International Feedback

Herewith some examples of unsolicited feedback we have received:-

Pipehenge is a great idea. I would go so far to say that it is the best multi-purpose machine invented, designed and built in New Zealand in the last generation. It is an excellent climbing frame, a precise sundial and a very accurate night sky teaching device. We here at the National Observatory use it continuously for our educational programs. I wish you all the very best and congratulations on this wonderful teaching/community resource, which we here endorse without qualification.

Tony Fisher
Education Officer, Carter Observatory
The National Observatory of New Zealand

I was in Saint Petersburg back in the '97 Summer Camps convention and I had the opportunity to see your fascinating "stars watching" machine. It was like a domo where I could sit and teach my kids to learn about the universe, stars, astros etc.
I own a Camp for kids which has sites in Ecuador, Colombia and Costa Rica and I am sure this would be an excellent help on the learning for the kids. You were producing the thing when we were in Russia and I can figure you have it ready and patented. I would love to have at least one of them (depending on the price) and eventually I would like to help you distribute them down here in South America.

Juan Mario Gutiérrez
juan@kajuyali.com

I am going to 'promote' Pipehenge this August at two workshops I will be doing. These are with the State Department of Education and are intended for middle-level schoolteachers from across the state. My theme this year is 'daytime astronomy'. Pipehenge is a natural for this and so I will at the least provide some info about it. I just got back from another NASA training at JPL in Pasadena. I am officially now a Solar System Educator - look out! While there I suggested that the Southern Hemisphere should share in some of this wealth. I did talk to some of the project scientists and told them of Pipehenge.

Bob Riddle
Astronomy Educator Kansas City

I think Pipehenge would be a useful adjunct in any school or public park and wish you every success in expanding its distribution around the world.

Derek McNally Director
University of London Observatory

International Feedback

I was on the organising committee for CONASTA, and ran a half-day workshop at which I talked about, and showed bits of your video on Pipehenge. There was a great deal of interest in this! In the second week I ran the S.A. Space School for the first 3 days, including a session at my school on Pipehenge activities, and from Wednesday to Saturday went to Tasmania, to run the first Tasmanian Space School. I ran into Gordon Patston, a retired astronomer, who has devoted many years to researching Aboriginal Astronomy from all over the world. He has developed a calendar for Australian Aboriginal astronomy, which will be out for 2000. He showed interest in Pipehenge for Tasmania.
As you can see, I haven't had a lot of time to put into developing any new ideas, but I have been using the ones in your manual. The single most successful time to use Pipehenge, is when the Moon can be seen in the daytime sky, and I have a large globe sitting on the seat! Students really do see where their place in Space is! I will send you a couple of photos!
Re. Maths materials I would like to have anything you can offer! I do use it for Math/Science mainly in Orienteering! Using Pipehenge to simulate night-time map reading, checking compass (magnetic) variation etc. But I haven't written anything on it! I will be running another conference early in our term four for more science teachers in SA, and maybe going to Victoria for their conference in October.

Mike Roach
President,
South Australia Science Teachers Association

By working with Pipehenge during the day students get a much better appreciation of the motions and positions of celestial objects which helps to prepare for making observations at night. It is suitable for both primary and secondary students and can be shared by both maths and science teachers.

Marjorie Seaton
Maths Co-ordinator, Mentone Girls' Grammar
Melbourne

We have a Pipehenge in pride of place outside our front door at the Observatory. It is elegant, fun and educational. I use it regularly with the thousands of students who visit us every month. I find it particularly useful because it is the only device that brings the pattern of celestial motions into an ordinary person's environment and clearly relates them to the Earth's daily rotation. Pipehenge helps people develop a more accurate mental model. The winter and summer paths of the Sun and the arcs of stars across the sky are also dramatically demonstrated. The reasons for compass directions become obvious, and the connection between the Earth's spin and the movement of shadows is easy to see. Pipehenge is a classic example of Kiwi ingenuity that will surely spread around the world.

John Dunlop
Education Officer
Auckland's Stardome Observatory and Planetarium

International Feedback

On June 21st. 2000, Francine Shea, Coordinator of Math and Science, Sweet Home School District, New York, made the following evaluation of her “hands-on” experience with Pipehenge.

Pipehenge is an innovative structure and research project developed in New Zealand and recognised world wide as a truly “hands-on” teaching aid. Pipehenge enthralls teachers and students alike as they jointly explore the principles of astronomy during the daytime, observing the relationships between the nearest star (the Sun), nearest planet, (Earth), and nearest moon (Earth's moon), before attempting any night-time observations.

To the **Artist**, Pipehenge is a sculpture of form and design and color, displaying a sense of energy and movement.

To the **Historian**, Pipehenge has its roots in the passage of time and the record in artifacts, monuments and writings of human attempts to understand our world and its place in the universe.

To the **Scientist**, Pipehenge is a means of making observations, measurements and calculations for experiments, investigations, and exchanging information, for gaining knowledge and understanding of the day and night sky through “hands-on” activities.

To the **Mathematician**, Pipehenge is a means of applying geometry, making observations, using numbers for measuring and calculations, applying formulae, gaining understanding of time and distance.

To the **Technologist**, it is the application of form and function, use of materials, simplicity of design, integrity of structure, application of construction techniques, reading and interpreting plans and use of tools. Making models.

To the **Language Teacher**, the vocabulary of Pipehenge leads to understanding the origin and meaning of words and their application to many everyday observations.

To the **Child**, the DSM (Dedicated Site Module) Pipehenge is an attractive and challenging climbing frame. If you don't know what to do with it, you can at least climb on it! As one 9-year-old girl said in answer to the question, “What did she like best about Pipehenge?” She replied, “Swinging from the Tropic of Capricorn”.

Pipehenge is an investment in the greatest computer ever created - the developing mind of a child.

The Pipehenges installed in Sweet Home Central Schools will enhance the learning of children here for many years to come and be part of the international link to help children in other places gain a better understanding and appreciation of our wonderful, beautiful planet Earth, our Sweet Home.

Francine Shea

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Pipehenge
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