

# Introduction

The National Park Service plays a role in preserving the cultural heritage of the United States through its work as caretaker of the historic structures and archeological resources found in the National Park System. The Service is also responsible for maintaining the National Register of Historic Places, designating National Historic Landmarks, and in developing standards, guidelines and other technical information. During the several decades of work in these areas, numerous publications have been developed to assist professionals and the public in understanding the resource and the care needed to preserve and maintain it. Many of these publications are used by faculty throughout the United States and in other countries, and constitute only one aspect of a long term support and interest in educational development.

*The Directory of College, University, Craft and Trade Programs in Cultural Resource Management (Long Term)* provides information about training programs or education programs that last from 6 months to several years. Seventy-five programs are fully described, including information about faculty, tuition, curriculum, degree/certificates offered, the length of each program, and who to contact for further information. This directory is intended for students at the high school or undergraduate level (and their counselors and advisors) who are seeking advanced training in the preservation and management of cultural resources and cultural heritage in the United States. Where full information is not provided, readers are referred to 23 supplemental guides or directories.

The publication is a joint project of the National Park Service and the National Council for Preservation Education, a private non-profit organization primarily composed of colleges and universities with historic preservation programs. It is intended to be a companion to the Preservation Education Supplement prepared by the Council and printed by the National Trust for Historic Preservation.

The National Park Service also produces *A Directory of Training Opportunities in Cultural Resource Management (Short Term)* that is available as a special issue of the CRM and covers training for shorter periods of time from a few days to several weeks on topics similar to those mentioned in this long term directory. To obtain a copy contact Ms. Emogene Bevitt (see address below).

Comments on the usefulness of this information are welcome and may be sent to:

Editor, Long Term Directory  
Preservation Assistance Division  
National Park Service  
P.O. Box 37127  
Washington, D.C. 20013-7127.

*Listing in this directory does not imply endorsement of course or curriculum content, faculty, or the program sponsor by the National Park Service, U.S. Department of the Interior, or the National Council for Preservation Education.*

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The three definitions on the cover are taken from the National Park Service *Cultural Resource Management Guideline*, NPS-28.

## Section I. Groups of Related Disciplines

The first section places those terms that are inter-related or overlapping together in a group. Definitions are provided for each term; the sources for the definitions may be found in the *Endnotes*. Following the definitions, program sponsors are listed below the appropriate individual term. Each program sponsor is followed by a symbol: programs with a **primary focus** in that category have the **asterisk (\*)**; programs with **an emphasis available** in the category have the **plus sign (+)**. The programs are arranged alphabetically by the postal two-letter code for the states. Also, if a directory exists that offers information on programs in this group, the title of the additional directory is provided.

# Acknowledgements

In the late 1970s and early 1980s, Antoinette Lee, then working for the National Trust for Historic Preservation, developed four editions of a guide to undergraduate and graduate historic preservation education. In the intervening years, the National Council for Preservation Education developed a program and curriculum chart which was published each October as a Preservation Education supplement to the National Trust newsletter *Historic Preservation News*. The Preservation Education supplement chart conveys useful information in an extremely compact format.

This directory began with discussions between Emogene Bevitt and Michael Tomlan; Ms. Bevitt presented the concept to the National Council for Preservation Education at its annual meeting in Athens, Georgia, November 1, 1991. At that time, the Council pledged its cooperation. Funding for the initial printing in CRM was awarded through the National Park Service Cultural Resource Training Initiative. Mailing lists were researched and developed and survey materials sent to 900 universities, colleges, and organizations.

Particular thanks go to those who responded to the survey; to those who gave their time and patience to answer questions and offer advice; to those who, through their efforts, contributed to the whole — many of whom are named here.

Pam Allen, Leslie Anderson, Michele Aubry, Joan Bacharach, Garrick Bailey, David Banks, Peter Bartis, Ed Bearss, Randy Biallas, Terry Birdwhistell, Charles Birnbaum, Leslie Blyth, Lucia Bragan, Shirley Brown, Jerry Buckbinder, Tim Buehner, John Burns, Harry Butowsky, Veletta Canouts, Jim Charleton, Betsy Chittenden, Mary Clark, Blaine Cliver, Bruce Craig, Muriel Crespi, Rick Custer, Eric DeLony, Gary Edson, Susan Escherich, Karl Esser, Terrie Fajardo, Amy Federman, Chuck Fisher, Gregory Fitzsimons, Nancy Fuller, Jane Glaser, Judith Gray, Roy Graybill, Ron Greenberg, Betty Haas, Flip Hagood, Judy Hayward, Sue Henry, Dahlia Hernandez, Ann Hitchcock, Denise Hodson, Martha Howell, Ward Jandl, Tom Jester, Susan Ford Johnson, Kevin Jordan, Al Kamikawa, Tom King, Tony Knapp, John Knoerl, Ruthann Knudson, Andy Ladygo, Linda Lamb, Moana Lee, Barry Mackintosh, Ron Matteucci, Tom McGrath, Frank McManamon, Bob Meden, George Mendez, Diane Miller, Elizabeth Monroe, Bob Page, Pat Parker, Mike Peralta, Chris Perry, John Peterson, John Poppeliers, Michael Pratt, Carroll Pursell, Marilou Reilly, Frank Sanchis, Doug Scovill, Michael Sokal, Sandy Thomas, Pat Tiller, Judy Wagner, Dick Waldbauer, Joe Wallis, Mike Watson, Sandy Weber, Kay Weeks.

# Crafts, Trades, and Apprenticeships

## Apprenticeship

An employer or joint employer and labor sponsored work-based learning program in which an apprentice, as an employee, receives supervised structured on-the-job training combined with technical related instruction (usually classroom study) in a specific occupation.

The on-the-job training, related classroom instruction and the apprenticeship program operating procedures are included in a set of Apprenticeship Standards. The Apprenticeship Standards are registered by the apprenticeship sponsor with a Federal or State Apprenticeship Agency/Bureau as meeting the Department of Labor's "Standards of Apprenticeship" (29 CFR Part 29).

Apprentices are employed and then registered to the sponsor's approved Apprenticeship Standards. At the completion of the apprenticeship of one to five years, depending on the occupation, the apprentices receive a Federal and/or State Apprenticeship Completion Certificate. The holder of an Apprenticeship Certificate for an apprenticeable occupation is recognized throughout the United States as a qualified journeyman.<sup>3</sup>

## Craft programs

Provide, through course work and hands-on training, a framework that combines manual dexterity with knowledge in planning, making and executing to produce a product that exhibits artistry and individuality.<sup>4</sup>

## Trades programs

Teach the practice and theory of skilled trades which require manual or mechanical skill and training.<sup>4</sup>

## Additional Directories

For more information about the publications that follow, refer to the Additional Directories section, beginning on page 89.

*1992 Independent Colleges and Schools*, Handbook of Private Accredited Career Colleges and Schools

*National Apprenticeship Program*

*Preservation Education*

*1992 Trade and Technical Schools*, Handbook of Private Accredited Career Colleges and Schools

# Anthropology and Related Specialties

## **Anthropology**

The scientific study of the human condition, including cultural, biological and physical adaptations over time and in various natural and social environments. Anthropology includes the specializations of archeology, cultural anthropology (including ethnography, ethnology, and applied anthropology), linguistics, and physical anthropology.<sup>1</sup>

## **Archeology**

The scientific study, interpretation, and reconstruction of past human cultures from an anthropological perspective based on the investigation of the surviving physical evidence of human activity and the reconstruction of related past environments. Historic archeology uses historic documents as additional sources of information.<sup>1</sup>

## **Cultural anthropology**

The scientific description (ethnography) and analysis (ethnology) of cultural systems, i.e. systems of behavior (including economic, religious, and social), values, ideologies, and social arrangements. It focuses on the lifeways of contemporary peoples but also deals with the past (ethnohistory).<sup>1</sup>

## **Ethnographic resources**

A tangible or intangible aspect of a cultural system, past or present, that is identified as significant by a recognized ethnic group. Tangible resources include cultural resources that should be preserved primarily for their historic, technical, aesthetic, or scientific values and other natural and material entities that should be specifically managed with awareness of their ideological, religious, or utilitarian associations with ongoing cultural practices. Intangible resources consist of cultural practices and their associated knowledge and beliefs.<sup>1</sup>

## **Ethnography**

That part of the discipline of anthropology concerned with the systematic description of lifeways, such as hunting, agriculture, fishing, other food procurement strategies, family life festivals and other religious celebrations; it is guided by anthropological concepts and interpretive themes. Ethnographic studies of contemporary cultures in the U.S. and elsewhere rely heavily on participant observation as well as interviews, oral histories, and review of relevant documents. Ethnographic studies of past cultures (ethnohistories) rely on oral history and documentary data.<sup>1</sup>

## **Ethnohistory**

The study of past sociocultural systems [of nonliterate people] through the use of written records... such as published books and articles, newspapers, archival documents, diaries, journals, maps, drawings, photographs and other materials [by members of other societies].<sup>2</sup>

## **Additional Directories**

For more information about the publications that follow, refer to the **Additional Directories** section, beginning on page 89.

*AAA Guide: A Guide to Departments; A Directory of Members*

*Guide to Training Programs in the Applications of Anthropology*

## Maintenance: (Preservation maintenance)

Action to mitigate wear and deterioration of a historic property without altering its historic character by protecting its condition, repairing when its condition warrants with the least degree of intervention including limited replacement in-kind, replacing an entire feature in-kind when the level of deterioration or damage or materials precludes repair and stabilization to protect damaged materials or features from additional damage. For archeological sites it includes work to moderate, prevent, or arrest erosion. For museum objects it includes actions to prevent damage and to minimize deterioration by practice preventive conservation or by performing suitable treatments on objects themselves. Types of preservation maintenance are:

Housekeeping: the removal of undesirable deposits of soil in ways that minimize harm to the surfaces treated, repeated at short intervals so that the gentlest and least radical methods can be used.

Routine maintenance: usually consists of service activities such as tightening, adjusting, oiling, pruning, etc.

Cyclic maintenance: maintenance performed less frequently than annually; usually involved replacement or at least mending of material.

Stabilization: action to render an unsafe, damaged or deteriorated property stable while retaining its present form.<sup>1</sup>

## Program Descriptions

For detailed listings of academic and training programs in the following states, refer to the **Program Descriptions** section, beginning on page 27.

### Architectural history

OH - University of Cincinnati +  
OR - University of Oregon +  
VA - University of Virginia \*

### Conservation

CA - Cabrillo College \*  
MD - Williamsport Preservation Training Center \*  
NY - Columbia University +  
NY - RESTORE \*  
OH - Belmont Technical College \*  
PA - University of Pennsylvania +

### Historic architecture

FL - University of Florida \*  
GA - Savannah College of Art and Design \*  
IN - Ball State University \*  
KS - Kansas State University\*  
LA - Louisiana State University\*  
NY - Columbia University +  
OH - University of Cincinnati \*  
OR - University of Oregon +  
TX - Texas A&M University \*  
TX - Texas Tech University \*  
TX - University of Texas, Austin \*  
VA - University of Virginia \*  
WA - University of Washington \*

### Historic Preservation

AZ - Northern Arizona University +  
CA - University of California, Riverside +  
GA - Georgia State University \*  
GA - Savannah College of Art and Design +  
GA - University of Georgia \*  
HI - University of Hawaii at Manoa +  
IL - University of Illinois at Urbana-Champaign +  
IN - Ball State University \*  
KS - Kansas State University\*  
LA - Louisiana State University\*  
LA - University of New Orleans +  
MD - Williamsport Training Center \*  
MA - Boston University \*  
MI - Eastern Michigan University \*  
MI - Michigan State University +  
MO - Southeast Missouri State University \*  
NV - University of Nevada, Reno +  
NY - Columbia University \*  
NY - Cornell University \*  
NY - RESTORE \*  
OH - University of Cincinnati +  
OK - Oklahoma State University +  
OR - University of Oregon \*  
PA - Bucks County Community College +  
PA - University of Pennsylvania \*  
RI - Roger Williams University \*  
TN - Middle Tennessee State University +  
TX - Texas A&M University +  
TX - Texas Tech University +

# Historic Building Related Specialties

## Architectural conservation

The science of preserving a historic structure's materials by observing and analyzing their deterioration, determining causes of and solutions to problems, and directing remedial interventions.<sup>1</sup>

## Architectural history

The study of architecture through written records and the examination of structures in order to determine their relationship to preceding, contemporary, and subsequent architecture and events.<sup>1</sup>

## Conservation

Encompasses: examination and preliminary procedures to determine the original structure and materials comprising an object and the extent of its deterioration, alteration and loss; scientific analysis and research to reveal historic or artistic methods and materials, and to characterize new materials for use in conservation applications; preservation action to retard or prevent deterioration or damage of cultural properties by control of their environment; and/or structural treatment to maintain them as nearly as possible in an unchanging state; restoration action to return a deteriorated or damaged artifact as nearly as is feasible to its original form or design with minimal sacrifice of aesthetic and historic integrity. Concurrent with these activities, written and photographic records are compiled to document findings and procedures.<sup>5</sup>

## Historic architecture

The science and art of architecture with specialized advanced training in the principles, theories, concepts, methods, and techniques of preserving prehistoric and historic structures.<sup>1</sup>

## Historic preservation

The activities that promote the protection and continued use of the built environment. The scale of problems considered within this field may be large (e.g., a plan for preserving an agricultural region, an island, or a city), or they may be small (e.g., the disassembly, storage, and reuse of an architectural detail). The range of disciplines with which the preservationist should become familiar includes archeology, architecture, architectural history, planning, landscape architecture, art conservation, history, cultural geography, law, economics, real estate and development, tax accounting, public administration, sociology, personnel management, and political science.<sup>6</sup>

## Historic preservation education

The interdisciplinary nature of the field is generally recognized by graduate preservation programs and, indeed, permits a great variety of emphases among them. Some programs attempt to synthesize most, if not all, of these disciplines, leading to a graduate degree in historic preservation per se. Other programs are rooted in one of the disciplines, from which vantage point the others may be considered. Obviously contributions may be made by both the "preservation generalist" and the "preservation specialist."<sup>6</sup>

## Preservation

The act or process of applying measures necessary to sustain the existing form, integrity, and materials of an historic property. Work may include preliminary measures to protect and stabilize the property, but generally focuses upon the ongoing maintenance and repair of historic materials. Extensive change in the form of alterations and additions is not within the scope of this treatment.<sup>7</sup>

## Interior design

Involves identifying, researching, and creatively solving problems pertaining to the function and quality of the interior environment; performing services relative to interior spaces, including programming, design analysis, space planning and aesthetics, using specialized knowledge of interior construction, building codes, equipment, materials and furnishings; and preparing drawings and documents relative to the design of interior spaces in order to enhance and protect the health, safety, and welfare of the public.<sup>8</sup>

# Museum Related Specialties

## Archives

The noncurrent records of individuals, groups, institutions, and governments that contain information of enduring value. Formats represented in the modern archival repository include photographs, films, video and sound recordings, computer tapes, and video and optical disks, as well as the more traditional unpublished letters, diaries, and other manuscripts. Archival records are the products of everyday activity, and researchers value and use them in that context. In most cases, records will not enter an archival setting until long after their creation, and then, they will be used for purposes other than those for which they were created.<sup>9</sup>

## Conservation (museum object)

The theoretical and practical aspects of preventive conservation and treatments to prolong the lives of museum objects. Conservation can apply to a specific class of objects, (e.g. paintings, furniture, books, paper, textiles, metals, ceramics and glass, architecture, ethnographic and archeological objects, photographs). '[applied]

## Museum

A non-profit making, permanent institution in the service of society and of its development, and open to the public which acquires, conserves, researches, communicates, and exhibits, for the purposes of study, education, and enjoyment, material evidence of people and their environment.<sup>10</sup>

## Museology

Is the branch of knowledge conceived with the study of the theories, procedures, concepts, ... organization [and practices] of museums.<sup>11</sup>

## Museography

Is the application of that thinking [theory and practices] in the museum.<sup>11</sup>

## Museum Studies or Museum Training Programs

Refer to any or all of the following: 1) those instructional or educational activities designed to advance knowledge and understanding of the nature, functions, and role of museums in the service of society and of its development; 2) those programs organized to prepare individuals for professional museum careers; 3) those programs that provide training based on courses of instruction relative to the needs and requirements of the museum profession and are responsive to the changing expectations of that profession; and 4) those programs that provide the appropriate museum related training in concert with one or more museums.<sup>11</sup>

## Program Descriptions

For detailed listings of academic and training programs in the following states, refer to the Program Descriptions section, beginning on page 27.

### Conservation (museum object)

DC - Conservation Analytical Laboratory,  
Smithsonian Institution \*

### Museum Studies ‡

CA - San Francisco State University \*  
CO - University of Denver +  
DC - George Washington University \*  
NM - Institute of American Indian Arts \*  
NY - Cooperstown Graduate Program, at  
SUNY \*  
SC - University of South Carolina +

TX - University of Texas, Austin +  
UT - Utah State University +  
VT - University of Vermont \*  
VA - University of Virginia +  
WA - University of Washington +  
WI - University of Wisconsin +  
WY - University of Wyoming +

## Interior Design

MI - Michigan State University\*  
OH - University of Cincinnati \*  
OR - University of Oregon +

## Additional Directories

For more information about the publications that follow, refer to the **Additional Directories** section, beginning on page 89.

*1991-1992 Accredited Programs in Architecture*

*Conservation Training in the United States*

*Guide to Architecture Schools in North America*

*A List of Interior Design and Related Graduate Programs*

*Preservation Education*

# Applied Technology Specialties

## **Geographic Information Systems (GIS)**

Uses a computer to link a database management system to a number of spatially distributed features that can be represented on a map. A GIS combines the database management system's power to store, retrieve, and analyze information with the ability to produce and manipulate the graphic elements of a map.<sup>12</sup>

## **Global Placement Systems (GPS)**

A method of locating points on Earth based on signals from several satellites. GPS is just becoming cost competitive with traditional survey techniques.<sup>12</sup>

## **Information Resources Management**

The planning, budgeting, organizing, directing, training and administrative control associated with government information. The term encompasses both information itself and the related resources, such as personnel, equipment, funds, and technology. The term "information" means any communication or representation of knowledge such as facts, data, or opinions in any medium or form, including textual, numerical, graphic, cartographic, narrative, or audiovisual forms. The term "government information" means information created, collected, processed, disseminated, or disposed of by the Federal Government.<sup>13</sup> [Note: the term "information resources management (IRM)" is a commonly used and accepted term in computerized information management circles and in that broader context also relates to private information.]

While information management is a recognized activity in cultural resources management, its application to cultural resources is evolving and, the development of related coursework is limited. Relevant courses may be found in departments offering library science or archival education degree programs.

## **Program Descriptions**

For detailed listings of academic and training programs in the following states, refer to the **Program Descriptions** section, beginning on page 27.

### **Geography**

OH - University of Cincinnati \*

OK - Oklahoma State University \*

## **Additional Directories**

For more information about the publications that follow, refer to the **Additional Directories** section, beginning on page 89.

### *Academic GIS Directory*

### *SAA Directory of Archival Education, 1991-1992*

## Additional Directories

For more information about the publications that follow, refer to the **Additional Directories** section, beginning on page 89.

*A Guide to Graduate Programs in Public History*, see Museum Studies in appendix

*Museum Studies International* 1988

*The Official Museum Directory* 1992

*SAA Directory of Archival Education* 1991-1992

† Note: the museum studies programs listed here represent a fraction of the number of programs that exist. The definitive source of this information will be *Museum Studies International*, when revised. While that guide is out of print, these programs and those in the *Guide to Graduate Programs in Public History* provide a representative sample. The *Official Museum Directory* has very little on education programs but, in the absence of *Museum Studies International*, does suggest the range of interests and the size of the museum community in North America.

## Program Descriptions

For detailed listings of academic and training programs in the following states, refer to the **Program Descriptions** section, beginning on page 27.

### History

[NOTE: Those programs listed here allow the student to specialize in the history discipline within a context of cultural resources management or historic preservation.]

CA - University of California, Riverside\*  
GA - Armstrong State College \*  
NY - Columbia University +  
OH - University of Cincinnati \*  
OK - Oklahoma State University \*  
SC - University of South Carolina \* (applied)

### Public History

GA - Armstrong State College +  
OK - Oklahoma State University+  
TN - Middle Tennessee State University\*

# History, Public History

## History

Study of the past through written records, oral history, and material culture. Evidence from these is compared, judged for veracity, placed in chronological or topical sequence, and interpreted in light of preceding, contemporary, and subsequent events.<sup>1</sup>

## Public History

Deals with nonacademic history. History is brought to the public rather than the classroom through museum work, public displays, and federal, local, and corporate historians.<sup>14</sup>

## Additional Directories

For more information about the publications that follow, refer to the **Additional Directories** section, beginning on page 89.

## History

At present, no separate directory exists that lists all the history programs and departments in United States colleges and universities. Unlike other disciplines, this is not because the topic is new but rather because the topic is so readily available that virtually every liberal arts program offers a degree in history. Historical organizations of interest are:

American Historical Association  
400 A St. SE.  
Washington, D.C. 20003  
202-544-2422

Organization of American Historians  
112 N. Bryan St.  
Bloomington, IN 47408  
812-855-7311

National Council on Public History  
327 Cavanaugh Hall - IUPUI  
425 University Blvd.  
Indianapolis, IN 46202-5140  
317-274-2716

American Association for State and Local  
History  
172 Second Ave. N., Suite 202  
Nashville, TN 37201  
615-255-2971

Southern Historical Association  
Department of History  
University of Georgia  
Athens, GA 30602  
404-542-8848

Western History Association  
University of New Mexico  
Albuquerque, NM 87131-1181  
505-277-5839

Also each state has its own historical society.

## Public History

*A Guide to Graduate Programs in Public History*

## Additional Directories

For more information about the publications that follow, refer to the **Additional Directories** section, beginning on page 89.

*Folklife Sourcebook*

*A Guide to Graduate Programs in Public History*, see Oral History in appendix

# Folklife, Oral History, Traditional Arts and Cultural Traditions

## Folklife

The traditional expressive culture shared within the various groups in the United States: familial, ethnic, occupational, religious, regional; expressive culture includes a wide range of creative and symbolic forms such as custom, belief, technical skill, language, literature, art, architecture, music, play, dance, drama, ritual, pageantry, handicraft; these expressions are mainly learned orally, by imitation, or in performance and are generally maintained without benefit of formal instruction or institutional direction.<sup>15</sup>

## Oral history

Is the tape-recording of reminiscences about which the narrator can speak from first-hand knowledge. Through pre-planned interviews, the information is captured in question and answer form by oral history interviewers. The interviewer must have some background knowledge of the subject and considerable social skill in knowing how to draw the narrator out. Oral history is not the tape-recording of speeches or other community events, although this should be another part of the historical society's collection program. Oral history interviews differ from journalistic or specific historical research interviews in that they are intended for use in the future by a wide variety of researchers; therefore their scope should be broader than what would be covered for immediate or specific use. A plan for preservation and use is essential to oral history.<sup>16</sup>

The Oral History Association promotes oral history as a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life. It encourages those who produce and use oral history to recognize certain principles, rights, and obligations for the creation of source material that is authentic, useful, and reliable. These include obligations to the interviewee, to the profession, and to the public, as well as mutual obligations between sponsoring organizations and interviewers.

Oral history interviews are conducted by people with a range of affiliations and sponsorship for a variety of purposes: to create archival records, for individual research, for community and institutional projects, and for publications and media productions. While these principles and standards provide a general framework for guiding professional conduct, their application may vary according to the nature of specific oral history projects. Regardless of the purpose of the interviews, oral history should be conducted in the spirit of critical inquiry and social responsibility, and with a recognition of the interactive and subject nature of the enterprise.<sup>17</sup>

## Traditional cultural property

A property associated with cultural practices or beliefs of a living community that are rooted in that community's history or are important in maintaining its cultural identity.<sup>1</sup>

## Culture

Is a system of behaviors, values, ideologies, and social arrangements. These features, in addition to tools and expressive elements such as graphic arts, help humans interpret their universe as well as deal with features of their environments, natural and social. Culture is learned, transmitted in a social context, and modifiable. Synonyms for culture include 'lifeways,' 'customs,' 'traditions,' 'social practices,' and 'folkways.' The terms 'folk culture' and 'folklife' might be used to describe aspects of the system that are unwritten, learned without formal instruction, and deal with expressive elements such as dance, song, music and graphic arts as well as storytelling.<sup>18</sup>

# Interpretation

## Interpretation

Is the art of providing information to aid visitors in understanding and appreciating the significance and values of the resources and to minimize the visitor's impact on the resource. Interpretative presentations can range from a personally conducted service to an exhibit of audiovisual presentations, a self-guided tour, publications, offsite radio and television and other appropriate media. Through interpretation, the visitor can better achieve a safe and pleasant visit; participate in a variety of thoughtful, minimum impact uses of the site's natural and cultural resources; and return home with an understanding of the significance of these resources, the management policies and programs necessary to preserve them; and an individual awareness of his/her dependency upon and responsibility for environmental quality.<sup>25</sup>

## Additional Directories

For more information about the publications that follow, refer to the **Additional Directories** section, beginning on page 89.

*Interpretation: A Resource and Curricula Guide for the United States and Canada*

# History of Science, Technology and Engineering

## **History of Science**

Is a branch of history [that studies] the evolution of science and of its influence on ..society... and [also studies the scientists and how their discoveries were influenced by society].<sup>20</sup>

## **History of Technology**

The study of the development of technology and its relations with society and culture. ... [It includes] the history of technological devices and processes as well as the relationship of technology to science, politics, social change, the arts and humanities, and economics.<sup>21</sup>

## **Historic engineering or History of Engineering or Period Engineering**

If engineering is "the art of the practical application of scientific and empirical knowledge to the design and production or accomplishment of various sorts of constructive projects, machines and materials of use or value to man," which includes developing "(a) systems for material handling, including transformation of and conservation of raw and processed materials; (b) systems for energy handling, including its transformation, transmission, and control; and (c) systems for data on information handling, involving its collection, transmission, and processing," which leads to "engineering research, design and development, construction, operation, and management,"<sup>22</sup> then historic engineering is the study of engineering and technology with relation to public policy, economics, labor, business, the environment, the arts and science.<sup>23</sup>

## **Industrial heritage or Industrial Archeology**

A field of study concerned with investigating, surveying, recording and, in some cases, with preserving industrial monuments. It aims, moreover, at assessing the significance of these monuments in the context of social and technological history.<sup>24</sup>

## **Program Descriptions**

For detailed listings of academic and training programs in the following states, refer to the Program Descriptions section, beginning on page 27.

### **Industrial Archeology**

MI - Michigan Technological University \*

## **Additional Directories**

For more information about the publications that follow, refer to the Additional Directories section, beginning on page 89.

*Guide to the History of Science*

*Peterson's Guide to Graduate Programs in Engineering*

## Language retention

The traditional languages of Native Americans are an integral part of their cultures and identities and form the basic medium for the transmission, and thus survival, of Native American cultures, literatures, histories, religions, political institutions and values; languages are the means of communication for the full range of human experiences and are critical to the survival of cultural and political integrity of any people; and language provides a direct and powerful means of promoting international communication by people who share languages. It is the policy of the United States to preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages; .. [and to] encourage and support the use of Native American languages as a medium of instruction in order to encourage and support Native American language survival, ..[and] increased student awareness and knowledge of their culture and history.<sup>26</sup>

## Program Descriptions

For detailed listings of academic and training programs in the following states, refer to the Program Descriptions section, beginning on page 27.

## Language Retention

AK - University of Alaska Fairbanks \*  
HI - University of Hawai'i at Hilo \*  
HI - University of Hawai'i at Manoa \*  
OK - IKWAI F.O.R.C.E. \*

Note: information pertinent to language retention may be available from the disciplines of Ethnohistory (cultural information) and Linguistics (the study of languages).

# Landscape Preservation

## Cultural landscape

A geographic area, including both cultural and natural resources and the wildlife or domestic animals therein, associated with a historic event, activity, or person or exhibiting other cultural or aesthetic values. There are four general kinds of cultural landscape, not mutually exclusive:

Historic site: a landscape significant for its association with a historic event, activity or person.

Historic designed landscape: a landscape significant as a design or work of art; was consciously designed and laid out either by a master gardener, landscape architect, architect, or horticulturist to a design principle, or by an owner or other amateur according to a recognized style or tradition; has a historical association with a significant person, trend or movement in landscape gardening or architecture, or a significant relationship to the theory or practice of landscape architecture.

Historic vernacular landscape: a landscape whose use, construction, or physical layout reflects endemic traditions, customs, beliefs, or values; in which the expression of cultural values, social behavior, and individual actions over time is manifested in physical features and materials and their interrelationships, including patterns of spatial organizations, land use, circulation, vegetation, structures, and objects; in which the physical, biological, and cultural features reflect the customs and everyday lives of people.

Ethnographic landscape: a landscape traditionally associated with a contemporary ethnic group, typically used for such activities as subsistence hunting and gathering, religious or sacred ceremonies, and traditional meetings.<sup>1</sup>

## Program Descriptions

For detailed listings of academic and training programs in the following states, refer to the Program Descriptions section, beginning on page 27.

### Landscape Preservation

FL - University of Florida +  
GA - University of Georgia +  
IA - Iowa State University, Ames +  
IN - Ball State University +  
KS - Kansas State University +  
LA - Louisiana State University +  
MA - Radcliffe College +  
MI - University of Michigan +

NY - State University of New York, Syracuse +  
OR - University of Oregon +  
PA - University of Pennsylvania +  
TX - Texas A&M University +  
VA - University of Virginia +  
WA - University of Washington +  
WI - University of Wisconsin +

## Additional Directories

For more information about the publications that follow, refer to the Additional Directories section, beginning on page 89.

# Preservation Law

## Preservation law

Includes *at a minimum* the careful study of federal and state constitutions; federal and state statutes and local ordinances pertaining to the identification, designation, protection and taxation of historic resources; Presidential or gubernatorial executive orders; opinions of state attorneys general; reported or unreported court decisions; appropriate administrative regulations and agency guidelines; and relevant materials pertaining to the creation and enforcement of preservation easements. Much valuable information is contained in law review articles, and arguments in litigation documents in pending or decided cases can often suggest where political and legal forces are driving preservation law.<sup>29</sup>

## Program Descriptions

For detailed listings of academic and training programs in the following states, refer to the Program Descriptions section, beginning on page 27.

## Preservation Law

MA - Boston University \*

# Planning, Preservation Planning and Related Specialties

## Urban and regional planners

Often called community or city planners, develop programs to provide for future growth and revitalization of urban, suburban, and rural communities and their regions. They help local officials make decisions on social, economic, and environmental problems.<sup>27</sup>

## City and regional planning

The formal process with which cities and regions determine what needs to be done for their physical growth and welfare and how they must proceed in implementing the plans and programs they choose. ... City and regional planning has evolved from the early parts of the 20th century primarily in response to what were perceived to be the crucial problems of the urban areas in each period. From its early emphasis on low-income housing, the field moved to an emphasis on parks and playgrounds, to another emphasis on efficient streets and utility systems, and then to an emphasis on producing a master plan of all the needs of urbanized areas. Comprehensiveness in considering the needs and all the pertinent factors and cooperation in considering all the actors involved became the trademark of American city and regional planning after World War II.<sup>28</sup>

## Preservation planning

The practice of integrating historic built and historic natural resources into the process of city and regional planning.

## Program Descriptions

For detailed listings of academic and training programs in the following states, refer to the Program Descriptions section, beginning on page 27.

### Urban and Regional Planning

IL - University of Illinois at Urbana-Champaign \*  
LA - University of New Orleans \*  
MI - Eastern Michigan University +

NY - Columbia University +  
NY - Cornell University +  
OH - University of Cincinnati \*  
PA - University of Pennsylvania +  
TX - Texas A&M University \*  
WA - University of Washington \*

## Additional Directories

For more information about the publications that follow, refer to the Additional Directories section, beginning on page 89.

### *Accredited University Planning Programs*

### *Guide to Graduate Education in Urban and Regional Planning and Related Fields*

### *Guide to Undergraduate Education in Urban and Regional Planning and Related Fields*

<sup>15</sup> Public Law 94-201, January 6, 1976, which established the American Folklife Center in the Library of Congress. This was the definition given for "American folklife."

<sup>16</sup> *Oral History for the Local Historical Society*, 3rd edition, revised by Willa K. Baum, 1987, page 1.

<sup>17</sup> *Guidelines and Principles of the Oral History Association*, Pamphlet Number 3, Oral History Association, 1992, first 2 paragraphs of "Principles and Standards of the Oral History Association," page 1. More detailed information is offered regarding the responsibility to interviewees, responsibility to the public and to the profession, responsibility for sponsoring and archival institutions, oral history evaluation guidelines, and a bibliography. This pamphlet is available from the Oral History Association, 1093 Broxton Ave., #720, Los Angeles, CA 90024.

<sup>18</sup> "Guidelines for Evaluating and Documenting Traditional Cultural Properties," National Register Bulletin 38, Patricia L. Parker and Thomas F. King, U.S. Department of the Interior, National Park Service, Interagency Resources Division, page 22.

<sup>19</sup> *Engineering in History*, Richard Shelton Kirby, Sidney Withington, Arthur Burr Darling, Frederick Gridley Kilgour, 1956, pages 2-3.

<sup>20</sup> *History of Science A Guide for Undergraduates*, Michael J. Crowe, History of Science Society, 1991, pages 1-2. For a copy of this publication contact Michael Sokal, Executive Secretary, History of Science Society, 35 Dean St., Worcester, MA 01609; \$1.00 for single copies, \$0.75 each for multiple copies of 10 or more.

<sup>21</sup> *Encyclopedia of Associations*, 26th edition, 1992, page 1029, item 9202 Society for the History of Technology (SHOT). For more information about the history of technology contact SHOT, c/o Michigan Technological University, Department of Social Sciences, 1400 Townsend Dr., Houghton, MI 49931-1295, 906-487-2459.

<sup>22</sup> "SHOT: The Society for the History of Technology," Robert C. Post, *CRM Bulletin*, Vol. 13, No. 5, page 20.

<sup>23</sup> *Industrial Archeology, A New Look at the American Heritage*, Theodore Anton Sande, c. 1976, Penguin Books 1978, definition by R.A. Buchanan, p. vii.

<sup>24</sup> Adapted from two papers by Roy M. Graybill, Acting Chief, Interpretation Division, National Park Service.

<sup>25</sup> Native American Languages Act Public Law 101-477, October 30, 1990: Findings, Section 102, paragraphs (3), (9), and (10); Declaration of Policy, Section 104, paragraph (1) and (3), parts A and D.

<sup>26</sup> From *Occupational Outlook Handbook*, U.S. Department of Labor, April 1986, pp. 109-111.

<sup>27</sup> *Peterson's Guide to Graduate Programs in the Humanities and Social Sciences* 1992, 26th edition, Peterson's Annual Guides to Graduate Study: Book 2, "Section 25: Political Science and Public Policy," page 796, field definition by Dr. Anthony R. Tomazinis, Professor of City and Regional Planning, Chairman, Curriculum Committee, University of Pennsylvania.

<sup>28</sup> Definition by Stephen N. Dennis, Executive Director, National Center for Preservation Law, 1333 Connecticut Ave NW, Washington, D.C. 20036.

# Endnotes

<sup>1</sup> Cultural Resources Management Guideline, NPS-28, Appendix A: Glossary

<sup>2</sup> *Humanity An Introduction to Cultural Anthropology*, James Peoples and Garrick Bailey, 1991, West Publishing Company.

For more information about ethnohistory contact the American Society for Ethnohistory, c/o Newberry Library, 60 West Walton St., Chicago, IL 60610.

<sup>3</sup> Definition provided by the Bureau of Apprenticeship and Training, U.S. Department of Labor, 7/1/92.

<sup>4</sup> Definitions compiled by Emogene Bevitt based on definitions in *Webster's Third New International Dictionary of the English Language Unabridged*, c. 1986.

<sup>5</sup> The American Institute for Conservation of Historic and Artistic Works, 1989

<sup>6</sup> *Peterson's Guide to Graduate Programs in the Humanities and Social Sciences* 1992, 26th edition, Peterson's Annual Guides to Graduate Study: Book 2, "Section 14, Historic Preservation and Museum Studies," page 407, field definition by Michael A. Tomlan, Director, Graduate Program in Historic Preservation Planning, College of Architecture, Art and Planning, Cornell University.

<sup>7</sup> *The Secretary of the Interior's Standards for the Treatment of Historic Properties*, rev. 1992.

<sup>8</sup> Adapted from American Society of Interior Designers (ASID), "Definition of an interior designer," pg. 7. For more information about ASID contact: ASID National Headquarters, 608 Massachusetts Ave NE, Washington, D.C. 20002-6006, telephone 202-546-3480, fax 202-546-3240.

<sup>9</sup> Society of American Archivists (SAA) Directory of Archival Education, 1991-1992, page 3, prepared by the SAA Office of Education in cooperation with the Committee on Education and Professional Development.

<sup>10</sup> Statutes of the International Council of Museums, Article 2, paragraph 1.

<sup>11</sup> Sections 1.2, and 1.3 - 1.3.4 from the Draft "Code of Ethics for Museum Training Programs" presented at the International Committee on the Training of Personnel (ICTOP), [a committee of the International Council of Museums (ICOM),] meeting in Rome, November 1991, and published in "it", the ICTOP Newsletter Bulletin D'Information No. 17, March 1992, pages 8-9.

<sup>12</sup> *GIS: Assessing Your Needs and Choosing a System*, Lyna L. Wiggins and Steven P. French, AICP, August 1991, American Planning Association Planning Advisory Service, Report Number 433, page 1 for GIS and page 19 for GPS.

For more detailed information on GIS and its application by the National Park Service to cultural resources, see *The Public Historian*, Vol. 13, No. 3, Summer 1991, "Mapping History Using Geographic Information Systems," John J. Knoerl. For a copy of the article, contact Mr. Knoerl, National Park Service (413/GIS), PO Box 37127, Washington, D.C. 20013-7127.

<sup>13</sup> Office of Management and Budget, Circular A-130, Section 6. Definitions k, b, c.

<sup>14</sup> *Encyclopedia of Associations*, 26th edition, 1992, page 1026, item 9175 National Council on Public History.

# ALABAMA

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## J. F. Drake State Technical College

3421 Meridian Street, North  
Huntsville, Alabama 35811  
205-539-8161

*Johnny L. Harris, Ph.D., President*

### Degree

Associate of Applied Technology

### Time

18 - 21 Months

### Enrollment

Approximately 200-300 per major

### Graduates

All graduate at the end of their term and new students are enrolled each quarter.

### Tuition

Rates per credit hour:

Resident:

\$ 20.00 up to 25 hrs plus

\$ 1.00 instruction fee 1 - 25 cr hrs

\$ 1.00 renewal fee 1 - 15 cr hrs

Non-Resident:

1.75 times the instate rate.

### Internships

No, but offers practicum and co-op

Required:

Only practicum

### Thesis

Yes; a final project is required

### Faculty

*Mrs. Marlynn Gray, Accounting Technology*  
*Mr. Robert O. Harris, Computer Information Systems*  
*Mrs. Neva J. Bright, Office Systems Technology/Secretarial*  
*Mr. Rouchell O'Neal, Drafting & Design Technology/CAD*  
*Mr. Bobby Petty, Industrial Electronics/Electricity Technology*  
*Mr. Jack McCain, Industrial Electronics Technology*  
*Mrs. Barbara Gordon, Graphic and Printing Communications*  
*Dr. Theo Weir, Dean of Instruction*

### Curriculum

Major Training Programs available in:  
Electricity and Industrial Electronics  
Drafting Technology  
Automotive Technology

Machine Shop Technology  
Air Conditioning and Refrigeration

Course catalog available upon request

### Established

1961

### Other

Training at the J.F. Drake State Technical College includes consideration of the application of EPA (Environmental Protection Act) standards to emerging technologies. Students are encouraged to become familiar with and more knowledgeable in the environmental effects of technology. To further this goal, the Environmental Chambers Program allows researchers to test materials under extreme conditions and measure the effects.

J. F. Drake State Technical College offers Professional Development Workshops for faculty, staff and administrators at the beginning of each quarter.

The workshops are done internally, with experts in the field of continuing education, vocational and technical education, and person with other training expertise as providers, speakers, etc.

Other workshop for the Alabama College System (which Drake Tech is a part) are planned by the Department of Postsecondary Education, Montgomery, Alabama from the Chancellor's Office.

# ALASKA

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## University of Alaska Fairbanks

Alaska Native Language Center  
Fairbanks, AK 99775-0120  
907-474-7874

*Michael Krauss, Director*

### Degree

B.A. Inupiaq Eskimo

B.A. Yupik Eskimo

Certificate in Native Language Education

AAS Degree in Native Language Education

### Time

4-5 years

### Enrollment

—

### Graduates

—

## Section II. Program Descriptions

Because there is no standard curriculum for training in cultural resource management, each program listed offers a unique forum for educational and professional development. Likewise, each program expresses its strengths and weaknesses in a unique manner. For this reason we have left the responses to our questionnaire largely intact, to allow the users of this directory to draw their own conclusions about the nature of the program. Therefore, some listings will describe the faculty in great detail, but provide less information about curriculum; others may present complete course descriptions but only the names of active faculty. However, each listing contains at least minimal information on the 13 basic program descriptors: program address, telephone and contact; type of degree or certificate offered; average amount of time it takes to earn the degree or certificate; number of students enrolled in program; number of graduates; tuition costs; are internships offered; are they required; is a thesis or major project required; a list of faculty; information on curriculum; date the program was established; any other information.

Special attention should be paid to several program description categories:

The “degree offered” information will tell you the levels of study available, such as post-secondary, graduate, technical or continuing education. It will also tell you the focus of the program; this should correspond to the asterisk/primary focus (\*) and plus sign/emphasis available (+) system from *Section I*.

The “other” section should be useful in determining what specialties the program offers. This may take the form of a “statement of purpose,” descriptions of summer programs, or further explanation of special courses, faculty or resources.

The contact name, listed below the address and phone number, may be used to obtain further information about the program, or to discuss particular interests.

## Time

3.5 - 4 years

## Enrollment

About 80 graduate students in anthropology program in 1990-1991.

About 35 took Historic Preservation and Cultural Resources Management.

## Graduates

12 M.A.s in 1990-1991

## Tuition

Tuition per semester (may vary):

Resident \$ 770.00

Non-Resident \$ 2,958.00

## Internships

Yes

### Required:

We have two programs leading to the M.A. in Anthropology: An Applied Track and a Thesis Track. Internships are required for the Applied Track.

## Thesis

A written thesis is required for the Thesis Track

## Faculty

*Dr. Charles A. Hoffman:* Hist Presv and Cultural Resources Management

*Dr. Reed R. Riner:* Study of the Future

*Dr. James D. Sexton:* Quantitative Research Methods

*Dr. Robert T. Trotter:* Ethnographic Research Methods

*Dr. Michael L. Vasquez:* Applied Anthropology

## Curriculum

FALL 1992

Historic Preservation

Quantitative Research Methods

Applied Anthropology

SPRING 1993 Courses not finalized, but note, so far:

Cultural Resources Management (certain)

Applied Anthropology (certain)

Ethnographic Research Methods (probably)

Request a Schedule of Courses for additional offerings

## Established

1976

## Other

The study of historic preservation at Northern Arizona University is centered primarily in the Department of Anthropology. Students, therefore, do not receive a degree in Historic Preservation; rather, a degree in Anthropology may be awarded after completion of a

program chosen from two options. The first is a more traditional course of study leading to the writing of a thesis. The second is a new program in applied anthropology which, beyond coursework, requires the completion of an internship designed around the student's career plans.

In either case there is ample opportunity to pursue interests in historic preservation or in subjects relating to historic sites research and preservation and to complete either a thesis or an internship in the area. The program is essentially a graduate course of study, though advanced undergraduates may take advantage of some of the coursework as well.

We treat Historic Preservation and Cultural Resource Management as two separate, although overlapping, subjects. Briefly, historic preservation may be considered a function of cultural resource management. However, as may be noted in our syllabi, in the Historic Preservation course we emphasize historic buildings and sites research and preservation, including downtown revitalization, and in our Cultural Resource Management course we emphasize the legal, maintenance, and management aspects of cultural resources.

The last sixteen years of Historic Preservation at Northern Arizona University have seen a variety of activities and projects. Summer field schools have been carried out on Southwest frontier settlements; abandoned historic sites in New Mexico, Arizona, and even Chihuahua, have been surveyed, mapped and excavated; many buildings and historic districts have been nominated to the National Register of Historic Places; five conferences dealing with aspects of historic preservation have been held. Under the unofficial title: "Main St., Arizona," the program has played an active role in the revitalization of Arizona's downtowns; faculty have lectured on historic preservation throughout the State.

The Historic Preservation Program at Northern Arizona University offers the student the possibility of acquiring not only a thorough grounding in Historic Preservation, but the benefit of doing so within the broad umbrella of research, and applied Anthropology. It constitutes an excellent opportunity to combine ethnographic and archaeological research.

## Tuition

Resident: ranges from \$55 for 1 credit to \$800 for 14 credits; plus fees

Non-resident: ranges from \$55 for 1 credit to \$2,400 for 14 credits; plus fees

## Internships

no

**Required:**

n/a

## Thesis

no

## Faculty

*Steven A. Jacobson*

*Michael Krauss*

*James Nageak*

*James Kari*

*Jeff Leer*

## Curriculum

Elementary Inupiaq Eskimo

Intermediate Inupiaq Eskimo

Eskimo-Aleut Languages

Advanced Inupiaq Eskimo

Elementary Central Yupik Eskimo

Intermediate Central Yupik Eskimo

Advanced Central Yupik Eskimo

Additional Topics in Advanced Yupik Eskimo

Alaska Native Languages

The Nature of Language

Language and Culture

Additional Advanced Inupiaq Eskimo

Bilingual Methods and Materials

Native Cultures of Alaska

Peoples of Alaska Southwest

Inupiaq and Yup'ik People

History of Alaska Natives

Alaska Native Politics

Narrative Art of Alaska Native Peoples (in English translation)

Phonology

Syntax

Second Language Teaching

Language and Literacy Development

Historical Linguistics

Language Policy and Planning

Indian Languages of Alaska

Native Alaskan Music

Intermediate Phonetics and Phonology

Introductory Syntactic Theory

## Established

1972

## Other

The Alaska Native Language Center publishes books in

and on all the 20 Alaska Native languages. This includes dictionaries and grammars, which are used as course materials, narratives, texts, stories, Native histories, ethnogeography, and a Native language map.

The AA Certificate and A.A.S. Degree have just been approved by the Regents. The following explains these programs. Rural schools around the state employ a number of bilingual-bicultural teachers, who are generally local Native people expert in the culture and language of their group. Few of these teachers come to the job with any formal training in the types of educational skills which their job requires, and it is usually considered the responsibility of the local school district to provide training in areas such as language teaching methodology, Native language literacy and grammar, designing lesson plans, classroom management, etc. Often such training is not well organized and does not present a coherent body of courses which suits the rather specific needs of the target audience. Training may or may not provide college credit, and even if it does, the credit often does not fit within a coherent degree program but counts merely as elective credit toward the A.A. or B.A.

The Certificate in Native Language Education offers a coherent sequence of courses for Athabaskan language teachers, resulting in recognition of the competence they achieve in the area of Native Language Education. The program curriculum includes studies in mother tongue literacy, applied linguistics, and second language teaching methodology supplemented by practical classroom experience. The program will provide coursework appropriate to those seeking a career in teaching Athabaskan language and culture and also grant a certificate which will attest to their level of competence, enhancing their ability to seek employment or improve their conditions of employment.

Training sessions have been ongoing for several years, and most required courses have already been offered in the cooperative workshop and summer sessions sponsored by the University of Alaska Fairbanks and Yukon College. A certificate program exists at Yukon College and the certificate at University of Alaska Fairbanks enables Alaskan students to attain similar recognition.

## ARIZONA

### Northern Arizona University

Dept. of Anthropology, Box 15200

Northern Arizona University

Flagstaff, Arizona 86011

602-525-1809

*Dr. Charles A. Hoffman*

## Degree

Master of Arts, Anthropology

## Graduates

None yet - Program just formally approved, estimate 5-8 in 1993

## Tuition

Tuition per semester (approximate):  
Resident: \$ 100.00 - 110.00  
Non-resident: \$ 1,000.00 - 1,200.00

## Internships

No paid internships at school - we are developing internships in private sector

### Required:

Yes; an internship (or cooperative work experience) is required

## Thesis

Not at present although writing skills are stressed

## Faculty

*Rob Edwards*  
*Allan Lonnberg*  
*Chuck Smith*  
*Ruth Laird*

## Curriculum

Anthro 2(Cultural)  
Anthro 3(Intro to Archaeology)  
Anthro 3LA Advanced Archaeological Survey  
    B Archaeological Excavation (May be Summer '93)  
    C Archaeological Laboratory (May be Summer '93)  
    D Archaeological Data Management  
Anthro 7 North American Native Culture  
Anthro 6 California Native Cultures  
English IA Composition  
English ID Advanced Report Writing (and others recommended for the A.S. degree)

## Established

Formally Fall of 1992. Actually the Program has been building slowly over the last few years

## Other

Cabrillo has extensive regional archaeological site records and an archaeological archive. Cabrillo is planning to transfer this data into a Geographical Information System (GIS). The Program also has Global Positioning System (GPS) receiver technology. There are several scholarships available after the first year of study.

We are training entry level workers for Cultural Resource Management firms or agencies who deal directly with both historic and prehistoric sites and landscapes.

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# California State University, Dominguez Hills

Public History and Historic Preservation  
California State University Dominguez Hills  
1000 E. Victoria Street  
Carson, CA 90747  
310-516-3435  
*Dr. Howard Holter, Program Coordinator*

## Degree

Master of Arts, Public History and Historic Preservation

## Time

2 years

## Enrollment

20 - 25 (10 to 15 students enter each fall semester)

## Graduates

30

## Tuition

Tuition per semester (1991-1992):  
Residents: \$ 513.00  
Non-residents: \$ 513.00 plus \$246.00 per unit

Note: we expect tuition to be higher in 1992-1993

## Internships

Yes; students have been interns at more than 30 agencies in the counties of Los Angeles, Ventura, Riverside and Orange

### Required:

Yes

## Thesis

Yes; Theses or projects must have practical application in the field of Public History and Historic Preservation

## Faculty

*John Auld, History*  
*Dolo Brooking, Arts Administration*  
*David Churchman, Behavioral Sciences*  
*Carol Crilly, Museums*  
*Judson A Grenier, History*  
*Howard Holter, History*  
*Linda Pomerantz, History*  
*Louise Ivers, Art*  
*Frank Stricker, History*  
*Jacquelyn Sundstrand, Archives*

## Curriculum

FALL  
Public History/Public Anthropology  
Systems, Theory & Research in History  
Oral History

# ARKANSAS

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## University of Arkansas at Little Rock

Public History Program  
Department of History  
University of Arkansas at Little Rock  
2801 South University  
Little Rock, AR 72204-9989  
501-569-8395  
*Stephen L. Recken*  
*Department of History*

### Degree

Master of Arts, Public History

### Time

2 years

### Enrollment

25

### Graduates

14

### Tuition

Resident:  
3 hours: \$ 375.25  
9 hours: \$ 1,045.75  
Non-resident: \$ 235.50 per hour

### Internships

Yes; Graduate Assistantships for financial aid are available

#### Required:

Interns work in appropriate museums, archives, or historic preservation agencies

### Thesis

Yes

### Faculty

*Leslie Stewart-Abernathy, Ph.D.*, historic archeology  
*Deborah J. Baldwin, Ph.D.*, consulting  
*S. Charles Bolton, Ph.D.*, quantitative methods  
*Charles Bowlus, Ph.D.*, environmental history  
*Johanna Miller Lewis, Ph.D.*, material culture  
*Jay S. Miller, M.A.*, parks planning  
*Cheryl G. Nichols, M.A.*, historic preservation  
*Linda R. Pine, M.A.*, archives  
*Stephen L. Recken, Ph.D.*, museum studies  
*Frances M. Ross, M.A.*, oral history  
*Alison Sanchez, Ph.D.*, museum administration  
*Carl Moneyhon, Ph.D.*, historical methods

## Curriculum

1992-1993

### FALL

Introduction to Public History  
Historical Methods  
Seminar in History  
Archival Conservation

### SPRING

Quantitative Methods  
Seminar in Public History  
Seminar in 20th Century America  
Historic Preservation  
Archival Management

## Established

1982

## Other

The Public History program at the University of Arkansas at Little Rock is designed to meet the needs of professionals working in the areas of museum administration, archival management, and historic preservation who seek a graduate degree and advanced training. The program is also designed to prepare individuals for entry level careers in those fields.

The program works in coordination with the Arkansas State Department of Parks and Tourism, The State Preservation Program (SHPO), two private non-profit preservation organizations, and a number of other agencies to prepare individuals for professional careers.

# CALIFORNIA

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## Cabrillo College

Archaeological Program  
6500 Soquel Drive  
Cabrillo College  
Aptos, CA 95003  
408-479-6100  
*Rob Edwards, Director*

### Degree

Certificate, Archaeological Technician while pursuing A.S. in Archaeology Technology

### Time

2 - 2.5 academic years

### Enrollment

20 - 40

SPRING 1993

Hist 201A: Colonial America (Godbeer)

Hist 230 : American Frontier (Weber)

Hist 274B: 19th C. U.S. (Stuckey)

Hist 275B: 20th C. U.S. (Tobey)

Hist 285B: Latin America (Cortes)

Hist 262L: Museum Interpretation Practicum (staff)

Specialty courses supplement the three areas of concentration

## Established

1973

## Other

Historical Museum Curatorship Subspecialty  
Historical Museum work is distinguished by the variety of skills required. This program is oriented toward preparing the student for employment in the middle-size and small museum, where the variety of tasks and skills is greatest, rather than at the large museum, where specialization is possible. The program must include core training as a historian, with introduction to museum interpretation and practice. Since most career mobility in museums is in the direction of administration, the program includes a major preparation in the fiscal, decision-making, and personnel aspects of management. Historical museum curators typically are involved, in daily work, with archaeologists and art/architecture historians. Students are consequently requested to obtain preparation in at least one of these two areas.

Historic Preservation Management Subspecialty  
Historic preservation now involves three components. In descending order of importance, these are historical research and evaluation of sites and monuments, land-use and urban planning, and architectural conservation. In planning your program you should be sure that you have thorough introduction to the latter two components, as well as your mandatory training as an historian.

Archival Management Subspecialty  
Archival management remains close to historical research, and is indeed a profession created by historians earlier this century. Archivists consequently need an especially strong training as academic historians, since most of their daily work will be for academic historians patrons and for genealogists. In addition, archivists should have a thorough understanding of the institution and setting in which records are generated. (Graduates of the program now working as professional archivists have repeatedly testified to the great importance of preparation in political science.)

# San Francisco State University

Museum Studies Program  
San Francisco State University  
1600 Holloway Avenue  
San Francisco, CA 94132  
415-338-2971

*Prof. Linda Ellis , Director-Museum Studies Program*

## Degree

Master of Arts, Museum Studies

## Time

2 years

3 years if student is working 30 hours/week

## Enrollment

25

## Graduates

19 (as of January 1992)

## Tuition

Part-time, 1-6 units:

Resident: \$ 350.00

Non-Resident: same, plus an additional \$ 250.00 per unit

Full-time, 7+ units:

Resident: \$ 550.00

Non-resident:same, plus an additional \$ 250.00 per unit

## Internships

Yes; one internship is required of Museum Studies students

## Required:

Yes

## Thesis

Yes; written thesis or curated exhibition at an off-campus museum

## Faculty

*Prof. Linda Ellis*, plus a variety of lecturers across campus (in other departments)

## Curriculum

FALL SEMESTER 1992

Seminar in Museum Studies

Authentication & Dating of Antiquities

Museum Exhibit Practicum

Museum Conservation & Restoration

Exhibition Design

+ over 50 related courses

SPRING SEMESTER 1993

Museums as Educational Institutions

Writing for Museums & Galleries

## Workshop in Historic Preservation

### SPRING

Colloquium in Community History  
Seminar in Historic Preservation  
Internship in Public History  
Electives

(Workshops, Internships, Directed Research & Reading,  
Final Projects may be taken any semester)

## Established

1981

## Other

The curriculum emphasizes regional and community history and promotes research in primary sources and professional report-writing. It focuses upon the development of skills in such areas as restoration of historic sites, museum curatorship and management, archive records and management, grant proposal writing, oral history, archaeology, and historic resources management.

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# University of California, Riverside

Program in Historic Resources Management  
Department of History  
University of California  
Riverside, CA 92521  
714-787-5403  
*Ronald Tobey, Director*

## Degree

Master of Arts

## Time

2-3 years

## Enrollment

14

## Graduates

79 (by end of Spring quarter, 1992)

## Tuition

Tuition per Quarter (1991-1992):  
Residents: \$ 950.00  
Non-residents: \$ 3,516.00

## Internships

Yes

Required:

Yes

## Thesis

Yes; a field report is required

## Faculty

*Kenneth Barkin* (Ph.D., Brown University, 1965), Professor;  
vernacular material culture

*Larry Burgess* (Ph.D., Claremont Graduate School, 1972),  
Adjunct Associate Professor; Library Director, Smiley  
Public Library; Western and local history, professional  
ethics, archives

*Carlos Cortes* (Ph.D., New Mexico, 1969), Professor; Latin  
America

*Richard Godbeer* (Ph.D., Brandeis University, 1985), Assis-  
tant Professor; administers Education at Home Program at  
Colonial Williamsburg; American culture

*Rebecca Kugel* (Ph.D., UCLA, 1986), Assistant Professor;  
Native American history

*Knox Mellon* (Ph.D. Claremont Graduate School 1972),  
Adjunct Professor; California State Historic Preservation  
Office, 1974-1982; Executive Director, Mission Inn Founda-  
tion, Riverside; historic preservation

*Marion Mitchell-Wilson* (B.A., Northwestern University,  
1972); Adjunct Assistant Professor; Historic Preservation  
Project Manager, City of Riverside Development Depart-  
ment; historic preservation

*Robert Patch* (Ph.D., Princeton, 1979), Assistant Professor;  
Mexico and Central America

*Roger Ransom* (Ph.D. University of Washington, 1963),  
Professor; American economic history.

*Sharon Salinger* (Ph.D., University of California, Los  
Angeles, 1980), Associate Professor; archival management,  
American colonial culture.

*Sarah Stage* (Ph.D., Yale University, 1975), Associate  
Professor; women's history

*P. Sterling Stuckey* (Ph.D., Northwestern University, 1972),  
Professor; Afro-American history, folklore

*Ronald Tobey* (Ph.D., Cornell University, 1969), Professor;  
Director, Program in Historic Resources Management;  
historic preservation.

*John Twilley* (B.S., Chemistry, University of California,  
Riverside, 1972), Adjunct Associate Professor; senior  
research chemist, conservation center, Los Angeles County  
Museum of Art; conservation science, preservation.

*Devra Weber* (Ph.D., UCLA, 1986), Assistant Professor;  
California and the American West

*Charles Wetherell* (Ph.D., University of New Hampshire,  
1980), Associate Professor; administers the Laboratory for  
Historical Research; historic resources management

## Curriculum

FALL 1992

Hist 201C: U.S., 1877-pres. (Stage)

Hist 206A: Colonial Latin America (Patch)

Hist 260L: Historic Preservation (Twilley/Mitchell-Wilson)

Hist 262 : Museum Research (staff)

Hist 402 : Prof. Pract. Public Historian

WINTER 1993

Hist 201B: U.S., 1789-1877 (staff)

Hist 261 : Conservation Science (Twilley)

Hist 274A: 19th C. U.S. (Stuckey)

Hist 275A: 20th C. U.S. (Tobey)

Hist 285A: Latin America (Cortes)

**Graduates**  
375 (approx)

### **Tuition**

Tuition per 3-credit hour course:

Resident:

Undergrad Course: \$ 405.00

Graduate Course: \$ 537.00

Non-resident:

Undergrad Course: \$ 1,050.00

Graduate Course: \$ 1,401.00

### **Internships**

Internships for students in the Museum Studies Program may be arranged through the University Gallery, University of Delaware

**Required:**

Yes

### **Thesis**

No

### **Faculty**

*Bryant F. Tolles, Jr., Ph.D.*, Associate Professor of History/Art History and Director of the Museum Studies Program

*J. Ritchie Garrison, Ph.D.*, Associate Professor of History and Associate Director of the Museum Studies Program

### **Curriculum**

The following courses are currently offered under the aegis of the Museum Studies Program:

History, Philosophy, Functions, and Future of Museums (Spring), Tolles

History of Theories in Material Culture (Spring), Garrison; Curtis; Herman

Special Problems in Museum Studies (Fall; Spring), Tolles; Garrison

Museum Curatorship - Collections Management (Fall), Garrison

The Management of Museums (Fall), Tolles

Museum Internship (customarily summer), Tolles

Historical Properties (Fall), Garrison

Museum Curatorship - Exhibition of Artifacts (alternate years)

Museum Curatorship - Temporary and Economical

Exhibits (Spring), Garrison; University Gallery staff

Museum Education and Interpretation (Spring), Garrison

Early American Culture/Museum Studies Internship

(Fall; Spring EAC students only), Tolles and EAC faculty

Environmental Institution Management (Winter Session;

offered by the Delaware Nature Education Society), Fleming

### **Established**

1972

## **DISTRICT OF COLUMBIA**

### **Conservation Analytical Laboratory, Smithsonian Institution**

Furniture Conservation Training Program

Conservation Analytical Laboratory

Museum Support Center

Washington DC 20560

301-238-3700

*Donald C. Williams, Program Director*

### **Degree**

Certificate

Master of Arts from Antioch University (optional)

### **Time**

4 years: 3 years of intermittent course, plus 1 internship year

### **Enrollment**

6 - 7

### **Graduates**

6

### **Tuition**

Waived (\$2000 per year)

### **Internships**

The school coordinates the placement of interns for the final year of the program

**Required:**

Yes

### **Thesis**

Yes

### **Faculty**

Permanent Furniture Conservation Laboratory staff of the Conservation Laboratory:

*Donald C. Williams*

*Melvin J. Wachowiak*

Outside expertise is sought for each subject covered.

### **Curriculum**

CLASS OF 1996 COURSE SCHEDULE

Wood Technology for Furniture Conservation August 9 - 22, 1992

Specific subject areas include anatomy, identification, physical, mechanical and chemical properties, biodeterioration and control, and other environmental interactions of wood. Knowledge of these factors as they contribute to deterioration allows the prospective conser-

Museum Exhibit Practicum  
Exhibition Design  
Administration of Non-Profit Organizations  
Grantwriting  
+ over 50 related courses

### Established

September 1987

### Other

Occupational Areas Covered by Museum Studies Program:  
Collections Management & Registration  
Exhibition Design  
Museum Education/Educational Programming  
Museum Administration

## COLORADO

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### University of Denver

Museum Studies  
Department of Anthropology  
University of Denver  
2130 S. Race St.  
Denver, CO 80208  
303-871-2406  
*Dr. Terry R. Reynolds, Director of Museum Studies*

### Degree

Master of Arts, Anthropology; concentration in Museum Studies

### Time

2 years

### Enrollment

15 to 18

### Graduates

7

### Tuition

Tuition per quarter: \$ 4,500.00

### Internships

Yes; in local museums or in the Anthropology Department's own collections. The Department has both ethnographic and archaeological collections.

Required:  
Yes

### Thesis

Yes; a Master's Exhibit is required

### Faculty

*Dr. Terry R. Reynolds*  
*Dr. Sarah M. Nelson*  
*Dr. Dean Saitta*  
*Dr. Richard O. Clemmer*  
All full-time faculty, University of Denver

*Gina Laurin, Conservator*  
*Judy Greenfield, Conservator*  
Rocky Mountain Conservation Center

### Curriculum

Introduction to Museum Principles and Practices  
Museum Team I, II, III  
Managing Collections  
Materials and Their Maintenance  
The Context of Material Culture  
Ways of Presenting Culture  
Museum Exhibit Development  
Advanced Anthropology  
Quantitative Anthropology

### Established

1990

### Other

The Museum Studies Program is designed for students who are interested in working generally in small museums or for students interested in curatorial work in small or medium size museums. It combines both professional museum skill courses with intensive training in cultural or archaeological anthropology.

## DELAWARE

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### University of Delaware

Museum Studies Program  
301 Old College  
University of Delaware  
Newark, DE 19716  
302-831-1251  
*Bryant F. Tolles, Ph.D.*  
*Director, Assoc. Professor of History and Art History*

### Degree

Certificate in Museum Studies; linked directly to the M.A., M.S., M.Ed., or Ph.D. programs

### Time

Two years or longer; certificate requires 12 credit hours, including a 10-week internship

### Enrollment

20 - 25

Laboratory proposed a comprehensive educational program to fulfill this need, the result being the establishment of the FCTP in 1986.

The Program consists of two weeks of training every three months; to graduate in 1996, course work will begin during August of 1992. Applications for the three year cycle are accepted during December of the year preceeding the first course of the series. Applications for 1992-1996 were accepted in December of 1991. Please contact FCTB for information on the next application due date.

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## George Washington University

Graduate Program in Historic Preservation  
American Studies Program  
2108 G Street, N.W.  
George Washington University  
Washington, D.C. 20052  
202-994-6070  
*Richard Longstreth, Director*

### Degree

Master of Arts, American Civilization (M.A.) with concentration in Historic Preservation  
Doctorate, American Civilization (Ph.D.) with Historic Preservation as one of four required fields of study

### Time

M.A.: 2 years  
Ph.D.: 4 years

### Enrollment

12

### Graduates

110

### Tuition

Tuition (per 3-credit course): \$ 1,500.00

Two courses required for part-time status;  
Three-four courses for full-time status

### Internships

Yes

### Required

Yes

### Thesis

Thesis for M.A. candidates  
Dissertation for Ph.D. candidates

### Faculty

Full-time:  
*Richard Longstreth*

*Howard Gillette*  
*Dorn McGrath, Jr.*  
*Carol Stapp*  
*John Michael Vlach*

### Adjunct:

*Barbara Carson*  
*Pamela Cressey (Alexandria Urban Archaeology Program)*  
*Nellie Longworth (Preservation Action)*  
*Orlando Ridout V (Maryland Historical Trust)*  
*de Teel Patterson Tiller (National Park Service)*  
*Richard Wagner (David Gleason & Associates)*

## Curriculum

Courses include:

Historic Preservation: Principles & Methods (two-semester sequence)  
Preservation Planning & Management  
Economics of Preservation  
Politics of Preservation  
Community Preservation  
Interpreting the Historic House Museum  
Architectural Documentation  
American Architecture (two-semester sequence)  
Seminar in American Architecture  
Vernacular Architecture  
U.S. Urban History  
American Decorative Arts (two-semester sequence)  
Museum Research & Education  
Folklore Theory  
Seminar in American Folklife

## Established

1975

## Other

The program affords numerous opportunities for field-work and advanced research in the region, including historic resource surveys and other projects devoted to analysis of the built environment and to preservation planning.

The University's Institute for Urban Development Research undertakes numerous projects in which preservation is an important component. Funded positions are available for students involved in this work. The Center for Washington Area Studies sponsors student fellowships as well as scholarly publications. Monographs prepared by students or former students include such topics as the evolution of two Washington neighborhoods, the city's municipal lighting system, the gentrification of an in-town district, and the literature of the Greenbelt communities.

Alexandria Archaeology — a program of the Office of Historic Alexandria in cooperation with city agencies and local groups — provides a comprehensive laboratory for developing and applying techniques of data gathering, organization, and analysis.

vator to provide advice about and response to the problems. A session on conservation ethics and philosophy is included in this initial course of the sequence

#### Examination Analysis, and Documentation of Furniture November 8 - 21, 1992

The theory and application of examination, documentation, and analysis techniques will be introduced. This includes information obtained from relatively simple techniques as well as sophisticated instrumental methods. Specific areas include photography, documentation reports, microscopy, radiography, and various form of instrumental analysis modified from other research fields or specifically developed for characterizing museum objects and cultural artifacts.

Furniture History February 8 - 20, 1993 (tentative)  
European, American and some non-Western furniture design, manufacture, and construction will be surveyed to provide connoisseurship and an ability to communicate effectively with curators and other furniture caretakers. Specific emphasis is placed on national and regional variations in design, materials and conservation techniques in addition to chronology and progression of styles. A research paper and oral/visual presentation are required for this course.

#### Adhesives for Furniture Conservation May 10 - 22, 1993 (tentative)

Subject areas include adhesive theory and technology for wood, a survey of adhesives and their properties, adhesives used in conservation, and treatment of adhesive deterioration or failure. Particular emphasis is placed on delamination, e.g. treatment of veneered objects (marquetry, Boulle-work, etc.).

#### Structural Conservation of Furniture August 8 - 21, 1993 (tentative)

The causes and treatment of structural deterioration will be surveyed, including damaged joinery, upholstery substructure, carving, and turning. The technology and practice of consolidating degraded structural materials and the ethical concerns of reconstructing and reproducing objects for interpretation or utility will be discussed

#### Coatings for Furniture Conservation I, II and III

I November 1 - 13, 1993 (tentative)

II February 6 - 19, 1994 (tentative)

III May 8 - 21, 1994 (tentative)

The history, technology, chemistry, properties, deterioration, and treatment of coating materials and colorants will be studied along with color theory, finishing techniques, treatment and manipulation of existing coatings. The third coatings course will emphasize painted finishes, e.g. polychrome sculpture, decorated furniture finishes, and consolidating and inpainting surfaces.

Conservation of Gilt Wood August 1 - 13, 1994 (tentative)  
Topics include history and technology of gilding materials and techniques, and the causes and treatment of deteriora-

tion. Fabrication and repair of gilding substrates will be emphasized.

#### Survey of Non-Wood materials for Furniture Conservation November 6 - 19, 1994 (tentative)

The technology, deterioration, and conservation of various materials will be addressed - including metals, ceramics, glass, leather, plastics, textiles, upholstery, paper, and others. Applied conservation treatment of these materials will be included, providing a basis for effective interaction with specialists in these disciplines.

#### Exhibition Storage, and Handling of Furniture February 13 - 25, 1995 (tentative)

This is primarily a study of collections management for furniture collections, including environmental interaction and control, collections care, and disaster preparedness. Additional discussion will focus on exhibition concerns, storage and handling, and the problems of art in transit.

Conservation Administration May 15-19, 1995 (tentative)  
This course provides the practical background of administrative procedures in both institutional and private conservation practices. It includes museum philosophy, organization and administration, business management and law, marketing, grants, insurance, and laboratory administration and design.

#### Internship in a Conservation Laboratory June 1995 - May 1996

The information contained in the preceding courses will be applied to conserving wooden objects during a year-long full-time internship in the studio or laboratory of an established conservator (with the approval of FCTP staff). Approximately one-fifth of the internship will be spent on research which will result in a publishable thesis. The project may address theoretical or technical issues regarding the history and preservation of wooden artifacts.

### Established

1986

### Other

The Furniture Conservation Training Program (FCTP) is a graduate-level course of study intended to prepare experienced and skilled woodworkers for careers in furniture conservation. The purpose of the FCTP is to integrate craft and technical skills with the ethical and philosophical bases of the profession and enable graduates to contribute toward the preservation of wooden artifacts within this framework.

The furniture conservation discipline is much newer than the conservation profession as a whole, having emerged only within the last few decades. This is due primarily to the relative recent acceptance of furniture as historically and artistically important, and the dearth of serious students in furniture preservation. Noting the widespread need for practitioners of furniture conservation, the Furniture Laboratory staff of the Conservation Analytical

A candidate who is a resident of the United States must have at least a master's degree in a relevant academic subject. (U.S. students with only undergraduate degrees may be eligible for admission to the University's Graduate Program in Museum Studies, described below.)

#### M.A. PROGRAM DESCRIPTION:

The Graduate School of Arts and Sciences offers an interdepartmental program leading to the degree of Master of Arts in the field of museum studies. The program is designed for those who seek a deepening of their primary academic interest along with training in the broad range of talents required in the successful operation of museums. The goal of the program is to produce graduates who are prepared to assume museum positions that require both scholarship and functional skills. (Students whose career interests are primarily curatorial should consider applying for the Master of Arts in their academic discipline with a concentration in museum training; those interested in museum education should refer to the Master of Arts in Teaching under the School of Education and Human Development.

Students applying for candidacy in the Museum Studies Program must meet all general requirements for admission to the Graduate School of Arts and Sciences. The student must have an undergraduate major, or its equivalent, relevant to the proposed academic core and at least 9 credit hours in a museum-related field other than the undergraduate major or must show equivalent preparation.

## FLORIDA

### University of Florida

Department of Architecture  
University of Florida  
Gainesville, FL 32611  
904-392-0215

*Gary Ridgdill (M.Arch. Program)*  
*Herschel Shepard (M.S. Program)*

#### Degree

Master of Architecture (M.Arch) (Professional Degree)  
Master of Science, Architectural Studies (M.S.) (Non-Professional)

#### Time

M. Arch.:  
6 years (undergraduate + graduate)  
2 to 4 years (graduate only)

M.S.:  
5 1/2 years (undergraduate + graduate)  
1 1/2 years (graduate only)

#### Enrollment

M.Arch.: 84 (Fall 91)  
M.S.: 3 (Spring 92)

#### Graduates

M.Arch.: 35 (1991)  
M.S.: 0 (New Program; Began Fall 1991)

#### Tuition

Tuition per credit hour:  
Residents: \$ 86.73  
Non-resident: \$ 289.14

#### Internships

No; but scholarships, fellowships, and research assistantships are available.

#### Required:

No

#### Thesis

M.Arch.: Thesis or Master Research Project  
M.S.: Thesis

#### Faculty

(Preservation-related)  
*Diana Bitz*  
*Raul Garcia*  
*Ronald Haase*  
*Ralph Johnson*  
*Mikael Kaul*  
*George Scheffer*  
*Herschel Shepard*  
*Susan Tate*  
*Ira Winarsky*

#### Curriculum

American Architecture\*  
Regional American Architecture\*  
Preservation Technology I  
Preservation Technology II  
Documentation and Archival Research  
Preservation Law

\*Or similar history electives.

Special studies are available. Additional courses are available in summer programs at Preservation Institute: Caribbean and Preservation Institute: Nantucket.

#### Established

1970 (Preservation Courses)

Students in the program have secured paying internships, and often subsequent employment, from numerous public- and private- sector offices in the metropolitan area, including the National Park Service, National Trust for Historic Preservation, Maryland Historical Trust, Octagon Museum of the American Institute of Architects, and local planning agencies.

The library collections available to students in the program are among the most extensive in the United States. Augmenting the holdings at the University's Gelman Library are those of the Library of Congress and major collections of federal agencies and museums, the National Trust, American Institute of Architects, and Historical Society of Washington, D.C.

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## George Washington University

Graduate Program in Museum Studies  
George Washington University  
Academic Ctr. T-215  
Washington, DC 20052  
202-994-7030  
*Marie C. Malaro, Director*

### Degree

Certificate in Museum Studies  
Master of Arts, Museum Studies (M.A.)

### Time

Certificate: 1 year  
M.A.: 2 years

### Enrollment

Certificate: 5  
M.A.: 20 (approx)

### Graduates

Certificate: none, new program  
M.A.: 250

### Tuition

Tuition per credit hour:  
\$ 525.00

### Internships

Yes

Required:  
Yes

### Thesis

Certificate: one major paper required  
M.A.: comprehensive exam required

### Faculty

All faculty hold teaching appointments at the Geo. Washington University. Students in the MA program

must take courses in their academic specialty (American Studies, Anthropology, History, Geology, etc.) as well as courses in the functional aspects of museum work (administration, collections management, exhibition design, legal and ethical issues, etc.). Courses and faculty open to them are too numerous to list.

### Curriculum

Course offerings are too numerous to list. Catalog available upon request.

#### CERTIFICATE PROGRAM:

Students take four classes and two internships for a total of 18 academic credits. Areas of specialization are museum administration, collections management, and exhibition design.

#### M.A. PROGRAM:

15 graduate credits in the student's academic specialty (Am. Civ., Anthro., History etc.)  
15 graduate credits in Museum Studies Courses (over 20 courses to choose from)  
6 graduate credits in electives  
6 graduate credits in internships  
42 TOTAL credits for MA degree

### Established

1976

### Other

#### CERTIFICATE PROGRAM DESCRIPTION:

The George Washington University Museum Studies Certificate Program is open to two types of applicants: 1) the foreign museum professional who wishes to study intensively in the United States one or more of the functional aspects of museum work; 2) the U.S. student who has at least a master's degree in an academic discipline relating to museum collections and who wishes to become proficient in one or more of the functional aspects of museum work.

Areas of concentration in the Certificate Program include:

- \* Museum Administration,
- \* Collections Management/Preventive Conservation, or
- \* Exhibition Development

The Certificate Program requires one academic year of study (September to May). Students take 12 credits of class work and 6 credits of supervised internships for a total of 18 graduate level academic credits. The Smithsonian Institution works closely with the University in the training of students and, as a rule, those in the Certificate Program serve their internships in one or more Smithsonian office or museum.

A candidate from a foreign country should have an undergraduate degree and work experience that provide a relevant foundation for the area(s) of concentration to be pursued during the Certificate Program. An excellent command of the English language is essential.

als who have influenced the character of built and conserved landscapes through out Florida, the United States and abroad.

## GEORGIA

### Armstrong State College

Public History Program  
Dept. of History  
Armstrong State College  
11935 Abercorn  
Savannah, GA 31419  
912-927-5283  
*Sarah Brown, Coordinator*

#### Degree

Master of Arts, History; Public History concentration

#### Time

2 - 2 1/2 years

#### Enrollment

15

#### Graduates

5

#### Tuition

Resident:

5 hrs. - 1 course: \$ 205.00

10 hrs. - 2 course: \$ 470.00

Non-Resident\*:

5 hrs. - 1 course: \$ 565.00

10 hrs - 2 course: \$ 1,190.00

\*Southeast Academic Common Market status pending

#### Internships

Yes

Required:

No

#### Thesis

Option: Thesis or professional internship with report

#### Faculty

*Lawrence Babits* - History, Historical Archaeology Ph.D., Brown University  
*Sarah Brown* - History, Historic Preservation, Heritage Tourism M.Phil., George Washington University  
*John Duncan* - History, Architectural History Ph.D., Emory University  
*Barbara Fertig* - Museum Studies, Folklife M.Phil., George Washington University  
*Roger Warlick* - History, Research Methodology Ph.D.,

Boston University

Plus 7 adjunct faculty in Material Culture Studies, Museum Studies, and Archival Management

#### Curriculum

PBH/HIS 663 - History of American Art  
PBH/HIS 664 - Folklife  
PBH/HIS 665 - American Material Culture  
PBH 667 - Living History  
PBH 668 - History of American Decorative Arts  
PBH 750 - Historic Preservation  
PBH 751 - Fieldwork in Historical Archaeology  
PBH 752 - Practicum in Archaeological Analysis  
PBH/HIS 706 - American Architectural History  
PBH 759 - Materials Conservation  
PBH 760 - Archival Studies  
PBH 762 - Museum Studies  
PBH/HIS 765 - American Vernacular Architecture  
PBH 855 - Topics in Preservation Studies  
PBH 858 - Administration of Public History Organizations  
PBH 869 - Heritage Tourism  
PBH 851 - Advanced Fieldwork in Historical Archaeology  
PBH 852 - Advanced Archaeological Analysis  
PBH 898-899 - Independent Study

#### Established

MA - 1984 (Museum & Preservation Studies)  
1992 (Public History)

#### Other

A student who holds an undergraduate degree and files a formal application form may begin taking graduate courses pending the submission of the materials necessary for admission to the degree program. Fifteen hours of this post-baccalaureate work may be counted toward the degree.

#### Program Requirements

Foreign language - A reading knowledge of a foreign language is required for completion of the degree. Usually the language will be French, German, Spanish, or Latin: but another language may be specified by the major professor when appropriate to the student's area of research. The language requirement may be satisfied in the following ways: a) by a grade of C or better in the fourth course of a college level foreign language (note: if more than five years have elapsed since completing the requirement, the student must reestablish proficiency); b) by passing a foreign language reading exam administered through the department during the third week of each quarter. Students must register for the reading exam during the first week of each quarter before the test is to be taken. The language requirement must be satisfied by the time all coursework is complete.

#### CONCENTRATION IN PUBLIC HISTORY

The concentration in Public History requires as a prerequisite HIS 450 or its equivalent. Proficiency in an approved tool such as documentary photography, graphic design, or computer application must be demonstrated prior to

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# University of Florida

Department of Landscape Architecture  
College of Architecture  
University of Florida  
Gainesville, FL 32611-2004  
904-392-6098  
*Herrick H. Smith, FASLA, Professor and Chairman*

## Degree

Bachelor of Landscape Architecture (BLA)  
Master of Landscape Architecture (MLA)

## Time

BLA: 4 - 5 years  
MLA: 2 - 4 years

## Enrollment

BLA: 60  
MLA: 10

## Graduates

BLA: 650+  
MLA: 11

## Tuition

Tuition per semester:  
BLA:  
Resident: \$ 600.00  
Non-resident: \$ 1,800.00  
MLA:  
Resident: \$ 800.00  
Non-resident: \$ 2,500.00

## Internships

Yes

Required:  
Yes

## Thesis

Yes

## Faculty

*Dan W. Donelin, Professor*  
*Herrick H. Smith, Professor*  
*Sara Katherine Williams, Associate Professor*  
*Lester L. Linscott, Associate Professor*  
*Robert R. Grist, Associate Professor*  
*Margaret H. Carr, Assistant Professor*  
*Maria C. Gurucharri, Assistant Professor*

## Curriculum

In our curriculum, CRM is a part of each level of instruction, as are the other virtues and characteristics of landscape architecture. Cultural resources are a part of every design program, from global to regional to site specific and individual concerns.

## BLA example:

During the first two years of study all general education and professional coursework are completed. The second two years includes the professional core and culminates with a terminal project. Required field trips and internship programs make this an exciting two years.

## FIRST YEAR

Design I  
Landscape Architecture Intro.  
Botany  
English  
Humanities Sociology  
Design 2  
Architecture History  
Botany  
Calculus  
English

## SECOND YEAR

Landscape Architectural History  
Design 3  
Plant Materials I  
Computers  
Physical Geology  
Site Analysis  
Landscape Architecture Principles  
Social Science  
Humanities

## THIRD YEAR

Landscape Architecture Studio I  
Landscape Architecture Construction I  
Behavior Studies  
Planning Studies  
Landscape Architecture Studio 2  
Landscape Architecture Construction 2  
Landscape Management

## FOURTH YEAR

Landscape Architecture Studio 3  
Design Implementation  
Elective  
Landscape Architecture Studio 4  
Professional Administration  
Elective

## Established

BLA: 1933  
MLA: 1986

## Other

Landscape Architecture at the University of Florida deals with the art and skill of the possible. The planning, design, implementation and management of the many natural and cultural landscapes in Florida are the basis for professional studies and training. As the only nationally accredited program in the state, our graduates have distinctive and exciting opportunities to enter the profession. Begun in 1933, the program has yielded profession-

*Jeanne M. Strong*, Preservation Planner Consultant in interior design, graphic, and computer services; Chair, Historic Preservation Advisory Committee, Northeast Georgia Resource Development Commission.

Emeritus:

*John W. Linley*, Professor Emeritus Architect, author of Middle Oconee Area Architecture and The Georgia Catalog, Historic American Buildings Survey: A Guide to The Architecture of the State

## Curriculum

First Year:

FALL QUARTER

Introduction to Historic Preservation (core)

Preservation Practice Colloquium (core)

History of Landscape Architecture (prerequisite)

Preservation Graphics (or another elective)

WINTER QUARTER

Cultural Resource Assessment (core)

Neighborhood and Small Town Conservation Colloquium (core)

Rural Preservation (core)

History and Theory of Architecture (prerequisite)

SPRING QUARTER

Preservation Law (core)

Preservation Planning Professional Practice (core)

Evolution of American Architecture (core)

Building Materials Conservation (core)

SUMMER

Internship

Second Year:

FALL QUARTER

Preservation Advocacy (core)

Preservation Technology Colloquium (core)

Electives

WINTER QUARTER

Preservation Planning (core)

Grant Development Colloquium (core)

Evolution of the American Landscape (core)

Elective #4

Thesis proposal

SPRING QUARTER

Thesis Research (core)

Urban Land Principles (core)

SUMMER

Thesis Writing

natural environment, and to give these specialists a common concept of their task, a common language for describing it, and common methods for dealing with the problems involved.

- To develop versatile, competent and highly motivated professionals who can perceive preservation opportunities in their broadest sense, recognizing the need to develop, protect, and utilize historic resources as a part of the living fabric of the community, area, or region.

- To develop, within students, an awareness of the specific historic resource problems and opportunities which exist within the region in which the University of Georgia is located as well as in other parts of our nation.

- To develop a center of preservation education capable of serving students from Georgia, the Southeast, and areas beyond this region.

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## Georgia State University

Heritage Preservation Program

History Department

University Plaza

Georgia State University

Atlanta, GA 30303

404-651-2250

*Timothy J. Crimmins, Program Director*

### Degree

Master of Heritage Preservation (M.H.P.)

(70 quarter hours of credit)

Certificate in Heritage Preservation

(30 quarter hours of credit)

### Time

M.H.P.: 2 years

Certificate: 1 year

### Enrollment

Fifteen

### Graduates

Thirty

### Tuition

Tuition per quarter:

Residents: \$ 500.00

Non-residents: \$ 1,440.00

### Internships

Yes

Required:

Optional, but most students do internships

### Thesis

Optional

### Established

The program was authorized in August, 1981 and initiated in the fall of 1982.

### Other

The MHP program's general aims are:

- To prepare students trained in architecture, landscape architecture, urban planning or design, interior design, art history, social history, law, archaeology, real estate, economics, or other disciplines, to work together efficiently at the task of retrieving and recycling the built and

taking the comprehensive examination. A recommended program of studies will be based upon the student's stated career preference, such as Historic Preservation, Historical Archaeology, Museum studies or Archival Studies. At least 50% of the credit applicable toward the degree must be in courses open exclusively to graduate students.

|                                                                                                                                                                                |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| * 1. Approved PBH-listed courses                                                                                                                                               | 25        |
| 2. Approved courses cross-listed as HIS                                                                                                                                        | 10        |
| 3. Approved HIS-courses<br>(not cross-listed with PBH)                                                                                                                         | 15        |
| 4. Advanced Fieldwork and Archaeological<br>Analysis (PBH/ANT 881-882) with a formal<br>report, an internship (PBH 895-896) with a<br>research paper, or a Thesis (PBH998-999) | 10        |
| <b>TOTAL</b>                                                                                                                                                                   | <b>60</b> |

\* Up to 10 credit hours, deemed appropriate to the program of studies, may be taken in other departments.

The object of the tool requirement is to provide the student with a supplementary skill valuable to his/her learning experience and career in Public History. Tool options may include and are not limited to measured architectural drawing, graphic or exhibit design, desktop publishing, computer application, documentary photography, audio-visual production, and techniques in oral history. A tool will be selected with the counsel of an advisor and approved by the graduate committee. Factors considered in choosing a tool will include stated areas of interest or concentration, previous course work and professional experience, and availability of instruction. A tool may be demonstrated by one or a combination of the following: satisfactory completion of one or more specified courses, presentation of a completed work, or appropriate research paper.

## University of Georgia

Historic Preservation Program  
School of Environmental Design  
609 Caldwell Hall  
University of Georgia  
Athens, Georgia 30602  
404-542-4720

*John C. Waters, Program Coordinator*

### Degree

Master of Historic Preservation (MHP)  
Master of Landscape Architecture (MLA)  
Certificate in Historic Preservation Studies  
Joint degree in Law (JD) and Historic Preservation (MHP)  
= JD/MHP

### Time

MHP: 2 years (7-8 quarters, 90 quarter hours required)  
MLA: 3 years  
Certificate: 30 quarter hours

### Enrollment

50

### Graduates

27

### Tuition

Graduate Student Fees (1992-93)  
(Includes matriculation and activity fees):  
Resident, 12 or more hours: \$ 725.00  
Non-resident, 12 or more hours: \$ 1,919.00

### Internships

Departmental and University-wide assistantships are available on a limited basis to students, but there is not a system specifically arranged to provide internships.

### Required:

Yes

### Faculty

*William R. Chapman*, Associate Professor Architectural Historian, author of numerous books, articles, and reports on historic preservation, archaeology and architectural history.

*Ian J. W. Firth*, Associate Professor, Landscape Architect, has developed and conducted numerous historic landscape management studies for the National Park Service.

*Catherine M. Howett*, Professor, Landscape Historian, Curator of Atlanta Historical Society exhibit "Land of Our Own: Landscape and Gardening Tradition in Georgia, 1733-1983."

*Allen Stovall*, Professor, Landscape Architect, author of The Santee and Nacoochee Valleys: A Preservation Study, writer/producer of documentary film "The Region—in Change."

*John C. Waters*, Associate Professor, Founder of the MHP program, Graduate Coordinator, Preservation Planner, Co-author of Georgia Historic Preservation Act of 1980, and author of Maintaining a Sense of Place: A Children's Guide to Community Preservation.

*Richard Westmacott*, Professor, Landscape Architect, International Planner, author of numerous studies and reports.

*Pratt Cassity*, Public Service Assistant, Coordinator of Preservation Services Certified Local Government Coordinator; Executive Director, Georgia Alliance of Preservation Commissions.

*Melvin B. Hill, Jr.*, Director, Institute of Government, Attorney, co-author of Georgia Historic Preservation Act of 1980, Director of Governor's Constitutional Revision Committee, State of Georgia, 1981-1982.

*Dale Jaeger*, Landscape Architect, Preservation Planner, principal in Jaeger/Pyburn currently offering a wide range of preservation services to individuals and communities through her firm.

*James K. Reap*, Executive Assistant to the Commissioner, Georgia Department of Labor Author of Athens: A Pictorial History, Preservation Planner, Attorney.

Computer Aided Design  
Vernacular Architecture  
Preservation Law  
Preservation Economics  
Preservation Research  
Building Arts Electives  
Adaptive Rehabilitation

#### MASTER OF FINE ARTS PROGRAM:

Overview  
Architectural Criticism  
Studio I Rehabilitation  
Studio II Restoration  
Studio III Law & Survey  
Bldg. Assessment Strategy  
Studio IV Rural  
Studio V Urban  
Preservation Seminar I  
Preservation Seminar II  
Preservation Economics  
Preservation Law  
Preservation Research  
Survey of American Arch.  
Internship  
Thesis Project I  
Thesis Project II

#### Established

1979

#### Other

The Historic Preservation department at the Savannah College of Art and Design offers opportunities for academic preparation for professional careers through the four-year Bachelor of Fine Arts program and the two-year Master of Fine Arts program. Throughout both programs the focus is on architectural resources as the primary datum within the changing context of technology, historical interpretation, law, economic, design, and cultural values. A thorough understanding of resources is stressed the key to programming intervention which serves to preserve the resource with integrity. Field exposure is maximized through the constant use of the laboratory Savannah, Coastal Georgia and South Carolina, and the inland southeast.

## HAWAII

### University of Hawai'i at Hilo

Hawaiian Studies Department  
523 Lanikaula Street  
Hilo, HI 96720  
*Dr. William H. Wilson*  
808-933-3454  
808-933-3686 fax

#### Degree

Four credentials offered:

- a) Hawaiian Studies B.A.
- b) Certificate in Hawaiian Language
- c) Hawaiian Studies Minor
- d) Certificate in Basic Hawaiian Culture

#### Time

- a) Hawaiian Studies B.A. 4-5 years
- b) Certificate in Hawaiian Language 3-4 years
- c) Hawaiian Studies Minor 1-2 years
- d) Certificate in Basic Hawaiian Culture 1 year

#### Enrollment

800 (projected to reach 1,000 this year)

#### Graduates

45 with B.A. We are in a period of rapid growth. Our current declared B.A. major count is 79.

#### Tuition

Resident lower division

full-time \$220 per semester

part-time \$19 per credit

Resident upper division

full-time \$615 per semester

part-time \$52 per credit

Non-resident lower division

full-time \$1340 per semester

part-time \$112 per credit

Non-resident upper division

full-time \$1860 per semester

part-time \$155 per credit

\$25 fees per semester

#### Internships

No.

Required:

N.A.

#### Thesis

No, but a special community project is part of exit seminar.

#### Faculty

*Haunani Bernardino*  
*Kauanoë Kamanā*  
*Larry L. Kimura*  
*Kalena Silva*  
*William H. Wilson*  
(several lecturers)

#### Curriculum

Note: The following courses are only those offered through the Hawaiian Studies Department. Other courses on Native Hawaiian culture are offered in other Depart-

## Faculty

### Full-time Faculty:

*Dr. Timothy J. Crimmins*, History  
*Dr. John Burrison*, Folklore  
*Dr. Richard Pillsbury*, Geography  
*Dr. Robert Craig*, Architectural History (Georgia Tech)  
*Dr. Stuart Gallishoff*, History

### Adjunct Faculty:

*Dr. Mark Barnes*, Anthropology  
*Mr. Robert Zeockler*, Preservation Law  
*Mr. Tommy Jones*, Building Material Conservation  
*Dr. Richard Laub*, Building Material Conservation  
*Mr. James Cothran*, Landscape History  
*Ms. Kate Ryle*, History of Interior Design

## Curriculum

| <u>Course</u> |                                                            | <u>Quarter Offered</u> |
|---------------|------------------------------------------------------------|------------------------|
| Anth 824      | Public Archaeology                                         | Winter                 |
| Art 687       | American Arch Hist<br>(Georgia Tech)                       | Fall                   |
| Folk 820      | Folklore                                                   | Fall                   |
| Geog 764      | Cultural Geography                                         | Summer                 |
| Hist 850      | Intro to H.P.                                              | Winter                 |
| Hist 855      | Urban History                                              | Winter                 |
| PolS 810A     | Preservation Law                                           | Fall                   |
| Hist 892      | Building Materials                                         | Fall                   |
| Hist 898      | Landscapes and Gardens                                     | Spring                 |
| I.D. 865      | Historic Interiors                                         | Summer                 |
| Hist 860      | Case Studies in H.P.                                       | Spring                 |
| Hist 898      | Case Studies in International<br>Preservation (In England) | Summer                 |
| Hist 677      | Georgia Cities; History                                    | Fall                   |
| Hist 679      | Urban Atlanta                                              | Spring &<br>Summer     |
| Hist 897      | Internship                                                 | All                    |
| Hist 899      | Thesis                                                     | All                    |

## Established

1983

## Other

The graduates of our program are working for the Advisory Council for Historic Preservation, the Georgia Office of Historic Preservation, the Georgia Trust for Historic Preservation, the Atlanta Preservation Center, the Atlanta Urban Design Commission, and the Georgia Power Company. Other graduates have worked or are working as preservation planners in Georgia, Florida, Virginia, and the Virgin Islands; as Main Street Directors in Georgia, Florida, Mississippi, Arkansas, and Wisconsin; as researchers for public and private organizations in the South; and as executive directors for a number of non-profit preservation organizations.

# Savannah College of Art and Design

Historic Preservation Department  
229 Martin Luther King, Jr. Blvd.  
P.O. Box 3146  
Savannah College of Art and Design  
Savannah, Georgia 31402-3146  
912- 238-2409 or 912-238-2400  
*Maggie O'Connor*, Chair  
*Matthew T. Lowry*, Dean, School of Building Arts

## Degree

Bachelor of Fine Arts (BFA)  
Master of Fine Arts (MFA)

## Time

BFA: 2 years to complete major course work  
MFA: 2 years to complete course work

## Enrollment

BFA: 60  
MFA: 15

## Graduates

Approximately 200 graduates since the beginning of our program

## Tuition

Tuition per quarter (approximately):  
Resident: \$ 3,000.00  
Non-resident: \$ 3,000.00

## Internships

The Savannah College of Art and Design offers a limited number of teaching internships, however, the college helps students locate internships.

### Required:

The graduate program requires that each student participate in 2 internships. Undergraduates are not required to do an internship as part of their course work.

## Thesis

Yes; a written thesis is a requirement for graduation

## Faculty

*Dr. Richard Betterly*  
*Richard Anderson*  
*Robert Dickensheets*  
*Maggie O'Connor*

## Curriculum

BACHELOR OF FINE ARTS PROGRAM:  
Intro to Historic Preservation  
Photography of the Building Arts  
Recording & Interpretation

Asiatic - Pacific interchange, directly or through such local resources as the East-West Center and the Bishop Museum. Resources include individual buildings and districts, archeological resources and resources relating to the oral tradition of the Native Hawaiians.

*Evaline Tuti Sanborn*  
*Richard Walk*  
*Sam No'eau Warner*  
*Kalani Whittaker*  
*Kerry Wong*

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## University of Hawai'i at Manoa

Department of Indo-Pacific Languages  
2540 Maile Way, Spalding Hall 459  
Honolulu, HI 96822  
808-956-8672 or 956-7452  
808-956-5978 fax  
*Dr. Emily 'Ioli'i Hawkins*

### Degree

B.A. in Hawaiian Language  
Professional Diploma in Education:  
Hawaiian Language Immersion  
Secondary Foreign Language - Hawaiian

### Time

For the B.A. - 4 years  
For the P.D. - 2 years

### Enrollment

65

### Graduates

30

### Tuition

Per semester:  
Resident: \$718.80  
Non-resident: \$2,083.70

### Internships

No

Required:  
N.A.

### Thesis

No

### Faculty

*Donna Kalei Aaron-Lorenzo*  
*Keith Adams*  
*Emily Hawkins*  
*Rubellite Johnson*  
*Lezli Makalapua Ka'awa*  
*Roberta Kahakalau*  
*Jeriann 'Ekela Kanī 'aupi'o*  
*Ralph Koga*  
*Josephine Lindsey*  
*Kathleen Kawehi Lucas*  
*Gloria Moan*  
*Marvin Puakea Nogelmeier*

### Curriculum

FALL 1992

Elementary Hawaiian  
Intensive Elementary Hawaiian  
Intermediate Hawaiian  
Third Year Hawaiian  
Composition, (guided, progressive composition writing)  
Hawaiian Literature in Translation  
Fourth Year Hawaiian  
Mo'olelo Hawai'i, (reading, discussion and exposition of mo'olelo)  
Problems in Translation, (Religious Writings — Hawaiian to English)  
Structure, (discussion, practice and research on grammar)  
Directed Studies, (topics arranged between student and teacher)

SPRING 1993

Elementary Hawaiian  
Intermediate Hawaiian  
Intensive Intermediate Hawaiian  
Third Year Hawaiian  
Conversation, (extensive practice in conversation and conversational features (vocab, turn-taking, etc.)  
Hawaiian Literature in Translation  
Fourth Year Hawaiian  
Ka'ao Hawai'i, (reading, discussion and exposition of ka'ao)  
Problems in Translation, (Newspapers — Hawaiian to English)  
History, (Development of Hawaiian within Polynesian family)  
Intensive Language of the Classroom, (concepts and vocabulary of teaching)  
Poetry, (study and composition)  
Directed Studies, (topics arranged between student and teacher)

### Established

1979

### Other

Students participate in teaching children at the immersion schools and high schools. There are regularly scheduled immersion weekends, conversation gatherings and inter-school speech competitions.

Our program's primary link is with the Hawaiian immersion programs, both public and private. We look for support in materials development and teacher training.

ments such as Anthropology, Sociology, History, etc. Also note that all upper division Hawaiian Studies courses and some lower division courses are taught through the medium of Hawaiian as our focus is language revitalization. Courses taught through Hawaiian are marked with an asterisk.

Hawaiian Language in Action (an introductory immersion experience in Hawaiian)\*

Elementary Hawaiian

Accelerated Elementary Hawaiian

Intermediate Hawaiian\*

Third-Level Hawaiian\*

Fourth-Level Hawaiian\*

Hawaiian Morphology and Syntax\*

Hawaiian 'Ohana (an introduction to Hawaiian culture)

The History and Development of Hawaiian Music

Hawaiian Music in Action (a Hawaiian choral group)\*

Hawaiian Ethnobotany

Hawaiian Ethnozoology

Hana No'eau - Lau Hala (Traditional Craft - Pandanus Plaiting)\*

Hana No'eau - Kā 'Upena (Traditional Craft - Net Making)\*

Pana Hawai'i (Literature associated with places of cultural importance)\*

Haku Mele (Poetry and its composition)\*

Mele 'Auana (Musical traditions since 1778)\*

Hula Kahiko (Ancient-style dance traditions)\*

Mo'oka'ao (Traditional Short Stories)\*

Hawaiian Accounts of Political Events of the Turn of the 19th Century\*

Hawaiian Studies Exit Seminar\*

(Other courses offered other years.)

## Established

January 1, 1982

## Other

The affiliated Hale Kuamo'o Hawaiian Language Center develops curriculum materials and trains teachers in Hawaiian medium public school programs. Students work in this center with two full-time staff members and also in local Hawaiian medium programs. There are opportunities on campus and off to participate in Hawaiian cultural events of various sorts including a state-wide hula competition, canoe races, and concerts.

We are actively involved first in Hawai'i through the Hale Kuamo'o Hawaiian Language Center as the primary source of curriculum and in-service teacher training for Hawaiian medium public schools. The Hale Kuamo'o has other functions as well in terms of language preservation and development. On a national level we are very active in the Native American Languages Institute (NALI) and Keepers of the Treasures through both our faculty and students. We have hosted numerous visitors from various American Indian and Alaska Native groups. Our resources are the Native Hawaiian community and the materials that have been collected by and for it through the Hawaiian language.

# University of Hawai'i at Manoa

Department of American Studies  
Pacific Preservation Consortium  
University of Hawai'i at Manoa  
1890 East/West Road, Moore Bay  
Honolulu, HI 96822  
818-956-8570  
*William J. Murtagh*

## Degree

Certificate in Historic Preservation

## Time

1 - 2 Years

## Enrollment

17

## Graduates

15

## Tuition

Resident: \$ 371.00

Non-Resident: \$ 731.00

## Internships

Yes

## Required:

No

## Thesis

Yes

## Faculty

William J. Murtagh  
Barnes Rizink  
Michael Graves  
Shelley Armitage  
Katherine Tehranian  
William Chapman (as of 1993)

## Curriculum

Preservation: Survey and Theory  
Cultural Resource Management  
The American City  
American Architecture  
Material Culture  
Hawaiian Archeology  
Historic Preservation: Laws and Regulations  
Historic Preservation Directed Reading  
Historic Preservation Practicum

## Other

A Pacific Preservation Field School in summer. Perhaps the most culturally diverse legacy of resources in the country with which to deal. A high potential for Pan

Nineteenth-century U.S. Social & Cultural History (2)  
History of American Architecture (3)  
Material Life in Rural America (3)

#### SPRING

Historical Administration (3)  
Archival Methods and Editorial Practices (2)  
Historic Preservation Oral History and Local History Research (3)  
History Museum Exhibits (1)  
Twentieth-Century U.S. Cultural and Social History (2)  
Historic Domestic Interiors (3)

Internship in Historical Administration (6-12) is usually taken the Summer and Fall following completion of the other coursework.

#### Other

Each semester includes hands-on training in museum related proficiencies such as measuring and drawing, photography, silk screening, computers, and audiovisual techniques. Field trips include on-site observation at the Illinois State Historical Library, Illinois State Archives, Illinois Historic Preservation Agency, Illinois State Museum, Indianapolis Children's Museum, Indianapolis Museum of Art, Indiana State Museum, Lincoln Log Cabin State Historic Site, Early American Museum, the Illinois Heritage Association, as well as numerous sites in other states.

Practical experience is also fostered through the use of the Dudley House, the Greenwood School Museum (both led by the Coles County Historical Society), and laboratories.

The EIU History Department introduced the Master of Arts degree in Historical Administration in 1975 to ensure that history museum and historical agency employees would be prepared academically and technically. Students are introduced to the problems, philosophy, ethics, and techniques of preserving, interpreting, and administering the American heritage.

The structured H.A. curriculum combines the research orientation of a traditional cultural history program with an interdisciplinary approach to American material culture and includes a variety of hands-on experiences. The on-campus year is followed by an internship in an established institution.

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## University of Illinois at Urbana-Champaign

Department of Urban and Regional Planning  
University of Illinois at Urbana-Champaign  
904-1/2 West Nevada Street  
Urbana, IL 61801  
217-333-3890

#### Degree

Bachelor of Arts, Urban Planning

NOTE: The student can take 2 courses in historic preservation, for 10 credit hours, plus related supporting courses, within the planning major.

#### Time

4 years

#### Enrollment

Average annual enrollment in BAUP: 115 in all four years (approximately 3 BAUP students per year take both preservation courses)

#### Graduates

717

#### Tuition

Tuition:

Resident: \$ 1,667.00

Non-Resident: \$ 3,803.00

#### Internship

The department recruits internship sponsors and advertises openings through our placement office.

Required:

No

#### Thesis

No, but one of the two preservation courses is a six-credit-hour workshop in which a group project is completed for a real client.

#### Faculty

Thirteen faculty teach undergraduate courses that are potentially relevant for the preservation planning student. Both preservation courses are taught by Eliza K. Ellis Husband

#### Curriculum

Sample curriculum on request.

#### Established

Program was established in 1920

#### Other

The undergraduate planning degree combines 1) a sound liberal arts education and 2) skills sufficient for an entry level position in general planning or a subfield such as preservation planning. Preservation courses emphasize documenting historic resources through survey, historic research, and registration; creating preservation ordinances; and succeeding with projects through bibliographic understanding of economic and political analysis. A) BAUP is accredited by the American Planning Education and Accreditation Board.

## Eastern Illinois University

Historical Administration Program  
Coleman Hall  
Eastern Illinois University  
Charleston, IL 61920-3099  
217-581-5943  
*Michael D. Cook, Coordinator*

### Degree

Master of Arts, Historical Administration

### Time

Two semesters on campus plus six-to-twelve months of internships.  
(Most students complete within one and one-half years after entering the Program).

### Enrollment

Ten students (excluding continuing students on external internships).

### Graduates

120

### Tuition

1991-1992 SEMESTER TUITION AND FEES

#### Illinois Resident

Full-Time

Tuition: \$882.00

Programs and Services: \$338.85

Total: \$1220.85

Part-Time per Semester Hour

Tuition: \$73.50

Programs and Services: \$21.80

Total: \$95.30

#### Non-Resident

Full-Time:

Tuition: \$2646.50

Programs and Services: \$338.85

Total: \$242.30

Part-Time per Semester Hour

Tuition: \$220.50

Programs and Services: \$21.80

Total: \$242.30

### Internships

Students are required to take at least six credit-hours of internship.

#### **Required:**

Yes, and most students obtain internships of six-to-twelve months.

### Thesis

No, but students are required to revise a major research paper, file an internship report, work on a class museum exhibition, and take comp. exams as capstone experiences.

### Faculty

*Michael D. Cook*, Assistant Professor and Historical Administration Program Coordinator; Ph.D. cand., Cornell University; Exhibits Director, Coles County Historical Society; Educator, The Strong Museum, Rochester, NY, 1984-89; Committee on Museum Professional Training, American Association of Museums. Historical Interpretation, Exhibits, U.S. Cultural and Social History

*E. Duane Elbert*, Professor; Illinois State Historian; Ph.D., Indiana University, Postdoctoral Fellow, Cooperstown Graduate Program; Intern, Old Sturbridge Village; Winterthur Winter Institute, 1986; Scholar-in-Residence; Landis Valley Museum, 1989; Past President, Illinois State Historical Society; Curator, Coles County Historical Society. Folklife, Decorative Arts.

*Wendy Hamand Venet*, Associate Professor; Ph.D, University of Illinois; Archival Administration Course, University of Illinois Graduate School of Information Science; U.S. Grant Papers 1984- 85; Board of Directors, Illinois State Historical Society. U.S. Social and Cultural, Archives and Editing.

*Robert E. Hennings*, Professor; Ph.D., University of California, Berkeley; Executive Director, Coles County Historical Society. American Architecture

*David J. Maurer*, Professor and Chair, Dept. of History; Ph.D., The Ohio State University; Consultant, Illinois State Historical Society; Scholar-in-Residence, American Association for State and Local History, 1985; Past President, Congress of Illinois Historical Societies and Museums; Vice President, Midwest Museums Conference; Past President, Illinois State Historical Society. Historical Administration, Collections Care and Management.

*Christopher Waldrep*, Assistant Professor; Ph.D., The Ohio State University. U.S. History, Oral History and Local History Research.

*Patricia L. Miller*, Adjunct Instructor; M.A., University of Illinois; Executive Director, Illinois Heritage Association; Council, American Association for State and Local History, Chair, Common Agenda Committee. Historic Preservation.

### Curriculum

All of the following are required courses.

#### FALL

Historical Interpretation and Museum Education (3 credit hours) Care and Management of Historical Artifacts (2) Archival Photography (1) History Museum Exhibits (3)

## Iowa State University of Science and Technology

Department of Landscape Architecture  
College of Design  
Iowa State University of Science and Technology  
Ames, IA 50011  
515-294-5676  
*Chairman of the Department of Landscape Architecture*

### Degree

Master of Landscape Architecture, with preservation thesis

### Time

Four semesters of study for students with a bachelor's degree in Landscape Architecture.

M.L.A. Degree is granted upon completion of 36 credits and the acceptance of a thesis.

### Enrollment

1 to 3 is the current average. 3 are currently enrolled in preservation thesis option.

### Graduates

3 with preservation thesis option

### Tuition

Tuition per semester (9 credit hours):  
Resident: \$ 1,158.00  
Non-Resident: \$ 3,340.00

### Internships

Assistantships are available, based on academic qualifications. Internships in professional offices are sometimes available.

Required:  
No

### Thesis

Yes

### Faculty

The following faculty have been actively involved in the preservation emphasis in Landscape Architecture:

*Gotfried, Herbert W.*, Professor of Architecture. A.B., 1963, Colby; M.A., 1966, Montana; Ph.D., 1974, Ohio.  
*Harvey, Robert R.*, Professor of Landscape Architecture. B.S. in Landscape Architecture, 1961, Iowa State; M.L.A., 1964, Pennsylvania.  
*Hurt, R. Douglas*, Associate Professor of History. B.A.,

1969, M.A. 1961, For Hays; Ph.D., 1975 Kansas State.  
*Marcus, Alan I.*, Professor of History. B.A., 1972, Wisconsin; M.A., 1975, Ph.D., 1979, Cincinnati.  
*Plankans, Andrejes*, Professor of History. B.A., 1963, Franklin and Marshall; M.A., 1964, Ph.D., 1969, Harvard.

### Curriculum

The M.L.A. degree, with preservation emphasis, is granted upon completion of 36 credits and the acceptance of a thesis on a preservation topic. 12 of the 36 credits must be taken from a selection of historical methods courses taught within the Graduate Program of the Department of History, College of Liberal Arts and Science. If the student wishes to continue for a Masters or Ph.D. in history, these 12 credits may also be applied to that degree. All professional electives beyond those directed within the core M.L.A. requirement must be taken from courses concerned with preservation methodology. The thesis topic has to address a problem, issue or specific site in a preservation context.

L.A. 541 Principles of Research for Landscape Architects. Examination of research methods appropriate to landscape projects. Readings, discussions, and application problems.

L.A. 572 Landscape Architectural History and Preservation. Research methods applied to the preservation of historic landscape. Outstanding landscape architectural works of the 18th, 19th, and 20th centuries will be used to familiarize students with methods of archaeological and documentary research, technical problems of restoration and conservation, and curatorial problems of interpretation and maintenance, lectures, readings, abstracts, reports, field trip fee.

L.A. 590 Special Topics. Written approval of instructor and department chair on required form.

L.A. 699 Thesis Research.

ARCH 467 Restoration and Preservation of Existing Structures. Economic and architectural considerations of the adaptive re-use of existing structures. Field trip fee, materials fee.

ARCH 528 Topical Studies in History, theory, and criticism of architecture. A) Pre-Modern B) Modern C) American D) Oriental and other Non-European E) Architects F) Historic Preservation

History courses drawn from the program leading to a Ph.D. in the history of agriculture and rural studies:

HIST 552 Proseminar in American Agricultural History and Rural Studies. A) American Agriculture B) The Southern Plantation C) Midwestern Rural History D) Twentieth Century Farm Policy E) Agricultural Development in the Twentieth Century American West F) Agrarian Reform Movements G) Agricultural Sciences and Technology

HIST 583 Historical Methods. Original source phy, criticism of evidence, form, statistical and Written evidence and analysis B) Statistical Analysis

## Established

Department of Landscape Architecture was established in name in the 1920s, though the program had been in place since the 1870s. The preservation option thesis was established in the 1980s, although available earlier.

## Other

The objective of the M.L.A. is to provide a professional landscape architectural graduate with the research tools necessary to introduce them to the field of Historic Landscape Preservation and Restoration. This is not meant to be a Historic Preservation degree exclusively.

# KANSAS

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## Kansas State University

College of Architecture and Design  
Seaton Hall  
Kansas State University  
Manhattan, KS 66506  
913-532-5958  
*Ray B. Weisenburger*

## Degree

Master of Architecture (M.Arch.), preservation option  
Master of Landscape Architecture (M.L.A.), preservation option  
Master of Regional and Community Planning (M.R.C.P.), preservation option

## Time

M.Arch: 3 semesters  
M.L.A.: 4 - 6 semesters  
M.R.C.P.: 4 semesters

## Enrollment

10

## Graduates

25

## Tuition

Resident: \$ 1,109.45  
Non-resident: \$ 3,219.45

## Internships

No

Required:  
Departmental option

## Thesis

Yes

## Faculty

*Bernd Foerster*  
*Wayne M. Charney*  
*Michael McNamara*  
*Barbara Anderson*  
*Eugene Wendt*  
*Neil Tassman*  
*Ray B. Weisenburger*  
*Carol Watts*

## Curriculum

PRESERVATION OPTION IN ARCHITECTURE:  
FALL

Preservation Principles and Methods  
research Methods in Architecture

Development Analysis

Distribution Electives

SPRING

Advanced Architectural Design: Preservation Methods

Environmental Seminar

Distribution Elective

Electives

SUMMER

Thesis

Distribution Electives include:

Urban Design Seminar

History of American Architecture and Design I and II

Preservation Documentation

Preservation Technology

PRESERVATION OPTION IN REGIONAL AND COMMUNITY PLANNING

Prerequisite: 2 American History Courses

FALL

Preservation Principles and Methods

Planning Analysis

Computer Applications

Principles

Preservation Technology

SPRING

Research Methods

Computer Applications

Planning Law

Dev. Analysis

Preservation Documentation

SUMMER

Internship

FALL

Community Planning Imp.

Theory

Urban Design and Preservation Studio

SPRING

Community Planning Prep.

Masters Report

Urban Visual Analysis

Seminar in Preservation Planning

Elective

## Established

1978

## Other

Study is oriented toward preservation needs and potentials in the midwest/plains region. Considerable attention is therefore paid to the physical and socio-economic characteristics of small cities, towns, and rural areas developed between the mid-nineteenth and mid-twentieth centuries.

Numerous components are taken into account, ranging from the extraordinary monument to common settlement patterns. Understanding physical, cultural and economic factors of preservation is a primary objective of the curriculum.

The University is advantageously located for such study, for a rich variety of communities are within a reasonable travel distance of the campus. Coursework affords extensive opportunities to examine the local environment firsthand and to coordinate projects with local organizations and individuals.

The curriculum is structured so that students may acquire an understanding of the forces that shaped the environment and develop the skills required to retain its valued qualities. The preservation process is examined from methods necessary to implement preservation projects are explored.

Design is approached from the standpoint of working with existing environment in an historically sensitive and imaginative manner to meet present and future needs.

# LOUISIANA

## Louisiana State University

School of Architecture  
136 Atkinson Hall  
Louisiana State University  
Baton Rouge, LA 70803  
504-388-6885  
*Wayne Attoe, Professor and Graduate Program Coordinator*

## Degree

Master of Science of Architecture

## Time

3 to 4 semesters (36 credit hours)

## Enrollment

15

## Graduates

5

## Tuition

Tuition per semester:  
Resident: \$ 1,020.00  
Non-resident: \$ 2,620.00

## Internships

No

## Required:

No

## Thesis

Yes

## Faculty

*Wayne Attoe  
Barrett Kennedy  
Jason Shih  
Bill Brockway  
Nick Markovich  
Nick Mussok  
Micheal Pitts  
Allison Anderson  
Michael Desmond  
Jill Bambury  
Chris Theis*

## Curriculum

The curriculum, leading to the degree Master of Science with a major in architecture, requires at least 36 semester hours of credit and can be customized for a student's particular interests. Most courses are taken in the School of Architecture, with supporting courses coming from other disciplines such as landscape architecture, geography and anthropology, and history. Course catalogs and further information can be requested from the address above.

## Established

1987

## Other

Updates on the most current activities in Community/Historic Preservation, Regional/Energy Conscious Architecture and Computer Applications research can be attained by requesting a copy of "Graduate Program News."

## University of New Orleans

College of Urban and Public Affairs  
University of New Orleans  
New Orleans, LA 70148  
504-286-6277  
*Jane S. Brooks, Graduate Coordinator*

## Degree

Preservation Planning Concentration in:  
Master of Urban and Regional Planning (M.U.R.P.)

Master of Science, Urban Studies (M.S.U.S.)  
Master of Planning Administration (M.P.A.)  
Doctorate in Urban Studies (Ph.D.)

## Time

M.U.R.P.: 2 years (45 credit hours)  
M.P.A.: 2 years (42 credit hours)  
M.S.U.S.: 2 years (33 credit hours)  
Ph.D.: 42 credit hours beyond a masters

## Enrollment

M.U.R.P.: 60  
M.P.A.: 40  
M.S.U.S.: 20  
Ph.D.: 30

## Graduates

Total Graduates: 305  
Preservation Emphasis: 25-30

## Tuition

Resident: \$ 962.00  
Non-Resident: \$ 2,308.00

## Internships

Yes

Required:

No

## Thesis

Yes

## Faculty

*Jane S. Brooks, M.L.A., Associate Professor*  
*Raymond J. Burby, Ph.D., Professor*  
*Earl Hedrick, M.L.A., Professor*  
*Denise Janha, Ph.D., Assistant Professor*  
*Mickey Lauria, Ph.D. Associate Professor*  
*Anthony J. Mumphrey, Ph.D., Professor*  
*Peter E. Sorant, Ph.D., Associate Professor*  
*Ralph E. Thayer, Ph.D., Professor*  
*Fredrick W. Wagner, Ph.D., Professor*  
*Robert K. Whelan, Ph.D., Professor*  
*John K. Wildgen, Ph.D., Professor*  
*Alma H. Young, Ph.D., Professor*

## Curriculum

FALL  
American City Planning History  
Historic New Orleans Architecture  
Planning for Neighborhoods and Small Communities  
Site Planning Studio: Land Use Study of Vieux Carre  
SPRING  
Preservation Law  
Introduction to Preservation Planning  
Urban Design  
City and Regional Planning

SUMMER

Renovating Historic Houses and Buildings  
Comparative Urban Planning Study Tour to Cities in  
Canada, Mexico, Europe or U.S.

## Established

Institute established: 1966  
Degree programs began: 1970  
Preservation Planning: 1978

## Other

A 15 credit hour Historic Preservation Certificate Program  
is also available on a credit or non-credit basis.

# MARYLAND

## Williamsport Preservation Training Center

National Park Service  
Williamsport Preservation Training Center  
205 West Potomac Street  
Williamsport, MD 21795  
301-223-7872  
*H. Thomas McGrath, Jr., Chief*

## Degree

Certificate of Completion

## Time

Exhibits Specialist (Restoration) Trainee: 3 years  
Preservation (Craftsperson) Trainee: 2 years

## Enrollment

12

## Graduates

25

## Tuition

No Tuition. Participants in our program are hired as  
employees of the Federal Government.

## Internships

Yes, occasionally, and we also utilize the Cooperative  
Education Program.

Required:

No

## Thesis

No

## Faculty

The training center is available to instruct trainees in all  
areas.

*H. Thomas McGrath, Chief*  
*Douglas Hicks, Assistant Chief*  
*William Hose, Supervisory Exhibits Specialist*  
*Roderick Rohrer, Exhibits Specialist*  
*Earl Gillespie, Supervisory Exhibits Specialist*  
*Elizabeth Sasser, Historical Architect*  
*Thomas Vitanza, Historical Architect*

## Curriculum

Each trainee follows a course of study that includes the following subjects: preservation philosophy based on National Park Service policies, standards, and guidelines; historic structure identification, evaluation, and documentation; historic building technologies, materials, and craftsmanship; causes of and treatments for decay in materials and structures; estimates and specifications for project work; project supervision; and contract administration.

## Established

The Training Center was established in 1977

## Other

The Training Center offers a three-year "apprenticeship" program for individuals whose career goals are directed towards positions that involve responsibility for the treatment of historic structures.

The Training Center is a part of the National Park Service, a Federal Government agency. Only employees of the Federal Government are eligible to apply for the training program.

Trainees perform and direct preservation work on the thousands of historic structures in the National Park System. This program is designed to give trainees a solid background in historic preservation. The primary focus of the program is on-the-job training through project work. To provide a diversity of experiences, Williamsport trainees are assigned to a variety of preservation or construction projects throughout the National Park system.

# MASSACHUSETTS

## Boston University

Preservation Studies  
Boston University  
226 Bay State Road  
Boston, MA 02215  
(614) 353-2948  
*Richard Candee, Director*

School of Law  
Boston University  
765 Commonwealth Ave.  
Boston, MA 02215

(671) 353-3104  
*Dean Christine Marx*

## Degree

Master of Arts, Preservation Studies  
Master of Arts, Preservation Studies and Juris Doctor

## Time

M.A.: 1 1/2 years full time (3 semesters)  
3 years part time (2 courses per sem.)

J.D./M.A.: taking one course per semester during last two years of Law a student has one additional semester of courses after receiving J.D. degree

## Enrollment

M.A.: 10 students per entering class  
J.D./M.A.: 2-4 students per entering class

## Graduates

150 apr.

## Tuition

1991-92 (subject to change):  
Full-time: \$ 15,950.00  
Part-time: \$ 498.00 per credit hour (part time = less than 12 credits)

## Internships

The program provides information to students seeking internships. Depending upon grants received, an internship may be available on an irregular basis.

## Required

Students in the program are required to complete a paid internship, usually taken during the summer after their second semester in the program.

## Thesis

Students have the option of writing a thesis or of taking the two-course series in Preservation Planning. The Preservation Planning sequence involves a major research project and group presentation.

## Faculty

Faculty who teach courses (active only):

*Richard M. Candee*  
*Mary C. Beaudry*  
*Margaret Albee*  
*Lucinda Brockway*  
*Andrea Gilmore*  
*Roger P. Lang*  
*Lawrence Sorli*  
*Patricia Weslowski*  
*Claire Dempsey*  
*Peter Freeman*  
*Ricardo J. Elia*  
*Keith Morgan*

## Curriculum

Preservation Management  
Building Conservation  
Adaptive Use Seminar  
Building Conservation Field Study & Analysis  
Physical Documentation & Recording of Historic Buildings  
Vernacular Architecture (not confirmed)

## Established

M.A.: 1976  
J.D./M.A.: 1980

## Other

J.D./M.A. is available only to students who have matriculated in the BU Law school after they have completed their first year. Students take one preservation studies course per semester for the remainder of their law program and take an additional semester of full time preservation courses after they have received the JD degree.

A directory with information about faculty and graduates of the program is available upon request. Ask for the Preservation Studies Directory.

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## Radcliffe College

Radcliffe Seminars Graduate Certificate Programs  
Landscape Design and Landscape Design History  
Radcliffe College  
6 Ash Street  
Cambridge, MA 02138  
617-495-8600  
*John F. Furlong, Coordinator*

## Degree

Graduate Credit Certificate

## Time

Part-time: 3 to 4 years

## Enrollment

275

## Graduates

200

## Tuition

\$ 500.00 per course

## Internships

Not at present, but planned for the future.

## Required:

No

## Thesis

Yes

## Faculty

The following is a partial list of the 27 part-time faculty:

*John F. Furlong*  
*Marion Pressley*  
*Shary P. Berg*  
*Patrick Chasse*  
*Elenor McPeck*  
*Cynthia Zaitzevsky*  
*Karen Madsen*  
*Paul Rogers*  
*Diane Kostial McGuire*  
*Walter Punch*  
*Phyllis Andersen*  
*Elise Laurenzi*

## Curriculum

The Graduate Certificate in Landscape Design History will be awarded to students who have successfully completed the following twelve courses:

6 courses in History (including courses in theory, methods, and one history survey)  
2 studios in Design (Basic Design and Design Process)  
1 course in Plant Materials or Construction  
1 course in Drafting and Document Reading  
1 course in Historic Preservation  
Independent Project focused on Landscape Design History

Student will be able to complete the Graduate Certificate Program part-time, in three to five years. The following courses of study represent two possible sequences:

### Three-Year Course of Study

First Year: History Survey, Drafting, Basic Design, Plant Materials

Second Year: Two History courses, Design Process, Methods

Third Year: Preservation, Theory, History, Independent Project

### Four-Year Course of Study

First Year: History Survey, Drafting, Basic Design

Second Year: History, Methods, Plant Materials

Third Year: History, Design Process, Theory

Fourth Year: History, Preservation, Independent Project

## Established

1968

## Other

The Graduate Program in Landscape Design has long been known for its excellence in landscape design history. For some time now it has offered more landscape design history courses than any other program in the United States. The study of how and why people structure their external environments is a discipline of social and cultural importance. Landscape Design History recognizes the interrelationships among forms, culture, and ideas. Municipal and federal governments as well as private and

semi-public institutions are increasingly acting to survey, document, preserve, or restore landscapes of cultural importance. More and more, historic preservation initiatives include the landscape. These initiatives include the landscape. These initiatives will require the combined skills of the landscape designer and the landscape historian.

The Graduate Program in Landscape Design is distinctively positioned to educate adults who can bridge the disciplines of history and design. The Landscape Design History Program builds on the design curriculum to fill a gap in the current discipline of landscape design history by offering history that is informed by a firsthand understanding of design.

The Graduate Certificate Program in Landscape Design History will provide education in landscape design history, promote research in the discipline, and raise issues of public policy involving the land. The Program will prepare candidates for work in landscape design history, preservation, conservation, and environmental work at the community, state, and national levels. Potential opportunities in this area include landscape design history research, interpretation, lecturing, writing, editing, archival cataloging, and preparing cultural landscape reports for private and public landscapes. Work with professionals in optional internships can help provide direction.

## MICHIGAN

### Eastern Michigan University

Historic Preservation Program  
Department of Geography & Geology  
203 Strong Hall  
Eastern Michigan University  
Ypsilanti, MI 48197  
313-487-0232  
*Marshall McLennan, Program Director*  
*Ted Ligibel, Associate Director*

#### Degree

Master of Science (M.S.), Historic Preservation  
Undergraduate Minor, Historic Preservation  
Certificate in Historic Preservation Studies (5 courses, graduate level)

#### Time

M.S. (full-time): 2 years  
M.S. (part-time): 3 to 6 years

#### Enrollment

55 - 70

#### Graduates

105

#### Tuition

Tuition per graduate credit hour (winter 1992):  
MI and OH Residents: \$ 96.25  
Non-residents: \$ 227.00

#### Internships

Yes, paid internships (GHP 587) are handled as cooperative education work placements, and are competitive. Unpaid internships are available for all students.

#### Required

No

#### Thesis

Project, which can range from the equivalent of a thesis to an activity of a more "hands on" nature.

#### Faculty

Full-time Faculty  
*Gabriel Cherem, Ph.D.*, Natural Resources, University of Michigan  
*Ted Ligibel, ABD*, American Studies, Bowling Green University  
*Robert Mancell, Ph.D.*, Urban Geography, University of Michigan  
*Marshall McLennan, Ph.D.*, Cultural Geography, Univ. of California, Berkeley  
*Ellen Schwartz, Ph.D.*, Fine Arts, New York University  
*Norman Tyler, Ph.D.*, Architecture (Urban Design), University of Michigan  
*JoEllen Vinyard, Ph.D.*, History, University of Michigan  
*Robert Ward, Ph.D.*, Geography, University of Michigan

#### Lecturers

*Donald Adams, M.S.*, Director of External Affairs, The Edison Institute Henry Ford Museum-Greenfield Village)  
*David Evans, M.Arch*, Quinn Evans, Architects  
*John Gibney, M.S.*, Living History Consultant  
*Thomas Jones, ABD*, Executive Director, Historical Society of Michigan  
*Lawrence Kestenbaum, M.A., J.D.*  
*Janet Kreger, M.S.*, Historic Preservation and Restoration  
*Scott Kunst, M.S.*, Historic Preservation  
*Kenneth Munson*, Foundation and Grants Officer, Michigan Opera Theater  
*Robert Schweitzer*, Advisory Board, American Bungalow, and coauthor, *America's Favorite Homes*  
*John Wright, Director, Ph.D.*, Educational Programs, The Edison Institute (Henry Ford Museum-Greenfield Village)

#### Curriculum

FALL 1992  
Undergraduate  
GEO 115 Observing the Human Landscape (McLennan)  
GEO 332 Urban Geography (Mancell)  
GEO 335 Historic Preservation (Tyler)  
GHP 377 Architectural Nomenclature (McLennan)  
GES 401 Cartography (Ward)  
FA 429 Architectural History of the U.S. (Schwartz)

GEO 445 Cultural Heritage & Tourism (Cherem)  
Graduate  
 HIS 505 Historic Methods (Vinyard)  
 GHP 530 Introduction to Historic Preservation (Ligibel)  
 GEO 531 American Cultural Landscapes (McLennan)  
 GHP 533 Introduction to Historic Administration (Jones)  
 HP 534 Community Interpretation of Appropriate  
 Tourism (Cherem)  
 GEO 541 Material Culture (Wright)  
 GEO 553 City & Regional Planning (Ward)  
 GHP 591 Living History Techniques (Gibney)  
 SHP 592 Historic Garden Landscaping (Kunst)  
 SHP 630 Documenting Historic Structures (Ligibel)  
 GHP 680 Adaptive Use (Ligibel)  
 GHP 681 Catalog & Plan Houses (Schweitzer)  
 GHP 687 Internship

WINTER 1993

Undergraduate

GEO 115 Observing the Human Landscape (Ligibel)  
 GEO 332 Urban Geography (Mancell)  
 GEO 333 Settlement Geography (McLennan)  
 FA 429 Architectural History of the U.S. (Schwartz)  
 GEO 446 Heritage Interpretation & Tourism (Cherem)

Graduate

GHP 547 Problems in Architectural Interpretation  
 (Schweitzer)  
 GEO 548 American Folk Architecture (McLennan)  
 GHP 557 Downtown Commercial Revitalization (Tyler)  
 GEO 570 Rural Planning and Preservation (Ward)  
 GHP 631 Preservation Planning (Ligibel)  
 GHP 636 Historic Preservation Field Project (McLennan)  
 GHP 680 Preservation Technology (Evans)  
 GHP 680 Themes in Urban Architecture (Ligibel)  
 SHP 680 Preservation Law (Kestenbaum)  
 GHP 680 Issues in Historic Administration (Wright)  
 GHP 680 Decorative Arts (Craggier)  
 GHP 681 Marketing Historic Organizations (Adams)  
 GHP 687 Internship  
 GHP 694 Neighborhood Preservation

SPRING 1993

GEO 333 Settlement Geography (McLennan)  
 GEO 548 American Folk Architecture (McLennan)  
 SHP 572 Funding Preservation Projects (Munson)  
 GHP 537 Cooperative Education Work Experience  
 GHP 687 Internship

SUMMER 1993

GHP 592 Site Visits to Historic Landscapes (Kunst)  
 GHP 687 Internship

\*GHP 591, 592, 680 and 681 are special topic numbers.  
 Most of these topics are repeated regularly.

## Established

Fall, 1979

## Other

Concentrations are available in:  
 General

Preservation Planning  
 Historic Administration  
 Heritage Interpretation & Tourism

Graduate programs at Eastern Michigan University are  
 scheduled in the evenings; consequently the degree is  
 attainable for working students.

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## University of Michigan

Landscape Architecture  
 School of Natural Resources  
 Dana Building, 430 East University  
 University of Michigan  
 Ann Arbor, MI 48109-1115  
 313-763-0645  
*Robert E. Grese, Acting Chair*

## Degree

Master of Landscape Architecture

## Time

3 years (2 years for students with BLA or BSLA)

## Enrollment

50 (Note: this is our total enrollment since we don't have a  
 separate training program in cultural resources)

## Graduates

500+

## Tuition

Tuition per semester:  
 Resident: \$ 3,305.00  
 Non-Resident: \$ 6,853.00

## Internships

Yes. We help students locate/plan internships

## Required:

No

## Thesis

Students can do either a group/team master's project or  
 elect to do an individual research thesis/practicum.

## Faculty

Landscape Architecture Faculty:  
*Robert E. Grese*, Associate Professor and Acting Chair  
*Donna L. Hall*, Assistant Professor

## Curriculum

NR 403 History of Landscape Architecture (Donna Salzer)  
 NR 356 Environmental History and the Tropical World  
 (Richard Tucker)  
 NR 501 Landscape Planning and Design in Rural Environ-  
 ments (Donna Hall)  
 ARCH 543 History of Urban Form (Kingsbury Marzolf)

NR 553 Agroforestry (Ivette Perfecto)  
UP 658 Planning in Developing Countries (Hemalata Dandekar)  
ARCH 673 Historic Preservation and Urban Conservation (Anatole Senkevitch)  
ARCH 683 Historic Preservation and Restoration (Anatole Senkevitch)  
NR 691 Planting Design/Management (Robert Grese)  
NR 786 Design and Nature: Current and Historical Perspectives (Robert Grese)

## Established

1909

## Other

Our curriculum is designed to provide a broadly-based professional degree in landscape architecture which allows students to specialize in interest areas such as cultural resource management. With our setting in the school of Natural Resources, our strength lies in the interface of cultural and natural resource management with strong ties to international work.

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## Michigan State University

Department of Human Environment & Design  
204 Human Ecology  
Michigan State University  
East Lansing, MI 48824  
517-355-7712  
*Richard L. Graham, Associate Professor*

## Degree

Master of Arts, Interior Design & Human Environment, with a specialization in Interior Design Preservation and Conservation

## Time

2 years

## Enrollment

6 - 10

## Graduates

15

## Tuition

Resident:  
Registration: \$ 157.00  
Cost per Credit: \$ 299.50

Non-Resident:  
Registration: \$ 318.00  
Cost per Credit: \$ 460.00

## Internships

Yes

## Required:

No

## Thesis

Yes

## Faculty

*Lily DeLeon, D.Arch*  
*Richard Graham, M.A.*  
*Sally Helvenston, Ph.D.*  
*Roberta Kilty-Padgett, M.F.A.*  
*Susan Mireley, Ph.D.*  
*Susan Reedy, M.A.*  
*C. Robert Snyder, Ph.D.*  
*Timothy Springer, Ph.D.*  
*Jon Vredevoogd, M.F.A.*

## Curriculum

### Required

Design Analysis and Programming  
Archival Research and Documentation in Interior Preservation

Historic Preservation & Preservation Planning in the U.S.

### Additional Courses

Preservation of Michigan and Mid-Western Interiors  
Material Culture  
Facilities Performance & Building Economics  
Human Factors & Building Economics  
Socio-Cultural and Historical Influences in Human Shelter  
Human Shelter Policy Development  
Costume and Textile History  
Interior Design Programming  
Interior Design Preservation and Conservation  
Supervised Independent Study

## Established

1985

## Other

The specialization in the preservation and conservation of building interiors is a post professional program that provides graduate students advanced knowledge and understanding in the restoration & adaptive reuse of the interiors of older buildings.

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## Michigan Technological University

Department of Social Sciences  
Michigan Technological University  
1400 Townsend Drive  
Houghton, MI 49931-1295  
(906) 487-2113  
*Dr. Patrick Martin, Chair, IA Graduate Committee*  
*Terry Reynolds, Professor of History*

## Degree

Master of Science, Industrial Archaeology

## Time

1 year plus two summers

## Enrollment

6

## Graduates

None, new program

## Tuition

Tuition per quarter:

Resident: \$ 639.00

Non-resident: \$ 1,548.00

## Internships

Yes

### Required:

No; available as alternate to thesis

## Thesis

No; available as alternate to thesis

## Faculty

*Josiah Heyman, Ph.D.*, Assistant Professor of Anthropology;

Anthropology of work, labor

*David B. Landon, Ph.D.*, Assistant Professor of Archaeology;

History of technology, material culture

*Larry D. Lankton, Ph.D.*, Associate Professor of History;

History of technology, material culture

*Carol MacLennan, Ph.D.*, Associate Professor of Anthropol-

ogy; Anthropology of work, labor, technology and politics

*Patrick E. Martin, Ph.D.*, Associate Professor of Archaeol-

ogy; Historical/industrial archaeology, cultural resource management

*Susan R. Martin, Ph.D.*, Visiting Assistant Professor of Archaeology; Prehistoric archaeology, cultural resource management

*Terry S. Reynolds, Ph.D.*, Professor of History; History of technology, history of engineering professions

*Bruce Seely, Ph.D.*, Associate Professor of History; History of science, history of technology

## Curriculum

Students take coursework in the history of technology, historical and industrial archaeology, cultural resource management, and other areas in the social sciences or approved electives from other departments of Michigan Tech. Full time graduate students might complete the program in a single academic year and two summers, using the summers to fulfill the archaeological fieldwork and thesis/internship requirements.

## Established

June, 1992

## Other

The Department of Social Sciences at Michigan Techno-

logical University has initiated a new Master of Science degree program in Industrial Archaeology (IA). This graduate program is one of the few in the world to focus explicitly on Industrial Archaeology. Michigan Tech's unique program emphasizes a truly interdisciplinary approach to IA, and fuses the individual perspectives of archaeology, history of technology, and anthropology.

Michigan Technological University was established in 1885 as the Michigan Mining School, in the heart of a significant copper mining area that operated from the 1840s until 1970. The university is surrounded by industrial sites, creating a man-make laboratory for the study of IA. The university library, in addition to its extensive holdings related to industrial history, maintains the Copper Country Archives. These archives contain an important collection of original materials concerning the history of the Keweenaw region, including the records of many of the copper mining companies. The Department of Social Sciences also has an Archaeology Laboratory, actively involved in local and regional archaeological field projects. Some financial support for graduate students is provided through these on-going projects and through university funded assistantships. An internship option is also available to interested students, and the department maintains close ties with the U.S. Forest Service and the Michigan Bureau of History.

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## Western Michigan University

Department of History

4075 Friedmann Hall

Western Michigan University

Kalamazoo, MI 49008-5020

616-387-4650

*Dr. Ronald Davis, Chair*

## Degree

Bachelor of Arts, History (B.A.)

Master of Arts, History (M.A.)

Doctorate, History (Ph.D.)

Each degree with an emphasis on public history/cultural resource management.

## Time

M.A.: 36 credit hours

Ph.D.: 60 - 90 credit hours, including dissertation

## Enrollment

B.A.: 60

M.A. and Ph.D.: 12 - 15

## Graduates

B.A.: 42

M.A.: 9

Ph.D.: none, new program beginning Fall 1992

## Tuition

Tuition per credit hour (1991-1992):

Resident:

Undergraduate: \$ 72.50

Graduate: \$ 92.75

Non-resident:

Undergraduate: \$ 186.00

Graduate: \$ 227.25

## Internships

Internships are offered through the university and with collaborating agencies

### Required:

Internships or field experiences are required of all students

## Thesis

Dissertation is required in the Ph.D. program

## Faculty

*Linda Borish:* HIST, Material Culture and Technology

*Lucian Rosu:* HIST, Museums and Preservation, Historic Monuments

*Peter Schmitt:* HIST, Preservation, Architectural Conservation and Districting

*William Cremin:* ANTH, Archaeology Field School, Method and Interpretation

*Philip Micklin:* GEOG, Environmental Impact Assessment, Resources Management

*Kenneth Hahlberg:* EVS, Appropriate Technology

*William Garland:* ANTH, Cultural Impact Assessment

## Curriculum

HIST Introduction to Public History

HIST Historic Preservation

HIST Material Culture and Technology

HIST Problems in Cultural Resource Management

GEOG Resources Management

ANTH Archeology Field School

Internship program

## Established

B.A.: 1980

M.A.: 1987

Ph.D.: 1992

## Other

The Department of History collaborates extensively with the Departments of Anthropology and Geography (Urban Planning Division) in course offerings. Through a certificate program students may pursue M.A. degrees in those departments rather than history.

# MISSOURI

## Southeast Missouri State University

Department of History

1 University Plaza

Southeast Missouri State University

Cape Girardeau, MO 63701

314-651-2808

*Dr. Art Mattingly, Coordinator*

## Degree

Bachelor of Science, Historic Preservation

## Time

4 years; including a semester length internship

## Enrollment

85

## Graduates

91

## Tuition

Tuition per semester:

Resident: \$ 1,044.00

Non-resident: \$ 1,876.00

Room and Board per semester: \$ 1,482.50

## Internships

Yes

### Required:

Yes; one semester

## Thesis

No

## Faculty

*Dr. Art Mattingly*

*Dr. Frank Nickell*

*Mr. Bob White*

*Dr. Jane Stephens*

*Dr. Robert Skelto*

## Curriculum

HP 100 Introduction to Historic Preservation

HP 200 Techniques of Local History

HP 300 Problems in Historic Preservation

HP 535 History of American Architecture

HP 300 Legal and Economic Principles of Historic Preservation

Ar 207 Practical Drawing

US 220 American Folklore

|    |     |                                              |
|----|-----|----------------------------------------------|
| HI | 204 | Housing and Interior Design                  |
| HI | 401 | American Culture Landscapes                  |
| HP | 420 | Historic Site Administration                 |
| HP | 410 | Museum Studies                               |
| HP | 405 | Management of Archives & Special Collections |

**Established**  
1979

### Other

Our program is an undergraduate degree program that requires four years of course work plus an internship of semester length. The courses in our program are interdisciplinary with the major requiring fifty-five hours.

## MONTANA

### University of Montana

Department of Anthropology  
University of Montana  
Missoula, Montana 59812  
406-243-2693  
*Dr. Tom Foor or Dr. Gregory R. Campbell*

### Degree

Master of Arts, Anthropology (M.A.) (emphasis in CRM, historic archaeology, prehistoric)

### Time

2 years

### Enrollment

21

### Graduates

80+

### Tuition

Tuition per credit hour:  
Resident: \$ 81.15  
Non-resident: \$ 174.15

### Internships

Yes

**Required:**  
Voluntary

### Thesis

Yes

### Faculty

*Professor Tom Foor*  
*Professor John Douglas*  
*Professor Gregory R. Campbell*

### Curriculum

Anthropology Courses  
Indians of Montana  
Arch. of North America  
Archeological Survey  
Culture and Theory

**Established**  
1992

## NEVADA

### University of Nevada, Reno

Historic Preservation Program  
Dept. of Anthropology  
University of Nevada, Reno  
Reno, NV 89557  
702-784-1110  
*Don D. Fowler, Ph.D.*

### Degree

Bachelor of Arts, Anthropology (B.A.) with specialization in Historic Preservation

Master of Arts, Anthropology (M.A.) with specialization in Historic Preservation

### Time

B.A. minor: 15 credit hours  
M.A. minor: 9-12 credit hours  
M.A. specialty: 12+ credit hours

### Enrollment

10

### Graduates

50

### Tuition

Resident (per credit):  
Undergraduate: \$ 54.50  
Graduate: \$ 74.00  
Non-Resident:  
  
\$ 2,025.00 (7 credits or more)

### Internships

Program requires unfunded internships

**Required:**  
Yes

### Thesis

Yes

## Faculty

*Don D. Fowler, Ph.D., Mamie Kleberg Chair Anthropology and Historic Preservation*

Guest faculty, specialists in field

## Curriculum

HP 400-600 Principles  
HP 470-670 Research Practicum  
HP 480-680 Internship  
HP 499-699 Directed Readings  
HP 403-603 World Architecture

## Established

1979

## Other

Training focuses upon the principles of historic preservation, the structure and purposes of private, municipal, state and federal programs and agencies, laws, guidelines, and codes, field research projects, and internships with local, state and federal historic preservation agencies. The program is devoted to the understanding, recording, buildings, sites, neighborhoods, districts or engineering works which reflect and exemplify the nation's historic and prehistoric cultural heritage. Particular emphasis is placed on the heritage of Nevada and the American West.

# NEW MEXICO

## Institute of American Indian Arts

P.O. Box 20007  
Santa Fe, NM 87504  
505-988-6476  
*Charles Dailey, Head, Museum Studies Department*

## Degree

Associate of Fine Arts (A.F.A.)

## Time

2 1/2 years

## Enrollment

15

## Graduates

175

## Tuition

Annual Tuition (1991-1992):  
Living On-Campus: \$ 7,766.00  
Living Off-Campus: \$ 12,935.00

## Internships

Yes

## Required:

Yes

## Thesis

No

## Faculty

*Charles Dailey*  
*Manuelita Lovato*

## Curriculum

Museum Theory  
Museum Exhibition Techniques  
Collections Management Techniques  
Exhibition Installations  
Exhibition Scale Models/Mannequins  
Research: Museum Development and Design  
2-D/3-D Collections Management: Restoration  
Independent Study

## Established

1962

## Other

Our program is committed to equipping American Indian and Alaska Native students with the knowledge and skills necessary to manage their own cultural resources when they return home.

# NEW YORK

## Columbia University

Graduate School of Architecture, Planning and Preservation  
400 Avery Hall  
Columbia University  
New York, NY 10027  
212-854-3518  
*Robert A.M. Stern, Director*

## Degree

Master of Science, Historic Preservation

## Time

2 years

## Enrollment

60 (approx)

## Graduates

Over 500

## Tuition

Tuition (Fall 1992): \$ 15,150.00  
Living expenses (room, board, books, clothing, laundry, travel, sundries): \$ 11,376.00

## Internships

Yes

### Required:

Yes. Internships are served during the summer after finishing the first year of the program and before beginning the second year.

## Thesis

Yes

## Faculty

*Theodore H.M. Prudon*

*Norman R. Weiss*

*Francoise Bollack*

*Harry Kendall*

*Daniel M. Bluestone*

*Jan H. Pokorny*

*Kevin Stayton*

*Anthony C. Wood*

*Marvin E. Weaver*

*Julie Sloan*

*Robert A.M. Stern*

*Dennis Ferris*

*John Stubbs*

*Derek Trelstad*

*Paul S. Byard*

*Robert Yaro*

## Curriculum

Building pathology

Basic Principles of Traditional Construction

Conservation Science Lecture

Architectural Finishes in America: 1650-1930

Design Principles for Preservation: Studio I

Conservation Seminar: Wood

Conservation Seminar: Masonry

Conservation Seminar: Stained Glass

American Architecture before 1876

New Patterns of Metropolitan Development

Basic Principles of Traditional Construction

American Architecture after 1876

Documentation

Legislating Aesthetics

Historic Preservation Theory

Building Systems Integration and Practice

Classical Language and Literature of Architecture

American Decorative Arts

Investigative Techniques of Historic Structures

Historic Preservation Studio II

Conservation Science Laboratory

Conservation Seminar: Metals

## Established

Courses offered in 1964; program established in 1973.

## Other

In the first year of the program, all students are required to follow a track of core curricula courses in conservation,

design, planning and history. In the third semester, students select the sector of specialization out of one of the four sectors mentioned above. The thesis is written in the fourth semester and is generally in the sector of specialization.

Students benefit from a variety of local resources, including guest lecturers and field trips. As a result of student work in Documentation and H.P. Studio II, a book is produced. Last year's book was called Flatbush and generated a great deal of interest not only by the Brooklyn Historical Society, but also by a variety of Brooklyn and particularly Flatbush institutions.

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## Cooperstown Graduate Program in History Museum Studies

P.O. Box 800

Cooperstown, NY 13326

607-547-2586

*Candace T. Matelic, Director*

## Degree

M.A. Degree granted by State University of New York,  
College at Oneonta.

## Time

1 1/2 - 2 years

## Enrollment

28

## Graduates

600+ alumni

## Tuition

Resident: \$2,012.50/per semester

Non-resident: \$3,670.50/per semester

## Internships

No

### Required:

Yes. A 1 credit internship of at least 8 weeks between first and second years. Those who do not have a year or more of relevant museum experience before enrolling will be required to stay for 4 semesters or substitute a nine-month internship for the 4th semester.

## Thesis

Graduate Research Paper or Project — 3 semesters in residence or  
Thesis or Special Project — 4 semesters in residence

## Faculty

Full-time Faculty:

*Candace T. Matelic, Director and Professor of Museum Studies*

*Dr. Langdon G. Wright*, Associate Professor of History and  
Director of Admissions  
*Dr. Jane C. Busch*, Assistant Professor of Material Culture

Adjunct Faculty: (staff of the New York State Historical  
Association and The Farmers' Museum)  
*Amy Barnum*, Librarian  
*Kathryn A. Boardman*, Associate Curator  
*Paul S. D'Ambrosio*, Associate Curator  
*Clyde R. Jones*, Conservator  
*A. Bruce MacLeish*, Curator  
*Debra A. Reid*, Operations Manager  
*Bruce W. Reinholdt*, Chief of Education  
*Dr. William J. Trampusch*, President  
*Milo V. Stewart*, Associate Director & Curator of Iconogra-  
phy  
*Dr. Gilbert T. Vincent*, Art Historian & Director, Native  
American Wing

## Curriculum

### FALL 1992

Required Courses, First Year Students  
Introduction to Museums  
Introduction to Material Culture  
History Research  
Professional Competencies

Electives, First & Second Year Students  
Decorative Arts  
American Architecture I  
Social History II  
History of Technology

Required Courses, Second Year Students  
Administration and Ethics  
Research Paper/Project or Thesis Research  
Professional Competencies

Electives, Second Year Students Only  
Practicum in Museum Work  
Independent Study  
Topics Courses, e.g.:  
American Handtools  
Connoisseurship  
Conservation for Curators  
Historic Photograph or Museum  
Interpretation Through Media  
Material Culture  
Open-Air Museums & Historic Sites

### SPRING 1993

Required Courses, First Year Students  
Education & Interpretation  
Collections Management  
Exhibits  
Professional Competencies

Electives, First & Second Year Students  
American Painting (Folk Art-Spring 1994)

Decorative Arts  
American Architecture II  
Social History

Required Courses, Second Year Students (4th Semester)  
Thesis/Special Project-Writing  
Internship II

Electives, Second Year Students  
Independent Study  
Practicum in Museum Work  
Topics Courses (see Fall 1992)

### SUMMER 1993

Required Courses, First Year Students  
Internship I

## Established

Established August 1964, in a unique partnership between  
the State University of New York, College at Oneonta and  
the New York State Historical Association.

## Other

The Cooperstown Graduate Program prepares students  
for professional careers in museums, historical societies,  
and related agencies by developing their knowledge in  
museumological theory and practice, their knowledge of the  
appropriate academic disciplines, and their practical skills  
and experiences. The Program stresses teamwork among  
faculty and students, and learning with objects.

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## Cornell University

Graduate Program in Historic Preservation Planning  
College of Architecture, Art and Planning  
106 West Sibley Hall  
Cornell University  
Ithaca New York 14853-6701  
607-255-6848  
*Ms. Donna Wiernicki*

## Degree

Master of Arts, Historic Preservation Planning (M.A.)  
Doctorate, Planning: Urban Planning History and Historic  
Preservation Planning (Ph.D.)

## Time

M.A.: two years of coursework (60 semester credit hours)  
Ph.D.: the equivalent of the M.A. in historic preservation  
planning, plus at least one additional year of residency.

## Enrollment

M.A.: Eleven or Twelve  
Ph.D.: One or two.

## Graduate

Approximately one hundred fifty have attended

## Tuition

Annual Tuition (1992-1993): \$ 17,220.00

Living Expenses: Range from \$ 6,300.00 to \$9,900.00

Fellowships and scholarships are available on a competitive basis, depending upon academic merit. Minority scholarships exist.

## Internships

No, although the program, college and university post dozens of internships each year.

### Required:

No, although they are highly recommended. The student is expected to make the maximum use of the summer for professional development.

## Thesis

A written thesis is required and is the norm; projects require special petition a priori.

## Faculty

*Sherene Baugher, Ph.D.*, Assistant Professor

*Richard S. Booth J.D.*, Associate Professor and Department Chair

*Jeffery W. Cody, Ph.D.*, Assistant Professor

*Barbara E. Ebert M.A.*, Assistant Professor

*Barclay G. Jones, Ph.D.*, Professor

*Kermit C. Parsons, M.R.P.*, Professor

*Stuart W. Stein, M.C.P.*, Professor

*Michael A. Tomlan, Ph.D.*, Associate Professor and Director of the Program

*Mary N. Woods, Ph.D.*, Associate Professor

Additional faculty, not involved with the program on a day-to-day basis, have been omitted, as have a number of other courses in such fields as housing, landscape architecture and real estate management

## Curriculum

### FIRST YEAR, FALL TERM

American Architecture(3) M. Woods

Perspectives on Preservation(3) J. Cody

Documentation for Preservation(3) M. Tomlan

Historic Preservation Planning Workshop(4) B. Ebert

Economics of Neighborhood Preservation(3) B. Jones

### FIRST YEAR, SPRING TERM

American Architecture II (3) M. Woods

Built Environment Education(4) B. Ebert

Building Materials Conservation(3) M. Tomlan

Building Materials Conservation Lab (3) M. Tomlan

Archaeology in Historic Preservation Planning(3) S. Baugher

### SECOND YEAR, FALL TERM

American Urban History (3) J. Cody

The Urban Development Process(2) K.C. Parsons

Methods of Archival Research(3) K.C. Parsons

Measured Drawing(3) M. Tomlan

Preservation Planning and Urban Change (3) M. Tomlan

### SECOND YEAR, SPRING TERM

Problems in Contemporary Preservation Practice(1) B. Ebert

Small Town Community Design Workshop(4) S. Stein

Historic Preservation Law(3) R. Booth

Master's Thesis in Historic Preservation Planning(6)

TOTAL: 60 semester credit hours

## Established

Courses: 1962; Program 1975

## Other

The Graduate Program in Historic Preservation Planning provides students with professional training through a combination of course work, research and community service. About a dozen students enroll in the program at the master's level each year. The entering and continuing master's degree candidates and the three or four doctoral students form a cohort in this field that is large enough to provide meaningful interaction and small enough to enjoy direct access to the nine faculty members who are centrally involved. Options also exist to join students and faculty in other locations: the College of Architecture, Art and Planning maintains classroom and studio space in the Palazzo Massimo in Rome, Italy, and the University maintains an interdisciplinary center in Washington, D.C.

Students who complete the program are prepared to engage in a variety of careers in the continually developing preservation field. Those careers may be with private firms, nonprofit organizations, teaching and research institutions, or public agencies. Alumni of the program reside in over half the states in this country and in Europe, South America, and Asia. To further their professional development and to support students in the program, in 1985 the alumni formed a private, not-for-profit organization, Historic Preservation Planning Alumni, Inc., that sponsors annual conferences and events; provides awards; and introduces students to the challenges and opportunities in the field.

The Ph.D. student must demonstrate reading proficiency in two languages in addition to English before taking the admission to candidacy examinations, and the completion of the dissertation. A candidate for the Ph.D. degree must complete a program of study approved by the candidate's Special Committee, composed of a chairperson, representing the major concentration, and two other members of the university's Graduate Faculty, each representing a minor subject. At least one minor must be in another graduate field, and both may be.

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# RESTORE

41 East 11th Street  
New York, NY 10003  
212-477-0114  
Jan C. Anderson  
*Executive Director*

## Degree

RESTORE is a not-for-profit Education Corporation which offers a certificate upon satisfactory completion of the course.

## Time

Two-Semester Course on Masonry Conservation: 55 hours  
35% Lab and Field Workshops  
65% Lecture

## Enrollment

40 - 50

## Graduates

2250

## Tuition

\$1,100

## Internships

No

Required:

No

## Thesis

Two-Part Exam : Theory and Application

## Faculty

*Norman R. Weiss*, Senior Lecturer, RESTORE; Adjunct Professor, Columbia University Graduate School of Architecture, Planning and Preservation, New York, New York

*Tim Allanbrook*, Restoration Architect, Beyer Blinder Belle, New York, New York

*Peter Bower*, Professor of Geology, Columbia University, Barnard College, New York, New York

*Elena Charola*, Ph.D., Consultant to ICCROM and Coordinator for the Easter Island Program, World Monuments Fund, New York, New York

*Stephen C. Clement*, Professor of Geology, College of William and Mary, Williamsburg, Virginia

*Robert J. Koestler*, Ph.D., Research Scientist in the Objects Conservation Department of the Metropolitan Museum of Art, New York, New York

*Michael J. MacLeod*, Sculptor/President, MJM Studio, South Kearny, New Jersey

*Frank G. Matero*, Professor, Graduate Program in Historic Preservation, University of Pennsylvania Graduate School of Fine Arts, Philadelphia, Pennsylvania

*Monona Rossol*, Founder and President, ACTS - Arts, Crafts, & Theater Safety, New York, New York  
*Dennis Rude*, Masonry Craftsman, Cathedral Stone Company, Washington, D.C.  
*Daniel Sinclair*, Sculptor / Masonry Craftsman, New York, New York

## Curriculum

### OCTOBER 1992

Introduction: Course Concept;  
Philosophy of Preservation Process and its Development  
General Criteria and Requisites for Restoration Work;  
Documentation and Analysis of Materials and Problems on Site and in the Laboratory

### NOVEMBER 1992

Stone As a Building Material: Types and Properties  
Architectural Ceramics: Properties and Manufacture  
Understanding the Masonry Decay Process, Part I

### DECEMBER, 1992

Understanding the Masonry Decay Process, Part II & Part III

### JANUARY 1993

Understanding the Health and Environmental Hazards of Architectural Conservation Work; Part I & Part II  
Technology of Masonry Cleaning, Part I

### FEBRUARY 1993

Technology of Masonry Cleaning, Part II & III  
Surface Treatments and Consolidants for Masonry Materials, Part I & II

### MARCH 1993

Architectural Evolution: Stylistic and Technological, Parts I & II  
Mortar and Stucco Manufacture, Analysis, Reproduction  
Composite Repair Techniques for Stone

### APRIL 1993

Mortar Analysis, Mortar Matching, Pointing and Caulking, Part I & II  
Terra Cotta Restoration, Case study: The Woolworth Building  
RESTORE Laboratory Workshops I @ II  
Analysis and Identification of Conditions on Site and in the laboratory (seven hours)

### MAY 1993

Field-Workshop Sessions :  
I. Traditional Techniques for Working in Stone  
II. Replication of Architectural Ornament - Replacement Materials: Terra Cotta and Cast Stone

## Established

1976

## Other

RESTORE is a not-for-profit educational corporation which is licensed by the Board of Regents of New York State University. RESTORE offers to people in the building industry, a range of programs related to building conservation and preservation maintenance technology. RESTORE's curricula have been approved by the American Institute of Architects for NA Continuing Education Units.

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## State University of New York, Syracuse

Faculty of Landscape Architecture  
College of Environmental Science and Forestry  
State university of New York  
Syracuse, NY 13210  
315-470-6541  
*D. Dayton Reuter, MLA Curriculum Director*

### Degree

Master of Landscape Architecture

### Time

3 years, without landscape architecture undergraduate degree  
2 years, with landscape architecture undergraduate degree

### Enrollment

65 students

### Graduates

Last five years: 61  
1992: 23

### Tuition

Tuition per semester:  
Resident: \$ 2,000.00  
Non-Resident: \$ 3,658.00

### Internships

Yes

Required:  
No

### Thesis

Yes

### Faculty

*Carter* - Urban Design, City and Regional Planning Development Process, Planning and Design Theory  
*Curry* - Site Planning, Urban Analysis and Design, Historic Preservation  
*Freeman* - Site Design, Plant Materials, Graphics  
*Hanselman* - Communications, Strategies and Message Design, Non-Print Communications  
*Hawkes* - Regional Planning and Design, Natural Factors in

Design, Geographic Information Systems, University Campus Design and Planning  
*Lewis* - Computer-Aided Community Land Planning, Computer Aided Mapping, Geographic Information System Applications in Land Planning and Land Use Controls  
*Maraviglia* - Technical Graphics, Creative Problem Solving, Education, Communication, Video, Management  
*J. Palmer* - Landscape Perception, Design Evaluation, Social Impact Assessment, Environment and Behavior Research Methods  
*Potteiger* - Cultural Landscape History, History of Landscape Architecture, Design Theory and Methodology  
*Reimann* - Environmental Design, Passive Energy Conservation, Site Planning and Design  
*Reuter* - Ecology in Landscape Planning, Design and Management of Wetlands; Computer Applications in Environmental Planning and Design Simulation  
*Shannon* - Site Planning and Design; Urban Analysis and Design; Historic Landscape Preservation Planning; Computer Applications  
*Stribley* - Design and Behavior; Public Participation; Urban Design, Parks and Recreation; Site Planning and Design

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## NORTH CAROLINA

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## Durham Technical Community College

Industrial and Engineering Technologies Department  
Durham Technical Community College  
1637 Lawson Street  
Durham, NC 27703  
919-598-9397  
*Russell Pratt, Associate Dean*

### Degree

Certificate in Residential Carpentry

### Time

1 year

### Enrollment

15

### Graduates

60

### Tuition

Tuition per credit hour:  
Resident: \$ 11.50  
Non-resident: \$ 107.50

### Internships

No

Required:  
No

**Thesis**

No

**Faculty**

1

**Curriculum****EVENING PROGRAM****4 Quarters:****Credits:**

|                                     |          |                                 |    |
|-------------------------------------|----------|---------------------------------|----|
| I.                                  | CAR 1101 | Wood and Woodworking Tools      | 5  |
|                                     | DFT 1118 | Architectural Blueprint Reading | 3  |
| II.                                 | CAR 1102 | Foundations and Floor Framing   | 5  |
|                                     | CAR 1110 | Construction Materials          | 3  |
| III.                                | CAR 1103 | Wall and Roof Framing           | 5  |
| IV.                                 | CAR 1104 | Exterior and Interior Finish    | 5  |
|                                     | CAR 1111 | Renovation Operations           | 4  |
| TOTAL REQUIRED COURSE CREDIT HOURS: |          |                                 | 30 |

**Established**

1979 (approx)

**OHIO****Belmont Technical College**

Building Preservation Technology

Engineering Department

120 Fox-Shannon Place

Belmont Technical College

St. Clairsville, OH 43950

604-695-9500

*David R. Mertz, Program Coordinator:*

(W) 614-695-9500

(H) 614-695-4989

**Degree**

Associate Degree in Applied Science

**Time**

12 - 18 Months

**Enrollment**

15

**Graduates**

10

**Tuition**

Tuition per credit hour:

Resident: \$ 40.00

Non-Resident: \$ 54.00

\$350 - \$400 in Lab Fees for Entire Program

**Internships**

Yes

**Required:**

No

**Thesis**

Yes

**Faculty***David R. Mertz**William Street***Curriculum****First Quarter**

Introduction to Macroeconomics (4 Credit Hours)

Preservation History/Theory (3)

Introduction to Computers (4)

Freshman English Composition (3)

Engineering Drawing (2)

**Second Quarter**

Materials Preservation - Decorative Finishes (3)

Technical Math I (4)

Esposit/Research (3)

Engineering Drawing II (2)

General Elective (4)

**Third Quarter**

History of American Architecture (4)

Building Systems &amp; Construction I (4)

Historical Research &amp; Field Techniques (3)

Physical Science (4)

CAD Applications I (4)

**Fourth Quarter**

Building Systems &amp; Construction II (4)

Structural System Repair (4)

Materials Preservation - Wood (3)

Materials Preservation - Masonry (3)

Chemical Principles (4)

**Fifth Quarter**

Building Systems &amp; Construction III (4)

Materials Preservation - Plaster (3)

Construction Estimating (3)

Construction Management (3)

Technical Writing (3)

**Sixth Quarter**

Materials Preservation - Metals (3)

Preservation Seminar (3)

Preservation Practicum (4)

Speech Communications (4)

**Established.**

1989

**Other**

Students in Building Preservation Technology are expected to develop an appreciation of traditional craftsmanship, a sensitivity toward the environment (both

natural and built) and the ability to apply preservation theory in actual situations.

Knowledge of construction materials and methods is not a pre-requisite for admission. Students are taught to identify, evaluate, plan, and repair historic structures within the guidelines set forth by the United States Department of the Interior. The 18-month curriculum is a rigorous examination of preservation theory interlaced with practical application of specialized construction techniques.

Belmont Technical College's unique hands-on approach to preservation training takes many forms:

Traditional academic lectures and research  
Experimentation in the Preservation Workshop  
Actual participation in the restoration of two historic homes operated by the College as field labs.

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## University of Cincinnati

Historic Preservation Certificate Program  
University of Cincinnati  
Cincinnati, Ohio 45221-0016  
513-556-0274  
*Lloyd C. Engelbrecht, Program Chair*

### Degree

Certificate in Historic Preservation (not a degree, but awarded for pursuing a minor field of studies in preservation, along with an undergraduate or graduate major in Architecture, Anthropology, Art History, Geography, History, Interior Design or Planning).

### Time

Undergraduate: 4-6 Years  
Graduate: 2-4 Years  
(21 quarter-hours in core courses; 15 quarter-hours in electives)

### Enrollment

20

### Graduates

32

### Tuition

Tuition per quarter:  
Undergraduate  
Resident: \$ 1,035.00  
Non-Resident: \$ 2,465.00  
Graduate  
Resident: \$ 1,605.00  
Non-Resident: \$ 3,160.00

### Internships

Yes; 90 hours in one 10-week quarter

**Required:**  
Yes

### Thesis

No; only a report on the internship

### Faculty

*Kent Vickery*, Anthropology / Archaeology  
*Bruce Goetzman*, Architecture  
*Lloyd C. Engelbrecht*, Art History  
*J.A. Chewning*, College of Design, Architecture, Art, and Planning  
*Walter E. Langsam*, College of Evening and Continuing Education  
*Bruce Ryan*, Geography  
*Zane L. Miller*, History  
*Thomas Jenkins*, Sociology / Planning

### Curriculum

CONCENTRATION IN URBAN HISTORIC PRESERVATION:

Intro to Historic Preservation  
Techniques of Historic Preservation  
American Architectural History  
History of Cities  
American Urban History  
Planning Implications of Historic Preservation  
Historic Preservation Internship  
5 Electives

CONCENTRATION IN PREHISTORIC NEW WORLD ARCHAEOLOGY:

Intro to Historic Preservation  
Anthropology and Archaeology (2 courses)  
History of Cities  
American Urban History  
Planning Implications of Historic Preservation  
Historic Preservation Internship  
5 Electives

### Established

1981

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## OKLAHOMA

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## IKWAI F.O.R.C.E. (Indian Education)

P.O. Box 963  
Choctaw, OK 73020  
405-454-2158  
*Dr. Carl Downing*

### Degree

Basic Requirements for the bilingual and/or ESL endorsements

## Time

The Title VII Short-Term Teacher Training Program will extend over three years and will provide Title VII program staff with specialized training during the summer Oklahoma Native American Languages Development Institute (ONALDI) and follow-up activities throughout the year. Each summer program runs approximately five weeks.

## Graduates

None, first year of new program

## Tuition

Tuition and Lodging:  
Approximately \$ 600.00

## Internships

Not Applicable

## Curriculum

Introduction to Linguistics: linguistics for Native American Communities  
Structure of Native American Languages  
Curriculum Development  
Materials Development  
Bilingual Education

## Established

1992

## Other

the Oklahoma Native American Languages Development Institute (ONALDI) offers educators through the University of Central Oklahoma the unique opportunity to study Native American languages and cultures, and to develop bilingual/bicultural curricula for Indian classrooms. ONALDI involves linguists, tribal elders, bilingual/ESL specialists, teachers, aides and school administrators in an integrated learning experience. Courses emphasize holistic interactive teaching strategies that promote Indian students' self-esteem, and develop literacy, biliteracy and critical thinking.

According to the Indian Education Unit of the State Department of Education, there are 66,151 Native American students currently enrolled in Oklahoma Public Schools. Of these 66,151 students, there are potentially 38% (25,138) who could be identified as Limited English Proficient (LEP). Although several different programs have been created to serve Native Americans and other minority LEP students, Oklahoma currently has only two teachers who are certified in bilingual/multicultural education, neither of them work directly with students in the classrooms.

The program aims are to:

1. build the capacity of teachers and paraprofessionals who work with Native American LEP students

2. build the capacity of Native American parents who can actively participate in the educational processes,
3. provide specialized training for bilingual and/or ESL endorsements and certification, and eventually:
4. build the capacity of school administrators who can support programs for LEP students.

These goals will be achieved by providing the participants with specific knowledge and skills in delivering instruction in the classroom, including an understanding of the nature of language, its relationship to culture and society, the nature of bilingual/bicultural education and ESL teaching, knowledge and skills in developing academically sound and culturally relevant curriculum and materials.

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## Oklahoma State University

Applied History Program  
Department of History  
Oklahoma State University  
Stillwater, OK 74078-0611  
*Dr. Bill Bryans, Coordinator*

## Degree

Master of Arts, History

## Time

2 years

## Enrollment

5

## Graduates

20

## Tuition

Tuition per credit hour:  
Resident: \$ 72.80 (typically \$ 655.20/semester)  
Non-Resident: \$ 211.05 (typically \$ 1,899.45/semester)

## Internships

Yes, in cooperation with a variety of institutions. Also, assistantships during the academic year may be available.

## Required:

Yes. Must be at least the equivalent of eight-weeks full-time.

## Thesis

Yes. May also be a working document prepared in conjunction with a specific project or internship.

## Faculty

*Dr. Bill Bryans* - Department of History  
*Dr. Donald N. Brown* - Department of Sociology (Anthropology)  
*Dr. George Carney* - Department of Geography

Also, members of the School of Architecture and Landscape Architecture as need warrants.

## Curriculum

Historic Preservation  
Introduction to Museum Practices  
Special Studies in Architectural History  
Special Studies in Material Culture  
Applied History Internship  
Applied History Thesis

## Established

Approximately 1976

## Other

A firm belief that the discipline of History has value and applicability to all of society lies at the heart of the Applied History Program. Students receive a graduate degree in History. This enables them to acquire the research, writing, and analytical skills which accompany a course of study centered on the historical method. Yet, the term "Applied History" also implies the ability to use these skills in a setting which transcends academe. Thus, we require sound theoretical training in the chosen emphasis of Applied History, and a two- or three-month full-time internship. This combination of theory and meaningful practical experience, coupled with an appreciation for the historian's craft, prepares students for productive and successful careers in the public sector.

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# Oklahoma State University

Department of Geography  
Oklahoma State University  
Stillwater, OK 74078  
405-744-9167  
*Dr. George O. Carney*

## Degree

Master of Arts (M.A.)  
Master of Science (M.S.)  
Educational Doctorate (Ed.D.)

## Time

M.A. or M.S.: 2 years  
Ed.D.: 3 years

## Enrollment

3 in Department of Geography

## Graduates

25 in Department of Geography (Since 1976)

## Tuition

Tuition per credit hour:  
Resident: \$ 72.80 (typically \$655.20/semester)  
Non-resident: \$ 211.05 (typically \$ 1,899.45/semester)

## Internships

Research assistantships through Department of Geography to work on historic preservation grants.

## Required:

Some type of field experience or field techniques is required.

## Thesis

Yes

## Faculty

*Dr. George O. Carney* (cultural geography)  
*Dr. Lou Seig* (historical geography)  
*Dr. James Curtis* (ethnic landscapes)

## Curriculum

Seminar in Historical/Cultural

Cooperative program with Oklahoma State University Department of History. Students who complete graduate degrees may have "historic preservation emphasis" placed on their degree programs.

## Other

Since 1980, the Department of Geography at Oklahoma State has nominated and had listed on the National Register of Historic Places (115 historic properties). These resources were associated with petroleum and agriculture.

Field Trips to observe and record the cultural landscape of Oklahoma, e.g., Guthrie's Historic District, Cushing Oil Field Industrial Landscape, and Native American cultural resources of Osage Country.

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# University of Science and Art of Oklahoma

Department of Public History  
University of Science and Art of Oklahoma  
P. O. Box 82345  
Chickasha, OK 73018-0001  
405-224-3140  
*Howard Meredith*

## Degree

Bachelor of Arts, Public History

## Time

4 years

## Enrollment

1500 FTE

## Graduates

2

## Tuition

Tuition per credit hour:

Resident:

Undergraduate: \$ 35.15

Graduate: \$ 36.00

Student fees, per credit hour: \$ 4.75

Non-resident:

Undergraduate: \$ 93.70

Graduate: \$ 102.75

This degree program is designated as a part of the Higher Education Common-Market so that out-of-state tuition is waived for students from participating states.

## Internships

Yes; internships are offered with area museums, Main Street Programs, and Federally-recognized American Indian Tribal Governments.

Required:

No

## Thesis

No

## Faculty

*John Miller*

*Steve Brown*

*John Feaver*

*Howard Meredith*

## Curriculum

Oral History and Tradition

Historic Preservation: Theory and Practice

Information Storage and Retrieval

Tutorial

## Established

1988

## Other

USAO focuses upon interdisciplinary studies in the liberal arts which is an energizing element for the Public History programs.

# OREGON

## University of Oregon

Historic Preservation Program

School of Architecture and Allied Arts

University of Oregon

Eugene, OR 97403-1206

503-346-2077

*Nancy McNaught*

## Degree

Master of Science

## Time

2 years minimum

## Enrollment

1st year students: 7

advanced students: 7

## Graduates

30

## Tuition

Tuition per quarter, full-time:

Resident: \$ 1,171.00

Non-resident: \$ 1,980.00

## Internships

Yes

## Required

Yes

## Thesis

Yes

## Faculty

*Michael Shellenbarger*, Architecture

*Donald Peting*, Architecture

*Philip Dole*, Architecture

*Howard Davis*, Architecture

*Eric Eisemann*, adjunct; Intro to Historic Preservation, Law, Theory

*Arthur Hawn*, Interior Architecture

*Kenneth Helphand*, Landscape Architecture

*Robert Melnick*, Landscape Architecture

*Gregg Olson*, adjunct; woodwork restoration

*Leland Roth*, Art History

*Richard Sundt*, Art History

*James Hamrick*, adjunct (Deputy State Historic Preservation Officer); technical and policy aspects of rehabilitation

## Curriculum

Program Requirements:

FIRST YEAR: 42 CREDITS

Courses in preservation theory, law, technology and recording 12

Courses in architectural history 9

Research 6

Electives 9

Summer internship 6

SECOND YEAR: 27 CREDITS

Courses in architecture and architectural history 9

Electives 6

Thesis or terminal 12

TOTAL CREDITS 69

**Date**

Fall 1980

**Other**

The Historic Preservation Program is perhaps best described as having a broad cultural emphasis and technical focus. It trains students in the understanding of historic buildings, structures, and landscapes, and in the processes for their preservation. The program emphasizes the physical and cultural contexts of these historic properties, architectural history, interior architecture, landscape architecture, the technical aspects of construction and materials, preservation history and theory, and the economic, legal and administrative processes of preservation. Its courses, faculty and administration are interdepartmental.

## PENNSYLVANIA

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### Bucks County Community College

Social & Behavioral Science Department  
Historic Preservation Program  
Bucks County Community College  
Newtown, PA 18940  
215-968-8270  
*Lyle L. Rosenberger, Director*

**Degree**

Certificate in Historic Preservation

**Time**

2 years

**Enrollment**

80 - 100

**Graduated**

None, the program is only a year old.

**Tuition**

Tuition @ 3 credits (semester):  
Bucks County residents: \$ 165.00  
Out-of-County residents: \$ 330.00  
Out-of-state residents: \$495.00

**Internships**

Yes

**Required:**

Yes

**Thesis**

Yes, a major final project is required.

**Faculty**

*James Auchinleck*  
*Kathy Auerbach*  
*Robert Moore*  
*Robert Reynolds*  
*Lyle Rosenberger*

**Curriculum**

FALL, 1991  
Material Culture in Historic Preservation  
Law, Taxes and Zoning for Historic Preservation

SPRING, 1993  
Building Pathology  
History and Theory of Historic Preservation

**Established**

January, 1991

**Other**

The Certificate Program is designed to serve as an important educational link between the amateur's interests and the preservation degree granted by four-year colleges. Students must take twenty-four semester credits (includes 3 credits of internship) to complete the program.

### University of Pennsylvania

Graduate Program in Historic Preservation  
The Graduate School of Fine Arts  
University of Pennsylvania  
115 Meyerson Hall  
Philadelphia, PA 19104-6311  
215-898-3169  
*Jean Wolf, Assistant to the Chairman*

**Degree**

Certificate in Historic Preservation  
Master of Science, Historic Preservation (M.S.)

**Time**

M.S.: 2 years  
Certificate: 1 year

**Enrollment**

50

**Graduates**

130

**Tuition**

Tuition per year: \$ 17,540  
If attending as a special student: \$ 2,095.00 per course unit  
plus \$120 fee

**Internships**

The Program sponsors internships in the field of conservation with opportunities in the United States and abroad. It

also coordinates internships in planning, site management, history and documentation.

**Required:**

Yes for the MS degree.

**Thesis**

Yes for the MS degree.

**Faculty**

Faculty Teaching, 1992-93:

*David G. De Long, M.Arch., Ph.D.*, Professor of Architecture; Chairman of the Graduate Group in Historic Preservation

*Robert Fleming, M.L.A.*, Lecturer

*Samuel Y. Harris, M.Arch., M.S.Eng.*, Adjunct Associate Professor of Architecture

*David Hollenberg, M.Arch.*, Lecturer

*John C. Keene, J.D., M.C.P.*, Professor of City and Regional Planning

*Nellie L. Longworth, B.A.*, Lecturer

*Frank G. Matero, M.S.*, Associate Professor of Architecture

*John Milner, B.Arch.*, Adjunct Associate Professor of Architecture

*Roger W. Moss, Ph.D.*, Adjunct Associate Professor of Architecture

*Ruth M. O'Brien, M.S.*, Lecturer

*Robert B. St. George, Ph.D.*, Assistant Professor of Folklore and Folklife

*Jeanne Marie Teutonico, M.S.*, Lecturer

*George Thomas, Ph.D.*, Lecturer

*Christa Wilmanns-Wells, Ph.D.*, Lecturer

*Gail Caskey Winkler, M.A., M.S.*, Lecturer

**Curriculum**

Documentation and Archival Research

Documentation and Site Analysis

Historic Site Management

Historic Buildings and Museums of American Life

Historic Preservation Studio I & II

Thesis I & II

Independent Study in Historic Preservation

Theories of Historic Preservation

Politics of Historic Preservation

Law of Urban Planning and Historic Preservation

American Architecture Before 1876

American Architecture After 1876

Seminar in American Architecture

American Vernacular Architecture

History of Philadelphia Architecture

American Domestic Interiors Before 1850

American Domestic Interiors After 1850

Material Folk Culture

The Common American Landscape Before 1840

The Common American Landscape After 1840

Seminar on the American Landscape

Early American Building Technology  
Mechanical Systems of Historic Buildings  
Preservation Building Trades Techniques  
Documentation and Conservation of the Historic Landscape  
Material Diagnostics  
Building Pathology  
Conservation Science  
European Conservation  
Advanced Architectural Conservation  
Conservation Seminar  
Special Problems in Conservation

**Established**

1976

**RHODE ISLAND**

**Roger Williams University**

Center for Historic Preservation

School of Architecture

Roger Williams University

Bristol, RI 02809

401-254-3396

*Kevin E. Jordan, Ph.D.*

**Degree**

Bachelor of Science, Historic Preservation

**Time**

2 years of a 4 year program (20 courses)

**Enrollment**

Full-time: 80

Part-time: 25

**Graduates**

125

**Tuition**

Tuition per 3 credit course: \$ 1,370.00

**Internships**

Yes

**Required:**

Yes; for all Historic Preservation majors

**Thesis**

Yes

**Faculty**

*Karen E. Jessup, M.A.*, Boston University

*Kevin E. Jordan, Ph.D.*, Rutgers University

*Philip C. Marshall, M.S.*, University of Vermont

*Michael Swanson, Ph.D.*, Case Western Reserve University

Part time faculty are drawn from the School of Architecture and from the professional preservation community.

## Curriculum

Introduction to Historic Preservation  
Historic Building Documentation  
Introduction to Materials Conservation  
American Buildings to 1800  
20th Century American Buildings  
Preserving the Urban Environment  
Rural and Town Preservation  
Conservation/ Wood, Metal, Glass  
Professional Practices  
Preservation Internship  
Senior Thesis

## Established

Spring, 1976

## Other

The degree program is designed to both prepare students for entry into the preservation profession or to continue their education in graduate school. Students select a curriculum focussing on either materials conservation or preservation planning and administration.

# SOUTH CAROLINA

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## University of South Carolina

Applied History M.A. Program  
Department of History  
University of South Carolina  
Columbia, S.C. 29208  
803-777-5195  
*Dr. Constance P. Schulz, Director*  
*Dr. Robert Weyeneth, Assistant Director*

## Degree

Master of Arts, Applied History (M.A.)  
Certificate in Museum Studies, in conjunction with the M.A.

## Time

2 years

## Enrollment

35 in 3 fields of Archives, Museums, and Historic Preservation

## Graduates

Approximately 50

## Tuition

Tuition per semester:  
Resident \$ 1,404.00  
Non-resident \$ 2,808.00

## Internships

Yes

## Required:

Yes

## Thesis

Yes

## Faculty

*Dr. Constance B. Schulz* (History)  
*Dr. Robert Weyeneth* (History)  
*Dr. Marcia Synnott* (History)  
*Dr. George Terry* (History and Museum Admin)  
*Dr. John Bryan* (Art History)  
*Dr. Leland Ferguson* (Historical Archaeology)  
*Dr. David Chesnutt* (History)  
*Dr. Robert Williams* (Library Science)  
Other museum and history department staff as appropriate

## Curriculum

1992-93 SCHOOL YEAR:  
Historical Research Methods  
Archival Administration  
History of American Architecture  
Historical Documentary Editing  
Historical Archaeology Seminars  
American Decorative Cert.  
Seminar on Architecture of Robert Mills  
Historic Preservation  
Museum Administration Techniques  
Museum Administration Curatorship  
Additional reading seminars on American History  
Internship  
Thesis Prep

## Established

1976

# TENNESSEE

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## Middle Tennessee State University

Center for Historic Preservation  
Middle Tennessee State University  
P.O. Box 80  
Murfreesboro, TN 37132  
615-898-2947  
*James K. Huhta, Director*

## Degree

Master of Arts, Public History, with an Emphasis in Historic Preservation

## Time

2 years

## Enrollment

42

## Graduates

187

## Tuition

Tuition per semester:

Resident: \$ 909.00

Out-of-State\*: \$2,591.00

\*Out-of-State students from southern states participating in the academic common market are eligible for in-state tuition after approval by their state's academic common market coordinator.

## Internships

Yes

Required:

Yes

## Thesis

Thesis is required

## Faculty

*Andrew J. Gulliford*

*James K. Huhta*

*C. Van West*

Additional faculty appointment beginning August 1992

## Curriculum

Typical two year graduate curriculum for students entering Fall 1992:

Introduction to Public History

Seminar in Historic Preservation

Cultural Resources Seminar

Problems in Historic Preservation

American Architectural History

Preservation Administration

Thesis on Historic Preservation Project

Public History Internship

Public History Practicum

Historical Inquiry

Seminar in Historical Discourse

Selected Readings in History

## Established

1973

## Other

Up to 21 academic year and summer graduate research assistantships and other research appointments are available through the Center for Historic Preservation. Up to six graduate teaching assistantships for the academic year are available from the department for history.

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# The University of Tennessee

College of Architecture and Planning

1715 Volunteer Blvd.

The University of Tennessee

Knoxville, TN 37996-2400

615-974-5265

*J.S. Rabun, P.E., R.A., Associate Professor*

## Degree

Bachelor of Architecture

Anthropology, Bachelor of Arts

Anthropology, Bachelor of Science

Master of Science in Planning

Master of Science in Interior Design

## Time

Varies according to degree program

## Enrollment

Within each degree program listed above, approximately ten students choose to take historic preservation elective courses.

## Graduates

Graduates in majors listed above equal approximately one hundred per year, total. Graduates in this group that have taken historic preservation courses equals approximately ten per year.

## Tuition

Tuition per semester:

(Undergraduate and Graduate approximately the same)

Resident: \$ 1,400.00

Non-Resident: \$ 4,000.00

## Internships

The College does not offer or require internships

Required:

No

## Thesis

Theses or final projects are optional

## Faculty

*Dr. Charles H. Faulkner, Anthropology*

*Dr. Josette H. Rabun, Interior Design*

*Dr. David A. Johnson, College of Architecture and Planning*

*J.S. Rabun, College of Architecture and Planning*

## Curriculum

Curriculum requirements for individual degree programs can be found in the University of Tennessee, Undergraduate Catalog or Graduate Catalog. These catalogs may be obtained from the Director of Admissions, 218 Student Services Building, Knoxville, TN 37996-0220

## Established

Preservation courses have been taught at the University of Tennessee since 1975.

## Other

Persons interested in historic preservation at the University of Tennessee must be enrolled in one of the above degree programs and obtain upper division standing before they may register for historic preservation courses.

# TEXAS

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## University of Houston

College of Architecture  
University of Houston  
4800 Calhoun  
Houston, TX 77004  
713-743-2400  
*Prof. Barry Moore, FAIA, Program Director*

## Degree

Master of Architecture

## Time

3 years

## Enrollment

12

## Graduates

15

## Tuition

Tuition per semester hour (approx.):  
Resident: \$ 174.00  
Non-resident \$ 208.00

## Internship

Yes

Required:

No

## Thesis

Yes

## Faculty

*Barry Moore*  
*Rafael Longoria*  
*Patrick Peters*

## Curriculum

FALL  
Historic Preservation/ Adaptive Reuse Studio  
Introduction to Historic Preservation

Preservation Real Estate  
History/ Art History Elective

## SPRING

Historic Preservation Adaptive Reuse Thesis  
Introduction to Historic Preservation  
Preservation Law  
History/ Art History Elective

## SUMMER

Documentation/ Design-Build Studio

## Established

1989

## Other

Program Focus:  
1. Emphasis on Preservation as an agent of urban design and inner-city redevelopment  
2. Emphasis on hands-on, design-build experience, utilizing traditional materials and tools.

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## Texas A&M University

College of Architecture  
Texas A&M University  
College Station, Texas 77843-3137  
409-845-7850  
*David G. Woodcock, FAIA, Program Director*

## Degree

Master of Architecture (M.Arch)  
Master of Science, Architecture (M.S.)  
Master of Landscape Architecture (M.L.A.)  
Master of Urban Planning (M.U.P.)

## Time

2 years, depending on degree program and previous academic background

## Enrollment

5 in Emphasis area

## Graduates

15

## Tuition

Tuition per semester (based on 12 hrs/semester):  
Resident: \$ 500.00  
Non-resident and International: \$ 1,800.00

## Internships

No

Required:

No

## Thesis

For M.S. (Arch) only

## Faculty

Faculty within the college, and their interest or specialization in Historic Preservation:

*Edward R Burian* Architect. Historical architecture of the southwest and Mexico.

*Carrol D. Claycamp* Professional Engineer. Structural design for preservation.

*R. Gordon Echols* Architect and Planner. Urban history, architecture and settlement patterns in Texas.

*Julius M. Gribou* Architect. Conservation technology and policy. International study in Poland.

*Augustus C. Hamblett* Architect. History of the American House, Greek Revival architecture in Texas. Consultant to the Texas Historical Commission.

*R. Bruce Hull* Behavioral Psychology. Research methods in environmental design. Social significance of places.

*Daniel F. MacGilvray* Architect. Courthouse rehabilitation, urban studies, historic district designations.

*Valerian Miranda* Architect. Documentation and computer applications to preservation practice and research.

*Vivian L. Paul* Architectural Historian. Recording and analysis techniques and technology of historic structures, with a focus on the Gothic cathedral in France.

*Roy C. Pledger* Architect. Recording and photographing historic buildings.

*David L. Pugh* Planner and Attorney. Environmental and preservation law.

*Malcom W. F. Quantrill* Architect and architectural historian.

*Robert O. Segner* Construction methods and contract procedures for preservation work.

*Nancy J. Volkman* Landscape Architect. Research and consulting on the preservation and interpretation of historic landscapes.

*Charles W. White* Architectural historian. Ancient architecture and archeology.

*Ward V. Wells* Interior design and component selection, space planning and adaptive use design.

*David G. Woodcock* Architect. Preservation practice and philosophy.

## Curriculum

ARCH 646 Historic Building Preservation

ARCH 647 Recording Historic Buildings

ARCH 648 Building Preservation Technology

PLAN 650 Preservation Law

Plus Problems Final Study and Research Courses, and History of Architecture, Planning and Landscape Architecture.

## Established

1990 as formal emphasis

## Other

The College of Architecture offers programs for the

complete spectrum of the design, planning, construction and development professions. These programs share a common intellectual domain that directs teaching and supports research and service activities through the academic departments and a series of centers and laboratories. Of particular interest for Historic Preservation is the Historic Imaging Laboratory which, with the Visualization Laboratory, brings emerging techniques for documenting and simulating change to the preservation of structures and places.

The program addresses a variety of resources, including historic buildings, historic districts, town studies, urban resource management, hazard mitigation planning, landscape preservation.

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## The University of Texas at Austin

School of Architecture

Goldsmith Hall 2308

University of Texas

Austin, TX 78712

512-471-1766

*Prof. Wayne Bell, FAIA, Director, Graduate Preservation Program*

## Degree

Master of Architecture (MArch), with certificate in Historic Preservation

Master of Science in Architectural Studies (MSAS) with certificate in Historic Preservation

## Time

1 1/2 years of 30 semester hours - three semesters including one summer

## Enrollment

MArch: 5

MSAS: 8

## Graduates

Forty (40)

## Tuition

Tuition per semester hour:

Resident: \$ 40.00

Non-Resident: \$ 158.00

Fees per semester: \$ 200.00

## Internships

MArch internships through residency program with selected firms.

MSAS - no internships

## Required:

Summer documentation course at Winedale Historical Center required for both degree certificates in Historic Preservation. (6 Semester hours)

## Thesis

MArch: thesis/project option  
MSAS: Thesis required

## Faculty

*Prof. Wayne Bell, FAIA*  
*Prof. D. B. Alexander*  
*Assoc. Prof. Dan Leary*  
*Assoc. Prof. Anthony Alofsin*  
*Assoc. Prof. Robert Renfro, AIA*

### Elective Courses

*Prof. Terry Jordan*  
*Adj. Prof. Eugene George*  
*Prof. William Reeder*  
*Assoc. Prof. Nancy Kwalek*

## Curriculum

FALL  
Preservation Theory  
Preservation Technology I  
Preservation Design Studio (MArch)  
Research Methods  
Approved Elective (MSAS)

### SPRING

Structures Documentation  
Preservation Technology  
Architectural History  
Approved Elective  
Approved Elective or Thesis

### SUMMER

Measured Drawings  
Structures Report

## Established

1973

## Other

Pre-Requisites  
MArch: Equivalent of BArch  
MSAS: Design Experience, Bldg. Constr. I, Arch. History Survey

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## Texas Tech University

College of Architecture  
P.O. Box 42091  
Texas Tech University  
Lubbock, TX 79409-2091  
806-742-3136  
*Dr. Michael A. Jones, Associate Dean for Graduate Studies and Research*

## Degree

Master of Architecture

## Time

36 hours

## Enrollment

5

## Graduates

7

## Tuition

Tuition per semester (0-12 Hours):  
Resident: \$ 64.00  
Non-Resident: \$ 2,200.00

## Internships

Yes

### Required:

No, but encouraged

## Thesis

Yes

## Faculty

*Bob Coombs*  
*Rick Lewis*  
*John White*

## Curriculum

### FOCUS: HISTORIC PRESERVATION

| <u>Required Courses:</u>                                      | <u>Credit Hrs:</u> |
|---------------------------------------------------------------|--------------------|
| ARCH 5331 Graduate Seminar                                    | 3                  |
| ARCH 5365 Research Methods                                    | 3                  |
| ARCH 5321 Restoration Technology                              | 3                  |
| ARCH 5322 Documentation Techniques and<br>Preservation Design | 3                  |
| ARCH 5323 History and Philosophy of<br>Historic Preservation  | 3                  |
| ARCH 5325 Preservation Policies and Programs                  | 3                  |
| ARCH 6000 Master's Thesis                                     | 6                  |
| ARCH 7000 Research                                            | 3                  |
| TOTAL REQUIRED HOURS                                          | 27                 |

### Elective Courses: Must complete 9 hours

(These are suggested elective courses. Additional courses must be approved by the thesis chairman and/or committee.)

|                                                                    |   |
|--------------------------------------------------------------------|---|
| HIST 5304 Historical Methodology                                   | 3 |
| ARCH 5301 Special Problems in Architecture                         | 3 |
| ARCH 5311 Special Problems in Architecture History                 | 3 |
| ARCH 5313 Architecture of 19th and 20th Centuries                  | 3 |
| ARCH 5354 Architectural Conservation                               | 3 |
| MUSM 5306 Museum Administration                                    | 3 |
| ANTH 5XXX Anthropology Elective                                    | 3 |
| ANTH 5XXX Archeology Elective                                      | 3 |
| HIST 5309 Administration of Archival and Manuscript<br>Collections | 3 |
| LS 5XXX Legal Studies Elective (Law)                               | 3 |
| TOTAL ELECTIVE HOURS REQUIRED                                      | 9 |

**Historic Preservation Course Descriptions:**

ARCH 5321 Restoration Technology. Survey of techniques of restoration and stabilization of historic buildings; standards of workmanship; traditional methods and new technologies.

ARCH 5322 Documentation Techniques and Preservation Design. Survey of documentation techniques and preservation design; processes and techniques used in preparing documents and their use in preservation and restoration.

ARCH 5323 History and Philosophy of Historic Preservation. Examination of mankind's interest in cultural and architectural heritage and the influence exerted by architectural styles upon preservation and adaptive reuse of buildings and sites.

ARCH 5325 Preservation Policies and Programs. Survey of federal and state enabling legislation; federal, state, and local policies on historic preservation; discussion of surveys, preservation organizations, and public programs.

ARCH 5354 Architectural Conservation. In-depth examination of theory and practice of historic preservation and restoration. Comparative analyses of social and economic factors applied to the adaptive reuse of nonhistoric old structures. May be repeated for credit.

Additional courses and their descriptions are available through the Texas Tech University Graduate Catalog.

Summer Intern Program in Preservation Highly Recommended

**Established**

1981

**Other**

The graduate program in Architectural History/Historic Preservation offers broad career opportunities and challenges for students who are interested in this country's historical and architectural heritage. Today, public attention is focused with an increasing urgency on the need for careful evaluation and action in the preservation of significant buildings from the past through the documentation of their historical and cultural importance for future generations, by insuring their physical soundness and authenticity, and, in some cases, by rehabilitating structures for new purposes.

To train graduate students to play an essential role in the historical preservation process, the program offered by the College of Architecture at Texas Tech University recognizes the need for a sound knowledge of history and historic styles, theories of restoration and preservation, and the necessity for a thorough understanding of the technological methods used in preservation and rehabilitation. The master's program presents a balanced alignment of courses in architectural history, theory, and technology, as well as opportunities for work at sites where preservation projects are in progress.

Graduates of the College of Architecture in the field of Architectural History/Historic Preservation hold responsible positions in architectural offices which specialize in preservation/rehabilitation and at the state and federal government levels where they are involved with administration, on the site supervision, and with the design aspects required for preserving historic monuments.

The course of study for the Master of Architecture Degree with Studies in Architectural History/Historic Preservation requires a year and a half, i.e., three semester (36 hours), for completion. A degree in architecture is required for participation in the graduate program.

Because of Texas Tech's unique location in the Southwest which permits easy access to Mexico, New Mexico, Arizona, and Texas, the emphasis of the program is directed to the history and preservation of architecture in the arid and semi-arid regions. Interdisciplinary electives are considered an integral part of the master's degree plan. Graduate courses offered in Arid and Semi-Arid Land Studies (ICASALS), Latin American Area Studies (LAS), and Museum Science are viewed as making special contributions to the program in Architectural History/Historic Preservation.

**UTAH****Utah State University**

Department of Sociology, Social Work and Anthropology

Utah State University

Logan, UT 84322-0730

801-750-1230

*Prof. Carol Loveland, Anthropology Coordinator*

**Degree**

Bachelor of Arts (B.A.)

Bachelor of Science (B.S.) or individual course credit.

Master of Arts (M.A.), American Studies (museum, folklore, history, etc.)

**Time**

4 years

**Enrollment**

1200 Students

**Graduates**

69 majoring in anthropology

41 completing a minor in anthropology

**Tuition**

Tuition per quarter:

Resident: \$ 458.00

Non-resident: \$ 1,231.00

## Internships

Yes

### Required:

No

## Thesis

No

## Faculty

*William B. Fawcett, Ph.D.* University of Massachusetts, archaeologist who teaches Archaeology Field School, supervises internships and independent studies, and teaches anthropology Lab Methods.

*Richley Crapo, Ph.D.* University of Utah, Mormon Heritage, gender and Shoshoni culture.

*Carol Loveland, Ph.D.* University of Tennessee, physical anthropology (human osteology).

*Jon Moris, Ph.D.* Northwestern University, applied anthropology, Africa, Western U.S. agricultural systems.

*Steven Simms, Ph.D.* University of Utah. Ethno-archaeology, archaeology, Great Basin, Jordan.

## Curriculum

### FALL

Introduction to Anthropology

American Culture

Peoples & cultures of the World

Perspectives on Race

Introduction to Archaeology

Introduction to Linguistics

Anthropology and Religion

Anthropological Lab Techniques

Legends, Myths, and Folktales

### WINTER

Intro. to Anthropology

Human Origins

Anthropological Theory

Human Sexuality & Gender

Anthropological Lab Techniques

Seminar: Problems in Paleopathology

Third World Economic Systems

Regional Folklore

### SPRING

Intro to Anthropology

American Culture

Prehistory of Utah and the Great Basin

Introduction to Linguistics

Value Systems and World View

Medical Anthropology

Anthropological Lab Techniques

Applied Anthropology and Culture Change

Seminar: Problems in Archaeology

## Established

September 1991

# VERMONT

## University of Vermont

Historic Preservation Program

Department of History

University of Vermont

Burlington, VT 05405

802-862 5074

*Chester H. Liebs, Director, Historic Preservation Program*

## Degree

Masters of Science in Historic Preservation

## Time

1 1/2 to 2 years

## Enrollment

7 - 9

## Graduates

130

## Tuition

Tuition per 12 credit hours (one semester) (June 1992):

Resident: \$ 2,870.00

Non-resident: \$ 7,170.00

The Graduate College of the University of Vermont should be contacted to secure the latest information on tuition.

## Internships

Graduate students serve as summer interns in preservation organizations/historical agencies throughout the country and occasionally abroad.

### Required:

Optional instead of a thesis

## Thesis

Optional instead of an internship

## Faculty

*Chester H. Liebs* (Reading the cultural landscape, national and international historic preservation practice)

*Thomas D. Visser* (Architectural conservation)

*Jeremey Feit* (American cultural history)

*Richard Janson* (Architectural history)

*Marjory Powers* (Archeology)

*Elsa Gilbertson* (Survey/National Register)

*Curtis Johnson* (Descriptive analysis of historic buildings)

*Holly Groschner* (Historic preservation law)

*David Carris* (Historic preservation law)

*Roger Lang* (Development economics)

*Emily Wadhams* (Development economics)

## Curriculum

Architecture, Landscape and History (lecture and seminar)  
Proseminar in American Cultural History  
Historic Preservation; Development Economics  
Conservation Techniques for Historic Structures  
Advanced Architectural Conservation  
Historic Preservation Contemporary Practice  
American Architecture (lecture and seminar) - Offered by the Program during the Fall 1992/spring 1993 academic year. Students may also take electives in such areas as environmental policy, archeology etc., offered by other departments, along with summer courses offered by the Program in its Historic Preservation Summer Institute)

## Established

First preservation courses at the University of Vermont, 1972  
Historic Preservation Program established 1975

## Other

The Historic Preservation Program focuses comprehensively on the stewardship of above-ground historic resources, both high style and vernacular. Admitting highly-qualified students from a range of backgrounds, the Program seeks to provide the field with small numbers of broad-minded, talented historic preservation generalists who can communicate with other disciplines, professions and the general public to effect the long-term stewardship of the nation's (and the world's) tangible cultural inheritance.

Alumni of the program have served with distinction in helping to create innovative programs and strategies for conserving everything from historic main streets and barns to churches, urban and rural low-cost housing, native American settlements, and historic landscapes.

Graduate students participate in extensive national and international field seminars with expenses subsidized by the Historic Preservation Program's Endowment. Last year places visited included New York City, Montreal, Pennsylvania, Washington D.C. and Tokyo where several graduate students and faculty had the opportunity to conduct a joint cultural resources survey with preservation students and faculty in Japan. Last year, students also participated in a major reunion and symposium conducted by the alumni of the Program.

Another important source of program enrichment is the Program's Architectural Conservation and Education Service through which select graduate students have had the opportunity to work on actual building conservation projects in Northern New England.

The Program is also part of a consortium of University programs in such areas as Environmental Studies, Natural Resources and Business Administration, which received a major grant from the Kellogg Foundation for a project titled "Environmental Programs in Communities (EPIC)." Historic Preservation graduate students will have the opportunity to work on a number of EPIC projects over the next several years.

# VIRGINIA

## Mary Washington College

Department of Historic Preservation  
Mary Washington College  
1301 College Avenue  
Fredericksburg, VA 22401-5358  
703-899-4037  
*W. Brown Morton, Chairperson*

## Degree

Bachelor of Arts, Historic Preservation  
Bachelor of Liberal Studies  
Graduate credit for six courses

## Time

4 years; transfer students can complete the program in five semesters

## Enrollment

160

## Graduates

350

## Tuition

Tuition per credit hour:  
Resident: \$ 95.00  
Non-resident: \$ 223.00

## Internships

Yes

## Required:

No

## Thesis

Yes

## Faculty

*Jack Abgott*, documentation  
*Catherine Gilliam*, preservation law  
*Carter L. Hudgins*, archaeology, planning  
*W. Brown Morton*, architectural history, architectural conservation  
*John Pearce*, museums, preservation theory  
*Kirk Savage*, history of sculpture, architecture  
*Douglas Sanford*, archaeology  
*Gary Stanton*, architectural history, folklore  
*Doug Harnsburger*, documentation  
*Camille Wells*, vernacular architecture

## Curriculum

FALL  
The American Heritage  
Documentation  
Folklore

History Museums  
Material Culture  
Research and Planning  
Architectural Conservation  
Lab in Archaeology  
International Preservation  
Internship

#### SPRING

Preserving Historic America  
American Building  
American Archaeology  
Lab in Architectural Conservation  
Lab in Museum Design  
Preservation Law  
Decorative Arts  
Recording Vernacular Structures  
Internship

#### SUMMER

Field Methods in Archaeology  
Graveyard Preservation  
Recording Vernacular Structures  
English Vernacular Architecture  
Field Work in Scotland

#### Established

1981

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## University of Virginia

School of Architecture  
Preservation Program  
Campbell Hall  
University of Virginia  
Charlottesville, VA 22903  
804-924-6448  
*Mario di Valmarana, Director*

#### Degree

Preservation Certificate available with:  
Master of Architecture  
Master of Architectural History  
Master of Landscape Architecture  
Master of Planning

#### Time

Same length of time to complete the major degree program

#### Enrollment

15

#### Graduates

98

#### Tuition

Resident: \$ 1,965.00  
Non-Resident: \$ 5,433.00

#### Internships

No

#### Required:

No

#### Thesis

Yes, (independent study)

#### Faculty

9

#### Curriculum

Master of Architectural History Curriculum  
Preservation Option

##### First Year

##### FALL

Methods in Arch. H (3 credit hours)  
Major Area (Amer.Arch) (3)  
Other distribution areas (3)  
Intro to Preservation (3)

##### SPRING

Other distribution areas (3)  
Elective (Amer. Arch) (3)  
Arch. Conservation or Meth. in Pres-2 (4)  
Preservation elective (3)  
SUMMER SESSION: Internship

##### Second Year

##### FALL

Major area (Amer Arch) (3)  
Minor area (3)  
Minor area (3)  
Elective (3)  
Preservation Elective (3)

##### SPRING

Major Area (Amer. Arch) (3)  
Thesis (3)  
Preservation Studio (6)

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## WASHINGTON

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## University of Washington

Preservation Planning & Design Program  
College of Architecture & Urban Planning  
410 Gould Hall, JO-40  
University of Washington  
Seattle, WA 98195  
206-543-5996  
*Professor Gail Dubrow, Director*

## Degree

Certificate of Achievement in Preservation Planning & Design for students in the M.Arch, M.L.A., M.U.P., and Ph.D. programs in the College of Architecture & Urban Planning

3. Time

2+ years (7 quarters)

## Enrollment

10 first year

10 second year

## Graduates

75

## Tuition

Tuition per quarter (more than 6 through 18 credits):

Resident: \$ 1,129.00

Non-resident: \$ 2,824.00

## Internships

Yes

Required:

No

## Thesis

Yes: Thesis for degree program must be preservation-oriented and have a member of the preservation faculty for the thesis chair.

## Faculty

*Tom Bosworth, FAIA* (Professor, Architecture)

*Meredith Clausen, Ph.D.* (Assoc. Professor, Architecture)

*Gail Dubrow, Ph.D.* (Assist. Professor, Urban Design & Planning; Program Director)

*Grant Hildebrand* (Professor, Architecture & Art History)

*Margarita Hill* (Assist. Professor, Landscape Architecture)

*Norman Johnston, Ph.D., FAIA* (Professor Emeritus, Architecture and Urban Design)

*Ron Kasprisin* (Assist. Professor, Urban Design & Planning)

*John Koepke* (Assist. Professor, Landscape Architecture)

*Folke Nyberg* (Professor, Architecture and Urban Design Planning)

*Jeffrey K. Ochsner, AIA* (Lecturer, Architecture)

*Hermann Pundt, Ph.D.* (Professor, Architecture and Art History)

*Dennis Ryan, Ph.D.* (Assoc. Professor, Urban Design & Planning and Architecture; Chair, Department of Urban Design and Planning)

*Valerie Sivinski* (Lecturer, Architecture)

*David Streatfield* (Professor, Landscape Architecture and Urban Design & Planning, Adjunct, Architecture)

*Gordon Varey, AIA* (Professor, Architecture and Building Construction; Dean, College of Architecture & Urban Planning)

## Curriculum

### FALL QUARTER

Preservation of the Vernacular Environment

Scandinavian 19th & 20th C Architecture

History of the Chicago School of Architecture

History of Landscape Architecture

History of City Development

20th Century Architecture

various electives in History, Art History

### WINTER QUARTER

Preservation Design Studio

Preservation Issues in Design

Historic Preservation—Europe

American Architectural History

Implementation in Preservation & Urban Design

History of Modern Landscape Architecture

Traditional Chinese Architecture

History of Urban Planning in the U.S.

### SPRING QUARTER

Historic Preservation—U.S.

Technical Issues in Preservation Design

Advanced Preservation Studio

History of Urban Design

Japanese Architecture

various electives in History and Art History

## Established

Department of Architecture program established 1980

College-wide program established 1991

## Other

This is a program of specialization leading to a Certificate of Achievement in conjunction with the student's master's or Ph.D. program in the College of Architecture and Urban Planning. The faculty is drawn from the college faculty, and the curriculum is drawn from offerings within the College and the university. There are two tracks to the program: Track I for students in the M.Arch program, and Track II for students in the M.L.A., M.U.P., and Ph.D. programs. Program requirements are integrated into the student's degree program requirements and can require one or more quarters to complete the requirements beyond those of the student's degree program.

## University of Wisconsin, Madison

Department of Landscape Architecture  
25 Agriculture Hall  
The University of Wisconsin  
Madison, WI 53706  
608-263-8973  
*William H. Tishler*

### Degree

Master of Arts, Landscape Architecture

### Time

From 2 1/2 years to 3 years

### Enrollment

8 students

### Graduates

60

### Tuition

Tuition per semester:  
Residents: \$ 1,512.00  
Non-Residents: \$ 4,543.00

### Internships

Yes

Required:  
No

### Thesis

Yes

### Faculty

*Arnold Alanen*  
*Richard E. Chenoweth*  
*Evelyn A. Howell*  
*James La Gro*  
*Philip Lewis*  
*Hanque Macari*  
*Fahriye H. Sancar*  
*William H. Tishler*  
*Wayne G. Tiusty*

### Curriculum

Graduate Colloquium  
Research Methods  
Methods of Landscape Planning and Design  
Survey of Cultural Resource Preservation & Landscape History  
Seminar in Historic Preservation & Cultural Resource

Management  
Methods in Historic Preservation

### Established

1969

### Other

Throughout much of the twentieth century, the Department has achieved a distinguished record for improving the environmental aspects of human conditions in the state, nation, and abroad. Collectively, faculty members in the Department have educational backgrounds in some ten disciplines. In addition, the UW-Madison has one of the largest research library systems in the country. The Department is also closely affiliated with the Environmental Awareness Center, the Landscape Journal and The Clearing Institute.

- 1) To give special emphasis to the role of the landscape in historic preservation by providing an understanding of landscape history, land planning and design, and the application of natural resource management techniques to historic environments.
- 2) To provide a comprehensive environmental dimension for historic preservation activity based on an understanding of heritage resources and their relationship to the landscape.
- 3) To strengthen the emerging relationships between landscape history and cultural resource management and their contributions to rural and community environments.

# WYOMING

## University of Wyoming

Historic Preservation Program  
American Studies/ Architectural Engineering  
P.O. Box 3295 University Station  
University of Wyoming  
Laramie, WY 82071  
307-766-4224  
*James O. Rose, Director, Architectural Engineering*

### Degree

Master of Arts, American Studies with emphasis in Historic Preservation

### Time

4 Semesters plus thesis and internship

### Enrollment

Eight

### Graduates

Two

## Tuition

Tuition per semester (12 hours or more):

Resident: \$ 574.00

Non-resident: \$ 1,784.00

## Internships

Yes

**Required:**

Yes

## Thesis

Yes

## Faculty

*James O. Rose*

*John Dorst*

*Eric Sandeen*

*Timothy Evans*

## Curriculum

SEMESTER 1

Material Culture Studies

Readings in American Historic Preservation

Studies I Electives

Electives

SEMESTER 2

Readings in American Studies II

Summer Internship

Electives

SEMESTER 3

History of the American

Built Environment

Electives

SEMESTER 4

Conservation Principles

Thesis Research

Thesis

(Note: students entering the program must have completed Prerequisite course materials in American Studies at the undergraduate level and also have a minimum of one course in building materials and construction methods and at least one course in general architectural history.

## Established

Fall Semester 1990

## Other

This program is a cooperative arrangement between the programs in Architectural Engineering and American Studies at the University of Wyoming. The program in Historic Preservation seeks to meld the traditional areas examined in American Studies, namely history and literature with the technical aspect of building conserva-

tion explored in architectural engineering. A major objective of the program is to prepare graduates to deal with the myriad issues involved in current historic preservation Practice through a familiarity with both the humanistic and cultural as well as the technical aspects of conservation.

## Section III. Additional Directories

This section provides the publication title, sponsoring organization, year of publication, number of pages in total directory, author or editor. This information is followed by the categories: Education Contents, Entry, Date, Cost, Available from, and Additional Contents. *Education Contents* is a succinct description of the number of pages in the overall book devoted to program and education information, and the number of programs described in the publication that are in the United States or elsewhere. *Entry* describes the kind of information that will be found about each program. *Date* provides the year of publication and other information about when revisions are expected; *cost* and *available from* provides dollar amount, address, and telephone number. *Additional Contents* is a list of those other items in the publication that are not specifically related to education or training programs.

**AAA Guide: A Guide to Departments; A Directory of Members**, American Anthropological Association, 1991-1992, 537 pages, edited by Frederick Custer.

**Education Contents:** 200 pages on colleges and universities (360 programs in US; 29 programs in Canada; 7 programs in other countries & territories); 9 pages on community colleges and two-year institutions (45 programs in US; 3 programs in Canada).

**Entry:** Arranged alphabetically by the name of the University, each entry has the name of the department, degrees offered, a listing of the fulltime faculty — name, type of degree, name of university and year degree received, title and a list of that person's interests/expertise. For many entries, there is information regarding the other faculty and staff. Also often included are the number of students in residence, male and female; the graduate student support available; degrees granted in anthropology; requirements for MA; requirements for PhD. The special programs category will often convey information regarding the emphasis offered by the department. Special resources and facilities will draw attention to museums in the university or the area, to special equipment, etc.. In addition to the complete mailing address and telephone number, a point of contact is identified to obtain a catalog or for further information.

**Date:** 1991-1992. Updated annually, 1992-1993 edition available September 1992.

**Cost:** \$25 for AAA Members; \$40 Nonmembers

**Available from:**

American Anthropological Association  
1703 New Hampshire Avenue NW  
Washington, D.C. 20009  
202-232-8800

**Additional Contents:**

Index of Departments;

Departments —

Museums (68),

Research institutions (36),

Governmental agencies (10) who employ AAA members;

Directories of —

Members,

Unit Members,

Life Members;

Statistics regarding—

degree source,

degrees held,

individuals and positions,

highest degree offered,

number of students enrolled,

total degrees granted 1990-1991,

PhD's granted 1990-1991;

PhD Dissertations in Anthropology 1990-91, 1989;

Indexes on —

Individuals in Departments,

Departments Grouped by State.

Note: The interests of anthropology as a field are not confined to the prehistoric, historic and contemporary cultural heritage of the United States [the topic of this NPS/NCPE directory]. The *AAA Guide* contains information on AAA members and where they work and includes *all* anthropology programs. Those interested in learning more about cultural resources management policies and practices in the United States as they relate to archeological and other cultural resources will have to review course catalogs and raise questions when they seek further information.

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**Academic GIS Directory, Geo Info Systems**, Volume 2, Number 6, May 1992, 90 pages, John M. Morgan III, Barbara B. Fleury.

**Education Contents:** 22 pages.

14 pages for 415 listings based on response to survey — 232 in US, 184 in other countries.

[Note: of the 415 programs, only the University of Arizona lists a course title that refers to cultural resources.]

List of Academic Departments known to be offering GIS courses: provides address for 108 in US, 15 in other countries.

List of Academic Departments by Type:

Geography (287),

Landscape Architecture (28),

Urban and Regional Planning (39),

Forestry (24),

Agronomy (13),

Civil Engineering (21),

Surveying-Geodesy (22),

Geoscience (26),

Environmental Science—Natural Resources (36),

Computer Science (6),

Other Departments (37).

List of Academic Departments by State and Country: all 50 states and the District of Columbia; 37 countries.

**Entry:** arranged alphabetically by college or university name, an entry lists complete address, telephone, contact name, and titles of courses.

**Date:** May 1992

**Cost:** \$10.00

**Available from:**

Circulation Department

Aster Publishing Corporation

859 Willamette St.

PO Box 10460

Eugene, OR 97440-2460

503-343-1200

fax 503-686-5731

**Additional Contents:** Note: *Geo Info Systems* is a monthly publication of Aster Publishing Corporation, Guy Maynard, Editor. The other contents in this issue are articles by other authors and advertisements. Articles titled:  
Time-Critical GIS: The Key to Emergency Response,  
Value-Added Data Bases are Foundation for Diverse AM/FM/GIS Applications,  
Vermont Planners Add Image Processing to GIS Tools,  
Spatial Decision Support System: Not Just Another GIS,  
Technology Tools: Image Processing — Map of the Future,  
Shop Talk: Using the JOIN Function to Compare Census Tracts.

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**1991-1992 Accredited Programs in Architecture,**  
compiled by the National Architectural Accrediting Board, Inc.

**Education Contents:** a 14 page list of that information in the larger directory — *Guide to Architecture Schools in North America* — that is likely to change, namely, the department chair/dean/director, address and telephone numbers. Also included are the dates of the current term of accreditation and the degree offered (B.Arch or M.Arch), 109 programs in US.

**Cost:** none.

**Available from:**  
NAAB, Inc.  
1735 New York Ave NW  
Washington, D.C. 20006  
202-783-2007  
fax 202-626-7421.

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**Accredited University Planning Programs,**  
Association of Collegiate Schools of Planning  
(ACSP), effective December 1991 to December 1992,  
compiled by the Planning Accreditation Board.

**Education Contents:** a 4 page list of that information in the larger directories — *Guide to Graduate Education in Urban and Regional Planning and Related Fields* and *Guide to Undergraduate Education in Urban and Regional Planning* — that is likely to change, namely, the department chair/dean/director, address and telephone numbers, date of most recent accreditation, and date program first accredited/recognized for 61 programs in US, 2 in Canada.

**Cost:** none.

**Available from:**  
Planning Accreditation Board  
2501 North Loop Dr., Suite 800  
Ames, IA 50010  
515-296-7030  
fax 515-296-9910

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**Conservation Training in the United States,** The American Institute for Conservation of Historic and Artistic Works (AIC), 1989, 16 pages, prepared by James Bernstein, Dr. Frederick Christopher Tahk, John W. Burke, and Neil C. Cockerline.

**Education Contents:** 2 pages on Conservation Degree & Internship Training Programs [13 programs — 11 in U.S., 2 in Canada]

**Entry:** Arranged alphabetically by name of program, department or university, an entry lists the complete mailing address and telephone number, and indicates by code whether it offers undergraduate, post graduate, internships, graduate, degree, and/or courses.

**Date:** 1989

**Cost:** none.

**Available from:**  
American Institute for Conservation of Historic and Artistic Works  
1400 16th St NW Suite 340  
Washington, D.C. 20036  
202-232-6636

**Additional Contents:** Introduction,  
The Focus of Conservation,  
The Role of the Conservator,  
Knowledge and Ethos, Conservation Practice, Approaching Conservation Training,  
Apprenticeship,  
Graduate Academic Programs [general narrative information],  
Training Evaluation,  
Study Aboard,  
Financial Aid,  
Towards Professional Maturity,  
Continued Professional Training,  
New Directions in Conservation,  
Resources — Selected Bibliography,  
Organizations and Agencies,  
Regional Conservation Associations (14).

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**Folklife Sourcebook,** American Folklife Center, Library of Congress, 1986, 152 pages, prepared by Peter T. Bartis and Barbara C. Fertig.

**Education Contents:** 6 pages on Higher Education Programs in Folklore and Folklife: Degree granting programs — 14 in US, 2 in Canada; Minors and Concentrations — 76 in US, 2 in Canada.

**Entry:**  
Arranged alphabetically by name of University, an entry lists mailing address, contact, telephone number, degree offered

in which department for those degree granting programs. Similar entry without name and telephone number for minors and concentrations.

**Date:** 1986, being revised, available in 1993.

**Cost:** \$10.00 for 1986 edition

**Available from:**

American Folklife Center  
Library of Congress  
Washington, D.C. 20540  
202-707-6590

**Additional Contents:**

Introduction;  
Federal agencies;  
State Folk Cultural Programs;  
Societies;  
Other Organizations, Institutions and Foundations with Folklife Programming;  
Serial Publications;  
Archives of Folklore, Folklife, and Ethnomusicology in the United States and Canada;  
Recording Companies; and Directories.

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***Guide to Architecture Schools in North America***, Association of Collegiate Schools of Architecture Press, 1989, 274 pages, editor Richard E. McCommons, AIA; editorial staff Gerard Martin Moeller, Jr., Karen L. Eldridge, Betty J. Fishman.

**Education Contents:** Descriptions of Schools, Colleges, and Departments of Architecture—226 pages on member schools and 8 pages on affiliate schools.

**Entry:** Arranged alphabetically ignoring "university of," an entry lists university name, full mailing address and telephone number, telephone for admissions committee, application deadline; tuition and fees, whether endowment is private, public, state, etc.

Type of degree, minimum number of years for degree, accreditation, requirements for admission, number of fulltime students, part time students, percentage of applications accepted, number of students in first year of program, number of degrees conferred. School demographics (all degree programs) include: Numbers of: full-time faculty, part-time faculty, full-time students, part-time students, percentages of: foreign students, out-of-state U.S. students, women students, minority students.

Library telephone number, type of library, number of volumes, number of slides. Narrative information includes student opportunities and resources, special activities and programs, facilities, scholarships/aid, undergraduate program philosophy statement, program description, graduate program philosophy statement, program description, faculty in administration, professors, associate professors, assistant professors, part-time faculty, adjunct faculty.

Often includes three small illustrations per university.

**Date:** 1989. [See 1991-1992 *Accredited Programs in Architecture*]

**Cost:** \$14.95

**Available from:**

in person  
The AIA Bookstore  
The American Institute of Architects  
1735 New York Ave NW  
Washington DC 20006

or by mail order:

The American Institute of Architects  
Order Department  
9 Jay Gould Court  
PO Box 753  
Waldorf, MD 20604  
telephone credit card orders 1-800-242-4140 between 8 am and 4:30 pm Eastern Time.

**Additional Contents:**

Architecture Education in North America—A Brief History;  
High School Preparation;  
Selecting A School;  
Practicing Architecture;  
Accreditation;  
Abbreviations Used;  
Organizations in Architecture and Related Fields;  
Specialized and Related Architecture Degrees — post-baccalaureate programs; doctoral programs in architecture; specializations within an architecture degree  
—computer-aided design (12),  
construction management (10),  
energy (12),  
environment (8),  
health and hospital facilities design (4),  
interior architecture (3),  
**preservation (24 includes 13 of those listed in NCPE/NPS directory),**  
technology (10),  
theory and history ( 14),  
urban design (27),  
other (25).  
**related degree programs —**  
architectural engineering (13),  
construction science/management (22),  
industrial design (7),  
interior design/architecture (32),  
landscape architecture (37),  
planning (44),  
**preservation (6 includes 5 of those listed in NCPE/NPS directory),**  
urban design (16),  
other (24).  
Regional Map of ACSA Members;  
Faculty Roster;  
Schools of Architecture Worldwide (excluding U.S. and Canada);  
Index.

**Guide to Graduate Education in Urban and Regional Planning and Related Fields**, Association of Collegiate Schools of Planning, 7th edition, 1990, 108 pages, edited by Ved Prakash, Rita Hodlewsky.

**Education Contents:** 87 pages on Master's Programs — 76 in US, 11 in Canada and other countries.

**Entry:** arranged alphabetically ignoring "university of", an entry lists complete mailing address, telephone number, name and title of department head. Each entry provides a grid of information: number of faculty, full-time equivalent number of faculty, type of degree offered, year program was initiated, Planning Accreditation Board accredited yes or no, number of degrees granted as of 8/31/89, number of degrees granted between 9/1/88 and 8/31/89, application deadline, application fee, tuition and fees for in-state and out-of-state, financial aid (in 1989/1990), number of applications submitted for which degree program (Masters or PhD); number offered admission, number entered, mean undergraduate grade point average on a 4 point scale, number of students, whether male, female, full time, part time; for US students: white, black, Native American, Asian American, Hispanic, Other; and number of Foreign students. Admission requirements, minimum grade point average, whether graduate records examination (GRE) is recommended, required or not; prerequisites, formal degree requirements, program length of program/required courses, specializations available. Also provide the name, membership, title, degree, college, date, and interest or emphasis for those faculty spending 50% time or more in undergraduate Planning; lists other affiliated faculty.

**Date:** 1990 [See *Accredited University Planning Programs*]

**Cost:** \$14.95

**Available from:**  
Planners Bookstore  
American Planning Association  
1313 East 60th St.  
Chicago, IL 60637-2891  
312-955-9100

**Additional Contents:**  
About the Guide,  
Careers in Urban and Regional Planning,  
What is Urban and Regional Planning?  
What Should Planners Know?  
What do Planners do?  
—Land Use Planning,  
Policy Planning and Management,  
Transportation Planning,  
Housing and Community Development,  
Human Services Planning,  
Historic Preservation Planning,  
Economic and Resource Development Planning,  
Environmental Policies Planning,  
International Development Planning,

Urban Design and Physical Planning,  
Computers in Planning;  
Who Hires Planners?  
Future of Urban and Regional Planning,  
Minorities and Women in the Profession,  
Salaries of Planners,  
Choosing a Career,  
Learning More About Planning,  
Choosing a Graduate Planning Program — Speak with Planners, Visit Schools, Get Counseling, Read this Guide.  
Using the Guide to Evaluate Programs: Program content, program orientation, Tuition Level, Financial Aid Offered, Faculty and Student Body Size, Faculty qualities, Student quality, Alumni numbers, quality and loyalty, University qualities, geographic setting, program accreditation. Appendix A: List of ACSP Member Schools; Appendix B: Alphabetical list of school faculty.

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**A Guide to Graduate Programs in Public History**, National Council on Public History, 1990, 111 pages, compiled by the Publications Committee.

**Education Contents:** 106 pages on graduate programs: 54 in US, 3 in Canada.

**Entry:** arranged alphabetically ignoring "university of", an entry lists complete mailing address, Director name and telephone number, narrative paragraph about the type of degree, how many students are admitted, how old the program is. Curriculum: course titles, how frequently offered (e.g. annually), whether the courses and a thesis are required or not, how many course hours are needed to graduate. Internships: are they required, will the student receive credit or pay? Includes a list of recent interning institutions, admissions requirements and financial aid, placement and where recent graduates have found work. Lists Public History faculty, participating faculty, and adjunct faculty; identifies what to do to get further information (e.g. if brochures, fliers or application packets are available).

**Appendix: List of Concentrations:**  
Administration (15);  
Archives (34);  
Business (7);  
Editing and Publishing (14);  
Historical Archeology (4);  
Living History (1);  
Local/Community History (24);  
Media (Nonprint) (3);  
Museum Studies (31);\*  
Oral History (18);\*  
Policy Studies (11);  
Preservation/CRM (29).

\*Note: These are highlighted as they might be of interest to those looking for listings in these subject categories until other sources get into print.

**Date:** 1990

Cost: \$8.00 members; \$10.00 non-members

**Available from:**

National Council on Public History  
Indiana University/Purdue University,  
Indianapolis  
327 Cavanaugh Hall  
425 University Boulevard  
Indianapolis, IN 46202-5140  
317-274-2716

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***Guide to the History of Science***, The History of Science Society, 8th edition, 1992, 315 pages, edited by P. Thomas Carroll, journals by Roy Goodman.

**Education Contents:** 39 pages on institutions for graduate study (66 in U.S.; 114 in other countries).

**Entry:** complete mailing address, telephone number, fax number, electronic mail address (if available), degrees offered, a brief statement on emphases available and on special resources or projects, number of graduate students, program head, names of regular faculty and their areas of interest, names of associated faculty and professional staff, date of information for this entry.

**Date:** 1992

**Cost:** \$26 paperback, \$39 cloth + \$2.00 shipping

**Available from:**

Journals Division  
University of Chicago Press  
P.O. Box 37005  
Chicago, IL 60637  
312-753-3347, Customer Service

**Additional Contents:**

Preface,  
The History of Science Society,  
Statutes of the Society,  
Directory of Members,  
Institutions for research (34 in U.S., 38 in other countries),  
Societies and organizations (58 in U.S., 131 in other countries,  
10 international or regional),  
Journals (36) and newsletters (47),  
Indexes on:  
Institutions, societies and organizations;  
Members' subject interests;  
Members' national culture interests;  
Members' locations.

Note: generally speaking, the history of technology can be considered a subset of the history of science. At present, there is no separate guide to history of technology programs. Programs in history of science that focus on technology and/or engineering are more likely to have application to cultural resources.

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***Guide to Training Programs in the Applications of Anthropology***, The Society for Applied Anthropology, 1989, 125 pages, edited by Stanley Hyland and Sean Kirkpatrick.

**Education Contents:** 104 pages on 29 programs in US.

**Entry:** Arranged alphabetically ignoring "university of," an entry lists location, degrees offered, current enrollments, number of graduates in 1987/88, program name, program goals and focus, degree requirements, financial support for students, internship and practicum experience availability, internship experiences over the last 2 years, relationship to local practitioner organization and/or local agencies/institutions, relationships to other academic departments and programs, special facilities, participating faculty, contact person, address and telephone number.

**Date:** 1989, third edition; [4th edition to be available in January 1993]

**Cost:** \$5.00

**Available from:**

Business Manager  
Society for Applied Anthropology  
Box 24083  
Oklahoma City, OK 73124  
405-843-5113

**Additional Contents:** 5 brief articles:

A Partnership in Training,  
Issues for Preparing for Careers in Applied Anthropology,  
Challenges for the Future and Applied Anthropologists,  
Why Applied Anthropology? A Student's Perspective,  
Survey of Local Practitioner Organizations for the SfAA

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***Guide to Undergraduate Education in Urban and Regional Planning***, Association of Collegiate Schools of Planning, 2nd edition, September 1988, 42 pages of text, [3rd edition, in preparation], edited by Wes Hankins, Mulatu Wubneh, Robert Reiman.

**Educational Contents:** 34 pages on Undergraduate Degree Programs — 31 in US, 3 in Canada; 3 pages on Undergraduate non-degree programs — 17 in US, 1 in Canada.

**Entry:** Arranged alphabetically ignoring "university of," an entry lists complete mailing address, telephone number, name and title of program head (and in some a name, title and telephone number for an additional contact or advisor). A grid is supplied with the following information: number of faculty, full-time equivalent number of faculty, type of degree offered, year program was instituted, Planning Accreditation Board accredited yes or no, public or private, total institutional enrollment, tuition for in-state and out-of-state, financial aid, number of students, whether male,

female, full time, part time, white, black, Native American, Asian American, Hispanic, Other, or Foreign; admission requirements, formal degree requirements, program length/course requirements, available specializations. Also provide the name, membership, title, degree, college, date, and interest or emphasis for those faculty spending 50% time or more in undergraduate Planning; lists other affiliated faculty.

Information provided for non-degree undergraduate planning curricula: name of university, department and complete mailing address, name of department head and telephone number, lists options in and describes title of degree and year established.

**Date:** 1988 [See *Accredited University Planning Programs*]

**Cost:** \$12.95; price includes postage and handling.

**Available from:**

Planners Bookstore  
American Planning Association  
1313 East 60th St.  
Chicago, IL 60637-2891  
312-955-9100

**Additional Contents:**

Foreword, Introduction, What is Urban and Regional Planning?  
What do Planners do?  
Future of Urban and Regional Planning,  
Minorities and Women in the Profession,  
Salaries of Planners,  
How to Learn about Planning,  
How to enter the Field,  
Association of Collegiate Schools of Planning,  
The Professional Organization,  
How to Use the Guide.  
Appendix B: Association of Collegiate Schools of Planning Membership Roster,  
Appendix C: Faculty Roster — Faculty with 50% or More Time in Undergraduate Planning Curriculum.

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**Historic Landscape Directory**, National Park Service, Catalog of Landscape Records in the United States, and US/ICOMOS, 1991, 98 pages, edited by Lauren G. Meier, ASLA, compiled by Sarah S. Boasberg, Karen E. Day, Magda Kobylinski, Joanne Lawson, Catha Grace Rambusch.

**Education Contents:** 7 pages of Landscape Architecture Programs (44 in US). 3 pages of Historic Preservation Programs (17 in US) some of which offer courses in landscape preservation. 2 pages of sources (10 in US) for continuing education in historic landscapes and preservation practice, includes completed mailing address and telephone number and a brief description of offerings.

**Entry:** arranged alphabetically by state, an entry lists mailing address and telephone number, designation of what type of degree offered. Some of the programs have an additional paragraph of information.

**Date:** 1991. Expected to be updated as needed.

**Cost:** none.

**Available from:**

Historic Landscape Directory  
Technical Preservation Services Branch  
Preservation Assistance Division  
National Park Service  
P.O. Box 37127  
Washington, D.C. 20013-7127  
telephone 202-343-9578  
fax 202-343-3803

**Additional Contents:**

Introduction,  
National and Regional Organizations,  
State and Local Organizations, Resources for Historic Landscape Research,  
Sources of Information on Historic Plant Materials,  
Index,  
Information Update Form.

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**1992 Independent Colleges and Schools, Handbook of Private Accredited Career Colleges and Schools**, Career College Association, 1992, 122 pages.

**Education Contents:** 63 pages of Accredited Private Career Colleges and Schools — 850 in US, 10 in other countries.

**Entry:** Arranged alphabetically by state, then alphabetically within each category: Business School, Junior College, Senior College. An entry lists name of college or university, complete mailing address, telephone number. By code, information is given regarding the credentials offered — certificate or diploma, specialized associate degree, associate degree, baccalaureate degree, master's degree, and, the year the institution was established, the year institution was first accredited and the year of the next scheduled accreditation review. This is followed by a list of the topics covered by that college or university.

Such programs that provide skill training in:

**Skill (number of programs)**

air-conditioning/heating/ventilation (6),  
architectural engineering technician (3),  
building maintenance technician (6),  
computer-aided drafting (16),  
construction technologist (1),  
drafter (37),  
electrician (1),  
electronics technician (75),  
photographer (2),  
welder (2).

May include information on cultural resources, or, once acquired, may have application to cultural resources with additional training.

Date: 1992.

Cost: No cost for single copies.

**Available from:**  
Career College Association  
750 First St NE, Suite 900  
Washington, D.C. 20002  
202-336-6700

**Additional Contents:**  
Choosing a Private Career College or School,  
How to Use This Directory,  
Over 180 Careers You Can Learn\*,  
Joint Statement on Transfer and Award of Academic Credit.

\*50 pages of Careers You Can Learn in Two Years or Less and the Schools That Offer Them. Arranged alphabetically by the topic, each topic is defined, the work described and the list of colleges that offer a program in that topic is arranged by state.

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**Interpretation: A Resource and Curricula Guide for the United States and Canada**, The National Association for Interpretation, 1991, 238 pages, edited by Gail A. Vander Stoep.

**Education Contents:** 112 pages on United States Colleges and Universities with Interpretive Courses (79 programs); 78 pages on Canadian Colleges and Universities with Interpretive Courses (56 programs).

**Entry:** Arranged alphabetically by state or province, an entry lists type of degree (ranging from Associates to Doctorate); indicates whether a degree, a minor, an emphasis in interpretation is offered or if only courses are offered or if an individual program can be tailored. Contact name, mailing address, telephone number. Curriculum lists information on the number of hours in which topics are required. Description of some of the interpretive facilities and equipment available for student use, as well as information about some of the interpretive sites, both on and off campus, which provide field labs and tour sites; descriptions of the interpretive courses offered.

Date: 1991

Cost: \$10.00 + 3.5% sales tax for Colorado residents; price includes US or Canadian postage. Other countries, indicate preference for air or surface rates; NAI will bill you.

**Available from:**  
National Association for Interpretation  
PO Box 1892  
Ft. Collins, CO 80522  
telephone 303-491-6434  
fax 303-491-2255

**Additional Contents:**  
A Day in the Life of..(What does an interpreter do?);  
Rumblings of Resurgence: Expanding Roles of and Techniques in Interpretation;  
Non-University Interpretive Training Opportunities (9 programs);  
References and Resources for Interpreters;  
Update Forms for Resource and Curricula Guide.

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**A List of Interior Design and Related Graduate Programs**, Graduate Education Network of the Interior Design Educator's Council, 1992, 5 pages in chart form

**Education Contents:** 5 pages in chart form on 42 programs.

**Entry:** arranged alphabetically by name of institution, an entry includes mailing address, provides information on the year program began, type of degree (e.g. M.A., M.S., M.P.S., M.F.A., etc.), which college sponsors the program, program emphasis and whether geared for post-professional or first-professional; number of credit hours needed; time needed, e.g. 4 semesters, 1 year, 2-3 years, etc.; thesis required, how many are enrolled; name of contact, department and telephone number.

Date: September 1992; revised annually.

Cost: none.

**Available from:**  
Dr. Robert Meden, AIA, ASID  
Chair, IDEC Graduate Education Network  
Marymount University  
2807 North Glebe Rd.  
Arlington, VA 22207-4299  
703-284-1574  
fax 703-284-1693

**Additional Contents:** also provides addresses and telephone numbers for 4 organizations in related fields.

*Museum Studies International* 1988, 5th edition, (now out of print and being revised), Office of Museum Programs of the Smithsonian Institution and International Council of Museums Committee for the Training of Personnel, Jane R. Glaser, Marcia M. Anderson, Robin Fogg.

**Education Contents:** Programs in the United States — describes 317; programs in countries outside the United States — describes 142.

**Entry:** arranged alphabetically by state, then grouped alphabetically within a city, an entry lists name of institution and, where applicable, affiliated museum or university; address, contact person and telephone number, language of instruction if other than English; type of program offered — correspondence programs (3 in Canada), undergraduate courses (40 in US, 15 in other countries), graduate courses (35 in US, 9 in other countries), undergraduate degree programs (25 in US, 14 in other countries), graduate degree programs (57 in US, 13 in other countries), doctoral programs (7 in US, 2 in other countries), high school internships (16 in US only), undergraduate internships (142 in US, 7 in other countries), graduate internships (119 in US, 9 in other countries), doctoral internships (5 in US only), fellowships (12 in US only), minority programs (4 in US only), associations sponsoring workshops (12 in US, 12 in other countries), fellowship training (8 in US only), institute training (4 in US only), residencies training (5 in US, 6 in other countries), workshop training (17 in US, 20 in other countries), teacher training (5 in US only).

**Date:** 1988, 5th Edition, is out of print; the 6th Edition is in preparation and is expected to be available in 1993?

**Cost:** Not yet available.

**Send inquiries to:**

Gary Edson  
Director, Museum of Texas Tech University  
Box 43191  
Lubbock, TX 79409-3191

**Additional Contents:**

Use of the Directory,

Appendices:

I. Questions Students Should Ask about Graduate Programs in Museum Studies,

II. Suggested Qualifications for Museum Positions,

III. Criteria for Examining Professional Museum Studies Programs,

IV. Minimum Standards for Professional Museum Training Programs,

Index by Category, by discipline, by institution.

**National Apprenticeship Program, U.S.**

Department of Labor, Employment and Training Administration, Bureau of Apprenticeship and Training, rev. 1987, 16 pages.

**Education Contents:** National Apprenticeship Act, describes the National Apprenticeship Program, Apprenticeship, what the bureau provides, the list of apprenticeable occupations, addresses for the 10 regions (also provided in this listing), the state offices of the bureau, and the state and territorial apprenticeship agencies.

The U.S. Department of Labor, Bureau of Apprenticeship and Training, in cooperation with employers, unions, private organizations, community colleges and adult education, have developed and registered apprenticeship programs throughout the United States. Contact one of the Bureau of Apprenticeship and Training Regional or State offices for further information.

Apprenticeship programs may exist in the following occupations:

Boatbuilder, Wood  
Bricklayer  
Cabinetmaker  
Carpenter  
Cement Mason  
Drafter, Architectural  
Drafter, Mechanical  
Electrician  
Electrical Repairer  
Electronic Technician  
Glazier  
Maintenance Machinist  
Maintenance Mechanic  
Millwright  
Ornamental Ironworker  
Painter  
Patternmaker, Wood  
Plumber  
Sheet Metal Worker  
HVAC (heating, ventilation and air conditioning).

**Note:** Such programs may include information on cultural resources, or, once acquired, may have application to cultural resources with additional training.

**Date:** rev. 1987

**Cost:** none.

**Available from:**

Bureau of Apprenticeship and Training Regional or State offices. The following is a list of the Regional Offices and the States they serve:

Bureau of Apprenticeship and Training, **Region I**  
U.S. Department of Labor  
One Congress St., 11th Floor  
Boston, MA 02114  
617-565-2288; fax 617-565-9171  
Serves: Connecticut, Maine, Massachusetts, New Hampshire,  
Rhode Island, Vermont

Bureau of Apprenticeship and Training, **Region II**  
U.S. Department of Labor  
201 Varick St., Rm. 602  
Federal Building  
New York, NY 10014  
212-337-2313; fax 212-337-2317  
Serves: New Jersey, New York, Puerto Rico, Virgin Islands

Bureau of Apprenticeship and Training, **Region III**  
U.S. Department of Labor  
3535 Market St.  
Gateway Bldg., Rm. 13240  
Philadelphia, PA 19104  
215-596-6417; fax 215-596-0192  
Serves: Delaware, Maryland, Pennsylvania, Virginia, West  
Virginia

Bureau of Apprenticeship and Training, **Region IV**  
U.S. Department of Labor  
1371 Peachtree St., NE, Suite 200  
Atlanta, GA 30367  
404-347-4405; fax 404-347-4386  
Serves: Alabama, Florida, Georgia, Kentucky, Mississippi,  
North Carolina, South Carolina, Tennessee

Bureau of Apprenticeship and Training, **Region V**  
U.S. Department of Labor  
230 S. Dearborn St., Rm. 758  
Chicago, IL 60604  
312-353-7205; fax 312-353-5506  
Serves: Illinois, Indiana, Michigan, Minnesota, Ohio,  
Wisconsin

Bureau of Apprenticeship and Training, **Region VI**  
U.S. Department of Labor  
525 Griffin St.  
Federal Building, Rm. 628  
Dallas, TX 75202  
214-767-4993; fax 214-767-4995  
Serves: Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Bureau of Apprenticeship and Training, **Region VII**  
U.S. Department of Labor  
911 Walnut St., Rm. 1100  
Federal Building  
Kansas City, MO 64106  
816-426-3856; fax 816-426-3664  
Serves: Iowa, Kansas, Missouri, Nebraska

Bureau of Apprenticeship and Training, **Region VIII**  
U.S. Department of Labor  
721 - 19th St., Rm. 465  
U.S. Custom House  
Denver, CO 80202  
303-844-4791; fax 303-844-4701  
Serves: Colorado, Montana, North Dakota, South Dakota,  
Utah, Wyoming

Bureau of Apprenticeship and Training, **Region IX**  
U.S. Department of Labor  
71 Stevenson St., Suite 715  
San Francisco, CA 94105  
415-744-6580; fax 415-744-8584  
Serves: Arizona, California, Hawaii, Nevada

Bureau of Apprenticeship and Training, **Region X**  
U.S. Department of Labor  
1111 Third Ave., Rm. 925  
Seattle, WA 98101-3212  
206-553-5286; fax 206-553-1689  
Serves: Alaska, Idaho, Oregon, Washington

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*The Official Museum Directory 1992*, American  
Association of Museums, 1991, 1635 pages.

**Education Contents:**  
3 pages on Mid-Career Training Opportunities.

**Entry:**  
mailing address and some telephone numbers, brief state-  
ment "Training Program, Training Programs, Annual  
Meeting" for 59 entries.

**Date:** updated annually

**Cost:** \$129 for AAM Members; \$179 Nonmembers

**Available from:**  
National Register Publishing Company  
3004 Glenview Rd.  
Wilmette, IL 60091  
708-441-2210 and 1-800-323-6772  
fax 708-441-2152

**Additional Contents:**  
Information about the American Association of Museums, its  
staff, members of 25 year or more, institutional services,  
government affairs program, bookstore, affiliate and regional  
associations, executive committee, board of directors,  
regional presidents, standing professional committees,  
affiliate professional organizations, regional museums  
associations and state representatives, federal agencies  
providing museum support, state museum associations,  
regional arts organizations, state arts agencies, regional  
representatives of the National Endowment for the Arts,  
State Humanities councils, other resource organizations,  
international organizations and museum associations,  
museums accredited, museums that have participated in

# Evaluation Form for *The Directory of College, University, Craft and Trade Programs in Cultural Resource Management (Long Term)*

How did you find out about this directory?

Was the directory of assistance in long term program and degree planning?

Did the directory help guidance counselors advise students in their long term goals?

Will you recommend this directory to others?

Should this directory be updated annually?

What might the directory include to make it even more useful?

- content in *Related Disciplines* (section I):
- content in *Program Descriptions* (section II):
- content in *Additional Directories* (section III):

Other comments:

Please mail to: Editor, Long Term Directory  
Preservation Assistance Division  
National Park Service  
P.O. Box 37127  
Washington, D.C. 20013-7127