

- Family stuff
- Famous dead people
- Farming
- Finding relics and saving buildings
- Football trophies
- Historic things
- Historic, fun buildings
- Historical animals
- Historical findings
- Historical food. Historical fashion
- Historical things from the past because we study history at school and it would be useful because then we could have a trip or do something in lesson times.
- History from Lincolnshire
- Holbeach because it is cool
- How the fens were drained and how Lincolnshire came to be
- How we got here
- I think that old historic buildings should we be able to see as we actually learn something
- I would like Lincoln Cathedral to be displayed as it already is
- Important significant documents or artefacts
- Items from the past
- Just learning things about everything and everyone
- Lincoln
- Lincoln Castle [3 responses]
- Lincoln Castle as it's beautiful
- Lincoln Cathedral [3 responses]
- Lincoln Cathedral and Castle - bring back more barons and keep them permanently
- Local books or documents and war in the county also weapons and local industry
- Local heritage e.g. If it was found in Holbeach, it is displayed in Holbeach.
- London
- Medieval heritage
- Monument
- Mostly war heritage.
- Museums, ruins
- My brooch
- My race car
- None as it is not important to most people
- Objects found in part of Lincolnshire's history.
- Objects from the past
- Old buildings [2 responses]
- Old cars
- Old Fashion
- Old nurse equipment
- Olden day pic
- Past achievements
- People

- Restoring old buildings
- School
- Skegness
- Statues
- Technology and farming
- The art
- The church [2 responses]
- The drainage of the fens
- The drainage of the fens because it's a key point in history
- The fact is the only thing that I want to be displayed is statues
- The founder of the town/village
- The growing of our community
- The history of the country
- The jewels in the Wash ⚭
- The Magna Carta [6 responses]
- The old train station in Gedney
- The past
- The Past Lives projects
- The prettiest
- Things dug up from historical archaeological sites
- To make the people in the future to see what the past was like
- War stuff and vehicles
- Weapons, tools
- What we have achieved and any monuments
- Whatever there can be because I don't see many museums or anything like that around
- Where the war took place and the damage it caused
- Workings of art from the past.
- World war 2 information and objects
- World wars and slavery.
- WW1 and 2
- WW2

Over 18s

- (Public) church registers/parish objects that are stored (for people to be able to view)
- 19th and 20th century industrial history. Incredibly important story of Fosters etc. ignored for most part. Disjointed story told across three site without reference to one another which in fact could be a great introduction as to why the city looks as it does today.
- A Lincolnshire Roman and medieval museum
- A museum displaying things to do with Lincoln's ancient history
- A museum in Grimsby
- A proper museum for Grimsby and not just a Fishing Heritage Centre.
- Access to archival material and objects
- Access to museums as they are able to show and change their many resources and obtain wider visiting exhibits
- Access to private land with heritage sometimes, open days.

- Agricultural
- Agricultural and industrial revolutions and their impact on Lincolnshire ordinary people's lives
- Agricultural Engineering and Machine making
- Agricultural history. The royal air force in Lincolnshire past and present
- Air fields and museums and wind mills
- Airfields
- All aspects of the history of the development socially/domestically/workwise in Lincolnshire via buildings and their contents
- All heritage sites regardless of how big or small
- All historic sites and buildings
- All Lincolnshire libraries.
- All of it/everything [9 responses]
- All of it, online or access by visit!
- All of it. Lincoln castle is a great example of improving accessibility and preserving our heritage, now we need that to happen on a smaller scale with all of our other treasures.
- All 'old' historic houses.
- All places I wish to visit are already accessible.
- All relevant
- All the documents in the archives on line so they are accessible but not handled
- All the roman bits and pieces being found due to major roadworks
- Ancient buildings
- Ancient pathways.
- Any artefact from the past
- Any items relating to the development of Lincolnshire as a county.
- Any medieval/roman discoveries - instead of them being discovered and then "covered up"
- Any roman/medieval building discoveries/remains, including those already found and not on permanent or suitable display.
- Any site that has a historical foundation
- Anything in the past that has paved the way for the future
- Anything of interest
- Anything that is away from public view
- Anything. As long as there are nice free, accessible things for families and students to do.
- Anywhere that brings people to learn and be inspired by our history, local digs, excavations, a village near me all got involved with its Roman past through some organisation.
- Archaeological reports easily accessible on the Internet. Online records of archaeological finds.
- Archaeological sites but only under competent guidance
- Archaeological sites; ancient village sites
- Archaeology [3 responses]
- Archaeology and understanding of our landscape and our history
- Archaeology sites
- Archived Library Books from local libraries (formerly County owned) in stacks. Music scores, songs of past. Health-related archives from old Health Promotion Units. Records of all migrant communities in Lincolnshire and their fates. Photographic records to accompany new archives and films. A media library (Photos/Film etc.)
- Archived material

- Archives [2 responses]
- Archives and manuscripts
- Archives that store public records, e.g. Genealogical sources that can related to me as a person.
- Art created in and about Lincoln/Lincolnshire
- As always, the cathedral and castle as they form such a base for everything in the city and from a personal perspective I have grown up loving the cathedral. It would be nice to have access to local memories of areas of the county - for example my family originate from the Tealby area and I know there were many stories about it which are slowly being lost as people pass away. I love hearing about it and I'm sure many local people will feel the same about their families and areas of interest. However, I understand this isn't something the general public will necessarily care about, so their accessibility to it might not be vital.
- As much as possible [2 responses]
- As much as possible & for the least cost
- As much as possible- outside Lincoln
- Aspects unique to Lincolnshire: Roman past, Castle, Tennyson, Cathedral.
- Aviation [4 responses]
- Aviation heritage
- Aviation heritage, Lincolnshire is famous for it, it needs to be made more of a tourist attraction with more money spent in it!
- Bass maltings
- Beach huts at Sutton on Sea
- Bell Tower at Belton House.
- Better understanding of the reality of peoples' lives and experiences in the past, how they relate to the artefacts/ buildings/ documents left behind so that history becomes relevant and real to people (especially younger people) today. Importance of both recent and distant past
- Bomber command
- Bomber command airfields
- Bomber Command Memorial
- Bomber county
- Bomber county sites
- Boston Stump
- Buildings [3 responses]
- Buildings and all artefacts
- Buildings and objects
- Buildings and places of interest
- Buildings and sites of economic or social historical significance
- Buildings finding a new use for historic buildings they need to be kept alive
- Buildings such as churches, ancient monuments and local places of interest.
- Buildings that are in our local area and no longer in use
- Buildings, churches, ancient, monuments, DMVs. More heritage open days.
- Buildings, objects, way of life, famous Lincolnshire people - e.g. George Boole.
- Buildings, records
- Buildings/land
- Buildings/landscape
- Built heritage and local history - capturing that before it is too late (i.e. Aviation heritage)

- Castle wall
- Castles
- Cathedral and associated buildings
- Cathedral archives and library
- Cathedral, Castle, Windmills, Cathedral quarter, Lincolnshire Life Museum
- Church farm museum
- Church records old manorial court records
- Churches, chapels
- Churches, family history.
- Closed Church of Benington, All Saints, PE22 0BT
- Collections of historic items not at present available to the public (i.e. museum items in store).
- Conservation of past records for future study
- Country houses and churches. Art galleries & museums
- Country houses.
- Countryside
- Countryside, fields, preservation of rights of way, access to archaeologically interesting sites
- Cultural and social
- Currently agricultural and landscape reclamation is important. Lincoln castle & cathedral. Windmills
- Daily life and customs
- Deserted mediaeval villages; an understanding of the layout of Roman Lincoln; the prehistory of Lincolnshire; the 15th century Whitefriars building hidden from view with a modern façade […].
- Deserted villages, churches.
- Dialect, common sayings and recordings of local stories & memories
- Digital images of archival documents such as wills and inventories parish records
- Disused railway lines. The Sustrans path which already use old rail lines are a great facility for the public but there are still a lot of old historic lines which could be converted into paths and show heritage off as well as promoting health and wellbeing.
- Documentary evidence
- Documents
- Documents available in libraries and online
- Documents relating to genealogy online.
- Documents, oral histories, old photos. I'd really like to access records from old Lincoln prison online, and similar
- Documents, records, films/photos
- Early civic graveyards and chapels
- Elloe Stone should be promoted for tourism and King John's route in 1216, and the Pilgrims' memorial in Boston
- Engineering
- Engineering history
- Everyday life for ordinary folk
- Family history records, war records
- Farming and horticultural heritage
- Folklore - public festivals

- Former airfields of both WWs. The closer investigations for medieval burials in obscure locations. There is one at Ingham Lincolnshire.
- Former WW2 RAF sites
- Free access to places of interest or asking for reasonable donations
- Free castle walks around the wall
- Gainsborough Old Hall [3 responses]
- Harlaxton Manor perhaps
- Hereward the Wake
- Heritage skills, crafts and arts
- Historic archives
- Historic archives and collections (e.g.: Tennyson, the lawn hospital, cathedral records etc.:)
- Historic buildings [7 responses]
- Historic buildings & sites, e.g., castle, cathedral, museums, galleries, airfields etc.
- Historic buildings and gardens
- Historic buildings and old industrial buildings
- Historic buildings and sites, research information.
- Historic buildings being more accessible.
- Historic buildings, galleries, museums.
- Historic buildings. Online photos and heritage documents in libraries. Stories/memories - also available in libraries. Activities that bring heritage to life.
- Historic collections
- Historic houses and archaeological sites.
- Historic houses, castles and gardens, RAF history, air shows
- Historic landscapes
- Historic places
- Historic sites
- Historical buildings, particularly those in disrepair which could really impact on the economy if invested in and cared for.
- Historical monuments and records relating to the period from the Dark Ages to Victorian times, including agrarian development and migration arising from the enclosures and the industrial revolution.
- History
- History about Lincoln's involvement with tanks
- History of Lincoln's waterways and railways
- Holbeach Cemetery Chapels [2 responses]
- How people lived
- I am keen for there to be a replacement for the Joseph Banks Conservatory at the lawn.
- I am new to Lincolnshire so unable to comment
- I don't have strong views on Lincs heritage though I think Joseph Banks is interesting
- I don't live or work in Lincs anymore but I would say as much as possible, as it is all fascinating and a great county.
- I feel that events like the Magna Carta light display at the Castle last year was a good idea. Although I found it rather fragmented and needing more work, the basic idea was an attractive one.

- I feel the industrial history of our county is a bit neglected, how Lincolnshire made machinery, etc., was shipped all over the world and helped make it is today. Whether that is a good thing or not, Lincolnshire was there.
- I really can't say one thing specifically. We have a lot of heritage here in the county.
- I think that Lincolnshire is blessed with a fantastic museum in The Collection, but it is a real shame that in the second largest county in England (10th if modern county council area) this is the only real museum of note. We need the county's (artefact) collections out in communities not in stores where no one can or ever see them. I don't mean online, I mean in touring local exhibitions in community venues and on long term loans to local museums to help them grow and bring in more visitors, both locals and tourists. It seems mad that a historic town like Stamford has no real museum anymore, the same for Horncastle, and even Skegness (where a 'museum of the seaside' was muted for an old pavilion but hasn't been realised).
- I think the agricultural heritage deserves more attention
- I think we are lucky to have public access to a lot of sites.
- I would be interested to see more about women's lives in Lincolnshire through history. I was disappointed that the recent great exhibition ignored the contribution made by women.
- I would just like heritage to be made more accessible. I used to visit museums and galleries an awful lot more than I do today. In fact, these days, they are almost totally irrelevant to me, despite the fact that I spent nearly 20 years working in the museums sector. There are a number of reasons: Lincolnshire has a wealth of small, volunteer run museums (which most people don't know about) but all of them charge entrance and on a very low income, they are, frankly, simply not of a high enough quality to tempt me to spend my very limited resources in them. The few remaining free council-run museums are all in Lincoln - nearly a 100 mile round-trip. I don't get there very often and when I do it's usually for other reasons. I would love to visit the newly reopened Castle but it is too expensive.
- I would like Lincolnshire's heritage to be more visible to the general public. This is to be achieved by more information being easier to access. This would be mainly online/ leaflets/interpretation boards. Most people don't even know what heritage is near them or about its significance.
- I would like to see heritage valued as part of our everyday life in Lincolnshire; recognised and valued as part of who we are today. Not marginalised as an expensive commodity.
- I would like to see institutions working more closely together e.g. Lincoln castle working with Lincoln cathedral to put on events together not acting in competition.
- I would like to see the Roman remains in Lincoln being restored and repaired, and given greater emphasis in tourism - i.e. Perhaps a roman walk that people could undertake. I would also like to see more of the county's collection on display in 'The Collection'. I particularly miss the permanent display of paintings by Peter de Wint in The Usher, and the room dedicated to Tennyson, which has now been replaced by a lift shaft. I would slap love to see the Greyfriars building brought back as a further exhibition space.
- I would love Lincolnshire's food heritage to be more accessible, to be connected with our farming, fishing and commercial past.
- I would love to see a properly funded archaeological dig within Lincoln castle, where there is so much still awaiting to be discovered.
- I'd like better publicity for Lincoln's wider heritage - the archaeology and built heritage is as good as York but no-one seems to know about it, even within the town
- I'd like Stamford's museum back please.

- I'd love the displays in The Collection to be updated every now and again. The articles on display haven't really changed, but I'm sure there must be some amazing items in the archive which could be shared with the public.
- I'm a typing volunteer in Lincolnshire Archives, so I have to say written documents
- I'm really interested in the history of working class people living and working in Lincolnshire.
- Immingham docks
- Important historical sites. Access to some sites very poor.
- In Lincolnshire we have many small independent and private museums, which receive little or no financial support, and run by enthusiastic volunteers. It would be great if they were given a budget for publicity and general support.
- Individuals stories, my grandfather was a great story teller, if only we had taped his stories for others to hear
- Industrial
- Industrial and farming related sites and also old photographs. For example, bass maltings in Sleaford.
- Industrial and military heritage. E.g. Old factories, air bases etc.
- Industrial archaeology
- Industrial heritage (buildings, machinery etc.) Relating to Lincolnshire's heavy engineering past.
- Industrial heritage e.g. Rustons of Lincoln, Marshalls of Gainsborough, Aveling Barford of Grantham.
- Industrial, Victorian and political heritage so we can understand where we have come from so we can better understand where we are going. Village History Societies
- Industry related buildings and collections
- Information about the profound changes in the 1700s that transformed Lincolnshire from boggy fens to an industrialised manufacturing town.
- Information about Victorian agricultural engineering, in which this county was a world leader
- Information on famous events and people associated with the county.
- Information online. There is a distinct lack of shared information; perhaps a centralised resource
- Information. A lot is hidden away in obscure or hard to get publications.
- It is more about better presentation. A lot of access is good but make the heritage glow and shine.
- It's history and people who have made a difference.
- It's people's involvement in the many events that shaped both the UK's and world's political and industrial heritage. I.e. Pilgrim Fathers (first attempt etc.- Grimsby and Boston); civil war (Grantham tunnels); science and industry and where did all the churches come from?
- Items from ordinary people
- Items made; historical documents
- Items which allow people to learn more about Lincolnshire life
- It's work with its people and how things work.
- Jews' Court and Jew's House.
- Julian Bower historic site, Louth
- Landscape
- Landscapes, buildings, museums and art galleries
- Large country homes with significant history and associated parks and gardens
- Like Lincstothepast but would love all registered to be available on line, also church records still held at churches, love the archives but travel costs limit my access
- Lime woods

- Lincoln
- Lincoln Castle [5 responses]
- Lincoln castle / cathedral / bomber command centre / WW2 aircraft museum for R.A.F. Scampton?
- Lincoln Castle and Cathedral. Historic Lincoln. Surrounding villages. Our farming history and way of life.
- Lincoln castle museums cathedral churches parks
- Lincoln castle should be cheaper, if not free, to enter
- Lincoln Castle. Also increasing the availability of digital records of museum collections and archives.
- Lincoln castle. The Gentlemen's Club, Spalding. Stamford town hall and gaol.
- Lincoln Cathedral [6 responses]
- Lincoln Cathedral and Castle [13 responses]
- Lincoln cathedral and castle should be free for local residents
- Lincoln Cathedral, Castle and Gateways
- Lincoln Stonebow
- Lincoln, RAF heritage, farming and industrial heritage
- Lincoln's industrial heritage
- Lincolnshire family history
- Lincolnshire 'finds' located in National Museums or private collections.
- Lincolnshire is a vast county and many of its villages and towns have special history and artefacts. And Stamford is one of the richest in Heritage artefacts where many people have donated artefacts to its local museum in the past it should be made available in STAMFORD
- Lincolnshire life and sport
- Lincs archive needs more cataloguing so items can be accessed
- Local crafts and skills
- Local family records.
- Local Heritage - all aspects made as accessible as possible.
- Local Museums
- Local museums, that collect and tell local stories
- Local/community histories, memories
- Magna Carta
- Magna Carta free entry
- Major buildings and their surroundings
- Many of the remarkably preserved field monuments on private land
- Material from the back stores of museums!
- Materials from the Tennyson archive
- Medieval architecture, Tennyson archives
- Medieval history, and how Lincoln and Lincolnshire has played its part in events that have shaped this country
- Medieval local buildings, some of which are in private ownership.
- Medieval religious buildings
- Medieval, Roman and Elizabethan
- Military history
- Military sites from WW1 to today e.g. Cold war, etc.
- Monuments and documents from all over the county

- More about the local industrial heritage and the Royal Air Force
- More access to historic records, promotion of the content and availability of Lincolnshire archives
- More artefacts to handle from the past/guess what their uses were. More access to local history videos and audio material.
- More community-based work/research assisted by professionals
- More could be made of the abbeys and monasteries of the Witham valley. Possibly a heritage trail.
- More free family history records on line
- More historic buildings
- More individual, and assemblages of, artefacts held by museums to be put on public display.
- More information about all the abandoned villages in the county
- More information about the early history of Lincolnshire - Bronze Age and Anglo Saxon/Viking histories - which can be difficult to visualise.
- More information on ordinary local Lincolnshire people.
- More of Lincoln's Roman remains should be made accessible, really push the boat out, a Roman "Yorvik" centre
- More of the [county's] rich aviation heritage
- More photographs readily online from the archives
- More projects like the Magna Carta/castle. Excellent work in bringing this to the public... The only question is why it took so long. Perhaps more emphasis now on a dedicated industrial museum or our wartime heritage as 'bomber county'?
- More records on lincstothepast
- More visible history, i.e. recreation photographs or models placed in public view. Excavation site in plain sight
- Most of it is already there if you dig
- Museum and art collections currently in store and the stories they have to tell
- Museum artefacts formerly displayed in Stamford museum; Phillips and Town collections at Stamford town hall. St Leonard's Priory in Stamford.
- Museum collections; archives
- Museum items
- Museums
- Museums & collections.
- Museums and libraries
- Museums and sites of historic interest
- Museums of Lincolnshire life.
- Museums, archives, historic buildings, landscapes parks and gardens
- Museums, buildings
- Museums, public and private buildings.
- National Trust properties being open for more months than at present like English Heritage properties are.
- Neglected aspects such as how slavery was the basis for some of the large estates; how people from the county helped to create a modern world; other cultures who have come to settle here
- Newly discovered sites of national importance
- Objects from the stores held by LCC. The Collection is themed and there are many interesting things which are not displayed because they do not fit the themes in the current fixed displays. Documents at Lincolnshire archives which are not yet listed due to archivist workload
- Old and I testing buildings and industrial sites

- Old buildings
- Old buildings, monuments etc.
- Old industrial sites not accessible at present
- Old landmarks, e.g. The old brewery in Sleaford - I am not 100% sure on what these buildings used to be but they are falling into disrepair and have been victim to arsonist attacks. Old tools, methods of farming- objects and processes that will explain the story of the county.
- Old photographs
- Old records and photos relating to past life styles
- Old roads, lost byways and green lanes
- Old ruins
- Old/ancient buildings
- Older buildings
- Online data
- Online photos and documents
- Oral histories [2 responses]
- Our museums, historic environment record and archives. Once they are gone they will never come back. These cannot be sustained by volunteers alone
- Parish records, tithe documents, extracts from rural records of any type
- Park land
- Parks and gardens [2 responses]
- Parks, gardens and footpaths
- Photographs of local people at work since the time when photography began. Documents relating to local families to be indexed for online searches. All local documents & photography indexed and available to view online (E.g. Lincs to the Past)
- Photographs. Way of life in years gone by
- Photos, documents, oral history
- Places not normally open to the public i.e., Greyfriars, St Marys Guildhall
- Places which are not so obvious, for example sites of deserted medieval villages.
- Posterngate in Lincoln -- already accessible but only on a very limited basis - would be useful to open this up as well as the rest of the Roman walls in Lincoln more!
- Prehistoric monuments
- Prehistoric sites
- Prehistory, specifically early
- Primarily Lincoln, it is already accessible
- Privately owned sites
- Public access to archaeological sites
- Public access to Stamford's rich heritage without having to go to Lincoln
- Public records
- Public/private heritage
- RAF heritage [4 responses]
- RAF History from WW2
- RAF stations
- RAF/bomber command in Lincolnshire
- Railway heritage
- Real life experiences

- Records made available all-round the county as it is a long way north to south in Lincolnshire. Things put online for free
- Rediscovering history in the urban environment.
- Reduce prices at the castle and cathedral for local people
- Reinstatement of Stamford Museum
- Reopening the town museums to enable the local collections to be accessible. Can't ignore Maggie Thatcher! Love her or loath her.
- Reserve collections of museums, archives, etc. and much better cataloguing is required.
- Review of changing agriculture in the county
- Roman
- Roman history [2 responses]
- Roman Lincoln
- Roman remains in Lincoln
- Roman sites
- Roman to medieval
- Roman, Victorian, Drainage of the Fens
- Rotation of a selection of documents and manuscripts that are currently stored or filed away or only ever available to academics
- Rural landscape and agriculture. The historic development of the roman and medieval city through to today
- Rural life in Lincolnshire including traditions. How and where people lived and where in Lincolnshire and what they ate and did for work. Romans
- Rural museum
- Rural traditions
- Satisfied at the moment.
- Searchable parish records, historical documents and directories, newspaper etc. online free for all to access,
- Seaside towns
- Security and sustainability of council owned and managed sites, concern over funding reduction
- Several important Deserted medieval villages are encircled by intensively used farmland or are made very difficult to visit or worse, fenced off and entirely out of bounds to the public!
- Significant archaeology
- Sites on private land if possible
- Social and family history of importance to local areas.
- Social aspects, how we used to live
- Social history
- Social history & genealogy records/documents & artefacts
- Social history that people can relate back to their own families.
- Social history, people, places, events
- Some of the minor attractions such as John of Gants stables (lower High Street). More attention given to street facades. E.g. High Street, Market Street
- Somerton castle
- Spalding Gentlemen's Society
- Sporting heritage!
- Sports history, industry and farming life

- St Mary's Guildhall, High Street and the Roman defences, Saltergate, Lincoln
- St Mary's Guildhall
- St Mary's Guildhall along the High Street in Lincoln.
- Stamford's objects in Stamford
- Stone age barrows
- Stories about Lincolnshire people throughout history
- Stories, old buildings
- Stories, old buildings, history of places and activities
- Storytelling, explaining how people lived, documents as well as buildings and artefacts that help tell those stories
- Superb range of archaeological sites and monuments - special landscape character too
- Teaching skills i.e. sewing
- The ability to join in with archaeology, which has been interesting to my whole family, from age 6 through teens & grandparents.
- The archaeology of the county
- The archive and all their artefacts and documents need to be more available/publicised to the local community. Too much hidden away.
- The archives - show more
- The Beach Huts, Paddling Pools, Bowling Greens, the colonnades and other facilities along the historic promenades, particularly of Sutton-on-Sea and Mablethorpe.
- The beautiful buildings, and the artefacts that relate to them. Archives and documents that give us the history of how 'old Lincolnshire' was, and the part it/we played.
- The castle and the cathedral. The discovery at the church St Mary's le Wigg.
- The Castle and the Magna Carta, it appears Lincoln has a wealth of history and importance that is almost forgotten today. Bring back the importance that the city and surrounding area once had.
- The castle, cathedral etc. already are but can be quite expensive.
- The castle, much better access for free.
- Lincoln cathedral, all areas.
- The colonnade in Sutton on Sea needs repairing
- The county's agricultural and engineering heritage
- The county's roman and medieval past is currently poorly presented to the public.
- The Crown Court should be moved from the grounds of Lincoln Castle and the building should become part of the visitor experience of The Castle. The business of the Crown Court is most inappropriate right in the middle of the Castle Walls
- The document collection at Lincolnshire archives, making it available to all those who wish to avail themselves of these excellent facilities.
- The engineering of Lincolnshire past.
- The 'heritage' objects that tell stories related to different localities - available to see near the places that the objects come from.
- The heritage which Lincolnshire people leave to the museum of Lincolnshire life which unfortunately does not have the capacity to put out on display.
- The historical buildings like cathedral and castles
- The histories of the ordinary/extraordinary people that have shaped the county
- The history of how we got prosperous in Lincolnshire the first time around - how did we use our assets (land, water, climate, brains, etc.) and create a vibrant community? And what lessons can we learn from the past so we can do it again - inclusively?

- The history of the ordinary people, which is largely invisible outside of the museum of Lincolnshire Life/The Collection/Church Farm Museum
- The history/story of the county
- The importance of agriculture and the changing structure of society.
- The medieval wool trade - documents etc. Artefacts in the archives store from digs etc. Interesting rural artefacts that reflect life and social migration. Evidence of ethnic minorities
- The most relevant periods that have shaped the history of the city and the monuments that are still existent.
- The natural historic environment in Lincolnshire's countryside and coast.
- The old buildings in Lincolnshire
- The ones most at risk from being lost
- The Stonebow in Lincoln
- The stories associated with sites
- The whole area around Lincoln Castle and the Magna Carta is very important especially now they have been repaired. A fascinating day out and thoroughly impressive using the hand held tour guides. The prison was a must with the stories of the past cases with some small children being sent to Australia!
- The Witham abbeys and the history surrounding them.
- The Witham shield and ancient artefacts found in Lincolnshire to be regularly displayed in Lincoln instead of having to go to London.
- There are a couple of medieval churches in Lincoln I would like to access.
- There are probably things I don't know about.
- They already are - the Lincoln castle grounds.
- Things at present in the Lincolnshire archives that no one has seen or knows what's there.
- Those areas that only allow access on very rare occasions, e.g.; beneath the Stonebow. The Roman dungeons Lincoln castle, etc.
- Torksey Castle [3 responses]
- Transport museum
- Universities
- Urban history
- Very local history i.e. village
- Victorian Police Station in Gainsborough (Old Nick). I do have a personal interest as I spent a few months at this old police station just a few months before it closed in 1975. However, because it has not been "torn apart" (having mainly been used for storage) a lot of original features remain. It is a wonderful example of a Victorian Police Station that will deteriorate unless rescued, and I am sure many people would be interested in visiting.
- Village history and documents related to civic historical events.
- Waterways and ancient footpaths
- We have a lot of old buildings boarded up, and a huge number of sites screaming to be excavated and investigated. We find Roman tiles and plaster on a small field on the Riseholme campus every time the students plough it, but the only excavation was a small burial mound in the 50s, which gave up some cremation urns. The old village of Risum's layout is visible by the lake at Riseholme, and I drive by several buried villages each day coming to work.
- We have the Museum of Lincolnshire Life, but here in Skegness there is no museum. Skegness could be described as a Victorian new town' because it was not developed until the 1870s, but few people know about it in Skegness. Almost nobody knows about Skegness's connection with

Antarctica, or Skegness's connection with Tennyson. More should be made of Lincoln's engineering past.

- We were an important county during the war regarding building aircraft, tanks etc., there is nothing in Lincoln, apart from the tank memorial, to commemorate this.
- What little is left of buildings and sites
- Windmills; Tennyson
- With the exception of the Lincolnshire life museum, Lincolnshire's manufacturing heritage has received very little attention. So much to be proud of.
- Working class history - the forgotten mass of people who built and worked in Lincolnshire.
- World War 2
- World war 2 air planes
- Written documents which can be available on line
- WW2
- WW2 history
- WWII Bomber command heritage. Agricultural history. Lincolnshire's Viking heritage

2.10 Preservation for the future

Responses to the question: 'What heritage in Lincolnshire do you most want to be looked after for the future?'

[NB. Many respondents repeated their responses from the question above]

This question also garnered a large number of free-text responses, many the same as for the 'accessible today' question (Appendix 2.9), but with some interesting differences. Keyword frequency (with that for the previous question shown in brackets) shows 'buildings' featured 108 (64) times, 'history' 42 (64) times, 'museum' 25 (61) times, 'documents / records' 16+10 (57) times, 'old / ancient' 62 (51) times, 'castle' 47 (46) times, 'sites / monuments' 30+7 (45) times, 'local' 24 (36), 'archive' 14 (31) times, 'county 14 (30), 'artefacts / objects' 16+11 (28) times, 'cathedral' 42 (27) times, 'war / battle / WW' 11+1+15 (27) times, 'agriculture / farming' 3+11 (22) times, 'church' 40 (20) times, 'industrial' 17 (20) times, 'archaeology / archaeological' 15 (19) times, 'photos' 12 (15) times, 'village' 19 (15), 'town' 10 (11), 'family' 6 (11) times, 'social 7 (10) times, 'engineering' 3 (8) times, 'memories' 6 (4) times, traditions 8 (2). If the counts for 'castles' 'churches' and 'cathedrals' are included with 'buildings' the total is 237 (157). If the counts for 'museums' are included with 'archives' the total is 39 (92).

Regarding historic periods, 'Prehistoric' featured 3 (2) times, 'Roman' 18 (26) times, 'Anglo Saxon' 3 (2) times, 'medieval' 11 (17) times, 'Victorian' 3 (7) times'.

'Lincoln' featured 38 (37) times, 'Lincolnshire' 30 (60) times.

Under 18s

- A monument
- A skatepark in Holbeach
- All of the schools around Lincolnshire
- Architectural and art
- Battle of Britain memorial flight
- Boston church.
- Buildings [6 responses]
- Buildings and items
- Castle [2 responses]
- Castle and Cathedral
- Castles [6 responses]
- Castles and important documents
- Castles and transport
- Church
- Church Holbeach, Whaplode
- Churches
- Clothes that were in fashion
- Crowland church and all churches because they play a massive role in villages and towns.
- Document/photos
- Electrical achievements
- Every single historical building. Mostly Warwick Castle, Belton House and Lincoln Cathedral.
- Everything/any [4 responses]
- Everywhere to have Wi-Fi

- Facts from the time
- Family
- Family history
- Famous castle
- Famous local people
- Farming
- Farms
- Finding more facts about other things and people
- Fragile objects
- Galleries
- Historic ruins
- Historical buildings and gardens
- Historical fashion
- Historical gardens.
- History
- Holbeach church
- Houses 🏠 and valuables 💍💍💍
- I would like all old historical buildings to be looked after because then you can see what life was like many years ago
- I would like every monument in Europe as I do not have any favourites
- Items from the past
- Landmarks
- Lincoln [2 responses]
- Lincoln Castle [5 responses]
- Lincoln Castle as when I was there it was kind of falling apart
- Lincoln Castle because it holds a lot of information and the important document the Magna Carta.
- Lincoln Cathedral [4 responses]
- London [2 responses]
- Magna Carta
- Magna Carta, Lincoln Castle, Lincoln Cathedral
- Monuments and artwork
- Monuments and old buildings
- Moulton
- Museums [2 responses]
- My family
- My house [3 responses]
- My nan
- My race car
- New shops
- Nothing [3 responses]
- Objects from the past [2 responses]
- Old books
- Old cars
- Old farms and cottages
- Old historic buildings

- Old sites
- Old sites and monuments
- Our medals and monuments
- Parks, and green spaces
- Roman heritage
- Roman things
- Ruined buildings and archaeological sites that could contain remains of different periods.
- School [3 responses]
- Shopping centres
- The Boston Stump, the Gentlemen's Museum and Lincoln Cathedral and Castle
- The church [2 responses]
- The found items in Ayscoughfee Hall
- The importance we've made on Britain
- The old train station in Gedney
- The older pieces of heritage.
- The part that it played in WW2 and the work force
- The people who live in Lincolnshire
- The school
- The Vulcan plane ✈□
- Things dug up from historical archaeological sites
- Things that show good or bad things in the first older days because then you see what happened in the past and can improve your future
- Vase
- War bases, car museums
- War heritage.
- War stuff
- Weapons and tools and furniture
- WW1 & 2
- WW2 things in Holbeach

Over 18s

- "The Lincolnshire way of life" from building types, industry, especially heavy of the [way] that developed Lincoln into an industrialised city, including the Lincs Museum of Life
- Access for all to the countryside not just walkers
- Again, the archaeology of the County
- Agriculture
- Agriculture and social history
- All archaeological sites and historic buildings and monuments.
- All found objects & paper documents, which should be stored & catalogued (by volunteers) indefinitely.
- All historic buildings and literature
- All Lincolnshire libraries.
- All of it but especially written
- All of it! Once it's gone, it's gone forever!

- All of it, but we have a remarkable prehistoric landscape bordering the River Witham which has been blanketed and protected by peat. However, this is under threat by the dying and erosion of the deposits due to drainage and farming.
- All of it, especially the small forgotten pieces for example Ellis Mill. As well as the famous Castle and Cathedral
- All of it. The built heritage can tell a lot of stories on its own.
- All of it...how can we continue to learn about the past and our heritage if it isn't preserved?
- All of it/everything [21 responses]
- All of Lincs heritage. Records need preserving
- All of our heritage really, but I do worry we are allowing some of our Aviation history to disappear without any real plan or preservation for future generations
- All of the above and the Old Hall in Gainsborough.
- All those unknown and unvisited churches around the County
- Also important to look for new discoveries. About my own village of Skellingthorpe
- Ancient sites
- Ancient/historic sites.
- Another stupid question. How can you prioritise? All heritage is important.
- Any historical building - large or small, they are all part of the history of Lincolnshire. If some must be 'developed' do so in a sympathetic way.
- Any that impacts on my Culture - the built environment & the protection of my countryside
- Anything likely to be destroyed or lost.
- anything of heritage in the villages rather than being overlooked
- Anything of interest
- Anything related to social history e.g. photos, documents, newspapers, oral and written histories and memories, as well as houses etc.
- Anything that has yet to be discovered
- Archaeological finds/sites [5 responses]
- Archaeology, history, manufacturing, RAF, Landscape, coastline.
- Architecture and archives
- Archival documents and social history objects.
- Archival material and objects
- Archive and Lincolnshire artefacts;
- Archive material, but available for public viewing
- Archives and manuscripts medieval stuff
- Archives, so that they can be studied in future. Objects or buildings without information about them lose their significance
- Archives; history of ordinary people
- Art, artefacts, history, old maps
- Artefacts
- As much as possible [2 responses]
- As much as possible, but I think Roman Lincoln should be more recognised and important.
- As wide a variety as possible - inclusivity is important
- Aviation [3 responses]
- Aviation heritage - air fields, airbase sites/museums
- Aviation heritage, coastal heritage and local traditions

- Aviation Heritage, Gainsborough Old Hall
- Aviation, historic buildings and sites.
- Ayscoughfee Hall Spalding, Crowland Abbey, The Manor, Crowland. Cowbit railway station and signal box.
- Ayscoughfee Hall, Spalding
- Beach huts, colonnade, and paddling pool at Sutton on sea
- Belton House
- Bolingbroke Castle
- Bomber command
- Boston Cemetery
- Bridges and buildings within small towns or villages restored and looked after for future generations
- Building reused for a variety of new purposes but preserving the best of the past.
- Buildings & Photo records
- Buildings [9 responses]
- Buildings and Artefacts
- Buildings and information
- Buildings and objects that people can visit and handle with interpretation that shows the spirit of Lincolnshire
- Buildings and sites of economic or social historical significance
- Buildings and their usage
- Buildings e.g. castle, cathedral, Gainsborough Old Hall
- Buildings inc. Churches
- Buildings that owners can't afford to look after because they're listed
- Buildings, contents and gardens that the public can enjoy.
- Buildings, film of the past and capturing memories of local folk for future generations
- Buildings, old records and museums and staff to let the younger generations enjoy
- Buildings, particularly in Lincoln which seems to want to destroy most of its historical heritage and replace with ugly badly-designed high builds.
- Buildings, such as Lincoln Castle, and visible Roman ruins in Lincoln. Collections which are of interest to the county, not individual items/collections deposited by individuals, which have no wider relevance.
- Buildings. Areas of importance
- Buildings/art/written docs/photographs, etc.
- Buildings/land
- Buildings/landscape
- Built environment and documents
- Built environment seems to be most at threat from planning/lack of action.
- Built heritage and stories of real people
- Caistor Conservation Area
- Cannot choose one!
- Castle and cathedral, uphill Lincoln
- Castle, cathedral any RAF things
- Castle, cathedral, Steep Hill, Lincolnshire Life, Collection, Archives
- Castle, prison churches.
- Cathedral and associated buildings

- Cathedral and Castle but more importantly the history of Lincolns' 19th/20th Century Engineering and achievements.
- Cathedral, Castle, Museums
- Cathedral, castles, airfields (i.e. WW2 history...locations....as far as is possible!) fishing heritage (e.g. Grimsby) etc.
- Cathedral. Victorian architecture. New use for older buildings e.g. Cardinal's Hat, Lincoln.
- Church (Cathedral)
- Churches
- Churches - Broughton Church is in serious need of funding!!
- Churches are the most neglected.
- Churches 'in retirement'
- Churches, chapels
- Coast, churches.
- Coastline, churches,
- Cobbled streets.
- Collections already in small museums.
- Collections housed in heritage buildings
- Conservation areas in villages
- Contents of County archive
- Countryside
- Dam Busters
- Deserted Medieval villages
- Dialect, common sayings and recordings of local stories & memories
- Document archives and architecture
- Documentary evidence
- Documentary evidence. We have an excellent Archives, but it is not appropriate for informing the general public. Lincoln is the main focus for all things historical, but it does not cascade down to the rest of the county. If heritage was made more accessible, there would be more incentive for people to look after items etc.
- Documents [2 responses]
- Documents at Lincolnshire Archives which need conservation but there is currently no funding, nor staff to do so within LCC
- Documents, artefacts, historic buildings, important archaeological sites and landscapes.
- Documents, buildings, artefacts
- Each university department a copy of each of the publications produced by each academic in each field for future use and stories created about the author's and their life's works. It will provide a wealth of knowledge and create celebrity status of academics past/present//living/dead and elevate status of the university as a centre of Learning, Creativity and Heritage.
- Ellis Mill - until recently the last working windmill in Lincoln producing stone ground flour. It was damaged in the very high winds on 1st February 2016. The repair quotation is whopping; LCC are considering what to do next.
- Ellis Mill, Lincoln Castle, Lincoln Cathedral
- Elloe Stone
- Engineering
- Engineering history
- Events that have taken place and historical buildings

- Everyday artefacts, furniture, clothing, foodstuffs and the way people worked and traded in the area.
- Everyday life heritage, Lincolnshire Life Museum, North Lincs Life Museum, The Collection.
- Everything has value and tells a story to someone.
- Everything of historic value and the things that don't seem to be seen as our heritage like Victorian and Edwardian houses that are having their features and wooden windows ripped out by developers.
- Everything with historic value should be cherished. Also some of the more modern stuff which will add to the heritage stock in years to come.
- Extant and buried archaeological remains, especially those from the more distant past
- Factories, breweries, pumping stations, associated equipment and products.
- Family History records
- Farm and domestic implements - pre and post war
- Farming heritage
- Farming landscapes - these areas are rapidly re-developing.
- Farming, fishing. Some church buildings. Some lost industry. The cathedral. The Dialect. Some waterways and check out Some of our artists?
- Fens
- Footpaths and rights of way. Retaining the dialect.
- For the younger generation to have access to and involvement in.
- Found artefacts; historical documents
- Gainsborough Old Hall [3 responses]
- Gardens and houses but also industrial sites.
- Greyfriars in Free School Lane. I know this is in Lincoln, but I feel there is a danger that this very important building could deteriorate. It is empty and unused at the present.
- Greyfriars on Broadgate
- Hand down of traditions and crafts
- Hereward the Wake
- Heritage from World War 2 to be given more attention. I visited the BBMF visitor centre and was shocked about the poor state of the buildings/displays
- Heritage projects which are not as well recognised or nationally funded (e.g. Lancaster repairs)
- Historic buildings [10 responses]
- Historic buildings and artefacts
- Historic buildings and documenting of local history, including people and customs.
- Historic buildings and gardens [2 responses]
- Historic buildings and old industrial buildings
- Historic buildings and places of interest
- Historic buildings and sites of special history or of a nature interest
- Historic buildings and sites to be preserved
- Historic buildings including those listed buildings in our towns and villages that are being allowed to fall in states of disrepair because local government officials appear to not be carrying out their responsibilities, for which they are paid, by allowing owners to ignore the responsibilities they have, under the law, to take care of these buildings.
- Historic buildings or all kinds, and anything to do without industrial heritage.
- Historic buildings restoration and renovation.
- Historic buildings, museum and art collections
- Historic Buildings/ Roads/Walks

- Historic churches
- Historic houses, castles and gardens, Cathedrals, Villages, Wolds/views, The Red Arrows!
- Historic landscapes
- Historic landscapes, rural history
- Historic Mansions
- Historic market towns
- Historic sites (including natural and gardens), buildings, artefacts, documents
- Historic structures and museum collections
- Historical buildings and landscapes. Conservation of historical artefacts.
- Historical buildings and museums.
- Historical Buildings esp. in Grimsby etc. which have been left to go to ruin.
- Historical buildings, above all Lincoln Cathedral; Aviation heritage; Any remaining historical agricultural landscapes.
- Historical significant buildings
- Historical sites, found artefacts and local knowledge.
- Holbeach Cemetery Chapels, Chequers Hotel & Bell Hotel
- Horncastle Roman Walls, are in a shocking state of disrepair! Almost unnoticed and being daily encroached on by development, they are decaying at an alarming rate.
- How Lincolnshire got to how we are today.
- I could not choose because it is all as equally important
- I do not know what Lincoln has apart from the Cathedral and a prison
- I don't think you can make a single judgement. It has to be viewed as a whole package considering economics, practicality and importance
- I think local history and family history is key.
- I wish churches/gardens etc. to be used and relevant today, not merely as history
- I would like the Lawn to properly maintained, and trees on the site not to be felled to make additional car parking spaces.
- I would like to see a full blown model of Lincoln as a Roman City and a Norman City and placed in the collections museum for local children and Tourists to see as a visual reminder of the importance that the Romans and the Normans placed on Lincoln
- I would like to see heritage included in all of the decisions made about our lives, so that sensible discussions can take place about ensuring some sense of who we are is maintained.
- I'm keen to see the Mayflower 400 project (2020) put Gainsborough on the international tourist map. When I take visitors to the Old Hall they experience a massive "wow" factor.
- Industrial and churches
- Industrial archaeology
- Industrial heritage
- Industrial heritage, Roman and medieval - i.e. links and patterns across time and the nation and the world. What has Lincs given the world and where does it fit in what was going on nationally and internationally.
- Industrial heritage. Flood and drainage of fens. Architectural interest through the ages. Its influential sons (and daughters)
- Industrial history and heritage
- Inter-war, WW2 and Dr Beeching Closure Era buildings and artefacts
- It is all important

- It really stymies me why more is not made of the Swynfords and John of Gaunt and of course the Dymokes and their Tudor links
- Items from people's homes that would help to build a picture of how we lived
- Its academic heritage
- Its beautiful countryside.
- It's rich industrial heritage
- Jews' Court and Jew's House.
- Julian Bower historic site, Louth
- Julian Bower Louth
- Keep the remaining museums open and publicly and professionally run.
- Landmark buildings, houses, castles, cathedrals etc.
- Landscape
- Landscape should be preserved and developed in sympathy. For example, when housing is built there should be a greater attempt to connect the environment to what was there before so it isn't forgotten.
- Landscape. Fens, coast
- Lincoln Castle & Cathedral [18 responses]
- Lincoln Castle [8 responses]
- Lincoln Cathedral [27 responses]
- Lincoln cathedral, castle, Steep Hill and the Bailgate area. Ensure walking paths remain accessible.
- Lincoln Cathedral, Gainsborough Old Hall
- Lincoln Cathedral, Lincoln Castle, Magna Carta, surrounding area. Records of social history from around the county.
- Lincoln cathedral, rural churches, old public houses, local sports clubs
- Lincoln Cathedral. City Roman sites particularly the well.
- Lincoln Cathedral/Castle, WW2 RAF sites/artefacts/stories etc."
- Lincoln, Fens, Wolds
- Lincoln's Cathedral and Castle are probably the most iconic buildings in Lincolnshire and events around these and Magna Carta should draw people to the County. However, I also think visitors to Lincolnshire should be made aware of buildings like Gainsborough Old Hall and churches in major towns like Boston, Louth, Grantham etc.
- Lincolns industrial heritage
- Lincolns Waterways and railways
- Lincolnshire life and sport
- Lincolnshire Life Museum
- Lincolnshire played a big part in WWII and is very much seen as "Bomber" county. The memorial to International Bomber Command is a start, but there are many places in Lincolnshire that were used as part of Bomber Command and there should be what I would call a "Bomber Trail" Mark all the sites that were used and have relevant information at each place about the role it played during the war.
- Lincolnshire Sausages
- Lincolnshire traditions and stories of ordinary Lincolnshire people and their lives.
- Lincolnshire's working history
- Lincolnshire's rich aviation heritage
- Links to the wars (went to Coningsby RAF museum at weekend with kids and it was shut)
- Local buildings and artefacts related to Spalding Priory

- Local churches (Anglo Saxon / Norman), Agricultural heritage (industrial revolution - traction engines and its aviation history)
- Local collections in libraries which are coming under threat but which are a remarkably underused resource
- Local dialect.
- Local stories, music and traditions
- Local traditions and dialect.
- Love ancient history to early medieval.
- Lower West gate, Lincoln
- Magna Carta is vital, as is the history of Lincoln Castle
- Maintenance and up keep of Lincoln City and its wonderful buildings and historical references/ artefacts
- Major buildings and their surroundings
- Manuscripts
- Medieval
- Medieval architecture, Tennyson archives
- Medieval buildings
- Medieval heritage, e.g. deserted village sites, Bardney abbey & other Witham abbey sites.
- Medieval/ Roman history
- Memorial flight at RAF Coningsby
- Memories, oral history, things that will be lost if not recorded
- Military sites from WW1 to today e.g. cold war, etc.
- More thought needs to be given when giving planning permission for 'new' buildings. Too many old 'charismatic' buildings are being demolished instead of looking into adapting them into, or instead of, the new project.
- Museum collections, historic buildings, parks and gardens audio/video recordings from older people recounting past memories
- Museum of Lincolnshire Life
- Museums
- Museums and country houses
- Museums of Lincolnshire life.
- Objects and buildings
- Objects, buildings and sites that relate to Lincoln's medieval/ancient history
- Obviously the Cathedral and the castle, but the Cathedral belongs to the Church of England and therefore is not part of this survey. The built environment of the City of Lincoln
- Old Bolingbroke castle and similar buildings with a history
- Old buildings [2 responses]
- Old buildings including industrial heritage
- Old buildings that are currently struggling for funds and in a poor state of repair
- Old buildings, not just famous buildings
- Old buildings, old customs
- Old landmarks, machinery, buildings.
- Old Photographs and Village history records
- Old photos, documents and family history so they can be secured for the future

- Old RAF stations. Not necessarily the whole airfield, at least the buildings. They are part of Lincolnshire's identity.
- Old records and photos relating to past life styles
- Old WW2 airbases
- Open spaces, parks
- Ordinary houses and workplaces from the past e.g. Similar to Beamish Open Air Museum
- Ordinary people's
- Our buildings and not just the castle and cathedral, but the windmills, the smaller houses, war-time air strips, few last remaining factory sites (keep their facades but modernise inside for alternative use).
- Our rural and civic heritage are equally as important
- Parish churches
- Parks and gardens
- Photographs and documents relating to past events
- Photographs, films, electronic recordings, books and newspapers. The Cathedral and Castle in Lincoln
- Places like Bennington Church which is being renovated to use as community hub
- Places such as those managed by National Trust
- Places that when our children and grandchildren will show how our ancestors lived, worked and how it has changed from how our forefathers lived and worked. The good and bad points.
- Please keep looking after the cathedral!
- Prehistoric
- Prehistoric and archaeological features and deposits
- Preservation of old WW2 airfields and historic aircraft
- Protect heritage sites and environment from unsuitable and encroaching development. Ensure that further philistine development on and around the Brayford area is prevented
- Public rights of way - footpaths
- Public/private heritage
- Pumping stations and engines used for land drainage.
- RAF heritage/history [4 responses]
- RAF Stations
- RAF/Bomber Command in Lincolnshire
- Recipes. So easily lost and frequently discarded by some families. Now would be an excellent time to talk to our older generation, to find what they really ate; how their local industry effected their diet; how national events also effected their diet too.
- Recordings of individuals, Radio Lincs has some great recordings of Lincs life and language but they could do a lot more
- Records and historic structures.
- Records of births, deaths and marriages. Parish and local accounts. Tombs.
- Redundant churches, and anything under threat in the Fenlands as the pumps are gradually retired.
- Roman
- Roman archaeology
- Roman Horncastle. Gainsborough Old Hall, mud and stud cottages, churches
- Roman Lincoln cathedral and castle
- Roman walls and gateways currently open to decay as they are not covered.

- Rural life
- Save historic sites from developers
- Scouting records in Stamford & Bourne District
- Seaside heritage
- Second World War and Roman
- Sites of historic interest without any other obvious sources of funding.
- Sites threatened by development or agriculture, especially in fenland and those known from aerial photographs only. And those which aren't known at all yet but which might be discovered during development...
- Small things such as stopping the spread of plastic windows and the general poor quality of housing developments
- Social history [2 responses]
- Social history items
- Some of our lovely old buildings like The Ropewalk in Barton.
- Spillers Mill Grimsby, Lincoln castle/Cathedral, Gunby Hall, Archives, The Wolds area of outstanding natural beauty.
- Sporting heritage!
- St Benedict's Square
- Stamford's heritage is getting dissipated between Grantham and Leicester or Lincoln. It should have its own local venue to protect it. This is not to reduce the fine work being done by the conservation team at the town hall.
- Standing buildings and archaeological sites
- Stories
- Stories about places that are not mainstream.
- Stories, old buildings, history of places and activities and outside open-air places, museums
- Tattershall Castle
- The ancient buildings Photographs
- The ancient landscape.
- The Ancient ruins, building etc.
- The archaeological monuments and objects as these are the most fragile and irreplaceable
- The buildings. Far too many historical buildings are torn down or left to rot and fall into disrepair. It's sad and disgusting.
- The built environment.
- The built heritage, especially rural vernacular buildings, which are poorly understood and even more poorly protected.
- The Castle (especially the Magna Carta)
- The Castle and all the old buildings in the City. They are irreplaceable.
- The Castle, Cathedral and the RAF heritage
- The castles and manor houses.
- The Cathedral - historic churches
- The cathedral. Long term someone is going to have to start subsidising its upkeep. Its iconic nature means it can't be ignored.
- The city of Lincoln
- The colonnade in Sutton on Sea
- The countryside and preservation of the original parts of towns and villages

- The countryside as it is most at risk e.g. from fracking and over development.
- The countryside.
- The heritage of the coastal strip and its environs at Sutton-on-Sea and Mablethorpe
- The heritage that others (NT, church etc.) aren't looking after. I'm very concerned that LCC is not a suitable custodian of our heritage.
- The historic building stock including the vernacular.
- The historical landmarks and monuments, also important objects
- The Julian Bower site in Louth, Lincolnshire, currently under threat of development, apparently without proper archaeological investigation by the local authority
- The landscape [2 responses]
- The landscapes. A1 arable land for food. This is being destroyed by too much building of houses.
- The Language and customs are dying out, but don't leave traces like the archaeology. All of my grandparents spoke a language rarely heard today, not just the pronunciation of words, but words no longer used. As mentioned earlier, myself and my Scandinavian friends are interested in the etymology of our local languages and dialects.
- The listed buildings of Stamford
- The local studies collections within Lincolnshire Libraries, especially the early 20th century collections such as the Terrance Leach Collection and the Tennyson Collection
- The Magna Carta [4 responses]
- The manuscripts, documents and recorded material that help to build a picture of the county and beyond.
- The many abbey ruins around Lincolnshire
- The marvellous churches in our county, which are each a little 'time capsule' from the past, some of which are very remote and vulnerable.
- The mediaeval churches need financial help - they are treasures which their parishioners struggle to maintain.
- The medieval heritage of Lincolnshire - it is very rich but also threatened.
- The old buildings and people's stories about everyday life
- The old museum building - Greyfriars on Broadgate, Lincoln.
- The ones most at risk from modern development
- The Parish Churches
- The question should be how are we going to look after all heritage and make it interesting - make it something people want.
- The recent discovery at St Mary's le Wigg as it is the oldest Church in Lincoln and its discovered a new possible painting and possibly good which was painted over for hundreds of years.
- The rich rural heritage of the Wolds and East Lindsey coastal area of the Roman and Anglo-Saxon periods that is very under-explored and little known
- The Royal Observer Corps
- The sense of community and the history of communities with the changes since Enclosure, the Industrial Revolution, the use of Air bases in WW
- The small village Churches with dwindling congregations/resources
- The stories and traditions from all the small rural villages - the stories of real people and how these places were self-sustaining.
- The things that are specific to the county
- The vast WW11 heritage we have Such as all the Type 22 23 24 bunkers we have There is no signage with them to explain the part they played in the story of protecting the home front

- The Victorian and industrial buildings as they are mainly demolished for accommodation etc.
- The village churches.
- The Wash marshes
- The windmills that are left
- Too much of the industrial element has already been lost, I saw a late 1800s postcard of Lincoln from Canwick Hill only a few days ago, counted 24 tall chimneys. That's a lot of works. What were they all? Needs looking into!
- Torksey Castle
- Traditional ways of Lincolnshire life e.g. farming traditions, fishing heritage, literature and books relating to Lincolnshire Life.
- Valuable Historical Documents of the County; Lincoln Cathedral & all Historical buildings
- Very hard - there's so much, but generally I think it's important to hang on to things before we lose them and it's then too late.
- Village and farming history, and oral history of elderly people, preferably spoken to preserve accents and dialect.
- Village histories
- Village life; the history of the ordinary folk of the county
- We need to preserve the historic buildings, streetscapes and built character of Lincolnshire. Each market town and village has its own character because of its distinct buildings and local materials, there are relatively few bland new 'executive home' suburbs and sprawl and let's keep it this way. Places like Boston seem hell bent on destroying what little of their heritage they have left in favour of outdated ideas of progress, demolishing old quayside warehouses and making as little effort as possible to retain the architectural gems that survive. I often think that if Boston was dropped into Sussex or Devon it would be the most desirable place to live for miles around, but its built heritage is not only not looked after, it is actively despised as inhibiting growth! When Historic England announced funding to restore shop fronts in Boston Market Place the editorial in the local paper slated them saying it would stop national chains opening and the money ought to just go on a bypass... so that people might be able to escape the town even quicker! Let's value the county's historic buildings, and realise we're lucky to have such great assets in our towns and villages.
- What is decided by knowledgeable people
- Whatever is feasible and cost effective
- Where do you start, there [is] so much. That which is most vulnerable.
- Windmills; Tennyson; Old farming ways and tools.
- Working class history - the forgotten mass of people who built and worked in Lincolnshire.
- Would love to see some work done on the Viking camp of King Cnut at Thonock Hill, Gainsborough.
- Written archives, documents, photographs, personal memories
- WW2 bombers
- WW2 History
- WW2, Roman, Anglo Saxon

2.11 Reasons for taking part

Additional comments: 'other' reasons which would make respondents more likely to take part in heritage-related activities in Lincolnshire:

Under 18s

- A skatepark in Holbeach
- Ancient cars
- At the heritage
- Easier to find out about
- Free food [2 responses]
- Free ice cream
- Free Wi-Fi
- Giving me £60
- If I was a bit more interested and not terrified of everyone I meet, heh.
- If it was closer to my area
- If my friends came
- If there was free Game of Thrones merchandise
- Middle Ages sword fight in some festiv[al] for free
- No school
- That there where posters about it
- Toilets
-

Over 18s

- Activities need to be better publicized.
- All are important
- Already do. Great pity some of our institutions don't do likewise
- Already taking part
- As I live in Wiltshire my forays to my favourite county and county of my childhood are expensive.
- Available at weekends
- Better advertising/marketing [2 responses]
- Better advertising for events.
- Better information in the public domain about what is needed or events happening
- Better publicised (things take place in Lincoln and it's difficult to find out the times and details e.g. the Dutch celebration by the cathedral last summer
- By being made aware through advertising. [2 responses]
- Children's education
- Dog friendly
- Don't think I have time for more - involved most of the week!
- Engineering history is the most important to fellow engineers
- Finding out about what activities are available, better publicity
- Free overnight parking for motorhomes
- Free time from work
- Free Wi-Fi can mean access to specific digital information online relating the site,

- Funding for local heritage initiatives and groups.
- Having more free time, and living in Lincolnshire, not just visiting a friend regularly.
- Help educate my son in the past!
- Heritage in Lincolnshire needs better and more coordinated marketing. Most people are unaware of what we have. Heritage just doesn't figure at all in the lives of my neighbours and many people I know in Lincolnshire
- I already do take part in heritage events locally, nationally and internationally!
- I already take part and enjoy.
- I already work in the museum sector
- I am already involved
- I am already involved in helping people access their Lincolnshire Family History by participating in the indexing of various records held at The Lincolnshire Archives
- I am reasonably happy with my current level of involvement and do not see any of the above as necessary to increase my involvement
- I do attend several of the open days every year in September for the heritage fortnight which I thoroughly enjoy
- I don't think I have time to be even more involved!
- I particularly like re-constructions of past sites, with living people as re-enactors. I feel this brings the period more to life than a museum with exhibits.
- I take part already spending at least 20 hours a week on administration/organisation and many other tasks in keeping our Manor House open as a leading tourist attraction
- I would like my son to be interested in it because he could relate to it
- If I had more time [20 responses]
- If I knew about any.... it's not very well advertised.
- If I knew about them
- If I knew they were taking place a while in advance
- If I knew where to go... what to do...
- If I lived in Lincolnshire. I am a yellow-belly exiled to Leicestershire
- If I lived nearer
- If it cost me less - and was a bit nearer to my coastal location
- If it's something that interest me I will visit and hope to learn
- If more volunteering opportunities were available after work (or that I could contribute to from home) to fit around a full time job and other activities
- If someone could make us aware of projects that would benefit from help locally
- If the heritage activities were better promoted
- If there were any heritage activities, other than for children it would be a start.
- If they were sustainable rather than one-offs
- It's just having the time. I personally don't care about any of those things.
- Lincoln City needs a properly funded course to train new Green Badge city guides to show visitors our wonderful city. The current Green Badge guides are ageing fast!
- Long-term goals
- Mainly it's just the specifics of getting somewhere
- More advertising, most things go by without advertising.
- More Freedom less rules
- More fun

- More interactive (e.g. apps on your phone you can learn as you explore
- More interesting places in Lincolnshire.
- More publicity
- More variety of exhibitions would be nice.
- Nice toilets NOT portaloos. And if they were advertised.
- None of the above
- None of the above. Already active, keen to continue
- None of these - if I wanted to I would as long as I knew about them, therefore advertising is most important
- Not local to the area. Cathedral is too expensive for large family
- Nothing, I'm housebound
- Personal enjoyment
- Provision of self-propelled disability scooters.
- Re-enactment based activities
- Simply time to enjoy the heritage of the county
- Some opening/visiting is very restrictive (including Historic Houses Association (HHA) which might be only a few days in Jan/Feb and nothing for the remainder of year, which actually also makes membership more expensive than it first seems
- Something for the retired to learn a new skill is sewing for me or painting or stained class courses.
- Though raised in Lincolnshire and still visit relatives annually, I live in the USA
- Toilet facilities! Too expensive to hire for small groups.
- Toilets
- Why not have historical walking trials. Or cycling trails. Example A cycle trail following the ancient Barton street it could explain the old sea line and pick out the former rail track etc.
- Weird question. Enjoy visiting heritage sites but not taking part in any activities.

Appendix 3: My Lincolnshire Collection

100 images of objects selected for use in the *My Lincolnshire Collection* web app:
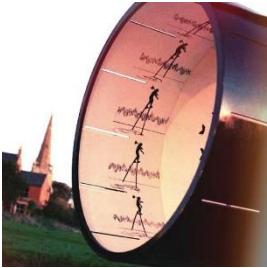
Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
1		This gilded wooden angel is one of a pair which sit on either side of a Victorian 'Cathedra' (Bishop's Chair) at the High Altar in St. Botolph's Church.	St Botolph's Church, Boston
2		This 17th century Flemish tapestry is one of a series of three depicting the wars of Alexander the Great. Entitled 'The Triumphal Entry', this work hangs in the second floor of Tattershall Castle.	Tattershall Castle
3		This teddy is thought to have been made in around 1900, the year before Queen Victoria died. He is stuffed with wood shavings and, as you can see, has retained plenty of fluff!	Museum of Lincolnshire Life
4		Originally designed by Edward Burne-Jones as a war memorial, this Mid-Victorian-era stained glass window was salvaged from the now demolished St. Mark's Church in Lincoln.	Museum of Lincolnshire Life
5		Medieval (AD1066-1485) Walrus ivory seal matrix found at Hungate, Lincoln, with the image of a monk at prayer and a legend around the outside suggesting it originally belonged to a Papal Legate.	The Collection (Archaeology)

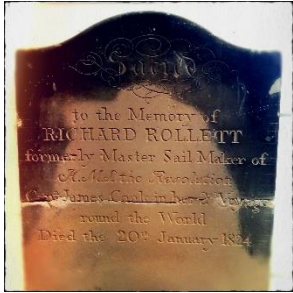| Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
6		Lifelike bronze freestanding statuette of a boar, found at the Iron Age and Roman temple site at Rothwell Top. It was possibly used as a votive deposit and dates to around 700BC - AD 43.	The Collection (Archaeology)
7		Early Medieval Bronze 'hanging bowl' from the Anglo Saxon cemetery at Loveden Hill, with deliberate stab marks caused by a knife. Dates to around AD400 - AD1066.	The Collection (Archaeology)
8		J.M.W. Turner made the sketch for this painting in 1797 when, at just 22 years of age, he stopped in Stamford on a tour of England. Years later, he was commissioned by Charles Heath to produce 100 watercolour paintings of picturesque views in England and Wales, and used his sketch of Stamford to create this painting in around 1828.	The Usher Collections
9		Invented in Germany in 1817, the Hobby Horse was one of the earliest bicycles. Without pedals, rubber tyres or brakes, the rider would propel themselves along by the feet. This example was built in the early 19th century.	Museum of Lincolnshire Life
10		Believed to be the only interpretation of Halley's Comet carved in stone, this relief (sometimes known as 'the curly star') is situated on the west wall on Crowland Abbey's south aisle.	Crowland Abbey
11		Along the River Slea in Sleaford are a series of Alan Potter mosaics that reflect the part that the river has played in the history and development of Sleaford. Each of the floor panels illustrates the development of technology from person power to animal and wind power.	Sleaford River Walk
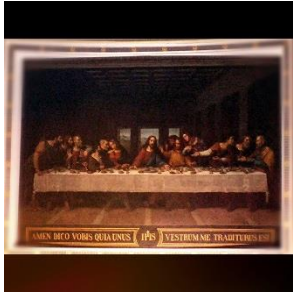
Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
12		The Billinghay Mosaic was designed by Alan Potter as a millennium feature to depict aspects of the village's history, including a great fire which destroyed much of the old village in 1864.	Walcott Road, Billinghay
13		This plaque is situated on the side of the Bertie Arms pub on the village's High Street. It refers to the fact that the Public House was formally a dairy between 1912 and 1940.	High Street, Branston
14		As part of Branston Heritage Trail, Branston History Group worked with artsNK and artist Alan Potter to create a mosaic timeline highlighting details of the origins and historical events of Branston. The theme of water was chosen as Branston was originally settled because of its abundant water supply.	Church Road, Branston
15		Branston's carved seats were created during carving sessions led by Newark artist Denise Marshall. The seats reflect past, present and potential future uses of the produce grown in neighbouring fields, with wheat in the past, potatoes in the present and sunflowers (seen here) in the future.	Hall Lane, Branston
16		This late 19th century gramophone (also called a phonograph) plays wax cylinders. The phonograph was invented in 1877 by Thomas Edison and, while other inventors had produced devices that could record sounds, Edison's phonograph was the first to be able to reproduce the recorded sound.	Museum of Lincolnshire Life

Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
17		This stuffed lion comes from the collections of the late Sir John Willoughby, who saw many years of military service in Africa in the late 19th century.	Museum of Lincolnshire Life
18		This chair is one of a set of fourteen that were made in around 1730 to function as hall chairs in the Vanbrugh Hall at Grimsthorpe Castle. These rare painted chairs carry the coat of arms of Peregrine 2nd Duke of Ancaster and his wife Jane Brownlow.	Grimsthorpe Castle
19		This brooch by James Ward Usher represents the famous Lincoln Imp. Usher was a successful businessman who, in the late 19th century, acquired the rights to reproduce the Imp in jewellery. He reportedly gave a similar pin to the Prince of Wales, who was seen wearing it.	The Usher Collections
20		In 1764, the watchmaker John Arnold obtained permission to present King George III with this exceptionally small half quarter repeating watch mounted in a ring.	The Usher Collections
21		The Wellsprings sculpture is based on the idea of a fountain of life at the heart of Branston village. Situated on the site of the old sheepwash, the steel water form is surrounded by eight circular photographic images that depict ripples in water.	Rectory Lane, Branston
22		Village residents worked with artsNK to produce a series of panels (one of which is shown here) that celebrate what they and pupils from the local school felt was distinctive and special about North Scarle, to commemorate the Queen's Golden Jubilee in 2002.	North Scarle

Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
23		This artwork reflects Nocton's historical relationship with agriculture and was made by local school children (with help from artsNK) using metal objects and tools collected from local fields by farmer Tom Ransom.	The Bridle Way Nocton
24		This bronze plaque of a Roman Centurian refers to Nocton's Roman connection, with historians having found evidence that Nocton had an established community during the first 100 years of the Roman occupation. It was created by Robert Thompson.	The Avenue, Nocton
25		Situated on Nocton's village green, this Sundial is based on the notion of a dandelion 'clock', with the low relief panels around it depicting aspects of the village's history as the 'hours'. The work was commissioned by artsNK and designed by Cliff Baxendale, a resident of Nocton, to commemorate Queen Elizabeth II's Golden Jubilee.	Village Green Nocton
26		This is the top of the single cylinder that drives the beam engine. The rod protruding from the top of the cylinder moves up and down under the pressure of steam. The Butterley 'A' Frame beam engine was made in Derbyshire and installed in 1833. It was used for 120 years.	Pinchbeck Engine Museum
27		This display shows implements and agricultural tools used around the Fens. In this image we see tools for laying clay pipes in trenches for land drainage, a selection of peat cutting tools and various wooden spades. We expect that these designs were used from late 1700's for about 200 years, when all the work was done by hand.	Pinchbeck Engine Museum

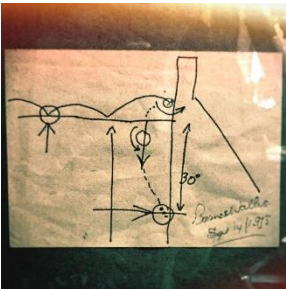| Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
28		This sculpture, designed by William Lasdun and installed in 2003, represents a mast and sail. The work refers to the history of the river Slea as an important route for barges to transport goods following its canalisation in 1794, until the coming of railways in 1857 led to its rapid decline.	River walk (off Carre St) Sleaford
29		This is an example of a zoetrope, an animation machine which has origins stretching back over 5000 years. Commissioned by artsNK, this zoetrope is one of a set of five designed by Electricwig, and produced by Smith of Derby for the Billinghay Heritage Trail. It is called 'Walk Tall' and tells of farmers walking through a flooded field on stilts to get into the village.	Old School Lane, Billinghay
30		The poppies artwork along the route from Skellingthorpe to Lincoln was created by Simon Cutts as a sculptural version of his booklet/poem "A short History of the Airfields of Lincolnshire". The piece was made from a section of WWII runway cut and transported to this site from RAF Swinderby. The letters are cast from the same anodised aluminium that was once used to make aeroplanes.	Skellingthorpe
31		A cabinet containing the staff records of workers at Marshall, Sons & Co dating back as far as the early 1900's.	Gainsborough Heritage Centre
32		An old schoolbag and books forms part of Gainsborough Heritage Centre's display of memorabilia on the local Girls' High School dating from 1920 to 1982.	Gainsborough Heritage Centre

Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
33		This board was used to play Shove Ha'penny (or Shove Halfpenny), a shuffleboard-related pub game. Two players or teams competed against one another to see who could use one shove per turn to push their halfpenny coins from the starting line to a number of differently scored positions on the board.	Gainsborough Heritage Centre
34		Toto's gravestone was given to Gainsborough Heritage Centre in the 1990's, having been discovered in the garden of the nearby St Johns Primary School, which closed in 1986. The remaining legible text reads: "In Loving Memory of Toto, a faithful companion…" suggesting that it may have marked the resting place of a beloved school dog, or other loyal pet.	Gainsborough Heritage Centre
35		This medallion would have been worn by the chairman of the Gainsborough Women's Licensed Trade Auxiliary, an organisation founded in the early-to-mid-1900's that was affiliated with the support and advocacy of British Breweries and licensed pub trades. Among other names, the medallion displays that of Mary Arber who, as landlady at The Friendship Inn (now closed) helped to organised darts tournaments at the pub for many years.	Gainsborough Heritage Centre
36		A bottle crate made by John Davies of Gainsborough, a supplier of fizzy pop throughout the mid-1900's.	Gainsborough Heritage Centre

Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
37		Astonishingly, this 'clocking in' machine still functions just as it did for the many years that it was used by workers at Whittons Mill on Bridge Street in Gainsborough.	Gainsborough Heritage Centre
38		This record of the churchwardens at All Saints church in Gainsborough stretches back all the way to 1599. Next 'John Raman' is written 'his marke', and a symbol representing his signature. This practice was common in cases where someone was unable to write their own name.	All Saints Church
39		The three red diamonds on the front of this altar represent three elements of Christ's crucifixion. On the left is a spear and sponge surrounded by three nails and a hammer. The central panel depicts a crown of thorns, whilst the far right diamond represents the moment at which the curtain temple tore in two amidst a sudden earthquake. The altar was designed by former architect, Wilfrid Bond in 1932.	All Saints Church
40		Richard Rollett joined Captain Cook as sailmaker on the H.M.S. Resolution's second voyage around the world. He was potentially a rather reluctant participant, as rumour has it that Rollett wrote to another sailmaker before the trip, asking that he take his place! He died on the 20th January 1824, and was buried in the churchyard at All Saints church, Gainsborough. His tombstone is now fastened to the wall just inside the church's entrance.	All Saints Church
41		This masterful copy of Leonardo da Vinci's 1499 work *The Last Supper* was commissioned for 87 guineas in the 1860's by a Gainsborough man as a gesture of thanks to God for helping his once sick son to recover. It was painted by Ridolfo Paoletti (1825-1891), and now hangs at the head of All Saints church, Gainsborough, as the altarpiece.	All Saints Church

Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
42		This navigator stopwatch and Women's Auxiliary Air Force (WAAF) diary are examples of equipment used by pilots from RAF Scampton during the Second World War. The diary dates to 1943, at which time the WAAF was at its peak strength, with numbers exceeding 180,000 and over 2,000 women enlisting per week.	Dambusters Inn
43		The aviation hat and goggles shown here are an example of those worn by RAF Bomber Command pilots during the Second World War. All members were volunteers, and were primarily young men from Great Britain and the Commonwealth, along with volunteers from a variety of other nations, many of which had been occupied by Germany. These included Czechs, Poles, Norwegians and Frenchmen.	Dambusters Inn
44		This wall painting is one of many artworks by Melissa and Dean Thiele that adorn the bathrooms at the Dambusters Inn in Scampton. Each painting pays homage to the 1940's style of the establishment, as can be seen in this example.	Dambusters Inn
45		The reproduction of a "Bouncing Bomb" aimer sight was made and donated to The Dambusters Inn by Paul Fletcher of Doncaster. The original "Dann" bomb sight was designed by Wing Commander C. L. Dann and was used by bomb aimer Pilot Officer John Fort on board the AJ-J, the fifth aircraft to attack the dam, piloted by Flt Lt David Maltby.	Dambusters Inn
46		In response to the prevalent use of mustard gas against soldiers in World War I, British civilians were each issued with a gas mask, such as the one shown here, at the start of the Second World War. It was compulsory that each citizen carried their mask at all time, otherwise they would face a fine.	Dambusters Inn
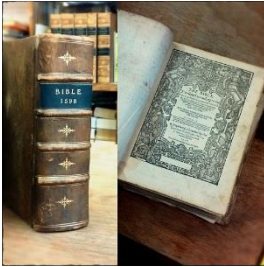
Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
47		This beautiful piano dates to 1830's, and was made by Kirkman of London for Hannam's Music Warehouse of Market Street, Gainsborough.	Gainsborough Old Hall
48		This characterful scarecrow was made in the 1980's, and won first prize in the Best Scarecrow category at Lincolnshire Scarecrow Exhibition at Faldingworth and Freisthorpe.	Museum of Lincolnshire Life
49		Engraved into the wall at Gainsborough Old Hall are the words "Trust Truth Only" inscribed in Latin. It is signed 'P. Tyrwhitt' suggesting that the writer of this graffito was probably Phillip Tyrwhitt, who is known to have visited the hall as part of Henry VIII's entourage in 1541. It is possible that he wrote this to address the mounting rumours of Catherine Howard's extra-marital dalliances at this time.	Gainsborough Old Hall
50		Although the artist of this early 16th-century portrait of Henry VIII is unfortunately unknown, one could reasonably suggest that it was made to mark Henry's visit to Gainsborough Old Hall in 1541.	Gainsborough Old Hall
51		Marked 'NP 1679', this English oak Bible box would have been used to store a variety of items (probably in addition to that which is implied by its name!). Unfortunately, the identity of 'NP' is uncertain, but we can at least be fairly sure of the year in which this wonderful object was made. More boxes have survived from the seventeenth century than any other form of furniture.	Gainsborough Old Hall
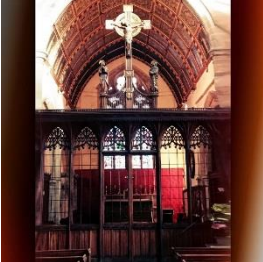
Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
52		J.M.W. Turner made the sketch for this painting in 1797 when, at just 22 years of age, he stopped in Stamford on a tour of England. Years later, he was commissioned by Charles Heath to produce 100 watercolour paintings of picturesque views in England and Wales, and used his sketch of Stamford to create this painting in around 1828.	The Usher Gallery
53		This door carving was added to the wall of Gainsborough Old Hall's great hall in 1848 by Sir Hickman Beckett Bacon. It depicts his family crest.	Gainsborough Old Hall
54		This late 19th century balloon back chair is made from mahogany and rexine, an artificial leather sometimes used in book binding.	Gainsborough Old Hall
55		The building of the Gainsborough Model Railway commenced in 1953, resulting in what is now one of the largest model railways of its kind in the country. Based on the East Coast Main Line from London Kings Cross to Leeds Central, the railway covers 2500 square feet, has over 1200 feet of main line track and requires ten operators to run it!	Gainsborough Model Railway
56		This display at the Dambusters Inn in Scampton shows a variety of aeroplane and helicopter compasses and gauges. Most of them date to the Cold War era.	Dambusters Inn
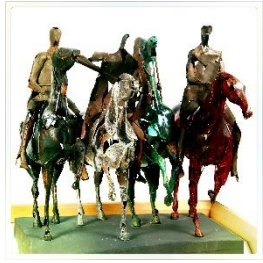
Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
57		This projector box is marked 3/43, indicating that it was distributed to RAF Scampton in March 1943, when Squadron 617 was formed. It is likely that the projectors that it contained (which are on display at the Dambusters Inn alongside this projector box) were used to show training videos to the squadron and to provide reconnaissance assistance.	Dambusters Inn
58		This sketch of the action for the 'Bouncing Bomb' was drawn by its inventor, Sir Barnes Wallis on a visit that he made to Scampton in 1973.	Dambusters Inn
59		Originally launched in 1925, Senior Service Cigarettes take their title from a nickname for the Royal Navy. This pack is thought to have been produced during the Second World War.	Dambusters Inn
60		These broken clay pipes were discovered under the floor of the White Hart Hotel, Spalding. The bottom two pipes bear the initials of Isaac Bilby, a pipemaker active in Spalding in the early 1700's.	Ayscoughfee Hall Museum
61		These beautiful stained glass windows span a period of five centuries with the earliest parts dating to the late 1200's! They can be found at Ayscoughfee Hall Museum, where it is thought that the stained glass windows were installed in the late eighteenth century, by the antiquarian Maurice Johnson II.	Ayscoughfee Hall Museum

Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
62		These reading glasses, made of iron, glass and horn are of a type developed in around 1750 by London optometrist Benjamin Martin, and are thus commonly known as 'Martin's Margins'. The wearer could secure the spectacles to a wig by attaching ribbons to the loops on each arm.	Ayscoughfee Hall Museum
63		The mole trap shown here is of the 'scissor' type, and was used throughout the late 19th and early 20th century to eliminate the threat of moles to agricultural land. The damage that moles caused to river banks made them a serious danger to surrounding areas in case of flood.	Ayscoughfee Hall Museum
64		This portrait represents Isabella Johnson, who lived with her husband Maurice Johnson VI at Ayscoughfee Hall in Spalding until their second daughter's death in 1851. Following her husband's death thirteen years later, Isabella sold the hall and gardens to the local population, who had raised £2000 to buy it.	Ayscoughfee Hall Museum
65		This silver gilt cup was made in 1712 by the renowned London silversmith Pierre Platel, who left his birthplace of Lille for London in 1688 to escape the religious persecution of Protestants by the Catholic Monarchy of France. It is believed that the cup was presented to T.F. Johnson (born at Ayscoughfee Hall, Spalding) when he became Sheriff of Lincolnshire in 1847.	Ayscoughfee Hall Museum
66		This reputedly medieval carved stone gargoyle came from Holyrood House which, until its demolition in 1959, stood beside Ayscoughfee Hall in Spalding.	Ayscoughfee Hall Museum
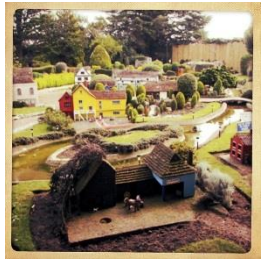
Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
67		This brick was made in 1897 to commemorate the 60th anniversary of Queen Victoria's rule.	Ayscoughfee Hall Museum
68		This pair of kingfishers formed part of the Ashley Maple Collection of British Birds. The collection was opened at Ayscoughfee Hall by the Spalding Gentleman's Society in 1953.	Ayscoughfee Hall Museum
69		This wagon has something of a mysterious past. Once belonging to the actor John Mills, it bears what has been confirmed by Buckingham Palace as Queen Victoria's royal coat of arms above the doorway. Although there are no records held on the commissioning of the wagon by a member of the royal family, one can't help but wonder for what purpose this one was made.	The Gordon Boswell Romany Museum
70		This Two Wheel Pot Cart is so named because it once doubled up as a stall from which to sell pots and china. It is dish-shaped to prevent the wares from sliding about inside but unfortunately, due to its two-wheel design, it was not very successful. When the horse was unhooked, the cart would tip and so had to be supported by a low wall or hedge. As a result of this, only about five of these two wheel carts were made. It is thought that this is the only one remaining.	The Gordon Boswell Romany Museum
71		This doll sits on the step of the haunted wagon at Gordon Boswell's Romany Museum. It was placed there by paranormal investigators in the hopes of eliciting some ghostly activity...	The Gordon Boswell Romany Museum

Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
72		This recently renovated wagon was made by Wicks of Wisbech in 1875. It contains what is thought to be one of the only Colchester Stoves still in existence.	The Gordon Boswell Romany Museum
73		This water pump is dated 1905, the year in which an outbreak of water-borne typhoid swept Lincoln, resulting in 131 deaths. It is possible that this water pump was provided soon after the resulting chlorination of the public water supply.	The Gordon Boswell Romany Museum
74		The Red Robina watch, an example of which is shown here, was designed and continues to be handcrafted by the specialists at Robert Loomes of Stamford. Robert Loomes is reputedly the only watchmaker in Britain to fit enamel dials.	Stamford
75		At 52 stone and 11 pounds, Daniel Lambert was the heaviest known man of his time. He died in Stamford in 1809 after suffering what is generally though by modern experts to have been a pulmonary embolism. This portrait is now displayed in the George Hotel, Stamford, along with Lambert's walking stick.	Stamford
76		This Bible was printed in 1598 by Christopher Barker, who bought the valuable patent to the Geneva version of the Bible in 1577. As a result of this transaction, he became royal printer of all statutes, books, bills, Acts of Parliament, proclamations, injunctions, Bibles, and New Testaments, in the English tongue of any translation, all service books to be used in churches, and all other volumes ordered to be printed by the Queen or Parliament.	Stamford

Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
77		This statue of the Virgin Mary was made in around 1330, and was discovered behind some 17th century panelling at the Church of St Mary in Stamford during renovations that took place last century. It was lent to The Royal Academy in London for the 1988 exhibition, 'The Age of Chivalry'.	Stamford
78		In the North recess of the chapel at the Church of St Mary in Stamford is a tomb topped by a mutilated male effigy, the head of which is shown here. The tomb dates to the late 14th century, however it is unfortunately unclear for whom it was built.	Stamford
79		The tomb of David Phillips, who died in 1506, and that of wife is situated between two altars at the Church of St Mary in Stamford. Phillips is known to have fought alongside Henry VII at Bosworth Field. A dragon of Wales adorns his tomb as a reflection of his Welsh heritage.	Stamford
80		This golden robe is part of a beautiful collection kept by the Church of St Mary in Stamford for the parish priest to wear at services and ceremonies. Each robe (or vestment) is to be worn according to a specific rota (or rubric) which corresponds with various liturgically significant periods throughout the year. This robe, for example, is worn in November at the start of advent.	Stamford
81		This rood screen was designed by J.D. Sedding during the extensive embellishments that were carried out at the Church of St Mary in Stamford during the 1890's. The rood itself (the crucifix and figures above) was designed by Harold Bailey, and dedicated as a war memorial in 1920.	Stamford

Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
82		The high altar at Browne's Hospital chapel in Stamford is made from Barnack rag stone and bears many parts of the original, constructed in the late fifteenth century. This stone, which weighs about three tons, was removed and hidden during Thomas Cromwell's time, to protect it from damage. It was repainted in 1901, and restored to its current location in 1926.	Stamford
83		The glass in these windows is thought to date back to 1475. It was cleaned, repaired and to some extent rearranged in 1967 by Dennis King, with the aid of a grant from the Pilgrim Trust. It is particularly notable for the controlled and harmonious balance between coloured and clear glass.	Stamford
84		The rood screen that encloses the west end of the chapel at Browne's Hospital in Stamford was made in the 15th century. It would once have been painted in a variety of colours and gilded in some areas.	Stamford
85		A misericord is the name given to a ledge that projects from the underside of a hinged seat in a choir stall which, when the seat is turned up, gives support to someone standing. The misericords at Browne's Hospital chapel date back to the 1400's.	Stamford
86		Harold Gosney's sculpture, 'The Four Horsemen of the Apocalypse' was made by beating pieces of sheet copper and heated Perspex over a wooden original to create the shape of the horses and riders.	Grimsby

Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
87		This window recess at Blackfriars Theatre in Boston is part of the original 15th century building that once housed a friary (hence the theatre's name). The building had gradually fallen into disrepair over the 19th and 20th centuries, and suffered severe damage during the Second World War, but was restored as a theatre in the 1960's.	Blackfriars Theatre
88		Glass has been a popular material for the storage of liquids for many centuries. The bottle base shown here on the left is from Crowland, and dates to the 18th or 19th century. The complete bottle on the left shows what the complete bottle may have looked like.	Crowland Abbey
89		These two tiles are examples of medieval floor tiles. The one on the right is from Lincoln, but bears a similar decoration to that which would once have adorned the floors of Crowland Abbey.	Crowland Abbey
90		These pottery shards were all excavated close to Crowland Abbey. They range in date from the 13th to the 19th centuries and demonstrate the variety of colour, form and texture found on ceramic vessels.	Crowland Abbey
91		The Abbey Chest at Crowland Abbey is made of solid oak and dates to 15th century. The three locks on the front are Victorian, and were installed to ensure that the presence of two church wardens along with the rector would be required in order to open it. It once held the sacramental plate, civil documents and the parish records dating back to 1639. All are now kept in the county archives in Lincoln Castle.	Crowland Abbey

Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
92		This beautiful window at Crowland Abbey was handmade by Paul Kemp glassmaker and Hartley Wood spun glass. It was designed by Glenn Carter of Washingborough to capture the light across the ancient fenland setting Crowland.	Crowland Abbey
93		This ceiling boss represents the Green Man, a pagan symbol of fertility recognisable as a face surrounded by branches and leaves. Although Green Men are frequently found in churches, it is unusual to see them so near the altar as the one shown here, found above the choir stalls at Crowland Abbey. When the abbey was built (and, presumably, the ceiling boss placed) in 1427, the altar would have been further away from the Green Man than it is now.	Crowland Abbey
94		This tablet of stone, situated to left of the west front main door at Crowland Abbey, is decorated with a fishscale pattern. It is likely that it was used as a lid for a large receptacle.	Crowland Abbey
95		Skegness Model Village and Gardens is reputedly the town's oldest attraction. It took two years to be completed by the late John Simmonds, and was opened in 1962.	Skegness
96		The Lynn and Inner Dowsing Wind Farm and the Lincs Wind Farm can be seen off the coast of Skegness Beach Front. The Lynn and Inner Dowsing Wind Farm comprises 54 wind turbines, whilst the Lincs Wind Farm (situated behind the former) has 75.	Skegness

Tile Number	Image	Details (Date, Style, Artist etc. if known)	Location
97		Jimmy Botton's father (also named James) bought the land that now houses Skegness Pleasure Beach Theme Park in 1966, and opened the park a year later. The Giant Wheel is iconic of the British seaside holiday, and can be seen for miles around.	Skegness
98		This statue of 'The Jolly Fisherman' was made to commemorate John Hassall's famous 1908 poster advertising trips from London Kings Cross to Skegness. The trips cost three shillings per person and were so popular that the campaign ran for five years! Images of 'The Jolly Fisherman' can be seen all around Skegness, and a statue similar to this one can be seen at the town's train station.	Skegness
99		This model of the P&O Liner S.S. Narkunda dates from around 1920. The Narkunda was built in 1918 began service in 1920 as a passenger liner. In 1940 she was turned into a troopship to transport solders during the Second World War. On 14th November 1942 the Narkunda was bombed and sunk off Bougi in Algeria with a loss of 31 lives.	Grimsby
100		This engraving of a ship at St Michael and All Angels Church in Bassingham is a particularly fine example of 16th century ship graffiti. A puzzling feature of this carving is that the ship's hull is fully visible, rather than represented as below sea level. It has been suggested that these graffiti were commonly carved in churches by sailors or their wives in the hope of obtaining God's protection for a safe return home from the dangers of working as sea.	Bassingham

Appendix 4: Cricket Strand

4.1 Oral History Interviewees

Name	Club	Role
Ann Boulton	-	Secretary of ECB Premier League
Salliann Briggs	Caistor Town	Level 4 cricket coach
Arran Brindle	Louth	Player and coach
David Cree	Caythorpe	Administrator, groundsman, umpire
Nigel Fisher	Brigg Town	Player, journalist
Adam Grist	Legbourne	Player, coach
Chris Keywood	Hartsholme / Lincolnshire CCC	Player, administrator, Lincolnshire CCC President
Tom Lambley	Grantham	Player
Steve Massingham	-	Umpire
Chris, Matthew, Angus and Ewan Pickering	Lindum	Player, coach, umpire, administrator
Ken Pollard	Fulbeck	Player, administrator
Ted Robinson	Waddington	Groundsman
Simon Sargeant	Revesby	Player, administrator
Mike Savage	Old Lincolnians	Player, administrator
Anne Sutton	Bracebridge Heath	Secretary

4.2 List of Cricket Club Histories

Club	District
Aisthorpe	West Lindsey
Alford and District	East Lindsey
Appleby Frodingham	North Lincolnshire
Bassingham	North Kesteven
Bourne	South Kesteven
Bracebridge Heath	North Kesteven
Burgh and District	East Lindsey
Burghley Park	South Kesteven
Caistor Town	West Lindsey
Cherry Willingham	West Lindsey
Fulbeck	South Kesteven
Grantham	South Kesteven
Grimsby Town	North East Lincolnshire
Hartsholme	Lincoln City
Lea Park	Boston
Lindum	Lincoln City
Long Sutton	South Holland
Market Deeping	South Kesteven
Market Rasen	West Lindsey
Messingham	North Lincolnshire
Morton	West Lindsey
Old Lincolnians	Lincoln City
Owmby	West Lindsey
Sleaford	North Kesteven
Spalding	South Holland
Uffington	South Kesteven
Waddington	North Kesteven

http://cricketlincs.lincoln.ac.uk/

Appendix 5: Performance Strand

5.1 Workshop Participants' Feedback

Responses collected from performance workshop participants on attitudes to heritage

5.1.1 Understanding Heritage

What does the word 'heritage' mean to you? What is heritage?

- Anything that is from a time in history that has importance (basically everything).
- Culture/history
- Discovering the history of my city/county. Something that makes the place I live individual.
- Don't know if this is right but: something that has been going on for years, passed down generations… somethings ROOTS
- Heritage is the history and culture behind a place that makes it what it is today.
- Heritage is what is available to you as a form of history and the roots of something
- Heritage lasts. It is that unknown quality which links past to present. The keeping of a culture, of buildings, accents, etc., etc.
- History and legacy of a place
- Important British features of the past. Tradition.
- It means the Past and what the past has done, or left to improve our lives. Don't belittle Heritage.
- It represents my history. The history of my family & the history of the place(s) where I have lived.
- Items and stories of the past, historical events
- Keeping our history safe and alive for future generations.
- Local history and culture
- Looking and caring about our past
- Past, belonging, achievement to learn from.
- Supporting & celebrating our culture in the UK, past & present
- The history of an area or events within an area.
- The identity of a place, cultural and historic traditions/places that give a place its identity.
- Things from the past, places or buildings, a way of life, left to us to care for and preserve for future generations

What do you consider to be heritage for you in Lincolnshire?

- Buildings - People - traditions. Crafts.
- Countryside, beautiful buildings, farming history.
- Farming, industrial items, Kings and Queens that have been here. All items from past inc. language.
- From my personal experience and spending a lot of time in Louth I feel that it as a place has a lot of heritage, local businesses are still at the heart of the town and there is a real sense of community.
- Heritage in Lincolnshire; the countryside - the farming land, the airfields (used & deserted). To me the religious buildings, the ancient places. The archaeology.
- Historical buildings, festivals that celebrates our history. Festivals that celebrate our culture and way of life.
- Historical sites. Celebration of local history.
- History of buildings, places
- Information particularly about WW1/WW2

- Lincoln Castle, Cathedral, Alford Windmill, St James Church, Louth, Louth Navigation Canal, Grimsby Dock Tower
- Lincoln Castle, the Cathedral, many old churches, Roman and Victorian road ways, Lincoln City, Gainsborough Old Hall
- Lincolnshire market towns. How they have changed over the years, etc.
- Lincolnshire sausages
- Local landmarks, story of people from the area that had made impact on local and wider history
- Margaret Thatcher, the apple/hand
- Old buildings have their own history. Isaac Newton, Edith the Police woman, many wonderful people that have made Lincolnshire.
- The cathedral, the agricultural heritage.
- The history of Lincolnshire
- There are some magnificent heritage sites in Lincolnshire particularly in Lincoln with the Cathedral and the Castle and Magna Carta. Gainsborough has the wonderful Old Hall. Sadly, our district council does not have a heritage plan. Here at the Old Nick we want to promote its history and relevance to society
- Too much to list - many of my ancestors are from the County and our stories are tied up with many of the places & events in the area.

What do you enjoy doing? Can you see what the heritage is in that?

- Art/music/literature (reading)/film, the differences between classic/traditional and modern
- Enjoy being a Tudor guide for school children visiting Gainsborough Old Hall, dressing them up and re-enacting a Tudor feast, which King Henry VIII attended at the Hall in 1541. Important to impart our history to others, our history made us who we are now.
- Hmmm…. I like to paint; I have painted areas in Grantham & beyond - that's a heritage that lasts…
- I am an incompetent but enthusiastic photographer - making images that reflect the local area & its history is a large part of my life.
- I enjoy army cadets which has a long and proud heritage
- I enjoy the arts, in some ways there is lots of heritage, i.e. art galleries
- Learning about our past, visiting heritage sites.
- Looking after Old Nick. The police history is all over it and the importance of the police in its early years in Gainsborough.
- Meeting people, listening to music, walking in the countryside finding things that have been used.
- Music - built on what has come before
- Music gigs with me & my friends. Suppose it celebrates the local culture.
- Performing in my band […], socialising, events organising. I'm not sure what heritage in the local area correlates to that.
- Reading - travelling - walking, often I have seen things that have been around for a while but don't know their history
- Reading, walking etc. Can see the heritage of the surrounding area.
- Theatre and performance and yes it can be a way to express/celebrate our heritage. Visiting museums & historical buildings.
- Theatre, walking, animals. Theatre particularly important.
- Visiting museums etc. Going on walks.
- Walking. See views that haven't changed for centuries and interesting buildings.
- Writing - full of history. Walking round seeing all the heritage we might have.

5.1.2 Valuing Heritage

Is heritage important to you? Why? What aspects are most important?

- Arts venues, & pubs!
- Heritage is important as it gives values in modern history. The buildings and architecture reveal how important a place was at the time it was built.
- Heritage is very important. Identity is based on heritage.
- History (& heritage) is fascinating - ordinary people, leading ordinary lives, making extraordinary memories.
- I think it adds a lot to the character of a town and makes a place more unique.
- I think it is important to me as I find it particularly interesting but that it not the case for everyone.
- I think it's important to know about the place you came from and its history.
- Important that a town retains some of its heritage for future generations. Visiting heritage should be affordable.
- It is our future - the modern time seems to devalue our past - destroying beautiful buildings to erect monstrosities
- It's important because it's a form of remembrance on ages gone
- It's important in life to know and understand it so that we can learn and build from that.
- Sometimes it's important to track how or who built things - but I spend more times on computers
- Yes, because cannot forget what people and buildings have given.
- Yes, appreciating the history of the place in which I live
- Yes, we all need to know about our roots and feel a belonging to an area, tribe, wherever. How things have changed for the better through the actions of people in the past, what we can learn about their actions, and how we can make changes for the better in the future.
- Yes.
- Yes. Needs to be passed on and what makes our culture.
- Yes. Personal familial heritage and heritage/history of particular places I visit. Local beauty and information.
- Yes. Understanding how things have evolved.

5.1.3 Current engagement with heritage

What heritage have you visited recently? Where, when, and why?

- Am a life member of N. Trust but particularly like houses like Mr Straw's Worksop where you can see life as it was lived at a particular time in history.
- Belton House - Christmas Holidays to take the Grandchildren. House Grounds and play area all V. Good
- Belton House, Burghley House, Most areas of Grantham
- Hubbard's Hills - local place of beauty. Dog walking.
- I love museums. I go to the Globe in London so although not Lincolnshire they simply shout Heritage
- I visited RAF Waddington with some elderly war veterans with cadets
- In Lincolnshire - the cathedral, theatre/art galleries
- Just round Grantham
- Lincoln Castle

- Lincoln Castle, Cathedral, York Minster.
- Lincoln Castle/Cathedral. Museums - just to embrace the history and learn more.
- Lincoln Collection
- Museum Lincs Life in Lincoln, last month (Jan). Love to know about the past, gather more info for my panel work at Gainsborough Old Hall
- Old Nick/heritage centre Gainsborough to gather information. Tower of London - next to hotel.
- St James' Church
- St James Church (500th Anniversary), SO Festival (St James Church), Louth Museum
- WEFCO company works (was used until Marshall's for industry in the war, walked along the river Trent, Lincolnshire life, Castle, Cathedral, last 2 years to remember.

5.1.4 Your future engagement with heritage

What is missing? What else would you want to see presented as heritage?

- At the Nick we are keen to make people aware of its importance in the development of 'law and order'
- It's all there but it largely goes uncelebrated
- Louth Navigation
- Modern heritage clothing, etc. The heritage of a whole town good and bad.
- More art galleries
- More recent things need preserving - industrial building for example are now part of a more recent history & should be preserved - like old Victorian factories.
- More statues, more history of the town
- More understanding of the Value of the Past.
- Nothing much really
- Viking Weekend at York reiterated how living history helps children learn about our history.
- Writings, reading and books, drawings to be on show

What would make you engage more with heritage?

- Activities for teens
- Events, more access to it, making it more fun?
- I just want to see more opportunities for young people or individuals who aren't so interested in heritage to engage.
- If it was more readily available
- If it was more relevant to my time/era and interests.
- Interactive activities, activities that are enacted.
- More accessible. Some venues can be expensive.
- More family events, making the museum a free venue
- More free time
- More information & acknowledgement & advertisement of places
- More nice places to visit. More information about places.
- More time, more money
- Promotion of heritage
- Taking part in or dressing up and walking in these places or areas
- The Ability to get out more easily.

- Time to do so!!
- Walking with people talking and interacting with people

5.1.5 Identifying priorities

What are the most important examples of heritage: (i) for you?

- Architecture
- Art galleries & music events
- Church, market days
- Countryside & nature.
- Culture, History, celebrating an area's assets.
- Family history
- Footpaths, walks
- I am v. broad minded I like all
- Just being - fitting in with the past and accepting it.
- Personally at this moment in time the Nick
- The apple and hand
- The Blitz, WW1, WW2
- Visual

What are the most important examples of heritage: (ii) for Lincolnshire?

- 20th century history
- Accessibility
- Accessible
- Architecture, e.g. cathedral, Lincolnshire delicacies
- Cathedral. World War related history.
- Food - including Lincolnshire sausages (wouldn't know I'm veggie lol)
- History of the area's traditional industries/skills.
- Just being - fitting in with the past and accepting it.
- Many and varied - castle, cathedral, Lincolnshire how it was and how it changed.
- Not sure
- Old buildings & history
- RAF, Roman, Vikings, Normans, Castles, etc.
- The Blitz, WW1, WW2
- The Castle, the Cathedral, the Old Hall, Tattershall Castle
- To be recognised and not forgetting people (visitors to come)
- Wyndham Park, St. Vincent's House, Grantham. Lincoln Cathedral. Belton House

What should be done with them? Who should be involved?

- Advertise to a wider audience (worldwide?) audience
- Anyone who cares about them
- Be made widely accessible for all to enjoy and understand
- Everybody should be involved in the preservation of heritage.
- Everyone and they should be sustained
- Everyone should be involved.

253

- Everyone should be involved. They should be protected and put to a use in modern society, i.e. educational.
- Group activities
- Keep the traffic to a minimum - build a bypass.
- Preserved - everyone.
- Protected.
- To care and protect them all of us should be involved

Whose responsibility is it to manage and protect them?

- Again everybody but L.C.C. are the main concern that should protect Lincolnshire
- All of us
- Council, community - everyone.
- Everybody has a responsibility to protect them. Managing them must fall to councils and Government.
- Everyone. [5 responses]
- Local authority/Council [3 responses]
- Local people then other org's.
- National Trust, County Councils, Local Councils, Owners & Visitors
- Ours/Us [2 responses]
- Public I guess?

5.1.6 Priorities for future collecting

What is it about Lincolnshire that you think should be collected and curated for the future?

- [Appreciating] the countryside
- All aspects of history
- Any local history
- Footpaths? Walks?
- History. Any important history - there's a lot!
- Language, accents & dialect should be collected. Esp. in this electronic age this is so easily lost.
- Louth's current culture
- Old photographs, stories from older residents
- Oral history
- Personal memories.
- Some of the parks - i.e. Dysart Park, are in need of help. They are our recreation areas and could be put to better use. With entertainment etc.
- The culture, i.e. language/dress - farming as it has progressed. Police and order information.
- The heritage available so it remains available

What is missing?

- Community spirit - it's disappeared, the community has lost its way.
- Community spirit.
- Don't know
- Less roads, more places to explore
- Not sure! :)
- Support, energy

5.2 Audience Interactivity at Pinchbeck

What does 'heritage' mean to you?

Audience responses to 'What does heritage mean to you?' collected during the performance at Pinchbeck:

- Being a member of Pinchbeck Church and singing in Choir in our beautiful church.

- Change. How Spalding has changed, at one time Winsover Road, Spalding was a river as a cottage still has the boat hooks for tying boats up.

- Community. Community depends on people taking part, not moaning that nothing happens. Don't rely on others to do things, take part.

- Cultures and traditions that have been passed down to us through the years that shape our lives today

- For every £1,000 raised through the Council Tax costs a Band D property in Pinchbeck 56p per year. Therefore £10,000 raised would cost £5.60 for the year. £10,000 would be good to go towards what the community would like. At the end of the day the provision has to be what the community wants.

- For me, it's Christian heritage, this area is where I first found faith in a wonderful living God and then I was able to pass this wonderful heritage on to our 2 children and they now pass it on to their children.

- Happy Easter! Please come to the Curlew Centre in a Sunday evening at 6pm for a very relaxed and friendly church service. Starting with free coffee/tea and biscuits. Also, try and attend any of the churches in the area. Jesus is Alive!

- Heritage - good. Legacy - bad. What we like from the past which informs/explains the present.

- Heritage - what we value about the past and wish to pass on to our children.

- Heritage is any aspect of nature and human achievement.

- Heritage is important for our grandchildren.

- Heritage makes us into the people we are today - parents - grandparents, i.e. family.

- I have only just moved here, so still exploring the old buildings, etc. which form the Lincolnshire heritage. I used to visit to see the Tulip Festival, which is a shame it has finished. As this is Tulip country.

- Improvements: continued/improved maintenance of what we have, e.g. church halls, keep open spaces free of litter; encourage use of facilities (e.g. Ayscoughfee) through advertising; encourage integration of incomers. I would particularly like to see English language signage in East European shops so that we all felt we could take advantage of them and share our culture.

- Informs who we are! Who I am and where I come from.

- Keeping alive memories of people, and buildings and events.

- Keeping old buildings

- Listen to the people as you plan things.

- Member of a community choir and local folk club. Used to go round with the tulip parade which sadly is no more.

- Moved to Boston at age 9 then to Spalding at age 20 and stayed. Still here 36 years later. Buildings have changed a lot since I got here. My husband is a yellowbelly as are my daughters and granddaughter.

- People's stories told through objects, words and oral history. Standing in huge multi-coloured tulip fields.

- Take more pride in the local area. Don't drop litter. Make more effort to join in activities that are organised.

- Thinking of home when I've been away and see the power station coming closer.

- Traditions of the county you are born in or live.

- Turn of all social media!! Seriously, invest in community spirit and care.

- Value the heritage you have and provide opportunities for new art/architecture to be the heritage of the future.

- Working in Ayscoughfee Gardens.

- Youth Club in the village for teenagers.

5.3 Facilitators' Final Performance Feedback

Feedback from facilitators following the final heritage performances:

5.3.1 Brief synopsis of final performance

- The show was split into 4 sections - 2 scenes were performed by us, which looked at Edith Smith and Margaret Thatcher. We have written a short play which was performed by a local amateur group and a section by a local historical re-enactor. The show centres around the 'strong women of Grantham'.

- We explored strong female characters from Grantham history (Edith Smith, canal women, Violet van der Elst and Margaret Thatcher) to educate and celebrate Grantham's rich heritage, some of which is at risk of being forgotten.

- Live presentation of our research on heritage in Grantham (particularly related to historical women of the town). Our findings were presented in a variety of ways, including song, storytelling, multimedia, and a scripted short play performed by a local am dram group.

- Our Lincolnshire: Grantham was all about celebrating the lives of local women who achieved incredible things. We focussed on Edith Smith, first female police officer, Violet van der Elst, prominent anti-capital punishment campaigner and Margaret Thatcher. We used their stories to interrogate the audience's relationship with heritage.

- The piece was about listening to all the different voices of Louth and working as a community to celebrate the heritage of the town and also to work towards a brighter future for it. We put the power in the people of Louth's hands to decide what they would preserve, expand and destroy in their own town and also collaborated with heritage through Lincolnshire dialect.

- Used recordings of interviews taken across the last 6 weeks. Edited together into 'themes' of issues/subject matter. We interacted with it then opened up the room to interactive installations.

- Using recording gathered from interviews with individuals from Louth we created a forum for its future. We then invited the audience to participate in interactive installations to start conversations around these issues past and present.

- We explored and presented the opinions of the local people through sections of verbatim with our own findings intersected. The audience were then invited into the space to explore some interactive installations related to local issues and heritage.

- A Postcard from South Holland [Pinchbeck] explores the heritage of the area through the eyes of visitors to the county. Through interviews with residents we have developed themes of 'future of the past' and 'people vs. places' exploring how residents feel about heritage and community.

- The programme [Pinchbeck] took the form of a piece of verbatim, in which audio from interviews with the public on the issue of local heritage where used to frame the action. Facts and information and memories were the bare bones of the event.

- It was a performance/presentation on the heritage and community of South Holland, specifically Spalding and Pinchbeck.

5.3.2 Style/genre of performance

- [Grantham] A mixture of presentation/contemporary performance, solo performance, live story-telling, performed reading, multimedia, live music and script-in-hand acting in a 1 act play performed by St Peter's Hill Players. We used a wide range of styles to give each item equal weight. A song written and performed by Flickbook theatre and storytelling written both by the company and local writers.

- [Louth] Live/interactive exhibition and presentation. Post-dramatic, public forum, discussion, participatory, public forum.

- [Pinchbeck] Verbatim style performance presentation using audio, projection and live performance, which invited audience participation in which the audience could contribute live to the show.

- [Gainsborough] Interactive drama delivered in a historical venue with performances from volunteers, including young people.

5.3.3 Methods used to create/ develop the performance

- We wanted to involve actors from the community as a much as possible. We couldn't get the commitment for every week. Instead, we invited them to perform 'A Play in a Day' about Violet van der Elst. Other scenes were within our style of narration/presentation.

- Some of it was delivered from interviews and research that we had undertaken. Our section on Violet was written and rehearsed with volunteers in an afternoon - 'A Play in a Day'

- Interviewing local people on the street and in various institutions (library, museum), being closely involved with museum for research, and getting local people who are involved with heritage involved with the project. Further research (online/books). The collaborative writing between company and putting together a 'Play-in-a-Day', directing local am dram group with our script.

- The forms we used came organically from the material we were able to gather. We decided to write a new play for the St Peter's Hill Players because they were most comfortable with drama and traditional theatre direction.

- We interviewed many members of the public, community groups and clubs. This was for research purposes but also framed the performance on the night as we played these recordings to show different perspectives from the people that lived there. From the results of these interviews we then created the interactive elements of the showcase (based on the issues that people had raised).

- Interviews primarily shaped the event - we found inspiration from artists such as Dan Canham. The installations were more exhibition-style and some influence from political pieces that we'd seen in a festival in Manchester.

- Verbatim performers and companies were a huge influence on our work including Alecky Blythe, Robin Soons and Dan Canham. Installation sections were inspired by less performative traditions.

- We went out into Louth and interviewed locals, contacted/targeted groups and interviewed them. We explored the local area, familiarised ourselves with the heritage and a sense of how the community felt about their home. We also used sound, video and arts and crafts to create the show.

- Verbatim - using audio interviews, transcribing them or editing to create a soundscape. Multimedia - filmed interviews and travel to/from/around area. Devising - improving and workshopping material for the script, writing around specific themes.

- We spent large amounts of time conducting interviews with the public, collecting archive footage, and articles which we compiled to create a loose narrative.

- Verbatim, multimedia, devising.

5.3.4 How was heritage/ history/ the past represented within the performance?

- We included 4 characters of recent history - all women. All did something that changed society and all lived in Grantham. We used this history to look to the future and ask what it means for the community.

- We focussed on females from Grantham in the 20th century, on some that were notorious and some that were at risk of being forgotten.

- We delved deeply into Grantham's history (there is a wealth of it), and decided (inspired by women we met and read of) to focus on strong women involved with the town in history (first female police officer, Violet van der Elst, Maggie Thatcher). We also touched upon local historical buildings and places like Harlaxton Manor and the Grantham Canal.

- The entire performance was a celebration of past and partly forgotten figures. From Violet van der Elst to the women that worked the Grantham canal the show was all about telling stories anew. In the case of Margaret Thatcher's divisive legacy, we attempted to reframe her achievements as a point of celebration for the town regardless of personal politics. The centre of the show was celebration and re-evaluation of our shared heritage.

- Lincolnshire dialect played an important role in the performance - we had a volunteer from the Dialect Society that had his own interactive station (with words for people to guess the meaning of and many books and poems that were written in the dialect). He rounded off the performance with some readings of historic dialect poems and stories, as well as his own text and that of other members of the society. We also gave the audience the chance to pinpoint their favourite local

places on a large map, including historical buildings and parks. We had footage of local landmarks and important historical places such as the church which is steeped in history and the prime meridian line that runs through the town centre.

- Heritage is what makes Louth widely visited and 'special' for locals. Everyone we have spoken to have been passionate about preserving this and we felt it's important to run this through the event and encourage the community to think about it more deeply by inviting the local dialect society to perform for us for example.

- In our initial round of interviews, we spoke extensively about their heritage and found that most locals found it was very well preserved. Key areas where this was not the case include the dialect society which many acknowledged was dying out, and young people found the town's excellent conservation was stifling innovation. We tried to represent these views both to young people to show them the value of the heritage and to residents of Louth by inviting East Lindsey Dialect Society.

- We interviewed locals about what they felt made Louth special, which brought up a lot about the independent shops, historical buildings, etc. We explored and researched this ourselves further - represented in our performance through video of our personal exploration of Louth and through discussion at our exhibits. We also had an exhibit based entirely on the Lincolnshire dialect with a local expert we invited, who gave readings of poetry in the local dialect.

- The interviews that we conducted gave us a strong basis for the performance and with each one we gained a new insight into 'heritage'. We focused on the history of the South Holland area and the memories of people we met and how connected they felt to the past. By presenting a live show based on research and real testimonies we were able to be genuine in our presentation.

- Each performer embodied a section of the script and led on this section - each section had a theme which was based on the issues raised in the interviews. People's individual interpretation of the past and heritage was represented within their audio clippings.

- Through videos, voice recordings and dialogue from the performers.

5.3.5 Details of how the performance developed/ evolved through the workshop process, with particular reference to the development of the history/ heritage theme:

- We spent a lot of time researching and meeting with historians. It was in the final week that we patched all of these sections together and found the strong thread of exciting women from history.

- Workshops did not occur due to the lack of participants. Instead we interviewed locals interested in Grantham's history and explored the town's historical areas with Anne, a volunteer that informed the historical elements of much of the performance.

- We worked without participant, Anne, to explore Grantham's heritage and history, partly through her own wealth of knowledge and partly through visiting and working with the museum closely and through our own research - bringing all this in, finding performative aspects and starting to form it into a structure.

- From week one we were put in a very strong position by knowledgeable and passionate volunteers. Partner organisations like Grantham Civic Society and Grantham Museum were excellent resources helping to find local historians to interview and contribute to our evolving narrative. Each week was a new opportunity for us to meet and explore more of Grantham's history and culture.

- Despite our efforts we did not get any participants to take part in workshops. Instead we used that time to interview the public in the street. As the weeks went on we adapted our questions to draw out more information about Louth's heritage and we found that in some ways the desire to preserve its history as a market town was causing problems for the town's development. We decided to use this idea as a theme for the show and we juxtaposed the opinions that the town needed to develop with the idea of preserving heritage - the dialect society. This made the show not only about history and heritage but also an important discussion about the future.

- Because of the lack of participation, we had to spend more time than we expected on gathering material outside of the rehearsal room. We didn't know what the final event might be until quite late in the process - once we had discussed our interviews and decided what would be most relevant to the community.

- Our work had to adapt very quickly to the lack of participants willing to join our project long term. Very early on we found it was difficult to engage any one group for long so we focused on getting performance material in a very short amount of time. Towards the end of the process we were able to much more accurately target people whose perspective we wanted and work them into the show.

- Our visits to Louth involved a lot of exploring, meeting people and conducting interviews. This reinforced our knowledge of the local heritage and history… and, we found, more importantly, how the local people viewed the town's heritage/history and its impact on today's Louth.

- At the beginning of the project we were clear that the theme of the performance was heritage so we kept that running throughout whilst conducting interviews and research. It became clear from the interviews that it was personal history and community that were the prevalent concerns for most - rather than interest in specific landmarks or heritage sites. This led us to develop thematic angles for the performance such as 'People vs. Places' examining whether people or places are more important to a community.

- With each new interview that was conducted a new perspective on heritage was offered by the interviewee, with each new contribution the content of the performance became richer and the concept of a postcard message from the area became more profound. The importance of the area's history became more apparent.

- Throughout each week, we gathered information through research, interviews, and visits to heritage sites. We then processed the research material and compiled it together to devise and write scenes which over time were edited to build the show.

5.3.6 What were the challenges in creating a performance themed around history/heritage? What would you do differently?

- Much like Louth, the time we had was limited for creating a polished, cohesive performance piece. The heritage in Grantham is so rich it also took a long time to decide on the route through.

- It slowed us down going in with no knowledge of the town, we could have perhaps researched more prior to starting (if the time frame was bigger), allowing us to go into more detail on particular bits of history.

- Most of our challenges related to time. We managed to find people to participate in the actual performance (as opposed to just helping with research) in the final weeks, and perhaps with more time before the workshops started, we could have got these people on board sooner and had them more involved with the actual writing and creation of the show weekly.

- The process of making the show went extremely well but generating interest has been difficult; those who have gained the most from the project are often engaged in several other heritage projects and already valued what exists in the town.

- The main challenge was the lack of participation and interest from the town and the reluctance to share information, even when we went out and spoke to them. Had we known that this would probably be the case, we could have done more research prior to going into Louth and if we had an idea of a piece of heritage or history that was interesting, we could have asked more specific questions and maybe this would have enticed more interesting answers. The involvement of the dialect society from the start of the project also would have made the performance more targeted.

- It was a very ambitious project to achieve its aims within 6 sessions. The timing was not always convenient for locals to commit to and the venue was not able to support us due to a volunteer base. Ideally, we would either work in one location at a time over 6 weeks or develop the project over at least 3 months to meet the objectives.

- The short timeframe of the project made its original aims challenging. The structure as proposed, as 6 whole day workshops, was often too great a commitment at relatively short notice. For the future, more planning would benefit and improve the impact of the project.

- The challenges we faced were mostly related to finding people to participate due to the short timeframe. With more time we would have liked to get into Louth sooner (prior to the project) to engage more people in the project. We worked around this by going out to people, but it would have been beneficial to have local people creating with us as well as providing their thoughts and opinions.

- I found that the word 'heritage' was challenging to participants who didn't necessarily connect it with the concept of personal heritage. This meant that the interviews were concerned more with communities and their history and that shaped the show. Having more time to conduct more interviews and gain a larger variety of material would have been beneficial.

- At times it felt as though the term heritage was difficult for the general public to relate to and therefore forming a connection to the place's heritage and their own personal memories took some time. If I had the opportunity to do this again, I would spend much more time on engaging with the public in the run up to the event.

- There were very little groups of people in the local area who would let us record and write down their thoughts. Also, it was difficult to time manage and co-ordinate with local community groups. We could make rehearsal dates more flexible or make it through the week to engage participants.

5.3.7 What went well in terms of creating the performance?

- Finally getting together a local group to perform with us!

- We found Grantham was so rich in heritage that we had plenty of material and found it easy to find women to focus on. The St Peter's Hill Players were extremely willing to help us which made the 'Play in a Day' successful.

- Research was thoroughly interesting and many local people were willing to help with that. It was wonderful and invaluable to connect with the museum [in Grantham]. All of this informed our writing and meant we were really able to sink our teeth into our three historical women.

- The research process was aided by extremely helpful cultural organisations around the town [Grantham]. We found it easy to tell the wonderful stories we had gathered. The opportunity for the St Peter's Hill Players to do a rehearsed reading was an incredibly enjoyable and valuable experience for us both.

- I think we did a really good job with what we had and we made it so that the whole of Louth had a voice in the show, despite them not physically being present. The interactive stations that we created made it so the audience felt they had ownership of their town. Inviting Peter from the dialect society was the best decision we made as he really put heritage at the forefront of the performance.

- The contact we made with councillors was helpful. Local groups were willing to help, but the lack of advance notice caused issues in availability for the final showing. It was well-received and a successful day.

- Other facilitators were willing to put in a considerable amount of time to vary the scope of groups we could contact. The societies were extremely helpful and interested in the project. The final piece was well received by the full spectrum of attendees.

- We were able to collect a wealth of local voices in verbatim form. Over the course of the project we were also able to develop our interview questions to relate to different groups and hone in on apparent issues. In the later weeks we were also able to engage with local groups - like the Lincolnshire Dialect Society, who really contributed to the heritage celebrated within our show.

- Everybody we approached to interview was open to sharing memories and opinions with us. Presenting an outside view which didn't comment personally on inside issues. Informality led to great audience interaction.

- Using the audio collected during interviews along with archive video and documents worked very well in connecting things that individuals were talking about to the documentation that had already been collected.

- We used the material we had well and got a good feel for the community which helped in creating the final audience. We established strong relationships with some local people.

5.3.8 How has the process of co-creating a performance worked? Was it effective? What have you learnt?

- It worked well - the amateur group worked really hard and we are very grateful to them.

- We struggled to find participants to make the work with us - it was only when we had material that we found performers to help.

- With regards to the play in a day, it was a valuable experience directing and working with actors we never have before and, for me personally, acting with new people. The actors were really open and willing to jump into our play and the characters with so little time. It was a wonderful part of the process.

- Co-creation was a very late part of the process. Working with the St Peter's Hill Players was an excellent experience of bridging the gap between professional and amateur practice. Ideally, we would have liked to engage them earlier in the process but a short lead-in time and the groups' own commitments made this impossible.

- Without collaborators early on, we have learnt that you cannot engage communities without dedicated time and attention. It was difficult to find commitment for 6 Sunday workshops for a project that is new and unusual.

- I feel with more time prior to the project we would have liked to be present in Louth sooner, engaging with local groups/schools etc. to encourage more involvement in the creation process. There is a need for flexibility in the engagement process. I feel we still managed to engage local people without pressure or expectation on them, in order to make a show for and about them.

- Where were unable to co-create we did have to make decisions independently. However, we gathered material from interviews and we let that guide the journey to the performance. We learnt that it is difficult to expect communities to engage as performers on a short-term project.

- The short timeframe meant that we were forced to make a lot of decisions about what material would make it into the show ourselves, there was limited time for consultation with interviewees after the time of their interview, however the sharing process of interviewing with structured questions meant that the raw material was usable.

5.3.9 Did you achieve the aims you had at the beginning of the project? How?

- We feel that what we did make fitted the brief - theatrical exploration of heritage.

- Yes - we made a performance based on Grantham's history and collaborated with local am dram performers as well as local historians, photographers and musicians.

- It would have been great to have the am dram group involved from the beginning. However, we certainly achieved our aims of creating a performance that looked at what makes Grantham what it is, that celebrated its history, that included writing/talents of local people and was, in part, performed by local actors.

- Absolutely, this show was all about celebrating what Grantham's history has to offer its inhabitants. We had excellent feedback from locals that heard new stories or had the pre-conceptions questioned by the stories we told. Many knew very little about Edith Smith, nothing of Violet van der Elst or the canal women. We are very happy with the snapshot of history we provided and our invitation to the audience to find out more and celebrate it.

- We were successful in creating a performance that both celebrated Louth's heritage and addressed local issues - this was evident in the discussions that the audience were having post-show. This was achieved by using the honest words of the locals in issues like facilities for local youth and the inspiring performance by Lincolnshire Dialect. We were not very successful in engaging the community in workshops though.

- Yes. Our aims changed slightly and we found a more realistic target: we worked with the community to create performance and continue a discussion on local matters with the importance of preserving heritage at its heart.

- Yes, we set to make a piece of work that came organically from the local community and represented the past and future in equal measure. Use of verbatim material focused our work as being representative while local groups found exciting ways to broaden a conversation into our shared heritage into a meeting place for reflections on the past and plans for the future.

- We didn't achieve the exact aims we expected to at the start of the project (leading workshops to create a performance) but we developed new aims and certainly achieved those. We aimed to make a show about Louth's community, issues and heritage, engaging with local people of all ages - through interviews and the performance itself, we certainly did this.

- We hoped to work with participants from the community which we were unable to do. However, the aims for us more broadly were to engage with communities and get them talking about heritage - we achieved this by interviewing residents who then returned to see the performance.

- At the beginning of the project we had hoped to gain participants who would work with us regularly to address the heritage theme, although some people were reluctant to perform. However, we were able to gain strong insight into the history of the area by visiting various locations and having long discussions with the people who lived there.

- We managed to reflect the community spirit and their feelings about heritage in their area.

5.3.10 How do you think the process helped performers to explore their attitudes to history/heritage?

- Many people commented on not knowing about much of this history before.

- We all learnt a lot about Grantham's history and I think the St Peter's Hill Players learnt about Violet for the first time. For some of the older members, they got the chance to share their passion for their local heritage.

- Many of the performers hadn't heard of Violet van der Elst, nor known much about Edith Smith. So, I think they certainly learnt something new about their home town. It helped them see how much there is to celebrate about Grantham's history.

- Many of the St Peter's Hill Players had never heard of Violet van der Elst before the script reading so they were able to explore and interact with her story through drama. Many of them came away with a renewed interest in her and in some of the other projects occurring around Grantham.

- I think for Peter from the Dialect society, the experience has allowed him to show his passion for heritage with a new audience.

- We didn't have performers in the process but the questions we asked and discussions we had in interviews definitely encouraged the individuals to explore their attitudes on Louth as a whole, its people and its heritage. We encouraged people to think about Louth in a way they may not usually and this evoked interesting responses. The show itself also educated the audience and encouraged them to explore their opinions on these matters.

- Through the interviews sharing stories and memories it allowed us to present a collective heritage of the area. Some questions allowed interviewees to explore how they felt about heritage, allowing them to connect their memories/past to 'heritage' as concept.

- Many of the people that we spoke to enjoyed sharing their personal histories which related to the area, memories of places and stories that had been told and passed down to them. I feel that this project was instrumental in highlighting the relevance of these strongest memories and their current importance.

- The people we interviewed who eventually came to the show saw how varied the people's opinions were in their community.

5.3.11 Has it affected your own thoughts on heritage?

- I am excited by Grantham's history - it is a place worth celebrating.

- I feel more informed about Lincolnshire's heritage and understand the importance of preserving.

- I never knew Grantham really existed before the project, and as I found out more and more, I was genuinely more and more excited every week to go back and explore more of the history of the town. It made me realise how important local heritage can be if celebrated in the right way. History doesn't have to hold a town back, it can be a huge way to attract tourism and encourage local people to stay and develop.

- Telling these women's stories has shown me how easily we can lose touch with even our extremely recent past. I have also come to appreciate the importance of oral history to ensure we continue to value and enrich our shared heritage.

- Yes. I previously had no interest in Lincolnshire heritage and we have found so much to be proud of. I think it is important to celebrate heritage more, however in a town like Louth it is also important not to let it hold back progress.

- Though heritage is important, it should be open to ownership. Young people in Louth can feel they don't have a voice and they should feel they can identify with heritage in the same way the older generation can. Heritage can also be perceived to inhibit change. As a community there needs to be balance of preserving and evolving.

- The Louth project has shown me the perils of conservation. The past should be preserved for future generations but not in such a way that it limits the ownership that current generations feel for the place.

- I have always been interested in history and heritage, but it has been eye-opening to explore the pride (or, in some cases, lack thereof) in local heritage and how it affects a town - both negatively and positively. There is definitely a balance to be struck between preserving and celebrating history/heritage and development/progression. This is clearly a big part of how Louth is defined.

- I believe that heritage can be interpreted differently by everyone. I had imagined that it was more concerned with buildings and preservation rather than people and personal heritage. Now, I believe that heritage is about preservation and that it's important to preserve people's history.

- This project has instilled a firm belief in me that the importance of heritage is embedded in the local community. It is the process of sharing heritage with others that keeps it relevant.

- I feel it isn't on many people's priorities, however, when heritage is disturbed or celebrated, if done the right way it can bring communities closer together. Integration of different ages and ethnic groups create problems but can be helped by events and activities to bring people together and open a dialogue.

5.4 Facilitators' Review/Evaluation

Evaluation questions for *Our Lincolnshire* Theatre Companies administered by Emily Bowman from Lincolnshire One Venues on behalf of the *Our Lincolnshire* project to members of Egg Box Theatre and Flickbook Theatre.

The original *Our Lincolnshire* commission was:

> *"Four new creative performances focusing a diverse range of audiences across the county on issues surrounding heritage… exploring aspects of what heritage can mean to people, what challenges are faced by those who care about it and for it, and how heritage in Lincolnshire might be looked after and presented to the public in the future… local groups and communities [will] develop and perform short new creative works intended to resonate with local audiences by focusing on issues surrounding the relationship between people and the things, places, activities and traditions that came from the past, mean something to them today and which they would like to be passed on for the future… Performances may take any form and could include dramas, monologues, improvisations or debates. Events will be filmed and edited versions made available online."*

1. To what extent, and in what ways, did you research the concept of 'heritage' as a first stage of carrying out the Our Lincolnshire commission?

- The theatre companies were not heritage specialists, and they were keen not to impose their own conceptions of heritage on the project, but to explore the social and cultural inheritance of communities.

2. What approaches did you initially decide to use to develop the work and what were your reasons for these choices?

- Much of the early work involved finding communities and establishing connections and handling administrative requirements.
- The companies recognised the need to approach the project with a level of flexibility in terms of communities, venues, approaches and the shape of outcomes.
- Approaches were different for each venue.
- Care had to be taken to consider different approaches in different circumstances, gauging the language and relationships according to the social setting of the encounters and expectations of the public.

3. To what extent, and in what ways, did you adapt/change your approach?

- Approaches were modified depending on the circumstances in different locations: Gainsborough work involved existing amateur theatre members, but the involvement of newer (younger) participants with different feelings about heritage changed the approach.
- Because the way communities engaged differed in each location and often involved different people each week, the approach had to change each week (Pinchbeck).
- Verbatim approach in Louth necessitated a change of approach throughout the process, especially as different arrangements were made each week to meet people in their own social settings.

4. Which strategies do you feel worked well? Why do you think they worked well?

- Going to the communities and meeting them on their territory and in their comfort zone.

- Targeting individuals and groups who were already active and participatory in group settings or locations themselves (amateur theatre companies; museum volunteers, etc.).
- Groups that already had a relationship with a building/location and therefore had a passion for heritage (Gainsborough).
- Allowing people to bring their own expertise to the project (Grantham Canal Society, East Lindsey Dialect Society).
- Informal conversations rather than forms/questionnaires.

5. Which strategies do you feel did not work well? Why do you think they didn't work well?

- The use of evaluation forms as a tool and the language involved alienated some participants which risked disrupting the open relationships being nurtured between companies and communities.
- The short time-span of the project was challenging, which meant that opportunities to form relationships were sometimes rushed, having an impact on the amount of potential engagement.

6. Thinking about people who wished to be involved (as participants or audience), do you think they were mostly attracted by EITHER (a) the idea of performing OR (b) an interest in heritage?

- The initial interest of participants in the project depended on the existing practices with which they were engaged: those already involved in performance inevitably approached the project from that perspective, whereas others (museum volunteers) had more of a prior interest in heritage.
- Participants relished the opportunity to tell their own stories, and these stories articulated the personal sense of heritage felt by individuals.
- Few participants came from performance and learned about heritage; most came with their own stories and through working with the companies had performance dynamics structured around that material to allow their stories to emerge.

7. Follow up: What other reasons did people give for wanting to be involved?

- Participants were ultimately interested in their community and in their own practices; the process gave them the chance to share what was significant for them in relation to their community.

8. Thinking about people who did not wish to be involved (as participants or audience), do you think they were mostly discouraged by EITHER (a) the idea of performing OR (b) a lack of interest in heritage?

- The concept of heritage and language involved with heritage were unfamiliar and sometimes alienating to some people.
- A short timescale for engagement potentially discouraged participation.
- Some people found the idea of performing daunting, though appreciated watching performances and having performances come to their area (Pinchbeck).
- No-one wanting to perform was switched off by heritage, though people interested in heritage were nervous about performance.

9. Overall, do you think that the attitude to local heritage, amongst people you had contact with, in the area you worked in, is generally: (a) very negative; (b) negative; (c) neutral; (d) positive; (e) very positive?

- There are differing attitudes to heritage. Almost everyone is aware of aspects of history/heritage that they love. In Grantham, people were far more interested as a whole; in Louth there was a split between people who wanted to promote heritage, and others who felt heritage was a barrier.

- There was also a split between generations, with older people feeling an attachment with heritage but younger people feeling a disconnect from their community. Younger generations found it difficult to understand why heritage was being promoted while nothing was being done for them.

- The word heritage was also interpreted in different ways by different people (as inheritance, identity, site-based, traditions, related to practices, etc.).

- Heritage was not the most important thing in most people's lives; people were more interested in focussing on the future than the past and on concerns about uncertainties.

- The word 'heritage' was found to be an alienating for some (even a "nuisance" term), even when the concept of heritage itself was something that mattered to people in general.

10. How do you think involvement in the development and/or production of the Our Lincolnshire performances affected the attitudes of members of the public who contributed (in any way) to (a) heritage generally and (b) heritage in Lincolnshire?

- Audiences were very engaged with heritage, though there was a sense that they may have already been engaged before the project.

- The performances initiated many discussions about local issues which were pressing to people and communities (such as immigration).

- Participants engaged with heritage because the projects focused on specific heritage stories or sites.

11. How has the experience of carrying out the Our Lincolnshire commissions affected your own attitudes to (a) heritage generally and (b) heritage in Lincolnshire?

- Performers learned that the term "heritage" can apply to a great range of things.

- Performers learned that individuals/communities do not necessarily understand the term, interpret it differently and/or have a negative reaction to the word.

- Performers assumed prior to the project that heritage refers only to historical culture housed in museums.

- Performers assumed prior to the project that people are deterred from engaging in heritage because they think it will cost them money.

- Performers realised that heritage can be much more personal and have much more of a real relationship with people's lives.

- Performers realised that heritage resonates with people when they find a personal relationship with it and feel they directly benefit from it.

- Performers realised that people are resistant to engaging with heritage when they are told that it is something they should/must view as valuable.

- Performers realised that not everyone feels the same way, particularly about the word, "heritage", which for some may be problematic and alienating.

12. Has the project helped you to develop your practice as a company? If yes, in what way do you feel your practice has developed?

- Companies felt that the project has been influential in developing their ability to work with communities and develop strategies for that work. It has been creatively challenging, rewarding and interesting for them to adapt methods to work with different age groups, site specific work and verbatim practices.

13. What recommendations would you give, based on your experience, to anyone planning similar projects in the future?

It would be particularly useful to have your ideas about what might work really well (in terms of maximising (a) creative innovation and (b) meaningful engagement with heritage).

- Companies feel that the project has been very beneficial, and that relationships with communities and the exploration of heritage by communities has really only just begun. Positive responses by participants following the project emphasise the value of the project, and a clear feeling that there is more that can be done.

- A longer lead-in time to prepare would be beneficial for future similar projects, as would a longer period of time to work with community groups. Finding people who are interested in engaging can be challenging, requiring trust to be built up and a gradual process of engagement with communities. With more time, it was felt the value could have been further enhanced.

- Equally, it is only through knowing the communities, audiences, locations, venues and local areas that a knowledge of how to market work in those spaces can be maximised. More time would therefore also have benefited the marketing and therefore the exposure of the projects.