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PRESERVATION EDUCATION & RESEARCH

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Preservation Education & Research (PER) disseminates international peer-reviewed scholarship relevant to historic environment education from fields such as historic preservation, heritage conservation, heritage studies, building and landscape conservation, urban conservation, and cultural patrimony. The National Council for Preservation Education (NCPE) launched PER in 2007 as part of its mission to exchange and disseminate information and ideas concerning historic environment education, current developments and innovations in conservation, and the improvement of historic environment education programs and endeavors in the United States and abroad.

Editorial correspondence, including manuscripts for submission, should be emailed to Gregory Donofrio donofrio@unm.edu and Chad Randl at cgr5@cornell.edu. Electronic submissions are encouraged, but physical materials can be mailed to Gregory Donofrio, School of Architecture, University of Minnesota, 145 Rapson Hall, 89 Church Street S.E., Minneapolis, MN 55455, USA. Articles should be in the range of 4,500 to 6,000 words and not be under consideration for publication or previously published elsewhere. Refer to the back of this volume for manuscript guidelines.

Books for review, and book reviews, should be sent to Gregory Donofrio, School of Architecture, University of Minnesota, 145 Rapson Hall, 89 Church Street S.E., Minneapolis, MN 55455, USA. E-mail donofrio@umn.edu.

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Wright studies continue to grow in sophistication as well as become increasingly useful as a lens for understanding issues associated with the conservation of modern architecture. The best examples combine the personal memories and idiosyncratic voices that marked early Wright scholarship with new perspectives and

context. Both of the volumes reviewed here are worthy additions to the canon.

JEFFREY M. CHUSID

*Cornell University
Ithaca, New York*

John Schofield, ed. *Who Needs Experts? Counter-mapping Cultural Heritage*. Surrey, England: Ashgate Publishing Limited, 2014, 260 pp., black-and-white maps and photographs, hardcover, \$149.95, ISBN: 978-1409439349.

When I attended the Sixth World Archaeological Congress in Dublin in 2008, there were loud, contentious sessions about the pending decisions on the routing of the M3 motorway near the Hill of Tara. That rich archaeological landscape in eastern Ireland was about to be forever ruined, claimed one side, which included archaeologists, heritage professionals, and citizens. The M3 was a necessary transportation artery, and all due diligence had been done to find the best route for it, claimed the other side, also comprised of archaeologists, heritage professionals, and citizens. I left Dublin confused and unconvinced by either argument.

So I was intrigued to read a chapter on the Tara controversy in the collection of essays in *Who Needs Experts?*, edited by John Schofield. In the chapter called “*Who Would Believe Experts?*” Tadhg O’Keeffe interrogates the discourses of archaeologists and interest groups in two heritage disputes in Ireland, including Tara. From a nonactivist perspective, he analyzes the variety of legal, ethical, historical, and practical issues that can get in the way of building consensus when heritage and development clash. O’Keeffe’s chapter explains why the question in the title is fitting. Others do as well. Dominic Walker, for example, discusses what happened when a heritage “expert” failed to consult interested local constituencies at a World Heritage Site in the UK. In another chapter, Mats Burström describes the clash of professional and community perspectives regarding preservation of a Nazi festival site in Germany.

Overall, the book focuses on the many people involved in heritage issues. The collection of case studies and examples, mostly from Europe and the UK, explores the importance of developing practices that involve sharing expertise, listening to community values and voices, and understanding the depth of feelings that often accompany issues related to heritage.

Many of the chapters were first presented at a 2010 Theoretical Archaeology Group session inspired by the 2005 Council of Europe Framework Convention on the Value of Cultural Heritage for Society. A stated goal of the book is to share ideas that can be implemented to create social benefit for present and future communities, while perhaps realigning the foundations of cultural heritage. Editor Schofield lays out the arguments that heritage is everywhere, heritage is for everyone, and we are all heritage experts. I share the idea that a full range of views should be represented in heritage discourse, so was excited to begin reading the chapters. However, it soon became more of a chore than I had expected, for several reasons. First, many of the chapters are written in typically dense and specialized academic style, such that the nonprofessionals, who had just been included in the “We are all heritage experts” declaration, would be unlikely to persevere through them, much less see themselves represented in them. Second, most of the chapters are written for European experts, who don’t need definitions of the Faro Convention or what “grade II listed status” means (this was a good reminder for me as a US-based scholar

to be generous in my explanations of American terminology, laws, and sites). Third (these are lesser, but still annoying points), the book could have benefitted from more careful copy editing and more thorough indexing. Finally, more judicious selection of illustrations and culling of several chapters might have helped keep the book price at an affordable level (though I realize this is a widespread problem in publishing).

These criticisms aside, I am glad I had the opportunity to read this book. It broadened my perspective on a number of issues, and a few chapters were accessible, even entertaining. One of my favorites, by arts lecturer Brett Lashua and architect Simon Baker, was on using a protected heritage site in Leeds for an open-air “pop-up” cinema event. Clearly they are accustomed to working

and communicating with diverse public audiences.

The concluding chapter reiterates some of the book’s key themes: “non-expert access, appropriation, ownership and the creation or co-creation of heritage” as well as bigger questions of “knowledge and power” and “debates about democracy and participation” (244). While not all chapters are equally successful in addressing these themes, the book overall makes an important contribution to the ongoing discussion of what heritage is and who gets to decide.

PHYLLIS MAUCH MESSENGER

University of Minnesota

Minneapolis, Minnesota (USA)

Michael A. Tomlan. *Historic Preservation: Caring for Our Expanding Legacy*. New York: Springer International, 2014, xxxvi + 383 pp., color and black-and-white illustrations, hardcover, \$79.99, ISBN: 978-3319049748.

Over three decades have elapsed since graduate training programs in historic preservation began to be instituted in American universities. Today dozens of such programs, as well as a substantial number of undergraduate majors, exist in institutions of higher learning coast to coast. Under the circumstances it seems odd that no introductory text has emerged that is generally seen as satisfactorily covering the subject. Some explanation may be found in the fact that preservation is not a discipline in the traditional sense of that term. Thousands of people in the United States now earn a living in the field in private and public sectors alike, but they hail from a broad spectrum of fields, from architectural history to anthropology, engineering to environmental law, business management to design, geography to program development. And as anyone who has been involved at the local level knows, activists and other volunteers from virtually every walk of life play an essential role as well. Perhaps preservation is best described as a phenomenon or a way of looking at things. Certainly it is anything but a narrow endeavor.

Some introductory texts seem to be geared as much to this latter group of interested laypersons as to aspiring professionals. In other cases they are just elementary in content, unchallenging for undergraduates let alone those who have advanced to the next academic level. Then there is the matter of what should be covered in an introductory course. How can one give any real focus to the array of pertinent legislation, the nature of groups that are devoted to preservation and others that contribute to it among other fields, the movement’s historical background, techniques of intervention, economic factors, the imperatives of sustainability, determining historical significance and crafting the documents that are essential for ensuring recognition, urbanistic and planning issues, matters of policy, archaeological practices, and lobbying and political endeavors? And if this bill of fare is impossible in one or even two semesters, what should be emphasized within an introductory framework? And who can write with authority on the wide spectrum of such matters?

We are fortunate that Michael Tomlan—whose knowledge of national and international preservation is as