



Canadian Academy of
Travel & Tourism
Académie canadienne
du voyage et du tourisme



Case Study Cultural Tourism



Prince Edward Island

Global Travel & Tourism Partnership International Conference
Cultural Tourism Case Study
Canadian Academy of Travel & Tourism
Kensington Intermediate Senior High School
Kensington, Prince Edward Island, Canada

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Canada - Cultural Tourism Case Study

Learning Outcome # 1: Tourism Ambassador

An Academy graduate is able to cultivate a professional attitude that meets industry expectations, integrating knowledge and skills, required of a tourism professional.

Learning Outcome # 2: Effective Communicator

The Academy graduate is able to communicate effectively in written, spoken and visual forms to meet the needs of tourism audiences.

Learning Outcome #3: Critical Thinker

The Academy graduate is able to analyze and reframe travel and tourism information, ideas and concepts using a variety of formats.

Learning Outcome # 4: Technologically Literate

The Academy graduate is able to use a variety of technological tools appropriate and necessary to the performance of tourism tasks.

Learning Outcome # 5: Team Player

The Academy graduate is able to interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

Learning Outcome #6: Problem Solver and Decision-Maker

The Academy graduate is able to evaluate the steps and processes used in problem solving and decision-making.

Learning Outcome #7: Information Processor, Organizer and Time Manager

The Academy graduate is able to collect organize and analyze relevant information from a variety of sources while managing the use of resources to achieve goals.

Learning Outcome # 8: Independent Worker

The Academy graduate is able to take responsibility for his or her own actions and decisions and make informed work-related decisions, within the context of formal legislation, company policies and practices.

Learning Outcome #9: Adaptable Worker

The Academy graduate is able to represent her or his skills, knowledge and experience realistically for personal and employment purposes, and adapt these skills to the changing workplace environment.

Learning Outcome #10: Business Systems User

The Academy graduate is able to use technology, instruments, tools and information systems effectively in a safe and competent manner.

**Participant Activity Sheet For Case Study
Canada -Cultural Tourism Case Study 2006**

Case Study

Assignment: Students will research and prepare a case study on Cultural Tourism

Preparation:

Prior Knowledge and Skills:

Appendix A (Case Study):

- How to Write a Case Study

Appendix B (Case Study)

- Canada -Cultural Tourism Case Study 2006

Materials/Resources:

Resource Tools:

-See a list of resources in Appendix C (Works Cited) and Appendix D

Appendix C (Case Study):

- Presentation of Case Study at Global Travel & Tourism Partnership (GTTP) Student Exchange Conference, Bad Homburg, Germany, November 19-24, 2006

Teacher Notes for Case Study

Prince Edward Island-Cultural Tourism Case Study

Introduction

The uniqueness of being an island is part of what makes Canada's smallest province Prince Edward Island an attractive destination for tourists. The Island's landscape is particularly unique with its rich red soil ideal for crop growing and sandy white beaches with red sandstone cliffs. Travelling to the Island is an adventure in itself. Whichever type of transportation one chooses, P.E.I. offers a variety of experiences. You can experience the thrill of driving over the 13 kilometre long Confederation Bridge, which connects P.E.I. to New Brunswick, or take a mini-cruise on the ferry between Caribou, Nova Scotia, and Wood Islands, P.E.I., or fly directly into Charlottetown, the heart of the Island.

Our province holds a wealth of diverse cultural experiences that visitors often cite as a highlight of their vacation. We need to create a cohesive promotion of this diversity which will celebrate our heritage and history as well as our arts and cuisine, resulting in a stronger economy for the Island. It is timely to consider a strategy to promote high quality cultural tourism experiences in order to attract more visitors and benefit from increased revenues and expansion of the traditional tourism season since the Island in the past six years has experienced a steady decline in Tourism numbers. In October of 2005 The Tourism Industry Association of PEI (TIAPEI) launched a project known as "The PEI Cultural Heritage Corridor", which will package the Island's heritage, arts, cuisine, and natural history experiences in a campaign to be launched in the 2007 tourism season. The Island has a significant number of culture and heritage attractions and activities, however, this product is not well known or promoted.

Specific Outcomes of the Case Study

By the end of the lessons, participants will be able to:

- define Cultural Tourism
- appreciate the provinces's diverse cultural tourism experiences
- conduct various forms of research
- identify challenges related to increasing cultural tourism in a province
- suggest strategies for resolving Cultural Tourism problems

The Case Study Content and Curriculum

The material contained in this resource is designed for participants in the senior grades of Tourism programs in secondary schools. The classroom activities used can contribute to the development of the following skills in participants:

- processing and organizing information
- becoming effective communicators
- investigating, interpreting and analyzing research material

- making contact with key employees at a variety of Cultural Tourism sites
- working as a team player
- critical thinking, problem solving and decision making skills
- using technology
- representing the community as a tourism ambassador

Cross-Curricular Links

Preparing a Case Study on Cultural Tourism has cross-curricular links to the following areas of study:

- Geography
- History
- Environmental Studies
- Marketing and Entrepreneurship
- Information Technology
- Physical Education
- Career Studies

How to Use This Resource

Using a Case Study is particularly valuable for organizing tourism activities as it provides an opportunity for participants to explore many issues they may face in future careers. Working in small groups, participants discuss a set of questions, which focus on the general ideas presented in the Case Study. The questions should:

- allow for open discussion and respect for other people's point of view
- focus on a process for decision making, problem solving and critical thinking
- provide an opportunity for participants to examine issues from a local, authentic perspective

The second phase takes the ideas generated by the small groups to the whole class. This phase allows the teacher to guide and monitor the direction and depth of the discussion. Using the techniques of paraphrasing, interpreting and presenting carefully considered challenges, the teacher can encourage participants to extend their thinking and analyses.

In the final phase of the process, participants will be given the opportunity to apply their knowledge. They will take an active role in determining the strategies to be implemented and will be able to choose the activities they feel will best demonstrate their knowledge and understanding of the key concepts.

Field Study Preparation

Field studies allow participants a chance to observe and investigate a real-life situation. The field study outlined in this case study has specific objectives to help focus the participants' learning experience and provide an opportunity to develop observational skills and higher level thinking processes.

Contact with staff and management of Cultural Tourism sites, noting the information which will be requested, should be completed before visiting the site. This will assist in organized and efficient gathering of the research information.

Suggested Teaching Strategies

Indirect Instruction: Problem Solving, Inquiry and Decision Making, Case Studies, Reflective Discussion

Interactive Instruction: Brainstorming, Classroom Discussion, Cooperative Learning, Problem Solving and Interviewing

Independent Study: Debriefing, Research Project, Technology enhanced

Experiential Learning: Cooperative Education/Work Placement, Connecting Canadians: student exchange, research, product creation and discussion forum

Constructivist Learning: Activating Prior Knowledge, Acquiring Knowledge, Understanding Knowledge, Using Knowledge (designing brochures, power-point presentation)

Participant Activities for Case Study

- Working with another Canadian Academy of Travel and Tourism school, or a country in the Global Travel and Tourism Partnership, doing a similar project in their own community, plan an exchange through a simulation on the internet or an actual exchange

- Present the case study at a local, provincial, national or international student conference, at a Chamber of Commerce meeting, Board of Education meeting or at other appropriate venues

Assessment/ Evaluation (Performance Indicators)

Decide on the skills that you want to evaluate. The following rubrics give a variety of competency skills for assessment:

- Case Study (Process) Rubric
- Research Report (Process) Rubric
- Six Key Qualities in Assessing Writing Rubric
- Business Letter Rubric
- Oral Presentation Rubric
- Interview Rubric
- Independent Study Rubric
- Problem Solving Rubric
- Collaboration Rubric
- Written Report Rubric
- Presentation/ Public Speaking (Process) Rubric

How to Write a Case Study

Appendix A

The Case Study

a) Students will need to understand case studies. The process for students to understand how the use of case studies can help them understand issues.

b) Reminder: The case study is an in-depth study of a single case or of an organization on a given circumstance for the purpose of understanding it fully. Usually, study is necessary on many similar cases before a general theory or conclusion can be derived.

c) Introduce examples of case studies and get your students to answer:

1) How has the case study review help bridge the understanding of social and economic situations of either local, regional, national or international ecotourism issues? (Each case study issue is unique but has characteristics in common with others. The task is to discover the similarities while reorganizing the significance of their differences.)

2) How are these case study initiatives good navigational charts in the evolution of sustainable tourism?

3) If an independent project, get student to prepare a report answering the above two questions.

What Is a Case Study? (compliments of Dr. Nancy Needham) A case study is a puzzle that has to be solved. The first thing to remember about writing a case study is that the case should have a problem for the readers to solve. The case should have enough information in it that readers can understand what the problem is and, after thinking about it and analyzing the information, the readers should be able to come up with a proposed solution. Writing an interesting case study is a bit like writing a detective story. You want to keep your readers very interested in the situation. A good case is more than just a description. It is information arranged in such a way that the reader is put in the same position as the case writer was at the beginning when he or she was faced with a new situation and asked to figure out what was going on. A description, on the other hand, arranges all the information, comes to conclusions, tells the reader everything, and the reader really doesn't have to work very hard. When you write a case, here are some hints on how to do it so that your readers will be challenged, will "experience" the same things you did when you started your investigation, and will have enough information to come to some answers. There are three basic steps in case writing: research, analysis, and the actual writing. You start with research, but even when you reach the writing stage you may find you need to go back and research even more information.

The Research Phase:

1. Library and Internet research. Find out what has been written before, and read the important articles about your case site. When you do this, you may find there is an existing problem that needs solving, or you may find that you have to come up an interesting idea that might or might not work at your case site. For example, your case study might be on a national park where there have been so many visitors that the park's eco-system is in danger. Then the case problem would be to figure out how to solve this so the park is protected, but tourists can still come. Or, you might find that your selected site doesn't have many tourists, and one reason is that there are no facilities. Then the case problem might be how to attract the right kind of businesses to come and build a restaurant or even a hotel -- all without ruining the park.

Once you have decided on the situation or issue you would like to cover in your case study (and you might have several issues, not just one), then you need to go to the site and talk to experts.

2. Interview people who know the place or the situation. Find knowledgeable people to interview -- they may be at the park itself or work in a government office or company that deals with the park. In addition to people who work in the park, talk to visitors.

When you are interviewing people, , ask them questions that will help you understand their opinions, questions like the following:

"What is your impression of the park?"

"How do you feel about the situation?"

"What can you tell me about how the park (or the situation) developed?"

"What do you think should be different, if anything?"

You also need to ask questions that will give you facts that might not be available from an article, questions like:

"Would you tell me what happens here in a typical day?"

"What kind of statistics do you keep? May I have a copy?"

"How many businesses are involved in the park?"

When you ask a question that doesn't let someone answer with a "yes" or a "no" you usually get more information. What you are trying to do is get the person to tell you whatever it is that he or she knows and thinks -- even though you don't always know just what that is going to be before you ask the question. Then you can add these facts to your case. Remember, your readers can't go to your site, so you have to "bring it to them."

The Analysis Phase:

1. Put all the information in one place. Now you have collected a lot of information from people, from articles and books. You can't include it all. So, you need to think about how to sort through it, take out the excess, and arrange it so that the situation at the case site will be understandable to your readers. Before you can do this, you have to put all the information together where you can see it and analyze what is going on.

2. Assign sections of material to different people. Each person or group should try to figure out what is really important, what is happening, and what a case reader would need to know in order to understand the situation. It may be useful, for example, to put all the information about visitors on one chart, or on a chart that shows visitors to two different parks throughout a year.

3. Try to formulate the case problem in a few sentences. When you do this, you may find that you need more information. Once you are satisfied with the way you have defined the problem you want your readers to think about, break the problem down into all its parts. Each one represents a piece of the puzzle that needs to be understood before the problem can be solved. Then spend some time discussing these with the others in your group.

For example, suppose:

- a. Your park doesn't have many visitors, but many people say they would like to be able to use the park if it had services
- b. There is unemployment in the village around the park,
- c. The park is big enough to be able to accommodate many more visitors, and
- d. The animals and plants in the park need to be protected from too many visitors
- e. The park is far away, but there are no places to eat or sleep in the park
- f. The government owns the park, but the government does not want to run either a restaurant or a hotel
- g. Current government policy says that private businesses cannot operate in the park.

How much information do people need to have in order to be able to discuss items a. through g.?

One answer to "a." is that they need to know data about past numbers of visitors, and they need to know what evidence exists that more people want to visit the park but are discouraged from going there. Your evidence will come from the articles and statistics you have gathered, and from the interviews you have completed.

Once you have broken down the problem into pieces, you can analyze the information you now have and see if you can think about possible answers to each of the pieces. If you have enough information, then you can think about how to write the case study itself.

Writing the Case Study:

1. Describe the problem or case question you want the reader to solve. In a detective story, the crime happens right at the beginning and the detective has to put together the information to solve it for the rest of the story. In a case, you can start by raising a question. You can, for example, quote someone you interviewed. For example, suppose you interviewed a park supervisor and she told you she thought more people should be able to use the park. Then you could write something like this,

ABC Park is located in the mountains of country X. The park supervisor, Mrs. Joan Smith, said that she thought "many more people should be able to use this park, but we don't have any place for them to eat or sleep and it's too far to travel in one day from the nearest city."

The case writers wondered what would have to happen in order to make the park more accessible.

Because you are the authors, you and your fellow students, can write questions like this and set the stage for the rest of your case story. What your introduction does is give clues to the reader about what they should be thinking about.

Once you have told the reader what one person associated with the park thinks the problem is -- *how to make the park more accessible* -- you can give them the information they need to come to their own conclusions. And the trick is that, at the end, your readers will be asked to consider the even more basic question of whether there should be any change in the park at all.

2. Organize the sections of the case. You will probably need to organize your information under topics like the following:

a. Introduction to the problem

b. Background on the park -- where is it, how big, what climate, etc. -- this part should be a brief, overall description. Think about having 2 pages of written material, photos, or even a video, so that your readers can really get a feel for what the park looks like. Summarize the plant and animal life found in the park.

What makes it special?

c. Visitors to the park -- you want to make the reader do some work, so you can say that the number of visitors to the park is shown on a table or chart you have compiled. You might want to include a chart that shows the number of visitors that come to another park that does have facilities. This will let your readers make some comparisons. If possible, include information you received when you talked to visitors in the park - what did they like, dislike? What did visitors think should happen to the park?

d. Government Policy -- include information about what government policy is with respect to this park. What is allowed, what is not allowed. Can policy be changed, and by whom?

e. Business Opportunities in the park -- you have already said there are not enough facilities for tourists. Well, now you need to provide information on what it might cost to put a restaurant in the park. Suppose in one of your interviews, you talked to a business person who said that it would cost \$250,000 to put a snack bar in the park. You need to give your reader that information, but that's not all. You also have to provide some information about what a typical snack bar menu would have, how much the food would cost to make and sell, and what price the

owner would have to put on each item so that the price would not be too high for people to pay. And your reader has to figure out how many people would have to eat in the park in order for the snack bar to make money. This is where the statistics come in. Are there enough people who visit the park now that the snack bar could expect to make money? How about the number of visitors to the other park -- what if that same number of people came. How would the snack bar do then?

f. Potential employees in the park. You can't add facilities without adding people to staff them. Are there enough people in the local community to fill the new jobs that would be added? Do they have the right kind of education and training to fill those jobs, or would the snack bar owner, or the new hotel owner, have to train people, or bring people in from other locations? Could the local school system provide the necessary training?

You don't have to do all the calculations for the reader, but you need to do them yourself so that you know the reader will have enough information in the case to do them. For example, before you can decide whether a snack bar might be a good idea, you have to estimate whether you could get more visitors --and how many more. Can you match the number that go to the other park that has facilities? Or is your park so much farther to travel that you don't think that many more people would come. And just how many people have to use the snack bar in order for the owner to get back his \$250,000 investment and also make some profit to pay himself a salary? This kind of analysis is really looking at the question of what kind of business opportunities are there in your park. Would a souvenir shop be a good idea?

Did you do this kind of analysis before writing? If not, then you will have to stop and think some more. Maybe you will need to find more information before you can continue writing.

g. Implications for Animal and Plant Life of Changes in the Park. Since you already know that more visitors will cause a change, an important factor to consider is what will be the impact on plants and animals. Some parks protect the plants by only letting visitors' walk on special paths and visitors cannot pick any flowers or plants. Others say visitors can't feed the animals, or park rules say visitors must hire a guide if they are going into the park. Whatever the situation in your park, you need to consider this question very carefully.

h. Other sections of the case. Depending on the case you are researching and writing, the sections of the case will need to be organized so that each type of information is in its own section and understandable to the reader. You might not use all the sections described above, but certainly your case study will need to consider the business and economic implications of tourists and the park, and equally important, the implications for plant and animal life. Tourism has economic implications and environmental implications. Good planning must take both into account.

i. Conclusion. Your case will need a conclusion. Rather than putting in your answer in the case, leave the reader with some more questions. For example, you might have learned that a

government policy that says "*No private enterprise is allowed to do business in the park*" could be changed if there were a good argument for doing this. So you might conclude with a paragraph like this:

The park superintendent and the case writers discussed whether or not it would be a good idea to prepare a plan for park expansion. The plan could be used to show the government that a policy change to allow private enterprise would be a good idea. "Is there enough value in adding jobs in the village?" asked one of the case writers. Another said, "I think there is enough evidence that expansion would be the right thing to do." Still another case writer disagreed. What is your conclusion?

By ending your case on a question like this, you let your readers discuss the situation themselves. If you have written a good case, they will have enough information to understand the situation and have a lively class discussion.

The whole purpose of writing cases and sharing them with others is to share experience without all of us actually having to be in the same place. The trade-off between developing a park to make it more accessible to tourist so local jobs can be created and on the other hand protecting the environment from too many visitors is a question that faces more than one country. But how the trade-off is resolved can vary from country to country. One country's solution might be useful for another country to know. The way in which one park worked with business could be copied by another park.

Suggestions if working with another country: Making Sure Your Case Can Be Used in Another Country

Since different countries have different languages and cultures, you need to prepare a *Note for the Instructor* give additional background material that the teacher might need to know in order to help guide the student discussions.

It is often interesting to record any changes that actually occurred after or while the case was being researched and written. Once students have learned about a situation, they find it is very interesting to learn more. But this information should be separate from the case study so that it doesn't influence the class discussions.

If your case uses special terms, words, or refers to cultural customs that people in another country might not recognize, information about them should be put in the case (at the end in an appendix) or in the *Note for the Instructor*.

Case Study: Prince Edward Island Canada- Cultural Tourism
Appendix B

Prince Edward Island



A Case Study researched, written and compiled by
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Global Travel & Tourism Partnership International Conference
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Acknowledgments

We would like to acknowledge the following groups and individuals for giving us the opportunity and support we needed to participate in this international conference. Without their help this would not have been possible.

- Aldo Papone Award
- Global Travel & Tourism Partnership
- Canadian Academy of Travel & Tourism
- Bonnie Stevens
- Stephen Burnett
- Janet Wood
- Don Cudmore
- Ron MacNeill
- Jennifer Spence
- Sally MacDonald
- Mary Crane
- Creative Multi Media 801 class
- Ramsay's Pharmachoice
- KISH Student Council
- Tourism Industry Association of Prince Edward Island
- Town Of Kensington
- Canadian Heritage
- Western School Board
- KISH Staff
- Local Industry Advisory Group
- Kensington and Area Chamber of Commerce
- Tourism PEI
- Staples Business Depot
- Last year's participants Shona Higgs, Holly Shortall and Diane Kirkby-Grier
- Our parents

An Overview of Canada and the Province of Prince Edward Island:

Canada has a population of 32 501 147 as of 2006 and shares the longest unprotected border in the world with its neighboring country to the south, the United States. The country is officially bilingual, with English and French as its national languages. Canada is composed of ten provinces and three territories, covering a land mass of 9 093 507 square kilometers. When one thinks of Canada, one often thinks of snow, maple trees, beavers, the Mounties and hockey, but Canada has so much more to offer. Canada is a multicultural society, with people from all different backgrounds. Its landscape is as diverse as its peoples, from the majestic Rocky Mountains to the wide open prairies, from the lush green forests to the long stretches of shoreline. In 1996 the Canadian Tourism Commissions (CTC) Industry and Product Development Committee launched the Product Club Program in an effort to make Canada a more attractive and competitive tourism destination.



Prince Edward Island, commonly called “P.E.I.” or “The Island”, lies off the eastern coast of Canada. P.E.I. is the smallest province in Canada, with a land mass of 5, 656

square kilometers, a length of 224 kilometers and a width of between 6 to 64 kilometers. However, with 135 294 people it is the most densely populated province. The uniqueness of being an island is part of what makes P.E.I. an attractive destination for tourists. Prince Edward Island's landscape is particularly unique with its rich red soil ideal for crop growing and sandy white beaches with red sandstone cliffs. Traveling to the Island is an adventure in itself. Whichever type of transportation one chooses, P.E.I. offers a variety of experiences. You can experience the thrill of driving over the 13 kilometer long Confederation Bridge, which connects P.E.I. to New Brunswick, take a mini-cruise on the ferry between Nova Scotia and P.E.I., or fly directly into Charlottetown, the heart of the Island. Because Prince Edward Island is surrounded by water, spring falls later in the year and autumn is warm with beautiful foliage. The winters are long, generally from November to mid-April and include many storms which result in school and business closures.



There are three main industries on Prince Edward Island: agriculture, aquaculture and tourism. Agriculture is the largest industry on P.E.I., creating 3 400 jobs. The Island's rich soil and moderate climate make it an ideal place for farming. The Island has 655 365 acres used for farms, and 421 970 acres of that is used for growing crops. Long known as "the million-acre farm", Prince Edward Island is world-renowned for its potatoes. It accounts for one-third of the potatoes grown in Canada. McCain and Cavendish Farms are two large companies that use P.E.I. potatoes in their products.

Fishing and aquiculture is the third largest industry on P.E.I. There are 9 200 full time and seasonal jobs created from the fisheries. Snow crab, herring, mackerel, cod, tuna, oysters, mussels, lobster and Irish moss are just some of the sea foods harvested

off the coast of Prince Edward Island. Approximately \$325 million is brought in annually from the fisheries. Prince Edward Island is also the home of the tuna capital of the world, situated at North Lake.

Tourism is the second largest industry on Prince Edward Island and the fastest growing. It creates 15 000 jobs for Islanders and generates over \$400 million in revenue. Tourism represents over 10% of the province's gross domestic product (GDP). The Island's rich heritage, exciting entertainment and festivals, coastal beauty and rural landscapes provide many vacationing options.

What is Cultural Tourism? :

Cultural tourism is tourism that is motivated by an interest in other peoples, other places, and other cultures. Typically, this interest focuses on museums and art galleries, arts events and cultural festivals, historic sites and heritage attractions, architecture, and local customs and cuisine. Cultural tourism includes tourism in urban areas, particularly historic or large cities and their cultural facilities such as museums and theaters. It can also include tourism in rural areas, for outdoor festivals, the houses of famous writers and artists, sculpture trails and landscapes made famous in literature.

Introduction to the Problem:

Prince Edward Island is an area rich in both heritage and culture. However, they are not using all of their resources effectively to make the Island a prime cultural tourist destination. The main problems are:

- Quality of the Product
- Product Marketing
- Lack Of Knowledge and Promotion of Product by Locals

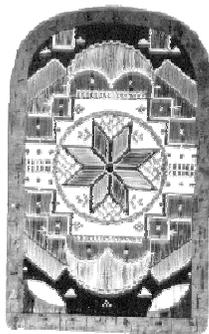
In the past six years the tourism industry on Prince Edward Island has been in a steady decline. In part, their products have much potential, but they have not fulfilled that potential to increase their quality and appeal. Also, their marketing of these products is poor. Their ad campaigns fail to highlight their cultural tourism product. Promotion by locals of these products is virtually non-existent. How can Prince Edward Island increase the quality of their cultural tourism products and improve the way they are marketed?

Island Culture, Peoples and History:

Prince Edward Island has a rich history of very distinct cultures that have shaped the face of the province. They are the Mi'kmaq, the Acadians and the Celts. Also, its role in the confederation of Canada has had a tremendous impact on the Island's past and present.

The Mi'kmaq

The first peoples to live on Prince Edward Island were the Mi'kmaq. Evidence shows the presence of the native peoples on the shore of Malpeque Bay over 10 000 years ago. They arrived to the Island by a land bridge that connected Point Prim and West Cape. Several thousand years after their arrival, the water levels rose and covered over the land bridge. The Mi'kmaq named the Island "Epekwitk", meaning "Land Cradled on the Waves". The Europeans later changed its pronunciation to Abegweit.



Currently on P.E.I. there are about 245 residents in the Mi'kmaq settlement of Lennox Island, which was settled in the early 19th century and covers 1 328 acres.

The Mi'kmaq people lived harmonious with nature. Their traditional dwellings, called “wigwams”, were fashioned with large poles lashed together at the top and spread out around the bottom, to form a conic shape. They were then covered in birch bark sheets with a space left at the top to function as a chimney. Their clothing was made of different types of animal fur and tanned skins. Animal sinew served as thread. Their clothing was decorated with different shapes and patterns and designs of humans, birds and beasts. Animal teeth, claws, bone and quills also served as clothing decoration. Their weapons and tools were made of many different materials, from animal bone and teeth to wood and bark to stone and clay. These allowed them to hunt game, fish, butcher meat, cut and carve wood, paint and sew. For water transportation, the Mi'kmaq used birch bark canoes that were wide across the bottom, which rose at both ends and had sides that curve upwards in the middle. This design allowed them to travel out on the sea, in shallow streams and even navigate through rapids.

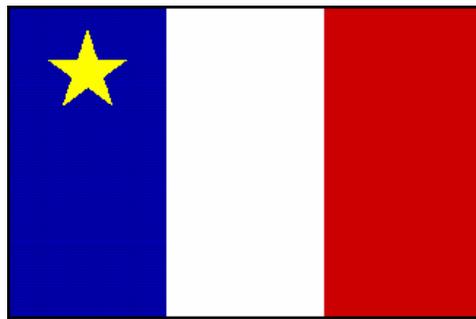


One Native event that has always been one of fascination is the powwow. The word powwow is an Algonquin term meaning “medicine man” or “he who heals”. Although healing is part of the powwow, there is much more to it. The powwow brings together all the members of the Native community, celebrating the past and the future. It is a time to praise their creator Kitchi Manitou through song and dance. The elders carry on traditional teachings, sharing their wisdom with the younger generation. Thousands of people come to the powwows: dancers, singers, drummers, elders, traditional teachers, craftsmen and food vendors all participate, contributing their unique talents.

Although the Mi'kmaq people have such a rich heritage, they are only recently starting to venture into the tourism market. Therefore, the following issue must be addressed: how do they make their products appealing to tourists and properly market them, without compromising their cultural and religious integrity?

The Acadians:

The first European to visit P.E.I. was French explorer Jacques Cartier, in 1534. Throughout the 1600's, people from central France settled in the area they named Acadia, which included parts of Maine in the United States and the Canadian provinces of Nova Scotia, New Brunswick and Prince Edward Island. They named the Island "Île Saint-Jean". They became friendly with the Mi'kmaq, learning their techniques for hunting and fishing. The area they lived in was constantly being passed back and forth in a territorial struggle between France and Britain. There was an expulsion of the Acadians from the Island in 1755, and a deportation during 1758 by British soldiers under orders by Gen. Jeffery Amherst to capture the Island. Currently on P.E.I. there are approximately 3 020 Acadians people. They live in various locations throughout the Island, but the most prominent Acadian community is in Evangeline in West Prince County.



One of the most distinctive parts of Acadian culture is their music. Some Acadian music comes from traditional French songs, brought over by the first settlers; some were composed by the Acadians themselves. Acadian music is often played on such instruments as the fiddle, accordion, guitar or piano. Some music is soft and melodic, but the most recognized are the lively and upbeat reels, jigs and waltzes that invite people to dance.

The Festival Rendez-Vous Rustico celebrated its thirteenth anniversary this year. It is a three day festival of musical performances, activities and family fun commemorating Acadian history, music and dance. Such activities include children's entertainment, a family picnic, a volleyball tournament, and concerts by the Pentergast family and Lennie Gallant.

The Acadian Museum for Prince Edward Island is located in Miscouche and opened in 1964. It depicts Acadian history from 1720 until the present. It also has a center for Acadian research. It has an excellent collection of artifacts, photographs, archives and genealogy, as well as a video presentation and a variety of exhibits.

The Acadian culture has always been widespread throughout the eastern parts Canada and the United States. However, Prince Edward Island is just becoming known for its vibrant Acadian culture. It needs to market this product well, to entice people to experience it here, as opposed to other areas.

The Celts:

P.E.I. was formally awarded to Britain in 1763. It became a British colony and was given the name "St. John's Island" or "Island of St. John". In 1799 Britain again changed the name, this time to the present day name of Prince Edward Island. It was given this name in honor of the son of King George III, Prince Edward, Duke of Kent. During the mid 1800's, Ireland faced extreme famine and disease. Many people were poor and unable to feed themselves and their family, which led to a mass emigration of Irish people to Canada and to Prince Edward Island. P.E.I. has never been entirely Irish, but it has always had a strong Irish influence since the earliest British Colonial days. Other influences include Celts from Scotland and the west of England. The Celtic background shines through with place names, family names, community names and general culture.

The most well known and most celebrated aspect of Celtic culture is the performing arts. Lively music played on fiddles, bag pipes and drums and accompanied by step and highland dancing is an experience that excites both performers and audiences alike.

A Ceilidh is defined as “an Irish or Scottish social gathering with traditional music, dancing, and storytelling” (<http://www.answers.com/topic/ceilidh>). Ceilidhs are a very popular Celtic experience across P.E.I. All summer in many communities Ceilidhs are a fun way to spend an evening. World class talent plays at the Ceilidhs in the forms of step dancing, clogging, bag piping, fiddle music and folk music.



The College of Piping, located in Summerside, actively promotes and preserves Celtic culture and heritage by offering instruction in traditional Celtic disciplines: step dancing, highland dancing, drumming and piping. It is the only year-round facility of its kind in North America and is affiliated with the College of Piping in Glasgow, Scotland. Prince Edward Island is an ideal location for this facility, for 70% of Islanders are of Scottish or Irish descent. The College of Piping was established in 1990 as a non-profit organization and registered charity. The student body has grown from 30 in 1990 to over 400 year-round students and 200 workshops students in 2006. Visitors and students come to the school from all around the world, and it is Summerside’s busiest entertainment venue. The Celtic Festival, held at the College of Piping during the summer, was named P.E.I.'s Top Festival and Attraction in 2003 by Festival and Attractions P.E.I. It begins the last full weekend in June and runs through July and August. Monday through Friday, there are daytime performances of “Behind the Scenes” which allow the visitors to hear the music and see the dance, participate in demos of piping, drumming and dancing, and meet students and instructors.

The Celtic heritage is already well developed across the Island. Now the issue is ensuring the product is of high quality. Also marketing and promotion need to be increased, especially in regards to promotion by the local population.

Union of Canada

At the time when the idea of Canada being united as a country was first being discussed, the Island's population was 87 000 with mainly Irish, Scottish, English and Acadian decedents. P.E.I. had a healthy economy of shipbuilding, farming and timber. They were a strong and independent colony. In September 1864 a conference was held in Charlottetown to discuss Canada's union, called "confederation". Delegates came from the present day Canadian provinces of Nova Scotia, New Brunswick, Ontario and Quebec. The conference is remembered for its parties, elegant dinners and excursions around the Island. Not much was decided at the Charlottetown Conference so a second conference was held in October, 1864, in Quebec.

Many Islanders were opposed to the union. They were worried of excess taxation by the federal government that would not benefit P.E.I. directly and they feared the loss of the Island's independent legislature. After rejecting Confederation in 1867, P.E.I. explored the options of becoming an independent dominion, and becoming a part of the United States of America. This relationship worried Canada and they continued to try and convince P.E.I. to join. In 1871 after again rejecting offers to join Canada, it was decided a railway system would be built across P.E.I. to benefit transporting goods and generate employment. Construction began in 1871, bringing many economic problems to the province. In November 1872 Prince Edward Island was approached by Prime Minister John A. MacDonald and an agreement was reached that would make the Island part of Canada. The terms for Prince Edward Island's joining were: Canada was to take over P.E.I.'s railway debt, pay \$800 000 to purchase land from absentee landlords, give a grant of \$50 per person living on P.E.I. to the Island government and P.E.I. was to be allotted six members in parliament. Prince Edward Island joined Canada on July 1, 1873.

From Confederation came many different tourism icons, such as the Confederation Center of the Arts and Founder's Hall. Some of these attractions have been more profitable than others, but all have stood as a testament to the province's important role in the formation of Canada.

Tourism Icons of Prince Edward Island

Confederation:

Historically Prince Edward Island's claim to fame is as the birthplace of confederation. The Charlottetown Conference initiated the series of events which led to confederation. P.E.I. is often called "The Cradle of Confederation" for that reason. Founder's Hall is located on the Charlottetown waterfront, the same place where the Charlottetown Conference was held. Founder's Hall was built to commemorate the beginning of confederation. Founder's Hall uses multi-media, modern day technology and theater to tell the tale of the birthplace of confederation. It includes art displays, halo-visuals, and on-screen trivia to make learning fun and appealing to all of the senses. There is also "The Time Travel Tunnel" which one can enter and learn the story of Canada's formation, starting with the Charlottetown Conference in 1864 and ending with the joining of Nunavut in 1999.



Charlottetown Conference - 1864

Confederation Center of the Arts

The Confederation Center of the Arts was founded in 1964 as Canada's National Memorial to the fathers of Confederation. Each province and the federal government pledged 15 cents per capita for its construction, adding up to 30 cents per person in Canada, for a total of 5.6 million dollars. It was the first time that all provinces donated money for an institution outside their boundaries. It was opened October 6th, 1964 by Queen Elizabeth II. The Confederation Center houses several theaters, an art gallery, restaurants and a gift shop. It is open year-round, and showcases the best in

Canadian visual and performing arts. Over 70 original Canadian world premier productions have been produced by the Charlottetown Festival since its 1965 season.

“Confederation Center commemorates all Canadian achievements and potential featuring the cultural frontier and those engaged in pushing it back... The building stands as an architectural work of art and showcase honoring Canada’s traditions.”

-Dr. Frank MacKinnon, Honor the Founders! Enjoy the Arts!

“The Confederation Center is the result of a dream shared by all Canadians to create a place where our country’s history and multi cultural character is celebrated, and where the talents of its people are nurtured and showcased.”

-History of the Center, www.confederationcenter.com

The main stage of the Confederation Center has 1 102 seats on two levels. The studio theater has 180 seats on the main level. The Mackenzie theater houses 190 seats in "cabaret style" (tables and chairs). Many of the performance at the Mackenzie Theater are restricted to anyone under 19 because alcohol is served. The gift shop, located in the center’s lobby, offers quality Canadian arts and crafts for rent or purchase.



The center’s library, located on the main floor with a children’s library on the second floor, houses a wide variety of books and different information mediums. There are public computers with free internet access. The library lends out books, magazines, DVDs, videos, audio books and music CDs.

The art gallery's purpose is "to inspire appreciation, understanding and enjoyment of Canada's diverse cultural heritage by collecting, conserving, presenting, interpreting and communicating the work of Canadian visual arts." It has a permanent collection of over 15 000 works of arts. Admission to the gallery is free, and donations are welcome.

The Center also offers a variety of summer camps for different age groups, with different weeks offering intensive seminars in theater, acting, film, dance and musical theater.

The Confederation Center's outstanding success speaks for itself. The only thing that needs to be done is to maintain that level of excellence, to ensure that all of the services and products being offered are of the highest quality.

The Confederation Trail

In 1992, the non-profit registered charity The Trans Canada Trail was formed, with the vision of creating recreational trails that would connect communities across all of the provinces and territories of Canada. In August of 2000 P.E.I. was the first province to finish its section of the trail. The Confederation Trail, as it is commonly called, was developed on the abandoned railway lines across Prince Edward Island. It is said that the contractor in charge of building the railway was being paid by the mile, not in a lump sum, so he constructed the railway to go around hills rather than over, causing the track to be very flat. The trail begins in Tignish and ends in Elmira. Including the branch trails it is 357 kilometers in length. The sites on the



Confederation Trail are great opportunities for artists, photographers, nature lovers and historians as it stretches through wetlands, hardwood groves, villages and rivers. The crushed gravel of the Confederation Trail makes it easy to navigate by foot and bike. In winter the trail is used exclusively for snowmobiling.

The Confederation Trail has an incredible amount of potential that has yet to be tapped into. There are very few washroom facilities, restaurants or accommodations along the trail, an issue that needs to be addressed immediately to increase the quality of the trail. Many people only want to travel certain portions of the trail, and therefore need to travel back the way they came to get to their vehicles. Services need to be offered, to drop off and pick up people at specific locations. Guided tours and packaged tours would also be a valuable product to offer.

The Confederation Bridge

One of the terms that Canada agreed to when P.E.I. joined the country was that the island province would always have a link to the mainland. In earlier years they relied on ships, and in the 1900's ferry services began to operate. The ferries, however, could only sail so many times a day, forcing people to schedule around the ferries' travel times. The idea of a bridge connecting P.E.I. to the mainland grew, and soon it became a reality. The construction for the Confederation Bridge began October 1993.



The project employed over six thousand people during its 4 years of construction. The bridge opened to traffic May 1, 1997 and was named to be Canada's most significant architectural achievement in the 20th century. The Confederation Bridge

stretches 12.9 kilometers in an “S” shape, linking Cape Jourimain, New Brunswick and Borden-Carleton, P.E.I.. It is the longest bridge over ice-covered waters in the world. Its highest point is 60 meters tall and the average height is 40 meters. When the final girder was placed a sign reading “Dreams Can Come True” was hung. With the bridge in place, the 80 minute ferry ride became a 10 minute car ride. In 1997, visitation to P.E.I. increased by 60%.

Anne of Green Gables:

Anne of Green Gables, published in 1908, was written by Island author Lucy Maud Montgomery. The novel was inspired from a newspaper article Montgomery read about a couple who received an orphan girl instead of a boy but decided to keep her. Montgomery also used her own childhood experiences in her novel. *Anne of Green Gables* is a story of a young red haired girl with a melodramatic fiery temper and a love of romance.



Lucy Maud Montgomery was born in New London, P.E.I. in 1874. She was raised by her grandparents in Cavendish after her mother died and her father moved to Alberta. Living with her grandparents Montgomery was not allowed to bring friends to the house so she soon started to create an imaginary world. By the age of nine Montgomery was dreaming of being a writer. At age 21 Lucy Maud Montgomery sold her first story for five dollars. Montgomery taught at different schools across the Island until 1898 when her grandmother was widowed and she moved back to Cavendish to care for her. At this time Lucy Maud Montgomery’s story writing was earning her \$600 a year, a very livable income.

In 1904 Montgomery decided she wanted to write a book. In October, 1905, she finished her first novel but had quite a difficult time finding someone willing to publish it. Montgomery was discouraged and put away her story for several years. In 1908 she decided to try again and *Anne of Green Gables* was published. *Anne of Green Gables* has been a Canadian bestseller for over 85 years. It has been translated into seventeen languages and the musical production has been seen by over one million people. Lucy Maud Montgomery wrote 23 books, all but one being set on Prince Edward Island. On April 24, 1842, Lucy Maud Montgomery died and was buried in Cavendish P.E.I.



The musical *Anne of Green Gables* is the longest running production in Canada. There is also a new production, *Anne and Gilbert*, which depicts Anne Shirley's romance with Gilbert Blythe. Both productions display extraordinary talent and are a must see attraction. Many places across P.E.I. offer the opportunity to purchase Anne paraphernalia. Available are such products as shirts, hats, pins, dolls, books, posters and much more. There are many sites to commemorate Anne of Green Gables on P.E.I., such as the Anne of Green Gables Home in Cavendish, Montgomery's birthplace, Montgomery's homestead, Avonlea village, schools where Montgomery taught, a number of museums, and the Confederation Center of the Arts.

To celebrate the literary aspect of Montgomery's beloved novels, there is the Lucy Maud Montgomery Festival. It is held annually in locations throughout Cavendish, Park Corner and Kensington. It gives participants an opportunity to participate in writing exercises while sitting in the same spots where Montgomery used to write,

walk the trails and see the vivid landscape Montgomery describes in her novels. Included in the festival are music, entertainment, a variety show, recipe tasting, landscape photography, quilting and paper crafts.

Anne of Green Gables has always been one of Prince Edward Island's primary tourist products. However, this has led to this important icon being overused and some attractions created around it being substandard, simply being put on to draw tourists in. It must be ensured that all products that use *Anne of Green Gables* and other works or historical information pertaining to Lucy Maud Montgomery are authentic and created not only to educate and entertain, but to preserve this literary figure and her timeless novels.

Festivals and Events:

Many places throughout Prince Edward Island hold many popular festivals and events throughout the summer. With celebrations commemorating all aspects of Island life, there is something to appeal to all tastes. Some of the more popular festivals include:

- Old Home Week
- The International Shellfish Festival
- The Indian River Festival

Old Home Week is a large exhibition with a long history, held in Charlottetown each August. Some of the first provincial exhibitions held in Charlottetown were held in a field owned by Colonel John Longworth. The first official Provincial Exhibition held on grounds of Charlottetown Driving Park was in 1890. The preparation of this exhibition created many jobs for Islanders. Work includes grading a racing surface, erecting a grand stand, building horse and cattle sheds and fencing the area. The Provincial Exhibition was cancelled in 1939 because of World War II. Old Home Week held in 1940 with vaudeville, theatrical entertainment consisting of a number of individual performances, acts or mixed numbers, as by comedians, singers, dancers, acrobats, magicians. In addition to Old Home Week in 1940 was the

Provincial Exhibition which included harness racing and midway. In 1941 the Provincial Exhibition joined with Old Home Week. In 1988 the Kennedy Coliseum and the livestock barns were demolished for the construction of the Civic Center for the 1990 Canadian Winter games. That year Old Home Week operated without the livestock shows. The Civic Center is where Old Home Week is now held. Presently Old Home Week includes horse shows, harness racing, livestock shows, poultry, 4H Day, Women's Institute Handcraft, Food and Flower competitions, sheep, Christmas trees, the Gold Cup and Saucer Race, the Gold Cup and Saucer parade, Campbell Carnival Amusements, a midway, concerts, a talent show, and vaudeville type shows.



The Prince Edward Island International Shellfish Festival is a relatively new festival, but is already recognized. There are cooking demos and opportunities to sample a variety of shellfish. The oyster shucking competitions are a popular attraction, with world class and celebrity oyster shuckers, and demos that teach amateurs how to shuck like the pros. Other attractions of the festival include a free children's program, Peake's Wharf Boat Cruises and the Atlantic Veterinary College Marine Touch Tank.



The Indian River Festival is held each year at the St. Mary's church in Indian River. In 2006 it was the 11th anniversary of this festival. The church is said to be a

performers' venue and an audience's delight. It was designed by famed Island architect William Critchlow Harris in 1902, with rib vaulted ceilings which enhances sound quality. The Church was constructed using fir, pine, spruce, maple and birch. It is 78 feet wide, 152 feet long and 60 feet tall. Each season there are 20 concerts of classical, jazz, maritime and international music. The natural acoustics make it one of the top ten places to perform in the world.



Prince Edward Island has many festivals that have been running for many years. These festivals need to examine what types of products they are offering and if they are of high quality. Some older festivals need to reinvent themselves and their products to keep them fresh and entertaining. The newer festivals need to examine their products to see if they are appealing to people and that they are of high quality.

Island's Geographical Assets

Agritourism

Agricultural has been a primary industry on Prince Edward Island for hundreds of years. There have been many changes in the way farms are run and crops are harvested since the first settlers landed.

The Orwell Corner Historic village gives visitors a view of the 1800's P.E.I. agriculture heritage. The site includes an 1864 farmhouse, church, school, community hall, blacksmith shop, shingle mill, barns and a gift shop. Every Wednesday night a Ceilidh is hosted on site and every Sunday a dramatization from

the novel "The Blue Castle" by L.M. Montgomery is presented. Orwell Corner Historic Village was named by surveyor general Captain Samuel Holland in honor of Lord Francis Orwell, British Minister of Plantations. Much of the earliest settlement took place at Orwell Cove. In 1970 the Provincial Centennial Commission, departments of the provincial and federal governments and dedicated volunteers set plans into action and Orwell Corner was restored to resemble the late nineteenth century. The buildings were furnished with artifacts from the Provincial Collection and it opened to the public in July of 1973. Currently Orwell Corner is administered by the Prince Edward Island Museum and Heritage Foundation and the Orwell Corner Pioneer Village Corporation.



The Open Farm Day event will take place for the fourth time in 2006. Open Farm Day gives Islanders and tourists a chance to learn about farming. In 2006 there will be 23 farms across P.E.I. that will be opening their doors to teach visitors and answer questions about farming. There are many activities to take part in such as hay rides, games and even seeing a cow being milked. All across the Island there are many seasonal and year-round farmer's markets which reflect Prince Edwards Island's long agriculture heritage. There are a variety of items at these farmer's markets such as fresh fruit, vegetables, baked goods, plants and flowers, crafts, and seafood.

Agritourism is its own tourism sector, but is directly linked to many aspect of cultural tourism in Prince Edward Island. However, small attractions like local farms and the farmers' markets are not advertised at all, so they are primarily visited by the local population.

Prince Edward Island National Park

The Canadian National Parks is a country wide system created over a century ago to protect and present excellent examples of natural landscapes in the different natural regions throughout the country. The Parks are protected by law and are in place to

preserve the ecosystem and maintain the area's natural integrity, while making them informative and enjoyable for visitors. The Parks in each province and territory offer different attractions. On P.E.I. the Parks include such attractions as sand dunes, barrier islands, sand pits, beaches, sandstone cliffs, wetlands and forests. The National Parks provide a natural habitat for plants and animals, and importantly, a safe habitat for the endangered Piping Plover. Attractions of the Parks in other parts of the country include the Rocky Mountains, plains, thousand year old cedar trees, large polar bear denning areas, some of the world's highest tides, caribou herds and the Great Lakes.



Natural Wonders

Prince Edward Island is legend the world over for its breathtaking scenery. The white-capped waves, crashing up onto the pale beaches and the rolling sand dunes; the famous red soil and sandstone cliffs; picturesque fields of green grasses and colorful wildflowers are popular images all tied to the beautiful Island. Prince Edward Island offers a beautiful location to see some of Canada's most exceptional birds, such as geese, the loon, many species of ducks and the great blue heron. In total, 333 different types of birds can be found on P.E.I. Beaches, vast fields and forests, and the historic Confederation Trail all provide ideal spots to catch glimpses of some of these fascinating creatures.



The province's landscape is a natural and wonderful tourism product that is already well advertised. It is crucial now to make sure that this landscape is well maintained to keep it beautiful and welcoming to visitors.

Possibilities for Improvement:

Product Development

When a region, such as Prince Edward Island, looks to improve its appeal to tourists, the focus is primarily on marketing and hardly ever focuses on the product being marketed. Regions fall into a pattern of trying to find new ways to market old products, until the products lose their appeal to tourists. Specifically for P.E.I., the focus needs to shift to a research-development-marketing approach. Research must be performed to find out what types of products tourists are looking for, then developing the products to increase their quality and appeal. Finally, a strong marketing campaign must be implemented, to package these products into an experience appealing to the tourist. A good example of this for P.E.I. is the coastal drive that has been developed through the western part of the province. It packages an experience that tourists want, a scenic drive along the coast line, with attractions and accommodations along the way.

Burnett Thorne Plan

Burnett Thorne Cultural Tourism is a firm dedicated to planning product development solutions. The firm was founded by Stephen Burnett and Steven Thorne in April of 2003 and is based out of Stratford, Ontario. The plan developed by Burnett Thorne is the Cultural Heritage Corridor. It is a unique 10 step process to help a place to reach its cultural tourism potential. Burnett and Thorne are confident to say it is the future of cultural tourism. On September 27, 2005, Prince Edward Island signed a contract with Burnett Thorne to plan, develop and market the cultural tourism assets of P.E.I. The project was named "The P.E.I. Cultural Heritage Corridor". The project is to help package heritage, arts, cuisine and natural history on P.E.I. The P.E.I. Cultural Heritage Corridor is to be launched for the 2007 tourism season. The Tourism Industry Association of P.E.I. (TIAPEI) is overseeing the initiative. The 10 step process is being used starting with an inventory of P.E.I.'s cultural tourism assets. This project will hopefully position P.E.I. as a cultural tourism destination. As said by Stephen Burnett, "Prince Edward Island is rich in both heritage and the arts. It also possesses a fascinating pattern of human settlement that has shaped its cultural identity. The cultural attractions across the Island combine to form a rich mosaic - which is exactly what cultural tourists are seeking".

What is the future of Cultural Tourism? :

It is estimated that by the year 2025 the majority of the North American Baby Boomers will be retired. That means there will be 85 million people in the 55-to-74 age group living in North America, which is an increase of 34 million. The 55-to-74 age group are the most likely to be cultural tourists. These individuals will be in good health, have financial resources and have plenty of leisure time to travel. These boomers are expected to travel widely and increase the need for strong cultural tourism products.

Conclusion

Cultural tourism is a more than a passing trend. It is a valuable market. If Prince Edward Island takes advantage of its potential, cultural tourism could bring the province's tourism sector out of decline and create a sustainable tourist market. Tourism is a vital part of P.E.I.'s economy. It brings in millions in revenue, keeping local businesses running and taxes, which help to pay for government services. It offers year-round business opportunities and employment, and summer jobs for students. The development of these cultural tourism products also helps to preserve the Island's heritage for Islanders, and showcase it to the world.

Works Cited

The following resources were used while researching our Cultural tourism Case Study for Prince Edward Island Canada. These resources may be used by teachers and students to gain a more in depth understanding of the History, culture and general information of Prince Edward Island and Canada.

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<http://www.burnettthorneculturaltourism.com/mediaroom.html>

2006 “Island Trails”

<http://www.islandtrails.ca/confed.htm>

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“Prince Edward Island The Gentle Island”

<http://www.gov.pe.ca/visitorsguide/index.php3?number'1009814>

“PEI’s Confederation Bridge”

www.tourcanada.com/cbridge.htm

“Welcome to Library and Archives Canada”

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“Founder’s Hall”

www.foundershall.ca

“Confederation Center of the Arts”

www.confederationcentre.com/aboutlmm.asp

“Irish Island”

www.irishisland.ca/index.php

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“The Mi’Kmaq”

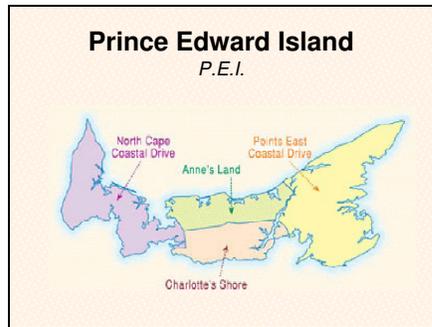
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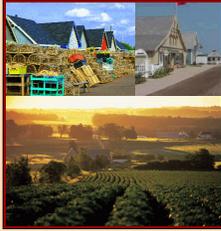
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<http://irishpub.ca/history.htm#Atlantic>

Presentation of Case Study Appendix C



Prince Edward Island



What is Cultural Tourism?

- Interest in other peoples, places, cultures
- History, Art, Heritage
- Architecture, Customs, Cuisine
- Festivals, Literature, Landscapes

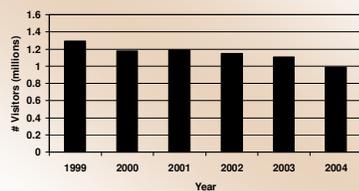


Introduction to the Problem

- Quality of the Product
- Product not well known or promoted
- Marketing

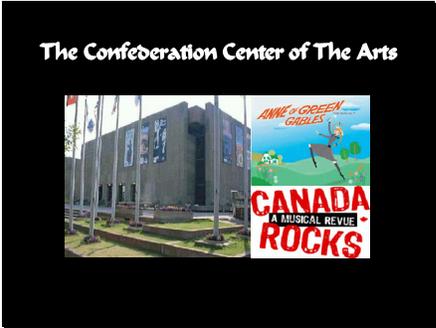
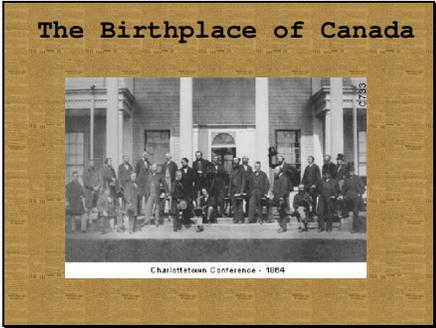
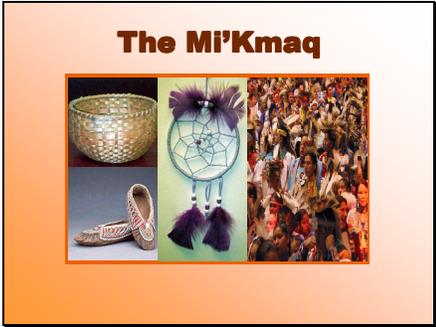


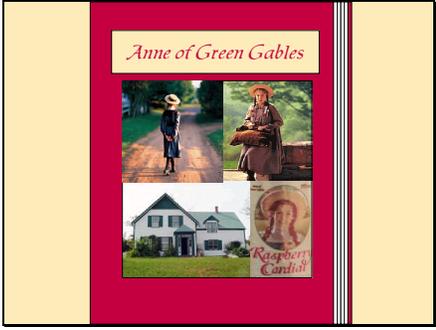
The Steady Decline



The Peoples

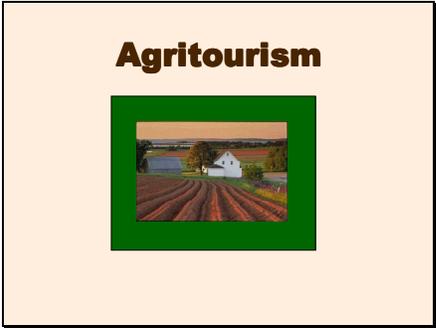


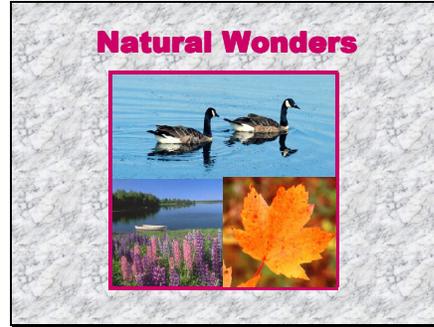
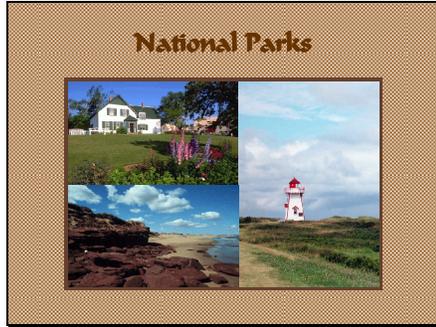




The Island's Geographical Assets

- Agritourism
- National Parks Canada
- Natural Wonders





Possible Solutions

- Product Development : Quality

- Burnett Thorne Plan : Marketing
 - Local Awareness

What is the future of Cultural Tourism?

- Year 2025, 85 million cultural tourists

- 34 million increase

- In good health, have financial resources

Cultural Tourism on P.E.I.

- Valuable to the Market
- Dramatic Increase to Tourism
- Vital to Economy
- Creates Employment
- Preserves History

The End

Emma Wells
&
Bethany Mayne

Background on Cultural Tourism Appendix D

Cultural tourism means travel that is motivated wholly or in part by an interest in:

- 1. The arts** (i.e., performing arts events and festivals, visual arts events and festivals, literary arts events and festivals, media arts events and festivals, multi-disciplinary arts festivals, public art, public art galleries, commercial art galleries, artist and artisan studios)
- 2. Human heritage** (i.e., human heritage museums, historic sites, architecture, heritage festivals, cultural and historic districts, ethnically distinctive neighborhoods, aboriginal heritage experiences, miscellaneous heritage attractions)
- 3. Agricultural and industrial heritage** (i.e., agricultural museums, industrial museums, open farms and orchards, farmer's markets, agricultural festivals, food processors, factory tours)
- 4. Natural history** (i.e., natural history phenomena, natural history museums, nature interpretation centers, nature trails, indigenous flora and fauna, decorative gardens, scenic landscapes and vistas.)
- 5. Cuisine** (i.e., dining, food and beverage festivals and events)

Cultural tourists are individuals whose travel is motivated wholly or in part by an interest in cultural tourism, and who consume cultural tourism experiences on trips taken, whether for business or pleasure, having a minimum one-way distance of 80 kilometers.²

A Growing Market Segment:

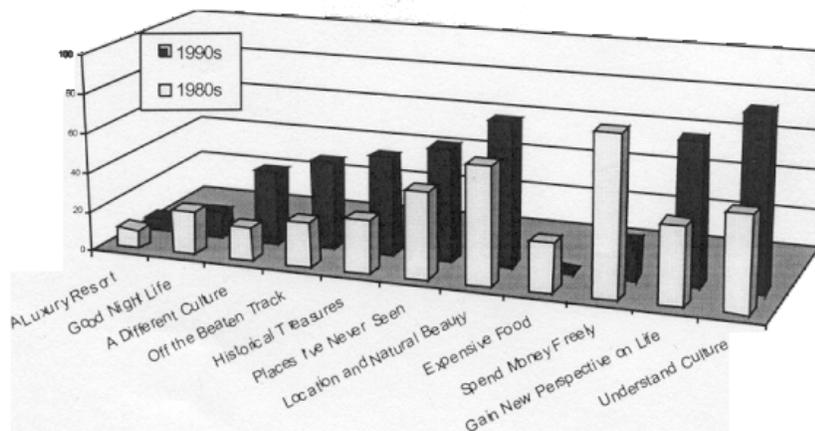
Cultural tourism is a fast-growing and lucrative segment of the global travel market. In North America, its growth is linked to a variety of factors. Foremost among these factors is the growth of affluent, well-educated baby boomers in the travel population (educational attainment is positively correlated with an interest in culture), and, as a corollary to the above, a growth in demand for experiential and learning-based travel.

Travel and Leisure magazine first popularized evidence of the growth in demand for cultural tourism products. In 1982, and again in 1992, the magazine commissioned Lou Harris & Associates to survey the travel behaviors of frequent adult American travelers. Interviews of 801 individuals were conducted by telephone. Issues included means, destinations, types of pleasure travel, vacation options, and the perceptions, knowledge, and motivations of frequent travelers.

The bar graph (below) presents the findings in the Lou Harris research with respect to travel motivations. Of the 11 travel motivators tested in the research, 7 motivators that tested the respondent's interest in culturally enriching travel show significant growth between 1982 and 1992.

LOU HARRIS POLL FOR TRAVEL & LEISURE MAGAZINE

What is very important when planning your trip?



Lou Harris interpreted his research as representing a "paradigm shift" away from escapism (which Harris characterized as the travel motivator of the 1980's) toward enrichment (which Harris characterized as the travel motivators of the 1990's and beyond.)

Factors Influencing the Growth of Cultural Tourism

A detailed analysis of the factors that are positively impacting the demand for cultural tourism products is found in the article, "Tourism Trends for the 1990's", written by Kathleen Brown. The following text is excerpted from Ms. Brown's article:

Rising Education Levels: The single most significant factor that influences cultural participation, environmental concern, affluence - and travel are the rising education levels.

Increasing Age: Many baby-boomers are in their mid-forties. Participation in cultural and heritage activities increases through middle-age, peaks between forty-five and sixty-five, and subsequently falls off. This group also has more available time than they had previously, and those with older children choose to expose them to enriching educational experiences. They are at the peaks of their careers and possess the highest earning power of their lives, resulting in the highest level of discretionary income. In twenty-five years, 54 percent of the population in the United States will be over the age of fifty. The median age will be 54 compared to forty today.

Increasing Economic Role of Women: More women are working, earning more money, and controlling more discretionary income. Women typically make the decisions regarding the educational experiences of their children and set vacation plans. They also account for a large majority of bus tour passengers, trip planners, and elementary school teachers who make decisions of field-trip destinations for their students. Women account for 60 to 65 percent of

museum attendance and are more likely to support and participate in heritage and cultural activities. As more women move into positions of power and influence, funding and policies for these interests will tend to be more supportive. These demographic trends suggest that tourism will have the largest, wealthiest, and best-educated market for the next twenty years.

Less Leisure Time: A Lou Harris study, "*Americans and the Arts*", reported that leisure time in the United States dropped from just over 26.2 hours per week in 1963 to 16.2 hours per week in 1989. This implies that greater emphasis will be placed on shorter trips, mini-vacations and weekend escapes, as opposed to the longer vacations of the past. People may be inclined to maximize their vacation experiences by visiting historical sites more often during these kinds of trips than they would during their usual hectic home routines.

Importance of Quality: Spending "quality time" requires space. Increasingly sophisticated consumers will require increasingly sophisticated tourism infrastructure, such as good roads, hotels, and other necessary amenities.

Changing Leisure Patterns: With all of the publicity about exposure to ultra-violet radiation and ozone depletion, visitors may not want to spend all of their vacation on the beach or outdoors. Activities are likely to include indoor pursuits, such as those afforded by historic homes and reconstructed sites.

Advances in Global Communications: The age of information has brought about an increasing awareness of social issues. Visitors will be better informed and more demanding of accountability.

Increasing Importance of International Tourism: The rise of international tourism represents a tremendous opportunity to access an affluent, educated, sophisticated consumer.

Proliferation of Travel Options: Competition will be keen for resort states such as Florida to retain its tourist market. Caribbean basin countries are establishing significant tourism programs capitalizing on their natural and cultural attributes and are promoting them effectively.

The Global Economy: With the rising importance of international tourism, historical attractions have become part of the world economy. Economic variability will be diffused somewhat because weak and strong economies co-exist throughout the world. By attracting an international market, historical attractions can broaden their bases of support and benefit from a range of world currencies.

The Future of Cultural Tourism

Today, there are 49 million Americans between the ages of 55 and 74. By the year 2025—due to the aging baby boomers—there will be 75 million Americans between the ages of 55 and 74. The additional 26 million Americans in the 55 to 74 age cohort by the year 2025 will be 53 percent above current values.

In Canada, where the size of the baby boomers is proportionately larger than in the U.S., there are approximately 6.5 million Canadians in the 55 to 74 age cohort. By the year 2025, there will be 10 million Canadians in the same age cohort-an increase of 50 percent. When the U. S. and Canadian statistics are combined, there will be a total of 29.5 million more North Americans in the 55 to 74 age cohort by 2025.

In total, by 2025, there will be 85 million North Americans in the 55 to 74 age cohort-the entire, retired, North American baby boomers. Possessing health, leisure time, and the financial resources to enjoy both, boomers are expected to travel widely, further driving the market demand for cultural tourism experiences.

A Demographic Profile of Cultural Tourists

Research that profiles the cultural tourist is extensive. Although present in all age and income cohorts, the typical cultural tourist is a well-educated, affluent baby boomer or a member of the “matures” (55 plus) market. Overall, when compared with other leisure travellers, cultural tourists earn more, spend more, stay longer in the communities they visit, and are more likely to choose commercial accommodation than to stay with family and friends.

The following table, containing data collated by the Travel Industry Association of America, offers a demographic profile of U.S. cultural tourists. We believe that comparable data were it available, would also apply to Canadian cultural tourists.

CULTURAL TOURISTS: A DEMOGRAPHIC PROFILE

<ul style="list-style-type: none"> • have higher education levels (41% university graduates vs. 32% among other leisure travellers) 	<ul style="list-style-type: none"> • shop more (45% vs. 36%)
<ul style="list-style-type: none"> • spend more money (U.S. \$615 per trip vs U.S. \$425) 	<ul style="list-style-type: none"> • tend to be baby boomers and “matures” (i.e., the 55-to-74 market)
<ul style="list-style-type: none"> • take longer trips (4.7 nights vs 3.3 nights) 	<ul style="list-style-type: none"> • have managerial or professional occupations (31% vs. 24%)
<ul style="list-style-type: none"> • prefer hotels, motels, or B & B's (56% vs 42%) 	<ul style="list-style-type: none"> • tend to be pleasure travellers

Source: Travel Industry of American. Travel Scope Survey. 1998. National Travel Survey. August 1998, Jan., 2001.

