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Preservation Education

In Service to the Community

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Michael A. Tomlan

Preservation Education
In Service to the Community

CRM readers unfamiliar with how frequently historic preservation programs interact with the public may be pleasantly surprised by this issue. Although the image of an "ivy tower" still exists, the reality is that public service has always played a very important role in the preservation curriculum. Indeed, community service is an essential part of every student's activities and is repeatedly reinforced by fieldwork, and "real world" problem-solving exercises in other classes.

Although much of this learning takes place "close to home," in the immediate region around the educational institution, in recent years the range of possibilities being offered is expanding in two ways. First, more instructors are exploring a wider range of partnerships and cooperating agreements to support fieldwork and community service. Today the number of cooperating organizations embraces not only the National Park Service, but a whole range of federal, state, and local sponsors. Often this support is being sought from more than one source, and the cultural resources are both above and below ground. Second, in recent years the domestic orientation of several preservation programs has been increasingly supplemented with foreign study initiatives. Several preservation educators have designed opportunities that allow students to become involved with projects abroad to extend their knowledge of and practices in other contexts. This provides a richer educational experience and, hopefully, will promote greater understanding and compassion for cooperation in their future.

Regardless of the context, for most students, working with a community to examine its historic properties is the first opportunity to become involved in some aspect of the preservation process. It is an exciting course. More often than not, the field work component of the curriculum is one of the most time-consuming aspects, requiring a considerable amount of travel and an above-the-average amount of effort. For the community, seeing its cultural resources through different eyes provides an opportunity to alter the public agenda, saving cultural resources. In the following pages, 11 university programs demonstrate the tremendous amount of time and energy each has put into serving their communities, near and far.

Working with a broad constituency, the student begins to realize that understanding the past is but the first step in taking an active role in preservation. Maintaining and increasing the general understanding of preservation must remain a goal, for if it is forgotten, historic resources will be lost. In the opening essay, Prof. Richard Longstreth underlines the necessity of fieldwork as a vital and necessary element of preservation advocacy because any effort to protect and appropriately adapt historic resources is seldom, if ever, viable without substantial community support.

Prof. Bonnie Stepenoff demonstrates how a group of undergraduate students became actively involved with flood and fire ravaged communities in the Mississippi flood plain, working alongside volunteers in the heat and humidity. And she cites the testimonials of the internship supervisors to demonstrate the positive contribution that students can make. Dr. Stepenoff's graduate assistant, Renae Farris, highlights the summer field school in Ste. Genevieve where 10 students conducted archeological excavations and archival research, and began to unlock the mysteries of a two-story 19th-century farmhouse that contains a one-story French vertical log house. The field school was an interdisciplinary effort, involving students and faculty from Southeast Missouri State University and Murray State University (KY), in partnership with the Missouri Dept. of Natural Resources, a regional archeological research consortium, the Middle Mississippi Survey, and personnel assistance from the U.S. Corps of Engineers.

Prof. Héctor Abreu-Cintrón, who teaches at the Savannah College of Art and Design, describes how the students from that institution surveyed their adopted community with an eye to providing a fresh perspective on what makes that city so significant. Going beyond the notion that it is the squares and the high style architecture that are worthy of notice, the SCAD students are examining the vernacular landscape anew, to facilitate both review and compliance and more comprehensive preservation planning.

Prof. Paul Shackel, at the University of Maryland, describes the partnership between his historical archeology program and the National Park Service, National Capital Region. Two projects at Manassas National Battlefield Park, the

Robinson House and the Sudley Post Office, demonstrate the manner in which student work can significantly assist in the interpretation of historic landscapes.

The mission statement of the land-grant institutions in each state also provides a springboard for historic preservation education to become dedicated to public service. At the University of Delaware, as Prof. David Ames demonstrates, a university "Center" is one means to gather funding from a land-grant institution that can be used to match other sources of state aid and local support to provide financial assistance for main street, disaster preparedness, advocacy, and recording threatened properties. The testimonials of two of his students reinforce the importance of securing this kind of financial aid and linking it to the curriculum.

At another land-grant institution, Prof. David Woodcock continues to lead the historic preservation students at Texas A&M University in its 20-year tradition of documenting historic structures to the standards of the Historic American Buildings Survey. Accurate recording is key to appropriate treatment of historic properties, whether in the small town in Texas, a community in the Caribbean, or a cathedral or abbey in France. And increasingly, electronic assistance and computer-aided drawing facilitate these efforts.

The opportunity to compare and contrast the social, economic and political conditions of a foreign country and see first hand how they affect preservation policy, programs, and various projects often places work in this country in a different perspective. England is a favorite for educational institutions on the East Coast, because the study of colonial history provides strong links to the "mother country" and it is relatively easy to understand the language and customs. In a manner similar to the foreign field study initiative of Texas A&M, several other preservation programs have initiated courses abroad. At the undergraduate level, field study in Roger Williams University's Semester Abroad Program has been led by Prof. Karen Jessup. Students in preservation and architecture have taken up residence in North Yorkshire, and, study is centered around studio courses, where teams are dedicated to documentation, conservation, and planning. They are assisted by the staff of English Heritage, The Royal Institute of Chartered Surveyors, and preservation architects.

The North Yorkshire estates and their landscapes also serve as the residence for the faculty at the University of South Carolina, which in alternative years offers a five-week summer course in England with a summer field school amidst the plantations in Charleston. Prof. Robert Weyeneth also describes the several domestic regional initiatives of his public history program: preservation projects related to African-American history, research projects undertaken related to preservation of Cold War sites, and the restoration of the capital building in Columbia.

If the ancient sites of Europe and the preservation practices there provide food for thought, those of the Far East are at least equally stimulating. Two faculty members have introduced field study in that part of the globe. Prof. Chester Liebs, founder of the historic preservation program at the University of Vermont, developed a highly unusual exchange by working with Tokyo National University of Fine Arts and Music, whereby both groups of students worked together in the field in Japan and the United States. In this case partnerships involved with each of the three communities in which they worked, seeking to understand preservation challenges, recording their perspectives, analyzing the alternatives, and presenting their ideas in a public forum.

At the University of Hawaii, preservation program director Prof. William Chapman has long been aware of the cultures that influence historic preservation thinking in the Pacific Rim. His field school initiative in Southeast Asia is one of the most challenging for exploring booming third world cities, and the pressures they face.

Prof. William Bushong, who teaches the fieldwork course for the graduate students in historic preservation at Goucher College, presents some of the challenges of supervising documentation projects in widely dispersed areas of the country. Goucher's distance-learning program, the only one of its kind in the country, depends upon frequent communication via electronic mail and telephone to work with students in their communities, potentially anywhere on the globe. The public service being provided by these students in independent fieldwork projects is no less important in their curriculum.

How can this wide variety of examples be useful to you, the reader? By suggesting that now, with nearly 60 educational institutions supporting courses in historic preservation throughout the country, the opportunity for you to work with a nearby program has never been greater. Field courses, studios, assistantships, internships, individual tutorials, and team projects all provide the means by which preservation principles and practice can be introduced and reinforced in the community of your choice.

Michael A. Tomlan serves as the Project Director for the National Council for Preservation Education, and is the Director of the Graduate Program in Historic Preservation Planning, College of Architecture, Art and Planning, at Cornell University.

Richard Longstreth

The Classroom and the Community

Historic Preservation at George Washington University

Interaction with communities is not just a good idea in preservation education; it is an essential one. From the start, students must be aware of the fact that preservation is seldom, if ever, a viable activity without substantial community involvement. The most stringent, comprehensive ordinance, the most well-funded and equipped city preservation office, the richest array of historic resources mean little for protection purposes unless a critical mass of residents actively participates in the process. Building a constituency and working with it on an ongoing basis is vital if preservation is to have any impact on a community. Equally important, citizens should not rely on the leadership, or even always the wisdom, of government officials. Many cases exist where preservation has succeeded only because a strong-willed, well-informed, and politically savvy private sector has insisted high standards be applied to the tasks at hand.

As important as such endeavors are, the intricacies of community interaction are extremely difficult to teach. Strong arguments can be made for leaving this sphere of preservation training to internships and other experiences outside the classroom. Case studies may be examined in detail, but seminar discussions cannot begin to approximate the rough-and-tumble world of activism. Direct involvement in a case is problematic on several counts. Preservation initiatives cannot be scheduled at the convenience of the academic calendar. Frequently they last months or years longer than a single semester. Working on such projects may demand one's full attention, requiring that other obligations be put aside until an unexpected crisis is resolved. How can students effectively participate in such ventures without jeopardizing their grades? And what if a student, in the process of learning, does something impolitic or that in another way undermines a preservation effort months or years in the making?

At the same time, sidestepping community issues in a graduate program has serious drawbacks as well. Most internships do not focus on the salient issues at stake even when the job performed allows one to glean some understanding of the community's key role. The issues are critical to learn, for irrespective of what kind of work one pursues in preservation, having a clear sense of the community's vital contribution should be part of one's basic perspective on the field. Under the circumstances, these matters should be integral to many facets of the academic curriculum, complementing practical experiences gained outside the classroom.

Established in 1975, the Graduate Program in Historic Preservation at George Washington University has enjoyed the benefits of an institution that is centrally located in a major metropolitan area and that has a long tradition of community interaction. Furthermore, the program is based in the Department of American Studies, which, virtually from its inception, has nurtured ties to the public realm. Most preservation courses offered entail components that not only allow students to learn about the importance of the community's role, but also contribute to the community.

The tone is set at the beginning by a methods course required of all incoming students in the first semester. The focus of reading and classroom discussion is the preservation process, which includes analysis of the dynamics between public and private sectors at the local as well as at the national and state levels. After the first month, one meeting each week is given to a guest speaker, prominent in the field, for informal discussion of his/her current work. Complementing the national leaders are a number of distinguished local ones from both the

Typical street in the Buckingham garden apartment complex, Arlington, Virginia.

1950s aerial view of the Buckingham garden apartment complex, Arlington County, Virginia, begun in 1937. Henry Wright, planner, Allan Kamstra and Albert Lueders, architects.

public and private spheres. The semester assignment introduces the students to the demands of preparing the nomination of a property to local and state historic registers and to the National Register of Historic Places and then requires the development of a realistic scenario of how the property selected might be protected were it threatened. This latter component, especially, necessitates understanding how government offices and citizens groups interact. The research conducted on the property is often used in subsequent preservation efforts.

Another required methods course, usually taken toward the end of enrollment, focuses on issues of community-based preservation. The class works as a group conducting an in-depth historic resources survey of a neighborhood in the metropolitan area. The criteria for selection include a precinct that is: reasonably typical of its place and time and thus representative of the mainstream of preservation efforts, a likely candidate for historic district designation, and a place whose residents are generally receptive to having the study conducted. Throughout the project, emphasis is placed on understanding the past rather than on advancing protective measures to underscore the importance of building a constituency before embarking on a regulatory agenda. The class works with local and state preservation offices, additional public agencies, civic groups, property owners, and others as well. At the semester's end, the class makes a public presentation in the community, some of which have been televised. The material—research papers, survey documentation, and final report—is given to an appropriate local repository. Besides heightening community awareness, these studies have in some cases led to concrete action, including drives to expand existing districts or to establish new ones. A thematic study of garden apartment complexes of the 1930s and early 1940s in Arlington County, Virginia, provided information that led to the designation of one of the most historically significant examples of the type.

Additional courses afford other opportunities. One devoted to on-site building documentation and analysis, conducted by Orlando Ridout V of the Maryland Historical Trust, yields detailed field notes and measured drawings of a property previously neglected. A course devoted to preservation planning and management, taught by Pat Tiller of the National Park Service, entails research assignments on the impact of preservation and of new development on communities of the metropolitan area. In the spring 1997 semester, this class examined the potential effect of proposed convention, entertainment, and museum facilities on the eastern part of downtown Washington, working with the Committee of 100 on the Federal City and other concerned groups. A course on the economics of preservation, taught by Richard Wagner, principal in a Baltimore architectural firm, requires detailed feasibility studies of buildings in the region, some of which have afforded a basis for their rehabilitation. Courses taught by Pamela Cressey, director of the Alexandria Archaeology Program, allow students the opportunity to become involved in one of the country's most innovative undertakings of its kind, where a public agency and citizens work hand-in-hand to discover and protect archeological resources.

The professionalization of preservation over the past quarter century has left a growing gap in the activist side. Too many people assume others will take care of problems. To drive home the crucial need for aggressive, intelligent, informed activism, a new course on the subject was inaugurated for the fall 1997 semester. Taught by Richard Striner, founder of a public policy institute in Washington and a veteran citizen activist in preservation, the course allows students to study the intricacies of the private sector's role and meet with a number of prominent figures in the region.

Such exposure to community needs in the classroom is far from a substitute for experience in the field. The curriculum nevertheless enables students to attain a reasonable exposure to this sphere and to work more effectively in or with the private-sector once they have completed the program. The community benefits too, both from information received and from insights on the many values of preservation.

Of course, the importance of public officials and others acting in a professional capacity should not be underestimated either. The accomplishments of preservation would be nowhere near what they are today were concerned lay persons the only participating party. The point is that both are necessary for success in the field.

Professor Richard Longstreth is Director of the Graduate Program in Historic Preservation at George Washington University in Washington, DC.

Photos courtesy the author.

Bonnie Stepenoff

Preservation Studies and Public Service at Southeast Missouri State University

Academic courses in historic preservation tend to introduce students to an ideal world. Great good can come from learning how things should be done under the best conditions and according to the highest standards. Even greater good can come from the experience of applying preservation principles in real, and sometimes chaotic, situations.

Joshua Headlee, a junior in the Historic Preservation Program at Southeast Missouri State University, helped salvage documents from the burned and flooded Mississippi County Courthouse in Charleston, Missouri. A fire in February 1997 destroyed the roof and severely damaged the interior of the building. Fire suppression and subsequent rains soaked thousands of documents in files and vaults. Archivists from the Missouri Secretary of State's Local Records Program came to Charleston and coordinated an effort to save historical documents.

Students, wearing white lab coats and rubber gloves, hand-dried old record books by interleaving the soaked pages with absorbent paper. Protecting themselves with surgical masks, students also brushed mold from the covers of the heavy volumes. The work was time consuming, exhausting, and seemingly hopeless. Local records archivists loaded many records on a freezer truck and transported them to a facility for vacuum-drying. In the end, archivists, volunteers, and students managed to save most of the historical records from the courthouse.

Mississippi County Courthouse, Charleston, MO, after a fire in February 1997. The building may not be saved, but well over 90% of the records housed in the courthouse were salvaged.

Headlee said the volunteer work enriched him. "Through the experience we had with working at the Mississippi County disaster site, we witnessed the drastic effects of such a disaster. This, if nothing else, will better prepare us in experiencing such disasters of our own in the future. In other words, we now know basically what to expect in a disaster situation—such as lack of funds and supplies—as well as what preservation techniques to employ during such a situation."

In the classroom, students learn skills and concepts that serve them well in real world situations. Jeff Kroke, historian, National Park Service, Ozark National Scenic Riverways, has worked with several interns from the Historic Preservation Program at Southeast. He says his experience working with these undergraduate students has been positive.

One intern, Baird Todd, in the spring of 1996, did the work of a museum technician. He spent the semester living in an old farm house adjacent to the museum curation facility outside Van Buren, Missouri. In museum studies classes, he had learned the basics of museum accessioning and cataloging. According to Kroke, "Baird single-handedly accomplished a cataloging task that would have taken two to three years, because he was able to concentrate on it."

Interns have made a difference in the Riverways, a corridor of NPS property containing pristine springs, an old mill, historic farmsteads, and prehistoric sites. Students have worked in the areas of cultural resource management, archival processing, and museum curation. Kroke, the only staff historian, handles cultural resource management for the Riverways. "One intern," he notes, "doubles my staff."

Working with professionals and receiving on-the-job training enhances the students' education. Kroke treats interns not as cheap labor but as protégés, helping them make the transition from academic training to careers. "What I try to give them," he says, "is an opportunity to apply what they've learned in a real work environment. I share my own experience, but give them independence to make decisions. They should leave here prepared to step into a job."

Catherine Stoverink, a graduate student in the Historic Preservation Program at SEMO, interleaves old volumes of tax records with absorbent paper to dry the pages and preserve the information.

Kroke derives personal satisfaction from working with young professionals. "I see them changing and growing, gaining self-confidence," he says. "I watch them becoming more independent, learning to speak up, gaining the ability to make decisions and justify them." The internship experience gives students the chance to attempt new tasks, adjust to new situations, and find out what they really want to do.

In partnership with local, state, and national preservation agencies, Southeast provides opportunities for students to do useful work while learning principles and techniques in their field. As a requirement for the course in Legal and Economic Principles of Preservation, students prepare a draft form nominating a property to the National Register of Historic Places. Steve Mitchell, Missouri's National Register coordinator, reviews these nominations.

"In general," Mitchell says, "the majority of the nominations are just drafts and will not go beyond that stage. About a third of them, though, are solid, well prepared first draft nominations that compare with the work of many consultants. A few of those properties will go on and be listed."

Mitchell is pleased with the students' efforts. "These projects give them valuable experience that has to be a component of any of these courses. It's valuable for students to complete these projects and have them reviewed by our office." The State Historic Preservation Office also benefits. "The students document properties that we believe may be eligible for listing [in the National Register]. We do get information on the properties. The students are adding information to our files whether they're listing the properties or not."

Every spring, preservation students do architectural survey work in Cape Girardeau. Kent Bratton, city planner, says the student surveys are valuable to his office. "As far as Cape Girardeau goes, it's of great assistance. The chances of funding this kind of survey anytime soon are pretty slim."

Bratton has used data from the student surveys in planning for Cape Girardeau's future. "The students give us an overview of the area that helps us design improvement programs for neighborhoods," he says. "The work done several years ago in the downtown area was used in the Downtown Redevelopment Plan."

Museum studies classes have designed and constructed exhibits at the New Madrid (MO) Historical Museum and the Southeast Missouri State University Museum. These efforts involve drawing floor plans, building dioramas, creating interpretive panels, and writing text. Katie Poyner, a student who worked on the exhibit at the New Madrid museum in spring 1996, said, "We had to do everything—budget, planning, research, and implementation. We had to do it all."

Poyner said the museum project was very hard work, "but in the long run it was very beneficial." The students had to learn to work with the museum's board of directors. "Working with a museum board was a challenge and caused some problems with decision-making." The students created exhibits portraying domestic life and industry, particularly the cotton and timber industries, in the lowlands of southeastern Missouri.

This experience related directly to Poyner's first professional position. After graduating in spring 1997 with the bachelor of science in historic preservation, she began work as a curator of the Delta Cultural Center in Helena, AK. Her work there involves collecting, conserving, and interpreting the material culture of the land bordering the Mississippi River in northeastern Arkansas.

Incorporating real world experiences into academic programs involves both headaches and triumphs. Project work is unpredictable. In spring 1997, two preservation students, Anne Kern and Paul Porter, accepted an assignment to monitor the progress of rehabilitation work on the Social Science Building, the oldest building on the Southeast campus. Unfortunately, problems with lead and asbestos abatement virtually halted the project. Work did not resume until the week before final examinations. Kern and Porter learned more about toxic substances than they did about the repair of cornices and lintels. They also learned valuable lessons about budgeting, adjusting timetables, and coping with the vagaries of fate.

By working side by side with the preservation professionals students have the opportunity to test knowledge and skills they gained in the classroom. They also have the chance to respond to new challenges and begin the process of lifelong learning.

Bonnie Stepenoff is an Assistant Professor of History at Southeast Missouri State University, and teaches historic preservation, historic site administration, women's history, and labor history.

Photos by the author.

Renae Farris

Investigating the Delassus House

Teamwork in Field Archeology and History

The Delassus-Kern House, Highway 61, south of Ste. Genevieve, Missouri, contained elements dating from the 1790s.

In December 1993, the Missouri Department of Natural Resources (MODNR) acquired a building on Highway 61 just south of Ste. Genevieve, Missouri—by all outward appearances an ordinary German vernacular house. The property contained a mystery that reached back in time over 200 years. Investigations by the Historic American Buildings Survey (HABS) revealed the house to be a significant, six-room vertical log building hidden under 19th and 20th-century modifications. Documentary research proved that the property on which it stood had once been a part of Spanish land grants issued to a French nobleman, Pierre Dehault Delassus Deluziere, Commandant of New Bourbon. Dendrochronology tests performed on the house pointed to a construction date of 1793, the same year he immigrated to the area. These facts, combined with the large size and distinctive construction techniques, led HABS to the conclusion that it had been Delassus Deluziere's home. In order to make judgments about the building's eventual interpretation and restoration, Site Administrator Jim Baker needed further information on the property's layout, its former appearance, and its inhabitants' material culture.

The Middle Mississippi Survey (MSS), a regional archeological research consortium, expressed an interest in a cooperative project with the MODNR. Both Southeast Missouri State University (SEMO) and Murray (Kentucky) State University were involved in the venture. The MMS realized that the Delassus-Kern house, as it was known, would be an ideal challenge for the students. It provided an exceptional educational opportunity, because the field school would combine archeological excavations with archival research. The interweaving of two disciplines ultimately held the key to unlocking the riddle of the Delassus house.

The excavations on the site provided artifacts that confirmed the location of structures.

The field school began on June 2, 1997. Seven historic preservation students and three anthropology majors, all from SEMO, participated. Dr. Kit Wesler, of Murray State University, led the archeological segment. Dr. Bonnie Stepenoff and Dr. Carol Morrow of SEMO directed the archival research. Supplementing these activities was a weekly lecture series, which featured diverse speakers ranging from representatives of the U.S. Army Corps of Engineers to the MODNR. Each week at least 40 people, including interested members of the community, attended. On the day of his lecture, archeologist Dr. Terry Norris led a tour of the major French settlements of the region.

The community's support extended far beyond lecture attendance. Some people opened their homes to the students by providing free housing. Others visited the Delassus Deluziere site frequently, sharing their knowledge of the property and area. Local media covered progress of the school on a regular basis and promoted the lecture series.

Clues gathered from 12 test excavations and from archival research led to unexpected conclusions. The crew found prehistoric artifacts, primarily of the late Woodland and Mississippian periods, but nothing historic dating prior to 1830. This presented a puzzle since the house's construction type was consistent with the 1790s. Logically, at least a few items from the late-18th century should

have been recovered. Students found that the mystery deepened when archival research uncovered contemporary accounts of Delassus Deluziere's residence. These descriptions indicated a site on the high bluff behind the house's current position, but no structure of that period remained there.

Further investigations by the field school students revealed evidence which supported the historic accounts. Local citizens, having found artifacts from the time of Delassus Deluziere on the bluff, graciously shared their discoveries with the archeological team. Aerial photographs obtained from the U.S. Department of Agriculture displayed soil stains, such as might be left by a building, in the general location indicated by the historic descriptions. Research into newspaper articles

The combination of archival research and archeology benefits the students and the community.

revealed a piece from the 1860s that referred to the commandant's house as having once been in the midst of an orchard on the bluff. Oral interviews of area residents conducted by the students verified the orchard's site, which again matched historic accounts. It seemed that Delassus Deluziere's home had indeed been on the bluff. Could it have been moved? A relocation would explain the gap in the archeological record.

Studies of probate records and land transfers indicated that a local entrepreneur, Martin Sweek, had acquired numerous properties and structures in the vicinity of New Bourbon, and resold them at a profit. He purchased the land on which the Delassus-Kern house now sits in 1836 for $200. In 1837 he sold it to a doctor and slave-owning farmer, Ichabod Sargeant, for $1200. This substantial increase in value suggested a major improvement had been made in the interim. If the house had been constructed on the current site between 1836 and 1837, this would dovetail nicely with the archeological findings.

Was the house Delassus Deluziere's? The field school team found no archival records which would either confirm or deny this possibility. Archeological investigations could not yield conclusive proof. To solve the mystery of the Delassus house, students had to apply the additional discipline of building analysis.

Close examination of the structure revealed a number of oddities. Since the HABS study, interior 20th-century modifications had been stripped away exposing the building's framework. Observers noticed several misaligned peg holes and notches. These suggested that the house may have been moved and then re-assembled. However, some features did not make sense even if the house were a reconstruction. Several notches were very unevenly spaced and missing at points where logically they should have been.

Analysis of the foundation also uncovered peculiarities. Constructed of limestone and sandstone, the foundation was unusual for the area. Although both of these materials were commonly used historically, they were not used in combination due to differing weathering qualities. In the cellar hewn logs, which served as floor joists, were poorly fitted to the sill log notches. This was not in keeping with the quality of the area's French colonial workmanship. One joist was a sawn beam, measuring a perfect four inches-by-eight inches, well-fitted to the sill. This proper matching of beam-to-sill implied that it was not a later repair, but a part of the building's original construction.

Evidence collected through various branches of study led to the hypothesis that Sweek had built the house from salvaged parts and then sold the property at a profit. It was conceivable that parts of Delassus Deluziere's house were retrieved and used in the current structure, but the evidence neither confirmed nor refuted this possibility.

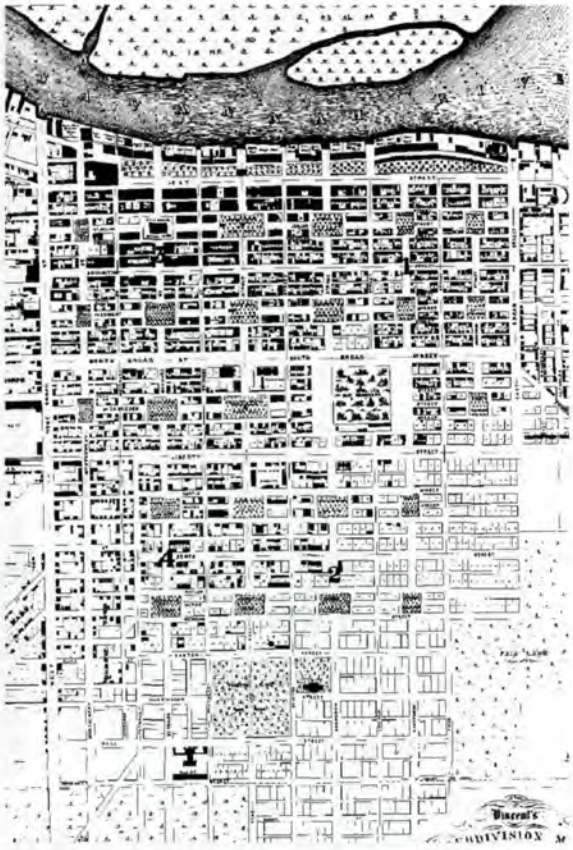
Through the interdisciplinary nature of this field school, participating students gained experience in multiple fields of study. Christina Olson commented that the "combination of archival research and archeology was very beneficial" to her education. Students also learned teamwork, how to ferret out hidden history, and how to deal with difficulties encountered in various types of research. They felt that this training will prove invaluable. "The gaining of hands-on skills in basic field techniques will aid me in the future, both in graduate school and professionally," said Anne Kern. The field school will continue in 1998 with a new project in Ste. Genevieve.

Renae Farris is a graduate student in the Department of History at Southeast Missouri State University, and serves as teaching assistant to Prof. Stepenoff.

Photos by the author.

Héctor M. Abreu-Cintrón

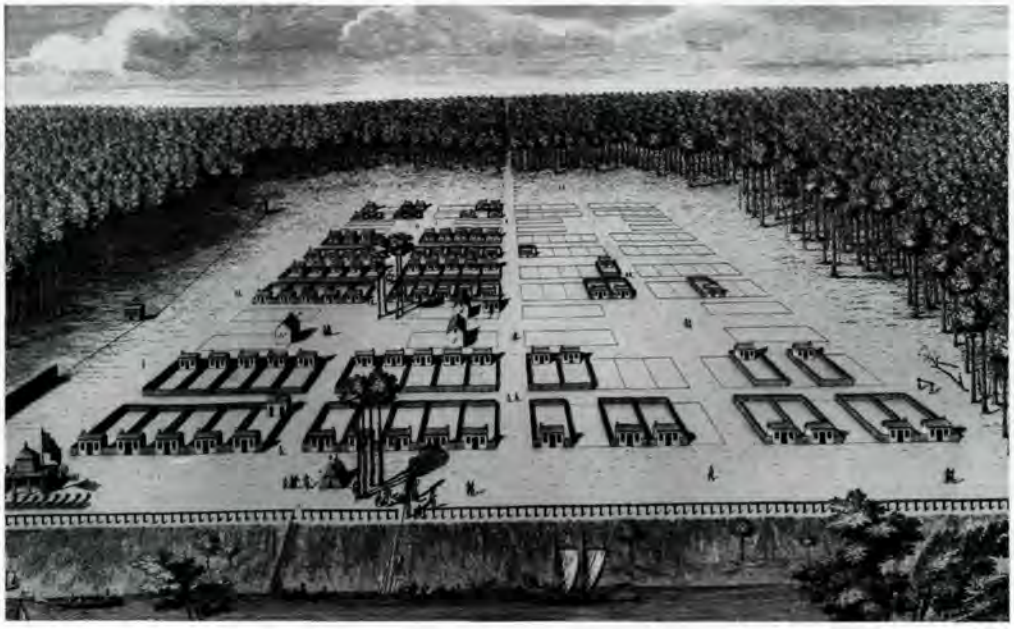
Savannah Students Survey the Community



Edward Vincent's subdivision map demonstrates how the center of Oglethorpe's city of squares developed by 1853. Illustration courtesy Historic Urban Plans.

Since 1994, the Historic Preservation Department of the Savannah College of Art and Design (SCAD) has undertaken an intensive building-by-building survey to better understand the nature of the historic resources within the National Historic Landmark District of Savannah, Georgia. This multi-year commitment of the faculty and students of the college, with the guidance of the National Park Service's National Register Programs Division, in Atlanta, Georgia, has produced a rich and extensive database of over 1,500 Georgia State Site Survey Forms, for future preservation planning and interpretative purposes. It has also provided the students of SCAD's Historic Preservation Department with the experience of contributing to the assessment of our nation's heritage.

The city of Savannah is one of the loveliest cities in the United States. A jewel in the Southern crown, it is sited on the bluffs above the Savannah River on the coastal region of southern Georgia. Savannah's Colonial English history begins in 1733, when General James Oglethorpe founded the city. His city plan marked the shape of the early community because he established a geometric grid of squares, surrounded by regular, equidistant streets. These squares were uniformly distributed, creating a series of green open spaces now used for public enjoyment. Theories attempting to explain their original purpose abound. Some theorize that the squares were for defensive purposes, places where the local militia could assemble during an attack, thus dispersing the forces equally throughout the city. Others have felt that the squares were social gathering places, needed to create a sense of communing with nature because residents of Savannah were never far from a square. Whichever the reason for Oglethorpe's scheme, his original six squares grew to 24, creating a cityscape that is singular in the United States.



James Oglethorpe's unusual plan is captured in the 1734 birdseye view drawn by Peter Gordon for the English Trustees of the Colony. Illustration courtesy Historic Plans.

Recognizing the significance of the downtown, the Secretary of the Interior designated the Savannah Historic District a National Historic Landmark (NHL) on November 3, 1966. The designation has proven to be of limited use, however. The boundary description for the district, in keeping with NHL standards at the time, relied heavily on the historical significance of the plan, but said comparatively little about the nature of the architectural resources. Unfortunately, with

Johnson Square is one of the 21 surviving squares of Savannah. Photo courtesy SCAD Slide Library.

little attention paid to what structures were considered "contributing" to the significance of the district, Section 106 cases repeatedly encountered problems for planners because the database was incomplete. This hampered decision-making.

Sited throughout the city are over 1,000 significant properties from the late-18th to the 20th centuries. Buildings of such varied styles as the Greek Revival, Italianate, Queen Anne, Neoclassic, and examples of colonial buildings are to be found throughout the historic district. Of the peak number of 24 squares, all but three are still in existence and many contain public monuments and stately live oaks, festooned with Spanish moss, giving the public spaces a special feeling of history.

With this background in mind, the Savannah College of Art and Design embarked on the daunting task of reassessing every property within the NHL district, through coordination with the National Park Service (NPS), the Historic Preservation Division (HPD) of the Georgia Department of Natural Resources and the City of Savannah. The students in the Historic Preservation Department's "Preservation Research and Survey" course undertook this survey. The goals of the course are to provide the student with a solid, working knowledge of the various kinds of historical information available, and a firm understanding of the various methods used for proper documentation. It seemed logical that a coordinated effort would involve the preservation agencies and students. The students proceeded to examine each property within the district and used Georgia's computerized State Site Survey forms, following the guidelines of the HPD. Every structure in the district was photographed, regardless of whether it was considered contributing or not, and information collected about its style, dates of construction, and character.

The Italianate townhouse at 10 East Taylor Street is one of 1,500 buildings to be surveyed. Photo courtesy SCAD Slide Library.

For example, four distinct types of Savannah Italianate residences were described. All four classes feature elaborate ironwork on the railings and the balconies projecting from the front facade. Arched windows are crowned with heavy, decorative hoods and wide overhanging eaves, supported by decorative brackets. Only one Savannah type features quoins, however, an element frequently seen in other urban areas of the country.

Dozens of SCAD students have participated in this survey over the last three years, along with more than a few faculty members, each contributing to the goal. It is expected that the entire district, with well over 1,500 properties, will be completely surveyed by early 1998. This information will be shared with the community, the SHPO, and the NPS, to assist in Section 106 activities and enable the existing NHL to be revised. Hence, the students at SCAD and Savannah benefit, now and in the future.

Héctor M. Abreu-Cintrón is a Professor in the Historic Preservation Department at the Savannah College of Art and Design.

Paul A. Shackel, Stephen R. Potter, and Matthew Reeves

The University of Maryland and the National Park Service

A Formidable Partnership in Historical Archeology

Historical archeology has been a major component of the Department of Anthropology, University of Maryland, College Park (UMCP), for more than 16 years. Many training opportunities attract students from around the country and around the world. Several students have been trained in the ongoing project "Archaeology in Annapolis" under the direction of Mark Leone. As of January 1997, a renewed cooperative agreement between the National Park Service (NPS), National Capital Region (NCR) and (UMCP) has generated additional historic preservation opportunities in historical archeology. This agreement has been an important step to generate student support in the Anthropology Department's B.A. and M.A.A. program.

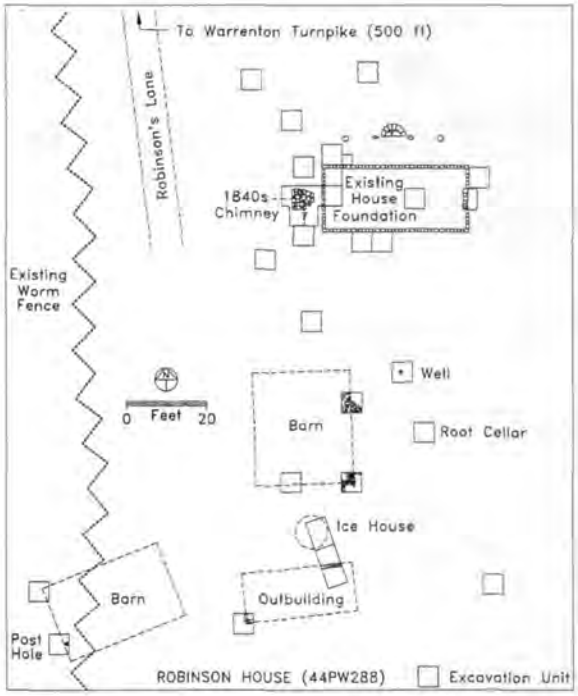
While education is a major emphasis of the NPS, the agency has become a unique partner to UMCP. The two institutions have created a productive working relationship that supports student training and internships. In return, students have generated valuable research for the NPS, allowing it to interpret, monitor, and protect cultural resources in new and innovative ways. The projects generated by the students also help sustain the agency, because sparse base funding and staff limitations have curtailed many necessary projects.

The cooperative work between the two organizations is facilitated by the Master of Applied Anthropology (M.A.A.) program, developed in the Department of Anthropology in 1984. The M.A.A. is a two-year professional degree for those interested in the practice and application of anthropology in careers outside academia. Skills are developed through internships with professionals in related and complementary fields. The archeology program has consistently worked with archeologists in federal, state, and local governments, and those in the private sector. The M.A.A. program works well because traditional masters theses are replaced with projects. Students are expected to produce a product related to the internship, instead of a thesis.

Regional Archeologist Stephen R. Potter has generated several archeology projects carried out by the NPS and the Department of Anthropology, UMCP since the beginning of 1997. Many projects go beyond Section 106 compliance needs and add an additional dimension to NPS archeology projects.

One such case is at the Robinson House, at Manassas National Battlefield Park. The Robinsons were a free African-American family that occupied the same house from 1840 through 1936. The house is recognized as a significant landscape feature since it was part of the Civil War battlefield landscape during the First and Second Battles of Manassas. Arsonists burned the structure in 1993, and it was dismantled. The stone foundation and chimney remain, symbolizing an African-American family's life and struggle to survive during Jim Crow (Martin et al 1997:157). An M.A.A. intern is currently expanding on the Park's General Management Plan (MANA1983) by investigating domestic life within a battle area. The project, being

The Robinson House at Manassas National Battlefield Park housed the same free African-American family from the 1840s through 1936. It was burned by arsonists in 1993. Photo courtesy Manassas National Battlefield Park.



Site plan of the excavation units placed round the Robinson House and yard. Illustration by John Ravenhorst.

done by Erika Martin, includes ceramic and glass vessel analysis, currently in progress. This work will allow the park to place the Robinson family's consumer behavior within the changing social relationships of Northern Virginia and "enhance understanding of the shifting social relations found within a community inhabited by both African Americans and whites" (Shackel et al. 1995; Little and Potter 1995; Potter 1997b).

In another project at Manassas National Battlefield Park, the park is proposing to stabilize the one-story Sudley Post Office. Because the stone foundation needs repair and repointing, the work will require ground disturbance around the structure. Before any fabric treatment, archeological work and analysis are being undertaken around the building. The purpose of the project is to locate, identify, evaluate, and recover a sample of any archeological resources that may be impacted by the stabilization of the building (Potter 1997a). Matthew Reeves, a recent Ph.D. graduate from Syracuse University, is the project director, and as many as six UMCP graduate and undergraduate students are working under his direction in the field and in the laboratory. This interdisciplinary project has shed new light on the history of the property and related structures. Historical research shows that the building was probably present much earlier than anyone had previously suspected. The structure is considered nationally significant since it housed injured soldiers during the First Battle of Manassas. In 1871 new owners constructed an extension that housed a post office to cater to the growing community, thus the name—Sudley Post Office. The Sudley Post office became an important center for the community and many local residents still reminisce about the post office. After 1903 the structure was inhabited by an African-American family (Reeves 1997). While the archeology has unearthed little related to the mid-19th-century occupation, a large feature that later served as a trash pit has been uncovered and the materials are related to the early-20th-century African-American family. The feature corresponds to the same time as the materials under analysis for the Robinson house. It is quite significant that the archeological investigations at the two areas in the park provide a much broader analysis of the sites. They go beyond the park's traditional battlefield interpretations and contribute to more inclusive histories of the community.

Three students are also learning the NPS Automated National Cataloging System (ANCS), under the direction of Marian Creveling. They are cataloging archeological collections from several national parks. These collections have been uncataloged for many years and this work allows the agency to become more accountable for the material culture that they oversee and monitor. While learning this complicated cataloging system, students will also learn storage and curatorial techniques.

An M.A.A. project has also been completed by UMCP graduate student, Jennifer Moran, at Rock Creek Park. Established in 1890 Rock Creek Park is one of the oldest national parks in the national park system. It is also one of the largest forested urban parks in the United States. The archeology done in the 1890s by William Henry Holmes provides an example of some of the earliest professional and scientific archeology work performed in the country. As part of a larger Cultural Landscape Inventory project, Moran's work documented the presence of prehistoric and historic archeological sites, assessed the conditions of

Excavations along the walls of the Sudley Post Office, Manassas National Battlefield Park. Photo courtesy University of Maryland and National Capital Region, NPS.

University of Maryland interns, Jenn Moran and Erika Martin, discuss distribution of archeological artifacts at Rock Creek Park. Photo courtesy Paul Shackel.

archeological collections, and placed this information on a GIS database. This information will become a valuable tool to help park staff monitor archeological resources.

While still in its early stages, the cooperative program between the NPS-NCR and UMCP has already enjoyed several successes. The cooperative programs generate opportunities for students to work within an applied setting in an archeological context. Their work is funded by the NPS. In turn, the agency receives a product that will help them to interpret, monitor, and protect cultural resources under its jurisdiction.

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Stephen R. Potter is the Regional Archeologist, National Capital Region, National Park Service.

Matthew Reeves is a Research Associate in the Department of Anthropology, University of Maryland.

Excavations in the yard of the Sudley Post Office, Manassas National Battlefield Park. Photo courtesy University of Maryland and National Capital Region, NPS.

David L. Ames, Karen Theimer, and Angela Tweedy

In the Land Grant Tradition
Preservation at the University of Delaware

Land-grant colleges were created to apply knowledge and to improve the quality of life for the citizens and communities of their states. Graduate research assistantships in the Center for Historic Architecture and Design (CHAD) at the University of Delaware, a land grant university, are designed to enable students to learn historic preservation in this public service tradition.

CHAD supports graduate study in historic preservation as part of the M.A. in Urban Affairs and Public Policy in the School of Urban Affairs and Public Policy, and in conjunction with eight other cosponsoring departments and programs. Located in the College of Human Resources, Education and Public Policy, CHAD is an interdisciplinary teaching, research, and public service center focusing on historic architecture and landscapes, design issues of the built environment and material culture, historic preservation planning and policy at state and local levels, documentation of historic properties and computer applications to documentation, research on the physical properties of cultural and historical materials, and advocacy for historic resources.

The public service mission of CHAD contributes to the larger land-grant mission of the University of Delaware. Land-grant colleges and universities were established in the Morrill Act of 1862 which reflected a movement to reform American education by providing more broad-based public support. The Delaware legislature designated Delaware College, later to become the University of Delaware, as the land-grant institution for the state. Across the nation land-grant public service activities focused primarily on agriculture for the next century.

In the 1960s, the Ford Foundation funded 10 universities to experiment with applying the land-grant extension model to cities, using university resources to help solve urban problems. The University of Delaware was one of those selected and it established a Division of Urban Affairs to carry out a land grant mission to the cities and towns throughout the state.

In the early 1970s the university approved doctoral and master's degrees in urban affairs and a master's in public administration and created a graduate College of Urban Affairs and Public Policy to replace the Division. The new college was to undertake applied research and

When seeking graduate study in historic preservation, I recognized the Center for Historic Architecture and Design (CHAD) as one of the distinguishing strengths of the University of Delaware program.

My first semester in the program included an examination of the economic incentives for historic preservation in Dr. Ames' "Issues in Land Use and Environmental Policy" course. Through my research, I developed a keen interest in economic and community development programs that integrate a historic preservation ethic.

For my graduate assistantship, I serve as a liaison between the National Main Street Center and six communities throughout the state through the Delaware Economic Development Office. My responsibilities range from assisting with yearly assessments of the local programs to working with CHAD staff in the development of a statewide design assistance workshop. This provides me with an opportunity to work closely with downtown revitalization professionals and learn more about small town local government. The experience also allows me to develop the initiative and the skills necessary to communicate effectively and professionally. Inside the classroom, preservation policies are discussed, such as tax incentives and historic preservation ordinances. Outside the classroom, my understanding of these policies is tested when working with local communities. My work with the Delaware Main Street program also complements my academic development. This semester I am writing a paper for my Planning Theory and Public Policy course on a proposal for a free bike program for Downtown Newark, a Delaware main street community.

—Karen Theimer

public service related to the needs of the communities of Delaware and to establish a national reputation as a center of urban-oriented research and graduate study. A nationally recognized survey of graduate programs in urban affairs, published in 1981 and repeated in 1990, ranked the graduate urban affairs program at Delaware fourth in the nation. In 1997, the College of Urban Affairs and Public Policy merged with two other colleges with strong land grant-missions to form a new College of Human Resources, Education and Public Policy.

Several research and public service centers were established in the college. In the early 1980s professors David Ames and Bernard Herman initiated a program of public service and applied research within the College devoted to the historic preservation needs of state and local governments. In 1984, the Center for Historic Architecture and Engineering was established, to be renamed the Center for Historic Architecture and Design in 1996.

In 1988, an 18-semester-hour graduate concentration in historic preservation was established with CHAD's support in the master's in urban affairs and public policy. In addition to a thesis on a preservation topic, there were four required courses: a seminar in historic preservation, a historic preservation methods course, a class in architectural history, and one on historic landscapes. Students in other master's programs, such as art history, history, and geography, may also take the concentration.

Nearly all students have research assistantships and work on research and public service projects in CHAD, developing their professional skills. All students must develop documentation skills by working on the Delaware Valley Threatened Buildings Project, which is funded from a number of sources to document threatened resources to HABS/HAER standards. This integration of graduate instruction with research and service—typical of programs in the College of Human Resources, Education and Public Policy—is known in public affairs education as the "Delaware model."

The State Legislature helps support public service devoted to Delaware problems by graduate and undergraduate students through Public Service Assistantships (PSAs). The assistantships are administered as matching grants by the dean's office. When a faculty member or center raises one-half of a stipend for a public service project from external funds, the dean will match it with a public service assistantship. With the PSAs, CHAD faculty, staff and students have developed thematic

When beginning graduate school at the University of Delaware, I had little idea of which direction to pursue in the preservation field. My focus had already shifted from museum studies to planning and policy issues, but I found myself amidst a program with many possibilities for specialization. My study and work in emergency management for historic resources evolved through a combination of general interest, academic pursuit, and work experience in the Center for Historic Architecture and Design.

Spurring my fascination with the subject was a preservation-oriented trip to Charleston, South Carolina, when I was an undergraduate at Mary Washington College. A visit to Drayton Hall, surrounded by a landscape drastically affected by Hurricane Hugo, and repeated stories of devastation to many historic resources from various disasters throughout Charleston's history made me realize the on-going threat natural hazards pose to our cultural heritage. I began an academic exploration of the types of natural disasters and their affect on historic resources during my first year in the graduate program in a class term paper for a Land Use and Environmental Policy course, in which I used Charleston as a case study. As the paper progressed, immersed in disaster literature, I found the field of emergency relatively new. Even newer, I discovered, is the idea of preparing our cultural properties for disaster. Building upon this revelation, I decided to produce a hazard vulnerability and risk analysis for the historic properties in Delaware as my master's thesis.

With the assistance of my advisor David Ames, I also secured a joint assistantship with the Center for Historic Architecture and Design and the Disaster Research Center (DRC), both at the University of Delaware. The principal project for this assistantship is to lay the foundation for and begin developing a statewide comprehensive disaster preparedness plan for historic resources. In addition, I am working on various disaster-related projects at the DRC. Complemented with a "Disaster and Politics" course, this work has introduced me to the field of emergency management and helped me understand how to facilitate communication between the two exciting and challenging areas of study.

—Angela Tweedy

Walnut Street, in Milford, Delaware, c. 1907, one of six local communities involved with the Delaware Main Street program. Photo courtesy Historical Society of Delaware Postcard Collection.

assistantships that relate to sub-areas of historic preservation. Consequently CHAD has been working with agencies and other funding sources to develop long–term thematic assistantships. They are:

The Delaware Valley Threatened Buildings Documentation Graduate Assistantships, co-sponsored by two state historic preservation offices. The historic urban and rural built landscapes of Delaware are being ravaged by new suburban development and central city redevelopment. With grants from the Delaware State Historic Preservation Office and the Maryland Historical Trust, CHAD staff and students document historic structures threatened with demolition, abandonment, neglect, or renovation to the standards of the Historic American Buildings Survey and Historic American Engineering Record. Student teams, led by CHAD staff and experienced Threatened Building Graduate Assistants document the structures. The graduate assistants are Jeroen Van den Hurk (Ph.D., Art History); Cristina Radu, (MA, Urban Affairs and Public Policy); Cindy Adams, (MA, Urban Affairs and Public Policy)

The Delaware Main Street Graduate and Undergraduate Assistantships, co–sponsored by the Delaware Economic Development Office. Students have become more interested in the connection between preservation and economic and community development. In a state of small towns and cities, the National Main Street Program seemed the best context in which to combine this interest with public service. The Delaware Economic Development Office, which administers the Delaware Main Street Program, enthusiastically supported the concept and contributed funding for a Main Street graduate assistantship. The Main Street graduate research assistant works as Associate Program Coordinator for the Delaware Main Street Program. The graduate assistant, Karen Theimer (MA, Urban Affairs and Public Policy) is working with six Main Street communities and assisted by two undergraduates with Public Service Assistantships: Kelly Souffie and Amy Hayes, both majoring in Consumer Studies. Ms Theimer helped develop this assistantship and is the first to hold it.

The Preservation Delaware Assistantship co–sponsored by Preservation Delaware, Inc., the statewide non–profit historic preservation organization. The Preservation Delaware graduate assistant, Martha Daniel (MA, Urban Affairs and Public Policy), acts as an assistant to the executive director and organizes grass roots support for historic preservation in the state. A variety of tasks and projects include preparation of the

The damage to historic resources, as seen after Hurricane Hugo in this Sullivan's Island photograph, sparked interest in a disaster preparedness assistantship. Photo by David Ames.

The demolition of Mt. Zion Church, the mother U.A.M.E. Church, was one of the losses that triggered the inventory of African-American historic resources in the city of Wilmington, Delaware. Photo by David Ames

semi–annual publication, *The Preservation Primer.*

The Preservation and Disaster Preparedness Assistantship. The historic resources along the Atlantic coast are frequently confronted with storm hazards and always face local threats such as fires and floods. Disaster preparedness needs to be an important part of historic preservation planning in Delaware. The co–sponsor of this assistantship is the Disaster Research Center at the University. Angela Tweedy, the disaster preparedness graduate assistant is researching and writing a disaster preparedness plan for historic resources in Delaware. In doing so, she has been in contact with SHPOs and undertaken a comparative analysis of disaster preparedness plans. Ms Tweedy helped develop this assistantship and is the first to hold it.

The African-American Historic Resources Assistantship. Arising out of the loss of African-American resources in the city of Wilmington to redevelopment, the first priority of this project, funded by the Mayor's Office, is to inventory and map all known African-American historic resources in the community. The goal of the project is to develop a historic context of the African-American experience in Wilmington to guide development decisions. One product of the project will be a web page of African-American historic resources in the city. Patricia Knock (MA, Urban Affairs and Public Affairs) is the graduate public service assistant and the first to hold the position; she is assisted by Tari Mitchell, an undergraduate in Consumer Studies.

The Delaware Rural Historic Home Economics Extension Assistantship. Last spring at a conference on historic significance, co-sponsored by the National Council for Preservation Education, the National Park Service, and Goucher College, a paper was given on how, in Tennessee and elsewhere, the agricultural extension service provided Ladies Rest Rooms as places for farm women to relax and meet with their neighbors on trips to town, and to demonstrate the latest methods and appliances of home management. The University of Delaware developed a home economics extension service in 1914 and Beth Ravalico, an undergraduate PSA in Consumer Studies, is exploring the information and advice given to farmers by the service from 1914 to 1930. As these students work with local communities and preservation organizations they are melding the land–grant tradition of the university with the grass–roots tradition of historic preservation.

David L. Ames is Director of the Center for Historic Architecture and Design and Professor of Urban Affairs and Public Policy and Geography, University of Delaware.

Karen Theimer is a graduate research assistant, Center for Historic Architecture and Design.

Angela Tweedy is a graduate research assistant, Center for Historic architecture and Design, and Center for Disaster Research.

Kelly Soussie, Karen Theimer, and Amy Hayes. Ms. Theimer holds a graduate Public Service Assistantship with the Delaware Main Street Program in the State Office of Economic Development and serves as the associate director for the program. Ms. Soussie and Ms. Hayes hold undergraduate Public Service assistantships and work with Ms Theimer on the Main Street program. They are standing in front of Main Street posters designed by Ms. Soussie and Ms Hayes which were used at the Governor's Tourism Conference and which will be displayed at the Annual Conference of Preservation Delaware.

David G. Woodcock

Interdisciplinary Service to the Community
The Texas A&M Experience

The Union Trading Company in Fort Davis, Texas is a part of the frontier heritage. Students battle the 100 degree summer heat to record adobe walls. Photo by the author.

The importance of historic resources has long been a focus in the College of Architecture at Texas A&M University. Documentation to Historic American Buildings Survey standards was introduced as a graduate elective in 1977, and teams have recorded subjects ranging from log structures from 19th-century Texas to the remains of Anasazi pueblitos in the Four Corners region of the Southwest. The students have been recognized in the Charles E. Peterson Prize competition, including three first place awards. As part of a land grant institution, teaching, research, and service are explicit in the mission of the college's historic preservation programs. The academic component of the teaching mission is rooted in the concept that historic preservation is an interdisciplinary field, whose practitioners need to have their own focused expertise, while respecting and understanding the special skills and knowledge brought by other members of the team.

The Certificate in Historic Preservation is based on course work and field experiences for graduate students whose degree programs are in architecture, landscape architecture, urban planning, construction science, and land development.

Working with community members and a faculty director, the group identifies historic resources in Giddings, Texas. Photo by David Pugh.

In addition to the courses available in the college, students are encouraged to consider graduate courses in heritage tourism, cultural geography, anthropology, archeology, and history to support their career objectives. In the last five years, increasing numbers of students in these disciplines have enrolled in preservation courses in the College of Architecture.

Many of the field studies have a significant community impact. The Grimes County Courthouse documentation (1989) drew public attention to the need to restore the exterior of the building and to develop a master plan for total rehabilitation of this important example of Texas heritage. Through an ISTEA grant to the county the exterior work is now in progress under the direction of a Houston architectural office. A similar documentation project at the Union Trading Post in Fort Davis, Texas, provided invaluable base data for Jeff Davis County, the owners of this adobe and rock complex dating back to 1880, to examine future uses for the structure and to guide immediate repairs. This documentation received first place in the Charles E. Peterson Prize for 1997.

During the spring of 1997 the Historic Resources Imaging Laboratory, supported in part by a grant from the NPS National Center for Preservation Technology and Training (NCPTT), hosted a workshop on the use of Computer Assisted Drawing (CAD) in HABS/HAER documentation. Draft guidelines, paralleling the existing published guides to traditional documentation, were field tested in summer projects in Texas and South Carolina. Both projects involved students from Texas A&M University. The first was a series of log structures associated with the 1855 John Seward Plantation at Independence; the second was Fort Hill, the Clemson, South Carolina, home of John C. Calhoun and later Thomas Green Clemson, built in 1803. While the analysis is not complete, the style and construction differences

The snow stays long at the Continental Divide! A HABS team member works in June to document the log Boreas Pass Section House, now restored as a shelter for walkers and winter sports enthusiasts. Photo by the author.

between these structures will provide an interesting test of the computer drawing technology. The laboratory continues to work on the development of the CAD guidelines in conjunction with the national HABS/HAER specialists and other professional and academic consultants.

The laboratory is participating in two NCPTT grants addressing documentation technology. In collaboration with the Texas Historical Commission's Courthouse Preservation Alliance, a Ph.D. student and visiting faculty member are developing a digital database system for recording Texas Courthouses. The study team also includes faculty at the University of Texas at San Antonio. A second project will evaluate non-linear documentation strategies that can be applied to detailed solid modeling in historical building surveys.

Working with Texas communities through its Target City program, the Urban Planning program has encouraged consideration of historic resources in community revitalization. Giddings, an 1871 city with extensive historic resources, provided such an opportunity, and one of the students working on this project assumed the position of Historic Preservation Officer in Natchez, Mississippi, upon graduation. Outreach activities in 1998 will update the Residential Historic District Guidelines for Galveston, and develop an Urban Image Analysis for Nacogdoches, an East Texas city dating back to Spanish Texas.

Window details at Narbonne Cathedral require concentration as well as good sense of balance! The studies found complex design geometry at the cathedral. Photo by Vivian Paul.

The Landscape Architecture component of the preservation program includes a course on the conservation of historic and cultural landscapes. Research studies have included the history and interpretation of the colonial indigo plantations, and historic gardens at the Samuel May Williams home in Galveston, and the Kraitchar House in Caldwell, Texas.

Through the Department of Recreation, Parks and Tourism Science, the laboratory has been able to further the understanding of unique historic resources through innovative interpretive programs. Before its closure in 1937, the Boreas Pass railroad was the highest rail crossing of the Continental Divide in Colorado. Documentation of the dilapidated Section House at the summit led to its rehabilitation as a shelter for walkers and winter sports enthusiasts. Working with the college's nationally-recognized Visualization Laboratory, the study team developed a video reconstruction of the High Line, which interprets the route between Como and Breckenridge for the many visitors who follow the line by car, bicycle, and on foot.

International work at Narbonne Cathedral in France provided new insights into medieval construction techniques. Most recently the Abbey at Valmagne has been the focus of documentation and analysis of medieval stone construction. In the fall of 1997, a team from Texas A&M University assisted the community of New Plymouth in the Bahamas in identifying and documenting vernacular structures from the period before the 1930 hurricane, and will develop guidelines for their conservation and for new construction that is compatible with the historic community.

Interdisciplinary courses and field study provide the basis for sound professional preparation, and the outreach programs provide an effective connection with communities and individuals who develop a better understanding and appreciation of the significance and value of historic and cultural resources. Texas A&M University can see the evidence of these efforts across the state, the nation and abroad as graduates develop their careers, and maintain the university's tradition of service to community.

David G. Woodcock, FAIA, RIBA, coordinates the Historic Preservation program at Texas A&M University and is Director of the Historic Resources Imaging Laboratory.

Karen L. Jessup

Traveling Globally, Contributing Locally

Roger Williams University's Students in England

Preservation education is not a spectator sport. And it is not for those who like to stay clean, warm, and dry. This is often a stunning revelation to preservation students on their first field assignment. These realities of professional practice are readily apparent to Roger Williams University's historic preservation students studying abroad. For the last four years, historic preservation majors and architecture students have worked intensively in England on sites of remarkable architectural and landscape significance, investigating conservation challenges and actively responding to problems of decaying stone, redundant agricultural complexes, inappropriate development, and politicians sometimes hostile to conservation and well-designed contemporary architecture.

Through the Preservation Studio—a 15-week intensive field project upon which the entire required semester abroad is based—program participants and Roger Williams faculty join with colleagues in the United Kingdom in pursuit of solutions to (often, quite literally) thorny preservation problems. Working collaboratively and individually, students fan out into the archives and libraries which house local history collections, tromp through mud and the effluvia left by generations of farm animals, and endure the indignities of measuring buildings and documenting landscapes in the frequently cold, wet, windy conditions of England's "green and pleasant land."

Eric Lusgarten and studio mates at Wroxton College, England.

Few now question the educational merits of field studies. Even fewer doubt that immersion in the philosophical and practical challenges faced by preservationists is vital to understanding the scope and nature of the profession. At Roger Williams, our preservation educators are also committed to the principle that service to community can be an important means of fostering students' learning, not only about historic preservation, but about themselves and the world which welcomes them after they complete their studies.

Beginning with the establishment in 1976 of RWU's Historic Preservation Program, community internships have been a hallmark of our teaching. From two decades of successful experiences with organizations and agencies throughout New England and beyond, it seemed natural to consider ways to take our students yet further out of the classroom, to live for a semester in a foreign culture with the inherent educational benefits of these opportunities, and provide preservation services to new constituencies in English towns, villages, and countryside. The faculty, with strong input from program majors, conceived the Preservation Studio, a five credit experience, as a worthy experiment. Two of the most challenging recent Preservation Studios in England focused on historic resources in quite different contexts.

In spring 1994, 16 preservation and two architecture students settled in at Preedy's Farm, a late-medieval complex comprising thatched liass limestone animal shelters, a large stone barn, and a brick Georgian manor house, all still in original use. Owned by the former local chairman of the Council for the Preservation of Rural England, Preedy's Farm is in the Village of Tadmarton, North Oxfordshire, and situated close to a major interchange of Britain's ever-expanding motorway system. With cultural tradition and the architectural landscape of many of England's villages threatened by intensive housing development for workers now commuting long distances via car, Tadmarton is specifically pressured. Preedy's Farm was for sale, thankfully by a family with strong conservation sentiments who wanted to convey title with some restrictions. Would it become the scene of yet another cookie-cutter housing development?

Roger Williams University students learn from a thatcher.

Eric Lustgarten measuring the Hen House at Preedy's Farm. Photo by Christopher Gumbrecht.

The Preedy's Farm studio objective was to first analyze existing conditions of the buildings' materials, evaluate the special character of the landscape, and understand the planning context of this Area of Outstanding Natural Beauty. Next, we devised development scenarios that would respect the special qualities of this Grade II* agricultural property and, at the same time, recognize that a more intensive, and non-agricultural, use of the landscape is inevitable.

With assistance from conservation officers, representatives of English Heritage, The Royal Institute of Chartered Surveyors, and preservation architects well-experienced with stone construction, students divided themselves into teams to tackle the work which consumed much of our attention for three months. Those concentrating in architectural conservation undertook the materials' analyses, developing a sophisticated knowledge of the composition, forces of degradation, and stabilization of thatch, brick, and limestone. Preservation planning students became intimately involved with Britain's planning laws and policy guidance for historically significant architectural, landscape, and archeological resources. Some delved into oral history, others researched maps and other graphic sources, and still others evaluated landscape conditions from the perspectives of scenic views, plant material, topography, and land use traditions.

Reams of information and over 350 photographs of current conditions formed the basis from which all Preservation Studio participants, faculty included, proposed development scenarios specifically suited to Preedy's Farm and the Village of Tadmarton. A statement of philosophical context defining the parameters of each proposal was a significant student responsibility.

At the completion of the project, we formally presented our work to the property owner and to critics from some of Britain's most highly regarded heritage organizations. Students, especially those with enhanced computer literacy, aided in the compilation of a weighty binder documenting the project with photographs and narrative material. We donated a copy of our findings to the county library's local history collection, the district conservation office, and Preedy's Farm's owner, as well as to most of the studio critics.

In the end, did we make a difference at Preedy's? It may yet be too soon to properly evaluate this, but we know the property owner relied on our study in his presentation to the District Council and its planning staff when they considered how to interpret heritage regulations, and architects for the new owners are using the binder and our photographs to aid in the development of their reuse proposals.

The other Preservation Studio involved an abandoned and partially unroofed Gothic Revival manor, Grimsbury House, situated by an industrial estate adjacent to the slip road leading to the rapidly developing town of Banbury, in North

The RWU group rest atop Glastonbury Tor.

Architect Russell Wright explains the engineering of timber framing.

Oxfordshire. Banbury, a regional retail and industrial center with the largest cattle market in Europe, is the home of Suchard Nestle where tons of coffee are roasted every year. Even with the legendary Banbury Cross, until recently the town has been decidedly well off the tourist trail. We completed our work in December 1995, and again provided for the owner, a development firm in Manchester, and the local community a binder of our findings and recommendations.

Grimsbury House lived up to its name, which quickly became a joke to those of us who spent so much of our time treading carefully around wood pigeon carcasses and negotiating our way beneath fungal 'fruiting bodies' thriving on the wet ceilings. I rarely had to remind students to don their hardhats on site; the view when we looked up was as grim as what we saw at our feet.

Grimsbury is identified by local authorities as important to economic development for the future of the region. For the studio, student teams formed in much the same way as they had at Preedy's Farm. Preservation planning, documentary research, and existing conditions analyses provided us with challenges which occupied 15 preservation students for the bulk of their semester in England. This time we were joined by a complement of 13 students from Roger William's Architecture Program and my faculty colleague, architect Grattan Gill. For the final project of their design studio, architecture students developed individual responses to Grimsbury's potential for a new, economically sustainable use which could benefit the greater Banbury community.

At my last visit to Banbury in early June 1997, Grimsbury and its site were still undeveloped, but the house is now reroofed and apparently weather-tight, and awaits completion of market studies to determine its fate for the next stage of its life.

Collaborative experiences in England between Roger Williams University's historic preservation majors and architecture students have proven valuable for both. Certainly, our faculty have learned from each other. We form strong relationships, directly benefiting our students, with a multitude of architects, architectural historians, planning and conservation officers, developers, academics, archeologists, chartered surveyors, structural engineers, government officials, representatives from amenity societies, and the property owners with whom we work.

As this is written, Roger Williams University has 28 preservation and architecture students, plus one faculty member from each program, pursuing 14 credits of academic work for the fall 1997 semester in England. In addition to the extensive travel and site visits which are a vital component of the learning experiences every semester in England, the two studios this fall are working on a townscape study of Banbury. They are investigating three disparate historic properties in the urban core, the historic character of which is severely jeopardized by aggressive development intentions. With time still available to influence the planning process, we expect our students to again make valuable contributions in community service far from Rhode Island and their home states.

Notes

* The listing status under the Royal Commission on the Historical Monuments of England.

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Unless otherwise noted, photos are by the author.

Grimsbury House, Banbury, North Oxfordshire, 1836.

Robert R. Weyeneth

Preservation Fieldwork at the University of South Carolina

One field site in the Charleston Preservation Field School is this plantation on James Island, South Carolina, which has a rare extant street of slave cabins. Photo by the author.

Historic preservation education at the University of South Carolina is housed within the Applied History Program, established in the 1970s and now one of the oldest and largest public history programs in the United States. Our curriculum combines an interdisciplinary course of study in preservation with a disciplinary foundation in history. Recently, the emphasis of faculty and student research has come to focus on the preservation of African-American heritage and the challenges of preserving the recent, and sometimes controversial, past.

Preservation students at South Carolina earn a Masters of Arts degree in Applied History. As a preservation program based in a department of history, rather than in urban planning or architecture, we train students to be historians equipped with the skills to apply that knowledge in the public and private sectors. Our graduates find professional positions with the National Park Service and other federal cultural resource agencies, state historic preservation offices, consulting firms, state parks and museums, city preservation offices, Main Street programs, and statewide and local non-profit organizations all across the country.

One strength of our program is the innovative approach to summer field work. In alternating summers, we offer two field courses, one based in England that presents an international perspective on applied history and another based in Charleston that examines current issues in American preservation practice.

The Kiplin Hall summer program offers a comparative, international perspective on public history through a five-week course in England. It is designed to introduce students to heritage conservation through classes with English professionals and field visits to museums and historic sites in North Yorkshire and London. Students also complete hands-on work at Kiplin Hall itself, a 375-year-old country estate in North Yorkshire that serves as both a home base and a subject for research. In past years, South Carolina students have undertaken preservation and museum projects that have documented historic landscape features, researched the land transfers by which the estate was reduced from 5,000 to 120 acres, designed and built an exhibit for visitors, and produced a videotape orientation to the site. The Kiplin Hall field course is taught in even-numbered years and is limited to graduate students enrolled in the Applied History Program. We find that a number of prospective students seek admission to our program

Kiplin Hall, North Yorkshire, is a 375-year-old English country estate that serves as the home of the summer field course offered in even-numbered years. Photo by the author.

because of the opportunity to participate in the Kiplin Hall course.

The Charleston Preservation Field School offers an intensive introduction to preservation issues through a two-week course based in the historic city of Charleston, South Carolina. Charleston's architectural legacy and its nearby plantation landscapes provide a unique laboratory for exploring subjects as varied as preservation of African-American material culture, linkages between historic preservation and environmental concerns, and preservation without gentrification. Field school participants meet with practicing professionals and visit historic sites to discuss such topics as the role of government and non-profit agencies in the preservation process, issues in planning and community development, historic site interpretation, and the economics of private sector preservation. The field school is taught in odd-numbered years, and enrollment is open to graduate and appropriate upper-division undergraduate students at the University of South Carolina and elsewhere, working professionals, and interested lay people.

The St. Phillip School (1938) typifies the schoolhouses erected in rural South Carolina for African-American students prior to desegregation in the 1950s and 1960s. Photo by David G. Blick.

While our summer courses and the required internship provide students with considerable real world exposure, increasingly we have been able to offer hands-on training through contract research projects secured by the Applied History Program. A three-year contract to inventory Cold War historical resources in South Carolina, funded by the federal government at almost $500,000, provided students with experience implementing a massive cultural resource survey on a statewide scale as well as the opportunity to work on preservation issues associated with recent utilitarian architecture. An on-going, state-funded contract involves documentation and research on the architectural history of South Carolina's Statehouse as part of a restoration and seismic retrofitting project.

Preservation education at the University of South Carolina seeks to take full advantage of the opportunities for researching, preserving, and interpreting African-American heritage in the state. The region has an enormous depth and diversity of documentary and material resources for African-American preservation projects, because for most of its history South Carolina had a majority black population. In recent years Applied History students have participated in statewide initiatives to promote African-American heritage tourism, developed walking tours of African-American historic sites, and researched the often-neglected story of integration in the United States at the local level. In addition, they have nominated to the National Register of Historic Places a number of sites important in African-American history, including churches and cemeteries, rural schoolhouses, black business districts, the homes of civil rights activists, and locations of civil rights confrontations. Three recent projects undertaken by Applied History students illustrate some of the possibilities for African-American heritage preservation in South Carolina.

David Blick investigated rural African-American schoolhouses built in South Carolina during the period of racial segregation. Conditions in schools like these had convinced the United States Supreme Court, in *Brown v. Board of Education* (1954), to rule that segregated schools were unconstitutional. Through a combination of archival and field work, Blick was able to determine the locations of extant schools and then researched their history and architecture. Several of the schoolhouses were subsequently nominated to the National Register of Historic Places, and Blick published a booklet on the project with the assistance of the Historic Columbia Foundation, a local non-profit preservation organization. The Foundation is currently working with a neighborhood association to restore one schoolhouse. Another school has become the subject of an educational and interpretive program for elementary school students.

Steven Davis examined the historic black business district of South Carolina's capital city. Commercial districts like this were typical of the urban South during the Jim Crow era; ironically, most declined when public accommodations were

Integration led to the decline of the African-American commercial districts characteristic of the urban South during the Jim Crow era. The North Carolina Mutual Building (1909) is the most significant extant structure associated with the historic black business district of Columbia, South Carolina. Photo by Steven A. Davis.

integrated in the 1960s. Davis researched the size and history of Columbia's black downtown and identified the North Carolina Mutual Building as the most significant remnant today. This building housed life insurance companies, a Masonic lodge, and professional offices, including the law offices of two attorneys active in civil rights litigation. Davis got the building listed as a local landmark and placed on the National Register, and the public library was persuaded not to demolish the structure for a parking lot. Since then an architectural consultant has prepared a conditions assessment, and the owner is exploring rehabilitation through local and federal preservation tax incentives.

Jill Hanson studied the house where South Carolina civil rights activist Modjeska Monteith Simkins lived for 60 years. Civil rights activity was most frequently a local undertaking in the United States, and the homes of local activists—most of whom were women—functioned as offices and meeting places, provided guest accommodations for visiting national leaders, and sometimes became targets for racist violence. Hanson researched the life of the late activist and the history of her Columbia residence and prepared the nomination of the home for listing on the National Register. The Collaborative for Community Trust, a local social justice organization, is currently raising funds to purchase the house from the family, stabilize the structure, and convert it for use as its offices and as a community gathering place.

In its own way, each of these projects demonstrates the value of a history-based preservation curriculum and the opportunities that preservation has for shaping both public memory and the understanding of race relations in modern American life.

Robert R. Weyeneth is Co-Director of the Applied History Program and a faculty member in the Department of History, University of South Carolina. He has written on historic landscapes in Hawaii, community studies and labor history in Washington State, and the material legacy of the modern civil rights movement.

More information on the Applied History Program at the University of South Carolina can be found on its web site: <http://www.cla.sc.edu/hist/apphist.htm>.

For more information about the Charleston Preservation Field School, visit its web site at <http://www.cla.sc.edu/hist/charlstn.html>.

The home where civil rights activist Modjeska Monteith Simkins lived for 60 years in Columbia, South Carolina is on the National Register of Historic Places, and a local social justice organization is seeking to purchase and restore it. Photo by the author.

Chester H. Liebs

The Japan/United States Preservation Community Exchange

Community projects can be among the most challenging yet valuable undertakings of a university historic preservation program. One of the most rewarding, in my quarter-century as an educator, was the Japan/United States Historic Preservation Community Exchange of 1992-93.

The project began in March 1992 when I was introduced to Professor Masaru Maeno of Tokyo National University of Fine Arts and Music. As founding directors of our historic preservation graduate programs, and as generalists with a wide interest in our respective cultural legacies and grass-roots experience, we also shared a pedagogical goal-in-common—to educate well-rounded professionals who could work in partnership with the people of a community. Our programs seemed ideally matched for a joint venture.

Two months later, five University of Vermont graduate students and I returned to Okayama Prefecture in Western Japan to join Maeno and his students in a week-long project in two endangered historic towns, Tamashima and Takahashi. Tamashima, despite its many historic buildings, shrines, and temples ranged along picturesque canals, had been long overshadowed by nearby Kurashiki—a restored town and much-advertised tourist destination. Takahashi was facing several threats, from being bypassed by a riverside highway to the demolition of historic machiya (traditional Japanese two-story main-street buildings) for high-rise college dormitories.

Student presentation at a public forum in a former soybean warehouse converted to a community meeting room, Tamashima, Japan, May 1992. Photo by the author.

Our plan was to have the students "read" each community's visible history from their own cultural perspective, and then record their observations in panels, containing photos, drawings, and text, depicting the town story, particularly important features, and make recommendations for conservation and revitalization. The results would be presented (with help from an interpreter) in a public forum in each town.

With cultures and language so different, we wondered "would it work? Our concerns proved groundless. As they fanned out in the streets reading the local landscape, the students discovered they had a visual language in common and that buildings and town form could speak volumes across language barriers. In their panels, designed to be understood more visually than verbally, the Japanese students proposed many creative ideas for improving structures, riverbanks and view sheds. Their American counterparts suggested adaptive uses for traditional buildings (as an alternative to new construction such as the dormitories), potential historic districts and heritage corridors, and tourism marketing strategies. Most importantly, all the students displayed a genuine interest in the towns and their people.

Helped by television coverage, the public presentations were well attended. Besides expressing interest in many of the specific recommendations, the mere fact of having acute observers, from afar, find value in their own everyday places, exerted a powerful effect on the audience. In Tamashima, for example, local merchants formed a "Machinami (historic townscape) club" to help revitalize their main street.

Next we invited Maeno and his students to work on heritage awareness exchanges in Swanton, Vermont, and Newburgh, New York in October 1993. Located in northwestern Vermont on the Canadian boarder, Swanton had a varied built environment, from a main street just holding its own, and a French Canadian church, to an Abnaki Native American cultural center, all surrounded by prosperous dairy farms. Swanton had been bypassed by an interstate highway and was becoming a bedroom community of the City of Burlington, some 30 miles south. Our local hosts hoped we could spark greater support for historic

Students from the University of Vermont and Tokyo National University of Fine Arts and Music working together in the United States.

preservation to help the town maintain its special identity.

As in Japan, during the final presentations the audience was especially moved by the students having seen so much of value in their community. As one long-term resident, Sandra Kilburn, exclaimed, "tonight's program brought tears to my eyes ... I have a better understanding of why Swanton means so much to me."

The final exchange was in Newburgh, New York, a Hudson River town located 60 miles north of New York City, with an astounding architectural heritage, including an A. J. Davis church. I first visited the city as a graduate student with James Marston Fitch in 1969 when its historic waterfront was being leveled by urban renewal. Twenty-four years later, Newburgh was still struggling with poverty, building deterioration, and the loss of tax base to neighboring suburbs. Our invitation came from Newburgh's mayor, Audrey Carey. The mayor was determined to heal the town's racial divide (downtown was predominately African American and the suburbs mostly white), saw Newburgh's architectural heritage as a great resource for community rejuvenation, and thought having outsiders looking at the community with new eyes could only help.

For two days the Japanese and American students were featured on television and newspapers, examining buildings and talking to residents, from homeowners to the homeless, in areas that most suburbanites had long shunned. Church suppers, school visits, and home stays also introduced the students to the people of the community so the turnout for the final presentations was very high. Again the reaffirmation of the town's worth, by outsiders with fresh eyes, seemed to exert great power over those assembled. After the presentations, people who had not spoken to each other in years chatted informally about the potential of Newburgh, and the dialog didn't end there.

During the exchange we had expressed dismay at the county government's decision to convert a historic downtown armory to a prison. "We were desperate for new jobs," Mayor Carey related to me in a recent interview. "After your visit we decided to say 'no' to the prison ... to hold out for something better. We succeeded and the armory now houses county offices. We've also started a Main Street project and the community is developing a vision for the future. The exchange was a turning point for Newburgh."

In looking back, many factors contributed to the success of the exchanges including the compatibility of faculty and students (and the fact that the former included the latter in project planning), people's natural curiosity about the impressions of foreign visitors, the high degree of commitment by local leaders, careful ground-work and expectation management (this was a beginning, not a solution to all the problems), and the willingness of local people to open their hearts, homes, and minds to the teams. The result was not just a report full of recommendations soon to be forgotten, but a dynamic educational experience where disbelief was suspended, allowing everyone involved to see their communities and themselves with new eyes now and in the future.

Chester H. Liebs, Visiting Professor, Graduate Program in Area Studies at the University of Tsukuba, Japan, is founder and director emeritus of the Historic Preservation Program at the University of Vermont.

Acknowledgments

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William R. Chapman

Preserving Old Bangkok
The University of Hawaii's Asian Preservation Field School

Bangkok, Thailand was the study site of the University of Hawaii's 1997 Asian Preservation Field School from July 5 through August 1, under the direction of the author. Originally scheduled for Phnom Penh, Cambodia, the program was reorganized at the last minute as a result of the political turmoil in Cambodia and the potential threat to student safety.

As a result of these events, the nine University of Hawaii and associated mainland and international students spent a full month in Bangkok and its environs investigating problems in the conservation of urban sites. This included an intensive look at Bangkok's many varieties of traditional shop-houses, a building form common throughout urban Southeast Asia. Aided considerably by the Fine Arts Department of the Bureau of Archaeology and National Museums in Thailand, students conducted an inventory of shop-houses in the Banglampoo area of the city. They also completed measured drawings of a number of buildings, including interior drawings of a virtually intact, early-20th-century Chinese apothecary.

In addition to their work in the city of Bangkok, students traveled to Ayutthaya to assist in a Fine Arts Department project. Working with faculty member Doosadee Thaitakoo from Chulalongkorn University, as well as Vira Rojpojchanarat, Pichea Boonpinon, Saowalux Phongsatha, and Manatchaya Wajvisoot, all from the Fine Arts Department, students looked at both rural and urban examples of vernacular architecture. In all, three days were spent in Ayutthaya.

Students had considerable opportunity to visit sites in Bangkok as part of their introduction to the project. These included tours of the Grand Palace and Wat Phra Keo, separate tours of Wat Pho, Wat Arun and also a visit to King Rama V's lavish Viminek Palace, also known as the Teak Palace; Suan Pakkard Palace, another private residence, now a house museum; Jim Thompson's House, the one-time home of the famous expatriate American silk merchant; and the Siam Society's house and grounds in Sukhumvit. These excursions provided additional background and helped students understand the preservation activities in Thailand.

In Bangkok the program was assisted by the Siam Society and its Director of Communications, Thomas Van Blarcom. Students were introduced to the work of the Society and had a personal tour of the Society's collections, including the Kamthieng House, by Mr. Van Blarcom.

Shop-houses, Bangkok, c. 1950. Courtesy National Archives, Bangkok, Thailand.

Throughout the program, lectures on conservation treatments, Buddhist art and symbolism, and Thai vernacular architecture supplemented on-site work. Students also listened to lectures and presentations by leading preservation practitioners. The formal course was followed up by individual excursions and study trips to Chiang Mai, Chiang Rai, and Sukkothai.

The program was significant especially in that it focused on some of Southeast Asia's most fragile historic resources: 19th- and early-

Shop-houses near the Asian Field School project area, Banglampoo, Bangkok, 1997. Photo courtesy the author.

20th-century commercial and residential buildings. Considered by a growing number of both international and local scholars as the building blocks of Southeast Asian cities, Chinese-inspired shop-houses (typically with Western-derived architectural elements) and the even more common vernacular wood architecture of the region have up to now been given less attention by national programs more intent on the preservation of palaces and pagodas. It is hoped that the University of Hawaii's continuing Asian preservation field schools can help to highlight this important legacy.

The students attending the course were a very diverse group, including Ricarda Lynn Cepeda and Annie Flores from the Guam Historic Preservation Office; Eric Hill, a University of Hawaii graduate student in urban and regional planning and East West Center scholar; Hiroyo Kurokawa, a Japanese student in planning from the University of Buffalo; David Rossing, a graduate landscape architecture student from the University of Wisconsin; Rob Vaughn, a University of Hawaii American studies Ph. D. student; Peter Zabielskis, a Ph. D. candidate in anthropology at New York University; and Christine Su-Leonard, an American studies doctoral student and also an East West scholar.

David Scott, Director of Historic Hawaii Foundation, attended the course as both a student and part-time instructor. In addition, he investigated future study areas and established what we believe will be lasting contacts with local preservation organizations.

Plans are currently underway to repeat the Asia Field School in Bangkok in July-August 1998. Working with the regional training organization, SPAFA (The Southeast Asia Ministers of Education Organizational Regional Center for Archaeology and Fine Arts), the University of Hawaii intends to join forces with architects and planners from the government's Fine Arts Department and conduct a summer survey of urban resources. Funding permitting, we hope to include students from Thailand, Indonesia, Malaysia, Burma, Vietnam, and, especially, Cambodia in the program.

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American and Thai students at Ayutthaya. Photo courtesy the author.

Further information may be obtained on our world wide web site: <http://www2.hawaii.edu/amst/histpres.html>, or you may contact: Historic Preservation Program, Department of American Studies, University of Hawaii at Mānoa, 1890 East West Road, Moore 324, Honolulu, HI 96822; tel: 808.956.9546; fax: 808.956.4733

William B. Bushong

Teaching Fieldwork in the Preservation Distance Learning Program at Goucher College

You have seen the advertisements. A splashy color photograph of a laptop computer resting on the arm of a deck chair set against white sands and azure sky and sea. The copy reads: "Attend university classes from anywhere and complete your degree online." Although far from the techno-hip image presented in these advertisements for online learning, preservation education at Goucher College does enable students to pursue independent study from anywhere in the country while maintaining contact with professors through communications technology. In addition to their independent work, students attend two, two-week residencies and a three-day thesis defense at Goucher during the course of the program. Tailored for working adults who cannot attend a traditional, campus-based graduate program, Goucher College began offering the nation's first limited residency master of arts in historic preservation in August 1995. This summer two students successfully completed the course of study and received their MA degrees.

Many of the students in the Goucher program are focused, highly motivated people who are working toward job advancement or need the credentials for a career shift. Some students already have years of experience working in historic preservation at the local level and are adding the master's degree to their professional qualifications. Others work in the legal, computer, architectural, and engineering fields and are charting career changes or enhancing their job skills with applications to historic preservation. Likewise, most of Goucher's faculty hold adjunct positions and work full-time in jobs in historic preservation and public history.

Fieldwork is a part of the core instruction in preservation at Goucher College and to date 11 students have taken the course. They have produced projects that range from traditional preservation documentation, such as National Register of Historic Places historic district nominations and Historic American Buildings Survey reports with measured drawings, to web pages and guidebooks geared toward cultural tourism. The course goals are traditional, applying skills in identifying, describing, analyzing, and documenting historic properties using recognized standards and guidelines for historic preservation projects. However, this course may stand apart from more traditional fieldwork courses because of the individualized tutorial instruction, necessitating extensive one-on-one communication, and the challenges that distance-learning places on both parties if the project is to have any value to the students and their communities.

Covered Bridge, Franklin County, featured as part of a web site devoted to the historic resources of Canal Winchester, Ohio. Photo courtesy Kathryn F. Green.

Fieldwork at Goucher builds on a required preservation documentation course. The first course (HP611) allows stu-

The Atlantis Hotel, built in 1903, at Kennebunk Beach, Maine. Historic photograph used in a history and guidebook prepared about the resort. Photo courtesy Collection of Rosalind Magnuson.

dents an opportunity to explore their interests in documentation activities. The second course (HP612) provides a foundation for professional work and on several occasions has led to a student's employment for contracted services. Instruction and communication for the Fieldwork course comes in the form of an orientation meeting at Goucher, frequent email, and regular telephone conversations to discuss the progress of the work and any questions or problems that arise. Assignments are sent by attached files in email, faxed, or mailed and returned by the instructor with comment and critique in a similar manner. This semester a web board will be used—a special online area set up for the class, accessible to the instructor and students. Students in the same class often live thousands of miles from their classmates, so a team survey effort, a traditional method of introducing students to fieldwork in historic preservation, is not possible. Fieldwork projects have emanated from the workplace. Several students have selected fieldwork projects that meshed with the work programs of their preservation concerns or were the initial phase of contract work for cultural resource services with city, county, state, and federal agencies. Many others volunteered their time and effort to address an issue of concern to their community related to the preservation of historic resources.

A common goal stressed in all of the fieldwork projects has been public use of the information developed during the semester. The end product must thoroughly document a historic property and be accessible to a general audience. Some students have developed illustrated brochures presenting the essence of their research. Goucher students have made an impact in their communities with their fieldwork projects because they often live and work in the communities from which they design their projects. Examples include studies for the waterfront expansion of the Greenwich Village Historic District in New York City, or the creation of a historic district for an ironworker's linear village in Churchtown, Pennsylvania, to explain the need for and benefits of preservation planning. Other students have produced a scripted slide presentation depicting the problematic economic and social issues surrounding the preservation of privately owned open space in Alexandria, Virginia; a web page introducing the agricultural historic resources of Canal Winchester, Ohio; a study of the historic resources of Elmendorf Air Force Base in Alaska; a boater's guide to historic steamboat era resources along the St. John River in northern Florida; and an illustrated history and walking tour of Kennebunk Beach, Maine. Student research and documentation for a HABS/HAER fieldwork project on a historic community in Port Gamble, Washington, has encouraged the owners to rethink development plans and view the surviving company town as a highly marketable asset.

From the instructor's perspective, a remarkable outcome of the course is the challenge of providing guidance and innovative solutions for a diversity of independent fieldwork projects, located in any one semester from Alaska to Florida. Reviewing research designs and assisting motivated students with the development of projects rooted in community service is very rewarding. It also prods the faculty to learn basic Internet skills, to facilitate communication around busy schedules and different time zones. Many of us once took pride in mastering word processing programs and staying current with the updates. Five years from now it may be just as common to create software for your course, to post photographs and drawings on the web, and commonly be using jargon like "distance learning" and "asynchronous" (anytime/anywhere) when referring to graduate education for historic preservation professionals. There is no question that "online learning," although relatively new, are buzz words in higher education. Perhaps teaching and attending that class from a deck chair on the beach is on the horizon.

Professor William Bushong is a member of the adjunct faculty of the historic preservation program at Goucher College and a staff historian at the White House Historical Association.

Beverly Blois

Preservation at Community Colleges

Because of their mission to develop and implement a variety of courses and curricula in service to their localities, some community colleges have created certificate programs in historic preservation. Normally 24 credits, or one year, in length, these programs serve the needs of a variety of students, organizations, and employers.

In the mid-1990s, Northern Virginia Community College's Loudoun County Campus developed and implemented such a certificate, designed for persons seeking research, analytical, and field skills in historic preservation, archeology, and museum studies sufficient for transfer to any of several nearby baccalaureate programs, for engaging in what *Archaeology* magazine a few years ago identified as "the boom in volunteer archeology," or for immediate employment as a preservation or archeological para-professional.

The service area of the campus contains unique historic sites such as Oatlands (a National Trust property), Dodona Manor (George C. Marshall's home), and the Ball's Bluff National Cemetery. Additionally, Loudoun County is one of the nation's fastest growing localities, its economic development being spurred by Dulles Airport, a cluster of technology companies such as America Online, and extensive roadway and residential construction. It was critical for the county to renew its commitment to what W. Brown Morton calls the "autobiographical undertaking" of preservation.

A 1995 focus group of local politicians, preservation professionals, land developers, and NVCC faculty put together the basic structure of the certificate. Gateway courses are historical archeology and theory of historic preservation. Other courses include field techniques in archeology, survey of museum practice, collections management, and interpreting material culture. The capstone course is a supervised internship. Some courses from campus degree programs in interior design (antiques, furniture history) and horticulture (historic gardens and plantings) may be included in the 24-credit graduation requirement. A highlight of fall 1998 course offerings will be "Historical Archaeology in the UK and the EC," with an instructor from the Avebury World Heritage site.

Students come from a diversity of backgrounds. Some are PhD candidates in history and American studies at local universities; others are docents at local sites and museums. The certificate is designed to meet the needs of such individuals, as well as traditional-age college students who are seeking skills which will allow them literally to put their hands on the past and gain immediate employment in the field. The first certificate graduates will complete their studies in time for spring 1998 ceremonies.

Invaluable to the NVCC undertaking was the model provided by Pennsylvania's Bucks County Community College, which has a thriving certificate program directed by Prof. Lyle Rosenberger. His students study not only in the unique environment of Bucks County, but regularly travel to and host speakers from Williamsburg, Virginia. Summer architectural study tours to England are offered annually. Rosenberger's program is sufficiently well regarded that it draws students not only from its locality, but from several adjacent states.

Beverly Blois is Professor of History and Chair of the Humanities Division at Northern Virginia Community College's Loudoun Campus.

For information about the NVCC historic preservation certificate, contact Beverly Blois or William Borgiasz, program director, at 703-450-2503 or <nvbloib@nv.cc.va.us>.

For information about the Bucks County program, contact Lyle Rosenberger at 215-968-8286.

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Call for Papers

The Second National Forum on Historic Preservation Practice

Historic preservation is an ever-evolving interdisciplinary endeavor. In recent years, the number and range of disciplines active in the field has increased, each bringing with it a variety of new perceptions, approaches and methods. In an attempt to address these new approaches and investigate some of the core issues, in 1997 the National Council for Preservation Education, in partnership with the National Park Service and Goucher College, focused on the issue of historical significance. This second national forum, to be held March 12-13, 1999, again at Goucher College, will focus on the critical issue of historical integrity, in light of the new disciplines, approaches and methods being integrated.

What qualities of a historic property must remain in order for it to be recognized as having integrity? Different disciplines seem to hold varying concepts, and different resources seem to require various definitions. To an architectural historian, a structure, site, or district must retain a substantial amount of its original fabric in order to be seen as having integrity. It must look something like it did or be capable of being made to do so. To an archeologist, what a place looks like is far less important than how well preserved the information is that the place contains. To landscape historians, integrity may include the understanding of ecological processes as they affected human settlement, and the degree to which those processes function today. Understanding processes may be essential to assessing landscape integrity. Beyond these questions are major issues about integrity that have nothing to do with the physical characteristics at all. For example, with regard to traditional cultural properties, one important variable is the "integrity of relationship" between a place and the community that values it. This may also include the relationship to the surrounding landscape context. And in many cases the role the property plays in the ongoing social life of the community—its social integrity—is a very important factor.

In this, the second conference, the focus will be upon concepts of integrity as they have been, and as they might be, applied to historic preservation in public policy and professional practice. Because interdisciplinary work best occurs when there is common understanding to which all of the contributing disciplines can relate, the questions of integrity—how it is conceptualized, evolves through research, is applied in practice, and is translated into treatment—are of fundamental concern.

Among the topics to be included are:

- Who defines integrity?
- What are the differing views of integrity among various disciplines and the public?
- How much can a place change and still retain its integrity, when change is a critical measure?
- How does the view of integrity lead to differing mitigation or treatment strategies?
- Is integrity a static or dynamic concept; so what?
- Are there hidden criteria that determine integrity?
- How can we communicate the importance of integrity to other professionals and the public?

A major purpose of the conference is to bring together persons from a variety of backgrounds to exchange ideas. Anthropologists, archeologists (prehistoric and historic), architects, architectural historians, cultural historians, cultural and historical geographers, folklorists, historians of landscape and landscape architecture, historic preservationists, planners, social historians, and urban historians working in academic institutions, preservation offices, and private practice are among the groups to whom the conference is oriented.

Papers should be analytical rather than primarily descriptive in content, and should address issues, not simply present case studies. The paper should focus on new material that brings fresh information and/or insights to the field. Each paper should be 20 minutes (approximately 10 to 12 pages) in length. Abstracts should be between 300 and 500 words, submitted **no later than March 15, 1998.** Abstracts will be selected on the basis of topic, argument and organization. The selection committee reserves the right to request modifications to proposals. All persons submitting abstracts will be notified May 1, 1998. Papers are due in final form on September 7, 1998, and will be made available to conference attendees. Publication of the proceedings is anticipated in both electronic and printed format, so that submissions should include electronic copies on IBM compatible or Macintosh diskettes, with illustrations.

Academics and professionals working in the preservation field and in all disciplines related to it are invited to submit proposals. "Multiple Views; Multiple Meanings" is scheduled to take place on March 12-13, 1999 at Goucher College, in Towson, Maryland. Abstracts and any inquiries should be sent to: Michael A. Tomlan, Project Director, National Council for Preservation Education, 210 West Sibley Hall, Cornell University, Ithaca, New York 14853; 607-255-7261; FAX: 607-255-1971; email: <mat4@cornell.edu>.

Undergraduate Programs In Historic Preservation

School	Contact	Degree	Average Enrolled	Credits/Other Requirements	Program Emphasis	NCPE Member
Belmont Technical College 120 Fox-Shannon Place St. Clairsville, OH 43950-9766	David R. Mertz, Coordinator Building Preservation Technology 614-695-9500 x48 btcbpr@ovnet.com	A.A.S. in Building Preservation Technology	80-100	101.5 Quarter Hrs Practicum or Internship	Materials Conservation, Traditional Building Crafts and Skills, Building Analysis, Research and Documentation, Hands-on Restoration, Two Field Lab Houses	Yes
Bucks County Community College, Newtown, PA 18940	Lyle L. Rosenberger, Director Historic Preservation Program 215 968-8286 rosenberger@bucks.edu	Historic Preservation Certificate	60-70	24 Credits Internship Option	Documentation and Building Analysis	Yes
College of Charleston 66 George Street Charleston, SC 29424	Robert Russel Department of Art History 843 953-6352 russellr@cofc.edu	BA	New		The built environment: physical preservation and restoration, Community preservation and planning.	Pending
College of the Redwoods 7351 Thompkins Hill Road Eureka, CA 95501-9300	Bill Hole 707 445-6900 hole@mail.redwoods.cc.ca.us	Historic Pres. and Restoration Certificate	15-30	17.5 Semester Credits A.S. Degree Option	Hands-on Restoration Carpentry, Theory, Documentation, Architectural Millwork	Pending
Harrisburg Area Community College, One HACC Drive, Harrisburg, PA 17110	Linda LeFevre Technical Institute	Historic Preservation Diploma	12-15	21 Credits	General Preservation, Research Methods, Legal, Theoretical and Practical Issues, Practicum	Yes
Mary Washington College Fredericksburg, VA 22401	Gary W. Stanton, Chair, Dept. of Historic Preservation gstanton@mwc.edu	B.A. in Historic Preservation	120	39 Credits Internship Recommended	Theory, Architectural Conservation, Historic Preservation Planning, Documentation, Material Culture, Management	Yes
Roger Williams University Bristol, RI 02809	Michael R. H. Swanson, Director, Center for Hist. Pres. mrhs@alpha.rwu.edu	B.S. in Historic Preservation	85-95	64 Credits, Internship, Thesis, Study Abroad Semester in England	Concentrations in Preservation Planning/Architectural Conservation Research, Philosophy, Documentation, Law,	Yes
Shelton State Community College, 202 Skyland Blvd. Tuscaloosa, AL 35405	Katherine Alexander Skyland Campus	Historic Preservation Certificate	NEW	27 Credit Hrs	American Architectural History, Preservation Law, Research, Documentation, Theory and History of Historic Preservation, Crafts and Technical Training	Yes
S.E. Missouri State Univ. One University Plaza, CapeGirardeau, MO 63701	Dr. Bonnie Stepenoff, Coordinator, HP Program, Dept. of History, 573 651-2831 c526huh@semovm.semo.edu	B.S. in Hist. Pres. M.A. History w/ HP emphasis	B.S. 70 M.A. 12	B.S. 57 Semester Hrs Internship M.A. 36 Semester Hrs	Museum and Site Management, Built Environment, Archives,Local History, Heritage Education	Yes

Graduate Programs In Historic Preservation
(Some Offer Undergraduate Programs)

Ball State University Muncie, IN 47306-0350	James A. Glass, Dir., Hist. Pres. Prog., College of Arch. and Plan. 765 285-1920 oojaglass@bsuvc.bsu.edu	M.S. in Historic Preservation	20	56 Semester Hrs	Pres. Hist. Neighborhoods, Downtowns, Small Towns, Documentation, Arch. History, Technology, Law, Economics, Planning	Yes
Boston University Boston, MA 02215	Richard M. Candee, Dir. Pres. Studies Program 226 Bay State Road	M.A. in Historic Preservation M.A./J.D.	20-24	48 Credits Intern/Op. Thesis	Architectural History, Preservation Management, Building Conservation, Research, Building Documentation	Yes
Columbia University New York, NY 10027	Robert A.M. Stern, Director Hist. Pres. Program 400 Avery Hall 212 854-3518 sd16@columbia.edu	M.S. in Historic Preservation	60	60 Points Thesis/Internship	Conservation, Design, Planning, History	Yes

School	Contact	Degree	Average Enrolled	Credits/Other Requirements	Program Emphasis	NCPE Member
Cornell University Ithaca, NY 14853	Michael Tomlan, Director Grad. Program in HP Planning 106 W. Sibley Hall mat4@cornell.edu	M.A., Ph.D. in Historic Preservation Planning	20-24	60 Semester Hrs Thesis/Op. Internship	Planning, Conservation, Research, Documentation	Yes
Eastern Michigan Univ. Ypsilanti, MI 48197	Marshall McLennan, Director Hist. Pres. Program, Dept. of Geography, 313 487-7571 geo_mclennan@online.emich.edu	M.S. in Hist Pres., Certificate in Hist. Pres. Studies	55	Thesis or Project	General Preservation, Preservation Planning, Hist. Admin., Heritage Inter./Tourism, Cultural Landscapes	Yes
University of Georgia Athens, GA 30602	John C. Waters, Director Grad. Studies in Hist. Pres. Caldwell Hall jcwaters@uga.cc.uga.edu	M. Hist. Pres., Cert. Historic Pres., J.D./M.H.P.	36	90 Quarter Hrs Thesis/Internship Research	Pres. Planning, Environment Cons., Bld. Materials, Hist. Landscape, Hist. Interiors, Documentation, Mgmt., Law	Yes
Georgia State University Atlanta, GA 30303	Timothy Crimmins, Director Master of Heritage Pres. Prog. histjc@gsu.edu	M. in Heritage Preservation	40	70 Quarter Hrs Op. Thesis/Internship	History, Folklore, Building Materials, Historic Interiors	Yes
Goucher College Baltimore, MD 21204	Richard Wagner, Director Historic Preservation Program 410 337-6200 rwagner@goucher.edu	B.A./M.A. in Historic Preservation	45	36 Credits Comp. Exam/Thesis	Historic Preservation, Limited Residency Urban Issues Highlighted, Traditional Skills	Yes
University of Kentucky Lexington, KY 40506-0041	Roy Malcolm Porter Jr., Acting Dir., Graduate Program in Historic Pres. 606 257-7372 rmpjr@pop.uky.edu	M.A. Historic Preservation	NEW	48 Credit Hrs Thesis and Internship Required	Cultural Landscapes, Design, History	Yes
Middle Tennessee State University, Murfreesboro, TN 37132	Andrew Gulliford, Director Public History/Preservation, History Dept., Box 23	M.A. & D.A. in Historic Preservation	50	M.A. 36 Credits D.A. 60 Thesis/Internship	Pres. Administration, Public History, Cultural Resources, Museum Management	Yes
Savannah College of Art and Design, Savannah, GA 31401	Robert C. Dickensheets Historic Preservation Department	B.F.A.; M.F.A.	B.F.A. 80 M.F.A. 25	B.F.A. 180 Quarter Hrs. M.F.A. 90-105 Thesis/Internship	Technology, Interpretation, Law, Economics, Design, Preservation Construction	Yes
School of the Art Institute of Chicago 37 S. Wabash Avenue, Chicago, IL 60603	Vincent L. Michael, Director Historic Preservation Program 312 629-6500 vmichael@artic.edu	M.S.H.P.	30	60 Credits Thesis/Internship	Restoration Design, Materials Conservation, Building Technology, Preservation Planning, History, Interiors, Landscape	Yes
University of Oregon Eugene, OR 97403	Donald L. Peting, Director Historic Preservation Program AAA Dean's Office	M.S. in Historic Preservation	20	70 Quarter Hrs Thesis/Internship	Administration, Documentation, Interpretation & Technology of Buildings, Interiors, Landscapes	Yes
University of Pennsylvania Philadelphia, PA 19104-6311	David De Long, Chair Grad. Prog. In Hist. Pres. 115 Meyerson Hall	M.S. with Hist. Pres. Certificate, Ph.D. Arc/City Plan.	50	48 Credit Hrs or 16 Course Units Thesis/Intern	Documentation, Material Conservation, Technology, Planning,Site Management, Landscape	Yes
University of Utah Salt Lake City, UT 84112	Robert A. Young, PE Graduate School of Architecture, Rm 235 AAC young@arch.utah.edu	M.S. Historic Preservation	10	36 Semester Hrs Project	Administration, Documentation, Interpretation, Planning, Building Technology, Community Service-Based Projects	Pending
University of Vermont Burlington, VT 05405 http://www.uvm.edu/-histpres	Thomas Visser, Historic Pres. Program, 213 Wheeler House 802 656-3180 thomas.visser@uvm.edu	M.S. in Historic Preservation	20	36 Credits Internship/Op. Thesis	Pres. Built Environment, Building Conservation, Administration, Economics, Rural Preservation	Yes

Graduate Programs: Allied Disciplines, Specialization In Preservation

School	Contact	Degree	Average Enrolled	Credits/Other Requirements	Program Emphasis	NCPE Member
Armstrong Atlantic State University Savannah, GA 31419	Christopher Hendricks Public History Program chris_hendricks@mailgate.armstrong.edu	M.A. History, with Specialization in Public History	15	60 Quarter Hrs Thesis or Internship	Historic Preservation, Museums, Historical Archeology, Archives, Oral History	Yes
University of Arkansas Little Rock, AR 72204-1099	Stephen Recken, Coordinator Dept. of History, Public History Program, 501 569-8395 slrecken@ualr.edu	M.A. in Public History, HP Specialization	22	39 Semester Hrs Internship/Thesis	Material Culture, Research, Resource Management	Yes
University of California Riverside, CA 92521	Piotr Gorecki, Director History Department 909 787-5401 x1437 histsk@ucracl.ucr.edu	M.A. in History, HP Specialization	12	36 Credit Hrs Thesis	History, Museum Curatorship, Historic PreservationManagement, Archival Management	Yes
University of California Santa Barbara, CA 93106	Otis Graham, Jr., Director Department of History Public History Program	M.A., Ph.D., Public History	5-10	M.A. 5 Quarters	History, Public History, Research	No
University of Cincinnati Cincinnati, OH 45221-0131	Dr. Bryon Miller Department of Geography 703 Swift Hall	B.A., M.A., Ph.D. in Discipline/HP Cert.	15-20	30 Credit Hrs Including Internship	Cert. In Urban Hist. Pres., Prehist. or Classical Archeology, along with degree in Major Department	Yes
Colorado State University Fort Collins, CO 80523	Liston E. Leyendecker Department of History lleyendecker@vines.colostate.edu	M.A. in History, HP Specialization	15	33 Semester Hrs	History, Hist. Arch., Historic Interiors, Construction Management, Preservation Administration	Yes
University of Delaware Center for Historic Architecture and Design, Newark, DE 19711	David L. Ames, Director 302 831-1050 davames@udel.edu	M.A., Ph.D. with Historic Preservation Specialization	M.A. 10-12 Ph.D. 2	M.A. 36 Semester Hrs Ph.D. 48 Semester Hrs	Historic Architecture and Landscapes, Material Culture, Cultural Resource Planning and Management, Preservation Economic Development and Documentation	Yes
University of Florida Gainesville, FL 32611	Herschell Shepard, Dir. Dept. of Architecture	M. Arch.	24	52 Semester Hrs	Architecture, Preservation Technology, Documentation	Yes
George Washington University Washington, DC 20052	Richard Longstreth, Dir., Grad. Prog. in Hist. Pres., Am. Studies Prog.	M.A., Ph.D. Hist/ Am. Civ.	15	M.A. 36 Credit Hrs Ph.D. 72 Credit Hrs	Hist. Arch. & Urbanism, Surveys, Material Culture, Folklife, Preservation Management, Documentation	Yes
University of Hawaii, Manoa 1890 East West Road Honolulu, HI 96822	William Chapman, Director Hist. Pres. Prog., Dept. of Am.Studies, Moore 324, 808 956-9546 wchapman@hawaii.edu	M.A., Ph.D in Am. Studies, Certificate in Historic Preservation	25	M.A. 33 Credit Hrs Ph.D. 48 Credit Hrs Certificate 15 Credit Hrs	American Studies, Preservation Management, Surveys, Material Culture, Documentation	Yes
University of Illinois 611 Taft Drive Champaign, IL 61820	Department Head, Urban and Regional Planning 111 Temple-Buell Hall 217 333-3890	B.A.U.P., M.U.P., Ph.D./Pres. Cert.	B.A.U.P. 48 M.U.P. 8-10	B.A.U.P. 48 M.U.P. 48 Ph.D. 60 Credit Hrs	Urban Planning, Research, Documentation	Yes
Kansas State University Manhattan, KS 66506	Wayne Charney, Coordinator Grad. Studies in Hist. Pres., Dept of Architecture, 211 Seaton Hall 913 532-1103, wmick@ksu.edu	M. Arch., M.L.A., M.R.C.P., Pres. Spec.	7-10	M. Arch 30 M.L.A. 31-34 M.R.C.P. 51 Gr. Units	Architecture, Regional Planning and Design, Documentation	No
Kent State University Kent, OH 44242	Daniel Vieyra, Director Hist. Pres. Grad. Prog., School of Arch. & Design, 330 672-2789 vieyra@saed.kent.edu	M. Arch., Historic Preservation Specialization	7-10	54 Credit Hrs	Architecture, Environmental Design, Planning	Yes

School	Contact	Degree	Average Enrolled	Credits/Other Requirements	Program Emphasis	NCPE Member
Louisiana State University Baton Rouge, LA 70803	Christopher Thesis, Coordinator Graduate Studies, 136 Atkinson Hall 504 388-6885 decod6@unix1.sncc.lsu.edu	M.S. Arch. Concentration in Comm. Pres./Cons.	15 FTE	36 Credits Thesis/Internship Option	Building Conservation, Pres., Eco/Pol/Sociology of Gulf Coast Communities, Tourism, Computer Applications	No
University of Maryland College Park, MD 20742	David P. Fogle, Director HISP Program, School of Arch.	Grad. Cert., Degree In Part. Dept. National Trust Library	30	24 Semester Hrs	American Studies, Anthropology, Geography, History, Horticulture and Landscape, Urban Studies and Planning,	Yes
Michigan State University 204 Human Ecology East Lansing, MI 48824	Richard Graham, Dept. of Human Environment and Design 517 353-5232 rlgraham@msu.edu	M.A. Interior Design and Facilities Mgmt. HP Specialization	5-10	30-34 Semester Hrs	Interior Preservation, Adaptive Use, Material Culture, Archival Research and Documentation	Yes
Michigan State University East Lansing, MI 48824	Miriam Rutz, Urban and Regional Planning Program, 201 UPLA Bldg. 517 353-9054 rutz@pilot.msu.edu	M.U.R.P. with Hist. Preservation	10-12	30 Credits Intern Option	History and Philosophy, Historic Preservation Planning, Field Work	No
Michigan Technological Univ. 1400 Townsend Dr, Houghton, MI 49931	Patrick Martin Department of Social Sciences 906 487-2070 pem-194@mtu.edu	M.S. Industrial Archaeology	6-12	45 Credits Thesis or Project Intern Option	Industrial Heritage, Archaeology, History of Technology, Architectural History, Heritage Management	Yes
University of Missouri Columbia, MO 65211	Osmund Overby, Department of Art and Archaeology 573 882-0176 ahaoo@showme.missouri.edu	M.A. in Art History, History, Environmental Design	6-10	30 Semester Hrs Thesis/Internship	History of Architecture, Public History, Folklife Studies, Archaeology, Material Culture	Yes
University of Nevada Reno, NV 89557	Don Fowler, Director Historic Preservation Program hp@scs.unr.edu	B.A. or M.A. with Specialization	15	B.A. 18 Credit Hrs M.A. 9-12 Credit Hrs	Anthropology, Surveys, Documentation	Yes
University of New Orleans New Orleans, LA 70148	Jane Brooks, Coordinator, College of Urban and Public Affairs 504 280-6277 cupa@uno.edu	M.U.R.P., M.S., M.P.A., Ph.D. in Urban Studies, Cert. in Hist. Pres.	25-30	M.U.R.P. 45 M.S. 33 M.P.A./Ph.D. 42 Hist. Pres. Cert. 15	Urban Studies, Preservation Planning, Anthropology	Yes
Northern Arizona Univ. Flagstaff, AZ 86011	Charles Hoffman Department of Anthropology	M.A. in Anthropology	12	Thesis 24, Applied 45 plus Internship	Field Work, Historic Preservation, CRM, Hist. Archaeology, Ruins Stabilization, Life Histories, Ethno. Res. Mgmt.	Yes
Ohio State University Columbus, OH 43210	Judith Kitchen, Department of Architecture 190 W. 17th Avenue	M. Arch.	3-5	90 Quarter Hrs	Architecture, Design, Historic Buildings	No
Oklahoma State University Stillwater, OK 74078-0611	Bill Bryans, Coordinator Applied History Program 501-H Life Sciences W. Building	M.A. in History with Specialization	5	33 Semester Hrs	Cultural Resources, Surveys, History, Preservation Administration	Yes
Pratt Institute 200 Willoughby Avenue Brooklyn, NY 11205	Thomas Angotti, Chair, Graduate Center for Planning and the Environment, 718 399-4391 tomangotti@aol.com	M.S. City and Regional Planning, Cert. Pres. Plan.	8	63 Credits Thesis	Historic Preservation in Community Preservation, City Planning, Economic Revitalization, Environment	Yes
University of South Carolina Columbia, SC 29208	Robert Weyeneth, Co-Director Applied History Program, Dept. of History, weyeneth@sc.edu	M.A. in Applied Hist., Ph.D. in Hist.	35-40	36 Semester Hrs	History, Public History, Preservation Law and Philosophy, Archives, Museums, Documentation	Yes
University of Tennessee 1715 Volunteer Blvd., Knoxville, TN 37996-2100	Dr. J.S. Rabun, College of Arc. & Planning 423 974-3272	B. Arch., B. Interior Design, M. Comm. Planning	Des. 9-12 M. Comm.-36	B. Arch. 27 M. Comm. 46 Semester Hrs	Programs only have emphasis through electives in Architecture, Interior Design, Planning	No

School	Contact	Degree	Average Enrolled	Credits/Other Requirements	Program Emphasis	NCPE Member
Texas A & M University College Station, TX 77843-3137	David G. Woodcock, College of Architecture woodcock@archone.tamu.edu	M. Arch., M. Land. Arch., M.U.P., M.S.	25	M. Arch. 52, M.L.A. 40, M.U.P. 48, M.S. 32 Semester Hrs	Adaptive Use, Documentation, Preservation Technology, Theory and Practice, Law, Pres. Planning, Historical andCultural Landscapes	Yes
Texas Tech University Box 42091 Lubbock, TX 79409-2091	John P. White, School of Arch. 806 742-3136 FAX: 806 742-2855 john.white@ttu.edu	M.S. in Architecture	3-5	36 Credit Hrs	Architecture, Documentation, Restoration, Conservation	No
University of Texas Austin, TX 78712-1160	Jeffrey Chusid, Dir. Pres. Prog. Goldsmith Hall 512 471-1922	M. Arch., M.S. Arch., M. Urban Plan.	15	M. Arch. 52 M.S. Arch. 32 M.U.P. 48 Hrs, Thesis	Architecture, Documentation, Building Technology, Measured Drawings, Design	Yes
University of Virginia Charlottesville, VA 22903	Daniel Bluestone, Director, Hist Pres Program, Schl of Architecture, Campbell Hall, dblues@virginia,edu	Hist. Pres. Cert. w/ M.A. Arch. Hist., M.U.P., M.L.A., M. Arch.	32	24 Credit Hrs	History of Architecture, Preservation Theory, Preservation Design, Urbanism, Sustainability	No
University of Washington Box 355740, Seattle, WA 98195-5740	Neile Graham, Coordinator Preservation Planning and Design Program, 206 543-5996 neile@u.washington.edu	M. Arch., M.L.A., M.U.P., Ph.D., Pres. Plan & Design Certiifcate	30	30 Credit Hrs	Architecture, History of Architecture, Planning, Landscape, Design	Yes
Western Kentucky University, Bowling Green, KY 42101	Michael Ann Williams, Director Programs in Folk Studies 502 745-5898 michael.williams@wku.edu	M.A. Folk Studies with Specialization	25	36 Credit Hrs	Folk Studies, Planning, Cultural Resources	Yes
University of Wisconsin Madison, WI 53706	William H. Tishler Department of Landscape Arch. 25 Agricultural Hall	M.S. or M.A. in Landscape Arch.	6-8	34 Credits	Landscape Architecture, Planning and Design, Resource Management	Yes
University of Wisconsin PO Box 413 Milwaukee, WI 53201	Nancy Hubbard, Director Pres. Studies Prog., School of Architecture, 414 229-6385 nanhub@csd.uwm.edu	M. of Arch. Pres. Cert.	12-15	21 Credits	Architectural Design, Technical Preservation, MeasuredDrawings, Taliesin Summer Program	Yes
Youngstown State University Youngstown, OH 44555-3452	Tom Hanchett, Director Hist. Pres. Prog., Dept. of History 330 742-3452 twhanche@cc.ysu.edu	B.A., Cert. in Hist. Pres. M. in History, Cert. in Hist. Pres.	B.A. 20 M.A. 12	B.A. 32 Credits M.A. 24 Credits	American and Architectural History, Historic Research, Documentation and Interpretation, Preservation Techniques, Conservation of Built Environment	Pending

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