

INTEGRATING HISTORIC PRESERVATION INTO THE PUBLIC PRIMARY AND
SECONDARY SCHOOL CURRICULUM

by

MIGNON LAWTON BROCKENBROUGH

(Under the Direction of John C. Waters)

ABSTRACT

This thesis explores the various educational efforts to introduce Historic Preservation into primary and secondary public school curricula both through heritage education activities and a unique example of comprehensive historic preservation education as the foundation for an academic academy. The thesis compares and contrasts two approaches to incorporating historic preservation into the public school system (heritage education and historic preservation education), and examines a noteworthy case study of each alternative. It advocates for the replication and proliferation of the integrated academy model as a means of promoting a commitment to principles and values of Historic Preservation, career choices within the preservation trades and associated fields, and as a well-documented method of involving, engaging, retaining, and enabling success within a student body with diverse interests and abilities.

INDEX WORDS: Historic Preservation, Education, Massie Heritage Center, Brooklyn High School for the Arts, Career Academies, Contextual Teaching and Learning

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CHAPTER 1

INTRODUCTION

The need to care for and enhance historic resources is not new; it has been shaped by new technologies, approaches to planning and development, and the subsequent need for specialized skills that influence and inform conventional knowledge and accepted practice within the field. What is new is the speed with which our built and natural environments are changing and the magnitude of those changes. For the first time, we find ourselves addressing issues surrounding the viability and effectiveness of design review, the evaluation and preservation of the recent past, design statements of celebrity architects, and the phenomenon of the McMansion. Our population growth, alone, is unprecedented and poses an unrivaled threat to our nation's cultural resources. According to the U.S. Census Bureau, the United States' population reached 300 million people at 7:46 a.m. on Tuesday, October 13, 2006; the Bureau anticipates that an additional 100 million people will join the existing population during the next 35 years. Those individuals, many of whom are expected to immigrate to the United States, will do great things for our country, replace retiring baby boomers in the workforce and enrich our culture,¹ but they are also certain to place a strain on our infrastructure, the built environment, and our cultural resources. And, among our cultural resources, nowhere is the threat more acute than it is to our historic resources. Historic preservation has long been regarded as the hobby of elitists and conservatives, as a roadblock to progress rather than a route to better housing, tourism and economic development, education, and a stronger, collective national identity. The need for

¹ Kronholz, June. "The Coming Crunch." The Wall Street Journal. 13 October 2006.

organization, standardization, and professionalism has never been greater, and there is no better way to meet that need than through education.

Other issues are perennial; historian David Woodcock recalls Stewart Bond's recent reminder that buildings have always been modified to suit changing fashions and functions. We see the need for historic resource management as early as the fourth century, when the Roman Emperor Theodosius forbade his subjects to "disfigure external decorations on private buildings through modern additions, and to spoil historic buildings in an important town out of avarice and the desire to make money."²

Discussion about the need to "identify acceptable standards for the proper treatment of historic structures" was, again, a subject of interest in the late nineteenth century, when the philosophical dialogues of architects and designers like England's John Ruskin and France's Viollet-le-Duc contrasted a laissez-faire approach to preservation with more radical treatments.³ The preservation movement in America built on this momentum and received an additional boost from the efforts of leaders like Ann Pamela Cunningham, who "viewed [her] work in preservation as important [to] the stewardship of domestic and national morality and as part...of educating children for citizenship."⁴ While Cunningham and others like her were primarily interested in the preservation of resources for the sake of their historic associations and for their role in character development (as opposed to the more erudite concerns of Ruskin, le Duc, and their contemporaries), they played an important role in the development of preservation in this

² Woodcock, David G. "Historic Preservation Education: Academic Preparation for Practice." *JStor, APT Bulletin*, Vol. 29, No. 3/4, Thirtieth-Anniversary Issue (1998), pp. 21-25.

³ *Ibid.*

⁴ Bluestone, Daniel. "Academics in Tennis Shoes." *The Journal of the Society of Architectural Historians*, Volume 58:3 1999.

country, establishing the house museum as a fundamental part of preservation in America.⁵ In 1926, John D. Rockefeller funded the restoration of Colonial Williamsburg, a project designed to protect the town “from inharmonious surroundings,” that convened some of the most able scholars, design professionals, and artisans of the built environment.⁶ The interdisciplinary effort still stands as our country’s defining example of the outdoor museum/total community concept. The restoration of Colonial Williamsburg, Mount Vernon, and other, similar groundbreaking projects broadened preservation’s audience beyond the walls of academia to include people who were interested in historic resources for their sentimental and historical significance as well as the lessons they provided for future generations, in addition to more pragmatic economic and aesthetic concerns. Whatever the motivation, the push by America’s early activists to apply standards was accelerated by rapid changes in technology, society, and eventually, the need to rebuild from the destruction of World War I.⁷

The 1930s saw progress at both the national and international levels. In 1931, Charleston became the first city to create an historic district and pass an historic preservation ordinance protecting its resources, with other American cities to follow. That same year, the First International Congress of Architects and Technicians met in Athens, Greece, where it called for programs of education for “a greater and more general interest in the protection of [the] concrete testimonies of all ages of civilization. The Athens Charter also called for institutionalized inventories of documentation of artistic and historic monuments.”⁸ Shortly thereafter, Charles E. Peterson, a young architect working with the United States National Park Service in 1932,

⁵ Stipe, Robert. *A Richer Heritage*. Heritage Preservation Foundation of North Carolina. 2003.

⁶ Ibid.

⁷ Woodcock.

⁸ Ibid.

envisioned the Historic American Buildings Survey (HABS) program and made recommendations for a process that would document significant resources, saying “It is the responsibility of the American people that if the great number of buildings must disappear through economic causes, they should not pass into unrecorded oblivion”.⁹

The outbreak of World War II added “countless” other structures to the list of those that were eligible for HABS during the New Deal Era; it also “spawned an academic and professional diaspora that had a profound effect on architectural education, which was already diverging from its Beaux Arts traditions.”¹⁰ David Woodcock quotes the pioneering preservation educator James Marston Fitch as describing the period by saying, “from the Chicago of Louis Sullivan right down to the Weimar Republic of Walter Gropius, the battle was on to liberate building and landscape alike from aesthetic thralldom to what seemed to them a corrupt and ineffectual past”.¹¹ The population and construction growth that accompanied the return of the war veterans created issues that provided additional fodder for the movement, bringing questions about sense of place and place-making to the forefront of the national preservation debate. Historic preservation had become a viable field, with a real need for professionals who had specialized training in the theory and practice of caring for and incorporating historic structures into a new landscape. The 1949 creation of the National Trust for Historic Preservation provided an organized, professional association through which practitioners in the field could exchange ideas and information about new practices, emerging issues, and endangered structures and sites.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ibid.

The Second International Congress, held in Venice, Italy, in 1964, adopted ten articles to guide the preservation and restoration of “ancient buildings”. The Venice Charter came at a time of growing international recognition that the destruction of the physical past might not necessarily represent “progress” in a positive sense.¹² Again, progress in the United States followed closely on the heels of progress abroad. The National Historic Preservation Act of 1966 opens with the statement that the “Congress finds and declares that the spirit and direction of the Nation are founded upon and reflected in its historic past, that the historical and cultural foundations of the Nation should be preserved as a living part of our community life and development in order to give a sense of orientation to the American people.”¹³ The Act recognizes that the intangible aspects of our culture that are most significant are inextricably linked to their physical manifestations, our great buildings and open spaces, which – be they examples of the vernacular or of high style – are monuments in their own right.

Research has proven that historic preservation is a cost-effective, time-saving, energy-efficient alternative to new construction. Historic preservation creates more jobs, both within the field and those associated with it, than new construction. It is an effective economic development strategy for rural, suburban, and urban communities, alike. It promotes community emotional investment and provides opportunities for uses and incomes to mix – all of which enhances quality of life and results in the kind of diverse, vibrant communities in which we want to live.¹⁴ So, the care of our cultural resources is essential to our sense of who we are as

¹² Ibid.

¹³ Ibid.

¹⁴ Rypkema, Donovan D. *The Economics of Historic Preservation: A Community Leader's Guide*. National Trust for Historic Preservation. 1998. pp 13 – 103.

individuals, our sense of community, our environment, and our economy. And, there is a terrible shortage of qualified professionals equipped to preserve our resources and propel progress.

Historic preservation's inherently inter-disciplinary nature offers a unique opportunity to promote the development of marketable professional skills, academic knowledge, and character. Establishing the subject as the focal point of a comprehensive, fully integrated high school curriculum presents a perfect vehicle to promote awareness of both the broader benefits of historic preservation and the field's diverse career opportunities, as well as to imbue a preservation ethic and to make students better stewards of the built environment.

This thesis will explore the various educational efforts to introduce historic preservation into primary and secondary public school curricula both through heritage education activities and a unique example of comprehensive historic preservation education as the foundation for an academic academy. Due to the rarity of established historic preservation and heritage education programs sponsored and administered by public school systems, this thesis will be limited to a detailed examination of two of the most noteworthy examples. It will compare and contrast the two approaches to incorporating historic preservation into the public school system (heritage education and historic preservation education), examine an exemplary case study of each alternative, and advocate for the replication and proliferation of the integrated academy model as a means of promoting a commitment to principles and values of historic preservation, career choices within the preservation trades and associated fields, and as a well-documented method of involving, engaging, retaining, and enabling success within a student body with diverse interests and abilities.

CHAPTER 2

HISTORIC PRESERVATION EDUCATION AND HERITAGE EDUCATION

Historic Preservation Education. Historic preservation education is an approach to teaching and learning about the study and care of historic resources within the existing fabric of the built and natural environment. It is inherently interdisciplinary and both theoretical and practical, which lends it to both vocational and academic training. Historic preservation education is best presented as it is – a comprehensive, fully integrated field of study.

The primary goal of historic preservation education is twofold: to educate the public about the role of historic preservation in our society and its cultural and economic benefits, and to prepare future preservation practitioners for work in the profession. Historic preservation first developed as a field of study after the second World War, when dramatic shifts in the way America planned, developed, and built required “trained professionals to [guide] and manage change.” Educational programs in history, museology, and American studies were developed as a response to this need.¹⁵

At the same time, the post-war boom also generated a demand for skilled professionals in the preservation arts. Modernism, with its technologically advanced materials, equipment, and techniques, replaced artisan labor, making skilled professionals who specialized in the conservation of older buildings and traditional mediums a veritable rarity. Despite the fact that such services were no longer common, they remained in demand. University programs offering “specialized curricula in historic preservation” began in the 1950’s and 1960’s, first as addendums to existing programs in architecture and architectural history, and later as

¹⁵ Ibid., idem.

independent, degreed programs of study. Since then, the field of historic preservation has struggled to define itself, to find its place on the spectrum of architectural theory and practice, and to reconcile “the dilemma of education versus training that plagues all practice-focused education and the concomitant issue of specialist versus general practice.”¹⁶

Much of historic preservation education has been directed at the undergraduate and graduate level, with little attention given to the primary and secondary grades. However, several school districts in the country have introduced some aspect of historic preservation education. The Denver Public School system partnered with Historic Denver, Inc. to run a landmark designation program called *Preservation in the Schools* for the City’s public school students. Between 1991 and 2000, hundreds of Denver youth petitioned the Denver School Board, the Denver Landmark Commission, and the Denver City Council for their schools’ designation as a landmark. The students were also responsible (with the guidance of teachers) for the necessary research, models and renderings, and identifying significant landscape features. Throughout its existence, the program has built widespread community support; “neighbors, faculty, and administrators” have reported a distinct decline in “graffiti and vandalism, a significant boost in school pride, and improved relations between the community and the school district.” A similar program based on the same concept exists in Pittsburgh, Pennsylvania.

Other efforts to teach preservation have been limited to vocational training for the preservation or building trades. While these programs enjoyed some limited success as an alternative to traditional education for at-risk students in the secondary grades, they ignored the potential for preservation careers in advocacy, law, planning, and other associated fields, leaving the burden of public education and advocacy to volunteers and concerned citizens. Because of their limited focus and lack of academic content, they also denied students the opportunity to

¹⁶ Ibid.

pursue careers in related, non-technical aspects of the field that required additional, formal education. This outcome caused further disservice to the field by perpetuating the perception of preservation as sport for busy bodies and old ladies in tennis shoes. Only one program in existence, The Brooklyn High School for the Arts, which is discussed in Chapter 4 of this paper, attempts to educate primary or secondary students, in a comprehensive way, about the theory and practice of historic preservation.

Heritage Education. Heritage education is defined by educator and author Kathleen Hunter as “an approach to teaching and learning about history and culture that uses information available from the material culture and the human and built environments as primary instructional resources. The heritage education approach is intended to strengthen students’ understanding of concepts and principles about history and culture and to enrich their appreciation for the artistic achievements, technological genius, and social and economic contributions of men and women from diverse groups. Heritage education nourishes a sense of continuity and connectedness with our historical and cultural experience; encourages citizens to consider their historical and cultural experiences in planning for the future; and fosters stewardship towards the legacies of our local, regional, and national heritage.”¹⁷ It is, in essence, a way of teaching history in person and in place.

Because heritage education is such a broad concept, it is interpreted by different people in different ways. To date, there is neither a formal association of heritage education practitioners, nor a set of standards, certification, or licensure to distinguish someone who works in the field of heritage education as a professional. There is, however, a strong, extensive network of heritage educators who work diligently to make heritage education relevant and accessible to the public,

¹⁷ Hunter, Kathleen. “Heritage Education in the Social Studies” ERIC Clearinghouse for Social Studies/Social Science. 1988 -11-00

and to teach teachers how to infuse lessons across the curriculum with heritage education content. This effort was formalized in 1986, when the National Council for Preservation Education appointed a committee to “help guide its activities...as it turns its attention to the inclusion of the built environment in the nation’s primary and secondary schools.”¹⁸ Since then, the movement has broadened and intensified, as the value of teaching in place has become better recognized and understood.

Heritage education “occurs in elementary and secondary schools whenever teachers introduce examples of the material culture and built environment into lessons in the arts, humanities, sciences, and social studies. By directly experiencing, examining, and evaluating buildings, monuments, workplaces, landscapes, and other historic sites and artifacts – objects in our material culture and built environment – learners gain knowledge, intellectual skills, and attitudes that enhance their capacities for maintenance and improvement of our society and ways of living.”¹⁹

Heritage education resources are usually supplemental in nature and are presented to teachers by federal, state, or local partners in thematic modules and units. The best known heritage education resource is the nationally run *Teaching with Historic Places*. Coordinated by the National Park Service, it offers lesson plans and supplemental materials for teachers of the social sciences in elementary, middle, and high schools. The program launched in 1991 and has only grown, reaching students across the country.

Additional resources can be found at the Heritage Education Network’s (THEN) website, www.mtsu.edu/~then. THEN is a project of the Center for Historic Preservation at Middle Tennessee State University and is funded, in part, by the National Center for Preservation

¹⁸ Stipe, Robert.

¹⁹ Ibid., idem.

Technology and training of the National Park Service, Department of the Interior. THEN is a clearinghouse for information and educational resources using architecture, cemeteries, historic farms, photographs, family history, documents, objects, and archeology to enrich the teaching and learning of history. THEN also maintains a particularly useful survey of heritage education programs and materials. Links to other national and international heritage education resources, including the notable English Heritage, can be found on THEN's website.

In the State of Georgia, the Georgia Trust for Historic Preservation coordinates the *Talking Walls* program. *Talking Walls* is designed to help teachers incorporate local historic resources into their lessons by training them to plan and develop projects during week-long, facilitated workshops. The training is not limited to teachers of the social sciences; it is available to teachers of all subjects. Counties that participate in the program are selected based on size, geographic location, and level of community support. The Trust hopes to reach all 159 of Georgia's counties, partnering with school systems and community organizations across the state to compile "extensive heritage resource guides for teachers, including historical documents, maps, photographs, information about local historic sites, and other materials related to the cultural traditions and history of the community." The *Talking Walls* program is primarily focused on cultivating a preservation ethic in Georgia's youth. Its goal is to help students interpret and enjoy the sites, structures, artifacts, documents, and traditions that serve as local historic resources in their community, to provide insight into the history and development of their community, and to imbue a sense of place and stewardship in the students. At the end of its thirteenth year, the program had reached a network of over 1,700 teachers; through them, it had touched nearly 372,000 students in 61 school systems in 54 of Georgia's counties.

Among the school systems participating in the *Talking Walls* program is Savannah-Chatham County, where the program is hosted by the Massie Heritage Center (Massie). The program is only one of many housed at Massie to serve as a resource for the region's teachers and students. Massie, which is an outstanding model of the potential for heritage education programming supported by a local school system, is discussed in Chapter 3 of this paper.

Two Distinctly Different Approaches. Heritage education and historic preservation education are certainly interrelated; but there are a myriad of differences between the two, and the presence of one should not be considered a substitute for the other. Heritage education furthers historic preservation by fostering connections to historic resources through the study of history. However, the primary goal of heritage education is to enhance students' understanding of history as a subject of study. Certainly, the goal of local preservation organizations and many teachers is to foster a preservation ethic through the teaching of history, but for others, an appreciation of historic resources is a by-product of heritage education, not an articulated goal. Despite the value of historic resources as an experiential and contextual tool, heritage education does not seek to imbue its students with an appreciation of architecture or its role in society's development, nor does it seek to explore the history of the built environment in an academic context, independent of the historical figures and occasions associated with it. When examining and comparing historic preservation education and heritage education, it is important to remember that – while both play an important role in the education of our youth – teaching history in place is not the same thing as making deliberate connections about the societal and academic importance of historic resources, their need for protection, their care, or the importance of a preservation ethic.

CHAPTER 3

MASSIE HERITAGE CENTER

The Massie Heritage Center (Massie) is owned and maintained by the Savannah-Chatham County Public Schools. A functioning school for over one hundred and fifty years, Massie is now a teaching museum for history and architecture²⁰ that serves approximately 15,000 students and teachers per year, in addition to several thousand of Savannah's visitors. It is an outstanding example of a heritage education program.

Educational Services to Students. Massie provides a number of program offerings to local and visiting primary and secondary school students at a nominal cost. It functions as an educational resource, offering an array of 1-2 hour educational sessions designed to supplement and enhance the core curriculum offered in the local public school system. Teachers from area schools schedule visits to Massie throughout the school year so that their students can participate in one of several heritage education classes.

Program Curriculum. Educational sessions presented at Massie include:

- *The City Zoo*, a one-hour walking tour designed to teach pre-kindergarten and first grade students about “animals, shapes, and textures in the architectural details in the built environment in and around Calhoun Square, “strives to show children their city’s unique historic district in a fun and inviting tour.”

- *Recess at Massie*, also geared towards pre-kindergarten and first grade students, stresses character development as students engage in common nineteenth-century games

²⁰ Barger, Saxon Pope. *The Massie Common School Historical Sketches*. Massie Heritage Center, Savannah, Ga. 1977

and playtime activities. The character traits of cooperation, sportsmanship, and perseverance are particularly important to the one-hour program.

- *Massie's Neighborhood* focuses on Massie's surroundings "since the development of Calhoun Square in 1856." This program teaches kindergarten through second grade students "how neighborhoods change over time, how they require cooperation and community rules, and how they bring together people of diverse backgrounds in both residential and commercial interaction" on the one-hour walking tour. "Emphasis is placed on the unique neighborhoods in downtown Savannah, and children are invited to compare" their neighborhoods to the one surrounding the Massie School.

- All primary and secondary grade levels can participate in Massie's two-hour program, *Breaking the Bonds: African Americans in Savannah History*, which teaches students about "slavery in Savannah, the African American artisans who built the city's...[downtown] historic district, early pioneers in African American public education, and others."

- *School Days: The Heritage Classroom* gives students in the third through fifth grades a feel for the typical nineteenth-century Massie classroom. Students participating in the *School Days* program watch a slideshow about student life in the 1800's and participate in spelling, arithmetic, geography, and penmanship lessons. The ninety-minute program, which is tied to local history objectives for the third grade, is provided to all third grade classes in the Savannah-Chatham County Public Schools.

- *Native Americans in Coastal Georgia* covers 19,000 years of Georgia history. Significant Native American sites in coastal Georgia, and their important artifacts are

discussed. “Students also participate in a hands-on archaeology activity.” The two-hour program is tailored, specifically, for the State of Georgia’s eighth grade curriculum, but can be “[adapted]” for grades three through twelve.

- Students in kindergarten through the eighth grade are introduced to Savannah’s city plan, its history, and the unique architecture of its downtown in *Savannah by the Numbers*. The program is a two-hour guided walking tour during which students use solve math problems to discover their path; each problem’s solution provides the address of the students’ next stop. “The program is divided into a number of trails, each providing grade appropriate math and social studies information.”

- *Savannah in the Civil War* uses “artifacts, primary sources, and hands-on activities” to learn about life in Civil War Savannah. As the effects of the war are discussed, the scope of the program broadens to include its impact on the nation, as a whole, and views significant events preceding the war from the perspective of “Savannahians and national figures of the time.” The “flexible” program can be conducted in grades four through twelve as “a starting point or enrichment activity” for students studying the Antebellum Period, the Civil War, or Reconstruction. *Savannah in the Civil War* can also be “conducted” away from the Massie campus, at various schools.

- *Savannah Landmarks* is designed to highlight the diverse cultures and ethnicities that “converged to make Savannah the multicultural society that it is today.” A brief tour of the Massie School emphasizes Peter Massie’s Scottish heritage before students embark on a walking tour that highlights cultures that were significant to the development of early Savannah. The two-hour program is appropriate for the fourth through twelfth grades.

- *Classical Connections* is also directed at students in the fourth through twelfth grades, but it focuses on the architecture. Massie's architectural teaching installation is used to introduce students to classical Greek, Roman, and Gothic Revival architecture. Photographs of local structures with classical elements in the installation prepare students for a walking tour of the historic district in which they identify the elements on the buildings, in person. *Classical Connections* is a two-hour program.

- *History Lives in Savannah's Cemeteries* takes fourth through twelfth grade students through the Colonial Park Cemetery, where students learn about the first Savannahians; Laurel Grove North Cemetery, where "many important people" were buried during the "antebellum and Civil War periods;" Bonaventure Cemetery, the resting place for many Savannahians between the Civil War and modern day; and Laurel Grove South, which "chronicles the history of Savannah's African American community, from slavery to such leaders of the Civil Rights Movement as Wesley W. Law [an influential preservationist and civil rights activist]." This tour of Savannah's cemeteries lasts for two hours.

- Older students in grades six through twelve learn about James Oglethorpe's plan for the city in *Savannah's Unique City Plan*. The program introduces the ward as the "basic building block" of the downtown and examines the growth patterns that have shaped the city since colonial times. "Students...participate in classroom based activities before mapping a ward." *Savannah's Unique City Plan* is a two-hour program.

- *History is Monumental* takes advantage of Savannah's monuments, using them to teach state, national, and world history. Students in grades six through twelve meet a Massie teacher in Johnson Square, where they leave to travel south on Bull Street, home

to a great many of Savannah's monuments. The Nathanael Greene Monument, William Washington Gordon Monument, Button Gwinnett Monument, Oglethorpe Monument, and Tomochichi's Rock, as well as others, are included in the tour. "At each stop [on the two-hour walking tour], students...discuss the importance of the historical figure memorialized, their life, and their contributions" to the state, nation, and world stage.

- Directions, map skills, and the five themes of geography are all topics in *On the Grid: Savannah's Unique Geography*, when students in the sixth and seventh grades practice the practical application of geography skills as they learn about the Savannah's cultural and historic resources by navigating Savannah's wards during the two-hour walking tour.

- *A River Runs Through It* teaches middle grade students (6 -8) about the importance of the Savannah River throughout the city's history – from Oglethorpe's initial inspection of the river and the bluff where Savannah sits, to the "modern shipping and commerce that take place there today." Students explore significant sites along the river and learn the history associated with those places. As the two-hour program progresses, students are encouraged to think about the influences and impacts of a "major river" on the development of a city.

- In *Literary Savannah*, high school students in grades nine through twelve follow a presentation about the early days of public education with a walking tour of sites significant to Savannah's literary history. Students visit "the homes of Flannery O'Connor, Conrad Aiken, Colonial Park Cemetery, Mercer House, and others" during the two-hour program²¹.

²¹ Massie Heritage Center. *Student Program Guide*. Pamphlet. Massie Heritage Center, Savannah, Ga

Most of the programs are tied to five teaching installations (displays) – *Savannah’s City Plan: A Unique Environment for a Diverse Citizenry; the Elements of Greek, Roman, and Gothic Architecture: Their Influence on Savannah’s Architectural Heritage; Savannah’s Victorian era: Loss and Regeneration; The Debatable Lands, and The Nineteenth-Century Classroom* (see figure 2-1). These exhibits are designed to prepare students for “excursions” into Savannah and give them a sense of what life was like for earlier students. Exhibit guides corresponding to each teaching installation are available for visitors on self-guided tours, but most students receive activity sheets to keep them engaged and focused as they participate in particular programs²².

Massie Program	Curricular Connection	Teaching Installation
The City Zoo	History/Architecture	<i>Heritage Classroom</i>
Recess at Massie	History/PE	<i>Heritage Classroom</i>
Massie’s Neighborhood	History/Geography	<i>Loss/Regeneration,</i> <i>City Plan Room</i>
Savannah by the Numbers	Math/History	<i>City Plan Room</i>
School Days: The Heritage Classroom	History/Geography/ Math/ Reading-LA	<i>Loss/Regeneration,</i> <i>Heritage Classroom</i>
Native Americans in Coastal Georgia	History/Archaeology	<i>Debatable Lands</i>
Breaking the Bonds: African Americans in Savannah History	History	<i>Loss/Regeneration</i>
Savannah in the Civil War	History	-----
Savannah Landmarks	History/Multicultural studies	<i>City Plan Room</i> <i>Architectural Treasures</i>
Classical Connections	Architecture/Math	<i>Architectural Treasures</i>
History Lives in Savannah’s Cemeteries	History	<i>City Plan Room</i>
On the Grid: Savannah’s Unique Geography	Geography/History	<i>City Plan Room</i>
A River Runs Through It	History/Geography/Economics	-----
History is Monumental	History	<i>City Plan Room</i>
Literary Savannah	History/Literature	-----

Figure 3-1 Student Programs and Associated Teaching Installations

²² Ibid.

In addition, Massie hosts several special events in which teachers and students can participate. In February each year, the multi-week Georgia Heritage Celebration is co-sponsored by the Savannah-Chatham County Public Schools and the Georgia Historical Society. The Georgia Heritage Celebration is a series of educational programs and competitions open to various grade levels that culminates in a Georgia Day Parade held on February 12 of every year, with figures from Georgia's past and local school children all dressed in colonial costume. May Day has been an important event at the Massie School since the 1850's. The traditional celebration has been expanded to include performances of a variety of ethnic dances, in addition to the ubiquitous May Pole Dance. The May Day celebration is held in Calhoun Square, just in front of the Massie School building. Massie's heritage education programs coordinator designs programs for individual teachers when requested. And, Massie is home to a resource library, as well as a heritage and history archive, all of which are open to both students and teachers.²³

Staffing. Massie is staffed by a director, grant projects manager/outreach manager, content coach, two heritage education teachers, and a grant projects assistant. Nearly the entire staff is certified to teach and has spent time in the classroom. A full-time custodian manages the building that is integral to Massie's significance; students from the Savannah College of Art and Design's historic preservation program and county maintenance staff are used for maintenance, repairs, and improvements.

Program History. Massie's history and architecture make it a particularly appropriate setting for the delivery of preservation education. The Massie Common School House was the first public school in Georgia. Massie opened on October 15, 1856 to provide free education to two-hundred forty pupils, ages six to sixteen, a full decade before the Savannah-Chatham County Public School System (which was, itself, the first in the state of Georgia) was established. The

²³ Ibid.

building was used as a hospital during General William T. Sherman's occupation of Savannah in December, 1864. The following year, Federal Army authorities in control of the city ordered that the school be used to educate newly-freed slave children. Massie continued to operate as a school until it closed in 1974. During its lifetime, the building has "housed primary, intermediate, grammar, high [and] elementary schools; it has been co-educational and also for girls only; it has served white, black, and integrated student bodies."²⁴ Massie's history is remarkable and its architecture is significant.

The Massie Common School House is located on the southeast corner of Calhoun Square. Laid out in 1851, the square follows General James Edward Oglethorpe's original plan for the City of Savannah. The scale of the school building is significant because it is composed of "three, separate two-story structures,"²⁵ which has the effect of maintaining the scale of the other residential buildings around the square. The middle structure was the first of the three to be constructed. It was built in 1855-1856 from plans drawn by John S. Norris, a prominent Savannah architect whose designs and influence are seen in some of the city's most significant buildings. Massie's center building stretches 45 feet wide by 70 feet deep. The walls of the school are constructed of Savannah gray brick, a common masonry material in the area at the time of the building's construction. Stucco scored to look like stonework covers the brick, which was also common at the time²⁶.

An early description of the building reads,

"The front elevation is modeled to produce four equally spaced pilasters connected above the second story windows by low round arches; and this assemblage is

²⁴ Ibid.

²⁵ Ibid.

²⁶ Ibid.

finally surmounted by the gable end of the roof, stated as a classical pediment having a scored stucco frieze. A belfry framed in heavy timbers is centrally located on the ridge of the roof. Principal entrance is a pair of large-scale wood doors, and the windows on either side are six over six rectangular double-hung wood. The windows on the second floor are similar, but have a gently curving head shape, following the curve of the modeled wall into which they are set. The original louvered wood window shutters are gone.”²⁷

The two later buildings, which were designed to match the original middle building, cannot be accessed from the street; they are connected to the center building by short breezeways.

Massie’s listing on the National Register of Historic Places and the recent discovery of a document from the Freedman’s Bureau documenting that Massie was a school for newly freed slaves following the Civil War, which will further the Heritage Center’s efforts to obtain a National Landmark designation, reinforce the significance of the resource. They remind visiting students and teachers that “the best clues toward solutions of contemporary concerns are often built on past experience. In the Massie Common School House there seems to be an ever-lingering spirit that sets the mood for proper teaching and learning.”²⁸

Services to Teachers. Massie’s Greek Revival style facilitates learning for students and teachers, alike. Professional development has always been an important part of Massie’s culture. In fact, the school’s earliest teachers met every Saturday morning for “Normal Classes,”²⁹ or professional development. Today, Massie is a center for professional development for social studies teachers, offering programs like *Savannah’s Squares*, *Savannah*

²⁷ Ibid.

²⁸ Bargerion.

²⁹ Ibid.

in the Civil War, Architectural Treasures, Historic Preservation in Savannah, Character Education, and Talking Walls (sponsored in conjunction with the Georgia Trust for Historic Preservation), many of which are preservation-based.

Funding. Grants hosted by Massie present additional opportunities for continuing education for Savannah-Chatham County history and social studies teachers. The Teaching American History grant and funding from the National Endowment for the Humanities have made programs available, some of which relate directly to historic preservation, and some of which are focused on traditional methods of teaching history.³⁰

Massie is primarily supported, however, by its local public school system. It receives additional financial aid from “Friends of Massie”, a non-profit group created to provide oversight and support to Massie.

Summary. The Massie Heritage Center is an exemplary model of a heritage education program housed in and supported by a local school system. Its attention to architecture and urban planning are great precursors to the introduction of historic preservation education at the secondary level. However, the Massie programs are regarded by both the Savannah-Chatham County Public School System and its teachers as optional resources to supplement the core curriculum and, although some of its programs – notably its programs designed for eighth grade – are in accord with the Georgia teaching standards, a permanent, integrated link to the core curriculum has not been established. The absence of such a link and the absence of an objective evaluation to quantify and validate the significance of its work, coupled with the fact that Massie’s primary audience is elementary school students and that its continuing education for teachers is focused on enhancing the teaching of history, leave it vulnerable to the problems that

³⁰ Savannah-Chatham County Public Schools. 2006. Grants. <http://www.massieschool.com>. (accessed June 15, 2006)

plague other heritage education programs around the nation and leave a gap to be filled by more extensive preservation education.

CHAPTER 4

BROOKLYN HIGH SCHOOL FOR THE ARTS

The Brooklyn High School of the Arts (BHSA) is the first school in the United States to offer a Preservation Arts and Technology program, integrating historic preservation into a comprehensive high school curriculum that is, at once, both college preparatory and vocational. It is the prototype for a Historic Preservation Career Academy, a form of career technical education discussed in Chapter 5 of this paper. The program exposes participating students to the wealth of diverse career paths open to skilled preservation professionals as they prepare for higher education or artisan apprenticeships and, ultimately, careers in the field of historic preservation – as craftspeople, as advocates, or through an associated field, such as history, education, architecture, or preservation law.

Student Body. Admission to BHSA is gained by application. Students compete for a seat in the preservation arts major by submitting a portfolio or artwork and original writing that address the theme of historic preservation³¹. The first four-year class of Preservation Arts majors will graduate from BHSA in 2008³² with a Preservation Arts and Technology diploma. It is worth noting that the degree fulfills the requirements for industry-endorsed Career Technical Education (PAT/CTE) high school diplomas in New York State and that the program's final assessment examination has been endorsed by the Association for Preservation Technology and

³¹ Vita, Tricia. "Preservation 101: Inside the country's only high school with a preservation-based curriculum." *Preservation Online*, November 5, 2004

³² *Ibid.*

its affiliate, the Preservation Trades Network.³³ Scholarship funds will be available to BHSA graduates with a PAT/CTE endorsement on their diplomas to attend the SUNY Fashion Institute of Technology in New York City in pursuit of that institution's three-year old associate degree in historic preservation. The two-year program leads to a bachelor of fine arts in objects conservation.³⁴

School Curriculum. Although Preservation Arts is only one of four areas offered as a major at the high school – Fine, Visual, and Performing Arts are also majors – historic preservation is taught across the curriculum, to all students. Teachers of core academic subjects (history, English, math, and science) at BHSA work in teams to organize their curriculum units around a “common architectural theme,” or resource.³⁵ For example, a settlement of free blacks called Weeksville, which was founded in 1838 in what is now Bedford-Stuyvesant, and the Brooklyn Bridge both serve as themes upon which to anchor cross curricular references for BHSA students.³⁶ The selection of the themes that frame each year's course of study is based on the degree to which they correspond with the periods and topics covered in the history class for that year. The Brooklyn Bridge and its historic context is a clear, favorite example often used to illustrate the approach. Kate Burns Ottavino, one of the school's earliest champions and Director of Historic Preservation at The New Jersey Institute of Technology/Center for Architecture and Building Science Research (NJIT/CABSR), explains the curriculum:

³³ Ibid, idem.

³⁴ Ottavino, Kate Burns. “BHSA: Crafting the Next Generation of Preservationists”. November/December 2002, p.3

³⁵ Ibid.

³⁶ Biederman, Marcia, “A Curriculum Bent by the Prism of Preservation: Rescuing History Is the Lesson Plan.” *New York Times*, October 31, 2001, METRO, p. D9

“The study of the bridge and the engineering principles behind it offers lessons in applied mathematics and science, including analyses of the natural forces, such as wind, waves, and erosion that have informed or continue to inform the bridge’s design, construction, and preservation. Students gain a contextual understanding of the period in which the bridge was built by reading the major literary works of the day, specifically the works of Whitman, Douglas, and Wharton. Historic preservation thus functions as the “bridge,” figuratively speaking, that links seemingly disparate academic subjects across disciplines and illuminates their relevance to contemporary preservation practice.”³⁷ (see Figure 4-1)

So, with the exception of a compulsory, daily class in preservation and mandatory internships, BHSA’s curriculum is focused much on the same basic subjects taught at other schools in the system.³⁸

However, there are some significant differences between BHSA and other schools in New York City’s district. Prior to selecting a major, all students at BHSA attend a daily 45 minute Preservation Arts class as part of the school’s core curriculum.³⁹ All students at BHSA, regardless of major, are exposed to traditional skills used to preserve “historic buildings, monuments, statues, and artifacts.”⁴⁰ Ninth and tenth graders take electives designed to cultivate the “visual literacy, vocabulary, survey, and study skills necessary for understanding the

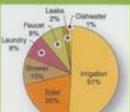
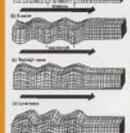
³⁷ Ibid., idem

³⁸ Ibid., idem.

³⁹ New Jersey Institute of Technology Center for Architecture and Building Science Research. “You can...major in preservation arts and technology.” Newark, NJ

⁴⁰ Hayes, Elizabeth. “Restoration job helps students craft future.” *Daily News (New York)*, August 8, 2004

philosophy and practice of historic preservation.”⁴¹ They “focus on research, survey, documentation, design, and materials, and are helped to select an area of specialty.”⁴²

SAMPLE PACING SCHEDULE 9TH GRADE FALL PRESERVATION ARTS CURRICULUM (NYCDOE)				
BENCHMARK / WEEKS 12-14	HISTORY	ENGLISH	MATH	EARTH SCIENCE
<p>Brooklyn Bridge</p>  <p>Elevation Drawing</p>  <p>The Bridge in 1900</p>  <p>Bridge Tower</p>  <p>Cables and Walkway</p>  <p>The Bridge Today</p>	<p>Unit III. Industrialization of the United States (1850-1900)</p> <p>A) Reconstruction The North The New South 13th & 14th Amendments</p>  <p>Significance of the Civil War & Reconstruction</p>  <p>B) The Growth of Business and Industry</p>  <p>C) The Entrepreneurs</p>  <p>D) The Role of Government</p>	<p>Unit 3: A National Conscience (1855-1910) An Age of Expansion: The Civil War</p>  <p>Frederick Douglass Ambrose Bierce Abraham Lincoln</p> <p>Individualism and Nationalism In Poetry Emily Dickinson Walt Whitman</p>  <p>Local Color Realists: Willa Cather Mark Twain Native Americans: Black Elk Chief Joseph Naturalism & Psychological Realism: Stephen Crane</p>  <p>Edith Wharton</p>	<p>Algebraic Concepts and Simple Equations</p>  <p>Rational numbers & equations</p>  <p>Using probability</p>  <p>Percent Equations</p>  <p>Percent of Change</p>	<p>Erosion and Deposition</p>  <p>Water Erosion Changing Earth's Surface Glaciers</p>  <p>Waves Wind A Trip Through Geological Time</p>  <p>Fossils Finding the Relative Age of Rocks Radioactive Dating Geological Time Scale</p>

The Pacing Schedule above aligns the academic sequence, as put forth in NYC Department of Education suggested textbooks, with the selected benchmark sites, located on the left side of the schedule. Each topic in the Regent's standard curriculum is represented on the Pacing Schedule.

Figure 4-1. Sample Pacing Schedule, Brooklyn High School for the Arts (NJIT/CABSR)

Students at BHSA who select preservation as their major participate in the Preservation Arts and Technology Career Technical Education program. For 90 minutes per day, five days a week, PAT/CTE students study⁴³ “architectural styles” as well as “the materials and technologies used to construct historic buildings, the physical means by which they

⁴¹ Ottavino.

⁴² Ibid.

⁴³ New Jersey Institute of Technology Center for Architecture and Building Science Research.

deteriorate, and how they are preserved,”⁴⁴ “with some classroom practice in ironwork, stonework, and plasterwork.”⁴⁵ Junior and Senior Preservation Arts majors also “study tectonics and pursue artisan and professional internships that reflect their personal career goals.”⁴⁶

Work-based Learning. Studio and fieldwork assignments incorporated into class time prepare students for internships that will “[introduce]” them to “research, survey, and documentation of a structure; urban and architectural design; adaptive reuse; government and community participation; and conservation and replication of deteriorated components such as stone, stained glass, and plaster.”⁴⁷ In 2001, BHSA offered an after-school program in woodcarving.⁴⁸

Internships are integral to the program. The exposure to real workplace scenarios combines “hands-on” practical experience with “classroom work,”⁴⁹ giving the students and opportunity to apply the concepts they studied during the school year.⁵⁰ And, each PAT/CTE student is required to complete an internship and generate a portfolio showcasing their work in order to graduate. Interns work an average of six hours per day, four days a week, for six weeks

⁴⁴ Ibid., idem.

⁴⁵ Biederman.

⁴⁶ Ottavino.

⁴⁷ Ibid.

⁴⁸ Ibid., idem.

⁴⁹ Ibid., idem.

⁵⁰ Hayes.

during the summer months.⁵¹ However, Fine, Visual, and Performing Arts majors may also participate in the internships if they wish to do so.⁵²

BHSA and NJIT/CABSR worked “New York’s extensive network of preservation organizations, Columbia University’s preservation alumni, and the New York Landmarks Conservancy’s Restoration Directory listing preservationists, artisans, architects, conservators, and engineers” to design the internship program. Potential mentors had questions regarding “liability issues, what the interns could do, how much supervision they would need, and what administrative support would be provided.” The students wanted to know how much money they would be paid.⁵³

Those questions were answered as the internship program developed: a grant from the New York Community Trust/Landmarks Conservancy Foundation funded the development of “sample job descriptions and the parameters for running and assessing the internship program.” And, earnings for interning students were set at the minimum wage, with workers compensation insurance.⁵⁴

Teacher Preparation. The success of the program has been attributed, in large part, to the ability of the BHSA teachers to incorporate historic preservation into a standard curriculum, as approved by the New York State Regents. To ensure that teachers have the technical knowledge necessary to successfully link the two, NJIT/CABSR representatives meet with teachers to identify and discuss “practical academic content applications.” They are also encouraged to spend five summer days and one to two hours of each school year week in professional

⁵¹ Ibid., idem.

⁵² Ibid., idem.

⁵³ Ottavino.

⁵⁴ Ibid.

development both in their specific content area and in “interdisciplinary group sessions.” In addition, BHSA teachers take advantage of professional development opportunities in which they visit interning students and learn about the landmarks that frame the curriculum, and they work as a team to create lesson plans “based on...shared curriculum ideas.”⁵⁵

The integrity of the program is also improved by teacher feedback. While participating instructors found the landmarks, or themes, to be well suited to the cross-curriculum study and the visiting professionals to be indispensable, they have identified a need for lead teachers, formalized planning teams, and an allowance for teacher planning in each school day.⁵⁶

School History. A high school devoted to the preservation arts was conceptualized after the 1993 World Monuments Fund symposium, “Employment Strategies for the Restoration Arts: Craft Training in the Service of Historic Preservation.” A primary focus of the symposium was “the lack of national standards for the craft skills used in historic preservation, the limited number of training programs in the United States, and the demonstrated need for skilled restoration artisans.” BHSA’s curriculum and internship program were, in large part, a response to the mounting challenges faced by preservation that were explored at the conference.⁵⁷

Not long after the conference, in 1993, Kate Burns Ottavino “proposed the idea of a preservation arts high school to [Brooklyn City Councilman Kenneth Fisher]”⁵⁸ When the World Monuments Fund approached Ottavino to develop and manage the project in 1997, she

⁵⁵ Ibid.

⁵⁶ Ibid.

⁵⁷ Ottavino, Kate Burns, “The Preservation Arts and Technology Curriculum at Brooklyn High School of the Arts,” *CRM Journal*, Winter 2006, pp. 87 – 92

⁵⁸ Biederman.

and Mr. Fisher became committed champions of the project.⁵⁹ Several years later, the closing of Sarah J. Hale High School provided the perfect location for the program. A school with the primary goal of preparing students for jobs as preservation professionals and artisans met with some resistance. Several school board members doubted that the theme would appeal to the number of students required to support the school.⁶⁰ Indeed, many “students had no idea what the preservation arts were, so they couldn’t major in it.” When BHSA opened in Boerum Hill, Brooklyn, in 2000, it had an enrollment of 300 students.⁶¹ Today, seventy-nine percent of the Preservation Arts’ first senior class, who will graduate in 2008, are performing above the class average.⁶² And, Principal Robert Finley “expects several hundred students to audition [in December] for the fifty increasingly coveted slots in the preservation arts.”⁶³

But, the path to establishing BHSA was not without its obstacles. The curriculum, developed by NJIT/CABSR needed to “[meet] the New York City Department of Education’s performance standards, New York State learning standards, and the New York State Regents standards for academic content.”⁶⁴ But, it also needed to synchronize the state requirements with those in the preservation curriculum. BHSA appealed to the Board of Education for permission to adjust the sequencing standard to other New York City schools. For instance, American history, normally taught in eleventh and twelfth grades, is taught to ninth and tenth grade

⁵⁹ Vita.

⁶⁰Ibid., idem

⁶¹Ibid., idem

⁶² Ottavino.

⁶³ Ibid.

⁶⁴ Ibid.

students at BHSA. Similarly, earth science is taught before life science, a divergence from other New York City high school curriculums.⁶⁵

Another challenge was presented by the fact that, at the program's inception, vocational education in the New York public school system separated vocational training from academic learning. Planning for the program was also heavily influenced by the "European craft system" used at the Compagnon du Devoir, in France, where the "tour tradition" dictates that "artisans travel from city to city, apprenticing in different ateliers to learn their craft." Aspects of the Compagnon model, internships in particular, were incorporated into the BHSA program. As they worked, staff from NJIT/CABSR researched the early American custom of handing down skills through apprenticeship. The finished preservation curriculum model "focuses on the creation, preservation, and interpretation of historic structures and their components."⁶⁶ Kate Burns Ottavino characterizes the final two years of the preservation major curriculum as "vocational," even though they meet the New York State Regents' standards for academic curricula.⁶⁷

Community and Employer Support. The program's success is evidenced by the support it receives from outside the school system. Permanent funding was supplied by the New York City's Youth Employment Program (YEP), which made it possible to hire staff, in 2002, to direct the internship program by "[monitoring, documenting, and assessing] the interns and [coordinating] the paperwork for the YEP program and the internship hosts."⁶⁸ That there is

⁶⁵ Biederman.

⁶⁶ Ottavino.

⁶⁷ Ibid., idem.

⁶⁸ Ibid, idem.

strong community support for the program is obvious; every year, there are more employers offering internship opportunities than there are students to fill the available positions.

The program has been much enhanced by the internship sponsors, who consistently support the program by visiting BHSA to acquaint students with the career opportunities available to them, continuing to mentor students after the conclusion of their internships, serving on review panels for student assignments, and making suggestions to improve the program.⁶⁹

Financial Support. The BHSA program is well funded. In addition to support the school has received from the New York City School system and other sources, the World Monuments Fund has dedicated approximately one half million dollars to curriculum development,⁷⁰ in particular workshops and internships, between 1999 and 2004 “as part of the organization’s education initiative,”⁷¹ with the “primary goal [of creating] a national model for similar programs in other parts of the country.”⁷²

Summary. The efforts of BHSA and NJIT/CABSR staff have been well-rewarded. In addition to the program’s obvious popularity with students and local preservationists, it has won accolades from the community to which it contributes. The Municipal Art Society of New York awarded BHSA a Certificate of Merit for “the opportunity BHSA gives students to work and learn under the Guidance of experts, using the entire city as their classroom.”⁷³ The New York Landmarks Conservancy awarded its Lucy G. Moses Preservation Award, given annually “to recognize preservation leaders, organizations, and property owners, architects, contractors,

⁶⁹ Ibid.

⁷⁰ Ibid.

⁷¹ Schuster, Angela M., “Top Honors For Preservation High School,” *ICON*, Spring 2004, p. 8

⁷² New Jersey Institute of Technology Center for Architecture and Building Science Research.

⁷³ Municipal Art Society of New York. “Certificate of Merit,” 2002

craftspeople, and tradespeople who have restored beauty and utility to some of New York's most distinctive buildings," to BHSA in April, 2004 for the "school's innovative curriculum and focus on hands-on training."⁷⁴ Perhaps the greatest measurement of the program's success can be seen in the changes that take place in its students, whose preservation training sparks an interest in history. As Preservation Arts major Elijah Ottley explained, "Once people know about their past, they get more interested in...how it affects the future and the present."⁷⁵

⁷⁴ Schuster.

⁷⁵ Hayes.

CHAPTER 5

CAREER ACADEMIES

It is difficult to fully appreciate the promise of BHSA as a comprehensive historic preservation education program without examining the school's innovative organizational structure. BHSA is a *career academy*, one of the work-based learning formats in career and technical education that is making a significant contribution to education reform in the nation's secondary schools. The popularity of career academies can be attributed to the fact that they address much of what is seen as endemically problematic in the nation's public school system. They establish and foster connections with the local communities they serve; they create a sense of belonging within the schools where they are established; they make course work relevant to students; and they prepare graduates both for further study and for employment.

Work-based learning is an approach to managing the transition from school to career that relies on a marriage of academic and first hand, practical experience. The programs, which may be created for either secondary or post-secondary students, may operate as a "school within a school" or on a school-wide, district-wide, regional, or state-wide basis. Historically, these programs have been aimed at students who are at risk for dropping out of high school or unlikely to pursue post-secondary education. However, recently there has been a growing trend to incorporate academic rigor and career-building relevance into these education models that, at the broadest level, promises to significantly improve the quality of teaching and learning and will benefit all high school students. It also offers a vehicle for the teaching of historic preservation

that will, at once, enhance the educational experience for some of the nation's students and raise the level of awareness and care for our historic built, cultural, and environmental resources.

Effective work-based learning programs, frequently referred to collectively as “Career and Technical Education,” (CTE) use job training and experiences, paid work experience, workplace mentoring, instruction in general workplace competencies, and broad instruction to enrich learning for students. This new approach differs from traditional cooperative education by incorporating contextual teaching and learning methodology into a curriculum that emphasizes student reflection and the relationship between student work experience and non-vocational subjects. Most importantly, the most successful CTE approaches require that students satisfy the academic course requirements for admission to four year colleges and universities.⁷⁶

Career academies are just one of a number of new organizational structures and program initiatives that have emerged as part of CTE innovations developed in response to demands for comprehensive school reform. Career academies are structured around broad based career themes, as opposed to the specific occupations that characterized and shaped traditional vocational programs.⁷⁷ Career academies may be different in various respects, but all have three core elements:

- Career Academies are organized as **small learning communities** in which limited number of students stay with a core group of teachers and students over the 3-4 years they are in high school,
- Career academies combine academic and vocational curricula into an integrated **career theme**,

⁷⁶ Naylor, Michele “Work Based Learning” ERIC, 1997-00-00

⁷⁷ Mittelsteadt, Sandra and Reeves, Diane Lindsay “Career Academies: Cutting-Edge Reform or Passing Fad?” ACTE Online, 2006

- Career academies establish **partnerships with local employers** to build stronger relationships with local employers in order to build stronger connections between school and work, providing students with a range of career development and work-based learning opportunities.⁷⁸

A Career Technical Education course of study, such as is offered in the career academy model, is characterized by a multi-year curriculum designed around a central work or professional theme, through which core academic knowledge is presented with technical and occupational knowledge pertaining to the theme. The programs are intended to prepare students for post-secondary learning and career work by equipping them with the academic and occupational competencies necessary to advance in the workplace. Such a program must be “comprehensively and holistically designed...[academically rigorous]...interdisciplinary, integrated, and contextual,” in order to avoid the restrictions and shortcomings that plague traditional American vocational education. Established paths to guide students from the ninth grade through the fourteenth year in post-secondary education are also a fundamental part of such a program.⁷⁹

In the ideal setting, career academies would use the ninth and tenth grades to lay an academic foundation while using the career theme to demonstrate links between academic concepts and typical professional experiences. Academy students in the eleventh and twelfth grades would continue to study the core content as teachers use the career theme across the curriculum to show the relevance and practical applications of the core content.⁸⁰

⁷⁸ [OJJDP monograph “The Career Academy model”]

⁷⁹ Brand, Betsy. *Rigor and Relevance: A New Vision for Career and Technical Education*. A White Paper. April 2003

⁸⁰ Ibid.

Need. Although the value of free, compulsory, public education is widely acknowledged, it is also accepted that schools across the nation are failing to prepare students for the rights and obligations that await them as adults. “Changes in the economy, work, and society demand that every high school student be prepared both for careers and post-secondary education. The past division between preparation for college and preparation for work has become a false dichotomy. Every high school student must meet higher academic standards in the secondary and post-secondary education and be prepared for the challenges of work, continued learning, and citizenship.”⁸¹ But, most of America’s students graduate without the cognitive and technical skills necessary to pursue either careers or higher education, and with little or no understanding of how knowledge and learning relates to their future.

In addition, distinct economic and labor market trends compel change in the education system as it exists today. Betsy Brand, author of the American Youth Policy Forum’s White Paper on the Federal Government’s future role in Career and Technical Education, asserts that “The changing nature of work, requires higher literacy, numeracy, and technical skill levels. Nearly half (46 percent) of all employers reported difficulty in hiring qualified workers in the past year and close to a third (29 percent) believe they will experience difficulty in hiring in the year ahead, despite the slowing economy and increasing unemployment rate.”⁸² Even though students who take four or more occupational classes in high school seem to be rewarded by the labor market, we can assume from this statistic that, even with those four classes, students lack the skills they need to compete in today’s workplace and that many more prospective workers

⁸¹ Ibid.

⁸² Ibid.

find themselves unprepared for the job market.⁸³ With only approximately 33 percent of adults receiving a bachelor's degree, it is clear that the majority of working adults need other avenues and choices to gain the technical and occupational skills and further education to be successful in the workforce.⁸⁴ More and more, jobs require training in addition to what is currently provided in American high schools, but there is no basis for the belief that the training need necessarily occur in a traditional four-year post-secondary setting; occupational training and skill development could occur as easily in a two-year program, or in a comprehensive high school restructured to accommodate skill development and contextual teaching and learning. Brand also notes that education issues at the secondary level have a great impact on post-secondary education and the workforce:

- Students begin leaving school as early as the ninth grade, resulting in dropout rates for large urban high schools that are as high as 60%;
- Mediocre student performance in math, science, and English as compared to other developed countries, that has shown almost no improvement in more than two decades;
- High schools with structures and cultures that inhibit personalized learning that set low expectations and allow too many students to “fall through the cracks”;
- Many students cannot relate school and careers to their future and are not motivated to learn;
- Students, especially at-risk and low-income students, do not always have access to information and guidance about prerequisites and requirements for post-secondary

⁸³ Ibid.

⁸⁴ Ibid.

education in time to use the information to their advantage, and they lack distinct routes to post-secondary education and careers;

- Too often, members of America’s current teaching force are asked to teach outside of their field due to shortages in certain subject areas, or they lack high level content knowledge, including technical content, in their field.⁸⁵

Another indication of need is the gap caused by one of the fallbacks of traditional vocational programs – the disconnect between secondary and post-secondary curricula. With approximately 30 percent of rising college freshmen in need of remediation, there is real cause to reexamine the current approach to bridging the two levels of education. Students must acquire technical and occupational skills, in addition to core academic knowledge and basic employability skills, in order to be successful in the workplace. In pointing to the artificial distinction between college preparation and vocational preparation, Brand insists that “the skill demands for work and post secondary education are converging, and increasingly, there will be one set of skills needed both for success in careers and post-secondary education.”⁸⁶

As the requirements of the workplace and post-secondary education become more closely aligned, CTE offers a unique opportunity for students to master core academic concepts and to acquire more specialized occupational and technical skills. Because CTE uses contextual teaching and learning, it allows students to see how the material is applied outside of the academic arena, making lessons relevant and engaging for students. In fact, CTE programs

⁸⁵ Ibid.

⁸⁶ Ibid.

“contribute to increased school attendance, reduced high school drop out rates, higher grades, and increased entry into post-secondary education.”⁸⁷

Evolution and History. The first academy was founded in Philadelphia in 1969. Called the Philadelphia Academy, the model was replicated locally several times before being used in California in 1981. Following the success of the first California academies (there were two) the state legislature approved fifty more; academies were also started in New York, Florida, Maryland, Michigan, and Illinois. In 1996, a grassroots organization called the National Career Academy Coalition (NCAC) was created and support new and established academies. Since 2001, career academies have been established in Arkansas, Georgia, Colorado, Washington, the District of Columbia, Hawaii, and Guam; there are now approximately 2,500 career academies in operation, nationwide.

The original Philadelphia model was distinguished by the fact that it was a school within a school, though its curriculum was still oriented towards vocational training for youth at risk of dropping out of school. As the model matured, emphasis shifted to preparing students for college as well as providing vocational training.

Goals. Career academy goals identified by Stern, Raby, and Dayton as specific to California, but consistent with the goals of similar programs, are to:

- Improve school performance and graduation rates of at-risk students;
- Raise students’ ambitions and career options beyond those of the regular high school program;

⁸⁷ Ibid.

- Provide an academic foundation and technical skills that will enable students to continue their education beyond high school, obtain employment leading to desirable careers, or both; and,
- Satisfy local demand for skilled employees in the academy's occupational field.

Defining Characteristics. In general, career academies are characterized by the following components, as compiled by Stern, Raby, and Dayton. These characteristics can be organized under the umbrella of structure, curriculum, staffing, target groups and student selection, employer involvement, and enrichment and motivational features.

- **Structure:** Academies are formed by schools-within-schools or small learning communities for grades nine through twelve, ten through twelve, or eleven through twelve; this organizational system allows a some amount of autonomy for each community, personalizes learning, and fosters both a sense of collective identity within the group and connections with adults.
- **Curriculum:** Programs combine academic and technical content around a central career theme chosen for its growing demand and employment opportunities in the local labor market. Students take one technical and three academic classes per semester, as well as basic employability skills, in preparation for a post-graduation job or matriculation into post-secondary programming. Scheduling for the academies are frequently arranged in a block format that integrates rigorous college preparatory and CTE.
- **Staffing:** Programs are run by a small, multi-disciplinary team of teachers who have some degree of authority over the academy, are led by a designated teacher or director, share common planning time, and are supported by a counselor.

- **Target Groups and Student Selection:** A recruiting effort is in place, both high and low achievers are targeted for participation, and students apply on a voluntary basis for membership in the program.
- **Employer Involvement:** Employers from the local community guide and support the program, providing work experience that may include but is not limited to job shadowing, internships, mentoring, apprenticeships, and hosts for special programs.
- **Enrichment and Motivational Activities:** Classes are smaller than those typical of most high schools and other measures – such as parent contracts and motivational activities and rewards – are in place to build a sense of community. Students may be employed during the summer and/or part-time during the school year in their field of study.

The degree of emphasis placed on technical versus academic content, as well as the type of student targeted for participation, varies from program to program. Funding from multiple sources, including district backing, grants, and employer contributions typically support academy programs.⁸⁸

An essential element of the program is adequate guidance and counseling, perhaps much more than is needed for students in a traditional program of study. The extra support is necessary due to the multiple options available to a graduate, which include proceeding directly into a chosen field, continuing in higher education, or some combination, thereof. This framework, in which students are prepared simultaneously to enter the labor force or pursue further academic study, has two distinct advantages over the traditional, limited pattern of vocational study. First, it lends itself to broader content and more rigorous academic standards;

⁸⁸ Ibid.

and, second, it leaves students with the maximum number of options for the post-secondary activities.”⁸⁹ Information about career choices and career planning presented at an early stage, in a sustained manner, in the high school course of study helps students make decisions about the future that are appropriate for them as individuals and, thus, more apt to apply the skills they have gained and contribute to their communities in a productive, meaningful way.

Another strength of the career academy model lies in its inclusiveness. Because students are prepared for the greatest number of future career and study options possible, the programs could be open to students of all abilities. The program is well suited to high performing students, who learn better through an applied, contextualized curriculum or who have a strong interest in a particular career area and a more hands-on curriculum makes the material more relevant to disengaged students, which will likely increase their level interest and activity, thereby ultimately contributing to a decrease in dropout rates.⁹⁰

CTE programs depend on strategies commonly recognized as enhancing learning for all high school students, including, “using more personalized and student-focused learning opportunities, rigorous, integrated curriculum, supports for all students, including guidance and college and career exploration, making learning relevant by linking it to careers or other themes, providing various learning methodologies to meet multiple learning styles, providing choices and options for teens based on their interests and future plans, using the community (employers) for learning, and helping students plan for and advance from secondary to post-secondary education in a more thoughtful and planned manner.”⁹¹

⁸⁹ Ibid.

⁹⁰ Ibid.

⁹¹ Ibid.

Effectiveness. Recruiting employers who have both the inclination and ability to commit to involvement in a work-based program and ensure that the learning during professional and occupational work experiences meets high standards are frequently recognized as the biggest challenges to building successful programs.⁹² This bespeaks the deep-rooted and lingering orientation towards work-based education as traditional vocation training. In a program that is truly progressive, college preparatory and vocational education should marry; the biggest challenge to this kind of education is acceptance of the fact that students benefit most from contextual learning and high academic standards, which requires a complete reformation of the traditional college preparatory high school and secondary vocational models into a single unit, in which students are enabled to pursue the best education possible and are presented with as many options for their future as possible.

In the most extensive longitudinal study performed to date, commissioned by the a non-profit, non-partisan social policy research organization MDRC, James J. Kemple summarizes the findings of a ten-year study evaluating the career academy approach and its impact on students' "capacity to improve their labor market prospects and sustain their engagement in post-secondary education programs in the four years following their expected graduation." In a sample of more than 1,400 young people, approximately 85 percent of whom were Hispanic or African-American, Kemple found that career academies are a viable means of "improving labor market preparation and successful school-to-work transitions without compromising academic goals and preparation for college. They provide compelling evidence that investments in career-related experiences during high school can produce substantial and sustained improvements in the labor market prospects of youth during their post-secondary years. In fact, career academies

⁹² Naylor, Michele

are one of the few youth-focused interventions that have been found to improve the labor market prospects of young men.”⁹³

However, there are significant limitations with the research conducted thus far to evaluate the effectiveness of the academy model. Students have not been randomly assigned to an academy for study because that approach would require enough students to turn some away and accept others at random, which raises ethical issues about denying educational opportunity to worthy students for the sake of academic research. In addition, it invites invalid results generated either by students who performed poorly as a result of their disappointment at being rejected from the program, or from bias involved in the systematic selection of students accepted to the program. There is no way to “know the extent to which differences in outcomes between academy students and comparison groups is caused by the academy program rather than by pre-existing, unmeasured advantages of academy students,” nor is there any measure of the differences between the academy format on males’ and females’ future success.⁹⁴

Studies have not been designed to study individual elements of the program, leaving open to dispute the question of which features of the academy model facilitate the success noted in its graduates.

Potential Application for Historic Preservation. One of the major strengths of the academy approach is the emphasis on “teamwork, continuous peer and teacher feedback, close involvement of parents, careful monitoring of behavior, high academic standards, and regular interaction with working professionals in a safe, personal, and highly structured environment.”⁹⁵

⁹³ Mittelsteadt, Sandra

⁹⁴ Kemple, James J. “Career Academies: Impacts on Labor Market Outcomes and Educational Attainment” MDRC, March 2004

⁹⁵ Brand, Betsy.

A near perfect example of these strengths in practice, and of the contrast with traditional vocational education, is a career academy focused on the theme of preservation of the built environment. While a traditional vocational program might offer programs in the building trades (carpentry, masonry, construction), a CTE program structured as a historic preservation career academy would offer classes in those building trades as well as architecture, urban planning, building materials conservation, environmental conservation, interior design, and landscape architecture. Furthermore, the core academic curriculum could be readily modified to incorporate historic preservation material into traditional instructional content. As demonstrated by BHSA and more fully discussed in Chapter 7, an historic preservation curriculum would offer ample opportunities for students to learn contextually, with adequate immersion in academic material as well as practical aspects of the preservation field.

CHAPTER 6

CONTEXTUAL TEACHING AND LEARNING

Clearly the career academy model is an ideal structure for presenting a comprehensive historic preservation curriculum, but it is contextual teaching methodology that will ensure its success in meeting the instructional needs of both college-bound and career-focused students. Formerly confined to the domain of vocational training, contextual education is an instructional approach that relies on contextual, or applied, methods to explain abstract concepts. It links content to context. Traditionally, when it was applied in academic classes, it was used to dilute content and as a substitute for critical thinking for low-achieving students. However, contextual teaching is now recognized as an effective means of providing differentiated instruction for students with various interests, learning styles, and learning abilities and is particularly appropriate in the academy setting.

Contextual instruction helps teachers relate subject matter content to real world situations that students will encounter both in their personal lives and in the workplace. It motivates students to become active learners and to make connections between course knowledge and its applications by linking subject content to a larger context. By making the content relevant in this fashion, teachers enable students to internalize the information they learn and, consequently, use it successfully in their later lives.⁹⁶

⁹⁶ Center for Occupation Research and Development. "What is Contextual Learning?" *Center for Occupational Research and Development, Contextual Teaching Resources*: Available at <http://www.cord.org/what-is-contextual-learning/>; Internet; Accessed 2 October 2006.

Sears and Hersh explain, “contextual teaching is teaching that enables learning in which pupils employ their academic understandings and abilities in a variety of in and out of school contexts to solve simulated or real world problems, both alone and in various dyad (pairs) and group structures. Activities in which teachers use contextual teaching strategies help students make connections with their roles and responsibilities as family members, citizens, students, and workers. Learning through, and in, these kinds of activities is commonly characterized as problem-based, self-regulated, occurring in a variety of contexts including the community and work sites, involving teams or learning groups, responsive to a host of diverse learning needs and interests. Contextual teaching and learning (CTL) also emphasizes higher level thinking; knowledge transfer; and collection, analysis, and synthesis of information and data from multiple sources and viewpoints. CTL includes authentic assessment that is derived from multiple sources and is ongoing and blended with instruction.”⁹⁷ At its most fundamental level, contextual learning begins with engaging students in activities that require them to consider different points of view and interests, which engages them in critical thinking and problem solving. The self-regulation involved in all CTL means that students become aware of, analyze, and evaluate their own thinking patterns, the problem-solving strategies they employ, and their performance.

Contextual teaching and learning occurs in multiple settings, or contexts; this is beneficial because theories of cognition assume that how and where information is learned is as important as what information is learned. And, contextual learning anchors teaching and learning in the student’s diverse life contexts; this provides a means by which students can broaden their structural framework to include new information acquired not only in traditional

⁹⁷ Sears, Susan Jones and Hersh, Susan B. “Contextual Teaching and Learning: An Overview of the Project” sears ED 427263)

academic classes but at work, in work simulations, field assignments, and applied learning settings which increases the likelihood that they will be high achievers. Contextual learning uses teams or interdependent group structures so students can learn from each other and mimics the kind of interactions that students will have on a daily basis as working adults. Evaluation of contextual learning employs authentic assessment and multiple methods for assessing student achievement, giving students an opportunity to demonstrate mastery at different times, in different contexts.⁹⁸

Although much about the CTL approach is new, its roots are based in some of education's most venerated theory and practice. CTL builds on writings of John Dewey (1900), Jean Piaget (1929), and Jerome Bruner (1966).⁹⁹ The current view of CTL is defined by *constructivism*, a learning theory proposed by John Dewey that suggests students learn best when presented with a relevant, engaging learning activity that requires problem solving and critical thinking, enabling them to integrate new knowledge into existing constructs. This is a break from the traditional view of vocational education, in which *essentialism* is the dominant theory. Influenced primarily by Charles Prosser, essentialism is skill focused. It assumes that underachieving students will benefit most from learning core skills that prepare them for pre-determined jobs in the workplace.¹⁰⁰ While essentialism had the effect of limiting the scope and intellectual demands of the vocational curriculum, constructivism lends itself to higher level thinking and mastery of more complex instructional material that is useful to today's students regardless of whether they intend to pursue higher education or enter the workforce.

⁹⁸ Ibid.

⁹⁹ Berns, Robert G. and Patricia M. Erikson "Contextual Teaching and Learning, The Highlight Zone: Research @ Work No. 5"

¹⁰⁰ Lynch, Richard L. "New Directions for High School Career and Technical Education in the 21st Century"

CTL's focus on raising student achievement makes it the perfect instructional approach for career academies. The organization of schools and school systems into small learning communities, around career themes, in partnerships with local employers, naturally lends itself to an environment that offers the delivery of a curricula that is problem-based, fosters self-regulation, occurs in multiple settings, anchors teaching and learning students' diverse life contexts, uses cooperative learning, and takes advantage of opportunities for authentic assessment. Historic preservation, as a multi-faceted, diverse field would provide the ideal subject matter for a career academy.

CHAPTER 7

HISTORIC PRESERVATION CURRICULUM

The ideal historic preservation curriculum is both college preparatory and occupational, providing maximum number of opportunities for individuals seeking a career in the field of historic preservation. Students pursuing this course of study may be interested in finding employment in the offices of academic institutions, archeologists, architects, community and urban planners, contractors, developers, engineers, house museums, landscape architects, realtors, certified local governments, private and public research agencies, and historic restoration/reproduction businesses. The curriculum should be both broad and comprehensive, with courses that address – but are not limited to – building materials conservation, drafting, architectural history, interiors, law and public policy, advocacy, economics, real estate, and planning.

Model Historic Preservation Curriculum for Secondary School Career Academy in the State of Georgia. Georgia secondary students enrolled in an historic preservation career academy would take a core academic curriculum (strong in literacy development, numeracy, science, and social sciences), along with a concentration of electives in the broad career area of historic preservation. The program of study would allow students to not only gain the core skills needed to meet high standards, but also explore various careers, develop employability and occupational skills, and learn in context.

In lower grades (9-10), the program of study would focus primarily on academic foundations using the context of a career in historic preservation to help make the core curriculum relevant and meaningful and to show how academic concepts can be applied in work

situations. Students in the early high school years would be adequately exposed to both career and college awareness and exploration so that they make informed decisions and know what courses to take in high school to prepare for college.

In the upper high school grades (11-12), students would continue to take the required core curriculum, but academic teachers and preservation faculty would collaborate so the material would include applications to the various career alternatives in the historic preservation field in order to engage students and provide relevancy to their future plans. Upper-level courses would be developed with input from post-secondary educators to ensure that curriculum is sequenced, non-duplicative, and that end of course standards match college entrance requirements. Students with the desire or ability could take advanced courses or courses for college credit while in high school and upper level students would also have options for internships, apprenticeships, work experiences, or service-learning.¹⁰¹

The need for an admission requirement, parental involvement, and employer investment is of utmost importance. Admission requirements may be set to guide students of varied interests, academic, artistic, and mechanical skill levels into the program. Admission requirements also insure that students enter the program with an investment in its mission and arrive with a sense of accomplishment that unites the members of the student body and promotes a culture of achievement. Parental involvement serves a similar function. Parents whose children enter the program have agreed to support its requirements, as well as its goals, and are likely to reinforce the directives and expectations of program staff and administrators, which provides a degree of consistency and creates a feeling of community that enhances learning for all students. Parental involvement and employer investment share the benefit of insuring the program's continued relevance and improvement. Employer investment also insulates the

¹⁰¹ Brand, Betsy "Rigor and Relevance: A New Vision for Career and Technical Education" April 2003

program from the dangers associated with an educational non-profit's attempt to replicate and, often unintentionally, compete with industry – a pitfall common to many failed CTE programs. Employer investment also guarantees practical experience for program participants, better job prospects for graduates, and community support for the program.

School Year/ Term	Core Courses	Historic Preservation Courses	Work Experience
1.1	<ul style="list-style-type: none"> English/Language Arts Science Social Studies/History 	<ul style="list-style-type: none"> Introduction to Historic Preservation 	<ul style="list-style-type: none"> Spring Break Field Project
1.2	<ul style="list-style-type: none"> English/Language Arts Science 	<ul style="list-style-type: none"> Tools/Advocacy 	
2.1	<ul style="list-style-type: none"> Mathematics Social Studies/History Foreign Language 	<ul style="list-style-type: none"> Research and Documentation 	<ul style="list-style-type: none"> Practicum – School Coordinated Field Project (10 hrs/6 weeks)
2.2	<ul style="list-style-type: none"> Mathematics Social Studies/History Foreign Language 	<ul style="list-style-type: none"> Architecture/Interiors/ Landscape/Archeology 	
3.1	<ul style="list-style-type: none"> English/Language Arts Mathematics 	<ul style="list-style-type: none"> Building Materials Conservation/ Preservation Technology I 	<ul style="list-style-type: none"> Practicum – School Coordinated Field Project (10 hrs/6 weeks)
3.2	<ul style="list-style-type: none"> English/Language Arts Science 	<ul style="list-style-type: none"> Building Materials/ Conservation/ Preservation Technology II 	
4.1		<ul style="list-style-type: none"> Professional Practice/Ethics 	<ul style="list-style-type: none"> Internship/Apprenticeship (20 hrs/week)
4.2			<ul style="list-style-type: none"> Internship/Apprenticeship (20 hrs/week)

Figure 7-1. Sample Pacing Schedule, Proposed Curriculum in the State of Georgia.

Individual courses in such a curriculum should have specific goals and clearly articulated topics. For instance, the **Introduction to Historic Preservation** should address the preservation

movement in the United States, the evolution of preservation philosophy in Georgia, the benefits of preservation, historic resources in Georgia, preservation treatments (language/terms), and the legal basis for preservation. Goals of the course should include that students develop understanding of the evolution of the national and local historic preservation movements; communication of the need for, and benefits of, historic preservation at the local, state, and federal levels; an understanding of the legal basis for historic preservation, as well as its theory and philosophy; and the establishment of connections between the responsible stewardship of our historic cultural, and natural resources to our continued cultural, social, and economic well-being.

Tools/Advocacy should familiarize Georgia students with local historic districts and ordinances, National Register criteria, National Landmark criteria, the Secretary of Interior's Standards, Garden Types of Georgia, preservation planning, HABS/HAER/HALS, the Certified Local Government program, tax incentives, and Section 106 in an effort to impart an understanding of the local, state, and federal tools used for preservation, as well as avenues for advocacy, and a familiarization with the national and local designation criteria and process.

In **Research and Documentation**, students should become familiar with of the various forms of historical research and documentation, including their appropriate use and application, and acquire basic research skills. Subjects addressed during the course should include historic maps, deed and records research, surveys, measured drawings, photography, historic structures reports, and oral history.

Architecture/Interiors/Landscape/Archeology should cover architectural styles and terms, house types in Georgia, interiors, interior terms, historic landscapes, archeology, archeological terms, and design issues common to various types of preservation projects, as well

as new development. Students should be able to identify architectural styles and correctly use architectural terms, understand the impact of the built environment on daily life, identify and discuss the reflection of national trends in architecture, material culture, and landscape on local and regional styles, and appreciate the importance of material culture, environmental context, and archeology in the interpretation, documentation, and preservation of historic structures and sites.

Given the weight placed on technical and occupational skills in a Georgia secondary career academy program that prepares students both to enter the workforce and to continue their formal education, **Building Materials Conservation/Building Technology** should be divided into a two part course in order to insure students gain the practical skills necessary for success in the field. The course should use materials with conservation techniques and technology, as well as exposure to the preservation trades, to supply students with a general working knowledge of building materials conservation methodology and practice, and competency with conservation techniques and their applied trades.

Professional Practice/Ethics should equip Georgia students with the skills they need to be successful employees. For instance, students should be familiar with basic workplace protocols like punctuality, reliability, ingenuity, and respect for workplace property. Functioning as a part of an effective team, problem solving and group dynamics, communication and group process should also be addressed. This course would also provide an opportunity to familiarize students with the fundamentals of pursuing and accepting permanent employment, and prepare them to respond appropriately to constructive feedback and performance reviews.

Students would be gradually introduced to the workplace through a series of **Spring Break Projects, Practicum, and Internships**.

This course of study should provide students with knowledge in:

- the historic preservation movement in the United States and in Georgia,
- the role of historic resources in our understanding of sense of place, as well as our vision for the future,
- regional and national architectural styles,
- the methodology of documenting historic structures and sites (field experience)
- the methodology of historical research, including excavation, classification, description, and analysis of historic structures and sites (field experience and laboratory practice),
- the role of material culture in the examination of historic building interiors that have significant architectural and cultural value,
- the legal basis for historic preservation,
- preservation advocacy tools, including federal, state, and local laws, as they relate to the preservation of historic structures and sites,
- the value of historic materials and the importance of appropriate restoration and conservation techniques in the preservation of historic structures and sites, and
- the practical applications of preservation, including potential career opportunities.

Upon completion of this course of study, Georgia students will understand the theoretical and historical basis for historic preservation, demonstrate knowledge of national and regional architectural styles and history, employ research techniques to document historic structures and sites, apply historic preservation standards and regulations to specific sites, and communicate the values and benefits of historic preservation to the general public.

This program of study differs dramatically from the resources available through Massie Heritage Center, as outlined earlier in this thesis. It is oriented towards teaching historic preservation, rather than heritage education. However, the contextual approach used in heritage education is valuable to secondary education, and its (heritage education) interactive approach should be used as the standard in any academic history curriculum (as outlined by the state) when it is integrated into an historic preservation career academy curriculum. The proposed curriculum more closely resembles that program developed at the Brooklyn High School for the Arts, which is an excellent example of the potential to establish a progressive educational model using an existing standard curriculum and an interdisciplinary professional field as a basis for progressive education reform.

In order for a similar program to be created in the State of Georgia, the curriculum would have to be coordinated with the local standards, as well as the state requirements for units of credit, or the number of courses each student is required to successfully complete in order to graduate. In Georgia, the units of credit required for a college preparatory, college preparatory with distinction, and career/technical degrees differ, and they would have to be reconciled in order to give students the greatest number of post-secondary options for employment and study.

CHAPTER 8

CONCLUSION

At a time when there is an abundance of special initiatives and funding to assist in the teaching of history, there is a near absence of preservation education for students in the primary and secondary grades. Currently, where preservation education is offered, there is no apparent distinction between the teaching of history and the teaching of preservation. While non-profits and state agencies across the country readily acknowledge the advantages of teaching with place, in place, they stop short of advocating the need for curriculum devoted to, or promoting, the conservation and preservation of those places.

Why is this? Historic preservation is, relatively speaking, a new field. The link between preservation and economic development is even newer. And, the link between preservation and planning and environmental management is newer, still. Since colonial times, the American mindset has been one of expansion. We, as a nation, have had neither the inclination nor the need to conserve or remember. Our resources were seemingly endless, and our history was relatively short – only a few hundred years, as compared to the hundreds on hundreds of years and limited land space of other parts of the globe. So, Americans are fresh to the business of telling and protecting our past, as well as managing change in the built environment.

We are also relatively new to marketing the value and benefits of preservation. So often, those persuasive, dynamic speakers who make the connection between economic development or environmental management and preservation preach to the converted. Most preservation organizations promote educational opportunities within their ranks, and those who might be

persuaded by preservation's dramatic successes, to say nothing of its more practical applications and strengths, remain uninformed. Similarly, professional development programs for fields associated with preservation, like planners, tourism directors, and downtown managers, are run by state government agencies focused on preservation only inasmuch as it enhances other economic and community development efforts. And, though there is occasionally word of the value of student volunteers and youth input, there is no organized effort to teach preservation professionals, or their associates, to appreciate preservation as an economic and cultural engine, in and of itself, or to reach beyond the bounds of their professional communities to foster either an interest in the field as a viable career option or a preservation ethic in today's youth.

We are reactionary. In so many cases, preservation is perceived as the anti-cause. Because there is a lack of awareness, generally, about land use planning and our resources, people tend to get involved in preservation efforts only when a treasured resource is threatened. Thus, we inadvertently perpetuate the "hysterical preservationist" stereotype. With all our energy consumed by eleventh-hour fights it is little wonder that we have not seen the need to incorporate preservation into the curricula of our secondary schools. If historic preservation is going to take hold in the American consciousness it must become an action – something we do proactively – because preserving the past is integral to our cultural values.

The general public must learn to see preservation as more than the shell of a building someone saved or a marker proclaiming what used to be there. We must educate the public about the breadth of the preservation field: the philosophy and history of the movement, the role of government and the law, the documentation and designation of historic properties and districts, appropriate design and progressive planning, architectural styles, technology and craft, and economics; and we must start with children. By focusing our efforts in the schools, we

instill the idea of resource conservation and preservation in the next generation of leaders, insuring the appreciation and protection of our nation's irreplaceable resources. We also inform and inspire our youth to take up preservation by trade or profession, so that the field is not just a cause worthy of support, but a viable life-long career path.

The Massie Heritage Center, in Savannah, Georgia, has the notable distinction of being an actual historic resource, itself. Its culture and practice is focused on enhancing the education of students and teachers, a unique position that can only benefit the community around it. Currently Massie has the opportunity to link its programs more directly to the field as the Savannah-Chatham County school system explores the creation of a program devoted to the study of historic preservation. Assuming that the district's new program will have multiple ties to different sectors of the local business community, a strong association with the preservation program would serve to raise Massie's visibility within the community. This level of visibility coupled with a vigorous outreach program to increase the center's significance to local residents of all ages could only benefit Massie, helping to secure the future of its programs and its continued physical presence. Community investment is particularly important to Massie's longevity, given that its future is dictated by the local school system, instead of the independent foundation or non-profit boards that govern most heritage education programs.

The greatest challenges confronting Massie are common to most heritage education programs: the absence of a measurable outcome makes it difficult to evaluate the programs' worth; while the staff is able to track the number of visitors and groups, there is currently no way to quantify the impact of the Massie programs on visitors. Another challenge for Massie is making its programming relevant for high school students; as with most heritage education

efforts, Massie's programs are largely directed towards and enjoyed by elementary students and teachers.

The Brooklyn High School for the Arts, in New York, is the first school in the country to integrate historic preservation into a college preparatory curriculum. The distinguishing characteristic of this project is the fact that its graduates are equally prepared to apprentice in the preservation trades and to pursue higher education. This approach provides a well-rounded foundation and perspective for those students whose strengths are best suited to preservation careers requiring a college degree, while providing advanced vocational training to those who are more artistically or mechanically inclined. It provides young adults with the greatest number of opportunities imaginable. Financed with money from the World Monuments Fund to serve as a model designed by NJIT/CABSR, the program can be easily replicated in public secondary schools across the country and presents an opportunity to standardize and enhance preservation education for American high school students, whether they intend to pursue post-secondary education or career training.

Both Massie Heritage Center and the Brooklyn High School for the Arts were created to enhance academic learning and character development for students, and they are both run and funded by their local school systems, respectively. But, that is where their similarities end. Massie is a resource program designed to supplement academic learning for local students. Professional training is targeted at meeting the in-service requirements of local teachers; it is not intended to act as or replace the on-going, intensive, professional development and team building aimed at developing a cross-curricular, integrated curriculum for high school students that is so integral to BHSA's success.

There is a need for further study to determine the age at which preservation instruction and character development curricula have the greatest impact. The coordinators of heritage education programs should have clearly articulated, pre-prepared learning goals and objectives that can be used to inform and direct educators, participants, and reviewers of their programs. Evaluations to measure and quantify the impact of heritage education curricula should also be developed, and their results should be tabulated and shared. Heritage educators should also work to articulate discernable, direct links to the practice and study of historic education so that the material – in perception and in point of fact – relates to the material that students cover in school and to the possibility of a future profession. By extension, heritage education programs and their associated outreach efforts should be broadened to reach teachers and students beyond the primary and middle school grades.

The impediments to establishing an integrated, contextually based historic preservation curriculum should be researched, and a guide to creating a program from the ground-up, as well as transforming an existing school into a preservation academy, should be generated. BHSA, as conceived by NJIT/CABSR, should be used as the basis for this document and should serve as the model for any secondary level historic preservation program in Georgia. Plans for a historic preservation career academy within the State of Georgia should include suggestions for coordinating various degree requirements as outlined by the state's Department of Education. It is of utmost importance to note that a CTE or vocational program designed around the building trades, without accompanying training in the history of art and architecture, is a construction program. A program dedicated to the study of art and architecture, without course work in the building trades, is an art history program. Only a course of study that includes both the building trades and art and architecture – in addition to building materials conservation, technology, law,

advocacy, and other relevant course work – is truly a historic preservation program, and only a fully integrated, comprehensive curriculum boasts the results seen in career academies like BHSA. Curricula for career academies that follow the model should be standardized and linked formally to a professional certification program that is recognized across the country, and such secondary programs should have clearly articulated pathways to multiple post-secondary alternatives.

Students of historic preservation who are pursuing advanced degrees should have the option of obtaining a teaching certificate in the field of historic preservation, just as students of English, history, science, and other subjects can be certified in their respective subjects without a full degree in education. Administrators and leaders in the colleges that house education and historic preservation programs at universities should work together to create standards and regulations for this process.

Societal, political, and economic changes are forcing us to reexamine the way we protect and promote our historic resources. In the past, the field of historic preservation has been distinguished by its ability to adapt to changes within our society. Formal historic preservation education evolved at the post-secondary level as a response to the need for trained preservation professionals in the workforce – a departure from the field's early focus on character education and specific sites and monuments. It is time for preservationists to again broaden their thinking and to devote their efforts to developing heritage education programs in the primary grades that both foster a preservation ethic and link directly to secondary historic preservation academies, which prepare select students academically and vocationally for careers in the field of historic preservation. The preservation of our heritage and the prosperity of our future, which

are best ensured through the thoughtful stewardship of our resources and the solid, well-rounded education of our youth, depend on it.

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APPENDIX

Heritage Education/Historic Preservation Education

	Heritage Education	Historic Preservation Education
substance	approach to teaching and learning about history and culture that uses the built environment to enhance understanding of concepts related to the historically significant achievements and contributions of various cultural groups	approach to teaching and learning centered on the study and care of historic resources within the existing fabric of the built environment
goal	encourage a connection to history and culture, as well as a sense of stewardship towards significant historic and cultural resources	educate the public about the role and benefits of preservation in society and prepare students for careers in preservation trades and associated fields
delivery	supplemental materials presented in isolated units designed for standard state mandated curriculums	interdisciplinary, integrated secondary school curriculum
evaluation	no standardized evaluation	graduate tracking, employment

Massie Heritage Center/Brooklyn High School for the Arts

	Massie Heritage Center	Brooklyn High School for the Arts
programs/curriculum	one - two hour programs designed to supplement Georgia's standard history curriculum for students in grades k-12	comprehensive, integrated curriculum focusing on the preservation arts
student body	history classes of area students grades k-12	high school students preparing for preservation trades or associated fields
staff	six full-time staffers, including director, grant projects manager/outreach manager, content coach, two heritage education teachers, and a grant projects assistant; staff is certified to teach in various areas	certified teachers instruct core curriculum and elective course work
program history	first public school in Georgia; storage facility; center for heritage preservation education	housed in former Sara Hale school building; established in 2004
community involvement	volunteer board guides 501c3	business owners provide internship opportunities, mentoring, and program input
additional services	professional development courses; reference library for visiting teachers and students	n/a
financial support	school system/501c3 "Friends of Massie"	school system/local industry

Needs/Conclusions and Recommendations

Needs	Conclusions/Recommendations
educate the general public about the benefits of preservation in a proactive manner	educate students in the primary and secondary grades to include the fostering of a preservation ethic
communicate the myriad career possibilities associated with the field of historic preservation	incorporate opportunities for careers in the preservation trades and its associated fields by developing programs in which there is equal emphasis on academic study and occupational training
quantify the value of heritage education and historic preservation education	develop standardized measures to determine the effectiveness of heritage education and historic preservation education determine age at which historic preservation education has the biggest impact on students' cognitive and professional development articulate clearly defined learning goals and objectives for standardized heritage education curriculum
broaden heritage education opportunities for students in the secondary grades	develop advanced heritage education teaching and learning opportunities that have links to more formal historic preservation education for secondary students
establish preservation education career academies for secondary students	replicate BHSA model as designed by NJIT/CABSR, identify impediments to establishing a comprehensive, integrated preservation program and create guide to implementing a model from the ground-up develop historic preservation education certificate program for undergraduate and graduate students