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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@umn.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.

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Barry L. Stiefel and Jeremy C. Wells, eds. *Preservation Education: Sharing Best Practices and Finding Common Ground*. Hanover and London: University Press of New England, 2014, 312 pp., photographs, drawings, charts, and tables, paperback, \$50.00, ISBN: 978-1611685961.

Preservation Education: *Sharing Best Practices and Finding Common Ground* is a well-curated collection of essays addressing a wide range of issues related to preservation education today. Arising out of a conference of the same name, the essays presented here provide a variety of perspectives on how we educate built-environment preservation professionals, offering insight into not only the content that should be offered in our courses but also the manner in which it might best be taught.

The strength of this collection lies in the breadth of perspectives offered and the range of topics covered. Although the majority of authors are associated with institutions in the United States, essays from educators in Europe, Latin America, and the Middle East help to put built-environment preservation education into global perspective. In addition to this geographic breadth, the collection also encompasses a wide range of disciplinary perspectives, including architecture, history, interior design, planning, and real estate. While the range of topics covered is broad, they share a common purpose of focusing attention onto the ways in which students of the built environment should be taught. As the editors write in the introduction, “the subject of the analysis has shifted from ‘what is the best way to fix a historic building?’ to ‘what are the best ways for teaching people how to preserve historic properties (and why) according to the various standards that have been established’” (6).

Rather than attempting to provide an answer to this very important question, what this volume does is set the stage for continuing the dialogue. By priming the discussion with insights from around the world and across a variety of disciplines, these essays challenge the reader to consider why we as educators do what we do and how we might do it better. Discussions about the role of the liberal arts, the differences between graduate and undergraduate programs, and the importance of integrating trades education with a more theoretical foundation share intellectual space with more targeted discussions ranging from how to engage undergraduates in understanding

planning concepts through game design to best practices for working with students in the architectural design studio, at a distance, or as adult learners. Further opportunity for reflection on contemporary teaching and learning in the field of built-environment preservation comes with additional topics such as how to integrate preservation concerns into associated disciplines, like undergraduate interior design or graduate real estate courses, using cross-cultural teaching strategies, and the potential for social science research methods to provide empirical evidence of important stakeholder values.

The collection concludes with a summary of the discussion the contributors had at the end of the conference in which they identified the “common problems and potential solutions” of built-environment education today. The contributors focused on asking and answering a set of questions the editors group into six categories: a lack of agreement defining the “ontological and epistemological boundaries” of the discipline, preservation education’s relationship to employment and job skills, issues surrounding communication and collaboration across disciplinary boundaries, ethics and issues of quality, design of the curriculum, and outcomes and assessment methods. Although readers, like the conference participants before them, will likely come away with as many questions as answers, these essays provide a solid foundation for thinking about the future of the profession and how we, as educators, can best prepare our students for it.

Taken together, these essays present the latest thinking on many of today’s key issues in historic preservation and are essential reading for anyone interested in the question, posed by the editors, of “what are the best ways for teaching people how to preserve historic properties, and why.” With its wide-ranging inclusiveness, the editors have set the bar high and have given us much to ponder as we seek to answer this important question for ourselves.

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