

A HERITAGE AT RISK:

A REPORT ON HERITAGE EDUCATION (K12)

Submitted to the
National Council for Preservation Education
by the
Ad Hoc Committee on Elementary/Secondary Education

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PREFACE

Since its founding in 1978, the National Council for Preservation Education, a consortium of preservation education programs at universities across the country, has developed standards for undergraduate and graduate preservation education, guidelines for promotion and tenure of preservation faculty, and has worked with numerous local, state, national, and international organizations to foster and improve historic preservation education at the university level.

As it nears its second decade, the Council is turning its attention to another critical area of preservation education, the inclusion of built environmental literacy in the nation's primary and secondary schools. As an initial step, at its 1986 annual meeting in Kansas City, Missouri, the Council appointed a committee comprised of some of the nation's leading heritage educators at the primary and secondary level to help guide its activities in this important aspect of preservation education.

At several meetings in New York City the Ad Hoc Committee on Elementary/Secondary Education explored the many applications for using the everyday landscape to improve and enrich American education in the postindustrial age. It concluded that serious consideration must be given to the intellectual precepts and public policy implications of heritage education rather than resorting to the shortterm, formulaic approaches that have plagued the preservation field over the past decade.

A Heritage At Risk represents the findings of the committee and is designed to point up the issues that it feels are essential for mapping future policy in heritage education. It is hoped that *A Heritage At Risk* will spark discussion and lively debate around the country that will assist the committee with its next task—the framing of longrange recommendations to guide the course of heritage education well into the 21st century.

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I. INTRODUCTION

OUR HERITAGE IS AT RISK because historic preservation has forgotten about the future. Another generation, now young, will decide what, if anything, will be preserved of the present, and which, if any, of the structures now “saved” will be repaired and renewed. They will make countless individual decisions about their own properties. They will vote, and support or reject public policy and funding measures for preservation. Some will make these decisions directly as public officials. The future of our heritage is, quite literally, in their hands.

OUR HERITAGE IS AT RISK because it is still not perceived by the general public as an important public asset, nor understood as a public good. Over the past quarter century, preservation agencies and organizations have assembled a remarkable public resource in the collection of sites, structures, and districts under their protection, and in the information they have gathered about these properties. This collection is widely recognized for its economic value alone, or considered a benefit only for those directly involved: preservationists, property owners, real estate developers, and the commercial ventures that thrive in popular historic areas.

OUR HERITAGE IS AT RISK because it has lost its power as a broad cultural metaphor. In popular perception, the historic environment has become an exclusive enclave, no longer figuring in discussions of current issues and how to solve them, nor in a collective vision for a better future. Symbolically, this heritage

houses, neighborhoods, industrial sites, downtowns, and other structures and places is being relegated to increasingly conventional spheres of meaning, such as relatively routine forms of patriotism and generalized pride in our forebears.

OUR HERITAGE IS AT RISK because it does not seem to relate to most people's private, everyday worlds. It appears detached from what really matters, is not part of family, learning, or life. If historic environments have any current significance in the normal course of daily existence, they are relegated to the periphery, belonging to the marginal areas of recreation, a superficial form of tourism, a mild curiosity.

Heritage education is addressing these risks. It is taking on the future, working with teachers and their students. Heritage education is democratizing the historic landscape, making it accessible to large numbers of young people for a widely supported public good: learning. It is framing historic environments in much broader terms for a large segment of the population, using them imaginatively to encourage learning that is both memorable and enjoyable. Heritage education is turning historic areas into lexicons of information, testing grounds for theories, laboratories where students practice a whole range of new skillsplaces where young people are actively engaged and involved, habitually taking and making meaning from these environments in very personal ways.

IS THERE STILL A FUTURE FOR THE PAST?

For more than a decade heritage education programs for kindergarten through twelfthgrade students have been steadily growing in number, experience, and sophistication. Several underlying threads knit these hundreds of programs together:

- a primary focus on older and historic properties

- an emphasis on what this architecture teaches about many dimensions in our culture
- and the explicit goal of safeguarding this heritage by introducing it into the schools.

Heritage education (K12) has enjoyed remarkable success in programs across the country. The results are quite consistent and they cut across a wide segment of educators and their pupils. "I never thought this program with architecture would work but I am really impressed, especially with the enthusiasm of the teachers. I have to confess I am amazed," a Massachusetts high school principal told one evaluation team. Heritage education programs have helped teachers with professional careers. "For years and years you teach and don't even know if the community knows you're alive, much less cares about what you're doing in the classroom ...I think this [heritage] class has done more for better relations between the school and the community than anything that has happened here," a high school teacher (Lenoir City, Tennessee) comments. "Actually, it makes history come alive for me," another teacher (Portland, Oregon) writes.

Students also take to the subject with enthusiasm:

I love buildings. I just love looking at them, lots of them, all the time! elementary student, New York City.

This is good stuff. You learn outside, all kinds of things I never knew before. I especially liked the part about the stone disease. -elementary student, suburban Denver.

I learned an incredible amount about our 18th century city plan and how it still works today. It is exciting to go into the city and see what you've read about in a textbook. high school student, Savannah, Georgia.

Administrators offer support for such programs: "It's cost effective and it works;" chairman, California school board. "We're a small place here and very remote so we don't have a lot of cultural advantages like museums. This is one area in which our

kids can be exposed to something really worthwhile and right in town," superintendent of schools, New York State.

Despite the value of their work, heritage educators those who are directly involved in shaping these programs and designing curriculum for them have often lacked consistent and longterm support from historic preservation groups. Maintained at marginal funding or staff levels by their sponsoring organizations, relying heavily on volunteers and the overtime efforts of dedicated employees, and all but ignored in any substantive national preservation policy, many of these programs have been sustained by the positive response their work receives in the education community.

DEFINITION

Heritage education programs introduce the built environment directly into the education process at the elementarysecondary level in arts, humanities, science and vocational courses. They focus primarily on older and historic manmade structures and environments, promoting their use in curriculum as visual resources for teaching knowledge and skills, as artifacts for the study of a continuum of cultures, and as real and actual places that students of all ages can experience, study and evaluate first hand.

II. WORKING WITH EDUCATORS

There is no single "best" model for constructing a partnership between preservationists and educators because most of these arrangements are governed by very specific local as well as statewide conditions and opportunities. As the number of programs expands, still other configurations will undoubtedly take shape. In place at this moment are examples in virtually every state that may serve as guides for new programs.

EXISTING PROGRAMS

While most heritage education programs are lodged with preservation agencies and organizations, some reside within museums, universities, other nonprofit institutions, and individual schools and school systems. Their education partners represent a much greater variety of institutions and organizations, among them professional organizations for teachers, teacher unions, state agencies and departments, education schools and university departments, regional districts and individual school systems, parentteacher organizations, individual schools and teachers.

Funding is similarly diverse. Typically financial support comes from both sides of the collaboration but draws heavily from special grants programs and foundations. With school funds for new instructional programs tight, it is unlikely that this pattern will change in the near future.

The activities of these programs follow two general approaches: those directly involved with teachers in courses and curriculum and those functioning as resources, supplying schools with services such as guest speakers, walking tours, or curriculum materials. Some programs incorporate aspects of both approaches.

The range of courses heritage education covers is broad, encompassing American, local, world, and ancient history, geography, studio art and art history, vocational studies, language art classes in writing, literature and folklore, mathematics, the sciences, and interdisciplinary studies as well as the general K6 or K8 program. Architectural studies in these classes may be a special topic or unit, or "infused" into material already part of an existing syllabus.

Most programs issue instructional material for teachers - handbooks, lessons, illustrations, a packet of slides geared to a specific subject or grade. Video and slide presentations, exhibits, studies of local buildings and neighborhoods, and newsletters by and for students are also used. Many of these materials are shortlived and have a primarily local circulation, regardless of their merit.

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CONVINCING EDUCATORS

Heritage educators have shaped these programs within the reality of the education system. They have had to convince school administrators of their program's value for students and staff, its cost effectiveness and public relations benefits. They have persuaded teachers to take courses in architecture and its role in curriculum, open their courses and crowded course outlines, arrange for field studies, design curriculum, use unfamiliar materials and visual aids, and participate in evaluations. In the process, heritage educators have become familiar with how school systems actually work.

Policy structures. At present, there is more diversity in education policy than in recent memory. The huge federal title programs have been virtually dismantled and direct federal support accounts for little more than five per cent of total school revenues. States have the constitutional authority over schooling, but exercise it in a limited way through licensing, diploma requirements, competency testing, and calendar decisions. A few states, such as New York, assume more control by mandating specific curricula and annual exams for students. Despite a gradual trend toward strengthening state influence, education remains a highly decentralized collection of independent systems answerable primarily to town officials and a school board that represents the interest of local taxpayers. On the average, these taxpayers contribute a little under half of a school district's budget. For the near future, then, education policy will remain a checkerboard of interests with the ultimate responsibility for implementation residing in the country's 84,000 individual schools.

“None of this activity penetrates local school districts to any great extent unless it wins broad acceptance among working educators: superintendents, principals, and teachers.”

Reform. As public institutions, schools reflect society's values, priorities, and hopes for the future. They both educate and socialize the next generation, coordinating a complicated set of activities: conveying knowledge in more than a dozen academic subjects and teaching skills useful to society as well as students' adult lives. Schools are also expected to broaden the students' outlook, give them perspective on their actions, and provide encounters with widely held cultural values such as patriotism.

Society rarely agrees on how to accomplish this assignment. Over the past half-century, critics have spotlighted different institutional policies for debate and reform: curriculum and texts, staffing, cost factors, discipline and control, measurable results, or particular social visions and problems. The call for improved teacher competence and curriculum tailored for the labor force is part of the current cycle of intense public criticism of the public schools. (See Appendix B.) None of this activity, however, penetrates local school districts to any great extent unless it wins broad acceptance among working educators: superintendents, principals, and most of all teachers.

FOCUSING ON TEACHERS

There is a need for frequent and wideranging discussions with policy makers about heritage education. These talks should be ongoing and take place at all levels within the education community: local, state and national. However, to have any longterm effect in the schools, the people in charge of daytoday curriculum -classroom teachers must be convinced of the merits of heritage education. Once in class, teachers select the topics for emphasis, set the pace of learning for their students, decide

which resources tapes, slides, tours, workbooks they will use. Elementary instructors, with their fluid daily program, enjoy special autonomy in these decisions. The unprecedented variety and sheer numbers of curriculum materials from commercial publishers, corporations, and nonprofit organizations acknowledges the fact that over two million teachers determine what is taught, regardless of official regulations. Without their longterm support heritage education will fail.

Involving Teachers. Convincing teachers of the value of heritage education presents relatively few obstacles, as they benefit both personally and professionally from their involvement in these programs. Through their architectural studies, they acquire such useful skills as visual memory, reading plans, and categorizing styles. At the same time, teachers gain perspective on their specialty subjects, examining them through the prism of architecture, and in teaching with architecture they acquire new techniques for field investigation and working with imagery. The problem instead is how to educate teachers in architecture to the point that they feel confident with the material, handle it well enough to merge architectural topics with their own subjects, and are able to justify their use of the subject in terms of a particular curriculum. This requires specialized courses with a broad enough conceptual framework one beyond the scope of individual disciplines traditionally associated with the study of architecture that teachers may apply it to both their specialty subjects and the specific abilities of their students. Teachers also need a deep enough knowledge base to apply architecture in their subjects in ways that are appropriate, accurate, and focus the material for their students' own experience and community.

Currently, there are three settings for teacher training programs in architectural curriculum: universities, through their academic departments and professional programs in education and historic preservation; professional development programs already in place in the education system and required by about onequarter of all local districts; and noncredit courses offered by heritage education programs and other nonprofit organizations. All of these arrangements seem to produce adequate results, particu-

larly as heritage educators become more knowledgeable about architecture's pedagogical strengths and more responsive to the requirements of classroom teachers. However, there is much work to be done.

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III. IMPLEMENTING HERITAGE EDUCATION

Historic environments, and the individual homes, schools, farms, factories, churches, and commercial blocks that comprise them, are a remarkably rich setting for both teaching and learning elementary and high school subjects. They may yield lessons on themes as specific as measuring with fractions and as broad as the Industrial Revolution. The architecture within this historic environment is also a surprisingly effective instructional tool, at once immediate and familiar, appropriate for all the stages in children's psychological and social development, and a valuable motivator for the classroom's slower learners. A State University of New York evaluator, in her discussion of a heritage education project in art curriculum, notes, “Architecture is useful ...for the visual modality of instruction allows the nontraditional learner to experience success and students are motivated and focus in on activities more easily.”

TEACHING AND LEARNING

As in medicine and architecture, the heart of the education profession is a onetoone relationship built on the exchange of knowledge and information. In the classroom, this relationship is

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shaped by the age, ability, experience, and communication skills of individual teachers and students, although its precise expression constantly reconfigures with the topic under discussion, current activity, or even the time of day. These continually shifting patterns form the context in which learning takes place.

A significant exchange of knowledge, one reaching beyond low-threshold involvement and mental activity, occurs when teachers can ignite and sustain the interest of the twenty to forty individuals who comprise their classes. At the K12 level of teaching, the ability to express a thought in enough imaginative and different ways to catch the commitment of students is as important as being thoroughly versed in a subject. This is usually a matter of taking apart rather ordinary constructs and reassembling them, a drawnout effort requiring invention, reinvention, and recurring discussion until they have been grasped by the disparate collection of individuals under the instructor's care. Teaching is, then, a painstaking craft, tailored for a very specific audience and particular to an individual subject. In this setting, historic architecture can be an ideal instructional tool.

TEACHING AND LEARNING WITH HISTORIC ENVIRONMENTS

Heritage education programs have helped build successful teacherstudent relationships, due in part to the unusual nature of architecture itself, and the tremendous variety and interest of the architectural designs found in historic environments. As tangible objects, these buildings demonstrate difficult concepts in

many subjects, making abstractions such as the theme of a story or a period in literature far more concrete. The fact that architecture can be experienced—seen, touched, walked around and through—makes such topics as geometry or American history more immediate and memorable for some students by reinforcing verbal information with sensory exploration. Buildings also belong to the "real" world of students' everyday existence, and are approachable and familiar to them. Used to advantage, they bring remote topics such as world history much closer to home.

A useful tool for teaching, architecture is also an appropriate medium for teaching, as it reinforces a student's cognitive and social development through high school. In early childhood, youngsters use their immediate environment as a testing ground for making sense out of their lives. As they observe parents leaving, or meals appearing, even very young children try to order these perceptions, piecing them together in an attempt to explain seemingly random events. Later, in school, the child's perceived landscape expands to include additional vantage points and more complex and textured internal dialogues. The neighborhood, and the school itself, become fields for observation.

Throughout childhood, the broader physical world remains an intense grid for learning, full of information and meaning. As young people explore the wider ranges of their surroundings for insights, teachers do well to complement this search with lessons that actively use these environments. Later, in adolescence, as discovering horizons and acting on them come into play, the built environment becomes a laboratory for examining social problems, for service to others or finding employment, for testing hypotheses and exploring new intellectual terrain. In all of these approaches, and at many different levels, the students' experience of the world they know and the hours spent in school are seamed more closely through architecture: the home, the neighborhood, the community and its surroundings, a much larger landscape beyond.

"Schools rarely offer separate courses for the study of historic environments. As a result heritage education programs have concentrated on subjects that are already part of the required K-12 curriculum, exploring ways for integrating architectural topics into material that teachers ordinarily cover in class."

WORKING WITH CURRICULUM (K12)

Schools rarely offer separate courses for the study of historic environments and when they do these courses are almost invariably given as specialized electives rather than as a required part of the curriculum. Electives are likely to be replaced by other specialty subjects as curriculum is reviewed, and in fact many special offerings in architecture established in the past have been shortlived. There are virtually no courses in architectural subjects in the typical school curriculum, with the exception of architectural drafting, a durable elective appearing in technical schools and high schools with strong vocational programs. As a result, heritage education programs have concentrated instead on subjects that are already part of the required K12 curriculum, exploring ways for integrating architectural topics into material that teachers ordinarily cover in class. With the current emphasis in the curriculum on traditional academic subjects, it is unlikely that this approach will change significantly in the near future.

Working in Academic Subjects. With the schools' present emphasis on traditional disciplines, heritage educators have concentrated on such academic subjects as history and the social sciences, the arts, mathematics, the sciences, literature and the language arts. The imaginative use of architectural topics has brought new life to these courses: adding information to a unit on families (changes in the character of domestic space over time), explaining difficult concepts through parallels (the Romantic movements in music or literature coupled with the same period

in architectural history), introducing problems (designing in three dimensions in art, or settling a wilderness in American history), or practicing new skills (manipulating a database in the social sciences and computer studies). A recent study of performance in academic subjects by Chester Finn and Diane Ravitch singled out history and literature as areas where statistics indicate a shrinking knowledge base among students. (See Appendix B.)

Joining Core Curriculum. A school curriculum expresses the experiences, ideas, and traditions thought to be central to American culture: a sense of history, the ability to use verbal and visual symbols, understanding how our most important institutions function, appreciating our penchant for invention and improving human lives. A student who masters this "core of the curriculum" graduates from school with a store of knowledge and an outlook essential for functioning as a culturally literate individual.

Historic buildings support these broad cultural themes. They illustrate historical narratives and demonstrate the universality of human struggles with nature, territory, technology, and the search for meaning and happiness. They involve not only our immediate culture, but also the much older traditions of other world cultures. And, more than a means for discussing a common heritage, architecture functions as a medium for transmitting culture from one generation to the next, or one civilization to another. It occupies a place alongside other art forms in the canon of the world's art treasures, represented there by monuments of exceptional ingenuity and beauty: the pyramids, Greek temples, the Great Wall of China, medieval cathedrals, Renaissance and Baroque palaces, and 20th century feats of engineering.

Encouraging Crossdisciplinary Studies. The typical junior and senior high school curriculum is parceled into separate subjects, allowing students few opportunities to connect what they have learned and relate it to the larger world. As a cross-section of influences—social, economic, aesthetic, cultural, political, geographic, philosophical, technological, and demo-

graphic historic architecture is a compelling and very accessible pivot for curriculum in humanities, American studies, advanced thesis and other multidisciplinary courses. Working with specific themes global colonization, space exploration, the human mind, or the American melting pot these courses allow students to recall what they have learned, organize their thoughts, and integrate them into a broader conceptual framework, using architectural illustrations as a focus for each stage of this process.

Promoting Literacy. Literacy is the essential tool of learning, as thought and language are inextricably linked. Traditionally defined as verbal skills, literacy also encompasses symbolic and computational abilities as important building blocks for more complex forms of thought. Historic environments have relevance for all three literacies. They enlarge our store of images (symbolic), act as a practice field for quantitative thinking (computational), and as a rich subject for discourse (verbal).

In its report, *The Humanities in American Life* (1980), the Commission on the Humanities called for wider recognition of practical applications for history, philosophy, and literature, and for inserting "critical thinking" into elementary and secondary school programs as a basic literacy. This skill encompasses techniques for defining issues clearly and articulating critical judgments about them. For teachers who emphasize critical thinking, architecture through visual analogy makes such functions as classification and comparative analysis accessible to much younger students, or those with less developed conceptual abilities. Complex architectural issues, such as historic preservation, provide more advanced students with topics for discussion.

Improving Vocational Skills and Technology Education.

Architectural environments are ideal fields of study for examining manufacture, repair and other technological concepts, and for framing conflicts between technology and society, such as urban sprawl and the automobile. The study of individual buildings provides insights into the world of work and the capability of different technologies, both past and present. And through architecture students acquire information about a wide range of

range of careers, among them preservation, architectural design, engineering and the building construction and restoration trades. In high school vocational students learn some of the principles of building practice in design, computeraided drafting, and artisanry classes that use historic structures as examples for study and illustration.

THE EFFECTS OF DIVERSITY

The remarkable diversity in instructional design that these efforts represent stems from the localized nature of decision making in education policy and the correspondingly diffuse focus of heritage education programs, which are influenced heavily by very specific, local conditions. It also results from the inclination among these programs for working with existing courses and their teachers, involving the particular preferences of individual instructors in designing curriculum with architectural topics. It may come as well from the very real effectiveness in teaching that local environments bring to a whole range of school subjects, encouraging lessons constructed around specific historic structures in a community.

The benefits from this decentralized approach to heritage education are many. It has resulted in imaginative work that is tailored for local situations and answers the requirements of educators more closely than centralized program models and onesizefitsall materials. It has also spawned an enthusiastic core of supporters within the schools in individual teachers who are committed to experimenting with historic architecture and who will be far more effective over the long run than large numbers of followers who try a prepackaged lesson or two and go on to something else.

One drawback of the current arrangement, however, has been the lack of communication among heritage education programs, even on a statewide basis, and the consequent lack of useful information about innovations in curriculum and in approaches to developing programs. Nevertheless, many partnerships between heritage education programs and schools have established a solid base.

"This approach to heritage education has resulted in imaginative work that is tailored for local situations and answers the requirements of educators more closely than centralized program models and onesizefitsall materials."

They are developing a range and depth that will sustain them over the long term, so that ultimately large numbers of America's 45 million schoolage children may learn from historic environments throughout the course of their education.

IV. CARING FOR HERITAGE: THE FUTURE

Once, a lifetime remained completely distinct from the flow of history which counted its momentous shifts in the slow and inexorable time of centuries. Now, as these two arcs of time merge, a person living in the past quarter century has already witnessed an historic revolution in telecommunications and another in microelectronics. Although radical changes like these have tremendous impact on the larger society, they revolutionize the lives of individuals. Touched in very personal ways by innovation, people view the dazzling displays of technological dexterity in our time with mixed emotions of dread and fascination, no longer supremely confident in the rightness of change nor in society's ability to shape its consequences.

At the outer rim of this dilemma lie the schools. A repository of society's values and hopes for the future, they reflect its uneasiness about the unknown. On the one hand, schools must introduce a new generation to the scientific theory, technology, and vocational skills for implementing current innovations. At the same time they are charged with lessening the psychological impact of these advances, by demonstrating, through the liberal arts, how students may draw

from a continuum of human thought perspective and guidance.

The value of the study of the past and its relationship to the future is not widely recognized in this country. We are a nation in which planned obsolescence has been dominant. We are indoctrinated in the belief that what is conceived tomorrow is better than that which exists today. Civilization is not built on such precepts. Lack of recognition of the value of the past impoverishes the present and places the future at risk. Heritage education is one way to help correct a disastrous trend in our time.

LEARNING IN A CHANGING ENVIRONMENT

History and Change. Heritage education provides young people with one of our most effective windows on the past the physical world of people who actually lived in a reality well beyond our time. Through buildings, they observe firsthand evidence of family life in former times, of older industry and technological innovation, institutions and their growth and development. By supplying such immediate and intriguing vistas on the past, heritage education strengthens one of history's roles in the course of change: helping students understand what has been thought, said and done before, so that they may face the future with the confidence and creativity of humankind before them.

Countering Rootlessness. Once an anchor against rapid change in the larger world, local environments began to lose their function as stabilizers in the 1950s and 60s, when familiar neighborhoods disappeared almost overnight in the massive clearance programs of urban renewal. With historic preservation, and other correctives to this kind of wholesale transformation, growth now occurs at a more orderly pace. And at least pockets of older structures are sequestered from destruction in protective districts, once again functioning as comfortable signs of permanence in a changing environment.

"Students in comprehensive heritage education programs should emerge with an active vision of the architectural environment, viewing it not as dull and undifferentiated scenery but a place alive with many levels of meaningaesthetic, cultural, and personal."

At present the populations of some of these communities vary more than their architecture. Almost one-fifth of U.S. residents move every five years, and emerging from this constant shuttle is a generation that lacks an enduring sense of place. Heritage education helps these schoolage children, by showing them a community's special elements, acquainting them with the unique personalities and quirks of individual buildings and neighborhoods, and presenting a framework for discovering other such places. For these children, once-faceless areas take on real distinctions, including the seeming sameness of suburban developments and highway strips. For the longterm resident placemaking tools set a familiar, even dull environment into a larger framework. For the newcomer, however, they become a kind of survival skill, helping transpose a pervasive feeling of dislocation into the adventure of examining new surroundings.

Interacting with the Physical World. Through heritage education, students become actively involved in their surroundings within the context of their studies at school. They enter into a dialogue with architecture that is both sensory and conceptual, interpreting their own experiences and constructing meaningful narratives from the raw material of a world at once bewildering and challenging. The push to explore and react, encouraged by heritage education programs, encourages students to view the environment not as a "given" but another field for testing hypotheses, framing moral and ethical problems, searching for information, exploring social problems and their solutions.

During these explorations, students encounter the work of many individuals in the past who cared deeply about their environ-

ment, who invested their time and effort in buildings that created pleasure in their own time, and, through their attention to the craft of detail, made a gesture of confidence in the future. This pervasive investment in the visual life of others, by people of even modest means, and the standards in design and artisanship they exacted to achieve it for themselves, demonstrates their strong sense of personal worth and community pride. Both of these elements are evident in abundance in any community's older environments, though at times hidden behind sagging foundations, peeling paint and other neglected repairs. The link between self and society that architecture demonstrates is an important lesson for students, especially for those who live in the visual richness of economically poor historic neighborhoods, and for those from shinynew suburban areas as well.

TOWARD ENVIRONMENTAL LITERACY

Students in comprehensive heritage education programs should emerge with an active vision of the architectural environment, viewing it not as dull and undifferentiated scenery but a place alive with many levels of meaning aesthetic, cultural, and personal. To be able to interpret their surroundings, however, students must become fairly sophisticated at "reading" what they see. They will need practice in environmental literacy, the cluster of analytical skills that make almost any architectural landscape comprehensible. Among these are the ability to:

- notice and remember the large and small details of one's surroundings
- trace one's way through an environment and represent it fluently in several different symbol systems
- categorize buildings by their approximate construction date, by style categories, analysis of form, and research in written records, and be able to place them within a continuum
- discern patterns of settlement, change, and development
- assess the history of an individual structure, its original sections, additions, record of repair.

Environmental literacy, however, is simply a tool. It does not represent the sum of heritage education any more than the literacies of reading, writing and arithmetic describe the entire course of study in the K12 curriculum. It is one important step on the way to further intellectual growth. Students should come away from heritage education programs with an understanding of the breadth of what can be learned from historic environments. For them, becoming literate in interpreting these environments is a means for exploring and understanding a whole range of topics from the makings of creativity through the workings of geometry in their academic subjects, vocational courses, and interdisciplinary studies and, ultimately, in their adult lives.

MANAGING FUTURE CHANGE

Because so much discovery occurs as a natural course outside the classroom, we as heritage educators believe that encouraging and guiding students as they learn from their environment while they are in school will help them become lifelong observers of the environment when they leave, aware at least of its fragile ecology and value for society, and perhaps solicitous on its behalf. Some of these students will ultimately struggle directly with plans for incorporating as yet unknown advances in science and technology into their physical landscape, and somehow manage its manifestations much as we have tried to cope with poverty, pollution, and unprecedented growth. They will bear responsibility for policy toward our heritage, and historic preservationists can ask no more of this generation than to be thoughtful and careful custodians of the legacy we have fought so long and hard to save.

APPENDIX A

Ad Hoc Committee on Elementary/Secondary Education

EMMA MOREL ADLER. Since 1975, in the capacity of chairman of The Friends of Massie Committee, Emma Adler has coordinated the long-range planning and curriculum development of the Massie Heritage Interpretation Center, owned and operated by the Savannah/Chatham County public school system. She has secured funding for three permanent teaching installations for which she has developed concepts and formats, conducted research, written accompanying material, and served as project coordinator. Mrs. Adler received an award for her work in Heritage Education from the Georgia Trust for Historic Preservation in 1987. The nationally recognized program at Massie has received several awards including an Award of Merit, Association of State and Local History, 1981; a Citation of Excellence, Georgia Association, A.L.A., October 1986; the Governor's Award in the Humanities, State of Georgia, 1987. The Center was a focus of national attention when Dr. Lynne Cheney, Chairman of the National Endowment for the Humanities, conducted a class at the Massie Center, April 1987.

ANTOINETTE F. DOWNING is the author of *Early Homes of Rhode Island* (1937) and *The Architectural Heritage of Newport, Rhode Island* (1952). She was a member of the staff for the *College Hill Study* by the Providence Redevelopment Authority, 1957-1960, and is chairman of the Providence Historic District Commission, 1960-present, and chairman of the Rhode Island Historical Preservation Commission, 1967-present. She served as trustee and trustee emeritus for the National Trust for Historic Preservation and received the organization's Crowninshield Award for 1986.

CANETA SKELLEY HANKINS attended Martin College (A.A.) in Pulaski, Tennessee and holds a B.A. in English and History and an M.A. in History with Emphasis in Historic Preservation from Middle Tennessee State University (MTSU). From 1978-1983, Ms. Hankins was the project coordinator for the MidSouth Humanities Project, an NEH-funded educational program which focused on research, materials development and teacher training on the use of community heritage resources (including historic architecture and preservation) in a ten state region. From 1983-84, she was the education coordinator with the Tennessee Community Heritage Project funded by the Tennessee Council for the Humanities. Since 1984, Ms. Hankins has been the projects coordinator with the Center for Historic Preservation at MTSU.

KATHLYN HATCH is associate in architectural education at Lincoln Center for the Performing Arts. She has taught at Boston University,

the University of Vermont, the State University of New York, the National Humanities Center and the Getty Institute for Education in the Arts. She developed Architectural Heritage Education, a statewide curriculum program for the Massachusetts public schools, and has received citations for her work in elementary/secondary education from the Victorian Society in America and the National Endowment for the Humanities.

BARBARA TIMKEN is currently director of education for the Stoneyard Institute, which sponsors programs in stone construction, conservation, architectural theory, and design at the Cathedral of St. John the Divine in New York City. She developed the architectural curriculum for math, history, and geography courses at John Eaton School (K6) in Washington, D.C. and has been active in preservation development and education projects throughout the Northeast. She is founding partner of Union Station Associates, which preserved the landmark railroad station by H.H. Richardson in New London, Connecticut. She served as director during the formative years of the Connecticut Trust for Historic Preservation, the National Center for Preservation Law, and Preservation Action.

APPENDIX B

Education Reports and Excerpts

Boyar, Ernest. *High School: A Report on Secondary Education in America*. New York: Harper and Row, 1983.

Without good schools none of our problems can be solved. People who cannot communicate are powerless. People who know nothing of their past are culturally impoverished. People who cannot see beyond the confines of their own lives are ill equipped to face the future. It is in the public school that this nation has chosen to pursue enlightened ends for all its people. And this is where the battle for the future of America will be won or lost.

Commission on PreCollege Education in Mathematics, Science and Technology. *Educating Americans for the 21st Century*. Washington: National Science Board, 1983.

Both the academic and vocational sectors of this curriculum must be strengthened, enriched and diversified for it is only in making the computational and science subjects attractive for all students that America can reach the promise of its future.

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Chester Finn and Diane Ravitch. *What Do Our 17 Year Olds Know?: Report on the First National Assessment of History and Literature*. New York: Harper & Row, 1987.

Something has gone awry. Our 11th graders in a whole are ignorant of much of what they

should know. We are deeply uneasy about what it portends for these boys and girls, for the society they will inhabit, and for the children they will bear.

The Getty Center for Education in the Arts. *Beyond Creating: The Place for Art in America's Schools*. Los Angeles: The J. Paul Getty Trust, 1985.

There is a desire among educators today, among policymakers and parents, to return to the basics to stress the fundamentals, to teach children the essential cognitive skills. But at the same time that schools are getting “back to basis” they are changing, experimenting, enacting new programs and policies. Classrooms are filled with a sense of settlement and challenge. We are experiencing, it seems to me, an educational renaissance -a renewal in which art education should play a vital role.

John Goodlad. *A Place Called School: Promise for the Future*. New York: McGrawHill, 1983.

To survive, an institution requires from its clients substantial faith in its usefulness and a measure of satisfaction with its performance. For our schools, this is a complex matter. The primary clients of American public schools -parents and their schoolage children have become a minority group.

The Holmes Group. *Tomorrow's Teachers: Report of The Holmes Group*. East Lansing, Michigan: Michigan State University, 1986.

America's dissatisfaction with its schools has become chronic and epidemic. Teachers have long been at the center of the debates and they still are today. Many commentators admit that no simple remedy can correct the problems of public education, yet simple remedies abound. Most are aimed at teachers: Institute merit pay, eliminate teacher education, test teachers to make sure they know eighth grade facts. Paradoxically, teachers are the butt of most criticism, yet singled out as the one best home for reform. Teaching must be improved but plans for improving teaching also must be improved.

The National Commission on Excellence in Education. *A Nation At Risk: The Imperative for Educational Reform*. Washington: United States Government Printing Office, 1983.

Our nation is at risk. The educational foundations of our society are being eroded by a rising tide of mediocrity that threatens our future as a nation and a people.

The National Commission for Excellence in Teacher Education. *A Call for Change in Teacher Education*. Washington: American Association of Colleges C, Teacher Education, 1985.

Admission to and graduation from teacher education programs should be based on rigorous academic and performance standards.

TheodoreSizer. *Hanson's Compromise: The Dilemma of the American High School*. Boston: Houghton Mifflin, 1984.

The current high school structure dates back to, and arises from, the beliefs of the 1890s. We've learned much and changed much since then, and we can do better than continuing to operate a school designed when Henry Ford's Model T was new.

The Task Force on Education for Economic Growth. *Action Plan to Impetus, Can Nation, Schools*. Denver: Education Commission of the States, 1983.

Technological change and global competition make it imperative to equip students in public schools with skills beyond the basics. Mobilizing the education system to teach new skills, so that new generations reach the higher general level of education on which sustained economic growth depends, will require new partnerships among all those who have a stake in education and economic growth.

The Task Force on Teaching as a Profession of the Carnegie Forum on Education and the Economy. *A Nation Prepared: Teachers for the 21st Century*. New York: Carnegie Corporation, 1986.

In this new pursuit of excellence, however, Americans have not yet fully recognized two essential truths: that success depends on achieving far more demanding educational standards than ever before, and that the key to success lies in creating a profession equal to the task.

The Twentieth Century Fund. *Making the Grade: Report of the Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy*. New York: Twentieth Century Fund, 1983.

We call on the executive and legislative branches of the federal government to emphasize the need for better schools and better education for all young Americans...We propose the establishment of a national Master Teachers program funded by the federal government that recognizes and rewards teaching excellence...The federal government should clearly state that the most important objective of elementary and secondary education is the development of literacy in the English language.

The National Council for Preservation Education

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