WEB 2.0: HISTORIC PRESERVATION IN A DIGITAL AGE

by

CHRISTOPHER ALAN DANIEL

(Under the Direction of James Reap)

ABSTRACT

The use of Web 2.0 applications is limited in the field of historic preservation, but there is desire for expanding their use, based on a survey study of State Historic Preservation Offices and state/local preservation organizations. This need is compounded with a plethora of challenges faced by both groups for their implementation. If applied properly, though, Web 2.0 technology has the potential to provide a myriad of possibilities for expanding both education and advocacy related areas of historic preservation. This study surveys present use of Web 2.0 tools in preservation, outlines potential uses of Web 2.0 for preservation, and makes recommendations.

INDEX WORDS: Web 2.0, Historic Preservation, Weblogs, Photo Sharing, Video Sharing, Social Networks, Survey Research, Flickr, YouTube, Facebook, MySpace, Picasa, Blogger, WordPress, Advocacy, State Historic Preservation Office, SHPO, Preservation Organization, Internet

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CHRISTOPHER ALAN DANIEL

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CHRISTOPHER ALAN DANIEL

Major Professor:	James Reap
Committee:	John Waters
	David Spooner
	Melissa Roberts

Electronic Version Approved:

Maureen Grasso
Dean of the Graduate School
The University of Georgia
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DEDICATION

      This work is dedicated to my fiancée, Nicole Meinssen, whose love and dedication bring solace and passion to everything I do in life. Without her continual support this thesis could never have been written. This thesis is dedicated to her and the many years of love and companionship that await us together.

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CHAPTER 1
INTRODUCTION

The topic, subject matter, and perspective of this thesis came to me while attending the

2008 National Preservation Conference in Tulsa, OK. This was my first time attending the

National Trust's annual gathering of preservation professionals from all across the United States,

and I attended as many of the educational sessions as possible. It was during a session titled

"Engaging People Online" that I discovered how few preservationists were aware of the benefits

of Web 2.0 applications. The session room was packed full of preservationists eager to learn

about how these applications could be used to further their organization's or office's goals.

Being what many would call a child of the digital age, I was somewhat surprised, because I used

most if not all of these applications in my everyday life. It was after leaving the session that I

realized that as an up and coming young preservationist I was the perfect conduit for

communicating the benefits of this technology to those in our field. I would use my knowledge

and personal experience to bridge the gap between the internet and preservation.

Historic preservation has always been a field that actively seeks new concepts and ideas

to better help in the protection of our country's historic resources. A brief summary of the history

of historic preservation in the United States will be helpful in understanding just how far

preservation has come since its inception, and how far it has left to go. Let us begin with what is

considered by many the inception of American preservation: "the successful drive by the Mount

Vernon Ladies Association to preserve" the home of our nation's first president, George

Washington, in 1853.[1] This formation of a group was a bold step by private citizens to protect

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[1] Stipe, Robert E. *A Richer Heritage : Historic Preservation in the Twenty-First Century*. Chapel Hill: University of
North Carolina Press, 2003. 2.

their historic resources. This act has inspired a legacy of other private groups aimed at protecting the historic resources of their communities and might be considered the starting point of private sector preservation. This action, and many others like it to follow, embraced a new concept of organized citizen involvement.

The inclination to embrace change and support new ideas had been confined solely to private citizen groups in preservation, but the public sector has been increasingly more willing to welcome change. The establishing of Yellowstone National Park in 1872 and then the National Park Service in 1916 showed the willingness of the public sector to create a new type of government agency designed solely for preserving our country's natural and historic resources. The federal government embraced a new "apparatus to handle sites too large for private protection or preservation" as a means to answer the ever growing movement to protect our country's heritage.[2] While acting separately, both private and public sectors worked towards the same goal, continually embracing the need for change and adaptation. The two movements joined hands in 1949 with the formation of the National Trust for Historic Preservation, "with the purpose of linking the preservation efforts of the National Park Service and the federal government with the activities of the private sector."[3] Again, this vibrant history reveals the willingness of the preservation movement to embrace change and adapt to best protect the built heritage of our country.

The movement took a bold step into the future with the 1966 passage of "the most far-reaching preservation legislation ever enacted in the United States": the National Historic Preservation Act, which brought about the expansion of the National Register, matching grants,

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[2] Tyler, Norman. *Historic Preservation : An Introduction to Its History, Principles, and Practice*. New York: W.W. Norton, 2000. 36.
[3] Tyler, Norman. *Historic Preservation : An Introduction to Its History, Principles, and Practice*. New York: W.W. Norton, 2000. 42.

and the creation of the Advisory Council on Historic Preservation.[4] The bill's passing brought about a much more engaged public sector of preservation with the formation of State Historic Preservation Offices (SHPOs); it also strengthened the bond between public and private sectors with the creation of the National Register of Historic Places, providing a place for federal, state and local preservationists to recognize their built heritage.[5] Since the passing of the 1966 Act, historic preservation has changed greatly, becoming "an integral part of society, expanding interest and involvement at a level never previously imagined."[6] No longer was the United States a country with heritage so neglected; it was now a country whose people were engrossed in protecting their past. While preservation itself is confined to the natural and built resources of our past, the message of the movement has spread through many different threads of our society and lives. The movement's ability to transform itself to the needs of the time stems from the individuals supporting it. It is not surprising, then, that the younger generation would want to bring the message of protecting and preserving the old to the world of all that is new: the Internet.

Historic preservation sits at the dawning of a new era: the digital age. It is an age of rapid accessibility, where distance no longer matters and ideas can travel faster than ever thought possible. "The internet is ubiquitous in everyday life," with virtually every aspect of our lives being touched by it.[7] Historic preservation is no stranger to this phenomenon, with organizations' websites and digital newsletters being just a few of the examples of how the field has embraced this ever-growing medium. But beyond just the basics of email and webpages lies an even

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[4] Stipe, Robert E. *A Richer Heritage: Historic Preservation in the Twenty-First Century*. Chapel Hill: University of North Carolina Press, 2003. 11.
[5] Tyler, Norman. *Historic Preservation: An Introduction to Its History, Principles, and Practice*. New York: W.W. Norton, 2000. 44-45.
[6] Tyler, Norman. *Historic Preservation: An Introduction to Its History, Principles, and Practice*. New York: W.W. Norton, 2000. 45.
[7] Fuchs, Christian. *Internet and Society : Social Theory in the Information Age*, Routledge Research in Information Technology and Society. New York: Routledge, 2008. 1.

greater tool the internet has given birth to: Web 2.0. This new technology weaves together a "social fabric" of the ideas and opinions of others to create a new level of communication and interaction. It is with this new technology that preservationists can further the goals of historic preservation and improve the services already offered.

This paper begins with an exanimation of the current Web 2.0 technologies available on the internet today. This approach is essential to unlocking the digital potential waiting on preservation's doorstep. Because of the plethora of individual applications that currently exist on the internet, a coherent order and taxonomy is established to help preservationists find and recognize these applications. Once identified, applications are assessed for their utility and professionalism, as well as for their popularity with the general public. This examination also focuses a finer lens on the most popular individual applications of each Web 2.0 type to provide more detail on the individual features available.

The potential value of Web 2.0 technology cannot truly be unlocked unless a clear demand for their application in historic preservation is established. This paper employs an in-depth survey aimed at SHPOs and state/local preservation organizations. The goal of the survey research is to ascertain the current state of Web 2.0 applications in historic preservation today and what level of benefit preservationists believe these applications hold. Questions are aimed at Web 2.0 applications in general as well as specific applications. The survey is also used to assess what methods should be exploited to better increase the acquisition of such technology. The results of this survey are used to provide a justification for the need for research and guidance on this topic in preservation today.

The last portion of this paper will address the specific areas in which Web 2.0 technology can be applied in historic preservation. Based on the demand displayed in the conducted survey,

this section provides a framework with which preservationists can approach these applications. This analysis serves as a nexus point for preservation professionals to begin to expand their repertoire of Web 2.0 tools. The section also cites examples of preservation groups currently utilizing Web 2.0 applications, to help encourage new followers to the fold. Lastly, the section also warns of the risks involved in using Web 2.0 technology and how these risks can be overcome.

Web 2.0 technology is a valid and essential tool for the field of historic preservation in both the public and private sectors, and yet it is underused in the field today. Currently these applications are treated as fads and marked as inappropriate for professional work, but in reality, when used appropriately these applications provide a means for preservationists to reach interested parties in ways our progenitors could have never imagined. Like the preservationists of the past, our field must embrace this new technology and use it to continue the movement's message of the protection and preservation of our nation's built heritage. With proper and widespread implementation, Web 2.0 technology can be used for almost anything, including education, advocacy, and the transmission of valuable information. Only through education about and internal promotion of these tools can historic preservation truly take advantage of the benefits they have to offer.

CHAPTER 2
EXAMINATION OF VARIOUS WEB 2.0 APPLICATIONS

Web 2.0, as it has been dubbed in many professional fields, describes a distinctive assortment of internet-based applications aimed at the transmission of information in multiple states to a vast array of interested parties. Through these tools, the media becomes a form of social interaction between its owner and those viewing it. These tools represent the internet's movement from "a system of cognition" to a system of "communication and cooperation."[8] No longer are internet sites static points of information which visitors merely view; now site, user and visitor are dynamic forces that manipulate the information presented to them, creating a distinct and memorable experience.

As the title suggests, Web 2.0 denotes an advancement or upgrade and is the term used to embody this new level of internet application in the social realm. Email, web pages and listservs are devices of the past in the new world created by Web 2.0. The guiding philosophy behind all Web 2.0 applications is, simply stated, "users add value."[9] The driving force behind all these applications is the passion and creativity of the people who use them. User control is seen as more than just a benefit: it is seen as a necessity to the designers of these applications. In the Web 2.0 mindset the "users have the tools to actively engage in the construction of their experience, rather than passively absorbing existing content."[10] Coupled with this benefit, the

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[8] Fuchs, Christian. *Internet and Society : Social Theory in the Information Age*, Routledge Research in Information Technology and Society. New York: Routledge, 2008. 125.
[9] Mason, Robin, and Frank Rennie. *E-Learning and Social Networking Handbook : Resources for Higher Education*. New York: Routledge, 2008. 5.
[10] Ibid., 4.

applications also grant the reassurance that "content will be continually refreshed by the users rather than require expensive expert input," making the content more up to date with the needs of the user.[11] Since all content is user generated, these applications also "support collaborative work" combined with the concept of "shared community spaces and inter-group communications."[12] All the aforementioned attributes combined accurately summarize the nature of Web 2.0 applications.

While all Web 2.0 applications share common attributes, it is in their nature to be very diverse because of their wide span of uses. Web 2.0 applications can be divided into four essential types: weblogs, picture sharing, video sharing and social networking. Each of these types holds a unique place in the Web 2.0 spectrum, and to better understand that role, an examination of each type will be presented, along with specific examples found currently on the internet.

Weblogs

Weblogs are one of the most basic forms of Web 2.0 technology. A weblog is defined as "an easily created, easily updatable Website that allows an author (or authors) to publish instantly to the Internet" from any connected computer in the world.[13] Originally, web logs were "lists of sites a particular author visited on any given day that would be revised by" updating the html code on the server.[14] These sites were basically depositories for links the authors found interesting to them.[15] Eventually, programmers were able to transform this daily task so that it was an automated process and authors could update their sites at any time. This development

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[11] Ibid.
[12] Ibid., 5.
[13] Richardson, Will. *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. Thousand Oaks, Calif.: Corwin Press, 2006. 17.
[14] Ibid.
[15] Kuhns, Peter, and Adrienne Crew. *Blogsphere : Best of Blogs*. Indianapolis, Ind.
London: Que/Sams ; Pearson Education [distributor], 2005.

gave birth to the weblogs we know today, now more commonly referred to as "blogs."[16] The blogs of today are used for countless different reasons, but behind each the same driving principles exist. A blog's true functionality comes from its "capability to store, organize, and retrieve information" that the author and his or her visitors are seeking.[17] Users of this type of internet application have true control of the content they choose to publish.

Blogs represent one of the easiest Web 2.0 technologies available for users to connect with others across the digital landscape. Users have the freedom to design and organize the content in their blogs in a variety of ways, allowing for many different types of blogs. "A personal diary, an electronic clippings folder, a publication inviting commentary and feedback from readers or a unilateral communication device that publishes the creator's thoughts and opinions without providing feedback;" these are just a few of the many possible forms a blog can take.[18] Blogs are able to take on these many different forms because they "are not built on static chunks of content," but instead made of ever-changing user and visitor generated content.[19] This content can cover all different types of topics, thus allowing blogs to be utilized by many different parties in many types of fields. The plethora of topics which blogs cover have expanded so much that communities of similar topics have formed together creating collections of knowledge known as blogospheres.[20] The number of blogs is ever growing, and as a result more and more topics become the subjects of their discussion.

Starting the blogging process is very easy. All one has to do is sign up to one of the many available service providers, then write, or, as it is called in the blogging world, "post" what inspires you. Like most Web 2.0 applications, most blogs usually provide their service free at the

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[16] Richardson. *Powerful Web Tools*. 17.
[17] Kuhns and Crew. *Blogsphere*. 6.
[18] Ibid., 7.
[19] Richardson. *Powerful Web Tools*. 18.
[20] Kuhns and Crew. *Blogsphere*. 7.

most basic level, allowing the user to create a blog and then "host it for free on" his or her

server.[21] "Uploading and editing are included in these services—no additional accounts or

resources needed," making most blogging programs completely self-sustaining.[22] Blogs can also

be taken beyond a provider-based control formula; some providers give the user the blog's

programming code to use on their own website and server.[23] Blogging technology comes with

many advantages that make it easy to publish and connect with other interested parties. After

users have set up their accounts, they can customize their blogs through a variety of features.

Many blog providers allow you to choose a design template for your blog or create one yourself.

This allows users to "simply pick the [style] that best fits" their blog's contents needs.[24] The

limitations on customizing a blog are controlled only by the imagination and capability of the

owner.

Blogging applications allow for an exclusive type of social interchange found only on the

internet. Robert Scoble and Shel Israel define what makes blogging applications exceptional

compared to other types of communication tools with their "six pillars" of blogging.[25] According

to them, blogs are publishable, because anyone can use them and read them and they are

instantly available; findable, because they can be found easily by subject and topic alike; social,

meaning they link people through shared interests despite any boundaries; viral, because the

information they carry spreads quickly by word of mouth and other blogs; syndicatable, because

the content can be delivered straight to you via RSS feeds; and they are linkable, because blogs

can link to each other, making a infinite web of connections.[26] These pillars clearly mark out the

[21] Richardson. *Powerful Web Tools*. 51.
[22] Cromity, Jamal. "Web 2.0 Tools for Social and Professional Use." *Online* 32, no. 5 (2008): 32.
[23] "About Wordpress." Free Software Foundation, http://wordpress.org/about/.
[24] "Blogger Features." Google, http://www.blogger.com/features.
[25] Scoble, Robert, and Shel Israel. *Naked Conversations : How Blogs Are Changing the Way Businesses Talk with Customers*. Hoboken, N.J.: John Wiley, 2006. 28.
[26] Ibid.

many benefits gained by publishing in the blogosphere. These factors make blogs an attractive way for many people to discuss their opinions and debate with others. "Simple to use and affordable" is the mantra of the blogging application, because the user has the ability to reach so many interested parties, but does not have to suffer the slings and arrows that come with running a newspaper, a blog's pre-internet equivalent.

Utilizing blogging applications comes with some inherent risks common to conducting affairs on the internet. Blogs grant users the freedom to express themselves as they see fit. This freedom, while essential to blogs, can result in the publishing of inappropriate content that might be offensive to others. While the appropriateness of published content is in the hands of the author, many blogging applications have policies that filter inappropriate content. These policies regulate the content that users can publish by forbidding topics that are considered generally unacceptable. Another risk common to blogging applications comes from the opinion that users have to allow commenting on their entries. While in most cases users would welcome commenting, there is always the possibility that a commenter could make inappropriate remarks not in keeping with the blog owner's wishes. Blogging applications have implemented many different methods to prevent these problems. Users have the opinion to block the offending commenter, delete inflammatory comments, or restrict commenting altogether.

Blogger

Blogger.com is one the most popular and easy to use blogging applications available today. All that is required to sign up for a blog with Blogger.com is a valid email address and a passion for writing about what inspires you. Following the steps provided on the site's homepage makes starting your own blog "as easy as advertised."[27]

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[27] Richardson. *Powerful Web Tools*. 51.

WordPress

WordPress is a very popular blogging application that utilizes "a state-of-the-art publishing platform" to allow users to host and manage their own blog on their own web space.[28] Through the WordPress.org website, users can download the site's free programming code that allows them to host and manage their own blogging application.[29] This hosting feature is what sets WordPress apart from other types of blogging applications. In addition, like Blogger, WordPress also allows users to create a blog using WordPress.com's webspace rather than their own.[30] WordPress's ability to meet the needs of both the casual and professional blogger makes it an ideal application. The goal of the creators of WordPress was to create a communications tool "with a focus on aesthetics, web standards, and usability," making a tool which is only limited only by the user's creativity.[31]

List of Popular Weblog Applications

While the applications described above represent the best examples of weblog technology, other providers still exist. The following list covers all the most popular providers available currently, even those discussed above.

- Blogger – http://www.blogger.com/

- WordPress – http://wordpress.org/

- LiveJournal – http://www.livejournal.com/

- Xanga – http://www.xanga.com/

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[28] "WordPress.Org." Free Software Foundation, http://wordpress.org/.
[29] Ibid.
[30] "Wordpress.Com Get a Free Blog Here." Automattic, Inc, http://wordpress.com/.
[31] "WordPress.Org." Free Software Foundation, http://wordpress.org/.

Photo Sharing Applications

Photo sharing applications allow the publishing of digital images onto the internet so that they might be shared with others. This type of application allows for more communication than just the textual forms presented in weblogs. Photo sharing applications allow users to upload their images to a collective hosting location where they can "create albums and multimedia shows that can be shared" with a myriad of parties.[32] The ability to share these images with interested parties defines photo sharing as a Web 2.0 application. These sites go beyond just archival storage of digital images by encouraging the user to share them with others. Joining one of these sites requires a valid email address and the completion of a simple web form. Once completed the user is then able to upload pictures to the site for others to access.

The dynamic and social portion of photo sharing application begins immediately after the user uploads his or her photos to the internet. Any uploaded photo "can have tags or keywords associated with it by the publisher" to help identify its subject.[33] Tags can be more easily defined as "keywords or labels that you add to a photo to make it easier" for you or others to find it later.[34] These tags serve a dual purpose as a means of taxonomy for uploaded images and as a means of connecting others to the user and his or her content. Moving beyond purely visual information, tags give viewers solid terms with which they can define what they are viewing. The tagging process makes photo-sharing applications "an incredible resource of images and information" that can be used for a myriad of purposes.[35] Given the massive influx of images to photo-sharing applications, this feature creates nearly limitless visual encyclopedias.[36]

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[32] Richardson. *Powerful Web Tools*. 102.
[33] Ibid., 105.
[34] "Flickr: Faq: Tags." http://www.flickr.com/help/tags/#37.
[35] Richardson. *Powerful Web Tools*. 105.
[36] Auchard, Eric. "Flickr to Map the World's Latest Photo Hotspots." *Reuters.com* (2007), http://www.reuters.com/article/technologyNews/idUSHO94233920071119.

Another valuable aspect common to most photo sharing applications is the ability for users to comment on images. This function gives users the "ability to start online discussions about the images" they find interesting or relevant to them.[37] Commenting allows for another level of social interaction between users and uploaded content. The commenting process is the "basis for an immersion into a collective appreciation and understanding of the image and for the development of interpersonal relationships" between the owner of the photograph and those interested in it.[38] By using commenting, photo-sharing applications give users the chance to create unique discussions about their content, and these discussions can be a source of information to the image's owner, the commenter and the casual observer.

One of the many benefits of photo sharing applications, like many other types of Web 2.0 technology, is that it is usually free to use at some level. In the case of photo sharing sites, the user is typically allowed to publish a certain amount of megabytes of images per month without charge. For personal use, this upload constraint is not a hindrance, but many sites also have a form of paid membership, which grants users access to exclusive features. Paid features often include increased storage space, more allowed monthly uploads, and advanced archival tools for managing photos. [39] These features may be attractive to professional photographers, organizations and other high traffic parties.

Photo sharing applications do carry certain risks of which the user must be aware. The most apparent risk occurs because all material is user generated and "no one can guarantee with absolute certainty the quality or appropriateness of the content."[40] Inappropriate and poor quality content is an inherent risk found in almost all forms of user generated content. Because immense

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[37] Richardson. *Powerful Web Tools*. 105.
[38] Suler, John. "Image, Word, Action: Interpersonal Dynamics in a Photo-Sharing Community." *CyberPsychology & Behavior* 11, no. 5 (2008): 557.
[39] "Flickr: Faq: Free Accounts, Upgrading and Gifts." http://www.flickr.com/help/limits/.
[40] Richardson. *Powerful Web Tools*. 102.

numbers of photos are uploaded every day, most sharing sites combat this problem with user regulation. Using this method, "members self-police the photos that are uploaded, and the most offensive content is removed from the public access areas" quickly after being published.[41]

Flickr

Flickr.com is one such example of a Web 2.0 photo sharing application. Thanks to its innovative design and interface, Flickr "has become the Web-based digital photography portal of choice, especially since it was purchased by Yahoo in March of 2005."[42] There are many examples of photo sharing applications on the internet, but Flickr is the prime example. This claim is backed by Flickr's guiding philosophy, presented on their website, which states that they "want to help people make their content available to the people who matter to them."[43] Flickr seeks to play to its strengths, which extend beyond photo storage and into "social interaction and personal expression," making the site more like a visual blog.[44] Flickr becomes more an amalgamation of a blog application like blogger and a digital photo album.

Flickr's position as the ultimate photo sharing application is further enhanced by its sheer numbers and user commitment. As of November 2007, Flickr announced that they had "more than 40 million monthly visitors and 2 billion photos" uploaded on their site.[45] These numbers, plus the fact that Flickr averages "between 2.5 million and 3 million new photos" uploaded daily, make the site a wellspring of visual knowledge and exchange.[46] This large influx of photos and visitors gives credence to Flickr's success as a photo sharing application.

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[41] Ibid.
[42] Ibid.
[43] "About Flickr." http://www.flickr.com/about/.
[44] Pogue, David. "Photo Sharing Even the Folks Can Handle." *The New York Times*, June 5 2007.
[45] Auchard. "Flickr." http://www.reuters.com/article/technologyNews/idUSHO94233920071119.
[46] Ibid.

List of Popular Photo Sharing Applications

Flickr represents one the most successful and widely used photo sharing application on the internet today. Many other photo sharing applications are available for use. These applications feature many of the same elements and in some cases are identical to Flickr. The following list covers the most popular photo sharing applications available on the internet today:

- Flickr – http://flickr.com/

- Google Picasa – http://picasa.google.com/

- Photobucket – http://photobucket.com/

- Kodak EasyShare Gallery – http://www.kodakgallery.com/

Video Sharing Applications

Video sharing applications allow users to create a unique social experience where individuals can "watch and share original videos worldwide through a web experience."[47] Users create videos about topics that interest them and can then upload them for others to view, allowing for all kinds of exchanges of artwork and ideas. This type of application goes beyond the visual sharing capability found in photo sharing applications. Users are able to transform both visual and audio media to create a unique social form of interaction between parties. Individuals must register with these applications to upload videos, but "any internet user" can search and view them without an account.[48] This freedom of access allows content published to reach a wider audience than if registration was required. Signing up for accounts with these applications does provide the user with advantages other than just being able to upload videos,

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[47] "Youtube - Broadcast Yourself." YouTube, LLC, http://youtube.com/t/about.
[48] Mullen, Rebecca, and Linda Wedwick. "Avoiding the Digital Abyss: Getting Started in the Classroom with Youtube, Digital Stories, and Blogs." *Clearing House* 82, no. 2 (2008): 67.

users receive "a personal space to save favorite videos, post comments about various video clips" and share interesting videos with others.[49]

Video sharing applications also have the ability to tag videos, just as the aforementioned photo sharing applications do. Tagging allows users "to conduct searches similarly to internet searches, using keywords and phrases to locate desired videos" based on the publishers definitions.[50] This feature allows users to more easily navigate videos based on their content. Similarly, tagged videos connect to each other, making it easy for individuals with similar interests to find each too. Video sharing applications take user interaction to the next level by allowing users to rate the video content that others upload. After multiple individuals have viewed a user's content the video gains a rating that "represents the average of all ratings it has been given by users since it was uploaded."[51] These ratings help those searching the site find videos with content that only meets the highest standards.

Content uploaded onto video sharing sites is subject to a large number of restrictions and regulations. All videos uploaded must meet sharing sites' standards for content and copyright. The freedom of user-generated content can result in the publishing of material that others might find inappropriate. Sharing sites have developed strong guidelines and communities of user review to help locate unsuitable videos. Videos are then "flagged as inappropriate" and brought to the attention of the site for review and then removal if found in violation.[52] In addition to screening for inappropriate material, sites must also take into consideration the ownership of content published to them. Video sharing sites take great care to protect "the rights of copyright holders and publishers and requires all users to confirm they own the copyright or have

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[49] Ibid.
[50] Ibid.
[51] "Getting Started: Video Rating Definition." YouTube, LLC, http://www.google.com/support/youtube/bin/answer.py?hl=en&answer=58266.
[52] "Youtube Community Guidelines." YouTube, LLC, http://www.youtube.com/t/community_guidelines.

permission from the copyright holder to upload content" to the website.[53] Content that violates

copyright policies is immediately removed from the site to protect them from legal action.

YouTube

YouTube.com represents the premier example of a successful video sharing application.

Started in 2005, YouTube is considered the "leader in online video" because of its ease of use

and its overwhelming popularity.[54] Claims like this have their validity proven, as YouTube

shows up time and time again in the news. The site is so popular that "viewers are now watching

more than 100 million videos per day."[55] In 2006, "YouTube was purchased by Google Inc.," in

what has been one of the most talked about acquisitions of the decade.[56] This purchase has given

the video sharing site even more potential to reach interested parties through the heavy amount

of exposure.

Signing up for an account with YouTube is easy; just "go to the 'Sign Up' page, choose a

username and password," enter some basic personal information, click "Sign Up" and the sign-

up process is complete.[57] Once the process is complete, users can dive right into the sea of videos

available to them. Users who wish to simply browse videos without commenting on them,

bookmarking their favorites, or uploading their own can do so without signing up for an account,

making YouTube a quick and easy way for the casual user to watch and enjoy videos without

any hassle. For the more advanced user, YouTube, even allows the organization of videos based

on topics into playlists. This way an individual can find all videos a user has uploaded related to

a specific topic.

[53] "Youtube Help -- Youtube Copyright Policy: Copyright Infringement Policy." YouTube, LLC, http://help.youtube.com/support/youtube/bin/answer.py?answer=55772&topic=13656.
[54] "Youtube - Broadcast Yourself." YouTube, LLC, http://youtube.com/t/about.
[55] Reuters. "Youtube Serves up 100 Million Videos a Day Online." *USA Today*, 7/16 2006.
[56] "Youtube - Broadcast Yourself." YouTube, LLC, http://youtube.com/t/about.
[57] "Youtube Help -- Joining Youtube." YouTube, LLC, http://help.youtube.com/support/youtube/bin/answer.py?answer=57337&topic=16584.

List of Popular Video Sharing Applications

YouTube represents the most common features associated with video sharing applications. There are many other video sharing applications available on the internet today. The following list covers the most accepted video sharing applications available on the internet as of today.

- YouTube – http://www.youtube.com/

- Metacafe – http://www.metacafe.com/

- Yahoo! Video – http://video.yahoo.com/

- Google Video – http://video.google.com/

Social Networking Applications

Social networking applications represent a hybrid of all the aforementioned types of Web 2.0 technology. These applications combine blogging with video and photo sharing applications to form powerful communication devices. The result of this merger is the establishment of "parallel realities and extensions of the social environment that allow" users to interact with each other in a virtual universe.[58] Social networking applications represent the ultimate form of Web 2.0 technology.

Social networking applications allow users to create virtual representations of themselves on the internet, and these representations can be used to interact with other users through exchanges of textual and visual content. Put more simply, "these networks operate by providing individuals with web pages, or profiles, that can be customized to varying degrees in order to display personal information."[59] These profile pages allow individuals to communicate their personal interests to others. Information on these "profiles may include items such as relationship

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[58] Eberhardt, David M. "Facing up to Facebook." *About Campus* 12, no. 4 (2007): 19.
[59] Ibid.

status, political views, contact information, personal interests, favorite books or movies,

educational background, academic coursework, and many other types of data."[60] This textual

data is also supplemented with other types of media. "Users can also upload photos and videos,"

like the video and picture sharing applications discussed above.[61] This addition allows all of

these types of media to support each other as well as the user's agenda.

Next, applications take the textual, photographic and video information that users have

provided and create a digital world for individuals to connect in. These services go beyond

databases and "become networks by offering several means for individuals to link with each

other" over the internet.[62] First, users can comment on the information that others have chosen to

display. Every user page comes with "a comment section … as well, where visitors can leave

messages that others can view."[63] This section allows others to connect solely based on likes and

dislikes. Beyond commenting, users can also "establish or join groups of members that have their

own pages and that cover a wide range of issues and connection points."[64] Groups allow users to

share ideas and content relevant to their interests. These groups can cover all types of topics,

from political causes to movie star fan sites. This range in diversity allows for all types of people

to be involved with social networking applications.

One of the truly novel aspects of social networking applications is their ability to

organize gatherings of individuals. Applications give members the ability to "create and link to

pages for" real life events sponsored or hosted by other members.[65] The ability to organize

events takes these applications to a level beyond the other aforementioned applications. Now

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[60] Ibid.
[61] Ibid.
[62] Ibid.
[63] Ibid.
[64] Ibid.
[65] Ibid.

users can exchange information and ideas with each other and then take those ideas to the next level by implementing goals in the real world and not just in cyberspace.

While social networking applications are decorated with the laurels of praise for their ability to connect so many different users, these devices, like all other Web 2.0 applications, come with some inherent risks. Like all other Web 2.0 applications, the content published on these sites is the original product of the users and is not completely under the control of the application's designers.

MySpace

One of the first and most prominent social networking sites in the United States, MySpace exemplifies what social networking can be. Always growing in popularity, "MySpace is one of the most talked about and used social networking sites around."[66] The site represents all the major aspects of social networking applications by offering users "profile pages, blogging, instant messaging, favorite friends, embedded music, and much, much more."[67]

Customization and creativity are two of the hallmarks of MySpace's design. The application allows users to "do whatever [they] want with the pages, if [they] know a little HTML."[68] This programming option sets MySpace apart from other social networking programs because the user can directly influence the interface. This customizability makes MySpace unique among social networking applications; for most social networking applications, the program designers control the interface and layout.

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[66] "Social Networking Services." *Library Technology Reports* 43, no. 5 (2007): 45.
[67] Ibid.
[68] Ibid., 47.

Facebook

Facebook is another popular Web 2.0 social networking application. Facebook "features many of the same affordances as MySpace but in a cleaner and more user-friendly" layout.[69] Originally "started as a site strictly for college students," Facebook gained its popularity in campuses across the United States.[70] The limited audience base weakened the application's ability to connect people. This has since changed, and "Facebook has received a lot of attention since it opened the social network beyond colleges and universities and launched Facebook applications in spring 2007."[71] The site heralds all of the trademarks of social networking sites, including profile pages, group sections and event calendars. One of the many benefits of Facebook is that "the profiles are well set up and neatly organized," making it easy for users to navigate the site and connect with other users who share their interests.[72] The site also features sections for users who support particular causes or organizations to create pages for those causes or organizations. This feature allows for even more interchange between users, as they can interact directly with the physical manifestations of their beliefs and ideals.

List of Popular Social Networking Applications

There are numerous social networking applications available today. Choosing one can be a very difficult task. MySpace and Facebook represent the two of the most popular and widely used social networking applications in the United States. The following list represents the best examples of social networking applications currently found on the internet.

- Facebook – http://www.facebook.com/
- MySpace – http://www.myspace.com/

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[69] Ibid., 46.
[70] Ibid.
[71] Ibid.
[72] Ibid.

- Windows Live Spaces – http://spaces.live.com

- Friendster – http://www.friendster.com/

- LinkedIn – http://www.linkedin.com

Conclusion

A proper understanding of Web 2.0 applications is essential to utilizing them successfully in fields like Historic Preservation. The ability to connect hundreds and maybe even thousands of interested parties together is the hallmark of Web 2.0 applications and is a valuable tool for any group or organization trying to promote its goals. The operation and setup of these applications can be very easy if the users have properly researched and informed themselves on the functions available to them. With proper use, these applications can better advance the goals and outreach capabilities of Historic Preservation programs.

While it is important to understand the benefits of each of these applications to Historic Preservation, it is also necessary for individuals to research the different websites that offer these services. This chapter has presented a brief examination of what the author believes are the best examples of each type of application. In the end, the user must choose an application provider that caters to what he or she is looking for. These applications' websites themselves are the first level of interaction for those interested in the data available on them. A well-constructed and well-promoted Web 2.0 application will allow users to reach a large multitude of individuals, while a poorly designed and obscure application provider will limit the ability to reach new parties and may even turn interested parties away.

CHAPTER 3
CURRENT ASSESSMENT OF WEB 2.0 IN PRESERVATION

Introduction

The internet is an ever-changing medium, continuously seeking to enhance the way people can connect with one another. This constant movement usually comes in the form of leaps and bounds rather than a steady advance. Such erratic advancement leaves many racing to catch up with what is the latest and greatest innovation available. One may have the most modern technology today, only to find it replaced by three others the next morning. To keep up with this speed, professionals in all types of fields must continually keep themselves informed about how technology is changing and then, when it is appropriate, utilize those changed technologies to work toward the goals of their fields. Historic preservation is no exception; internet technologies can be very useful to the field's expansive goals, but they are frequently misused or unexploited. To remedy this, an assessment of current and potential use is essential to better understanding the role Web 2.0 technology plays in the field of Historic Preservation as well as how that role might be expanded. The results of this survey provide insight into how preservationists could implement these new technologies, correct those who are using them poorly, and rectify any misconceptions that already exist.

The goal of this study was to determine the current state of Web 2.0 application awareness, comprehension, and implementation among preservation professionals. The study is used to gauge to what degree, if any, Web 2.0 applications should be implemented in the preservation field. In addition, the results of this study create a framework for a guide that

preservation professionals can use to implement Web 2.0 applications in their respective programs.

Methodology

The following section covers my methodology for the survey, including the selection of participants, questionnaire design, and the implementation process.

Participants

The survey participants consisted of two key groups in the field of historic preservation: State Historic Preservation Offices (SHPOs) and state and local preservation organizations. State Historic Preservation Offices were created with the passage of the National Historic Preservation Act of 1966 as the "chief administrative agencies of most preservation programs" in individual states; additionally, their existence is required for states to receive federal funding for preservation purposes.[73] The integral role that SHPOs play in the implementation of historic preservation at a state and local level makes it imperative to consult their impression of the uses and impact of Web 2.0 on the field.

The second participant group, local and statewide preservation organizations, is far more diverse and area-specific than the SHPOs, who are more oriented toward a broad scope. These participants include local government, non-profit and volunteer-based preservation organizations. Naturally, historic preservation has always been a place-specific movement. Whether a specific resource or an entire district in a community is in question, "most people care intensely about the historic properties in their own backyard and may not have generic or broad preservation interests."[74] The clear inclination towards one's own community makes local and

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[73] Tyler, Norman. *Historic Preservation : An Introduction to Its History, Principles, and Practice*. New York: W.W. Norton, 2000. 52.

[74] Stipe, Robert E. *A Richer Heritage : Historic Preservation in the Twenty-First Century*. Chapel Hill: University of North Carolina Press, 2003. 320.

statewide preservation organizations ideal for the comparative study group to SHPOs when assessing the presence of Web 2.0 technology in the preservation field.

The sampling size of the study was limited to a total of one hundred participants. This choice was made because SHPOs are conveniently limited to one office per state, creating a precise pool of fifty participants. This quantitative and geographic specificity has directed me to limit the second pool of participants in the study to fifty as well, selecting only one preservation organization per state. Unlike SHPOs, there is a large and diverse pool of preservation organizations to be found across every state in this nation. Therefore, the selection process for the fifty specific organizations was limited by two key factors: the organization must have been established for at least five years, and the organization must own and operate its own website.

The first limitation was chosen to eliminate preservation organizations that lacked sufficient experience in their community or state. The second limiting factor was chosen because of the nature of the survey. Organizations that lack this most basic connection with the internet would not be qualified or experienced enough to answer questions related to enhancements such as Web 2.0 technologies. It is the assumption of this survey that organizations with an established webpage will in the very least have some experience with internet technologies or employ an individual who does. Using these two limiting criteria, fifty preservation organizations were selected for the study.

Statewide and local preservation organizations and SHPOs were chosen as the only participants for the study for a multitude of reasons. Both of these types of preservation programs are intimately connected with their communities and the resources they desire to protect. Many of these organizations' successes are based solely on the support of their public constituents. This reliance indicates the "utter dependence of the preservation movement itself" on its

relationships between the public and private realms.[75] This is why opinions on the possible benefits of Web 2.0 applications should come from those groups which could most easily utilize them to garner support as well as educate others about the preservation movement. These two groups' participants were also selected because their programs employ professionals from myriad backgrounds and age groups. The perspective provided by these professionals will supplement the survey with an assemblage of distinct viewpoints. These reasons are complemented by the "cooperative working relationships" that have developed between SHPOs and state/local preservation organizations since the 1970s.[76]

This strong connection with the general public clarifies why SHPOs and statewide/local organizations were chosen as the two participant pools compared to preservation educators, private consulting firms or national level preservation professionals. Educators' opinions were not consulted in the study because of the apparent disconnect between preservation education and everyday preservation work. Preservation education programs, while on the cutting edge of theory and research, do not reflect the everyday status of preservation practice in the field. This survey is aimed at gleaning information from those who are actively conducting preservation work. While the education of future preservationists is an important aspect of continuing the preservation movement, the views of these educators come from a theoretical perspective, as opposed to the hands-on perspective the survey is focused on.

Other groups that were not included in the survey were private preservation consulting firms and national level preservation professionals and their affiliated programs. Private consulting firms were not considered when selecting participants because of the fact that their preservation work is not conducted solely for preservation's sake, but also as a business. The

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[75] Ibid., 114.
[76] Ibid.

primary goal of these private consulting firms is to generate profit from their preservation projects. This is contrary to SHPOs and state/wide local organizations, whose goals lie in advocacy and education. This clear distinction between the two groups alters how they would utilize Web 2.0 applications. Private firms would also wish to utilize these applications to develop business contacts and promote their services. National level preservation organizations are too disconnected from local communities, which are the places where preservation really happens. For these reasons, these groups were not selected to participate in the survey.

Of the one hundred participants surveyed, only thirty-five replied: twenty-three preservation organizations and twelve SHPOs. The small number of respondents will have considerable effect on the universality of the survey's findings. This information, plus the fact the respondents were self-selected, should be kept in mind because both temper the accuracy of these findings.

Design

The design of the study took the form of a questionnaire consisting of seven specific parts and thirty-five individual questions. The questionnaire was assembled as a packet that was mailed to all one hundred participants with return envelopes. The surveys were mailed on January 28, 2009, and included in the packet was a brief letter with directions for completing the survey as well as an explanation of the study's purpose (Appendix B). The entire contents of the packet were reviewed and approved by the University of Georgia's Institutional Review Board (Appendix C).

The design of the questionnaire employed many different question types, including short answer, ranking, and check boxes. The questions in the survey were focused in two major directions, those aimed at Web 2.0 in general and those that focused on specific Web 2.0

applications (Appendix A). Questions directed at Web 2.0 in general were designed to gauge the usefulness of these applications as a whole to SHPOs and preservation organizations. These types of questions were intended to determine general awareness and both pre-conceived and more informed opinions of Web 2.0's viability in the field of historic preservation. This section also includes questions covering training and staff issues related to organizations adopting Web 2.0 applications. The goal of these training and staff questions was to determine what types of training methods could be employed to help increase the implementation of Web 2.0 technology in historic preservation. Lastly, the "General" category contains questions probing preservation's embrace of Web 2.0 and how well that transition has been undertaken.

The second portion of the questionnaire focused on specific Web 2.0 applications. The four major types of Web 2.0 applications selected were weblogs, photo sharing applications, video sharing applications, and social networking applications (Appendix A). Weblog questions focused on whether or not the participant utilized a blogging application or if they followed any preservation related blogs. Photo sharing application questions were directed at determining what types of photography participants use, if organizations used photo sharing applications, and if these types of applications would be helpful for displaying preservation-related work to the public. The video sharing application questions were very similar to those in the photo sharing section, with the exception that additional questions were added about video footage itself and on the price of these types of applications. Social Networking questions ascertain whether the participants thought these applications were viable for preservation and what weaknesses exist. Questions were also designed to discover whether the participating organizations used social networks or if they would if social networks were made readily available. These four application types were the only ones discussed in the study; other types of Web 2.0 applications were not

included in the study because they were not seen as immediately relevant to promoting historic preservation.[77]

Finally, it must be addressed that while it would seem logical to conduct a survey on Web 2.0 applications through internet or email means because of their obvious connection, the postal method was still employed for several reasons. First, the postal service is a guaranteed transmission method. While email has been widely embraced as an acceptable means of communication, there is no guarantee that messages will be received by the intended party. All of the organizations have established and published postal addresses which they both receive and transmit mail from.

Standard mail was also chosen because it is a long-established and comfortable means by which to transmit a survey that would not alienate parties with only basic internet experience. Receiving a post survey would also not present a bias towards internet technology, reducing the pressure on the participants to respond in a way that will please the surveyor. The goal of the stamp and letter questionnaire was to provide a comfortable and neutral medium participants could reply to, which would not require the acquisition of any specific internet technology skills and which would readily elicit a contributing response. Despite these intentions, some participants did contact me seeking an internet or email version of the questionnaire. These requests were denied in the end due to time constraints concerning the approval of a digital questionnaire by the IRB as well as the need to maintain a level of uniformity between responses. In the end, the postal questionnaire was the only method implemented, but recommendations for this method and other methods will be discussed in this paper's conclusion.

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[77] Later studies and possibly further research may reveal other types of Web 2.0 applications which are applicable historic preservation.

Survey Results

The results of the study will be presented in the following section, divided into categories based on the seven sections of the questionnaire itself: General, Weblogs, Social Networks, Photo Sharing, Video Sharing, Training/Staff and Miscellaneous. The data will be presented from the perspectives of both the SHPO and the state/local organization perspective, and these perspectives are combined or compared when necessary.[78]

General

The first question of the survey was designed to measure the basic awareness and usage of the four basic types of Web 2.0 applications covered in Chapter 2. This question asks the participants to rank the four types of Web 2.0 applications on a scale of 1 to 4. The possible responses were: 1. I am not familiar with this; 2. I am familiar with this, but haven't used it; 3. I have used this; 4. I use this regularly.
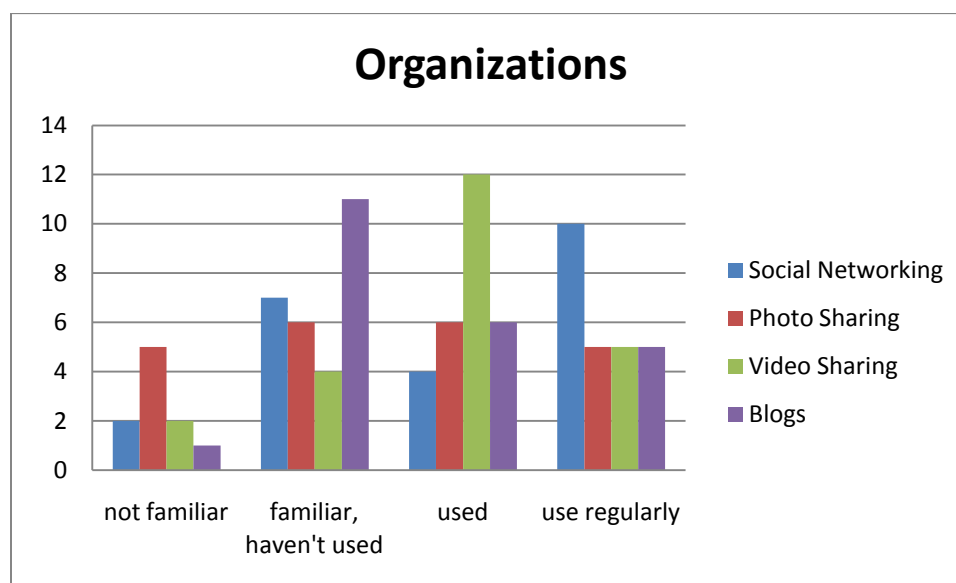

Figure 3.1 Web 2.0 Application Awareness & Usage in Organizations

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[78] It must again be noted that the data presented from these findings is reflective of those participants who self selected to participate in the study and that the trends presented may not be reflective of the entirety of historic preservation organizations and SHPOs.
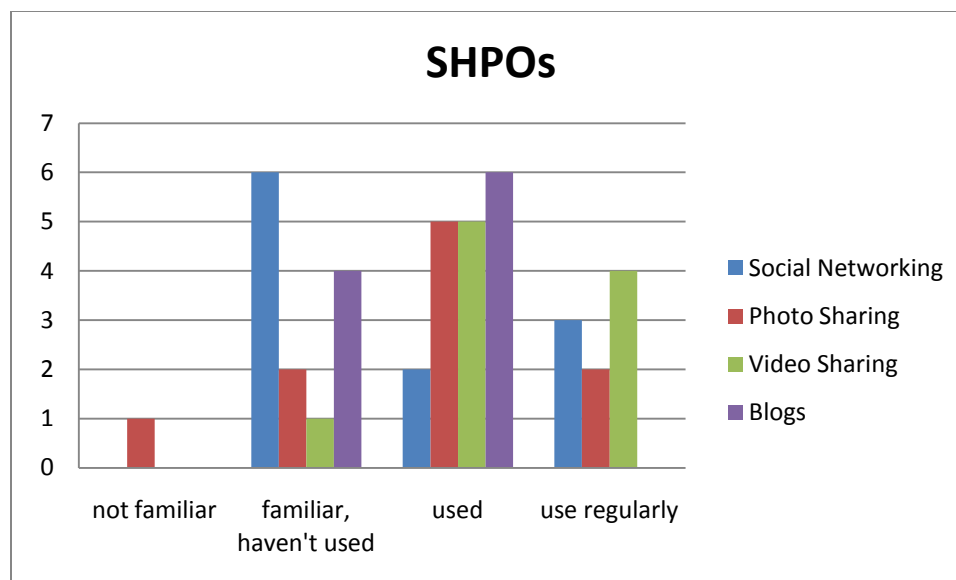
SHPOs

Figure 3.2 Web 2.0 Application Awareness & Usage in SHPOs

As can be clearly seen in Fig. 3.1 & 3.2, a very low number of both types of participants are unfamiliar with Web 2.0 applications. Social networking applications are used with greatest regularity by state/local organizations, compared to SHPOs, who are more familiar with social networking applications but are less likely to have used them. Video sharing applications are also used by both participants to a very high degree. Photo sharing applications are evenly dispersed in use between "unfamiliar" and "used regularly" in state/local organizations, as compared to SHPOs, who show a stronger leaning towards more regular use. Overall, almost all respondents had some basic awareness of Web 2.0 applications.

The second question went beyond probing awareness of Web 2.0 applications and basic familiarity by asking if the participants used any Web 2.0 applications/programs in their professional preservation work. In both cases, all respondents provided either a yes or no answer to this question. The data from this question can be seen below plotted on two different pie charts for each participant type. Included with the percentage of each response type is also the actual number of respondents so that individuals are aware of the sample size.
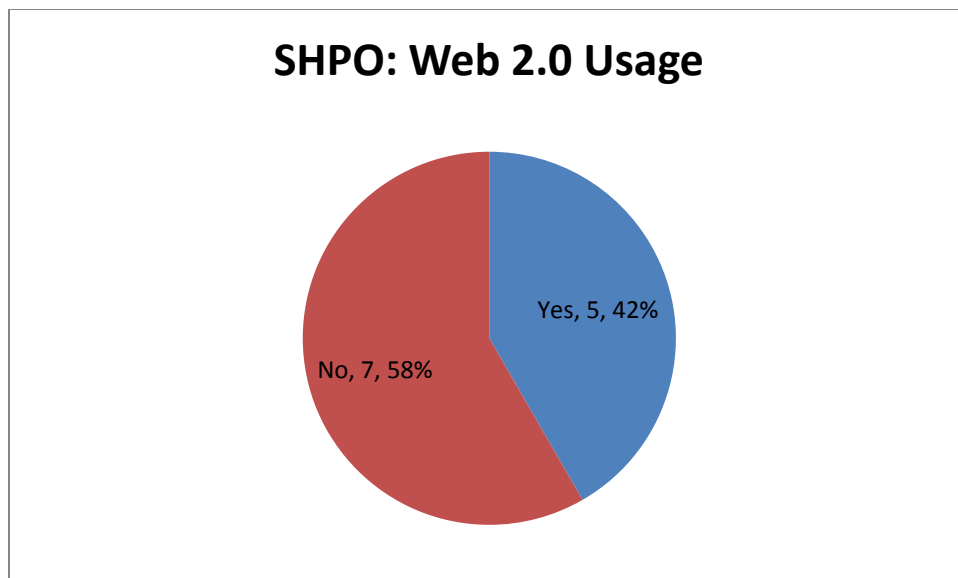
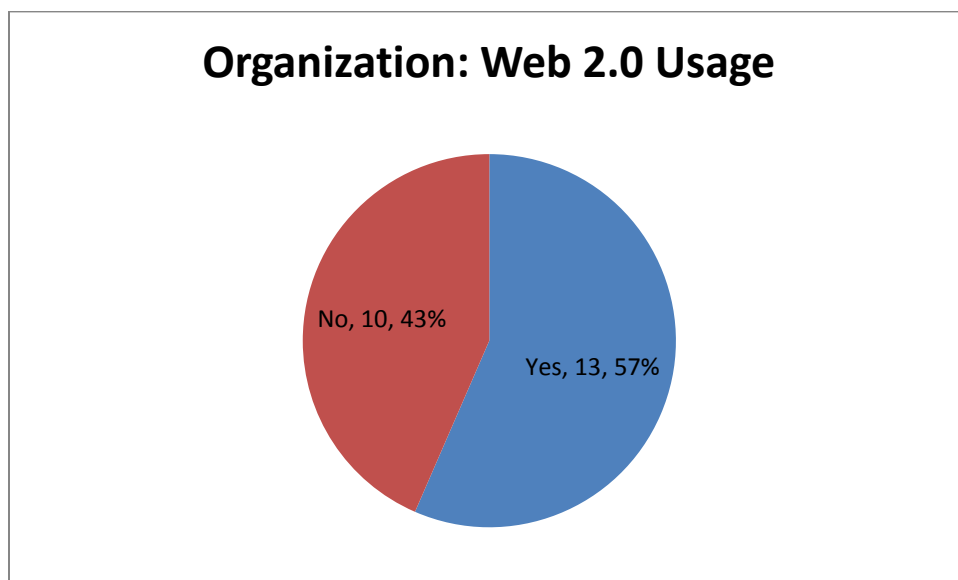Figure 3.3 SHPO Web 2.0 Application Use in Professional Work

Figure 3.4 Organization Web 2.0 Application Use in Professional Work

The results displayed in Fig. 3.3 show that the majority (58%) of the 12 SHPOs that responded did not use Web 2.0 applications in their preservation work. However, in Fig. 3.4 it can be seen that 57% of the 23 state/local organizations do use Web 2.0 in conjunction with their historic preservation work. This data is also supplemented with a follow-up portion of the

question which queries what types of Web 2.0 applications are used by the two participant groups.
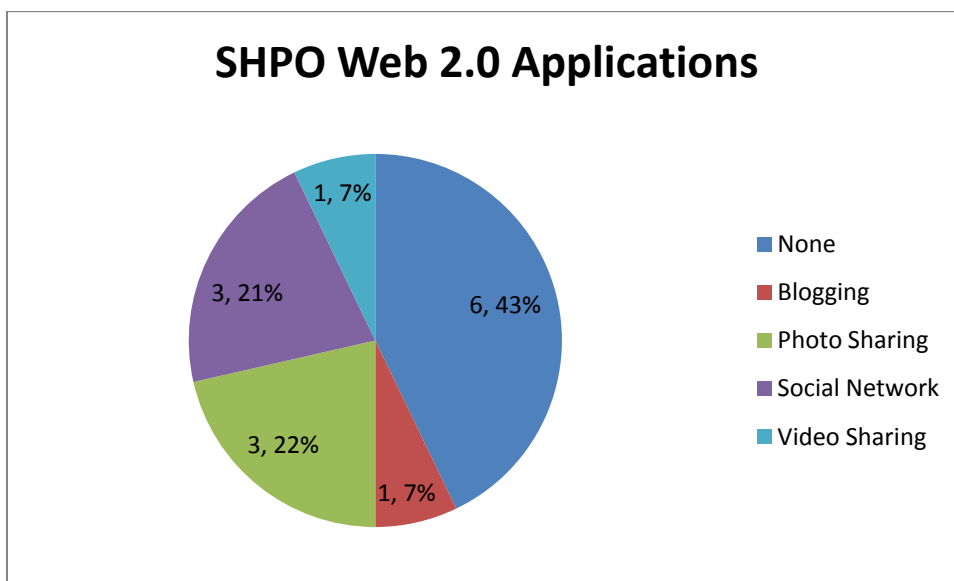
Figure 3.5 Web 2.0 Applications Used by SHPOs in Professional Work
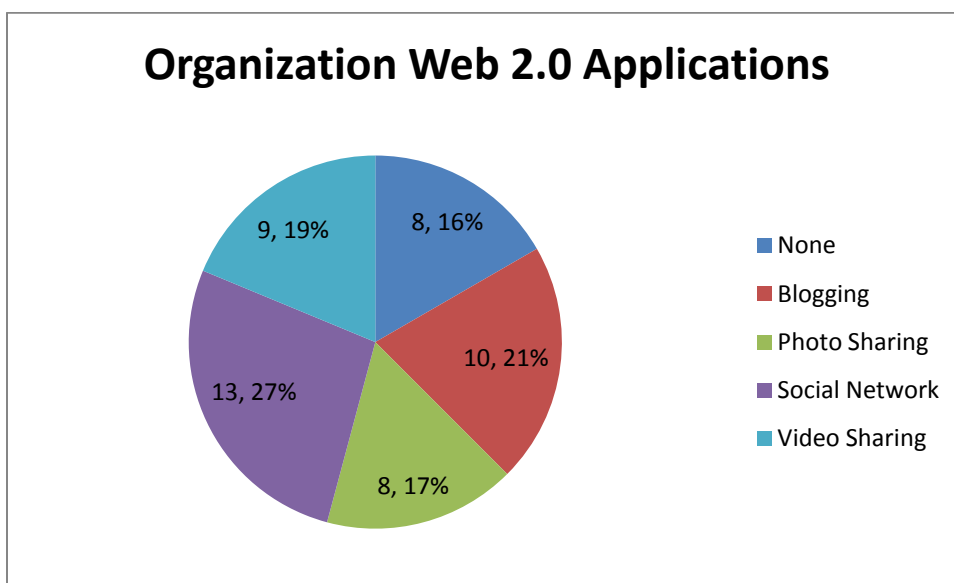

Figure 3.6 Web 2.0 Applications Used by Organizations in Professional Work

The results of this query are displayed in Fig. 3.5 for SHPOs & Fig. 3.6 for organizations. Based on the data gathered, it can be seen that the majority of SHPOs use no Web 2.0 applications. Out of those that are used, the majority are either social networking or photo sharing applications,

while very few employ video sharing applications or weblogs. The results are significantly different among organizations, with a relatively equal amount of participants using one specific application type or none at all. Social networking applications and weblogs are the two most commonly employed out of this even distribution.

The questionnaire also inquired about each participant's personal usage of Web 2.0 applications outside of their preservation professions. This question was used to provide a counter point for the previous question in an attempt to achieve a more holistic view of participant usage. Of the SHPOs that responded, 11 of the 12 (92%) use Web 2.0 applications in their personal life, while 18 of 23 (78%) state/local organizations did. The survey also inquired as to what specific types of Web 2.0 applications participants used in their personal lives. The data from this question was removed from consideration, though, because the responses were not only application types like the question asks for but also names of individual Web 2.0 applications. This variety of responses rendered the data unusable for interpretation.
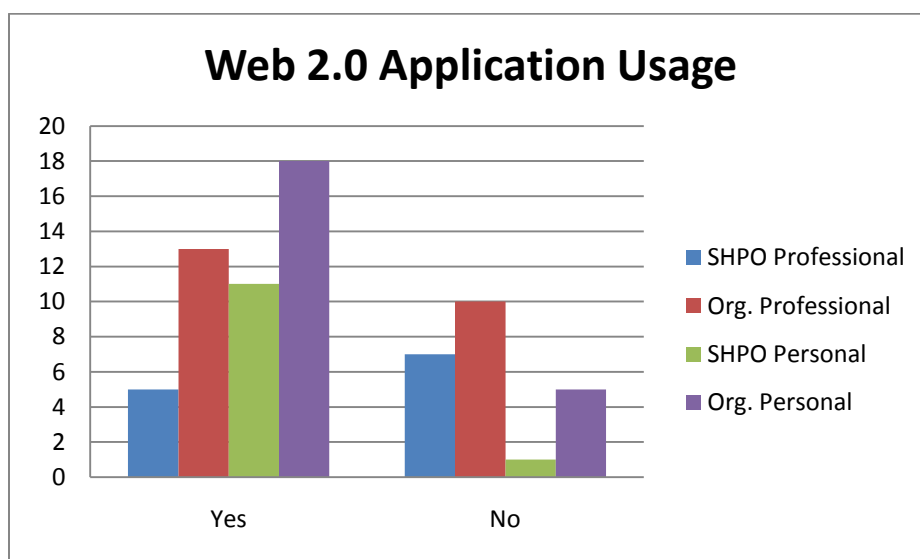

Figure 3.7 Web 2.0 Application Usage Comparisons – Personal & Professional

The responses to both queries can be seen in Fig. 3.7, showing a comparison between SHPOs' and organizations' professional and personal Web 2.0 usage responses. The chart reveals, like

previous charts, that the majority of SHPOs and organizations use Web 2.0 applications in their

personal lives and that organizations utilize them more in their historic preservation professions.

The next question in the section asked what participants found to be positive aspects of

Web 2.0 applications. The participants were provided with a list of nine positive aspects and then

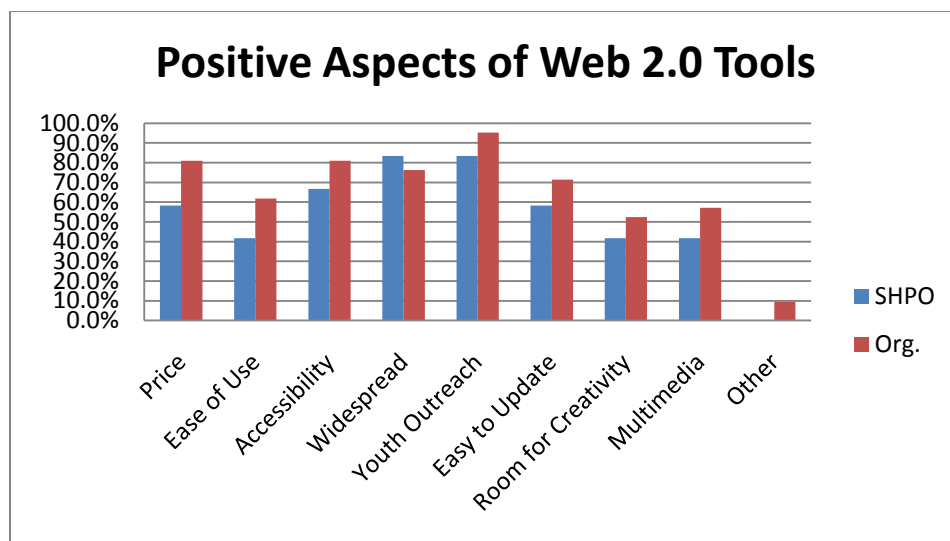asked to select which of the following they thought were positive.

Figure 3.8 Comparison of Positive Web 2.0 Aspects between SHPOs & Organizations

Participants were allowed to select as many aspects as they felt were applicable. The ninth option

was listed as other with a blank for the aspect to be listed. The data present in Fig. 3.8 reveals

that all the aspects provided where found to be positive by at least 40% of the respondents. Ease

of use, room for creativity and multimedia capability were found to be the least listed as positive.

Youth outreach, widespread appeal, and price were the most selected aspects, with youth

outreach being the highest selected by above 80% for both SHPOs and organizations. It should

also be noted that organizations listed all aspects as more positive than SHPOs, except for

widespread appeal.

The question following the poll on general positive aspects was designed to probe deeper

into the reasons why the participants might utilize Web 2.0 applications in their professional

work. The question asked each participant to list which aspect made them most likely to use Web 2.0 applications. Unlike the previous question where the aspects were provided, this question allowed the respondents to submit their own answers. These answers will be later reflected in the frame work of advocacy and education, two of the preservation movement's primary goals. The responses of SHPOs and organizations are presented separately in pie charts showing the percentage of each aspect chosen as most likely to encourage application usage.

SHPO: Aspect Most Likely

Popularity 16%, Communitation Tool 15%, Ease of Use 23%, Expand Member 8%, Free 15%, Creativity 15%, Youth 8%
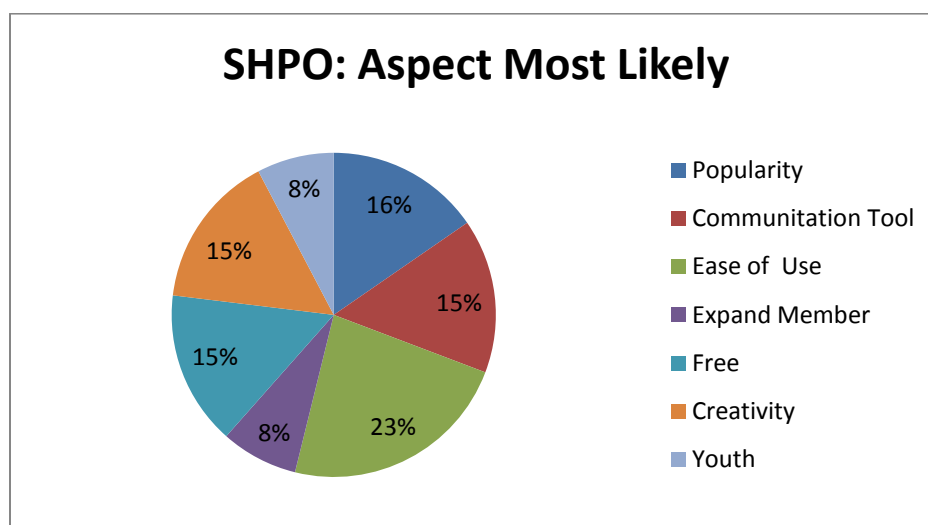
Figure 3.9 Aspect Most Likely for SHPOs to use Web 2.0

Organization: Aspect Most Likely

Popularity 18%, Communication Tool 21%, Ease of Use 11%, Expand Member 7%, Free 7%, Creativity 18%, Youth 3%, Fun 11%, 4%
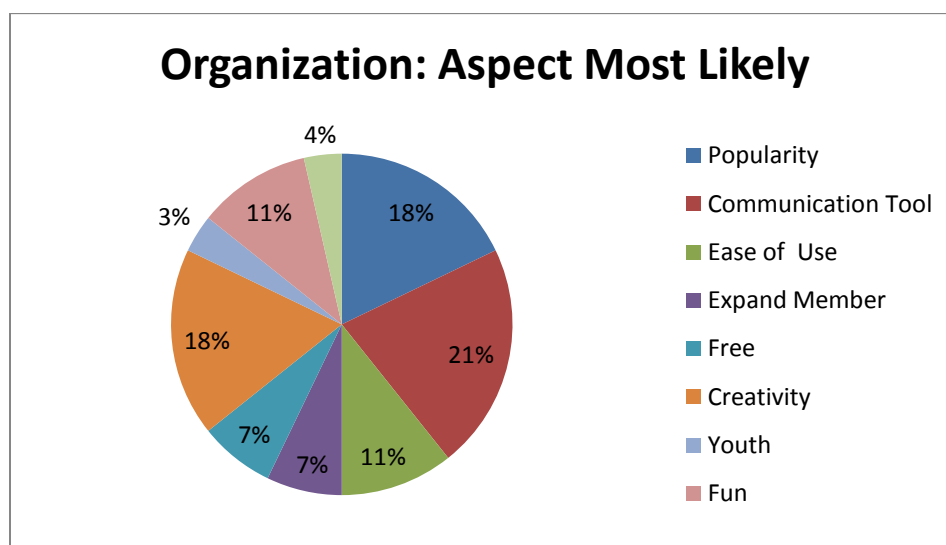
Figure 3.10 Aspect Most Likely for Organizations to use Web 2.0

In Fig. 3.9 it can be clearly seen that ease of use, at 23%, is the most common aspect selected that encourages SHPOs to use Web 2.0 applications. The next most likely aspects selected were: public popularity (16%), potential as a communication tool (15%), range for creativity (15%) and price (15%). These results can be compared to those in Fig. 3.10 showing the responses of preservation organizations. Twenty-one percent selected potential as a communication tool as the most likely aspect to make them use Web 2.0 applications. The next most likely aspects selected by organizations were public popularity and room for creativity, both at 18%. These were also followed by fun and ease of use at 11% for the third most likely reasons.

The next question of the survey is designed to contrast the positive aspects displayed in Fig. 3.8. This question asked participants to list what they perceived as the negative aspects of using Web 2.0 applications for preservation goals. Unlike question four, which provided a list of possible positive aspects to select from, this question was left blank for respondents to submit their own negative aspects. The responses were then grouped into similar categories due to the variety with which a similar concept could be described. These answers were then converted into pie charts for the two separate participant pools.
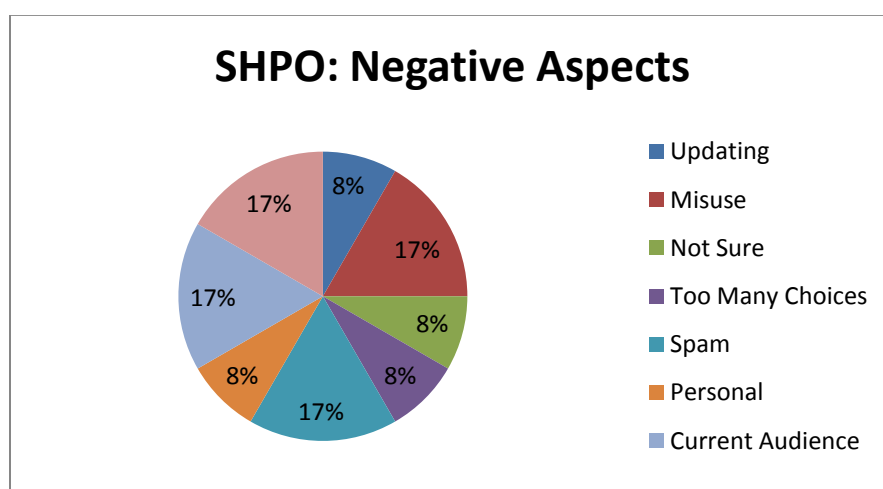

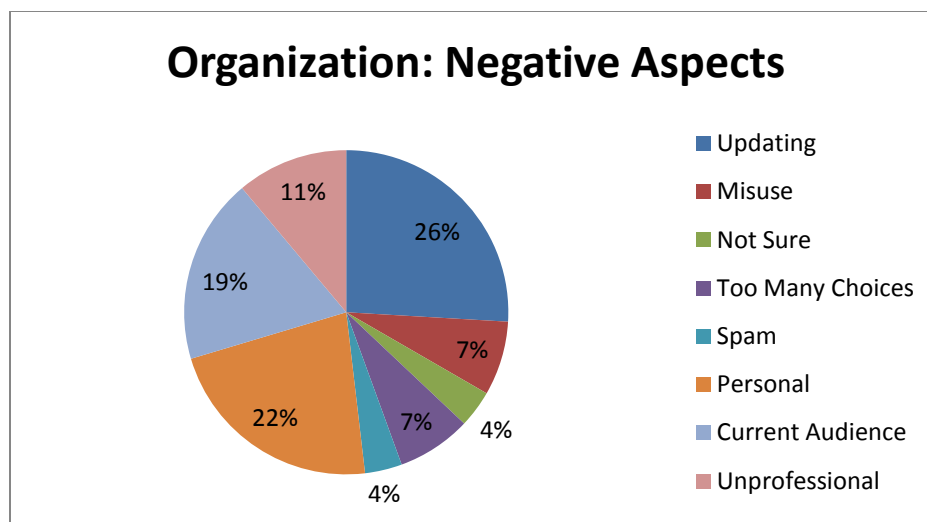Figure 3.11 SHPO: Negative Aspects of Web 2.0

Figure 3.12 Organization: Negative Aspects of Web 2.0

The collected responses of SHPOs can be seen displayed in Fig. 3.11. The aspects of Web 2.0 applications most listed as negative, at 17% each, were that the applications were unprofessional, that they would be misused, that the current audience was not ready for them or that they would create needless amounts of spam. The other negative aspects listed were that too many choices existed, that applications were too personal, updating was time consuming or that they were not sure of the negative aspects. The aspects listed by preservation organizations can be seen in Fig. 3.12, with updating time being listed as the most negative aspect. The second most selected aspect was that applications are too personal (22%) and then that applications are not applicable to the current audience (19%). Other aspects listed were that applications were unprofessional, that applications can be misused, that too many choices exist, that spam will occur or that they were not sure of the negative aspects.

After respondents listed what they perceived as negative aspects of Web 2.0 applications, the questionnaire then asked them to describe what specifically discourages the participants from using applications. The question was left blank so that participants could write in their own reasons.

SHPO: Main Reason Discouraged

- Time
- Cost
- Learning to Use
- Reliability
- Too Many Choices

40%
7%
33%
13%
7%
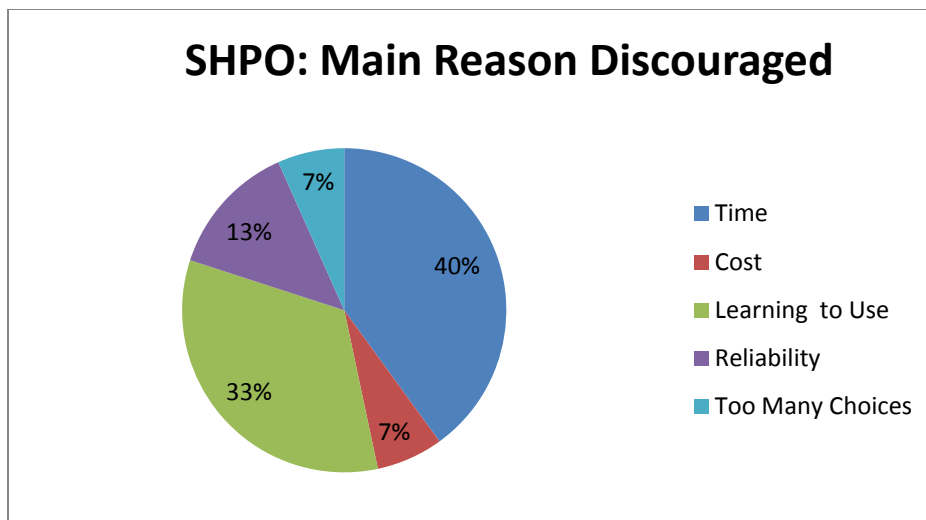
Figure 3.13 Reason SHPOs are discouraged from using Web 2.0

Organization: Main Reason Discouraged

- Time
- Cost
- Learning to Use
- Reliability
- Too Many Choices
- None
- Unfamiliarity

62%
5%
9%
5%
5%
5%
9%
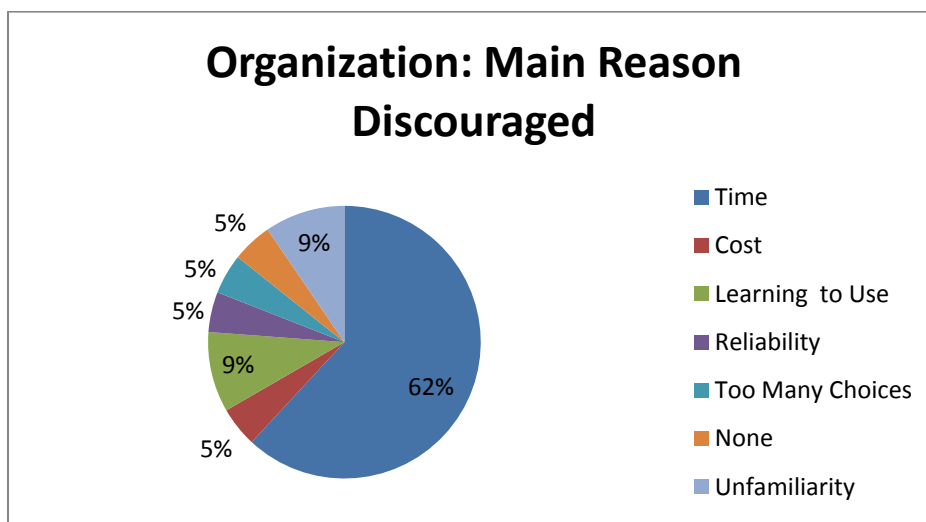
Figure 3.14 Reason Organizations are discouraged from using Web 2.0

It can be seen in Fig. 3.13 SHPOs listed time (40%) as the factor which discourages them the most from using Web 2.0 applications. Learning how to use the applications was the second most given reason (33%), followed by reliability (13%). The results in Fig. 3.14 show that organizations also found time (62%) to be the largest factor discouraging them from using Web 2.0 applications. Unfamiliarity and challenges from learning to use these applications were the

next closest reasons at 9% each, followed by too many choices available, cost, reliability, and none at 5% each.

The next question in the survey was directed at determining the potential utility of specific Web 2.0 applications for use in the preservation field. The participant was presented with the four major categories of Web 2.0 applications and under each a selection of specific popular applications. The respondent was asked to review the list of applications and rate them based on their utility to historic preservation. The rating system was on a scale from 1 to 10 with 10 being very useful and 1 being not useful at all. Respondents were also told not to answer if they were unfamiliar with a particular application.

Table 3.1 Comparison of Average Rating of Specific Web 2.0 Applications between SHPOs & Organizations

Average Rating of Specific Web 2.0 Applications		
	SHPOs	ORGs
Social Networking		
Facebook	5.09	6.05
MySpace	4.22	3.43
Photo Sharing		
Flickr	7.8	6.7
Picasa	8.3	6.3
Photobucket	7.5	5.71
Video Sharing		
YouTube	7.36	6.52
Yahoo! Video	5.42	4.83
MySpace	3.85	4
Blogs		
Blogger	7.6	6.23
WordPress	7.4	6.63
Twitter	6.125	4.38

Participant responses were totaled and averaged based on the 1 to 10 values scale defined in the question (Appendix A, Question 8). The results of this question can be seen in Table 3.1, showing a comparison between SHPO and organization responses for each type of application. The averages in the table reveal that both SHPOs and preservation organizations find the social networking application Facebook to have moderate potential, with an average score of 5.09 for SHPOs and 6.05 for Organizations. These results are in contrast with the other social networking application, MySpace, which received a much lower average of 4.22 for SHPOs and 3.43 for organizations. In the case of the photo sharing applications Flickr, Picasa, and Photobucket, all received an average usefulness rating above five, with Picasa receiving the highest average rating of 8.3. SHPOs gave photo sharing applications an overall higher rating than organizations did. In the case of video sharing applications, the results were more varied, with YouTube receiving the highest average rating from SHPOs and organizations, 7.36 and 6.52 respectively. Both Yahoo! Video and MySpace video, on the other hand, received much lower ratings, with MySpace video receiving an average of less than four with both participant groups and Yahoo! Video an average of 5.42 with SHPOs and 4.83 with organizations. The last application type ranked was weblogs. Both WordPress and Blogger received relatively high average ratings with both SHPOs and organizations. Blogger received an average rating of 7.6 from SHPOs and 6.23 from organizations, while WordPress received 7.74 and 6.63. Rating averages were not as similar in the case of the micro weblog Twitter, with SHPOs giving the application an average rating of 6.125 and organizations 4.38.

The last question in the general section was directed at basic internet usage as opposed to Web 2.0 applications. This question presented a list of five basic internet applications: Website, Online Resources, Listserv, E-Mail, and Digital Newsletter. Each respondent was then asked to

select any of the applications that his or her organization or office currently uses for preservation purposes (Appendix A). Websites were employed by 100% of respondents in both participant pools.[79] Online resources were utilized by 66.7% of SHPOs and 69.6% of preservation organizations. Responses under listservs reveal a strong contrast between participant groups, with only 39.1% of organizations using listservs compared to SHPOs, 83.3% of whom use the application. In the case of email, 100% of SHPOs and 95.7% of organizations employ the application for preservation goals. Lastly, 50% of SHPOs and 60.9% of organizations employ some type of digital newsletter for informing their followers.

Weblogs

The weblog section of the questionnaire contained three questions directed at assessing the current state of weblog applications in historic preservation. The first question in the section asked if respondents used a blog in their preservation profession. The question also included a follow up portion which inquired whether respondents who did not utilize a blog would do so if training were provided. Fig. 3.15 shows that 11 out of 12 SHPO respondents do not use weblogs while 14 out of 23 preservation organizations do not use them.

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[79] This stems partly from the fact that having a website was a criterion of participant selection for state/local organizations.
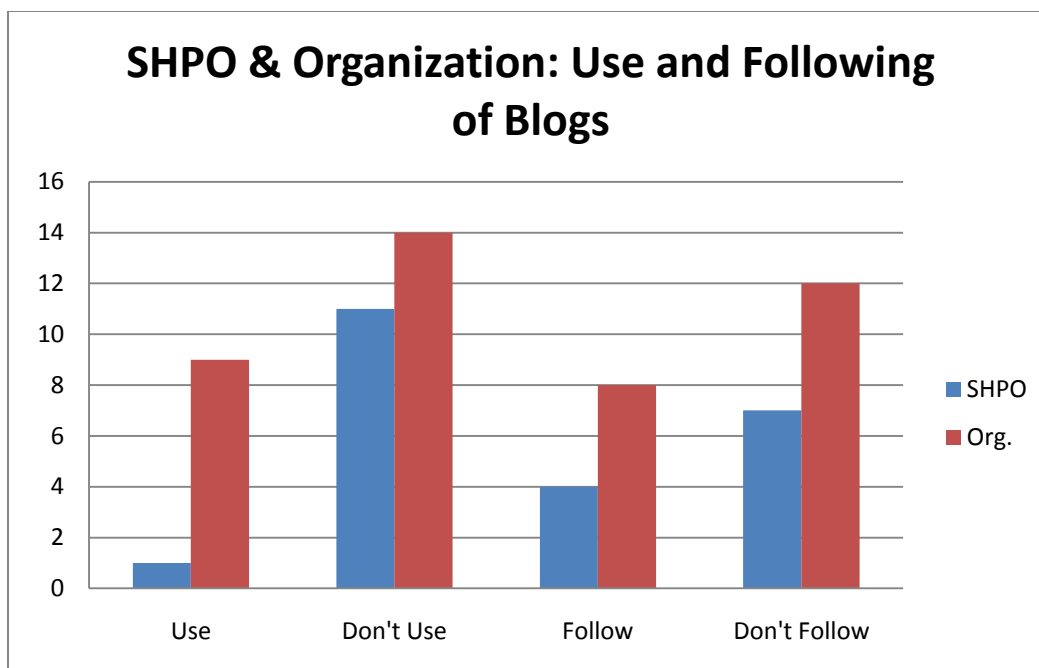
Figure 3.15 Comparison of SHPO & Organization Weblog Usage and Following

Of the respondents that reported not using a blog, 7 of 11 SHPOs (63%) said they would use a

blog if training were provided, as presented in Fig. 3.16. In the case of organizations, more than

the 14 (Fig. 3.17) that did not use weblogs responded to the second half of the question. This

result must be the consequence of participants misunderstanding the intention of the follow up

question. Taking this into account, 14 out of 18 respondents (77%) said they would use a blog

with provided training. The second question in the weblog section was directed at respondents

who answered yes to employing a blog for preservation purposes. The data from this question

had to be disregarded because more participants responded than those that actually operated

weblogs. Also, because so few respondents even utilized weblogs, the question was considered

even more invalid for interpretation.

The last question in the weblog section was directed at all respondents whether or not

they utilized a blog in their preservation profession. The question asked participants if they

followed any preservation-related blogs published by organizations or individuals. Answers to

this question can be seen in Fig. 3.15 with 4 out of 12 SHPOs (33%) and 8 out 23 organizations

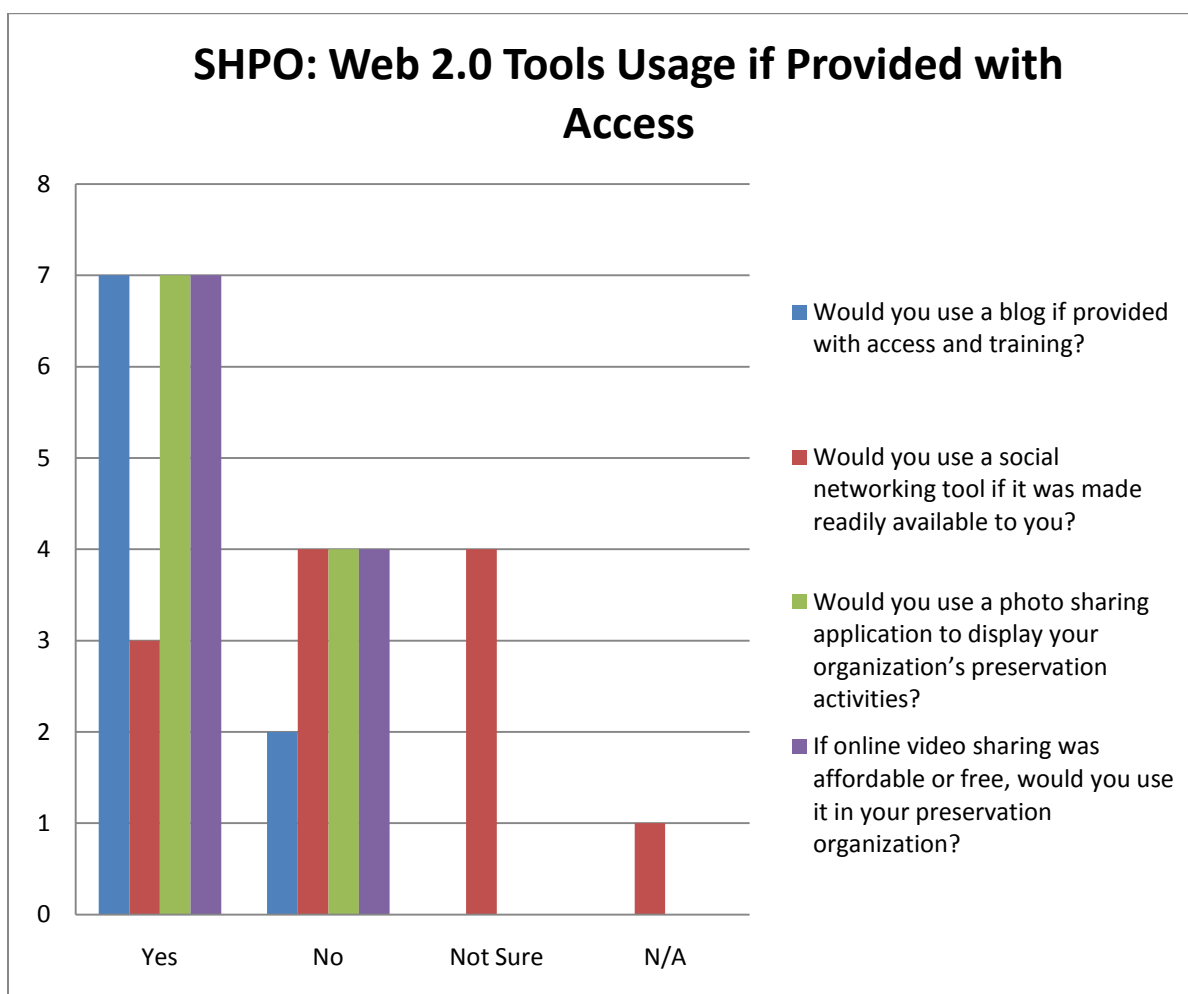(34%) following some type of preservation related blog.

Figure 3.16 SHPO Usage Rates of Web 2.0 Applications if Provided with Access & Training
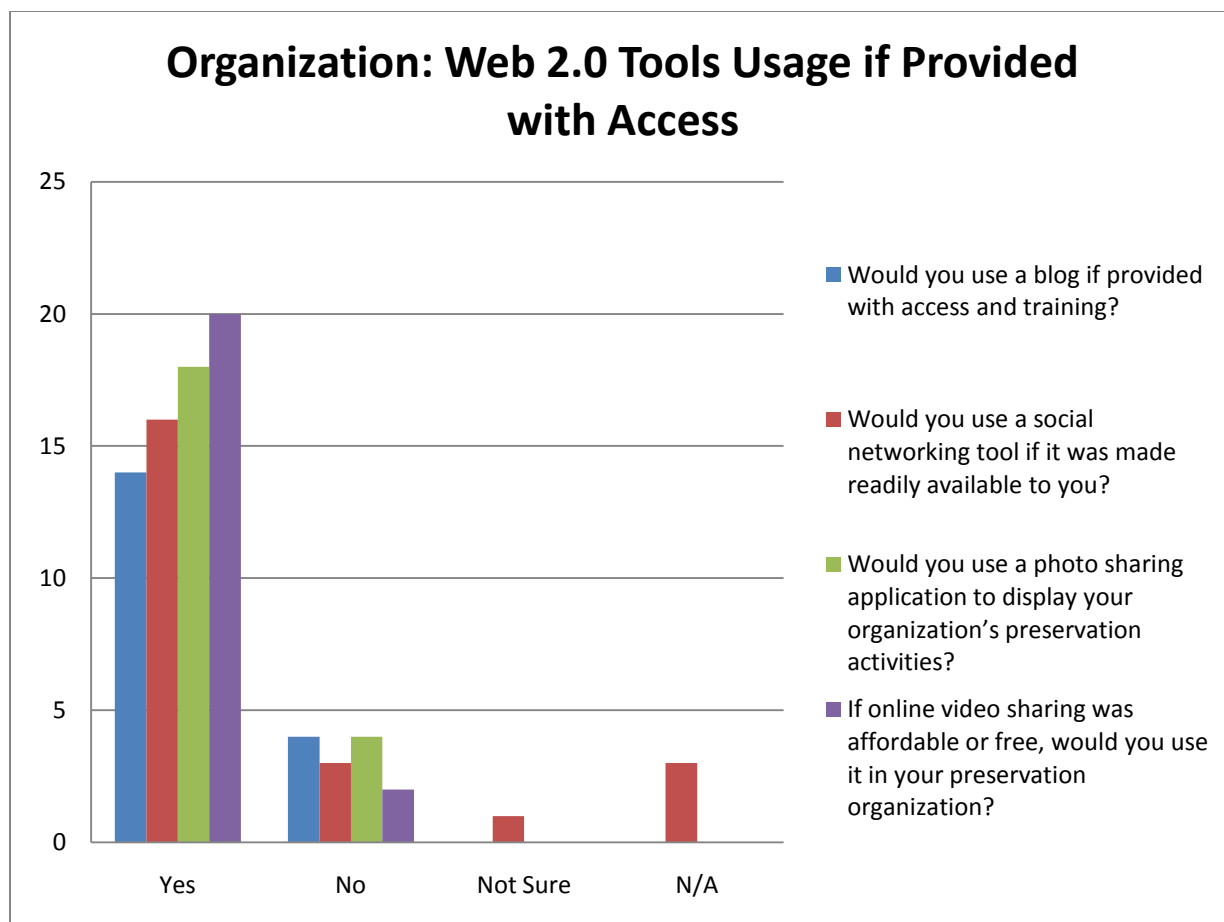
Organization: Web 2.0 Tools Usage if Provided with Access

Legend:
- Would you use a blog if provided with access and training?
- Would you use a social networking tool if it was made readily available to you?
- Would you use a photo sharing application to display your organization's preservation activities?
- If online video sharing was affordable or free, would you use it in your preservation organization?

Figure 3.17 Organization Usage Rates of Web 2.0 Applications if Provided with Access & Training

Social Networking

The Social Networking section consisted of four separate questions specifically directed at analyzing participant opinions and usage rates. The first question in the section asked participants if they thought that social networking applications like Facebook and MySpace are successful tools for growing a base of preservation supporters and volunteers. The respondents answered yes, no, or not sure with 6 of 12 SHPOs (50%) and 16 of 23 organizations (69%) saying they do think social networking applications are viable in historic preservation.

The next question asked if participants would use a social networking tool if it was made readily available to them. Responses ranged from yes, no, not sure and not applicable for those

that already utilized the application type. All respondents from both participant groups answered this question with results plotted in Fig. 3.16 for SHPOs and Fig. 3.17 for organizations. Out of the 12 SHPO respondents 3 (25%) said yes they would use the tool if training were provided, compared to 4 who said no, 4 who were not sure and 1 whose answer was "not applicable." In the case of organizations, 16 out of 23 (70%) said yes, with 3 saying no, 1 unsure, and 3 not applicable. The next question in the section was directed at those respondents who already utilized a social networking tool in their preservation work. The question asked how often said social networking tool was updated. In the case of SHPOs, so few utilized social networking tools that results were inconclusive, while in the case of organizations most admitted to updating weekly (Appendix D).

The final question of this section asked what participants thought were the potential weaknesses of social networking tools. Respondents were allowed to give as many or as few answers as they saw fit. Responses were then grouped into similar categories and plotted on a pie chart for each group (Fig. 3.18 & 3.19).
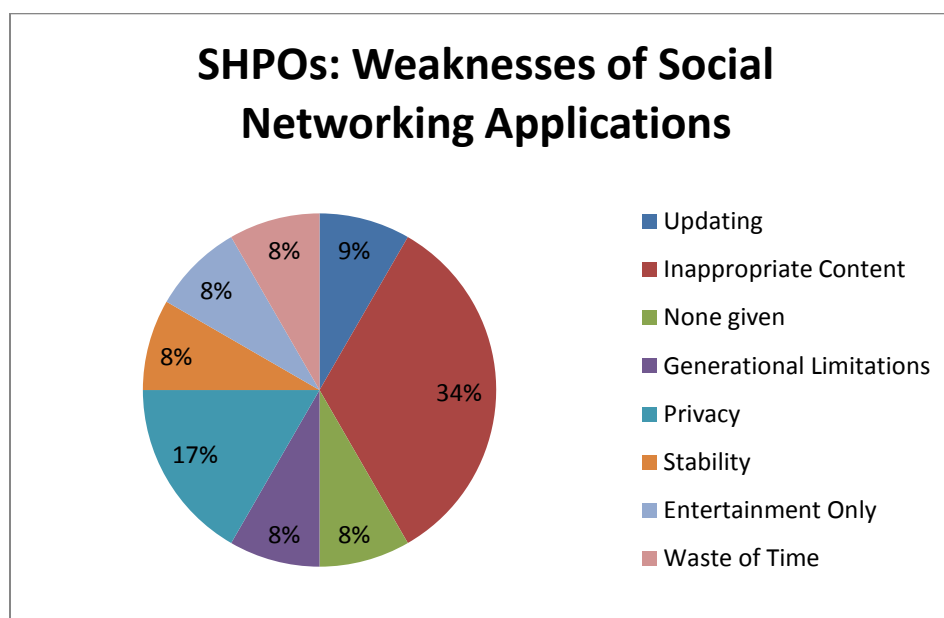

Figure 3.18 SHPOs: Weaknesses of Social Networking Applications

34% of SHPOs listed inappropriate content as the largest weakness of social networking tools. Privacy (17%) was the next most frequently given weakness followed by updating (9%). The rest of the responses, at 8% each, included waste of time, entertainment only, stability, generational limitations, and none given.
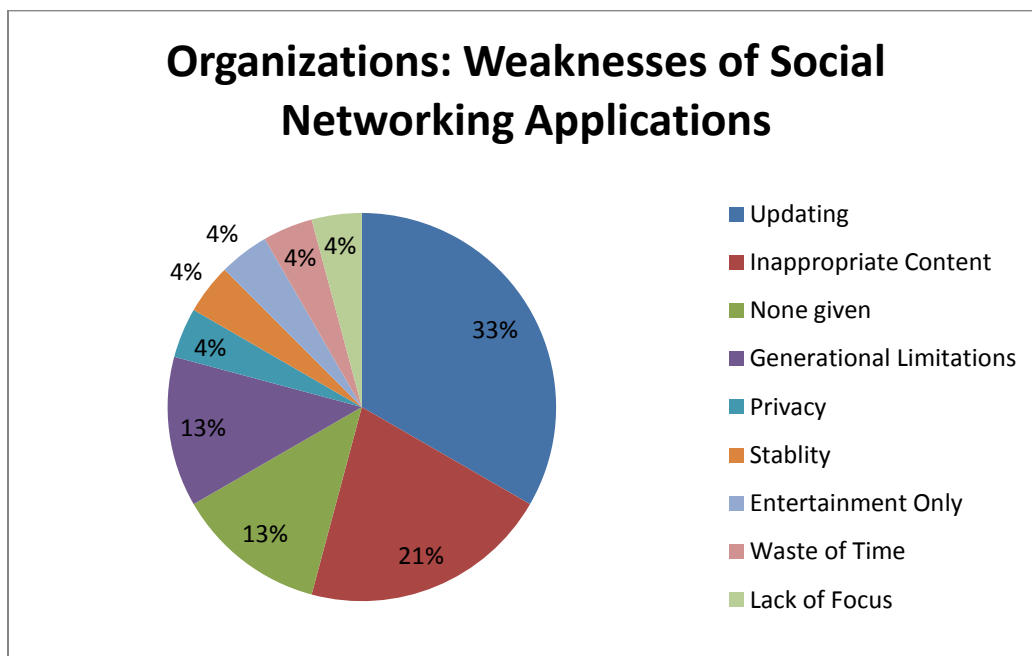

Figure 3.19 Organizations: Weaknesses of Social Networking Applications

Responses from preservation organizations revealed that they consider updating (33%) to be social networking applications' largest weakness, most likely because this process takes a large amount of time, followed by inappropriate content (21%). Generational limitations and no answer given were the next most frequent responses at 13% each. Privacy, stability, entertainment only, waste of time and lack of focus, all at 4%, were the least frequently listed.

Photo Sharing

Consisting of three questions, the photo sharing section of the questionnaire was intended to discover what types of photographic data are employed by preservationists and if photo sharing applications could be used as a means to provide the public with access to this data. The

first question in this section inquired as to which type of photography was used by the participants: digital, analog, or both. If a participant used both digital and analog photography he or she was asked to list which they used more often. Most respondents who listed using both did not specify which they used more. Taking this fact into account, Figures 3.20 and 3.21 display the options of digital, both, or not applicable. Of the 12 SHPO respondents, 50% reported using both digital and analog photography and the remaining 50% used digital only. Organizations reported 35% of respondents using both formats, 61% using digital only and 1 respondent (4%) claiming the question was not applicable.
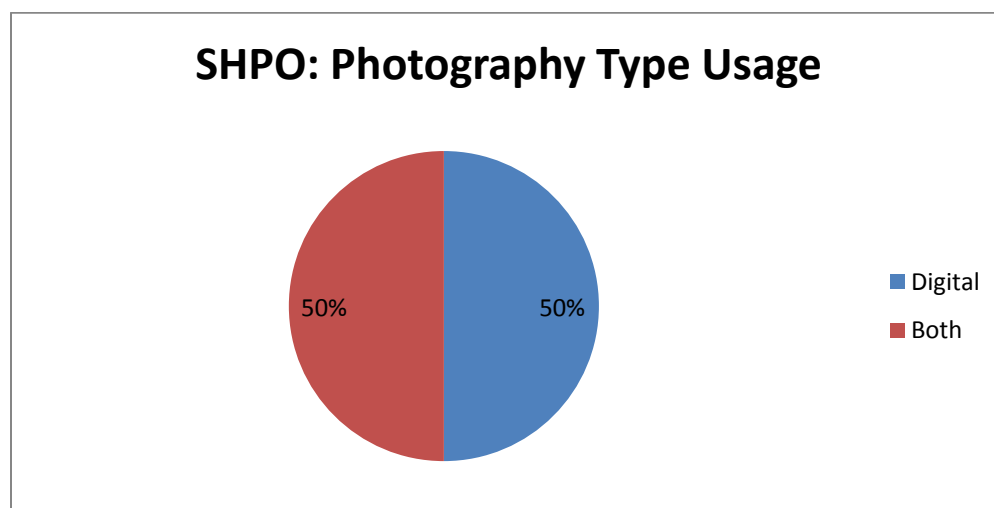
SHPO: Photography Type Usage

50%   50%

■ Digital
■ Both

Figure 3.20 Photography Type Usage Among SHPOs

Organization: Photography Type Usage

4%

35%

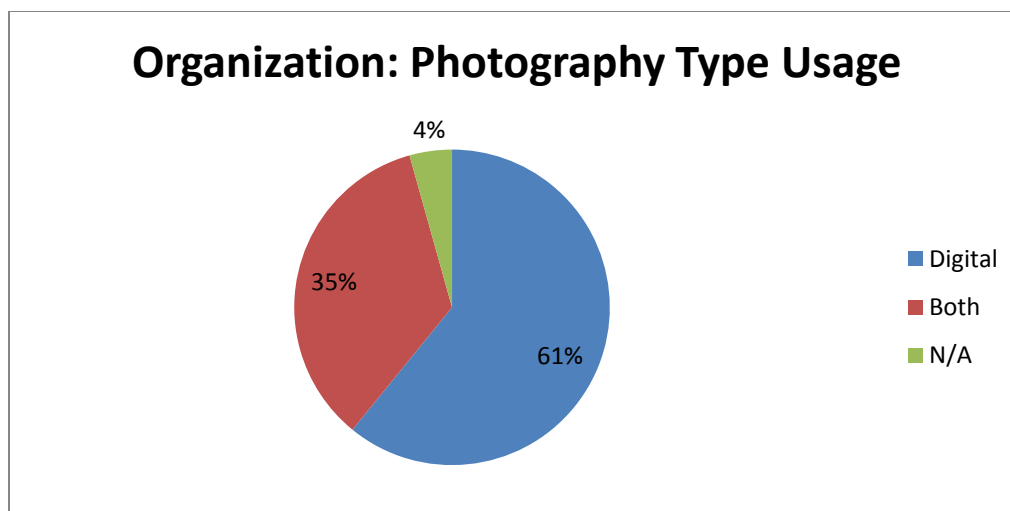61%

■ Digital
■ Both
■ N/A

Figure 3.21 Photography Type Usage Among Organizations

The next question in the photo sharing section queried whether participants would use a photo sharing application like Flickr, Photobucket or Picasa to display their organization's preservation activities. With 11 of 12 SHPO respondents answering this question (Fig. 3.16), 7 out of 11 (63%) stated they would use a photo sharing application. All of the organizations responded (Fig. 3.17), with 78% saying they would use the application. The last question in the photo sharing section was a direct follow up to first two questions, but it asked whether participants would be more likely to use a photo sharing application if they used digital photography as opposed to analog format. The majority of respondents in both pools stated that they would be more likely to use a photo sharing application if they used digital photography, 6 for SHPOs and 8 for organizations. This data must be tempered with the fact that many respondents chose to list the question as not applicable to them because they already used digital photography.

Video Sharing

The next section of the questionnaire focused on determining both video sharing application use amongst participants and its relevancy in the preservation field. The first question

asked if either participant group used video footage in their preservation profession. Yes and No

answers for both participant groups are plotted on pie charts in Fig. 3.22 for SHPOs and Fig.

3.23 for organizations. Both figures reveal that only a very small percentage of either participant

group actually uses video footage regularly in their preservation work (27% of SHPOs and 22%
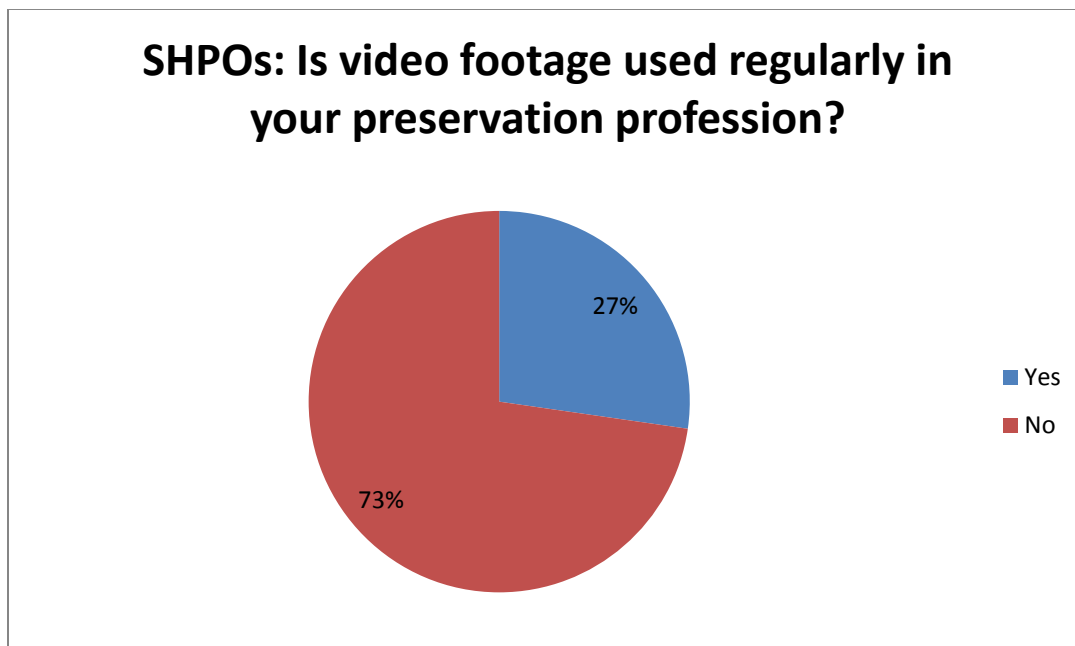
of organizations).

Figure 3.22 SHPO Video Footage Usage

Organization: Is video footage used regularly in your preservation profession?

22%

78%

Yes
No

Figure 3.23 Organization Video Footage Usage

The next question in this section asked if participants believed video footage was a viable resource for historic preservation advocacy. 10 out of 12 SHPOs and 22 of 23 organizations responded to the question, with 90% of both groups agreeing that video footage was a viable resource for historic preservation.

The next two questions of this section were directed at video sharing applications specifically. The first of these two questions probed whether participants would use an online video sharing application for their preservation organization if the tool was affordable or free. Results for this question can be seen in Fig. 3.16 for SHPOs and Fig. 3.17 for organizations. The charts reveal that 7 out of 11 (63%) SHPOs and 20 out of 22 (90%) organizations would use video sharing applications if they were made free or affordable. The last question of the section asked participants to state whether they thought video sharing applications were an acceptable tool for educational purposes and why they thought so. The second portion of this question was disregarded because so few respondents provided a reason for their answer. The results of the

query reveal that 8 of 9 SHPOs (88%) and 19 of 23 organizations (82%) believe that video

sharing applications can be used for educational purposes in preservation.

Training/Staff

The next section of the questionnaire was directed at the human side of Web 2.0

technologies. Questions focused on what challenges participants faced in learning Web 2.0

applications and what types of training assistance should be provided. The section consisted of

six questions, all requiring yes or no answers. The data for the first four questions is presented in

Fig. 3.24 for SHPOs and Fig. 3.25 for organizations. The first question in the section asks if a

limited or lack of staff is the reason why participant's organization finds it difficult to utilize and

implement Web 2.0 applications. The results show that 9 of 12 SHPOs (75%) and 21 out of 23

organizations (91%) do believe that a lack of or limited staff does make the implementation of

Web 2.0 applications difficult. The next question in the section focused an even finer lens on

training and staff challenges by asking if participants would use Web 2.0 applications if one of

their employees were trained or experienced in them. Not all respondents answered this question.

Of those that did respond, 9 of 10 SHPOs (90%) said an experienced staff member would make

it more likely for them to use Web 2.0 applications, compared to an even larger 20 out of 21
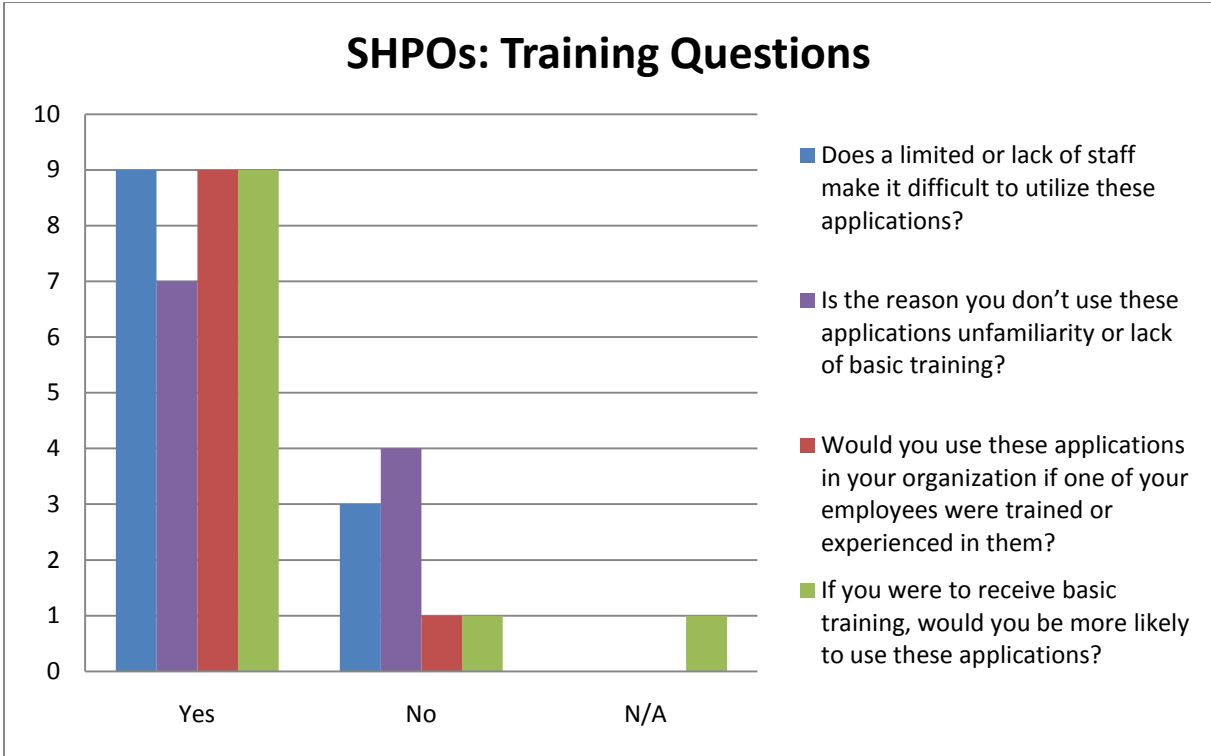
organizations (95%).
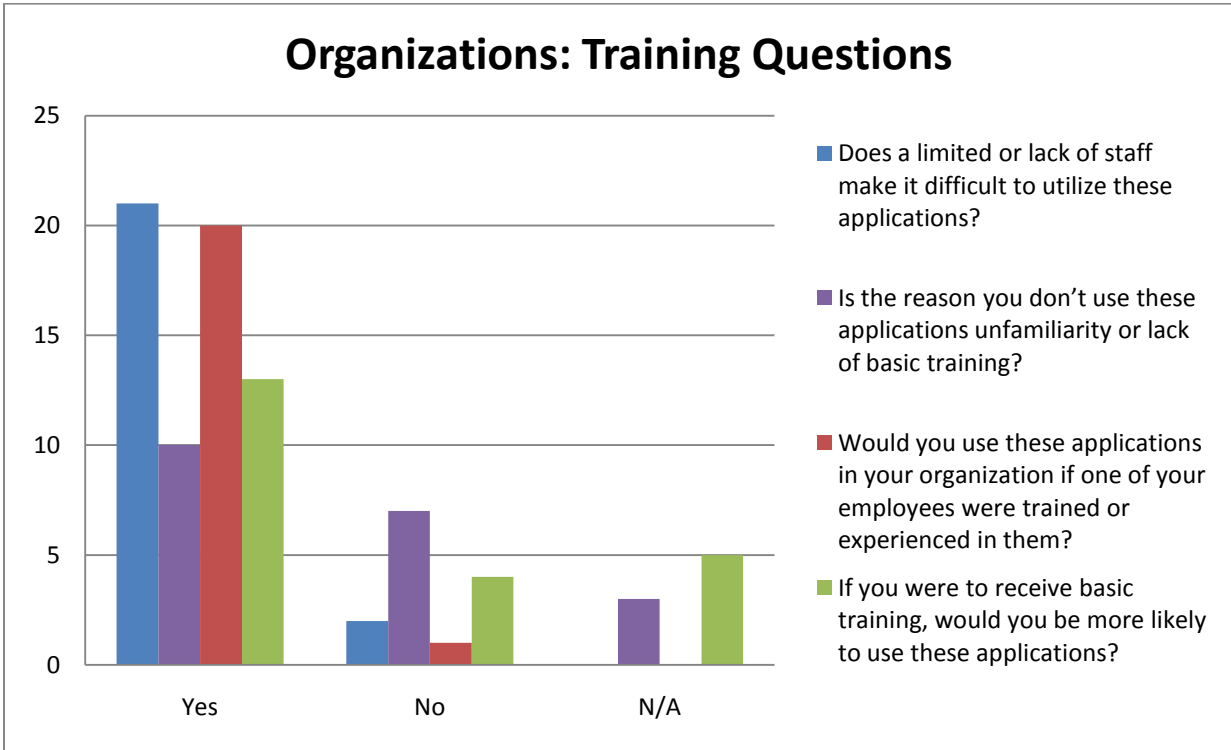
Figure 3.24 SHPOs: Training Questions

Figure 3.25 Organizations: Training Questions

The next question of this training section achieves the objective of the previous two questions by asking if the reason participants do not use Web 2.0 applications is unfamiliarity or lack of basic training. In the case of SHPOs, 11 responded to the question, with 7 (63%) saying that unfamiliarity or lack of training was part of the reason why they did not use Web 2.0 applications. In the case of organizations, even fewer – 10 of 20 (50%) – listed unfamiliarity as the reason for not using Web 2.0, with 3 others reporting the question as not applicable. The final question, displayed in Figures 3.24 and 3.25, asked whether respondents would be more likely to use these applications if they were to receive basic training. Results revealed that 9 of 11 SHPOs (81%) and 13 of 22 organizations (59%) would use Web 2.0 applications if they were to receive basic training. It must also be noted that 1 SHPO (9%) and 5 organizations (23%) stated that the question did not apply to them because they used Web 2.0 applications already.

The last two questions of the training section address the means by which participants could receive training in Web 2.0 applications. The first of these questions asked plainly if respondents would attend a Web 2.0 training seminar. Results of this question were nearly identical to the prior question, which asked if training would make application usage more likely. Of those that responded, 8 of 11 SHPOs (72%) and 13 of 22 (59%) organizations said that they would attend a seminar on Web 2.0 applications. The second training seminar question was identical to the last, except when asked if participants would attend a training seminar it was expressed that the seminar would be supported by a major preservation organization like the National Trust. Out of 12 SHPO respondents 9 (75%) said they would attend along with 17 of 22 organizations (77%) if an organization like the National Trust were hosting the seminar (Appendix D).

Miscellaneous

The final section of the questionnaire covered a variety of subjects, just as the title of the section suggests. Questions were directed at participants' organizations, the internet in general and preservation's implementation of Web 2.0 technology thus far. The first of these questions asks participants whether they use the internet regularly for preservation advocacy. Like in many of the previous questions, not all respondents answered this question, with only 11 SHPOs and 22 organizations responding. Out of this pool, 10 SHPOs (90%) and 19 organizations (86%) said that they use the internet regularly for advocacy purposes. The next question in the section went beyond asking if respondents utilized the internet for advocacy and instead asked them if the internet was a viable resource for advocacy for the field as a whole. The results revealed that 100% (12 out of 12) of SHPOs and 95% (20 out of 21) of organizations think the internet is a viable tool for advocacy.

The next question in this section moved away from the internet specifically to focus more on each respondent's office or organization. Each participant was asked to list both the strongest and weakest aspect of his or her office's or organization's preservation advocacy program. Respondents were allowed to provide as general or as detailed an answer as they felt was necessary. Some of the organizations who responded did not reply to this question because they hold 501(c)(3) status, which prohibits them from conducting political advocacy. While it is true that some of these organizations hold non-profit status, it was not the intention of the question to exclude these groups. The question used the word "advocacy" to describe how the organization or office promoted the goals, teachings and benefits of preservation to the general public, not necessarily political advocacy.
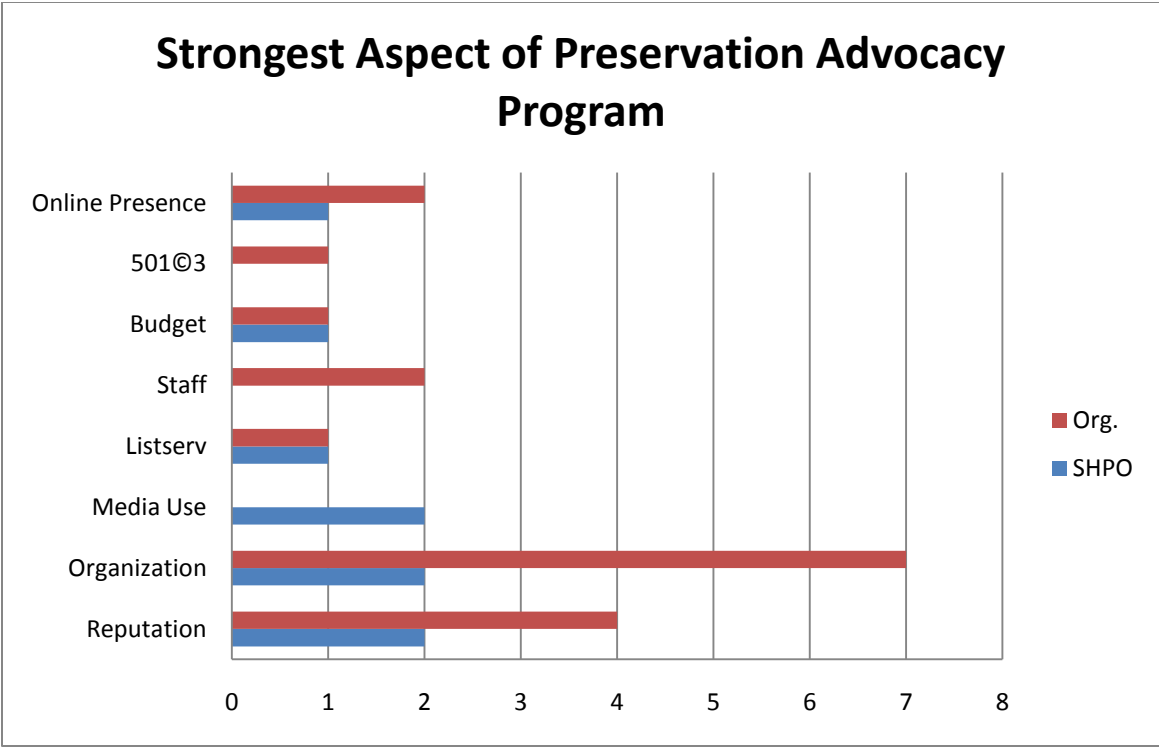
Strongest Aspect of Preservation Advocacy Program

Figure 3.26 Strongest Aspect of Preservation Advocacy Program

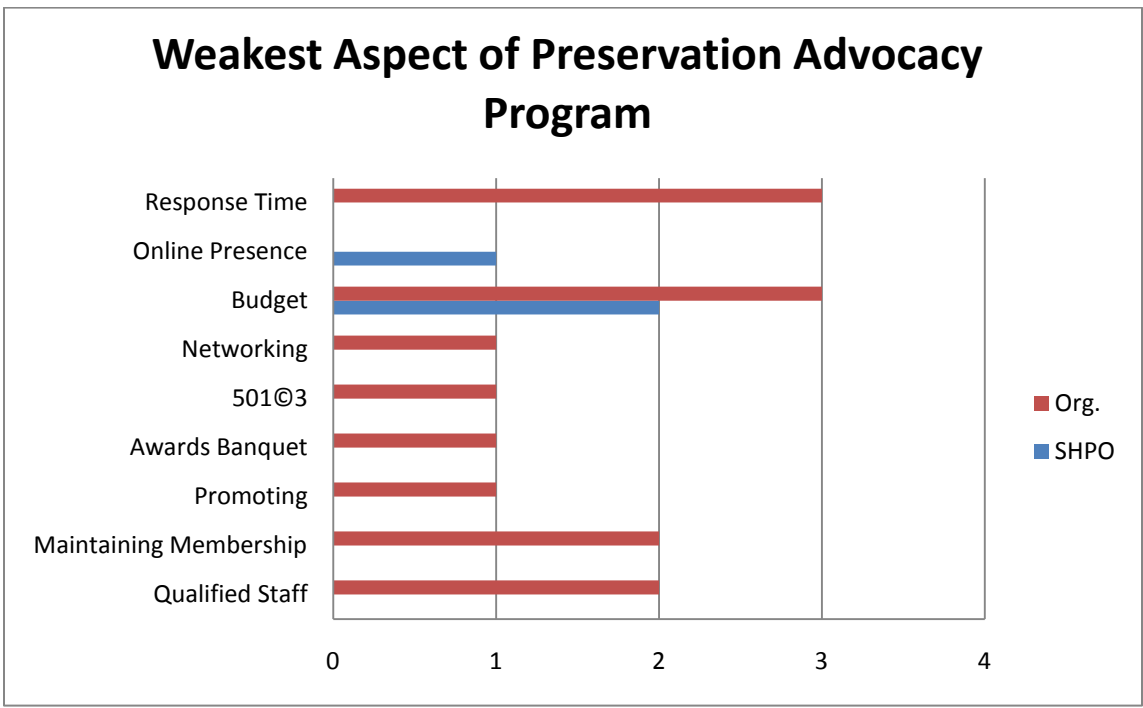**Weakest Aspect of Preservation Advocacy Program**

Figure 3.27 Weakest Aspect of Preservation Advocacy Program

Despite this confusion, results for those who responded were displayed in Fig. 3.26 for the

strongest aspect and Fig. 3.27 for the weakest aspect. The strongest aspect for SHPOs was rather

hard to discern with so few answers provided, but organization and reputation were the highest

with two votes each. These two categories are also the most selected for organizations as well

but with seven reporting organization and four reputation. For weakest aspect portion of the

question even fewer SHPOs responded with budget being the largest with two respondents

reporting. Organizations had far more respondents with budget still being reported as the largest

weakness along with response time.

The fourth question in the miscellaneous section of the questionnaire asked participants

to describe in what ways historic preservation might be resisting or not taking advantage of Web

2.0 applications. A wide variety of responses were given from both SHPOs and organizations as

to what could be hindering the embrace of these applications by their field. Because the data was

so varied and the respondents so few a table was used instead.

Table 3.2 Reasons SHPOs & Organizations are not Embracing Web 2.0

Reasons for not Embracing Web 2.0 Applications		
	SHPOs	Organizations
Don't Know	0	1
Narrow Mindedness	0	3
Slow to Start	1	3
Some Tools Not Useful	1	2
Money	1	4
Time	2	2
Training	1	3
Current Age Group	1	2
Not Community Based	0	1

The most common answer given by SHPOs was that applications took too much time to master and use. Organizations listed money as the most common reason with narrow mindedness, slow to start, and training coming up second. The most common answer overall with both participants, answers being totaled, was money for training staff and maintaining applications.

      The second to last question in this section, and the survey as a whole, asked participants how well they thought historic preservation has embraced Web 2.0 technology to date. Participants were allowed to respond to the question however they saw fit, with answers being grouped by similarity.
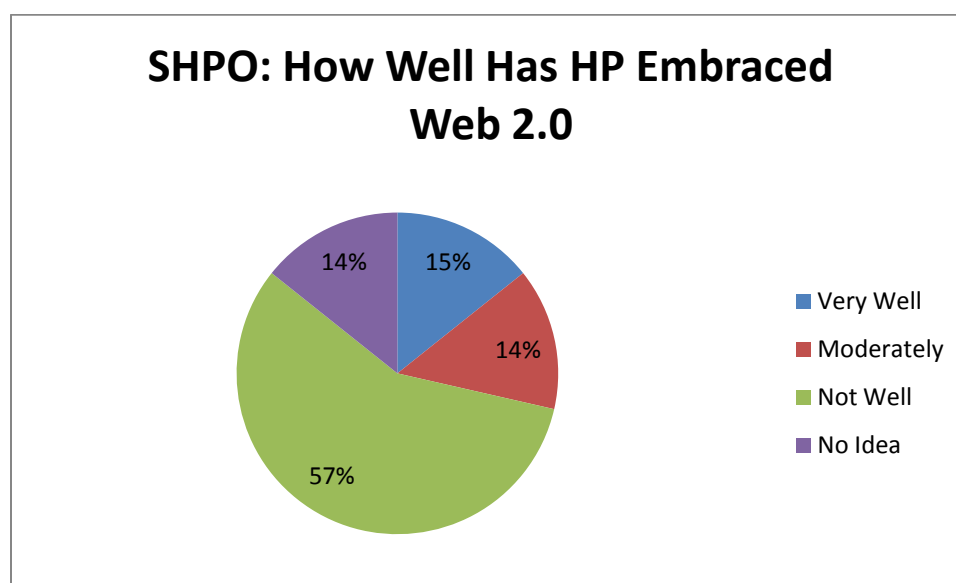

SHPO: How Well Has HP Embraced Web 2.0

- Very Well — 15%
- Moderately — 14%
- Not Well — 57%
- No Idea — 14%

Figure 3.28 How well do SHPOs Think Historic Preservation has Embraced Web 2.0

Organization: How Well Has HP Embraced Web 2.0
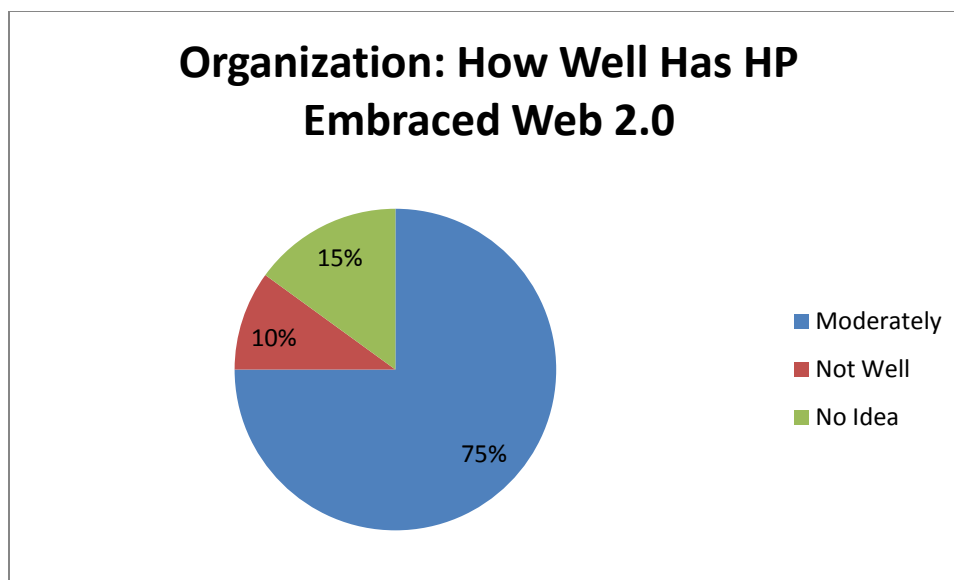
15%

10%

75%

- ■ Moderately
- ■ Not Well
- ■ No Idea

Figure 3.29 How well do Organizations Think Historic Preservation has Embraced Web 2.0
The results of this question show that 57% (4 out of 7) of SHPOs believe that historic preservation is not embracing Web 2.0 very well (Fig. 3.28). This is in stark contrast to preservation organizations, 75% (15 out of 20) of whom believe that Web 2.0 has been embraced moderately well. The last question in the survey asked participants to give a term that they used to collectively describe all the aforementioned Web 2.0 applications. This question was not answered by all respondents and it also received the largest variety of answers. Many answers were also not just simple terms but long descriptions and opinions. Due to these facts, the question was dismissed from the survey.

Discussion

The main conclusion drawn from this data is that there is a demand from both SHPOs and state/local organizations to utilize Web 2.0 applications in their preservation professions. The large percentage of SHPOs and organizations using the internet for advocacy-related efforts gives credence to this claim. This demand is tempered with the concerns surrounding the professionalism of these applications and the ability to allocate time to them with limited and

sometimes untrained staff. Another conclusion is that preservation organizations utilize Web 2.0 applications more often, on average, than SHPOs. This conclusion suggests that organizations have more impetus to embrace these tools if they want to be successful because they have to adapt to the interests and demands of their communities in order to survive, and more and more of the general population is embracing Web 2.0 tools. SHPOs, on the other hand, do not have so much pressure to adapt because their existence is decreed by the federal government; there is less drive to take up these applications because the office's successful operation does not depend on it.

Nearly 100% of both groups use internet and email in their daily preservation activities along with other basic internet tools like listservs, digital newsletters, and online resources. These results were not surprising, since all SHPOs operate websites and only organizations with websites were selected as candidates to participate. As stated above, this limiting factor was selected as a means to foster a more familiar pool of participants that would be more aware of Web 2.0 applications. With 90% of SHPOs and 86% of organizations responding that they use the internet regularly for preservation advocacy activities, it could be extrapolated that both of these groups would be more willing to use Web 2.0 applications than groups that do not use the internet regularly. This postulation is also backed by the fact that 100% of SHPOs and 95% of organizations believe the internet is a viable tool for preservation advocacy, whether through Web 2.0 or more conventional means. These numbers make a strong case for the necessity of the implementation of Web 2.0 technologies in preservation as well as the creation of materials for training preservationists in how to use them.

Most SHPOs and preservation organizations are at least familiar with Web 2.0 applications (Fig. 3.1 & 3.2), and many have used them either in their work, in their personal

lives, or both (Fig. 3.7), but the majority of use here is slim. More organizations use Web 2.0

tools in their professional preservation work than SHPOs, but in either case, there is a large

percentage of the population surveyed that does not use Web 2.0 tools in their work (Fig. 3.3 &

3.4). Of the applications currently used, SHPOs use photo sharing applications the most and

organizations use social networking applications the most (Fig. 3.5 & 3.6). These results match

well with how familiar respondents were to all application types.

Organizations see more positive aspects in Web 2.0 applications than SHPOs in almost

all cases (Fig. 3.8). These results might have been different, though, if the survey had received

more respondents. Perhaps organizations look at these tools more positively because they are

using them more than SHPOs (Fig. 3.1 & 3.2). A multitude of answers were given for the aspect

which makes it most likely for SHPOs or organizations to use Web 2.0 tools. In the case of

SHPOs, ease of use was the most chosen aspect, while organizations chose ability as a

communication tool, but both groups had popularity as their second most likely aspect (Fig. 3.9

& 3.10). SHPOs may have chosen ease of use because they listed time as the largest reason for

discouraging them from using Web 2.0 tools (Fig. 3.13). This would suggest that the easier and

faster an application is to learn and update the more likely it would be for SHPOs to utilize it. In

the case of organizations, communication tool may have been selected because organizations

recognize the potential of Web 2.0 applications. Popularity was chosen by both groups most

likely because the majority of them use these applications in their personal lives (Fig. 3.7) and

therefore might extrapolate that applications would be popular with others as well.

When asked about negative aspects of Web 2.0 applications, a flurry of responses was

provided from both groups (Fig. 3.11 & 3.12). Out of these aspects, time spent updating, the

current audience, the applications being too personal, and the potential for unprofessionalism

were the most common answers. These results suggest that both groups are concerned about the

impression using these applications will convey to their supporters. Organizations and SHPOs

both saw time as the most discouraging reason for embracing Web 2.0 applications (Fig. 3.13 &

3.14). This response could easily come from the fact that both groups have limited staff and do

not have the resources to dedicate to updating and managing these applications.

The highest rated specific applications for both groups were Picasa, Flickr, Blogger, and

WordPress (Table 3.1). Out of all the applications presented these four are some of the easiest to

use and update. Photo sharing applications and weblogs were also application types that both

groups said they would use if training were provided (Fig. 3.16 & 3.17). The lowest-rated

specific applications were MySpace, Facebook and Yahoo! Video (Table 3.1). Since the question

asked the respondent to rate the application based on utility to historic preservation, it is not

surprising that social networking applications received the lowest ratings, because both SHPOs

and organizations listed inappropriate content as one of these applications' greatest weaknesses

(Fig. 3.18 & 3.19). In the case of Yahoo! Video, this specific application is far less well-known

than its alternative, YouTube.[80]

Overall, a very low percentage of respondents actually currently employ any of the

application types listed (Appendix D). Video sharing was one of the least employed application

types, with less than 30% of either group employing any type of video footage in their

preservation professions (Fig. 3.22 & 3.23). Though very few Web 2.0 tools are currently used,

when asked over 60% of both groups would use the applications if training were provided, with

the exception of social networking applications for SHPOs (Fig. 3.16 & 3.17). These numbers

show a strong willingness from both groups to embrace Web 2.0 applications. SHPOs may not

be as inclined to use social networking applications because a large majority of the respondents

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[80] Naím, Moisés. "The YouTube Effect." *Foreign Policy*, no. 158 (2007): 104-03.

in this group found the application to be inappropriate (Fig. 3.18). Furthermore, social networking applications may not be as readily embraced by SHPOs because there is less need for them to recruit new followers, unlike preservation organizations, which rely on their constituency to exist.

Trends in technology usage also provide strong support for implementation of Web 2.0 applications in historic preservation. The large percentages of both groups that use digital photography in their preservation work show a movement toward new types of media that are readily usable with Web 2.0 applications (Fig. 3.20 & 3.21). This trend can also be seen in the fact that both groups view video footage as a viable resource for historic preservation advocacy and education in general (Appendix D). A contradictory example to this does exist, though, in the low percentage of respondent groups that follow preservation-related blogs. This could be because blogs require a longer dedication of time compared to other types of online media, or perhaps the question was misinterpreted to mean blogs aimed at the general public and not at other preservationists.

The responses to the training questions support earlier conclusions that preservationists would use Web 2.0 applications if they had the necessary training (Fig. 3.24 & 3.25). While there is only a slight majority of respondents who do not use Web 2.0 applications because of unfamiliarity or lack of training, it must also be taken into consideration that over half of the respondents in both groups do use some type of Web 2.0 application, and therefore training is not a problem for them (Fig 3.1, 3.2, 3.24 & 3.25). Low-cost or free seminars offered by a private organization or the National Trust would be a successful means to rectify these training and unfamiliarity problems. The cost of these seminars is a very important factor, because typically both SHPOs and organizations operate on very limited budgets.

When asked about the strongest and weakest aspects of their preservation advocacy programs, online presence was only mentioned four times, with many other factors unrelated to this study being listed instead (Fig. 3.26 & 3.27). This trend suggests that these groups do not consider the internet a factor that has considerable sway in their organizations. This contradicts previous responses that indicate that Web 2.0 applications are valuable to their organizations, and shows that more work needs to be done in promoting these tools to preservationists. A multitude of reasons are provided for why preservation might be resisting Web 2.0 applications (Table 3.2), but no prevailing trend appears. While the data gathered shows that both SHPOs and state/local organizations are embracing Web 2.0 applications at a relatively similar rate, each group has a very different outlook on how preservation is embracing the technology as a whole. SHPOs believe that preservation is not embracing Web 2.0 well at all, while organizations believe that preservation is embracing Web 2.0 moderately well (Fig. 3.28 & 3.29). The underlying reason for this negative internal reflection from SHPOs is difficult to determine, especially considering the limitations of the study's survey format. More enlightenment on this matter may have been achievable if the study had been conducted in interview format or if more research is conducted on this topic. However, it can be said that the limited number of respondents in this group may be a contributing factor. Preservation organizations' responses, on the other hand, align rather well with previous data. Again, the reasons for this dichotomy are unclear, but the dichotomy itself remains significant.

Conclusion

The results of this study's questionnaire show that there is an unfamiliarity and lack of understanding present in historic preservation regarding Web 2.0 applications. The disconnect that exists between these organizations and the potential of Web 2.0 technology can only be

solved with an understanding of the benefits and potential uses that Web 2.0 technology has to offer. A better understanding of these application types opens the doors to many new avenues preservationists can explore to aid in the protection of current historic resources as well as advocate to the public about the benefits of preservation.

CHAPTER 4
APPLICATION OF WEB 2.0 TO HISTORIC PRESERVATION

Now that a critical demand for utilizing Web 2.0 applications in Historic Preservation has

been established through the conducted survey, it is essential to outline the ways in which these

applications can be used in the field. Weblogs, photo sharing, video sharing, and social

networking applications can each fill a unique role in aiding the goals of the preservation

community. Despite their diversity, these roles can be quantified into two essential categories:

educational uses and advocacy. [81] These two categories represent two of the major goals of most

preservation programs, and are used because the survey did not focus on specific ways in which

individual programs use Web 2.0 applications. Thus, more general categories were chosen to

outline potential uses. Using these categories as a basis for classification, we can begin to isolate

which areas in the realm of preservation can best be served by Web 2.0 applications. The

following chapter has been organized such that each section will examine the potential of each

major type of Web 2.0 application in the realms of both education and advocacy.

Weblogs

As discussed previously, weblogs, or 'blogs,' represent one of the most basic forms of

Web 2.0 technology. This customizable and easily updated application allows for users to

generate many different types of content for many different preservation purposes. The ease with

which users can access the content published on weblogs also allows for multiple types of

applications in both the educational and advocacy realms. Weblogs can be used for many

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[81] Archival uses are subsumed in the Educational Uses category, while the Advocacy category includes all forms of promotion, whether on a local, state or national level. Advocacy is not limited to only political forms which some preservation organizations would be unable to conduct due to 501(c) 3 status.

different reasons, such as organization portals, "online filing cabinets…, e-portfolios, collaborative space[s], knowledge management, and even" as preservation-related websites.[82] At their core, all weblogs are designed to inform those who are accessing them of the ideas and opinions of the publisher. It is, then, the responsibility of a preservation-themed blog owner to create meaningful and honest information that the blog's followers can utilize in helping advance historic preservation in their own lives.

Educational Uses

Weblogs can serve as a valuable resource in the field because of their ability to transmit an extensive amount and variety of information to a large audience. From an educational perspective, weblogs give those in the preservation field an opportunity to "enhance and deepen learning" for those interested in topics related to historic preservation.[83] This enhancement comes from the easily accessible content brought straight to the follower's computer in the comfort of their home or office.

Blogs can serve many different educational purposes for historic preservation. One of the most apparent areas is in the realm of local government. Weblogs can provide a myriad of educational opportunities for local governments of towns with historic resources. Preservation commissions can utilize weblogs as a way to inform historic resource owners about the ordinances and regulations that affect their properties. This information can come in the form of updating a blog with revisions and changes to the preservation ordinance as well as providing useful links to other preservation resources that historic property owners might find helpful in both meeting regulations and maintaining their property. If successful, a weblog will be a nexus for those affected by the preservation ordinance for the district and the decisions made by the

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[82] Richardson. *Powerful Web Tools*. 21.
[83] Ibid..

commission based on that ordinance. An excellent example of this is the Tulsa Preservation Commission pictured in Figure 4.1. The blog is a location from which the commission can educate members of their community quickly, easily, cheaply, and anonymously.

Figure 4.1 Example of Weblogs Being Used For Educational Purposes – Tulsa Preservation Commission[84]

The commission can also update the blog with "minutes of meetings," so that anyone not able to attend can read them, and parties can be informed in advance in the case of meeting

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[84] "Tulsa Preservation Blog." Tulsa Preservation Commission, http://tulsapreservationcommission.org/blog/.

cancelations.[85] Taking steps like this will help the commissions connect more effectively with their historic property owners.

Preservation organizations can also utilize weblog applications for educating their constituents about preservation and preservation-related topics. Since many preservation organizations set education as one of their primary goals, it is only logical that they should embrace weblogs as a means of reaching their constituents. The blog is an alluring device for preservation organizations because "with limited staff and limited access to costly traditional media … the internet offers a way to educate and motivate a broad audience."[86]

Preservation organizations, like commissions, need a way to communicate to supporters, and weblogs are great tools for this purpose. A weblog can easily be used to inform readers about upcoming events and workshops provided by the organization. Organizations should aim to shape their "blogs as a research" resource for all those interested in preservation-related topics.[87] If organizations follow this advice, preservation blogs can bring many different types of information to their followers. The topics can range from guides to applying for tax credits to detailed descriptions on how to perform restoration work on one's property (pictures included), all written by the organization's qualified staff or taken from their pool of resources that the average citizen would not have. This makes the weblog a useful tool for any preservation organization.

Preservation commissions and organizations might also choose to create a blog for internal purposes, such as record keeping. Commissions and committees "that meet on a regular basis can use a blog to archive minutes of meetings, continue dialogues between get-togethers,

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[85] Richardson. *Powerful Web Tools*. 25.
[86] McPherson, Richard, Debra Ashmore, and Timothy Oleary. "Effective Communication for Preservation Nonprofit Organizations." National Trust for Historic Preservation, 2003. 14.
[87] Kuhns and Crew. *Blogsphere*. 7.

share links to relevant information, and store documents and presentations for easy access later on."[88] Using this medium for collaboration would allow for better communication between group members. The communal weblog would also help commission members review proposed projects by historic property owners. In the case that commission members have to travel a long distance to meet, weblogs could allow for some discussion to occur online using the commenting function found in weblog applications.

The educational capacities of weblogs are not limited to a single blog. Since any individual or party can construct and host a weblog, there is the possibility for interconnection between users. When multiple weblogs of similar context link to each other they form what has been termed as a blogosphere or webring. Through these collaborations of knowledge, preservationists can hope to quench the thirst of any mind eager to learn about the history of our nation's built environment.

Advocacy

The ability to transmit and exchange ideas with an audience of infinite size makes the weblog the perfect tool for advocacy in the realm of Historic Preservation. With the popularity of preservation taking root in communities all over the nation, the desire for debate and discussion about its philosophy and teachings has become a constant demand. Therefore, those aiming to advocate preservation to both the general public and those already active in the field can utilize weblog applications to cater to that demand.

Weblogs can be utilized as a means of fostering new growth in those interested in historic preservation as well as providing support to those already invested in the cause. Weblogs allow preservationists to reach a wider audience than ever before; this comes from the fact that by 2004

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[88] Richardson. *Powerful Web Tools*. 26.

in the United States "more than 80% of households" had some form of internet access.[89] This means that content published on blogs is instantly accessible to most of the American public, making blogs an excellent way for preservationists to advocate their ideas and opinions about preservation to others. The weblog's potential is further increased by the "substantial attention in the mainstream media" that it can receive if utilized properly.[90] Blogs that are successfully promoted could be capable of transmitting their ideas and opinions to audiences not only in their local sphere of influence but across the globe.

On an individual level, blogs can be used by private parties to voice their personal opinions about any variety of topics in the field of historic preservation. Topics such as green building, disputed restoration techniques, and the fundamental challenges of governmental legislation, to name a few, are all up for debate by a potentially endless supply of users. Individual blogs might first begin with the creator posting "a link to something interesting" he or she has read on another site or blog or discussing or commenting on something found elsewhere, and then eventually grow into the users publishing their own original content for others to read and discuss.[91] If the user publishes interesting and thought-provoking content, he or she may draw the attention of other interested individuals and parties who share the user's views or wish to debate them. It is possible for an individual blogger to "receive a lot of media attention" when his or her "articles are reproduced in newspapers" and even sometimes discussed on television.[92] It is quite easy to see how preservationists could make use of weblogs to promote their personal and professional feelings about preservation-related issues. Examples could include, but are not limited to, preservation educators who wish to stay active in the field outside of the classroom,

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[89] Ibid., 47.
[90] Keren, Michael. *Blogosphere : The New Political Arena*. Lanham, MD: Lexington Books, 2006. 5.
[91] Richardson. *Powerful Web Tools*. 46.
[92] Keren. *Blogosphere*. 143.

independently employed preservationists, or even those who hold governmental positions and wish to share their perspective on the decisions they have made.

In the case of preservation organizations, especially non-profits, a weblog can be used for inspiring and aiding grassroots movements. Preservation non-profits can use blogs as nexus points for all interested parties to read and, if commenting is allowed, discuss the preservation issues prevalent in that particular area. Topics could range from the establishment of a new preservation district in a community to the demand for stricter regulations in an existing one because of a demolition by neglect problem. Thanks to the weblog, "the reach of grass roots movements is no longer limited to bake sales at the county fair," but instead is extended to every household with internet access, worldwide."[93] Followers of grassroots preservation blogs can share their ideas and feelings by commenting to the postings made by the blog's owner. Interested parties' comments will help non-profits and other preservation organizations involved in a myriad of issues better understand how they can approach their organization's challenges, while at the same time informing their constituents of the organization's progress and what they can do to help further the cause.

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[93] Kuhns and Crew. *Blogsphere*. 20.

Figure 4.2 Example of Weblog for Advocacy Purposes – National Trust for Historic Preservation[94]

    Non-profits and other local and national preservation organizations can also use blogs to

advocate the benefits of preservation to their communities or perhaps to the entire nation. The

versatility of the weblog allows for all different scales of topics, from local districts to national

legislation. The National Trust's *Preservation Nation* is the perfect illustration of a national level

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[94] National Trust for Historic Preservation. "Preservation Nation Blog." National Trust for Historic Preservation, http://blogs.nationaltrust.org/preservationnation/.

weblog. In the end, though, the scale of the blog only limits the directly impacted audience, but a blog still allows any person who can access the internet to read the published content.

The weblog's universal accessibility is both a benefit and a danger, however. The publishing of personal and professional opinions onto the internet can bring all types to one's digital doorsteps. Supporters and opponents alike have the freedom to comment on a weblog's entries. The weblog's owners must take it upon themselves to police the comments being posted, and, in the case of differing opinions, be prepared to offer rebuttals if necessary. Some weblogs choose to limit commenting to registered users and some prohibit it entirely. This prohibition should not be viewed as an easy and consequence-free solution, though, because blogs gain popularity partly, if not mostly, through word of mouth. Just as active commenting is important to maintaining a healthy weblog, the owners of the blog must also, as with all forms of advocacy, promote themselves too. Promotion can be as easy as commenting on other blogs about related topics and including a link to one's own, or as complex as integrating the blog into the homepage of a web space – this type of approach is particularly helpful for preservation organizations. Promotion is solely the responsibility of the publisher and, if successful, will result in a large following for the blog.

The weblog is a tool applicable to virtually all levels of historic preservation From the individual preservationist, to a local community movement, to a state wide non-profit, to the National Trust itself, all are able to "share opinions, facts, or details" with anyone interested.[95] This truth comes from the fact that "the overall growth of blogging is among the fastest of any technology," with the total number of weblogs in existence today ranking in the tens of

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[95] Cromity. "Web 2.0 Tools." 32.

millions.[96] With these numbers growing every day, those involved in the echelons of historic

preservation should jump at the chance to employ such a technology that is capable of reaching

so many. In the end, the weblog's potential is, as stated earlier, only limited by the imagination

and desire of its creator.

Photo Sharing

Considering the old adage that a picture is worth a thousand words, photo sharing

applications allow preservationists to communicate a wellspring of information to those

interested in their work. Photo sharing applications, unlike weblogs, allow for a visual

connection between parties as opposed to just a textual one. These types of applications can be

used "to store memories of what is important" to individuals in the field of historic preservation

and then share them.[97] The basic photo sharing application is essentially a type of database for

storing visual information, but these applications can, in the right hands, be taken so much

further. Preservationists can use photo sharing applications for a variety of reasons, from the

obvious archival database and educational purposes to more complex ones like advocacy tools

for communities and non-profits. With the advent of digital photography, photo sharing

applications have become more and more widely accessible to the general public, making them

excellent sources for the field of Historic Preservation to utilize in order to reach the public.

Educational Uses

Photo sharing applications allow preservationists to create a unique digital learning

environment in which ideas are transmitted both textually and, more importantly, visually. Those

in the field of historic preservation can employ photo sharing applications in an assortment of

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[96] Scoble, Robert, and Shel Israel. *Naked Conversations : How Blogs Are Changing the Way Businesses Talk with Customers*. Hoboken, N.J.: John Wiley, 2006. 25.
[97] Suler, John. "Image, Word, Action: Interpersonal Dynamics in a Photo-Sharing Community." *CyberPsychology & Behavior* 11, no. 5 (2008): 556.

ways to better educate fellow professionals, interested followers, and the general public alike. It should be the goal of any preservation professional or organization to make sure that with the photo sharing application the "images serve as conversation pieces, as convenient vehicles for people to talk to each other about themselves and their lives."[98] Using this guiding principle, historic preservation can find a plethora of uses for photo sharing applications to help educate about the goals and philosophy of the field.

One of the most basic and perhaps fundamental functions photo sharing applications can serve for historic preservation is as a means of archiving and documentation. Local communities with historic districts could use photo sharing applications to store the uploaded photographs of the resources within them, as portrayed in Figure 4.2 by Historic Denver's Flickr page. These photographs can be complemented with text in the form of a brief description and title to help provide more background information on the historic resource photographed. This type of use allows the photo sharing application to be a database for historic districts that can be utilized by both the individual resource owners and regulatory groups like preservation commissions as well. Homeowners in the district can use a photo sharing database to learn about other structures in their district and the general theme of the architecture. From a cultural resource management perspective, commissions will find these archival databases useful in reviewing proposals for restoration and renovation projects as well as a tool for teaching new homeowners what proper projects look like.

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[98] Ibid., 559.

Figure 4.3 Example of Photo Sharing for Archival and Informational Purposes – Historic Denver[99]

On a more basic level, organizations or educators could use photo sharing applications as a way to teach the public about different types of historic architecture. These images go beyond the mere illustrations and textual descriptions found in most architectural texts. Photo sharing applications hosted by preservationists and organizations can store thousands of images to be used as references and learning points. Images can also be grouped into "separate albums for different" categories of pictures.[100] The categories can represent different types of structures or

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[99] Historic Denver. "Denver's Historic Districts - Lower Downtown." http://www.flickr.com/photos/historicdenver/sets/72157613757346576/.
[100] Richardson. *Powerful Web Tools*. 105.

even focus specifically on architectural details. "Slide shows can be embedded" on preservation websites or blogs as a means of connecting interested parties with a vast body of architectural knowledge.[101] Because photo sharing applications can be linked to blogs and websites, this allows for a wealth of visual information to be accessible to a wide audience.

Organizations can also use photo sharing applications to promote other learning opportunities. Digital photos can be used "to create promotional pieces to announce upcoming training sessions" offered by various preservation organizations and to increase interest in preservation-related workshops.[102] Organizations hosting workshops could use photo sharing sites to "link parts of the images back" to their web pages to allow users to find detailed information about the event.[103] These and other workshop hosting groups could take photo sharing applications a step further by providing internet workshops using pictures uploaded to a photo sharing application like Flickr or Photobucket. Projects could range from window restoration to masonry repointing and anything in between, and with the ability to add titles and descriptions with each picture, historic home owners could participate in workshops from the comfort of their own homes for free.

Photo sharing applications allow for an immense number of educational opportunities in the field of historic preservation. The aesthetic nature of the resources historic preservation seeks to protect lends itself to the success that could be gained from using photo sharing applications. The initial attractiveness of architectural resources can be a draw that preservationists could use to spark interest in those new to historic preservation. These collections of images can speak far more to the purpose of historic preservation's goals than text alone ever could.

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[101] Stephens, Michael. "Flickr." *Library Technology Reports* 42, no. 4 (2006): 59.
[102] Ibid.
[103] Ibid.

Advocacy

The potential of photo sharing applications is not limited to educational purposes. Images "can be a powerful vehicle for communication" and capable of more than just education, but also inspiration and motivation.[104] Preservationists can use compelling images to trigger all different types of responses from those interested in protecting our nation's historic resources. It is then the responsibility of the individual hosting the images to take the interested person's attention and direct it toward the greater message behind the image. Because of this potential, photo sharing applications have a large variety of roles they can fill in the realm of preservation advocacy.

First and foremost, photo sharing applications can be used by preservation professionals, organizations and even grassroots movements to inform interested parties about threats to historic resources. Dangers like demolition by neglect or even deliberate resource destruction can only be accurately highlighted with successful imagery. None will disagree that a single image can convey more about the destruction of a building than a whole paragraph of text can. Preservationists can use this type of response to garner support for stricter preservation guidelines or to charge the community to demand the established guidelines in the first place.

Preservationists can also employ photo sharing applications to advocate the cause of historic preservation in general. Images of historic resources uploaded to photo sharing applications can be used solely for the purpose of recruiting interested individuals. Users might notice an image uploaded on a blog or website or simply by browsing the photo sharing application itself. When people come in contact with the image, the very next thing they will notice is its title. The "image title can be a creative component of the communication process" in

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[104] Suler. "Photo-Sharing Community." 556.

trying to advocate to interested parties.[105] Preservation programs and professionals should be sure that the title for an uploaded image can transmit its goals as briefly as possible. It is quite possible that a visitor will never read the description section of the image and might very will move on to something else, so it is imperative that the title of any uploaded image, along with the image itself, carries the full force of the message.

Once the image has triggered a response from those viewing it, photo sharing applications take the experience to the next level by allowing viewers to comment upon what they have seen. Like weblogs, photo sharing applications have the ability for those who follow them to comment on the content published. Underneath every uploaded image is an area where "visitors can comment on it as well as engage the photographer and each other in conversation" about its subject.[106] It is in this area that both preservationists and their organizations can engage those interested in the topics their pictures cover. Images can rally others to an organization's cause and those who have questions about the motives and goals of historic preservation can have their questions answered.

Photo sharing applications have limitless uses in the field of historic preservation. The only factor that can limit these applications is the lack of material. If an organization, or individual for that matter, does not have the capability or training to photograph and upload compelling images to these applications, then the applications can serve no purpose. Because of the advent of digital photography this fear is becoming less and less of a threat to even the smallest preservation organization. Any person with a digital camera and an internet connection can begin to contribute to the collection's images, which help further historic preservation's cause. It is the responsibility of professionals, though, to ensure that honest media is uploaded

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[105] Ibid., 557.
[106] Ibid.

and that when visitors have questions about what they see that there is someone available to answer them.

Video Sharing

Video sharing applications represent one of the most complex forms of Web 2.0 technology. The media uploaded to these sites goes beyond an image and instead provides the visitor with both an image and the story behind it as well. The prospects available through videos open all new doors for the field of historic preservation. Video sharing applications allow visitors to access millions upon millions of videos with user generated-content from all types of genres. From students working on school projects to budding filmmakers, anyone can contribute to these sites' libraries of visual information. Through video sharing applications, historic preservation can bring education and advocacy to new heights.

Educational Uses

The educational potential that can be tapped through utilizing video sharing applications is endless in the hands of capable preservationists. The documenting of historic resources has naturally taken to photography, but videography offers a wellspring of distinct and different opportunities because it adds time, motion, and audio. These qualities allow preservationists to capture historic resources in a medium more akin to reality. Videography allows one to bring the teachings of historic preservation and the resources themselves into the eyes and ears of individuals all across the globe.

Video sharing applications, like photo sharing applications, can first and foremost be utilized in an archival form. Web 2.0 applications like YouTube and Google Video are "accelerating integration of moving images on the Web" and creating a new type of digital

library for video content to be accessed.[107] Individuals active in historic preservation can, like

those in many other fields, use this unlocked potential as a means of creating their own library of

digital media for visitors to access. From an educational standpoint, preservationists can use

video sharing applications for "building digital collections that are rich" in information about the

historic resources that both the professional and layman alike can use.[108] A primary example of

the archival purposes video sharing applications can be put to is the ability to create "playlists."

Playlists are collections of similar videos that visitors can access from a user's main page in a

video sharing application.[109] Playlists can be made available to the general public, organized by

variety of topics, and "can also [be embedded]…in [a] website or blog."[110] With this tool,

preservationists working for the government or independent organizations can create playlists of

recorded videos documenting historic resources in their state, region or community.

Unlike archiving through photo sharing applications, video sharing archives can contain

audio commentary of the resource or resources being documented. This enables the educational

content to be expanded upon further than just an image alone. Videos can be used to document a

single historic house inside and out, or for loftier goals such as a walking tour of an entire

historic district. Visitors can learn more about the history of resources in a local area through

videos utilizing "storytelling, from historical reenactments to personal life stories," all of which

can be uploaded to video sharing sites and accessed for free.[111] Unlike pictures, video

documentation gives the visitor a more immersive experience of the historic resources, providing

preservationists with a new way of "preserving and extending the longevity of our cultural

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[107] Gracy, Karen F. "Moving Image Preservation and Cultural Capital." *Library Trends* 56, no. 1 (2007): 183.
[108] Ibid.
[109] "Getting Started: Playlists and Quicklists." YouTube, LLC,
http://www.google.com/support/youtube/bin/answer.py?answer=57794&topic=16653.
[110] Ibid.
[111] Lamb, Annette, and Larry Johnson. "Video and the Web, Part 2: Sharing and Social Networking." *Teacher Librarian* 35, no. 2 (2007): 58.

record."[112] Additionally, these videos can be amended with textual information and links to relevant articles so that the visitor may gain more information about what they are viewing.

      The educational applications of video sharing are not limited to archival and documentation purposes. Video sharing applications can also bring the classroom environment right to the pupil's home. These tools "can be used to create a learning community" that students from multiple locations can access, and in some cases contribute to that body of knowledge.[113] Preservation programs could use video sharing sites to host a multitude of workshops with related videos on issues from home restoration projects to tax credits and incentive programs. Hosting sites like YouTube can provide "limitless opportunities to enhance a multitude of lessons."[114] The Kansas SHPO provides a wonderful example of this capability with its wood window epoxy workshop videos (Fig. 4.2).

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[112] Gracy. "Moving Image Preservation."185.

[113] Skiba, Diane J. "Nursing Education 2.0: You Tube." *Nursing Education Perspectives* 28, no. 2 (2007): 101.

[114] Mullen, Rebecca, and Linda Wedwick. "Avoiding the Digital Abyss: Getting Started in the Classroom with Youtube, Digital Stories, and Blogs." *Clearing House* 82, no. 2 (2008): 67.

Figure 4.4 Example of Video Sharing for Workshop Purposes – Kansas SHPO[115]

Workshops covering issues common to the preservation field, such as resource restoration, which can involve many intricate steps and procedures, can be better enhanced with video. Visitors can pause and review internet videos, unlike live workshops, in which a student may never catch back up if he or she falls behind. Thanks to video sharing applications, "videos that once had to be found, reserved, checked out, and returned are now available at the click of a mouse."[116] Video workshops can allow preservationists to reach more interested parties than normal because constraints like travel, money, and availability are no longer an issue.

Alternative teaching methods such as videos have been used in many different areas, from college classrooms to hobbyists and self help programs. It should also be noted that the use

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[115] KansasSHPO. "Kansas SHPO's Youtube Channel." YouTube, LLC, http://www.youtube.com/user/KansasSHPO.
[116] Mullen and Wedwick. "Avoiding the Digital Abyss." 67.

of video in education as opposed to just lectures or PowerPoint presentations provides a means by which the educator can "engage learners and draw them into the experience."[117] Some topics, like tax credits, easements and preservation ordinance guidelines, are topics that can be difficult for the educator to make engaging for the audience. The use of video can give the educator the opportunity to provide a dynamic learning atmosphere for topics like these. Tax credits and easement education videos can include interviews with homeowners who have taken advantage of them, and preservation guideline videos could include footage of resources and projects in that community that meet the standards. These techniques can keep the audience's interest and may increase the retention of the information communicated.

Video sharing applications can go beyond educational tools. The use of "videos both in the classroom and in online courses can serve as triggers" for other types of preservation-related discussion.[118] It is through this discussion that video sharing applications can go beyond education and become tools for advocacy at a variety of levels.

Advocacy

Video sharing applications can also be used to assist preservation organizations in advocating to the public about preservation related issues. By simply turning on the television during an election season, an individual can see video's potential for advocacy. Sharing sites like YouTube receive over "20 million visitors" a month who "watch 100 million video clips a day."[119] Video advocacy techniques allow the creator to capture the audience's attention far quicker than with text or photographs alone. With video sharing applications, both preservationists and concerned citizens have the ability to inform the general public with the

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[117] Skiba. "Education 2.0." 101.
[118] Ibid.
[119] Naím. "The Youtube Effect." 104.

click of a mouse. Advocates for preservation can use video footage on sharing applications to broadcast many different types of messages.

The primary advocacy function applicable for video on sharing sites is the rapid notification of interested parties. Videos concerning historic resources, whether recorded by a professional or merely a cell phone camera, can be uploaded to sharing sites by any individual. Both preservation professionals and general citizens can use the uploaded videos to "reveal truths" about preservation related issues.[120] Local preservation organizations could use the sites to upload videos about endangered structures in the area or to inform the public about legislation that might concern the historic resources in the area.

Figure 4.5 Example of Video Sharing for Advocacy Purposes – Greenwich Village Society[121]

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[120] Ibid.

[121] Greenwich Village Society for Historic Preservation. "Greenwich Village Society for Historic Preservation YouTube Profile." YouTube, LLC, http://www.youtube.com/user/GVSHP.

Videos can also be "produced by individuals acting on their own" concerning the very same preservation-related topics.[122] Video sharing sites allow both groups the ability to spread preservation-related messages quickly and effectively to anyone who will watch them.

Preservationists can also use video sharing sites as a way to gain new support from different types of audiences. While ardent believers in historic preservation will seek out these different forms of digital media, videos uploaded on sharing sites can also be geared towards recruiting new members as well. Video sharing sites, like YouTube, are very "popular among teenagers and college students."[123] Preservationists can take advantage of this popularity by using Web 2.0 applications, helping spread the importance of protecting our nation's historic resources to the next generation. Since every generation has its own means of communicating its interests and values, it is vital that historic preservation recognize the value of new mediums like video sharing sites.

Whether for informing those interested or garnering new support, videos uploaded to sharing sites have the potential for advocating historic preservation goals to the public at large. Videos on sharing sites can gain so much popularity that they can reach out to other types of media too. The public attention that can be generated from using video sharing sites for advocacy can be seen when "content first posted on the Web is re-aired by mainstream TV networks."[124] This type of attention will in turn help bring more interested individuals to the doorstep of historic preservation's strongest supporters. Advocacy organizations and even individual preservationists can then use the videos as stepping stones to connect those interested with even more material.

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[122] Naím. "The Youtube Effect." 104.
[123] "School Uses Video-Sharing Web Site for Promotion." *Journal of Visual Impairment & Blindness* 101, no. 5 (2007): 309.
[124] Naím. "The Youtube Effect." 103.

Social Networking

While the ability to bring all different types of media to the fingertips of those interested in historic preservation is one of the most prominent benefits of Web 2.0 technology, it is also essential that interested parties have a way they can be connected with each other for any goals to truly be accomplished. Weblogs and photo and video sharing applications are all the precursors to the newest and highest level of Web 2.0 technology, social networking applications. These applications go beyond the mere communication of ideas, images, and video. Social networking applications aim to connect individuals with other individuals, organizations, and causes.

Educational Uses

Social networking applications provide historic preservationists with the opportunity to connect interested parties with professionals and organizations so that knowledge can be exchanged. Using the interface provided by social networking sites, different preservation groups can create digital representations of themselves, called profiles, which they can use to interact with individual users who have created their own personal profiles. With proper representation on these sites, preservation organizations make themselves "findable and ready to discuss or answer questions" that may arise from those following their profiles.[125] Social networking sites help provide preservation sites with a digital face with which to represent themselves among all the individuals that subscribe to these networks.

The educational power of social networking applications lies less in their ability to convey educational information, but rather in their potential to connect others with educational tools and facilitate discussion between parties. Thanks to the rapid growth of internet access in the home, school and workplace, social networking applications are now being used by all

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[125] "Social Networking Services." *Library Technology Reports* 43, no. 5 (2007): 45.

different types of demographic groups. Everyone from stay-at-home parents, to college students, to office professionals can create their own digital representations and connect with one another through social networking sites (Figure 4.6). Because of the large number of individuals using these sites, social "networks have become immense virtual communities" where users can trade personal feelings, ideas, and multimedia with anyone they are linked with.[126] It is in these virtual communities that preservation groups can interact with hundreds of users and connect them to much of the other preservation media that is available online. Preservation-related social networking pages can link visitors to other types of Web 2.0 applications.

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[126] Eberhardt, David M. "Facing up to Facebook." *About Campus* 12, no. 4 (2007): 19.

Figure 4.6 Example of Social Networking for Educational Purposes – HP Alliance of Arkansas[127]

The educational potential of social networking applications lies in their ability to connect people

to the other digital resources previously discussed. For example, a visitor might find his or her

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[127] Historic Preservation Alliance of Arkansas. "Historic Preservation Alliance of Arkansas Facebook Profile." Facebook, http://www.facebook.com/pages/Little-Rock-AR/Historic-Preservation-Alliance-of-Arkansas/30314169355.

local preservation non-profit on Facebook and follow the links from the profile to the

organization's webpage, weblog, Flickr page or YouTube channel. The social networking site

serves as a bridge for the visitor to reach the other content published by the preservation

organization on the internet.

Preservationists can also utilize social networking applications to educate themselves on

how effectively they are reaching interested parties. Taking advantage of the fact that visitors can

comment on users' profiles, preservation organizations can use "social networking sites to get

feedback" about how well they are serving the needs of their community.[128] Comments posted

on an organization's page could range from complements and complaints to detailed suggestions

or even questions. By using comments for feedback, preservation groups can get an honest

opinion from visitors "on what they really think and help groups better tailor" programs and

events to suit the public's needs.[129] An organization taking these opinions into account will also

help its online supporters feel more connected. Preservation groups can also utilize "social

networking capabilities to help employees share and find knowledge internally."[130] Networking

applications allow their users to interact on multiple levels and can be used to increase the

exchange and flow of ideas.

Advocacy

The ability to connect so many different parties makes social networking applications

excellent advocacy tools for historic preservation. In the hands of preservation organizations,

particularly non-profits, social networking devices like Facebook and MySpace can easily be

used to bring people together around a preservation-related cause. Having a profile on these

popular sites allows preservation organizations "to make connections online" in addition to the

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[128] Koria, Pankaj. "Get Connected." *Chemical Engineer*, no. 797 (2007): 58.
[129] Ibid.
[130] Donston, Debra. "Web 2.0." *eWeek* 25, no. 16 (2008): 40.

everyday networking they might do.[131] These online connections can lead to more tangible

connections with constituents once a deep interest can be established. Preservation-related

programs should seriously consider utilizing social networking applications.

One of the best uses for social networking sites is their ability to organize large groups of

people quickly and efficiently. Applications like Facebook and MySpace give the user the ability

to plan and host events. These events can be planned as soon as an hour before to even years in

advance. SHPOs and organizations alike can use this aspect of social networking tools for a

myriad of advocacy purposes from rallying supporters to protect an endangered property to

simply hosting an event for promoting the benefits of preservation to those who will listen. This

invitation process is superior to conventional means because it can be performed by one

individual with the click of a button. No more mass callings or expensive and wasteful mailings

to reach concerned citizens; organizations can now rally support rapidly. Even if the event

function of social networking applications is not employed directly, organizations can still use

these applications to publish listings of events they are hosting for access by their online

communities. Figure 4.7 shows an example of the Palmetto Trust using their Facebook page to

promote preservation events. Using the regular publishing feature alone, individuals who follow

the organization can keep track of any events the organization is hosting. This feature reveals one

of the greatest potentials organizations will gain from the established "connections to online"

supporters.[132] These supporters bring a new level of strength to advocacy movements that

organizations can now tap on which can be combined with those outside the digital world.

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[131] "Social Networking Services." *Library Technology Reports* 43, no. 5 (2007): 45.
[132] Ibid.

Figure 4.7 Example of Social Networking for Advocacy Purposes – Palmetto Trust[133]

Social networking sites can also help bring new members into preservation related

causes. Because of the massive accessibility to the internet in virtually all realms of everyday

life, the first contact many individuals will have with historic preservation may very well be a

digital one. After reading about a preservation-related issue in a newspaper or an online news

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[133] The, Palmetto Trust for Historic Preservation. "The Palmetto Trust for Historic Preservation Facebook Profile."
Facebook, http://www.facebook.com/pages/National-Trust-for-Historic-Preservation/26937096101#/pages/The-
Palmetto-Trust-for-Historic-Preservation/25146189541.

site, an interested party will go to the internet for more information about preservation in their

community. It is essential for preservationists to be ready to greet them at the digital doorstep

and facilitate "an initial sense of connection and community."[134] If new visitors feel welcomed to

preservation, they will be more likely to stay and perhaps volunteer to aid preservation-related

causes. A successful virtual representation on a social networking site is crucial for this to occur.

Studies have concluded that "virtual experiences of identification and connection can be

powerful steps toward feeling an early sense of belonging" for new members of many different

types of causes.[135] Preservation groups need to make themselves as accessible as possible for

new members. Social networking applications should be checked regularly and questions and

comments answered genuinely. It is always crucial to consider that the internet may be the only

interaction a visitor may ever have with the organization, and first impressions are important.

Social networking applications represent the newest level of Web 2.0 application

evolution. New technologies like Facebook and MySpace allow for individuals to connect with

each other all across the globe. It is the responsibility of those in the field of historic preservation

to utilize the potential of these massive networks of individuals. Preservationists should always

seek to embrace the newest types of technology to better reach their audience.

Potential Risks

When using any of these applications, whether for educational or advocacy purposes,

preservation professionals must be aware of the potential risks involved. Due to the fact that

"anyone with access to the internet can be a publisher," this makes the internet both "an

enormous source of information and an enormous source of misinformation."[136] Preservationists

must be aware that any and all content published on any of these applications is a direct

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[134] Eberhardt. "Facing up to Facebook." 20.
[135] Ibid.
[136] Gehring, Verna V. *The Internet in Public Life*. Lanham, Md.: Rowman & Littlefield, 2004. 30.

reflection of the intentions of the preservation organization or agency. These ideas and information are "freely available to members and nonmembers alike" and are "accessible at any time" anonymously.[137] These facts should be taken very seriously, because the content available through these Web 2.0 applications is the only "source of information" available about a program on the internet.[138] Preservationists need to make sure that the content they upload to these sites is honest and provides a positive reflection of the field's ideals. In the end, to use a Web 2.0 application successfully preservationists must ensure that their sites' followers have some say in the content they receive – that they "are in charge" of inspiring what content should be uploaded.[139] Web 2.0 applications can be the gateway to preservationists reaching a new type of audience as well as enlightening the current one, but only if that audience is provided with information that is accurate and fair.

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[137] McPherson, Richard, Debra Ashmore, and Timothy Oleary. "Effective Communication for Preservation Nonprofit Organizations." National Trust for Historic Preservation, 2003. 14.
[138] Ibid.
[139] Siegel, David. *Futurize Your Enterprise : Business Strategy in the Age of the E-Customer*. New York ; Chichester: Wiley, 1999. 21.

CHAPTER 5
CONCLUSION AND RECOMMENDATIONS

The historic preservation movement has always been about people. Without individuals to enjoy and appreciate the unique cultural and historic remnants of our past that we work to protect, there would be no reason for these resources' protection. While our first and foremost duty is to the resources that we protect, it is also essential that we seek out and find those kindred to us and bring our message to them. To do this we must understand the world that our constituents use and live in every day: the Internet. It becomes clear, then, that "if you don't understand where the audience is and what it [is] doing, you don't understand the audience."[140] It is clear that in the case of preservation that our audience has gone somewhere we have not – to the Internet. In order to reach this audience we must embrace this new world in which they reside, and that world is Web 2.0.

Web 2.0 technology is a new and emerging communication tool on the internet today. Weblogs, photo sharing, video sharing and social networking applications provide unique ways in which both the user and the visitor can interact with one another. These applications allow ideas, opinions and discussion to occur through the spectrum of multimedia. By embracing Web 2.0 technology, historic preservation can better reach its audience as well as expand the services the field already offers. This exceptional technology allows for the communication of ideas that the viewer may comment upon and interact with.

This paper's survey of SHPOs and preservation organizations reveals that those preservationists surveyed believe that Web 2.0 applications have a great deal of potential for

[140] Wilson, Kelly. "In Your Facebook." *American Journalism Review* 30, no. 1 (2008): 13.

advancing the field of historic preservation in both education and advocacy. Despite these facts, very few SHPOs and organizations have embraced Web 2.0 technology to the full extent. Limited staff, limited time and not enough training have checked the integration of this technology into preservation.

If successfully integrated, historic preservation can benefit in many ways, including the realms of both education and advocacy. Web 2.0 applications will give preservationists new ways to bring the teachings of preservation to the doorstep of almost every home in the country. Lessons can be conveyed in words and through pictures and video. Education can occur at anytime of the day and at the learner's own pace. Web 2.0 applications also open up new doors for the advocacy of preservation in more extensive and all-encompassing ways. Debate can now occur at any moment and through multiple media. Ideas can be discussed, designed and inspired all from the comfort of one's home.

Contribution to the Literature

This paper is one of the first of its kind, and with hope it will usher in a new age of development and change in historic preservation and the internet. While preservation has already begun to embrace Web 2.0 applications, there currently exists no research on their benefits for the field. The reasons for this lack are twofold. First, Web 2.0 technology itself is barely out of its fledgling years, and so there is little research on Web 2.0 technology as a whole. Second, historic preservation is a field very much dedicated to history, and preservationists have been too preoccupied to look to the future to aid in preserving that past. However, this study indicates that historic preservation can and should embrace the future to maintain the past. This research aims to provide a stepping stone for preservationists to begin embracing Web 2.0 technology. The survey and the findings that stem from it can provide researchers, SHPOS, and organizations

with a better understanding of how preservationists view and approach these tools. While the number of respondents to the survey was low in both participant groups, their responses establish a focal point that can become the basis for further research. In addition, preservationists can reference these results to encourage others to embrace Web 2.0 technologies. These tools can only become successful through promotion, training, and continued research.

This paper's suggested implementations for Web 2.0 applications can also contribute greatly to the literature of historic preservation. These strategies provide an excellent sounding board for those managing preservation organizations, and will hopefully illuminate new ways to approach the many educational, logistical and advocacy-related problems they may face. This research establishes a base level for further research and potentially massive expansion. The literature in the field of perseveration contains much about how to bring our message to the general public, but this is the first research that discusses ways to reach the digital audience. This research is an excellent tool in the hands of preservation students and preservation professionals it arms them with new tools with which to invigorate our field.

Recommendations for Future Research

Taking into account the innovative findings of this paper, the recommendations for future research in this topic are wide and varied in scope. Much of the research inspired from this paper will be accomplished by individual organizations and preservationists as they access and experiment with the many Web 2.0 applications discussed. The findings these preservationists present will in all hopes, be positive ones that will encourage them to introduce other professionals to recognize these diverse applications and their potential.

One of the primary recommendations that must be made for further research in this field is that another survey of SHPOs and preservation organizations be conducted. This survey did

not include enough preservation organizations in the sample, nor did it receive enough responses from either participant group. The need for a large participant pool in the case of organizations will help create more conclusive results on the exact state of Web 2.0 tools' impact upon preservation practices. In addition to a large participant pool, the new survey should also probe deeper into how organizations and SHPOs are already using Web 2.0 applications in their preservation work. The results of these findings will help strengthen the suggested implementations in the realms of education and advocacy discussed in Chapter 4. Questions should also be focused on how these organizations think the challenge of time can be overcome, and on ways can preservation programs like the National Trust can help prepare preservationists to utilize Web 2.0 tools.

The next survey should also be conducted through both digital and standard paper means. The request from some of the organizations for an online survey in the current study gives credence to this demand, but an online survey should also be implemented because it will perhaps garner more responses than simply relying on one method. Researchers may also wish to employ a surveying service offered either by their university or outside professionals to help facilitate a larger response rate.

The creation of Web 2.0 training programs as well as a handbook for preservation organizations would be an excellent research route as well. The handbook would provide a more practical and step by step approach for how organizations could begin to implement these applications in the field. Extensive use of pictures and examples would be required to help advise organizations on how to both set up and operate these applications. This endeavor should also be released in both paper and digital formats so that it might be readily accessible as well as in keeping with the message to embrace the internet. National level organizations like the National

Trust for Historic Preservation have the size, outreach, and funding necessary to undertake such endeavors. Seminars at conferences and online workshops would allow preservationists at both the state and local levels to have greater access to Web 2.0 tools. It is also the responsibility of the National Trust to support the creation of the aforementioned guidebook. The Trust's support of such a guide would help encourage preservationists and their programs to approach Web 2.0 applications with less apprehension. The training of preservation professionals in these applications would also in turn eliminate the need to rely outside professionals who are not stewards of preservation's goals.

In the case of specific applications, all four major types should be the subject of more in-depth research individually. This paper provided what could be considered a cursory glance of the total sum of each application and its benefits. This new research should not only focus on application types but the many different specific applications that exist. Each one should be tested for its viability for preservation purposes as well as how successful the application has been with other professions. More research should also be conducted on the possible risks and setbacks that can result from using these devices.

Out of all types of Web 2.0 applications, social networking tools like Facebook and MySpace need more exhaustive research because of how new and unique these applications are. These applications represent the merger all three other types of Web 2.0 applications and are therefore the truest form of interactive internet. Another application that requires more research is Twitter. Even as this thesis was being written, Twitter was emerging as a new and dynamic Web 2.0 application in the form of micro blogging. The potential behind this application is just beginning to be revealed and will require individual analysis as compared to the weblogs and social networks that are its progenitors.

In conclusion, it is believed that Web 2.0 technology can benefit historic preservation in many ways, and if it is properly exploited, it can bring preservation to a level of personal interaction with people in the community that the field has never experienced before, while simultaneously globalizing the field's outreach. However, in order for Web 2.0 technology to reach its full potential to benefit historic preservation, more preservationists must embrace the technology and apply it to their work. Historic preservation sits at the precipice of the digital age. How this new world and the tools that come with it are used is in the hands of those preservationists in the field. Just like the preservationists before them, they will think of new and innovative ways to protect our nation's historic resources.

APPENDIX A
SURVEY QUESTIONS

General

1. Please examine the list of Web 2.0 applications below and answer with one of the following responses for each. (1) I am not familiar with this (2) I am familiar with this, but haven't used it (3) I have used this (4) I use this regularly

- _ Social Networking (Facebook, Myspace)
- _ Photo Sharing (Flickr, Picasa, Photobucket)
- _ Video Sharing (YouTube, Yahoo! Video)
- _ Blogs (Blogger, Wordpress, Twitter)

2. Do you use Web 2.0 applications/programs in your professional preservation work?
If so, which ones?

3. Do you or your staff use any Web 2.0 applications in your personal life?
If so, which ones?

4. Which of the following do you think are positive aspects of utilizing Web 2.0 applications for preservation goals?
- ☐ Price
- ☐ Ease of use
- ☐ Accessibility
- ☐ Widespread appeal
- ☐ Youth outreach
- ☐ Easy to update
- ☐ Room for creativity

☐   Multimedia capability

☐   Other (please specify)_____

5. What aspect makes you most likely to use Web 2.0 applications?

6. What would you list as the negative aspects of using Web 2.0 applications for preservation goals?

7. What discourages you the most from using Web 2.0 applications?

8. Rate each of these specific applications by their potential utility in the preservation field on a scale from 1 to 10 with 10 being very useful and 1 being not useful. If you are unfamiliar with these applications please do not answer.

_   Social Networking
   _   Facebook
   _   Myspace
_   Photo Sharing
   _   Flickr
   _   Picasa
   _   Photobucket
_   Video Sharing
   _   YouTube
   _   Yahoo! Video
   _   Myspace
_   Blogs
   _   Blogger
   _   Wordpress.com
   _   Twitter

9. What basic internet applications does your organization use for preservation? (please check all that apply)

- ☐ Website
- ☐ Online Resources
- ☐ Listserv
- ☐ E-mail
- ☐ Digital Newsletter

<u>Blogs</u>

10. Do you use a blog? If not, would you do so if provided with access and training?

11. If a blog is used in your preservation organization, how often is it updated?

12. Do you follow any preservation-related blogs published by organizations or individuals?

<u>Social Networks</u>

13. Do you think social networking applications like Facebook & MySpace are successful tools for growing a base of preservation supporters and volunteers?

14. Would you use a social networking tool if it was made readily available to you?

15. If you use a social networking tool, how often do you update?

16. What do you see as the weaknesses of social networking tools?

Photo Sharing

17. Which type of photography do you use in your preservation organization: digital or analog photography? If you use both, which do you use more often?

18. Would you use a photo sharing application like Flickr, Photobucket, or Picasa to display your organization's preservation activities?

19. If you used digital photography more often in your organization, would you be more likely to use a photo sharing application?

Video Sharing

20. Is video footage used regularly in your preservation profession?

21. Do you think video footage can be a viable resource for historic preservation advocacy?

22. If online video sharing was affordable or free, would you use it in your preservation organization?

23. Is video sharing an acceptable tool for educational purposes? Why or why not?

Training/Staff

24. Does a limited or lack of staff make it difficult to utilize these applications?

25. Would you use these applications in your organization if one of your employees were trained or experienced in them?

26. Is the reason you don't use these applications unfamiliarity or lack of basic training?

27. If you were to receive basic training, would you be more likely to use these applications?

28. Would you attend a training seminar for Web 2.0 applications?

29. Would you attend a training seminar for Web 2.0 applications if it were supported by a major preservation organization such as the National Trust?

Miscellaneous

30. Does your organization regularly use the internet for preservation advocacy?

31. Is the internet a viable resource for preservation advocacy?

32. What is the strongest aspect of your organization's preservation advocacy program? The weakest?

33. In what ways do you think historic preservation might be resisting or not taking advantage of Web 2.0 applications?

34. How well do you think historic preservation has embraced Web 2.0 applications?

35. What term would you use to collectively describe these applications?

APPENDIX B
SURVEY LETTER

Dear Sir or Madam:

I am a graduate student under the direction of Professor James Reap, in the Department of Historic Preservation at The University of Georgia. I invite you to participate in a research study entitled "Use of Internet Applications in the Historic Preservation Professional Setting" that is being conducted under the auspices of the Masters of Historic Preservation Program in the College of Environmental Design. Your contact information for this study has been obtained from the directory provided on the website PerserveNet (www.preservenet.cornell.edu). The purpose of this study is to inform my Master's Thesis in Historic Preservation.

Your participation will involve the completion of the enclosed survey by either you or your staff and should only take about 20 to 30 minutes of your time. Your involvement in the study is voluntary, and you may choose not to participate or stop participating at any time without penalty or loss of benefits to which you are otherwise entitled. You can skip any questions that you do not want to answer. You participation in this survey is completely anonymous. The results of the research study may be published, but your name and/or the name of your organization will not be used. In fact, the published results will be presented in summary form only. Your identity will not be associated with your responses in any published format.

The findings from this project may provide information on advancing the field of historic preservation and aiding in the promotion of our philosophy to the general public through the internet. By taking part in this survey, participants gain the benefit of a better understanding of their capabilities with these particular applications. Participants can also benefit from the information and advice provided in the paper this research will help support. There are no known risks or discomforts associated with this research.

If you have any questions about this research project, please feel free to contact me, Christopher Daniel, at (770) 845-1081 or christopheralan.daniel@gmail.com. Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 612 Boyd GSRC, Athens, Georgia 30602-7411; telephone (706) 542-3199; email address irb@uga.edu.

By completing and returning this questionnaire in the envelope provided, you are agreeing to participate in the above described research project.

Thank you for your consideration! Please keep this letter for your records.

Sincerely,
Christopher Daniel

APPENDIX C
APPROVAL DOCUMENTATION

PROJECT NUMBER: 2009-10502-0

TITLE OF STUDY: Use of Internet Applications in the Historic Preservation Professional

Setting

PRINCIPAL INVESTIGATOR: Dr. James K Reap

ASSISTANT INVESTIGATOR: Christopher A Daniel

APPENDIX D
SURVEY DATA

Table D.1 Question 1

Please examine the list of Web 2.0 applications below and answer with one of the following responses for each. 1. I am not familiar with this 2. I am familiar with this, but haven't used it 3. I have used this 4. I use this regularly		
Social Networking	SHPO	ORG
I am not familiar with this	0	2
I am familiar with this, but haven't used it	6	7
I have used this	2	4
I use this regularly	3	10
Photo Sharing		
I am not familiar with this	1	5
I am familiar with this, but haven't used it	2	6
I have used this	5	6
I use this regularly	2	5
Video Sharing		
I am not familiar with this	0	2
I am familiar with this, but haven't used it	1	4
I have used this	5	12
I use this regularly	4	5
Blogs		
I am not familiar with this	0	1
I am familiar with this, but haven't used it	4	11
I have used this	6	6
I use this regularly	0	5

Table D.2 Question 2

	SHPO	ORG
Do you use Web 2.0 applications/programs in your professional preservation work?		
Yes	5	13
No	7	10
Which Ones?		
None	6	8
Blogging	1	10
Photo Sharing	3	8
Social Network	3	13
Video Sharing	1	9

Table D.3 Question 3

	SHPO	ORG
Do you or your staff use any Web 2.0 applications in your personal life?		
Yes	11	18
No	1	5
Which Ones?		
None		4
MySpace	4	6
Facebook	6	5
Flickr	5	4
Twitter	2	2
YouTube	7	7
Blogger	4	4
WordPress	3	0
Picasa	5	2
All	3	2

Table D.4 Questions 4 & 5

Which of the following do you think are positive aspects of utilizing Web 2.0 applications for preservation goals?		
	SHPO	ORG
Price	7	17
Ease of Use	5	13
Accessibility	8	17
Widespread	10	16
Youth	10	20
Easy to Update	7	15
Room for Creativity	5	11
Multimedia	5	12
Other	0	2
What aspect makes you most likely to use Web 2.0 applications?		
	SHPO	ORG
Popularity	2	5
Communication Tool	2	0
Ease of Use	3	6
Expand Member	1	3
Free	0	2
Creativity	0	2
Youth	2	5
Fun	0	1
Accessibility	0	3
None	2	1
Peer Pressure	1	0

Table D.5 Questions 6 & 7

What would you list as the negative aspects of using Web 2.0 applications for preservation goals?		
	SHPO	ORG
Updating	1	7
Misuse	2	2
Not Sure	1	0
Too Many Choices	1	1
Spam	2	2
Personnel	1	1
Current Audience	2	6
Unprofessional	2	5
None	0	3
What discourages you the most from using Web 2.0 applications?		
	SHPO	ORG
Time	6	13
Cost	1	1
Learning to Use	5	2
Reliability	2	1
Too Many Choices	1	1
None	0	1
Unfamiliarity	0	2

Table D.6 Question 8

Rate each of these specific applications by their potential utility in the preservation field on a scale from 1 to 10 with 10 being very useful and 1 being not useful. If you are unfamiliar with these applications please do not answer. (Average Scores Shown)		
	SHPO	ORG
Social Networking		
Facebook	5.09	6.05
MySpace	4.22	3.43
Photo Sharing		
Flickr	7.8	6.7
Picasa	8.3	6.3
Photobucket	7.5	5.71
Video Sharing		
YouTube	7.36	6.52
Yahoo! Video	5.42	4.83
MySpace	3.85	4
Blogs		
Blogger	7.6	6.23
WordPress	7.4	6.63
Twitter	6.125	4.38

Table D.7 Question 9

What basic internet applications does your organization use for preservation? (please check all that apply)		
	SHPO	ORG
Website	12	23
Online Resources	8	16
Listserv	10	9
Email	12	22
Digital Newsletter	6	14

Table D.8 Question 10

	SHPO	ORG
Do you use a blog?		
	SHPO	ORG
Yes	1	9
No	11	14
If not, would you do so if provided with access and training?		
	SHPO	ORG
Yes	7	14
No	2	4

Table D.9 Questions 11 & 12

	SHPO	ORG
If a blog is used in your preservation organization, how often is it updated?		
	SHPO	ORG
Daily	0	1
Weekly	2	6
Monthly	0	2
N/A	10	14
Do you follow any preservation-related blogs published by organizations or individuals?		
	SHPO	ORG
Yes	4	8
No	7	12

Table D.10 Questions 13 &14

Do you think social networking applications like Facebook & MySpace are successful tools for growing a base of preservation supporters and volunteers?		
	SHPO	ORG
Yes	6	16
No	3	4
Not Sure	3	4
Would you use a social networking tool if it was made readily available to you?		
	SHPO	ORG
Yes	3	16
No	4	3
Not Sure	4	1
N/A	1	3

Table D.11 Questions 15 & 16

If you use a social networking tool, how often do you update?		
	SHPO	ORG
Never	0	0
Daily	1	2
Weekly	1	10
Monthly	0	2
Occasionally	0	1
N/A	10	9
What do you see as the weaknesses of social networking tools?		
	SHPO	ORG
Updating	1	8
Inappropriate Content	4	5
None given	1	3
Generational Limitations	1	3
Privacy	0	1
Stability	2	1
Entertainment Only	1	1
Waste of Time	1	0
Lack of Focus	1	1
Not Personal	0	1

Table D.12 Questions 17 & 18

Which type of photography do you use in your preservation organization: digital or analog photography? If you use both, which do you use more often?		
	SHPO	ORG
Digital	6	14
Analog	0	0
Both	6	8
N/A	0	1
Would you use a photo sharing application like Flickr, Photobucket, or Picasa to display your organization's preservation activities?		
	SHPO	ORG
Yes	7	18
No	4	4

Table D.13 Question 19

If you used digital photography more often in your organization, would you be more likely to use a photo sharing application?		
	SHPO	ORG
Yes	6	8
No	3	4
N/A	2	9

Table D.14 Questions 21 & 21

Is video footage used regularly in your preservation profession?		
	SHPO	ORG
Yes	3	5
No	8	18
Do you think video footage can be a viable resource for historic preservation advocacy?		
	SHPO	ORG
Yes	9	21
No	1	
Maybe		1

Table D.15 Questions 22 & 23

	SHPO	ORG
If online video sharing was affordable or free, would you use it in your preservation organization?		
	SHPO	ORG
Yes	7	20
No	4	2
Is video sharing an acceptable tool for educational purposes?		
	SHPO	ORG
Yes	8	19
No	1	1
Not Sure	0	3

Table D.16 Questions 24, 25 & 26

	SHPO	ORG
Does a limited or lack of staff make it difficult to utilize these applications?		
	SHPO	ORG
Yes	9	21
No	3	2
Would you use these applications in your organization if one of your employees were trained or experienced in them?		
	SHPO	ORG
Yes	9	20
No	1	1
Is the reason you don't use these applications unfamiliarity or lack of basic training?		
	SHPO	ORG
Yes	7	10
No	4	7
N/A	0	3

Table D.17 Questions 27, 28 & 29

	SHPO	ORG
If you were to receive basic training, would you be more likely to use these applications?		
	SHPO	ORG
Yes	9	13
No	1	4
N/A	1	5
Would you attend a training seminar for Web 2.0 applications?		
	SHPO	ORG
Yes	8	13
No	3	9
Would you attend a training seminar for Web 2.0 applications if it were supported by a major preservation organization such as the National Trust?		
	SHPO	ORG
Yes	9	17
No	2	5
N/A	1	0

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Table D.18 Questions 30 & 31

	SHPO	ORG
Does your organization regularly use the internet for preservation advocacy?		
	SHPO	ORG
Yes	10	19
No	1	3
Is the internet a viable resource for preservation advocacy?		
	SHPO	ORG
Yes	12	20
No		1

Table D.19 Question 32

What is the strongest aspect of your organization's preservation advocacy program?		
	SHPO	ORG
Reputation	2	4
Organization	2	7
Media Use	2	0
Listserv	1	1
Staff	0	2
Budget	1	1
501©3	0	1
Online Presence	1	2
The Weakest?		
	SHPO	ORG
Qualified Staff	0	2
Maintaining Membership	0	2
Promoting	0	1
Not Given	2	6
Awards Banquet	0	1
501©3	0	1
Networking	0	1
Budget	2	3
Online Presence	1	0
Response Time	0	3

Table D.20 Question 33

In what ways do you think historic preservation might be resisting or not taking advantage of Web 2.0 applications?		
	SHPO	ORG
Don't Know		1
Narrow Mindedness		3
Slow to Start	1	3
Some tools not useful	1	2
Money	1	4
Time	2	2
Training	1	3
Age	1	2
Not Community Based		1

Table D.21 Question 34

How well do you think historic preservation has embraced Web 2.0 applications?		
	SHPO	ORG
Very Well	1	0
Moderately	1	15
Not Well	4	2
No Idea	1	3

Table D.22 Question 35

What term would you use to collectively describe these applications?		
	SHPO	ORG
Web Technology	0	1
Time Suckers	0	1
Free	0	1
Social Networking	0	2
Web Tools	0	1
Unprofessional	0	1
Entertainment	1	0
Pubic Outreach Tools	1	0
Interactive Social Media	0	1

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