RYAN THOMAS MACIEJ
Historic Environments, Heritage Education, and Subject Interests and Abilities as Factors in Historic Preservation Career Development
(Under the Direction of JOHN C. WATERS)

This thesis describes how environment, education, and interests factor into career development in historic preservation. A summary of the environments, backgrounds, and interests of historical figures (such as Ann Pamela Cunningham and William Sumner Appleton) in historic preservation is provided for historical perspective. Current career development theory is summarized with the main theories described and grouped by type. Based on current career development theory and observations from the historical figures, a questionnaire was developed and implemented. The justification and basis for each of the questions is provided and the results of the questionnaire are included. Finally, based on the questionnaire results, a conclusion and recommendations are provided to bolster historic preservation interest and awareness in people considering the field.

INDEX WORDS: Thesis; Historic Preservation; Historic Preservation—Historical Figures; Questionnaire; Career Development Theory; Careers
HISTORIC ENVIRONMENTS, HERITAGE EDUCATION, AND SUBJECT INTERESTS
AND ABILITIES AS FACTORS IN HISTORIC PRESERVATION CAREER DEVELOPMENT

by

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CHAPTER 1
INTRODUCTION

Over the past two centuries, the field of historic preservation has quickly evolved into a formidable field that supports positions for trained specialists. Within that field, a vast spectrum of positions exists that draw on an array of talents, skills, abilities, and interests. While studies have been done to discover the backgrounds and characteristics of individuals in a variety of professions and, to an extent, in certain occupations within the preservation profession, this work is believed to be the first study that focuses on the historic preservation field in general.

The purpose of this thesis is to learn about the various developmental environments, educational curricula, and interests and abilities among many of the individuals and how these elements may have impacted career choice. Historical figures active in preservation are included as background information and the views of different career planning professionals and theorists are incorporated.

The first section of the thesis features a historical perspective. The characteristics of individuals who were actively involved in the field within the past two centuries—both in Europe and in the United States—are included. While people (such as John D. Rockefeller, Jr.) who have been involved in preservation to an extent are mentioned, the chapter focuses on people who, to a much greater extent, chose to make preservation their life’s work. For individuals such as John D. Rockefeller, Jr., a small section at the back of the historical figures section is included.

The second part of the thesis features information on what is known about how one’s characteristics and experience impact career choice. The opinions of many noted career
professionals and theorists are included to provide perspective—an important consideration when developing the questionnaire. It was critical that the questionnaire utilize many of the concepts of contemporary career development theory so that it would accurately reflect the array of factors career counselors consider crucial. Many theories were studied to account for the numerous theories currently employed by career development and planning professionals and to offer weight to the wide array of occupations in the preservation field. Career development theory is quickly evolving and the number of approaches is considerable.

The third part of the thesis describes the elements of the questionnaire, why and how it was developed, what is included, how it was submitted to various individuals, and what was hoped to be discovered. The different elements of the questionnaire are analyzed further to enhance understanding of what will hopefully be discerned: each question is followed by a description of what theories were in mind when the question was developed.

The fourth component describes the results of the questionnaire. Data from the various questions is provided numerically and graphically. Response rates and overall information are also included.

The fifth component describes conclusions that can be drawn based on the results of the questionnaire. Various components of the questionnaire are analyzed, compared, and contrasted to provide an understanding of how subject interests, abilities, and environments of historic preservationists impact career development. Based on the conclusions, recommendations are provided to increase interest in the profession.

Hopefully, this thesis will help identify many of the common threads in preservationists and will assist in enhancing the understanding of the scope and spectrum of unique, individual characteristics found in the profession. Additionally, museum professionals and educators will hopefully be able to use the information about childhood and adolescent subject interests and characteristics when generating programs that actively respond to the subject and career interests of their visitors, clients, and students. The information presented in the career development
theory chapter should also be of interest to preservation employers, museum program professionals, preservation educators, and others who want to positively impact interest in preservation profession.
CHAPTER 2
HISTORICAL FIGURES

Introduction

For about two hundred years, people in Europe and the United States have engaged in
preservation work. From humble beginnings with a few individuals and select buildings, this
work has grown to become a profession that encompasses thousands of practicing professionals.
To provide a historical grounding for the thesis, the backgrounds of important historical figures in
historic preservation in Europe and the United States were studied. These figures who chose to
make preservation, to a great extent, their life’s profession or career have been included. Next,
general information has been added concerning individuals who, despite their considerable
preservation work, were not known mainly as preservationists. For instance, by working to
preserve Colonial Williamsburg, John D. Rockefeller, Jr., is certainly recognized for his
preservation work. However, Rockefeller is better known for his business endeavors, his
relationship to his father, and his general philanthropic work. The section finishes with some
conclusions of general characteristics among the various individuals.

Information on many of the more recent figures is limited and any data found from the
resources of numerous libraries and various preservation organizations has been included.
Conclusions from many of the historical figures are incomplete due to this inadequate and
inconclusive information. Hopefully, future research such as interviews and other studies will
provide a more detailed picture of their backgrounds and how they may have impacted their
preservation careers.
Artur Hazelius

Hazelius (Figure 1) is known for designing and establishing Skansen, an outdoor museum in Sweden. He was born on November 30, 1833, in Stockholm. His father, Johan August Hazelius, was a Swedish army officer, had founded a cadet school in Stockholm, and engaged in efforts to stimulate Swedish culture. Artur had said that his father's heritage to him included a strong patriotism and commitment to hard work.

Artur Hazelius was sent to board and study with a vicar when he was nine at a farm where he learned hard work. At fourteen he entered a private school. He was known as a good scholar and he took frequent walks out into the countryside. For instance, in 1852 he visited historic Jämtland—a place of great interest for him, about 250 miles north of Stockholm. As he matured, his interests in folk traditions increased considerably. In 1854, he went to the University of Uppsala where he had passed his baccalaureate examinations. During these years he was an active participant in student life and was working in the Scandinavian Students’ Union. He was
also interested in improving the Swedish language. After graduation from the University of Uppsala, he taught Swedish language and literature. In 1868, he stopped teaching and then resigned and considered devoting his work to archaeology. He felt that knowledge of Swedish history and the various traditional ideas and traditions from Sweden would help save the country from the various industrializing and internationalizing influences that threatened the natural environmental beauty and cultural variety of Sweden.\(^2\)

Hazelius was almost forty years old when he started collecting folk costumes. After his wife died in 1874, he started working with even greater fervor and continued to exhibit his various costume collections. By 1884, he had a definite design in mind for Skansen, the world’s first open-air museum, named after a seventeenth-century fortification that was once located at the site. It would provide a suitable outdoor museum environment and overlook the city of Stockholm. He continued his direction of Nordiska Museet, Sweden’s national museum of cultural history, which he founded. He developed a staff of scholars who were accomplished in ethnography. He was known for being enthusiastic, friendly, and tactful. He did not like quarreling and he was known for acknowledging the work and dedication of others.\(^3\)

For Hazelius, interests and abilities generated in childhood served to impact his later profession. His father’s interest in related subjects may have factored into his son’s interests. Hazelius did not enter into his major life profession until later than the usual late teens/early twenties range.

### William Morris

William Morris (Figure 2) is known under many titles, such as artist, designer, architect, and preservationist. These titles meld with his considerable preservation work and he is regarded as a key early preservationist. Additionally, since considerable information is known about him, he is included in this section. William Morris founded the Society for the Protection of Ancient Buildings in 1877.\(^4\) Much of his architectural work and artwork—his paintings, drawings, and
tapestries—are based on medieval work and are designed with an attention to the revival of handicrafts. He applauded art and felt that beauty was a central goal in handicrafts and in life.

![Figure 2—William Morris](image)

William Morris was born on March 24, 1834. In 1840, his family moved to Woodford Hall, across the forest from where he was born and where he spent his early childhood. Woodford Hall was an old mansion that was set on fifty acres of land, located on a highway between Epping and London. The setting was picturesque and exposed Morris to a variety of landscapes, trees, and flowers. The house was also in an area of architectural interest and numerous historical sites could be found in the region. Among his early toys was a model of London Bridge. Morris’s daughter, May, remembers her father reminiscing that “he would go off by himself visiting any old ruin or an old church, and it was very early that the sight of ancient buildings began to store his brain with pictures that the prodigious memory called and used later in life.”
By the age of nine, he had read through Walter Scott’s novels—helping to build his historical sense. When he was eight years old, his father took William to see Canterbury Cathedral. May states (with perhaps some embellishment) that it was “The first great church he saw…and the long nave and great columns and painted glass made an impression on the young mind that lasted all his life.” She also states, “here he was, at the age of eight, so excited by the majesty of the building that in some queer way he took in and registered in his child’s brain facts of the famous architecture the significance of which the child could not understand, but which were the beginnings of his store of knowledge of such things.” He said, “that the gates of heaven had been opened.” During the same holiday, he was taken to see the Minster of Thanet, and he was able to describe the building with some detail fifty years later—even though he had not seen it since.

He was sent to Marlborough College during the beginning of 1848. Morris stated, “…the place is in very beautiful country, thickly scattered over with prehistoric monuments, and I set myself eagerly to studying these and everything else that had any history in it.” Regarding his ability in school subjects, he mentioned that he was “always last in arithmetic…but anything in the way of history attracted him.” The library at Marlborough College was well stocked with books on such subjects as archeology and church architecture. By the time he was about fifteen, letters to his sister Emma already indicated an antiquarian and historical sense and a strong ability for description. In 1852, he was tutored back at home in preparation for matriculation. The tutor was Reverend F. B. Guy; he and Morris appeared to associate well together. Guy was interested in painting and architecture and he helped Morris become a stronger classical scholar.

Morris went to Oxford where his enjoyment of nature and old buildings developed further. He was at Exeter College, where he passed his matriculation examination in June 1852. There, he developed a close circle of friends with whom he would associate for much of his life. One friend, Faulkner, states, “How Morris does seem to know things….what an extraordinary power of observation lay at the base of many of his casual or incidental remarks, and how many
things he knew that were quite out of our way; e.g., architecture.\textsuperscript{11} Much of what his friends discussed included literary works.

Morris took a vacation in 1853 that included looking at churches. Morris and his good friend Edward Burne-Jones read John Ruskin’s \textit{Modern Painters} and \textit{The Stones of Venice}. Carlyle’s \textit{Past and Present} was also read. During the “Long Vacation” of 1854, Morris traveled abroad. He was able to see Europe for the first time and toured Belgium and northern France. He viewed Van Eyck’s and Memling’s paintings. He saw numerous churches and the Louvre. He loved the meadows and the little villages and brought back numerous memories of the varied attractions. He was able to remember aspects of the trip almost forty years later when he wrote, “I first saw the city of Rouen, then still in its outward aspect a piece of the Middle Ages: no words can tell you how its mingled beauty, history, and romance took hold on me; I can only say that, looking back on my past life, I find it was the greatest pleasure I have ever had….” About Oxford he wrote, “…the memory of its grey streets as they then were has been an abiding influence and pleasure in my life.”\textsuperscript{12}

Morris translated many works during the 1870s through the 1890s. He entered the political arena in 1876—attacking the Tory government. Known later as a public speaker, he was a member of an array of organizations and committees. He founded the Society for the Protection of Ancient Buildings in 1877 and Kelmscott Press in 1890. He died at Kelmscott House in 1896.

Morris also had an interest in historic buildings long before he engaged in preservation work. The interests and abilities that he expressed (art, history, and architecture) are similar to historic preservation in subject matter. Additionally, the historic and natural environments to which he was exposed seemed to augment these interests. Certainly, the rapid transformations underway in Oxford incited strong passions to block the impending developments.
John Ruskin

Like Morris, John Ruskin (Figure 3) engaged in an array of endeavors that melded with his substantial preservation work and is considered a key early preservationist. He wrote much about historic architecture. Certainly his work *The Seven Lamps of Architecture* has had a considerable influence on architects and designers.

Figure 3—John Ruskin

John Ruskin was born in London on February 8, 1819. He was the son of John James Ruskin, a prosperous wine merchant. His toys included dogs, a pony, a rocking horse, and many books and drawing materials. He started reading at a young age and he and his mother read from the bible frequently. He was schooled at home—mostly by his mother. His father was also active in the development of his son’s education and would read to him and take him to various cultural events in the neighborhood and in the general London area.
He went to school when he was fourteen but had tutors from the age of ten. He learned reading and writing early and he copied maps and read standard books for children. John’s father, John James, had been denied the ability to study as he wished when he was young, and he wanted to make up for that with his own son’s education. When he was about ten, John wrote his father, “…I do think, indeed I am sure, that in common things it is having too much to do which constitutes happiness, and too little, unhappiness.” During the unhappy times in his advanced years, John Ruskin would return to read the subjects that had interested him when he was young.

John Ruskin’s greatest interest was in geology—an interest that was expressed in one of his later works, *Modern Painters*, the fourth volume of which features considerable information on geology. His father perhaps initiated this hobby when he brought home a collection of fifty minerals purchased from a geologist of the Lake District. John Ruskin started a mineralogical dictionary when he was twelve. Appealing to his visual sense, he enjoyed how stones could be closely examined. His father was supposedly fond of saying that his son was an artist since childhood and a geologist since his infancy. His first boyhood ambition was to become the President of the Geological Society. Within the next four to five years, he was attending Geological Society meetings.

The Ruskins took annual summer tours. They went to Scotland three times in the 1820s, to Wales, to the western part of England, to Derbyshire, and (three times) to the Lake District. Of the various destinations, he was most fond of the Lake District. These trips exposed him to historic landscapes and cities and provided a greater understanding of his regional context.

His cultural outings with his father continued. When he was twelve, he accompanied his father to the theater. His father had been a boy actor at school. Similar events such as public readings also exposed Ruskin to contemporary literature. He first received drawing lessons in 1831. His father had been interested in art for many years and he felt his son should be able to develop his studies. His first instructor, Charles Runciman, enhanced Ruskin’s understanding of
formulaic watercolor landscape. John James Ruskin’s business partner gave Ruskin a copy of Rogers’ *Italy* as a present for his thirteenth birthday. Ruskin admired the highly visual nature of the book; it contained a variety of illustrations, including some steel engravings by Turner that were of great fascination.\(^{19}\)

In 1825, the Ruskin family traveled abroad—to Paris and Brussels. Ruskin wrote glowingly and extensively about this experience—especially the scenery and the ties between the various destinations and the literary works he had read. From September 1833 to the spring of 1835, Ruskin went to school and was taught by Dr. Thomas Dale. He was a continual challenge to Ruskin, liked hard learning, and believed in literature’s moral force.\(^{20}\) At school Ruskin became friends with many boys, one of which was interested in Gothic architecture. Additionally, the son of Ruskin’s neighbor became a very good friend. Ruskin and Richard Fall both played with their beloved dogs in the afternoons and Ruskin read Fall his poetry. During these years, Ruskin received much encouragement regarding his poetry.

He soon started keeping a journal and many of his early writings contain some of the kernels of thought from which his later literary works can be traced. In 1835, during his six-month vacation on the Continent, his drawings became more advanced and one of his perspectives shows a talent for architectural renderings. He had a change in drawing masters in 1834 when he started studying under Copley Fielding, the President of the Society of Painters in Watercolours. Ruskin’s writings became more advanced and two of his extensive letters were published in 1836.

He started attending lectures at King’s College in The Strand. These lectures exposed him to more authors and the study of English Literature. His first art writings date from this time—including a defense of Joseph Mallord William Turner, whose work he had seen at a Royal Academy exhibition and whose engraving he viewed while reading Rogers’ *Italy*. His writings of art during this time became increasingly advanced and critical. He even received a letter of thanks from Turner for a manuscript he sent (through an agent) to Turner in support of his work.\(^{21}\)
Ruskin went into residence at Christ Church, Oxford, when he was eighteen. By this time he was already skilled at drawing, as well as a published poet and geologist. While at Oxford, his mother moved into a nearby building to be near her only son and Ruskin’s father came up from London during the weekends. Although he was otherwise engaged with the business of a wine merchant, his weekends in Oxford included numerous dinners and discussions on literature and the arts.

During Ruskin’s honeymoon in 1848, he toured Normandy where he studied the Gothic cathedrals. He wrote *The Stones of Venice* in 1851 through 1853 and *The Seven Lamps of Architecture* in 1879. Hostile to the machine and to mass-produced construction that lacked variety, he was appointed the first Slate professor of art at Oxford in 1869 where he stayed with a few intermissions until 1885.

It seems quite apparent that Ruskin developed a variety of interests that, when fused, helped him master the array of skills needed for his spectrum of lifelong accomplishments. Additionally, he had lived in a setting that possessed considerable artistic, literary, and architectural interests.

**Eugène Viollet-le-Duc**

Viollet-le-Duc (Figure 4) engaged in numerous preservation activities in France. He repaired many churches throughout France and his preservation approaches were admired by many of his contemporaries. Unfortunately, it appears that little has been written about his childhood.
One source does refer to Viollet-le-Duc as “an artistically talented youth”. Additionally, in a statement written to his father in 1833 when he was just nineteen, after a visit to Pierrefonds, he stated, “I will always remember; there were huge Gothic galleries covered with paintings and gilding, revolving open staircases covered with lace-like sculpture, groined vaults tracing a golden pattern….” It is also known that he apparently resolved not to pursue the usual route in the government architectural services obtained after schooling at the École des Beaux-Arts in Paris and, in Italy, as a prix de Rome winner. He instead chose to study with architects Achille Leclère and Jean Juvé to learn about the trade. When he was twenty-one, Viollet-le-Duc wrote about Mont St. Michel and Chartres Cathedral with considerable detail. He became the Inspecteur Général des Edifices Diocésans starting in 1853.
Like Morris, Viollet-le-Duc’s early adulthood, therefore, certainly reveals a deep sensitivity to the environment. Viollet-le-Duc was interested in geology and stone—in a similar manner to Ruskin.

**Philip Webb**

Philip Webb (Figure 5) was instrumental in forming the nucleus group of the Society for the Protection of Ancient Buildings. He also became an accomplished architect who promoted quality design and restoration work in his lifelong repertoire.

Figure 5—Philip Webb

Philip Webb was born on January 12, 1831, in Oxford, England. His father, Charles Webb, was an intelligent man and was known to have drawn well. He and his son shared an instinctive knowledge of animals. Philip Webb had a pony and learned how to ride horses. His family moved when he was three to another house in St. Giles where a row of massive old elms
grew. The structure possessed two gardens, many outbuildings, and delightful courts. When he
was eight years old, he was taken to a school in Aynho, about twelve miles from his home.
Although he did not seem to enjoy his school days, he did enjoy returning to Oxford during the
holidays, when he further discovered the city: “I explored all the courts and lanes, especially in
the vacations….”

Oxford in the 1830s was starting to undergo considerable changes that would
dramatically transform the architecture of the city. Later in the nineteenth century, when the
railway connected the region to the rest of England, the city would suffer further changes that
astounded and appalled him. However, Webb wrote this about the Oxford he remembered: “I
was born and bred in Oxford and had no other teacher in art than the impressive objects of the
buildings there, the effect of which on my natural bent has never left me.” On November 9, 1911,
he wrote this of Oxford: “…that place is mine and I am of it, with all its cranks and corners and
passages, &c, still in my mind.”

When he was about eighteen, he became an apprentice of Mr. John Billing, an architect in
Reading who was working on three or four old churches and several substantial Georgian houses.
A testimonial from May 7, 1852, from Mr. Billing acknowledges some of Webb’s abilities. He
wrote, “In the best class of drawing and designing Mr. Webb has been very successful,
particularly in the several Gothic styles.” Billing also wrote that “his general studies were
pursued with assiduity and perseverance, and much proficiency has been obtained.” Next Webb
worked at an architect’s office in Wolverhampton that did not seem to appeal to him—with work
appearing to have been too modern for his tastes.

Webb was able to return to Oxford and work at the office of George Street, who was a
close friend of the architect to the Oxford diocese and moved his
office to Oxford. Street did much restoring of churches and he also designed the sizable church
of St. Philip and St. James. At this office Webb met William Morris (who was about twenty-two)
in 1856 and by this time Webb was Street’s only or main assistant. Morris arrived to work for
Street for about a year during which he was mostly occupied with a doorway at St. Augustine’s Church in Canterbury. Webb thought highly of Street: “He was everything that was honorable, and industrious beyond words, a very able architect according to his lights.” However, Street was interested in Gothic Revival—a style which Webb considered an open contradiction. Webb wanted instead to make modern buildings pleasant without any great stylistic impediments.

Webb’s interest in historic buildings grew and he designed new buildings that were not imitative of historical styles yet still incorporated sound design and quality. He was an important force in the Society for the Protection of Ancient Buildings (SPAB). “That the Society has become established is largely due to Webb’s pioneer inflexibility.” Webb continually attended the weekly meetings of SPAB until when, in 1900, he left London.

For Webb, therefore, it appears that his environment was certainly an important factor in his career. Oxford clearly influenced Webb and made him sensitive to historic buildings and the phenomenal changes underway in the city. Furthermore, his family home was also historical. He and his dad appeared to share a love of animals and Webb’s expression of knowledge of animal forms also seems to indicate an early understanding of the three-dimensional world.

Ann Pamela Cunningham

Ann Pamela Cunningham (Figure 6) is generally regarded as the founder of the historic preservation movement in the United States. By fighting for several years to save Mount Vernon, she gave a strong voice for the cause, creating our country’s first national preservation effort, which became a role model for later preservationists.
Ann Pamela Cunningham, born in 1816, was from Laurens County in upstate South Carolina. She lived at Rosemont, a plantation where her father resided as a wealthy planter. She was the only daughter of four children and was brought up with the help of a governess. She also was a student at the South Carolina Female Institute, in Barhamsville (near Columbia), South Carolina, and was also educated in Philadelphia. One source indicates that Cunningham toured Mount Vernon when she was seven and that this had a considerable impact on her.

She had fallen from a horse when she was about seventeen, generating spinal problems that left her completely physically helpless at times. Nonetheless, when Cunningham was eighteen, she was described as “...quite pretty very intelligent and exceedingly graceful and dignified in her manner. She has been all her life at school which has made her rather reserved in her deportment. If she be wanting in anything it is life and gayety. I think her a most bewitching creature. Her sise [sic] is very much under that of ordinary ladies....She talks remarkably well
but not enough…” She is also described as “handsome, talented, & aristocratic in her notions—but a charming little girl.”

In 1852, Ann was in Philadelphia where she was receiving ongoing treatment for her spinal injuries from Dr. Hugh Hodge, a surgeon who specialized in women’s diseases, when she received a letter describing the depressing state of Mt. Vernon. Mrs. George W. Campbell, a friend of Cunningham, wrote a friend that Ann Pamela Cunningham had found out about the condition of Mount Vernon through a letter from her mother. Miss Cunningham’s mother was depressed at the desolate state of Washington’s home.

This letter incited what would become Miss Cunningham’s life work—started when she was thirty-seven. She had addressed the “Ladies of the South” to take action in the Charleston Mercury. She started the Mount Vernon Ladies’ Association to garner support for the cause and her communicative and persuasive skills served to generate national concern for saving and preserving Mount Vernon.

In Miss Cunningham’s case, it appears that her childhood experience of visiting Washington’s home (if it actually occurred) did have an impact on her later work. Another source indicates that she was interested in the subject of history long before her Mount Vernon preservation endeavors commenced. It states that she was “entranced by the subject” of history already in 1843 when researching her family heritage. It was her opinion that preserving Mount Vernon would help individuals become educated about Washington’s contributions and help the burgeoning immigrant population receive a patriotic education. It would be after Mount Vernon had been saved that its aesthetic or architectural significance would be recognized by preservationists. Mount Vernon therefore was saved because it had associative value insofar as it was a tangible link to Washington.

She also did not start her life work or career until considerably later than average—when she was in her early to middle thirties. One of her best known phrases, “I will do it!”, exemplifies the zeal and determination that Miss Cunningham had for preservation, despite her difficult
physical condition. Her creation of the first truly national women’s preservation organization
encouraged preservation activity by other national organizations and helped foster greater public
interest in the cause. About Cunningham’s contributions, Dwight Young states, “in the process
of saving something wonderful she created something even better.”

William Sumner Appleton

William Sumner Appleton (Figure 7) founded the Society for the Preservation of New England
Antiquities in 1910. He and Ann Pamela Cunningham are what Charles B. Hosmer, Jr., refers to
as “the two most effective workers in the early years of the preservation movement.”

Figure 7—William Sumner Appleton

Appleton was born in 1874, to a wealthy family in the fashionable Beacon Street
neighborhood in Boston. He traveled abroad, when he was thirteen, with his family. He also
took a second trip to Europe shortly after he graduated from Harvard. Not very strong
physically and having to restrict his work from time to time, he was nonetheless active in real estate when he was in his twenties and was a partner in a Boston real estate firm.

His father set up a trust fund for him and, when he was thirty-one, Appleton did not need to work again in the conventional sense. The trust fund established a comfortable yearly income for Appleton, though he could not touch any of the principal. Although he therefore could not establish a business venture because of this lack of capital, Appleton could devote considerable time to his interests in life: art, architecture, and antiquities. During Appleton’s last extensive European tour in 1909, he was impressed with specific historic buildings and mentioned a restoration in his writings. When he was twenty-nine years old, he ventured for the first time into preservation when he joined with Henry Lee Higginson and William D. Sohier to solicit funding for the house of Paul Revere in North Square, Boston.46

The incorporation for the Society for the Preservation of New England Antiquities occurred on April 23, 1910. From humble beginnings in half of an office in Boston directed by a staff of one person (Appleton), the Society grew and acquired more buildings—becoming an important and powerful influence on preservation and on future regional and local societies.

It appears that Appleton did possess an interest in art and antiquities well before his career in preservation started. Although he did not enter the field until he was in his thirties, he had engaged in some preservation work in his twenties. His experience in real estate, together with his considerable array of prominent contacts in the New England region, served to foster growth of his work and antiquarian interests.47 Like Cunningham, he did not become active in preservation work until after the time in life when most people decided their life work. Also, like Cunningham, he possessed strong drive and determination despite (also like Cunningham) his frail physical condition. However, unlike Cunningham, Appleton appears to have had more than simply an associative interest in buildings. He admired their architectural and artistic qualities and fostered increasing appreciation of these characteristics.
Ronald Freeman Lee

Not much has been written about Ronald F. Lee (Figure 8) yet, although the National Park Service has a considerable collection of his records. Lee was a historian, the Assistant Director of the National Park Service, and Director of the Service’s Northeast Region.

Figure 8—Ronald Freeman Lee

Lee was born on September 18, 1905, to Ernest Powers and Maude Susan (Anthony) Lee in Montevideo, Minnesota. While Lee was young, the family moved to Dickinson, North Dakota, and Lee was enrolled in the Dickinson public school system. He received a BS degree in economics in 1927 from the University of Minnesota and an MA degree in American history in 1929 from the University of Chicago. He taught history from 1929 to 1931 at LaSalle Junior College in Illinois. While working on his doctoral studies, he was a history department teaching
fellow at the University of Minnesota. He was hired as a historical foreman with the Civilian Conservation Corps in June of 1933. He transferred to Washington to work for the National Park Service Branch of History in 1934.

He started his historic preservation lifelong work and interest in 1935 when he became the assistant to Chief Historian Vern Chatelain. In 1938, Lee became Chief Historian where he stayed until 1950. He was the main liaison to the Advisory Board on National Parks, Historic Sites, Buildings and Monuments. He was a trustee, secretary, and member of the executive committee of the National Trust for Historic Preservation, which he was very influential in founding. He was the Assistant Director of the National Park Service from 1951 to 1953 and was placed in charge of Division of Interpretation in 1953. He was instrumental in creating the National Survey of Historic Sites and Buildings and, during his retirement, wrote considerably—including such works as *The Family Tree of the National Park System; 1872-2000: Public Use of the National Park System*; and *Origin and Evolution of the National Military Park Idea*. He belonged to many organizations (including the Historic Savannah Foundation) and was chairman of the National Park Service’s special committee on historic preservation. He served as a United States representative to an art and history monuments committee of experts at UNESCO and served on other committees as a consultant on such issues as public use and historic preservation. On August 15, 1972, he died.49

It appears that, for Lee, an interest in business and history was probably present from at least the late teens and early twenties. Few other conclusions can be generated from information available at this time.

Richard Hubbard Howland

There is little available information about the early life of Richard Hubbard Howland (Figure 9). He was born on August 23, 1910, the son of Carl and Cora Holland, in Providence, Rhode Island. He received a BA degree from Brown University, an MA degree from Harvard University, and a
PhD from Johns Hopkins University. He engaged in the Agora excavations of Athens, Greece, from 1936 to 1938. He was an instructor at Wellesley College from 1939 to 1942. He founded the department of Art History in 1947 and he became chairman of that department from 1947 to 1956. He was the first president of the National Trust for Historic Preservation from 1956 to 1960 and became the chairman of the civil history department of the Smithsonian Institution from 1960 to 1967.

He was a trustee of the American School of Classical Studies in Athens, Greece, and a founding member of American Committee of the International Council on Historic Sites and Monuments. He wrote with Eleanor Spencer *Architecture of Baltimore* in 1954. He became a fellow of the Royal Society of the Arts and the Philadelphia Athenaeum and a member of the Society of Architectural Historians.
Frederick Louis Rath, Jr.

Unfortunately, there is little available information about the early years of Frederick Rath’s life. Frederick Rath (Figure 10) was born in Brooklyn on May 19, 1913; he graduated from Manual High School, and then he graduated from both Dartmouth and Harvard with degrees in American History. He joined the National Park Service where he worked on historic sites. He then served as director of the National Trust for Historic Preservation from 1949 to 1956 and also headed the National Council for Historic Sites and Buildings. He became vice director of the New York State Historical Association in 1957, and, at the Cooperstown Graduate Program in History Museum Training he taught museum management. He worked as deputy commissioner in the Office of Parks, Recreation, and Historic Preservation of New York State from 1972 to 1979. He believed in integrating historic sites as an important component in the existence of local communities. He died on April 1, 2001.
Although few conclusions can be produced from this information, regarding his interests, one source indicates, “History became for him not only a profession but a lifelong passion.”

James Biddle

Not much information is available about James Biddle (Figure 11). He was born in Philadelphia on July 8, 1929. He graduated with a BA degree from Princeton University in 1951. He became the curator of the American Wing of the Metropolitan Museum of Art from 1963 to 1967. He was the president of the National Trust for Historic Preservation from 1967 to 1980. He was a chairman for the Preservation Coalition of Greater Philadelphia from 1982 to 1996. A recent source indicates that he is the president of the Andalusia Foundation. During his career as a
In addition to being an American history and art scholar, James Biddle has been the treasurer of Olana Preservation, Incorporated, and secretary of the Trust’s Lyndhurst Council. He was also an adviser to the organization headed by Mrs. John F. Kennedy, the White House Fine Arts Committee.56

Mary Gregory Jewett

An important figure in historic preservation in Georgia, Jewett was born in 1909 and was from Owensboro, Kentucky. She received a degree in journalism from the University of Georgia. She started her career with the Georgia Historical Commission in 1955 with the position of staff historian. Her father, C. E. Gregory, was Executive Secretary of the Georgia Historical Commission and in 1960 she succeeded her father as Executive Secretary (and later director) of
the Commission. She helped form the National Conference of State Historic Preservation Officers. The Georgia state government was reorganized in 1973, the Commission was dissolved, and the Historic Preservation Section of the Georgia Department of Natural Resources took over the preservation functions. She was the Section Chief and the State Historic Preservation Officer until 1974 when she retired. Jewett, with other founding members, created the Georgia Trust for Historic Preservation in 1973, which she served as its first president. She died in 1976 and a service award at the Georgia Trust was named in her honor.\textsuperscript{58}

Although few conclusions can be made, Jewett’s degree in journalism does suggest an interest in writing and presumably (with his career in the Georgia Historical Commission) her father possessed considerable interest in preservation.

\textbf{Elizabeth A. Lyon}

Although not much information has been written about Dr. Lyon, another important figure in Georgia, she served for the majority of eighteen years as the Georgia State Historic Preservation Officer. She was the chair of the National Conference of State Historic Preservation Officers. She developed an awareness of historic resources related to African Americans and advocated for a wider interpretation of historic resources. She chaired the board for the National Center for Preservation Technology and Training. Although now retired, Dr. Lyon remains very active in historic preservation as a member of the Georgia Civil War Commission, the Georgia Trust for Historic Preservation Advisory Board, Georgians for Preservation Action, and the Commission on the Preservation of the State Capitol.\textsuperscript{59} She also is an editor for Georgia’s Electronic Encyclopedia and a member of the Board of Visitors for the Master of Historic Preservation Program at the University of Georgia.
Janice Biggers

An influential Georgia preservation figure, Biggers attended Hollins College in Roanoke, Virginia, and graduated with a bachelor’s degree in sociology from the University of Georgia. As of 2000, she was an emeritus member of the board of advisors of the National Trust for Historic Preservation, on the board of advisors of the Georgia Trust for Historic Preservation, member of the Franklin D. Roosevelt and Warm Springs Advisory Committee, and board member (director emeritus) of the Columbus Archives and History Center.

Past affiliations include chairman of the advisors of the southern region of the National Trust for Historic Preservation; secretary of the board of advisors for the National Trust for Historic Preservation; past chairman of the board of trustees and executive committee member of the Georgia Trust for Historic Preservation; past chairman of the Historic Chattahoochee Commission; executive committee vice-president of the Historic Columbus Foundation, Inc.; chairman of the Georgia Heritage Trust Commission; and a member of the Georgia National Register Review Board, the Board of Historic and Architectural Review, and the Franklin D. Roosevelt Warm Springs Memorial Advisory Committee. She has received several honors including the Mary Gregory Jewett Award that is presented for outstanding achievements in the field of historic preservation by the Georgia Trust for Historic Preservation in 1986.

Richard Moe

As of the writing of this thesis, Richard Moe (Figure 12) is the current president of the National Trust for Historic Preservation. A native of Duluth, Minnesota, he graduated in 1959 from Williams College in Williamstown, Massachusetts. He became the chairman of the Minnesota Democratic-Farmer-Labor Party and also received a law degree from the University of Minnesota.
He became administrative assistant to Senator Mondale in 1972 and became Vice President Mondale’s chief of staff in 1977. Starting in 1981, he practiced law in Washington. Moe became the seventh president of the National Trust for Historic Preservation in January of 1993. He is a member of the boards of the Civil War Trust and the Ford Foundation and a member of the Committee for the Preservation of the White House. He wrote *The Last Full Measure: The Life and Death of the First Minnesota Volunteers*, published in 1993. He co-authored *Changing Places: Rebuilding Community in the Age of Sprawl* in 1997.61

Although few conclusions can be made from this incomplete information, it seems clear that law, politics, and history were earlier interests.
Other Figures

*John D. Rockefeller, Jr.*

Although known primarily for his business and general philanthropy endeavors, assisting in the restoration of Colonial Williamsburg was the greatest preservation achievement of John D. Rockefeller, Jr. (Figure 13).

![Figure 13—John D. Rockefeller, Jr.](image)

In 1868, Mr. and Mrs. John D. Rockefeller had just moved into 997 Euclid Avenue in Cleveland. John D. Rockefeller, Jr., later remembered the Euclid Avenue house fondly. He was born on January 29, 1874. He had four older sisters. In 1875, the family started living in New York City during the winters. When he was four, his family started spending summers at a country house at Forest Hill, near Cleveland, Ohio. Of his father, John said, “Anything that had to do with convenience or utility interested him, but he had limited contact or experience with the
aesthetic side of life.” The homes were relatively modern and functional—comfortable and not ornate.63

With his many sisters, John was largely a part of a girl’s world. He learned how to knit and sew. His father engaged John and his sisters in an array of outdoor activities such as skating, riding horses, and biking. His parents wanted him to be a good Christian also. His father, a Baptist, applauded serious and functional activities as well as Biblical studies. His mother, from a Congregationalist background, was devoted to religion and family. She had been a schoolteacher and attended poetry readings and loved music. She knew that habits formed early played an important role in the long-term welfare of her children. They had family prayers every morning, during which the family dog would become very quiet and lie under a chair.64

John D. Rockefeller, Jr., spent, with his family, winters at a few different hotels in New York City until, in 1884, his father bought a house on West Fifty-Fourth Street. The house was already furnished in a more elaborate style than the houses he was used to. They still spent their summers at Forest Hill, however. Yet, in New York, as in Cleveland, he associated with religious individuals close to his parents.

He had a quiet sense of humor. He seemed to possess a certain joy in exactness and detail. He kept the payroll of Forest Hill at the age of sixteen. Before college, he purchased horses (for his father). His father had a significant impact on the subjects his son learned and how he developed: certainly, his father was an accomplished businessman, but he also loved to travel. By 1884, the family had gone out west at least once. By 1886, John D. Rockefeller, Jr., started keeping a travel diary; that year his family went to Yellowstone. They also saw Chicago and Minneapolis and met religious leaders along the way. John went to Europe for the first time in 1887. In London, he visited art galleries, museums, a zoo, and other cultural institutions. In 1889, the family went to Paris.65

John attended the New York School of Languages from 1883 to 1885 (prior to that he had received an education at home—primarily, it appears, from his mother and older sisters). He
did very well and the program of study there was conventional. From 1885 to 1886, he attended a private school where the conventional study program subject matter remained. In 1886, he attended Cutler School for two years. His classical studies probably started there. He was extremely conscientious during his studies. However, he was not well during the winter of 1888 and spent that time at Forest Hill resting. He returned to Cutler in November of 1888, and the last school he attended before college was Browning School—from 1889 to 1893. Although John’s spelling needed improvement, his overall scores were very high. There, his only tutor, John A. Browning was, according to Rockefeller, the only teacher who ever affected him before college because Browning taught Rockefeller how to summarize his studies and readings to make the information seem more sensible. He received musical training from age seven up to college; he grew to enjoy music as much and perhaps more than his parents. Before he left for college he also had developed a sense of personal responsibility.

In September of 1893, he started at Brown University in Providence, where the school events that initially most impressed him included the class prayer meetings and the university talks by Brown’s president. He did not appear to be interested in college sport participation. However, although he knew next to nothing about football, he later became involved with the team’s financial matters. He was a volunteer teacher of a boy’s bible class. He was also in the Glee Club and the Mandolin Club. He then joined a string quartet and became somewhat more sociable. His isolated childhood did not provide a great number of companions—as he was very aware. It was during his sophomore year, however, that he met Miss Abby Aldrich—his future wife. His desire for detail remained: he continued to carefully record financial transactions. His charitable gifts to others continued at this time also.

He graduated from Brown in 1897 and became more involved in his father’s business from 1900 to 1908. He then separated himself from policy-making in his father’s corporation in 1910 and later became an expert in labor affairs and industrial relations. He was involved with the Cloisters art museum in New York City and a variety of national park projects located in the
western states. He helped enlighten businessmen about social responsibilities and planned and constructed Rockefeller Center in New York City as well as donated the land upon which stands the United Nations Building.

His greatest preservation achievement is Colonial Williamsburg. Rockefeller found out about the Williamsburg opportunity during November of 1926 and felt that the restoration of Williamsburg was “irresistible”. He and Reverend Godwin (of Williamsburg’s Burton Parish Church) shared a very youthful joy in the Williamsburg project. Godwin had taken him on a tour of the city on the afternoon before the dedication of Phi Beta Kappa Memorial Hall at William and Mary. He was very impressed and had seen the restoration study of the college’s Wren Building and the town. Rockefeller was later pleased with the restoration proposal drawings and an earlier proposal of restoration was expanded to include a much wider area with a greater number of buildings. Rockefeller then urged a drawing illustrating a complete restoration of Colonial Williamsburg. His involvement grew and developed and involved massive acquisition of property—facilitated by a rather massive team of individuals associated with Rockefeller in New York.67

For Rockefeller then, exposure to various cultural sites from early travels and (from his mother) a sense of patriotism and philanthropy may certainly have fostered interests in his later preservation endeavors. His interests and abilities in business and mathematics were different from many of the other historical figures.

**Jacqueline Bouvier Kennedy Onassis**

Instrumental in saving Grand Central Station in New York City, Jacqueline Bouvier Kennedy Onassis (Figure 14) also assisted in bolstering appreciation of historic sites—both in the United States and around the world.
Figure 14—Jacqueline Bouvier Kennedy Onassis

Jacqueline Bouvier was born on July 28, 1929, in Southampton, New York. Jackie’s paternal grandmother was very fond of horticulture. Jacqueline’s father John (Jack) Bouvier III graduated from Yale in 1914 and was a stockbroker for Henry Henty and Co. Until adolescence, Jacqueline spent much of her time at the Bouvier estate called Lasata (in East Hampton) and also at Park Avenue. Lasata, although built in the 1910, housed many antiques and works of art. Eclectic was the style of the estate—the living room of which, for example, featured a mix of English, French, and Early American pieces. Her parents both enjoyed animals. Jackie was able to read when she was five. Her mother placed ballet and art history books around the apartment. She also escorted Jacqueline and her sister, Caroline Lee, to dance recitals and museums. Both girls became avid spectators of dance. Jackie early developed an ability for
generating quick sketches. When she was almost six, she was taken to her grandfather’s brownstone on West Forty-Sixth Street. Every antique was described for her and when she returned home, she was able to recite, to her father, the entire inventory.  

She attended Miss Chapin’s School for Girls when she was six. There she excelled in reading, writing, mathematics, geography, and athletics. Creative guest speakers such as Robert Frost would read and recite work. Experts in current affairs visited the school and helped place world issues into context.

Her parents separated in October of 1936. Jacqueline and her sister lived with their mother who provided an environment of cool, social refinement. During the weekends, their father’s outings were very much the opposite—spirited, varied, free. Jacqueline’s school studies continued to advance but she was also known for being a little too energetic and engaging in wild escapades. The separation of her parents seemed to take quite a toll on Jacqueline. However, her drawing skills continued to advance—she sketched and watercolored many scenes from East Hampton, portions of stories, and fairy tales. She had a great imagination and the reading and art probably provided an escape from the familial stress that surrounded her. Starting in 1938, Jackie was among the top students in her class—where she would remain for many years. Over the next several years, she would continue to read many fictional works. During her parent’s battles, she continued to draw, to write, and to read; she also was involved with ballroom and ballet exercises.

During Easter week of 1941, Jacqueline, her sister, their mom, and their maid went to Washington, DC. She was not impressed with the White House. To her, it seemed, “…rather bleak; there was nothing in the way of a booklet to take away, nothing to teach one more about that great house and the presidents who had lived there.” She loved The National Gallery, however. She said, “It was then that I first discovered one of my greatest delights—the deep pleasure experienced in looking at masterpieces of painting and sculpture.” It was during this trip to Washington that Jackie’s mother met Hugh D. Auchincloss, Jr.—whom she married on June 21, 1942.
Jacqueline then moved with her mother and her sister to Merrywood, in Virginia near Washington, DC. The Georgian-style residence was set on park-like grounds and the interior was decorated with Aubusson tapestries and leather-bound classics. Later in the summer, she went to Hammersmith Farm (in Newport)—with vast gardens by Frederick Law Olmsted. The servant staff had been greatly reduced and she therefore was put to work answering the telephone, as well as cooking and gardening. She enrolled at Holton-Arms School on S Street in Washington where she loved her Spanish, French, and art history classes. One of her teachers, Miss Brown, instilled a passion for art history in Jacqueline’s life.73

She started at Miss Porter’s School in Farmington, Connecticut, during the autumn of 1944. The school featured a college preparatory element with academics and social skills. It was during these years that she learned about social causes and became aware of minority issues. Before the summer of 1945, she became very interested in French history and Madame de Récamier. She graduated from Miss Porter’s in 1947 near the top of the class.74

She went to Vassar College in Poughkeepsie, New York, in 1947, where she joined the art club, the drama club, and the college newspaper staff. Her greatest achievements were in classes on Shakespeare and world religion. During the summer of 1948, she toured Europe. Before leaving, she studied Italian and German, and looked at books on art and history. After her sophomore year at Vassar, she transferred credits to Smith College as it had a study abroad program. She was at the Sorbonne in the fall and started taking art history and French history programs.75

After her marriage to John F. Kennedy in 1953 and his inauguration in 1961, Mrs. Kennedy spent considerable time refurbishing the White House with an array of decorating schemes—and most notably with a campaign in the early 1960s to restore and redecorate the building to the era of President James Monroe (1817 to 1825) and the French Empire style. She appointed Lorraine Pearce, a twenty-six year old curator from Winterthur, and was active in
creating a White House Guidebook, *The White House: An Historic Guide*. The initial printing of 250,000 was exhausted in three months.76

She had read that Grand Central Station was under attack in 1975 and joined the Municipal Art Society board. In the opinion of the people connected with the society, her intervention was crucial. In 1978, the society won the fight and the structure was saved from demolition as the Supreme Court upheld the landmark status of the building. Jacqueline was also involved saving Lever House (along with Philip Johnson) and the St. Bartholomew’s Church and Community House during her years in New York.77

For Jacqueline Bouvier Kennedy Onassis, strong interests in the arts appear to have been innate as well as fostered by exposure to various cultural activities by her mother and through her schooling.

**Conclusion**

Although future writing will hopefully provide a more complete picture by which to ascertain interests, abilities, and environments, a fairly clear picture can be drawn based on the figures above. Many if not all of the figures had a strong interest in history: including Cunningham, Hazelius, Morris, Ruskin, Lee, and Onassis. At least two figures were interested in geology: Ruskin and Viollet-le-Duc. Interests and abilities in other subjects related to preservation, such as art and architecture, were also present in many of the individuals.

In terms of environment, many of the figures were exposed to historical/cultural sites when they were young: including Cunningham, Appleton, Hazelius, Morris, Ruskin, Rockefeller, and Onassis. Ruskin and Kennedy seemed to enjoy drawing. Many ventured off into these places by themselves and many were taken by their parents. For Morris and Onassis, certain historical settings already seemed to have a dramatic effect at a young age. Several of the individuals also were becoming adults in regions apparently not interested in preservation—most notably Morris, Ruskin, and Webb in Oxford—and it was the dramatic events underway in their
various locales that roused concern in these figures. Most appeared to have started work in the preservation profession when they were either in their early twenties or in their middle thirties.

Most appear to have entered the preservation profession as a way to benefit society first and, for some, for aesthetic reasons. Not one historical figure appears to have been interested in preservation for financial gain and, in fact, it was the existing financial wealth of many of the figures (such as Cunningham, Morris, and Rockefeller) that enabled them to engage in preservation work. Virtually all of the figures were from affluent backgrounds and possessed an unusually high level of education for the nineteenth century—likely exposing them to the nineteenth century trends of Romanticism that cultivated an appreciation of history and beauty.
Endnotes

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7 Ibid., 7.
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12 Ibid., 51.
15 Ibid., 15.
16 Ibid., 16.
19 Ibid., 25.
20 Ibid., 28.
21 Ibid., 38-40.
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31 Ibid., 13.
32 Ibid., 17-18.
33 Ibid., 147.
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44 Ibid., 162.
46 Ibid., 11. Foreword by Walter Muir Whitehill.
48 Charles B. Hosmer, Jr., *Preservation Comes of Age: From Williamsburg to the National Trust, 1926-1949* (Charlottesville: The University Press of Virginia) II, 582.
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64 Ibid., 7-19.
65 Ibid., 30-7.
66 Ibid., 45-50.
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73 Ibid., 44-8.
74 Ibid., 52-6.
75 Ibid., 60-6.
CHAPTER 3
CAREER DEVELOPMENT THEORY

Introduction
To provide support for development of a questionnaire, it was necessary to study a variety of the career development theories that have been developed by numerous psychologists. Many of the different approaches or theories in psychology have a career development theory that builds upon the principles of that approach. For instance, as the psychodynamic theory expresses the role of elements such as early childhood experiences, the psychodynamic theory in career development theory applies many of these statements to career development theory.

Although some theories have had a greater impact on career development professionals and their work than others, most of these professionals consider an array of theories and approaches when providing assistance to a client. Recent career development books incorporate an array of theories for a more comprehensive approach. Therefore, a summary of many of the main career development theories, who developed them, and what impact they have had on career development counseling are included in this chapter.

Career and Career Development
The concept of career is relatively new. For most people, choosing an occupation was not common until about 1900. Beforehand, most people adopted their parents’ occupations. To a large extent people were born into a career; it didn’t take much planning and foresight. Some exceptions did exist if the person’s family was financially wealthy, of a privileged class, or if the
person was willing to spend considerable family resources. The option of a career was also limited considerably by gender and race.¹

The creation of large, new industries in the United States and Europe during the Industrial Revolution created numerous jobs that attracted farm workers and other individuals from rural areas. New occupations were available now that simply weren’t available before. Hundreds of thousands of immigrants from Europe and other continents came to the United States to work in the new occupations at the various new factories. Others started businesses or new trades and many became financially wealthy during the process.²

Problems were also developing during this time. Many of the jobs were dangerous and exploited children and the new immigrants. Many left school to support their families: the dropout rate was as high as ninety percent in certain Eastern cities. Many immigrants could be exploited as they didn’t speak English or fully know how to be United States citizens. Consequently, many dishonest businesspeople were abusive to their workers.³

In response to these new concerns, in 1908 Frank Parsons created the Vocations Bureau in Boston to provide career guidance to the many new workers and the new immigrants who were trying to decide what career would be best for them by identifying personal characteristics. With Frank Parsons, career development started and grew to be a stronger force in society.⁴

Career development is defined as a process evolving over the life span that involves cultural, economic, sociological, and psychological factors that influence selecting, adjusting to, and advancing in occupations. The occupations collectively make up careers. Career development is a complex and multifaceted process and career theories help to illustrate the dynamics of this process. These theories are critical to help provide an understanding of the elements that impact career development and choice; the theories also encourage research that helps illustrate career choice and development.⁵

Career development theories have evolved for approximately a century. They describe, identify, and synthesize significant factors that influence one’s involvement with work. Each
theory is a collection of concepts and ideas that help to make sense out of the common and distinguishing factors of career development. When these theories are tested with research and experience, the evidence is placed back into the theory and eventually a theoretical system develops. In 1909, Frank Parsons developed a prescriptive model where individuals were matched with jobs. Later, a study in 1951 by Ginzberg, Ginsburg, Axelrad, and Herma, and a study in 1953 by Super developed a stage model involved with career development and choice. A study by Roe in 1956, by Holland in 1973, and by Krumboltz in 1979 detailed more specific explanations of some of the factors that are involved with career choices and the adjustment of those career choices.

Career development theories are incorporated under several categories: developmental theories, trait and factor theories, learning theories, structured theories, process theories, socioeconomic theories, and other theories. Developmental theories are based on growth and maturation developmental stages—from birth to death. Trait and factor theories are based on the importance of an individual’s personality (incorporating interests and values) as well as characteristics. Learning theories focus on the learning processes from which interests and beliefs are generated. Structured theories are based on making a career definition at one point in a span of time. Process theories are developed from the process in which such factors as maturity, learning, and personality interact. Socioeconomic theories are based on the socioeconomic status of specific entities: such as parent(s)/guardian(s), the economy, the industry, and the occupation. Other theories look at various factors, including the theories listed above.

Developmental Theories

Ginzberg

Ginzberg’s theory utilizes a developmental framework across the life-span as a major component. He proposed three stages in career development. The Fantasy Period (0 to 11 years) is when
children picture themselves in different occupations based on their identification with family and peers. Their interpretations generally are simplified and ideal. The Tentative Period (11 to 17 years) is when personal or subjective factors such as (of first importance) interests, (second) abilities, and (third) values factor in and become integrated. The Realistic Period (17 to young adulthood) is when alternatives are identified and explored; then a choice is made that is further defined during a crystallization process occurring around the age of 20.\(^7\)

Three main contentions from Ginzberg’s research (with Ginsburg, Axelrad, and Harma) published in 1951 are that the decision making process occurs from the prepuberty years to the late teens or early twenties, many decisions can not be reversed, and the resolution created from the choice process is a compromise. Later, in 1972, Ginzberg revised this theory by adding the following statements: the process of occupational choice is open as long as people make work and career decisions; that although early decisions influence career, continuing evolution to life and work matter too; and that people decide with the goal of optimizing satisfaction by finding the most ideal fit between their own desires and needs and the various opportunities and restrictions in the working world.

Recent writings by Ginzberg indicate that he believes occupational choice is a process based on decision making throughout life. Additionally, career satisfaction is of increasing interest in his later writings.\(^8\)

*Super—Life-Span, Life-Space Theory*

Donald Super has probably been the most influential writer on career development. His work starts around 1950 and spans many decades. Much of his work is based on Buehler’s five psychological life stages: 1) The Growth Stage (0-14 years), 2) The Exploratory Stage (15-25 years), 3) The Establishment Stage (26-45 years), 4) The Maintenance Stage (46-65 years), and 5) Decline (65-death).\(^9\) Before Super died in 1994, he presented ten original postulates for a career development theory and the list eventually developed into fourteen. Super’s later work stresses
the critical role of identity in career development. He also developed, with Osborne, Walsh, Brown, and Niles, the influential Career Development, Assessment and Counseling (C-DAC) model in 1992. His 1990 statements include the following:

1. People differ in their abilities and personalities, needs, values, interests, traits, and self-concepts.
2. People are qualified, by virtue of these characteristics, each for a number of occupations.
3. Each occupation requires a characteristic pattern of abilities and personality traits—with tolerances wide enough to allow both some variety of occupations for each individual and some variety of individuals in each occupation.
4. Vocational preferences and competencies, the situation in which people live and work, and, hence, their self-concepts change with time and experience, although self-concepts, as products of social learning, are increasingly stable from late adolescence until late maturity, providing some continuity in choice and adjustment.
5. This process of change may be summed up in a series of life stages (a “maxicycle”) characterized as a sequence of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage and (b) the trial and stable phases of the establishment stage. A small (mini) cycle takes place in transitions from one stage to the next or each time an individual is destabilized by a reduction in force, changes in type of personnel needs, illness or injury, or other socioeconomic or personal events. Such unstable or multiple-trial careers involve new growth, reexploration, and reestablishment (recycling).
6. The nature of the career pattern—that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs—is determined by the individual’s parental socioeconomic level, mental ability, education, skills, personality characteristics (needs, values, interests, traits, and self-concepts), and career maturity and by the opportunities to which he or she is exposed.
7. Success in coping with the demands of the environment and of the organism in that context at any given life-career stage depends on the readiness of the individual to cope with these demands (that is, on his or her career maturity).

8. Career maturity is a hypothetical construct. Its operational definition is perhaps as difficult to formulate as is that of intelligence, but its history is much briefer and its achievements even less definite.

9. Development through the life stages can be guided partly by facilitating the maturing of abilities and interests and partly by aiding in reality testing and in the development of self-concepts.

10. The process of career development is essentially that of developing and implementing occupational self-concepts. It is a synthesizing and compromising process in which the self-concept is a product of the interaction of inherited aptitudes, physical makeup, opportunity to observe and play various roles, and evaluations of the extent to which the results of role playing meet the approval of superiors and fellows (interactive learning).

11. The process of synthesis of or compromise between individual and social factors, between self-concepts and reality, is one of role playing and of learning from feedback, whether the role is played in fantasy, in the counseling interview, or in such real-life activities as classes, clubs, part-time work, and entry jobs.

12. Work satisfactions and life satisfactions depend on the extent to which the individual finds adequate outlets for abilities, needs, values, interests, personality traits, and self-concepts. They depend on establishment in a type of work, a work situation, and a way of life in which one can play the kind of role that growth and exploratory experiences have led one to consider congenital and appropriate.

13. The degree of satisfaction people attain from work is proportional to the degree to which they have been able to implement self-concepts.

14. Work and occupation provide a focus for personality organization for most men and women, although for some persons this focus is peripheral, incidental, or even nonexistent. Then other foci, such as leisure activities and homemaking, may be central. (Social traditions,
such as gender-role stereotyping and modeling, racial and ethnic biases, and the opportunity structure, as well as individual differences, are important determinants for such roles as worker, student, leisurite, homemaker, and citizen.\textsuperscript{10}

These segments combine into one theory—certainly with many facets that can be integrated into Super’s Life-Career Rainbow (Figure 15). In short, he feels that people are all different; each person is qualified for a number of occupations; each occupation requires certain abilities and personality traits (with tolerances); that a person’s view of himself or herself (and his or her condition) evolves yet becomes increasingly stable; that life consists of a series of stages (of growth, maintenance, and decline); that our experiential background determines, to a large extent, the range of occupations we can perform; that ability to cope with a career’s evolution depends on the person’s maturity; that career maturity is difficult to identify with a formula; and that an individual’s life development can be assisted by developing interests and abilities and by identifying strengths and weaknesses.

Figure 15—Super’s Life-Career Rainbow\textsuperscript{11}

Super’s other postulates state that the career development process is produced from inherent abilities and opportunities as well as how others view the careers of the individual, that people modify their self-concept by role playing and feedback, that one finds satisfaction
depending on the extent to which their career matches their profile of interests and abilities, that
one’s satisfaction is linked to how much the job relates to the person’s view of himself or herself,
and that for many people their careers are reflections of themselves.\textsuperscript{12}

Once careers are established, Super notes that careers tend to take one or more of the
following patterns: vocationally stable, industry stable, conventional, unstable, multiple-trial,
double-track, and interrupted. The vocationally stable pattern features a series of positions in
which the work performance type is consistent. The industry and/or the employer may change.
This is a common professional career pattern. In the industry stable pattern, the person performs
different types of work during the career span, but the employer or the industry stays the same.
The person often starts at an entry-level position, is promoted and/or retrained, and continues up
the ladder. The conventional pattern, common in management, starts with a job that goes through
a trial period and evolves finally in a position that is stable.

In the unstable pattern, the worker has no lifelong occupation established. Sometimes,
one potential career is forfeited for another career. Common to semiskilled and clerical workers,
such characteristics as job dissatisfaction, poor economic conditions, and illness often create and
sustain this pattern. In the multiple-trial pattern, the worker changes jobs repeatedly, work-types
change, and a career is never really established. The double-track pattern features two careers
being followed simultaneously. It is often found in people who concurrently engage in work
inside and outside the home. Finally, the interrupted pattern is when a career is momentarily
interrupted by another career, then resumed. It is common for people who suspend careers
temporarily to care for children and to perform service work or missionary occupations.

\textit{Gottfredson—Theory of Circumscription and Compromise}

This 1996 theory looks at the development of career aspirations and is based on four assumptions:
the process of career development begins in childhood; career aspirations try to implement an
individual’s self-concept; career satisfaction depends on the occupation’s congruency with an
individual’s perception of self; and that stereotypes of occupations, developed by the individual, guide him or her in the selection process.

Gottfredson believes the self-concept consists of two selves: the social self and the psychological self. The social self, the more important determining factor in one’s occupation, is made up of self-perceptions such as gender, intelligence, socioeconomic status, race, and so forth. She feels that people develop mental diagrams of occupations organized along the amount of masculinity or femininity of an occupation, the amount of prestige linked to an occupation (including the mental ability linked to it), and the fields of work. She feels the first two are more important than the last. When an individual chooses an occupation, he or she estimates their compatibility with the occupation—taking the above elements into consideration.

As the individual develops, his or her self-concept becomes more defined and the individual’s view of various forms of work also becomes more defined. He or she circumscribes the range of occupations based on more defined versions of self and occupation. Accessibility to different occupations is certainly taken into account. One by one, different occupations are cast aside as they are not considered to be appropriate and this process is not likely to be reversed unless there is some intervention from an individual or source that the individual and the occupation might be a fit after all. Often, some occupational choices are tossed aside if they are not perceived as being accessible. When people must compromise and not accept their first job choice, research indicates that first consideration is given to sex-type, second consideration is given to prestige, and third consideration is given to interests. These variables help develop a scope of occupations considered acceptable by the individual.13

This theory has been very influential and has had a significant impact on research. It is utilized for programs geared for reducing or eliminating identifying occupations with gender.
In 1977, Dalton, Thompson, and Price developed a four-step theory that describes the professional career stages of individuals. In stage I, the apprentice stage, the individual is newly hired into an organization and generally takes orders from others. The major issue to be handled in this stage is dependence—generally doing routine work and following orders from superiors. The major mission at this stage is to be able to accept the routine work and do it well; additionally, demonstrating the initiative and the skill to progress is important. In stage II, the colleague stage, the main activity is being responsible for projects throughout its entire phase—from outset to completion, doing the work independently. One is viewed as an independent contributor. Independence is the major issue dealt with at this stage. Becoming skilled at a task and developing a level of expertise in a subject area is the mission. Some rush through this stage too rapidly and don’t develop a high expertise level before advancing to the next stage.

Stage III, the mentor stage, includes taking responsibility for work completed by others in an organization or office. Offering suggestions, managing, and mentoring are common at this stage. People at this stage are seen as experts and leaders in a field and are often seen as mentors to those in the apprentice stage. Many people stay at this stage for the rest of their careers. Few reach stage IV, sponsor—entailing policymaking and directing the future and/or outcome of an organization. These people generally delegate much of the operations of the organization to others and are involved with conceptualizing potential outcomes.14

Trait and Factor Theories

Holland—Theory of Vocational Choice

Holland’s theory is considered to be the most influential of all of the current theories.15 In a variety of studies published starting in 1959, Holland developed his theoretical position regarding career choice. This vocational choice theory is based on many assumptions that include the
The personality of an individual is the main factor in determining vocational choice; interest inventories utilized are personality inventories; regarding occupations, individuals develop views that are stereotypical and play an important role in occupation choice; daydreams concerning occupations often are precursors to choices in occupations; identity relates to having a minute number of vocational goals that are rather focused; and choosing an occupation that is congruent to personality is necessary to be satisfied and successful in one’s career.16

A 1997 study by Holland indicates that personality develops from interaction of the various inherited characteristics of an individual, the activities to which one is exposed, and the various competencies and interests that develop from the activities. He feels that children shape their own environments to an extent and the various people (parents/guardians and otherwise) to which a person is exposed provide environments and (sometimes) reinforcements for certain actions. A combination of these various influences create an individual predisposed to show a certain self-concept, outlook, and disposition.17 From this individual, the personality begins to develop.

Holland feels that there are six pure personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. These types have been illustrated in a model (Figure 16) that also identifies correlations between the various personality types.

Figure 16—Holland’s Model for Interpreting Relationships between Types18
Realistic people deal with the environment in which they live in a concrete, objective way and physically manipulate their world around them. They generally avoid subjectivity, artistic or intellectual expressions, and are described as materialistic, masculine, and are considered unsociable and emotionally stable. These individuals prefer agricultural, mechanical, and engineering work and other work and activities that involve motor skills, mechanical ability, machines, and tools. Structure is a major element of their life.

Investigative people enjoy manipulating various symbols, ideas, and concepts in the world in which they live. They enjoy reading, mathematics, science, foreign languages, collecting, as well as creative activities such as art, music, sculpture, and literature. These people avoid social situations and generally consider themselves to be masculine, introverted, scholarly, unsociable, and persistent. They usually perform poorly as leaders but do well in academic and scientific areas.

Artistic people handle their environment by creating art products. They seek solutions to problems through fantasies and subjective impressions. They engage in musical, dramatic, literary, creative, and artistic pursuits. They generally dislike “masculine” roles and activities and generally see themselves as feminine, unsociable, sensitive, impulsive, and flexible.

Social people deal with their environment by utilizing people skills to handle others. Exemplified by social skills and interaction, they prefer vocations that are religious, educational, or therapeutic and enjoy church, reading, drama, government work, and community work. They generally see themselves as sociable, friendly, responsible, self-accepting, and conservative.

People who are enterprising cope with the environments in which they live by being impulsive, dominant, and enthusiastic—displaying a sense of adventure. They are characterized as persuasive, aggressive, self-assured, extroverted, and self-accepting. They generally prefer vocations with leadership or supervisory roles and do well in sales. These activities serve their various needs for power, recognition, and self-expression.
Conventional people handle their environment by engaging in activities and choosing goals and ideals that are socially acceptable. They are conservative, neat, sociable, but their approach to problems is often stereotyped and unoriginal. They generally prefer computational and clerical tasks and see themselves as rigid, controlled, stable, masculine, shrewd, and have a strong aptitude for math and business.

For each of these six characteristics, there are six work environments that correspond. Holland feels that people must select vocational environments that reflect their personalities in order for them to have job satisfaction. Again, there are six different environments: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Realistic environments involve physical tasks that are concrete and require physical and mechanical skill, as well as persistence. Barbershops, filling stations, and machine shops are examples. Investigative environments require abstract and creative abilities. Intelligence and imagination are required as are intellectual skills and tools. Work is related to things rather than people. Libraries and research laboratories are examples of these environments. Artistic environments demand creative and interpretive use of artistry. People draw on intuition, experiences, emotion, and knowledge in these environments. The work often requires intense involvement of long periods. A library, a studio (art, music, or dance), and concert halls are examples of artistic environments.

Social environments require the ability to interpret and modify human experience. Frequent and prolonged relationships are required. School and college classrooms, mental hospitals and counseling offices, churches, and recreational centers are examples of such environments. Enterprising environments require verbal skill to lead, direct, persuade, or plan for others. Typical settings include a real estate office, retail locations, and political situations. Conventional environments involve systematic, routine, and concrete processing of information that is verbal or mechanical in nature. Rather quick and repetitive operations are required and minimal interpersonal contact is needed. Banks, business offices, post offices, and file rooms are good examples of conventional environments.
Holland utilizes the six pure personality types through the Vocational Preference Inventory, the Strong Interest Survey, and the Self-Directed Search. The Strong Interest Survey was developed for people who were interested in managerial and professional careers identify options. It provides considerable data to people—such as administrative indices, basic interest indices, and other scales geared to other specific characteristics. The individual is able to compare his or her scores with the scores of tested men and women (each gender is treated separately) who, when taking the tests, were established in various occupations.21

In his Self-Directed Search booklets Holland helps an individual discover his or her top three personality characteristics. Each individual would discover three-letter codes that best describe him or her—for instance, if the Holland code that one would discern would be AIR, then the individual would discover that he or she is first artistic, then investigative, then realistic. Holland feels that all of the six letters in the code play a role, but that the top three are the most important and influential factors. The Self-Directed Search, being easy to administer (as it is scored by the test-taker) has helped Holland’s approach become influential.

Each occupation in “The Alphabetized Occupations Finder” booklet that correlates with the Self-Directed Search indicates hundreds of occupations and the code associated with individuals in that occupation. People who are professionals in the field are tested to discern what is the code for each occupation. In relation to the many occupations in the field of historic preservation, “The Alphabetized Occupations Finder” provides the following titles and codes: Administrative Assistant, ESC; Artist, Stained Glass, ASE; Archivist, AES; Curator (Museums), IRS; Historian, SEI; Museum-or-Zoo Director, ESR; Paintings Restorer, ASR; Park Superintendent, ERA; Plasterer (Construction), RES; Restorer, Ceramic, ASI; Restorer, Paper-and-Prints, AIS; Repairer, Art Objects, RCE; and Registrar, Museum, CER.22

If the first letter in each of the above Holland codes related to historic preservation is given three points, the second letter is given two points, and the third letter is given one point, the following is true: “E” receives nineteen points, “S” receives seventeen points, “A” receives
sixteen points, “R” receives thirteen points, “T” receives seven points, and “C” receives six points. It appears then that, in occupations that are often classified under the field of historic preservation, enterprising, social, and artistic personality characteristics are the ones that are most often ascertained from tested professionals. It should be noted, however, that these calculations could likely be somewhat erroneous given the somewhat random nature of the occupations listed above as well as the multidisciplinary nature of the preservation field.

Structured Theories

Frank Parsons

Parson’s *Choosing Your Vocation* was published in 1909, after his death. Parson, regarded as the pioneer of modern career development theorists, developed a tripartite model: understanding one’s own self, understanding the various requirements of the different jobs available, and choosing an occupation based on logic.23 The first part of the model can be expanded to include a self-assessment of such things as one’s goals, background, resources, values, and skills. The second part can be expanded as studying the various options required such as occupations, employment, college, and any additional training. The third part of the model can be expanded as a careful reasoning of the best choice with the information uncovered in the first two steps in mind.24

Roe

Anne Roe developed a theory that makes a prediction of career choice from the individual’s relationships with his or her parents. Her theory was based on Maslow’s Hierarchy of Needs, which are, in order of decreasing potency; the physiological needs; the safety needs; the need for belongingness and love; the need for importance, respect, self-esteem, and independence; the need for information; the need for understanding; the need for beauty; and the need for self-actualization.25
She felt that an individual’s career went far in fulfilling many of those needs. One of her most famous quotes was “In our society there is no single situation that is potentially so capable of giving some satisfaction at all levels of basic needs as the occupation.” Roe also based the classification of occupations on the influence of family climate on interests in 1957.

She broke up the various types of occupations into eight categories. She also classified the level of interpersonal interaction intensity in different occupations and created a continuum. Additionally, she classified the level of responsibility with each occupation. She created three categories of parental behavior towards children—ranging from great concentration on the child to avoidance of the child. She tried to construct connections between different levels of emotional support of children and career choice. Although little empirical evidence at the time supported her contentions, more recent research by Conklin and Dailey in 1981 and by Lavine in 1982 indicates that parental expectations do impact occupational and educational choices.

_Bordin—Psychodynamic Theory_

The basis of this theoretical model is that the role of play with human life impacts the role of personality in career and in work. Needs and satisfactions that are developed at a relatively early age impact this theory. Identification with one’s parents and sex role socialization as well as knowledge of these satisfactions and various roles help to predict how the satisfactions could be met by certain careers in the workplace. For instance, people whose needs are generally satisfied by cleaning would go into cleaning occupations—a janitor perhaps. Although development is included in this model, the theory is mostly predictive. Bordin’s propositions are as follows:

1. This sense of wholeness, this experience of joy is sought by all persons, preferably in all aspects of life, including work.
2. The degree of fusion of work and play is a function of an individual’s developmental history regarding compulsion and effort.
3. A person’s life can be seen as a string of career decisions reflecting the individual groping for an ideal fit between self and work.
4. The most useful system of mapping occupations for intrinsic motives will be one that captures life-styles or character styles and stimulates or is receptive to developmental conceptions.

5. The roots of the personal aspects of career development are to be found throughout the early development of the individual, sometimes in the earliest years.

6. Each individual seeks to build a personal identity that incorporates aspects of father and mother, yet retains elements unique to oneself.

7. One source of perplexity and paralysis at career decision points will be found in doubts and dissatisfactions with current resolutions of self.29

Learning Theories

Krumboltz—Social Learning Theory

Learning theory focuses on the various learning processes that lead to beliefs and interests. It differs from developmentalists’ concepts in that it is concerned with the stages of development behind the process. Krumboltz states that there are four major influences on one’s career development: genetic endowments and special abilities, environmental conditions and events, learning experiences, and task approach skills. Genetic endowments and special abilities include race, sex, physical characteristics, intelligence, abilities, talents, and muscular coordination. Environmental conditions and events include jobs available, community and familial interests, natural disasters and resources, technological developments, social organization, and governmental policy. Learning experiences include instrumental learning experiences (where one responds and receives—from the environment—consequences) and associative learning experiences (the development of attitudes and feelings based on the observations of the work of others). Task approach skills include work standards and performance; these skills impact the type and quality of work that the individual can do.30

From the interaction of the above four influences, Krumboltz states that three outcomes are provided. First, self-observation generalizations are produced. These may not always be
accurate and can be influenced by the feedback linked to the various experiences. These
generalizations would include such statements as “I am good at building birdhouses.” Second,
task approach skills are created. These include work habits and mental sets. They help propel the
individual into the future. A significant example has to do with one’s ability to influence or
impact one’s environment. If the individual’s attempt is unsuccessful, the individual often is left
with the impression that “fate” or some mysterious force is controlling his or her life. Finally,
action is the third outcome. These actions include choosing a college major (or switching a
career) as well as applying for a job. 31 Certainly this third outcome greatly impacts one’s future.

Another portion of Krumboltz’s theory contains six theoretical propositions. First, an
individual is more likely to enter an occupation when he or she has been reinforced in a positive
way by doing work that is related to that activity, has seen a role model be positively reinforced
by doing that type of work, has been positively reinforced by a role model who believes he or she
should enter that occupation, or has been exposed to positive imagery or words associated with
that occupation.

Second (similar to the first), an individual is less likely to enter an occupation when he or
she has been punished or not reinforced by doing work related to the occupation, has seen a role
model be punished or not reinforced by doing that type of work, or has been reinforced by a
model who has negative images or words about that type of occupation.

Third, a person is more likely to acquire appropriate career decision making skills when
he or she has been reinforced for engaging in those (appropriate) activities, has observed a role
model be positively reinforced for engaging in those activities, and has access to other resources
or people who possess the appropriate and necessary information.

Fourth (similar to the third), a person is less likely to acquire appropriate career decision
making skills when he or she has been punished or not reinforced for engaging in those
(appropriate) activities, has observed a model be punished or not reinforced for engaging in those
activities, and has little or no access to people or resources with necessary information.
Fifth, a person is more likely to enter an occupation when he or she has recently shown an interest in that occupation, has been exposed to employment opportunities or learning in that field, and has learned the necessary skills matching the occupation requirements.

Sixth, an individual is less likely to enter an occupation if the individual finds the cost of preparation for the occupation to be greater than the eventual return and is not allowed access to the minimum resources required for occupational entry.32

Krumboltz views the planning and development process as an interdependent sequence of events and experiences following the rules outlined above. However, Krumboltz does not describe this process as being composed of distinct, hierarchical steps and so differentiates himself from developmental theorists.33 Krumboltz’s theory has been widely discussed but has not been of significant influence to further research and influence on the field.34

Process Theories

_Tiedeman_

In 1963, Tiedeman developed (with O’Hara) a model that is developmental and directional (but reversible). The model illustrated an individual’s progress throughout the life span. It also described an individual’s progress of career choice and development. The model is broken up into two phases.

The first phase, anticipation, consists of four stages that occur before occupational entry. The first stage, exploration, is when a person interacts with and receives feedback from the environment. The person gathers information from the interaction and it is integrated into an individual’s ego identity. The second stage, crystallization, commences as the observations start to form patterns. The person is able to then make generalizations such as “I am good at working with children.” The third stage, choice, is when the individual makes a tentative occupational choice based on the observations. Finally, the fourth stage of clarification is when the choice is
reconsidered and alterations of the occupation or specializations within a field or occupation are considered.\textsuperscript{35}

The second phase, implementation, is broken up into three stages. The first stage, induction, is the first-time entry into a field. The person is learning how to succeed in the profession and learning how to conform to the various characteristics of the organization. The second, reformation, occurs when the individual acquires significant credibility with the organization to make adjustments to the organization that the individual deems necessary. The third stage, integration, is when the individual is relatively satisfied between the organization acting on the individual and vice versa. This is considered to be a period of satisfaction that endures until something happens to change the balance. Then, the individual may go back through other stages in the process and the result may be a change in occupations or fields.\textsuperscript{36}

\textbf{Socioeconomic Theories}

\textit{Blau & Duncan; Hotchkiss & Borow—Status Attainment Theory}

Blau and Duncan’s \textit{The American Occupational Structure} was the commencement of this theory stating that the family’s socioeconomic situation was influential in education that affects the occupation. Mental ability variables and social-psychological processes were added to this model. In 1996, Hotchkiss and Borow suggested that variables in cognitive abilities and family socioeconomic status fuse and through various social psychological processes, help influence one’s educational attainment—impacting future earnings and occupation. Some criticize this theory as being too simplistic.\textsuperscript{37}

\textit{Borow & Hotchkiss—Dual Labor Market Theory}

Dual Labor Market Theory states that there are two types of businesses in the labor force: core and peripheral. Core firms have well-developed career paths and offer advancement for their employees. Peripheral firms do not have well-developed career paths, offer employees little
chance of advancement, and make no long-term commitment towards their employees. These factors can impact one’s career and how one views potential careers and opportunities. Like the Status Attainment Theory, this theory has stimulated considerable research, but it is unlikely they will become influential to field practitioners who are more oriented to psychological perspectives as determiners.

Other Examples

Bolles

In his well-known yearly book, *What Color Is Your Parachute?*, Bolles provides guidance to people looking for jobs as well as to people seeking a new career or entering the job market. It incorporates some of Holland’s logic. The Realistic, Investigative, Artistic, Social, Enterprising, and Conventional types are placed into a large room where there is a “party”. Bolles then invites the readers to pick a corner of the hexagonal room (each corner with a different personality type populated by people who prominently exhibit that type) where they would like to spend some time in conversation. Bolles next encourages people to find another corner of the room to go to after members of the group selected first “leave”. This process continues, and people have a quick idea of the three main letters (or the “Holland code”) that correlates to their personalities.

Bolles, however, also offers, in greater detail, his approach to choosing an occupation that will be a fit to the individual’s unique characteristics. This approach is based on the flower—a petal of which is devoted to the different characteristics of the people that Bolles encourages the reader to identify. Although he has placed varying levels of importance on the flower over the years, it is still a major element of his books. He equates people with flowers in that he feels people will bloom in areas where they are able to do effective work and will wither in areas where they are not happy and can not do effective work. He feels the two most important goals are that the person is as happy as they can be at their job and that they can find a place where they can do their best work.
The flower (Figure 17) consists of a center with six petals. At the center of the flower is skills. The six petals are 1) geography; 2) interests (special knowledges); 3) people environments; 4) values, purposes, and goals; 5) working conditions; and 6) salary & responsibility. It is important to note that the flower is designed to determine an occupation or job that is a good fit for an individual. The field that an individual would work in is defined as petal number two. In this manner, Bolles draws a strong connection between interests and a person’s field. As this thesis is exploring people in the historic preservation field, this connection was important when developing the questionnaire.
For the center of the flower, he recommends that people write stories about their own lives and accomplishments to determine what their seven strongest skills are. He recommends that the person writes his or her first story (a story where the individual has delivered positive accomplishments), analyze the story to identify any transferable skills that the person may possess, write six more stories and analyze those stories for transferable skills, decide what skills are the person’s favorite, and then prioritize those skills.
For the first petal, geography, he encourages the individual to list all of the places where he or she has lived. He then recommends listing all of the dislikes of those places. Next, the individual turns all of the negative factors into positive factors. For instance, if a person lived in a place that was polluted, the person would probably turn it into a positive by desiring to live in a place where there was little or no pollution. This process does depend on the distinctive desires of the individual and not all of the negative factors are necessarily directly opposite of the positive factors. Next, the individual is to rank the positive factors, listing them according to their importance. From this, a list of the ten most desirable positive characteristics is generated and the individual is supposed to ask friends for suggestions of places that would possess as many of these positive factors as possible. The top three are chosen.

For the second petal, interests, he instructs people to find their favorite interests. In his flower illustration, the field is defined by these interests (as well as special knowledges). In this manner, this petal has a strong correlation with a field rather than one specific occupation. To identify favorite subjects/interests, he identifies ten questions for the individual to ask himself or herself. He asks 1) “What are your favorite hobbies or interests?”, 2) “What do you love to talk about?”, 3) “What magazine articles do you love to read?”, 4) “What newspaper articles do you love to read?”, 5) If you’re browsing in a bookstore, what sections of the bookstore do you tend to gravitate towards?”, 6) “What sites on the Internet...do you tend to gravitate towards?”, 7) “If you watch TV, and it’s a ‘game show,’ which categories would you pick? If it’s an educational program, what kinds of subjects do you spend time with and watch?”, 8) “When you look at a catalog of courses that you could take in your town or city...which subjects really interest you?”, 9) “If you could write a book, and it wasn’t about your own life or somebody else’s, what would be the subject of the book?”, and 10) “If [losing track of time] ever happens to you, what task, what subject, so absorbs your attention that you lose all track of time?”

He also encourages people to choose subjects they know something about, whether or not it was learned in an
educational setting, and to prioritize all of their favorite subjects and interests. He then recommends that people choose a field that combines their three favorite subjects/interests.

For the third petal that seeks out favorite type of people, he recommends utilizing the party exercise that is described above. In this exercise, a person determines, in an abbreviated manner, a Holland Code that can be utilized to find occupations in which people are similar. Bolles believes, “the most important environmental factor always turns out to be people, since every job, except possibly that of a full-fledged hermit, surrounds us with people to one degree or another.” He also encourages the use of what he calls “The Mirror Theory”—that we often see what we are like most effectively by looking into the faces of people with whom we like to associate.

To determine a person’s favorite values & goals—the elements of the fourth petal, he recommends that people ask questions of themselves to discern what people would like to remember them for when they pass away. A list of thirty-one different items is included with a spot at the bottom for other goals. He recommends that the individual creates a list of the top ten and then rank them according to their level of importance. He then looks at goals to accomplish during life. He encourages people to check off a list of things from a list of twenty-three (plus any other goals that may come to mind) and to prioritize the ten most important. From the two lists of ten, he recommends to include the top three goals in the fourth petal of the flower diagram.

To discern favorite working conditions, petal five, he encourages people to list the negative qualities or characteristics of previous working conditions that most negatively impacted their effectiveness at work. Then, people are to rank those characteristics. Next, he encourages people to look at those elements that most profoundly impacted their work characteristics, determine what more or less will be the opposite of those characteristics, and list these positive work environment characteristics. For instance if a person found that working in an environment
where he or she could not work effectively because of office equipment that failed frequently, finding a place with reliable office equipment would be of critical importance.45

To find the characteristics of the final petal (petal six), the level and salary of an occupation, he encourages people to identify the level at which they would like to work. He asks them to look at how much supervision they would like and what size group they would like in order to perform their work most effectively. Regarding salary, he recommends that people define their salary range with a minimum of what needs to be made to survive and a maximum of what a person could realistically earn in a particular field. To determine the minimum, he includes a sample budget to be filled out to provide an idea of the cost of a living wage for their region and specific living characteristics. To identify a maximum, he encourages people to consider their competency and experience.46

Therefore, with this approach, Bolles encourages people to look not only at their traits, but also their backgrounds, to identify any characteristics that they may possess. Components from a variety of theories are used in his flower diagram and the other elements of his book.

_Sher_

Barbara Sher also writes a well-known book about career development that is periodically revised. Entitled _I Could Do Anything if I Only Knew What It Was: How to Discover What You Really Want and How to Get It_, the book helps individuals discover what occupations they want for life. She states that people, such as family and friends, send specific messages about what an individual is supposed to be—instead of what he or she wants to be. She writes that a person needs to move beyond following these messages because following all of the conflicting requests of others will not amount to much of anything and is almost always unrealistic. She advocates discovering what the individual really wants out of life and then going after it by taking action.

Action will help the individual acquire insight into different occupations and activities. Action will help the individual’s self-esteem improve as well. She looks at ways to overcome
resistance. She advocates finding “meaningful work” by having the individual write down his or her definition of the term. She advocates moving beyond what a person merely enjoys and trying to discover what actually provides the individual with true meaning in life. She then advocates trying to find the right job. First, by describing the ideal job and what it would entail; second, by creating the “job from hell” and what it would be like—including what the occupation entailed, who it would be with, and where the job would be. She then recommends flipping or reversing the negative elements into positive elements. For instance, if a person wrote that they hate working alone, then that negative statement would be flipped into a positive statement: that the individual likes to work with others.

Next, she recommends taking those elements and doing a “job rewrite”—where an ideal job situation is created. Next, the individual (with or without a “buddy”) should try to discern an effective job scenario—using assessment and adjustment at the various stages of the job scenario creation until the scenario is completed. The individual then is supposed to pretend to be permanently immersed in that scenario. If the individual was unpleased with that scenario, the next step should be taken—to try to identify the resistance. She helps the individual identify if she or he is cautious and helps them move beyond the feelings of nervousness or tension. She encourages the individual to find his or her real dream and then take some type of action quickly.47

For those who don’t immediately find what they are interested in doing, she has them look at their childhood and other environmental sources to discern how they may have been treated or labeled and how these possible barriers may be preventing them from finding what they are seeking in life. For instance, if parents recommended a conventional job, the individual may be programmed into thinking that this is what he or she should do—even though the individual may not be interested and fit for such an occupation. For people who have several competencies and can’t seem to find any one, she advocates listing the desired occupations of current interest and trying to fit them in when the time is available. The person can also choose occupations that
enable the individual to utilize these diverse interests. For people who are too narrowly focused and still can’t select something, she encourages them to accomplish a small task and to realize that by understanding the process and potential benefits of sticking with something, then they will be more likely to develop perseverance in their own work. For narrowly focused people, she also encourages looking at what they work with (for instance, numbers, people, cars, and so forth) to guide them in the selection process.

For people who have chosen the wrong career, she advocates discovering the characteristics of the job the individual doesn’t like. She then describes some of these characteristics. For the individual who is burned out, she recommends learning something new, reading autobiographies, writing an autobiography, obtaining new experiences, and really thinking about what it is that truly is of interest in life.

She feels people who are trying to find a career might also consider choosing a job that is in completely new territory—and then identifying the characteristics or subjects of those positions that were appealing. In this process, the job in that completely new territory may help the person find a new job that is a better fit—utilizing the possibly newly discovered characteristics or subjects. She advocates looking at previous acquaintances and associates as well as touchstones on which to build a new career. She encourages becoming acquainted with those touchstones.

The importance of lack of information is stressed in the book. She encourages her readers to become as well informed as possible about the subjects and abilities that are of interest. When an individual is seeking a career, information should be explored. However, the individual should also talk to people in the field and discover what their experiences have been like. The individual should also try to visualize himself or herself in that position as expressed above.

Regarding the importance of love, the interaction between love of a significant other and the love of career is expressed as a significant factor in the career development of most people. The importance of taking care of one’s own problems and engaging in altruistic actions as building blocks in self-esteem development is also stressed.
Sher’s approach is multifaceted and she encourages looking at such diverse elements as childhood, parent(s)/guardian(s), abilities, interests, and job availability to discover what can work for the individual. Her approach therefore builds upon many of the developed theories described above.

**Current State of Career Development Theories**

Career development theories are utilized by professionals such as career planners when helping their clients find a sense of career direction. In 1980, it was estimated that about 3.5 million people took interest inventories annually. The tests that have been developed by the different theorists, such as the Holland Self-Directed Search, are often provided to the clients to help them become more aware of their own skills, interests, abilities, and possible careers that would effectively utilize these characteristics. Some counselors are also helping individuals discern their personal identity before proceeding to assess potential careers. The number of career interventions such as computer systems, books, audiovisual and print materials, and professional and paraprofessional staff is much larger than before. Due to the sweeping changes in America’s social and economic life in recent years, workers are under new challenges and career planning has the much more challenging task of dealing with these issues and providing assistance during this rapidly-changing era.

**Future State of Career Development Theories**

Many different areas of career development will need empirical investigation. An understanding of the types of intervention that are most beneficial to certain clients needs to be developed. Additionally, the types of counselors or counseling that are of greatest benefit to specific types of clients as well as the interaction of human and computerized systems need to be investigated.
Many have noted the possibility of bias or discrimination in many of the career development theories. As minorities will likely continue to be a larger percentage of the working force, the importance of issues and beliefs related to ethnic and racial minorities, women, physically and mentally handicapped individuals, and gays/lesbians/bisexuals/transvestites will, some believe, need to be further identified and factored into career intervention approaches.
Endnotes

2 Ibid.
3 Ibid.
4 Ibid., 3.
7 Ibid., 18.
11 Ibid., 35.
12 Ibid., 29-36.
16 Ibid., 22.
17 Ibid.
19 Ibid., 23.
20 Ibid., 24-5.
21 Ibid., 358.
26 Ibid.
29 Ibid.
33 Ibid. 32.
35 Ibid. 36.
36 Ibid. 32.
38 Ibid., 41.
39 Ibid.
41 Ibid., 210.
42 Ibid., 96-7.
43 Ibid., 288.
44 Ibid., 291-96.
46 Ibid., 299-301.
48 Ibid., 120-313.
Introduction
The questionnaire was developed with the above career development theories in mind. Portions of many of the career development theories were utilized to create a questionnaire that was well-rounded and that would help gauge common characteristics as well as unique characteristics of the participants.

The Recipients
To create a well-rounded group of recipients, the questionnaire was sent to graduates from the historic preservation program at the University of Georgia. One hundred graduates, virtually all of whom were still working in the field, were randomly selected from an alumni database. Although it would have been desirable to send the questionnaire to preservationists throughout the country who probably graduated from an array of educational institutions, finding an organization that provides such a listing of people was problematic. Additionally, the organization may not want to give out the information on clients or contacts to retain confidentiality. It was also felt that students from the University of Georgia would be more likely to answer a questionnaire from a student enrolled at their alma mater.
Distribution

The one hundred questionnaires were distributed via the United States Postal Service on October 9, 2001. Recipients with a known e-mail address were sent a preliminary notice of the questionnaire’s arrival. In each questionnaire packet, an implied consent form (see Appendix A) was included, along with a stamped, addressed envelope to facilitate their return.

Question/Theory Correlation

Each question correlates with one or more of the theories. A copy of the questionnaire, along with the implied consent form accompanying the questionnaire (as it was sent to the recipients) is included in Appendix B below. Overall, questions refer to historic preservation as a field in general. Certainly many occupations fall under the umbrella of historic preservation, but questions were developed that would try to identify any common characteristics of people in the overall preservation field. Richard Nelson Bolles’ distinction between field (Where do you want to work?) and occupation (What do you want to do?) was very helpful when generating the questionnaire. The definition of “occupation” from the Career Development and Planning: A Comprehensive Approach by Robert C. Reardon et al was also helpful. It states that an occupation is “A group of similar positions found in different industries or organizations”. A variety of occupations is generally found in each field.

The theory or theories utilized for generating each question and what is hoped to be discovered follows each of the questions in the questionnaire below.

Questionnaire

Purpose of Questions; Theories Utilized

1. What were your three favorite subjects in elementary school? Write “3” in the space preceding the subject you enjoyed the most, “2” for your second favorite, and “1” for your third favorite.
This question is included to help discern what subjects were of greatest interest from the ages of five through twelve. The subjects as they pertain to elementary school are helpful in obtaining a historical perspective of individuals polled.

Statements 1, 2, 6, and 12 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. Gottfredson’s Theory of Circumscription and Compromise is utilized in that there is an assumption that career development begins at childhood and that when people must not accept their first job choice, third consideration is given to interests. To a moderate extent, the theory utilizes Holland’s Theory of Vocational Choice in that interest inventories are utilized for personality inventories and personality is the main factor in determining vocational choice. Bordin’s proposition 5 is utilized: that career development aspects are found in the early development of the individual. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question. The question utilizes Bolles’ well-known yearly book, What Color Is Your Parachute?—specifically the elements of petal two where a person is to discern their favorite interests. Childhood factors gauged by this question are important in Sher’s book.

2. What were your three favorite subjects in high school? Write “3” in the space preceding the subject you enjoyed the most, “2” for your second favorite, and “1” for your third favorite.

_____Art

_____History

_____Math

_____Science

_____Other (                      )

_____Other (                      )

_____Other (                      )

_____Other (                      )

This question is included to help discern what subjects were of greatest interest from the ages of five through twelve. The subjects as they pertain to elementary school are helpful in obtaining a historical perspective of individuals polled.

Statements 1, 2, 6, and 12 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. Gottfredson’s Theory of Circumscription and Compromise is utilized in that there is an assumption that career development begins at childhood and that when people must not accept their first job choice, third consideration is given to interests. To a moderate extent, the theory utilizes Holland’s Theory of Vocational Choice in that interest inventories are utilized for personality inventories and personality is the main factor in determining vocational choice. Bordin’s proposition 5 is utilized: that career development aspects are found in the early development of the individual. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question. The question utilizes Bolles’ well-known yearly book, What Color Is Your Parachute?—specifically the elements of petal two where a person is to discern their favorite interests. Childhood factors gauged by this question are important in Sher’s book.
This question’s intent is to help discern what subjects were of greatest interest from the ages of twelve through eighteen.

Statements 1, 2, 6, and 12 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. Gottfredson’s Theory of Circumscription and Compromise is utilized in that there is an assumption that career development begins at childhood, and that when people must not accept their first job choice, third consideration is given to interests. To a moderate extent, the theory utilizes Holland’s Theory of Vocational Choice in that interest inventories are utilized for personality inventories and personality is the main factor in determining vocational choice. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question. The question utilizes Bolles’ well-known yearly book, What Color Is Your Parachute?—specifically the elements of petal two where a person is to discern their favorite interests. The subjects as they pertain to high school are helpful in obtaining a historical perspective of the individuals polled. Factors in adolescence are important in Sher’s book also.

3. At what three subjects were you most proficient in elementary school? Write “3” in the space preceding the subject at which you were most proficient, “2” for your second most proficient, and “1” for your third most proficient.

_____Art  _____English
_____History  _____Social Studies
_____Math  _____Physical Education
_____Science  _____Other ( )
This question’s purpose is to discern subject abilities in individuals from the ages of five through twelve.

The question uses the first part of Parson’s model that includes an assessment of skills. Statements 1, 2, 3, 6, and 12 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. Gottfredson’s Theory of Circumscription and Compromise is utilized in that the social self, the more important occupation-determining factor, is made up of such things as intelligence. Bordin’s proposition 5 is utilized: that career development aspects are found in the early development of the individual. Krumboltz’s Social Learning Theory is used: intelligence and abilities fall under genetic endowments and special abilities—one of the four major influences on one’s career development. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question. This question relates to the Status Attainment Theory as cognitive abilities impact future occupations. To a moderate extent, the question utilizes Bolles’ well-known yearly book, What Color Is Your Parachute? Factors in childhood are important in Sher’s book also.

4. At what three subjects were you most proficient in high school? Write “3” in the space preceding the subject at which you were most proficient, “2” for your second most proficient, and “1” for your third most proficient.

____ Art  
____ History  
____ Math  
____ Science  
____ Other (                      )  
____ Other (                      )

This question’s purpose is to discern subject abilities in individuals from the ages of twelve through eighteen.
The question uses the first part of Parson’s model that includes an assessment of skills. Statements 1, 2, 3, 6, and 12 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. Gottfredson’s Theory of Circumscription and Compromise is utilized in that the social self, the more important occupation-determining factor, is made up of such things as intelligence. Krumboltz’s Social Learning Theory is used: intelligence and abilities fall under genetic endowments and special abilities—one of the four major influences on one’s career development. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question. This question relates to the Status Attainment Theory that cognitive abilities impact future occupations. To a moderate extent, the question utilizes Bolles’ well-known yearly book, What Color Is Your Parachute? Factors in adolescence are important in Sher’s book also.

5. What was your undergraduate major in college? _______________________________ ____________________________________________________

This question is included to discern the college major and will hopefully provide a picture of interests or earlier career aspirations in the individual.

The question uses the first part of Parson’s model that includes an assessment of background. Statements 5 and 6 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. Krumboltz’s Social Learning Theory is used: an undergraduate major would be a learning experience—one of the four major influences on one’s career development. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question. To a moderate extent, the question utilizes Bolles’ well-known yearly book, What Color Is Your Parachute? Factors such as these (earlier experiences) are important in Sher’s book also.
6. Did you have any undergraduate minors or any other undergraduate majors in college? _______ If so, what were they?______________________________________
________________________________________________ ________________________
________________________________________________ ________________________
________________________________________________ ________________________

The ambition of this question is to identify any other subject interests or career aspirations of lesser or equal importance to the individual. The question uses the first part of Parson’s model that includes an assessment of background.

Statements 5 and 6 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. Krumboltz’s Social Learning Theory is used: an undergraduate minor or other majors would be examples of a learning experience—one of the four major influences on one’s career development. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question. To some extent, the question utilizes Bolles’ well-known yearly book, What Color Is Your Parachute? Factors such as these (earlier experiences) are important in Sher’s book also.

7. Did you grow up in a historic house or apartment?

Please circle one of the following: Yes No Somewhat

This question is included to discern an environmental factor of a highly localized and relatively individual nature that may have impacted the career aspirations of the individual.

The question uses the first part of Parson’s model that includes an assessment of background. Statements 4 and 9 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. To a moderate extent, the question utilizes Holland’s Theory of Vocational Choice as personality is the main factor in determining vocational choice. Personality develops from such things as the environment to which one is exposed. Krumboltz’s Social Learning Theory is used: a historic dwelling would be an environmental condition—one of the four major influences on one’s career development. Various
elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question. These early experience factors are important in Sher’s book also.

8. Did you grow up in a historic neighborhood?

Please circle one of the following: Yes No Somewhat

This question is included to identify any environmental factors of a less localized and less individual nature that still may have impacted the individual’s career aspirations.

Statements 4 and 9 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. To a moderate extent, the question utilizes Holland’s Theory of Vocational Choice as personality is the main factor in determining vocational choice. Personality develops from such things as the environment to which one is exposed. Krumboltz’s Social Learning Theory is used: a historic neighborhood would be an environmental condition—one of the four major influences on one’s career development. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question. Factors such as these (earlier experiences) are important in Sher’s book also.

9. Did you grow up in a community where historic preservation was a high priority?

Please circle one of the following: Yes No Somewhat

Identifying environmental factors of a social nature that may have had a lasting impact on the individual is the goal of this question. Perhaps the community’s strong interest in preservation provided the individual with a strong awareness at an early age. However, perhaps the community’s lack of interest incited the individual to take action after seeing possible negative consequences from the lack of preservation attention.

The question uses the first part of Parson’s model that includes an assessment of background. Statements 4 and 9 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. To a moderate extent, the question utilizes
Holland’s Theory of Vocational Choice as personality is the main factor in determining vocational choice. Personality develops from such things as reinforcements for actions provided by people in environments during childhood. Krumboltz’s Social Learning Theory is used: community interests would be an environmental condition—one of the four major influences on one’s career development. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question. Factors such as these (earlier experiences) are important in Sher’s book also.

10. Did your parent(s)/guardian(s) have an appreciation of historic preservation?

   Please circle one of the following:  Yes  No  Somewhat

This question’s intent is to identify any environmental and even potential genetic factors that may have impacted career choice.

Statements 4, 9, and 10 from Super’s Life-Span, Life-Space Theory are germane. To a moderate extent, the question utilizes Holland’s Theory of Vocational Choice as personality is the main factor in determining vocational choice. Personality develops from such things as reinforcements for actions provided by people in environments in childhood. Bordin’s proposition 6 is utilized: that people integrate aspects of their parents in their personal identity. Krumboltz’s Social Learning Theory is used: familial interests would be an environmental condition—one of the four major influences on one’s career development. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question.

11. Did your parent(s)/guardian(s) have an appreciation of history, architecture, or other subjects related to historic preservation?

   Please circle one of the following:  Yes  No  Somewhat
This question’s goal is to identify parental-guardian factors of a genetic/environmental nature that may have impacted career choice. These subjects are related to historic preservation and may point to trends in similar interests.

Statement 10 from Super’s Life-Span, Life-Space Theory is germane. To a moderate extent, the theory utilizes Holland’s Theory of Vocational Choice as personality is the main factor in determining vocational choice. Personality develops from such things as reinforcements for actions provided by people in environments in childhood. Bordin’s proposition 6 is utilized: that people integrate aspects of their parents in their personal identity. Krumboltz’s Social Learning Theory is used: familial interests would be an environmental condition—one of the four major influences on one’s career development. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question.

12. Was heritage education or historic preservation a strong part of your elementary school education?

Please circle one of the following: Yes  No  Somewhat

This question’s purpose is to discern any links between the individual’s early education and career choice. Certainly, schools possess educational programs and requirements that vary greatly. Field trips to historic sites may factor in positively with this question.

Statements 6 and 10 from Super’s Life-Span, Life-Space Theory are germane. Gottfredson’s Theory of Circumscription and Compromise is utilized as one of the four assumptions is that the career development process begins in childhood. To a moderate extent, the theory utilizes Holland’s Theory of Vocational Choice as personality is the main factor in determining vocational choice. Personality develops from such elements as the activities to which one is exposed. Bordin’s proposition 5 is utilized: that career development aspects are found in the early development of the individual. Krumboltz’s Social Learning Theory is used: heritage education would be an example of a learning experience—one of the four major
influences on one’s career development. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question.

13. Was heritage education or historic preservation a strong part of your high school education?

Please circle one of the following: Yes No Somewhat

This question’s purpose is to discern any links between the individual’s adolescent education and career choice. Certainly, schools possess educational programs and requirements that vary greatly. At this stage, field trips don’t seem to occur as often annually but other elements of heritage education are implemented—such as state and local history classes, art history classes (provided in a format that is designed for students planning to take an advanced placement examination for enrollment in college), architecture classes, and art classes. A further development of literature classes often augments an individual’s understanding of past societies.

The question uses the first part of Parson’s model that includes an assessment of background. Statements 6 and 10 from Super’s Life-Span, Life-Space Theory are germane. To a moderate extent, the theory utilizes Holland’s Theory of Vocational Choice as personality is the main factor in determining vocational choice. Personality develops from such elements as the activities to which one is exposed. Krumboltz’s Social Learning Theory is used: heritage education would be an example of a learning experience—one of the four major influences on one’s career development. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question. Earlier experiences in life are important in Sher’s book also.

14. Did you tour historic homes and/or neighborhoods during your childhood? __________

If so, how often and who arranged these tours? ________________________________________

________________________________________________ ________________________

________________________________________________ ________________________
This question’s goal is to discern whether historic houses and districts were seen by the individual. An understanding of the people arranging these tours will facilitate awareness in the role parents, guardians, relatives, educators, mentors, and others may play in exposing the individual to varying fields of potential interest.

The question uses the first part of Parson’s model that includes an assessment of background. Statements 4 and 10 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. Gottfredson’s Theory of Circumscription and Compromise is utilized as one of the four assumptions is that the career development process begins in childhood. To a moderate extent, the theory utilizes Holland’s Theory of Vocational Choice as personality is the main factor in determining vocational choice. Personality develops from such elements as the activities to which one is exposed. Bordin’s proposition 5 is utilized: career development aspects are found in the early development of the individual. Krumboltz’s Social Learning Theory is used: touring historic sites would be an example of a learning experience—one of the four major influences on one’s career development. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question.

15. What did your parents/guardians value in life? ________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
The goal of this question is to discover what aspirations and values the parents/guardians of preservationists have. Aspirations and values seem to change from field to field and this question will hopefully clarify some of the goals these people may have in life and how it impacted the individuals polled.

Statements 10 and 11 from Super’s Life-Span, Life-Space Theory are germane. Bordin’s proposition 6 is utilized: that people integrate aspects of their parents in their personal identity. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question. The question utilizes Bolles’ well-known yearly book, What Color Is Your Parachute? Parental interests are important factors in Sher’s book.

16. What do you value in life? ______________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

The purpose of this question is to discover what aspirations and values preservationists have. Aspirations and values often change from field to field and this question will hopefully clarify some of the goals that preservationists have in life. Perhaps such goals include the following—from specific statements like creating an environment for developing generations where a greater understanding and appreciation for the past is established or continuing utilizing existing
structures to preventing needless and wasteful demolition that threatens natural resources—to more general goals like progress, community involvement, education, and art.

The question uses the first part of Parson’s model that includes an assessment of values. To a moderate extent, Ginzberg’s theory is used: people choose occupations with the goal of optimizing satisfaction based on their desires and needs. Statements 1, 2, 5, 6, 12, and 14 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. Bordin’s proposition 1 is utilized: a sense of wholeness is sought by all people, preferably in work, as well as in the other parts of life. The question utilizes Bolles’ well-known yearly book, What Color Is Your Parachute? Values are an important factor in Sher’s book.

17. Why did you choose historic preservation as a career? Please list all relevant factors.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

What was the most important factor? ______________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

This very important question is included to discover what elements and factors contributed to choosing a field in historic preservation. The goal is to discern what common and unique factors contributed to the decision. The results should be of considerable importance to people considering preservation and academic professionals working in preservation programs.
The question uses the first part of Parson’s model that includes an assessment of goals, background, resources, values, and skills. It also incorporates the second and third parts of Parsons’ tripartite model to include the steps that are taken to allow entry into a field as well as a careful reasoning of the ideal choice based on the first two elements of the tripartite model.

Ginzberg’s theory is used: his early statement in 1951 that people make career decisions from the prepuberty years to the late teens or early twenties. His revised statement of 1972 is also used—that occupational choice is open as long as people are making work and career decisions and that continuing evolution to life and work matter too. Statements 12, 13, and 14 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. The answers to this question may show elements of the selection process described by Gottfredson’s Theory of Circumscription and Compromise, Holland’s Theory of Vocational Choice, Bordin’s theory, Krumboltz’s Social Learning Theory, Tiedeman’s theory, Status Attainment Theory, and Dual Labor Market Theory. To a moderate extent, the question utilizes Bolles’ well-known yearly book, What Color Is Your Parachute? Some of Sher’s reasons for choosing certain occupations may become apparent in answers to this question.

18. Did other people influence your decision to choose a career in historic preservation?

____________________________________________________________________

How? ______________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
This question’s goal is to discern what impact, if any, other people (family, friends, mentors, educators, and so forth) had on this important choice. As noted by Holland (mentioned above), people with whom a person is in contact compose the person’s environment and this can impact career choice.

Statements 5, 10, and 11 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. Gottfredson’s Theory of Circumscription and Compromise is utilized as stereotypes, often created or altered by the perceptions and/or statements of others, often guide individuals in the selection process. Recipients who answer that their parents played an important role in this decision-making process would possibly provide support for Roe’s theory that parental relationships often impact making career decisions.

Krumboltz’s Social Learning Theory is used: interests and influences from others would be an environmental condition—one of the four major influences on one’s career development. The other portion of Krumboltz’s theory, the component with six theoretical propositions, states environmental factors that would be of relevance to this question. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question. Sher notes that other people often have a profound impact on one’s occupational choice.

19. Did short-term or long-term earnings/salaries and job availability impact your decision?

Please explain.
The goal of this question is to discover the impact, if any, that financial and job-placement considerations had on the individual’s career choice.

To a moderate extent, it incorporates the second and third parts of Parsons’ tripartite model to include the steps that are taken to allow entry into a field as well as a careful reasoning of the ideal choice based on the first two elements of the tripartite model. The steps taken generally require financial commitments and an individual’s long-term earnings often need to be taken into consideration. Statements 5 and 11 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. Krumboltz’s Social Learning Theory is used: job availability is an example of an environmental condition—one of the four major influences on one’s career development. Various elements of anticipation, the first phase of Tiedeman’s theory, are relevant to this question.

20. Did you ever have a career in a different field or fields? __________ If so, what was it (what were they)? ________________________________________________________

This question is included to discern what percentage of people came from other backgrounds (both related and unrelated to preservation). Additionally, the question may help discover what similar fields were the most common previous career choices of these individuals.

The question uses the first part of Parson’s model that includes an assessment of background. Ginzberg’s theory is used: his early statement in 1951 that people decide from the
prepuberty years to the late teens or early twenties. His revised statement of 1972 is also used—that occupational choice is open as long as people are making work and career decisions, that continuing evolution to life and work matter too. Statements 4, 5, 6, 11, and 12 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. Certain stages in Dalton, Thomson, and Price’s four-stage model may be expressed in the answers to this question also. Bordin’s proposition 3 is utilized: that a person’s life can be seen by many career decisions that show the individual trying to find a good fit between work and self. Krumboltz’s Social Learning Theory is used: having other occupations would be an example of an environmental condition—one of the four major influences on one’s career development. Various elements of implementation, the second phase of Tiedeman’s theory, are relevant to this question. This question somewhat relates to the Dual Labor Market Theory as the types of preservation businesses extant would impact how one views possible fields and opportunities. To a moderate extent, the question utilizes Bolles’ well-known yearly book, What Color Is Your Parachute?

21. At what age did you decide to choose a career in historic preservation? _____________
How long did it take you to make that decision? ________________________________

The goal of this question is to identify the age range of most people when they made their preservation career decision and the amount of time that they spent deciding.

The question uses the third part of Parson’s model—specifically how a careful reasoning of the different options factors in. Ginzberg’s theory is used: his early statement in 1951 that people choose a career from the prepuberty years to the late teens or early twenties. His revised
statement of 1972 is also used—that occupational choice is open as long as people are making work and career decisions, that continuing evolution to life and work matter too. Statements 1, 5, 11, and 12 from Super’s Life-Span, Life-Space Theory are germane. For a description of these statements, please see above. The answers to this question may show elements of the selection process described by Gottfredson’s Theory of Circumscription and Compromise.

**Anticipated Results**

1. **What were your favorite subjects in elementary school?**

   It is anticipated that English, history, and social studies will be the three most favored subjects as expressed from the questionnaire. Art may also be one of the top subjects. From the career development theory research as well as the historical figures research, it appears rather likely that some people may already have an expressed interest in subjects related to historic preservation.

2. **What were your favorite subjects in high school?**

   It is foreseen that English, history, and social studies will be the three most favored subjects as expressed from the questionnaire. Perhaps art will also be one of the top subjects. From the career development theory research as well as the historical figures research, it appears likely that people may already have an expressed interest in subjects related to historic preservation.

3. **At what subjects were you most proficient in elementary school?**

   English, history, and social studies are anticipated to be the three most proficient subjects as expressed from the questionnaire. Art may also be one of the top subjects. From the career development theory research as well as the historical figures research, it appears likely that people may already have an expressed proficiency in subjects related to historic preservation. A congruency between subject proficiency and subject interest is certainly not present sometimes.
However, it is expected that a fairly strong correlation will occur between the two as indicated by the results of the questionnaire.

4. At what subjects were you most proficient in high school?

It is anticipated that English, history, and social studies will be the three most proficient subjects as expressed from the questionnaire. Art may also be one of the top subjects. From the career development theory research as well as the historical figures research, it appears likely that people may already have an expressed proficiency in subjects related to historic preservation. A congruency between subject proficiency and subject interest is often not present. However, it is expected that a fairly strong correlation between the two will occur as indicated by the results of the questionnaire. Due to the evolutionary nature of subject proficiencies, there may be a stronger correlation between the proficient subjects and career at this stage. However, due to the multidisciplinary nature of historic preservation, there will probably be a wide range of subject proficiencies.

5. What was your undergraduate major in college?

Majors that are similar in nature to historic preservation are anticipated. Common majors will likely include architecture, interior design, history, English, real estate/business, and similar subjects. Identifying the array of other majors that will result from the questionnaire will be helpful as it will aid in understanding some of the less common characteristics of former majors chosen by people who pick a career in historic preservation.

6. Did you have any minors or any other majors in college?

If so, what were they?

It is anticipated that, for people who did choose to have minors or other college majors, the most common answers will include subjects related to historic preservation—as in answer four. These
subjects will likely include architecture, interior design, history, English, real estate/business, and similar subjects.

7. Did you grow up in a historic house or apartment?

*It is anticipated that about half of the questionnaire recipients will answer “yes” to this question. It seems uncertain what percentage of people in general in this age range grew up in a historic house or apartment, but judging from the historical figures research, it appears likely that the percentage will be at least moderate or at least higher than average. Although finding the percentage of individuals living in historic dwellings is difficult, utilizing recent data developed in the American Housing Survey for the United States from the United States Census Bureau, it was calculated that only about twenty-seven percent of the dwellings counted for 1999 were built before 1949.*

8. Did you grow up in a historic neighborhood?

*It is anticipated that about half to most of the questionnaire recipients will answer “yes” to this question. It is uncertain about what percentage of people in general in the age range of recipients grew up in a historic neighborhood, but, after looking at the historical figures who were active in preservation, it appears likely that, like the historical figures, a considerable percentage will have grown up in these environments. As people frequently move, the answer “somewhat” will likely be a response for individuals living in historic homes during a portion of their childhood.*

9. Did you grow up in a community where historic preservation was a high priority?

*It is uncertain how most recipients will answer this question. The historical figures section indicated that people grew up in areas where preservation was not a priority. However, most of the people in this section were, in many cases, key founders of the movement in their respective*
countries. Thus it would have been unlikely for them to have grown up in a preservation-friendly environment.

Preservation work has continued for much longer now, of course, and it would appear more likely that preservation-friendly neighborhoods did exist during the era of the various childhoods of the recipients: most likely from the 1930s through the 1990s.

10. Did your parent(s)/guardian(s) have an appreciation of historic preservation?

It is uncertain what the results of this question will be. The preservation movement continues to advance and develop and it is probable that many of the parent(s)/guardian(s) of the recipients may have been unaware of preservation work at the time. The results of this section should provide interesting and useful information about this subject.

11. Did your parent(s)/guardian(s) have an appreciation of history, architecture, or other subjects related to historic preservation?

It is anticipated that a slight majority of the answers to this question will be “yes”. Looking at the historical figures section, it appears that a strong correlation between parent/guardian and child interests exists.

12. Was heritage education or historic preservation a strong part of your elementary school education?

Most of the answers, it is expected, will be “somewhat” to this question. In general, heritage education seems to have a moderate presence in the curriculum of many elementary schools.

13. Was heritage education or historic preservation a strong part of your high school education?
Most of the answers, it is expected, will also be “somewhat” to this question. In general, heritage education seems to have a moderate presence in the curriculum of many high schools.

14. Did you tour historic homes and/or neighborhoods during your childhood? If so, who arranged these tours?

It is anticipated that virtually all of the recipients will have toured historic places during their childhood. In terms of arrangement, it is anticipated that parents/guardians and teachers will be the most commonly stated answers. Generally, it is these individuals who introduce children to these sites.

15. What did your parents/guardians value in life?

Although this question may possibly be too open-ended, it is anticipated that most of the recipients will answer that they value things that were similar to the answers in number sixteen: making a difference in their communities/neighborhoods, protecting cultural and historical assets, and educating others about the importance of historic buildings. However, it is foreseen that moderate and even extensive variations in some answers may occur.

16. What do you value in life?

For this question, it is anticipated that most of the recipients will answer that they value making a difference in their communities/neighborhoods, protecting cultural and historical assets, and educating others about the importance of historic buildings. These seem to be the different elements that many historic preservationists value and similar results in the questionnaire are anticipated.

17. Why did you choose historic preservation as a career? Please list all relevant factors. What was the most important factor?
For number seventeen, it is anticipated that most people will indicate answers that correspond to their values: that historic preservation enables them to work towards accomplishing goals that mesh with what they value in life. However, this question is rather broad and will probably provide an array of answers.

18. Did other people influence your decision to enter a career in historic preservation? How?

It is foreseen that such individuals as parent(s), guardian(s), and professionals in the field will be the most common answers. As noted by Holland (mentioned above), people with whom a person is in contact compose the person’s environment and this can impact career choice. These types of individuals are usually in greatest contact with the individual and would probably have the greatest impact on the individual’s career choice.


It is uncertain how people will answer this question because it is believed that people are not overly aware of the earnings and job availability in their field before they select a career. As earnings and job availability in historic preservation vary (depending on location and the economy) and fall (according to location and the economy) at different parts of the spectrum as compared to occupations in other fields, it should be very interesting to discover how recipients factored in these considerations when they were making their determination. Salary is an external gratification and external gratification affects the interest level. However, it is believed that most preservationists do not go into preservation for considerable salaries.

20. Did you ever have a career in a different field or fields? If so, what was it (what were they)?

It is anticipated that a moderately low number of the recipients had a career in another field.
21. At what age did you decide to choose a career in historic preservation? How long did it take you to make that decision?

It is foreseen that the bulk of recipients will answer that they chose a historic preservation career during the age span of late teens to the middle twenties. It is believed that a smaller group of people will indicate that they chose the field when they were in their thirties or early forties. This seems to be the trend in many careers and it is foreseen that most people will have taken about three to five years to make this decision as this appears to be the trend indicated by developmental theories.
Endnotes

CHAPTER 5

THE RESULTS

Introduction

Beginning October 12, 2001, questionnaires were returned and the results were analyzed. Of the
one hundred distributed, forty-two were postmarked by the deadline of November 9, 2001, and
have been included. The answers from the questionnaires were compiled and analyzed. The
information gathered is included below. Graphs are employed to facilitate analysis.

The Results

1. What were your three favorite subjects in elementary school? Write “3” in the space
preceding the subject you enjoyed the most, “2” for your second favorite, and “1” for
your third favorite.

[Note: the numbers in front of each subject are the sums from the participants’ answers.
Each “3” received three points, each “2” received two points, and so forth.]

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<tr>
<th>Subject</th>
<th>Sum</th>
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<td>English</td>
<td>41</td>
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<tr>
<td>History</td>
<td>45</td>
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<tr>
<td>Social Studies</td>
<td>48</td>
</tr>
<tr>
<td>Math</td>
<td>17</td>
</tr>
<tr>
<td>Physical Education</td>
<td>10</td>
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<td>Other (Reading)</td>
<td>11</td>
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<tr>
<td>Other (Music)</td>
<td>2</td>
</tr>
</tbody>
</table>

Figure 18 illustrates the results graphically.
2. What were your three favorite subjects in high school? Write “3” in the space preceding the subject you enjoyed the most, “2” for your second favorite, and “1” for your third favorite.

[Note: the numbers in front of each subject are the sums from the participants’ answers. Each “3” received three points, each “2” received two points, and so forth.]

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<th>Subject</th>
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<td>English</td>
<td>65</td>
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<td>History</td>
<td>79</td>
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<td>Social Studies</td>
<td>23</td>
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<tr>
<td>Math</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>14</td>
</tr>
<tr>
<td>Other (Orchestra)</td>
<td>2</td>
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</tbody>
</table>
Figure 19 illustrates the results graphically.

![Graph showing level of subject interest in high school](image)

Figure 19—Favorite Subjects in High School
3. At what three subjects were you most proficient in elementary school? Write “3” in the space preceding the subject at which you were most proficient, “2” for your second most proficient, and “1” for your third most proficient.

[Note: the numbers in front of each subject are the sums from the participants’ answers. Each “3” received three points, each “2” received two points, and so forth.]

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<th>Subject</th>
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<td>Other (Reading)</td>
<td>7</td>
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</tbody>
</table>

Figure 20 illustrates the results graphically.
4. At what three subjects were you most proficient in high school? Write “3” in the space preceding the subject at which you were most proficient, “2” for your second most proficient, and “1” for your third most proficient.

[Note: the numbers in front of each subject are the sums from the participants’ answers. Each “3” received three points, each “2” received two points, and so forth.]

<table>
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<tr>
<th>Subject</th>
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</tr>
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<td>3</td>
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<tr>
<td>Other (Orchestra)</td>
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</tr>
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<tr>
<td>Other (Choir/Music)</td>
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</tr>
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<td>Other (Law &amp; Ethics)</td>
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<td>Other (Languages)</td>
<td>3</td>
</tr>
<tr>
<td>Other (Woodshop)</td>
<td>3</td>
</tr>
</tbody>
</table>

Figure 21 illustrates the results graphically.
5. What was your undergraduate major in college? _______________________________

[Note: the numbers in front of each subject indicate the number of times each subject was mentioned in the participants’ responses.]

- History: 16
- Art History/Fine-Art History/History of Art: 4
- English: 2
- Journalism: 2
- Political Science: 2
- Interior Design: 2
- American Studies (Sociology, History, Political Science): 2
- English (Creative Writing): 1
- Biology: 1
6. Did you have any undergraduate minors or any other undergraduate majors in college? ______

21 Yes  17 No

If so, what were they?____________________________________

[Note: the numbers in front of each subject indicate the number of times each subject was mentioned in the participants’ responses.]

4 Art History
2 Business
2 History
2 Psychology
7. Did you grow up in a historic house or apartment?

Please circle one of the following: Yes No Somewhat

6 Yes 31 No 5 Somewhat

Figure 22 illustrates the results of question 7, together with questions 8 and 9.

8. Did you grow up in a historic neighborhood?

Please circle one of the following: Yes No Somewhat

6 Yes 30 No 6 Somewhat
Figure 22 illustrates the results of question 8, together with questions 7 and 9.

9. Did you grow up in a community where historic preservation was a high priority?
   Please circle one of the following: Yes No Somewhat
   3 Yes 29 No 10 Somewhat

Figure 22 illustrates the results of question 9, together with questions 7 and 8.

10. Did your parent(s)/guardian(s) have an appreciation of historic preservation?
    Please circle one of the following: Yes No Somewhat
    14 Yes 13 No 14 Somewhat

Figure 23 illustrates the results of question 10, together with question 11.
11. Did your parent(s)/guardian(s) have an appreciation of history, architecture, or other subjects related to historic preservation?

Please circle one of the following: Yes No Somewhat

26 Yes 9 No 9 Somewhat

Figure 23 illustrates the results of question 11, together with question 10.

![Figure 23—Parental/Guardian Interests and Appreciation](image)

12. Was heritage education or historic preservation a strong part of your elementary school education?

Please circle one of the following: Yes No Somewhat

4 Yes 32 No 4 Somewhat

Figure 24 illustrates the results of question 12, together with question 13.
13. Was heritage education or historic preservation a strong part of your high school education?

Please circle one of the following: Yes No Somewhat

4 Yes 37 No 1 Somewhat

Figure 24 illustrates the results of question 13, together with question 12.

Figure 24—Heritage Education and Historic Preservation in Education

14. Did you tour historic homes and/or neighborhoods during your childhood? ___________

24 Yes 11 No 1 Rarely 1 Not Regularly 1 Occasionally 1 A Little

If so, how often?
On average, roughly every seventeen months. Some participants’ answers could not be accurately quantified and could not be included in the above average, these answers are as follows:

1 Often
1 Sometimes
1 Most Historic Buildings in Boston
1 Fairly Frequently
1 Sporadically through School

and who arranged these tours? _________________________________

14 Parents
8 School
5 Family
3 Mother
1 Grandparents
1 Girl Scouts
1 Friends
1 Myself
1 Great Aunt
1 Aunt
1 Other Family

15. What did your parents/guardians value in life? _________________________________

29 Family
19 Education
10 Hard work
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1  New Ideas
1  Self-Reliance
1  Nature
1  Discipline
1  Faith
1  Cultural Background
1  Good Design
1  Enjoying Work
1  Family History
1  Slow Life
1  Providing for Kids
1  Patriotism
1  Tidiness
1  Respectability
1  Income
1  Liquor
1  The Braves
1  Nice Teeth
1  Health
1  Azaleas
1  Gaudy Christmas Lights
1  Books
1  Safety
1  Security
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<td>Furniture</td>
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<td>Being Involved with Church</td>
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<td>Seeing Children Succeed</td>
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<td>Taking Care of Your Possessions</td>
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<td>Giving of Oneself</td>
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<td>Closeness of Family</td>
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<td>Friendship</td>
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<td>Happiness</td>
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<td>Belongings of Their Ancestors</td>
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<td>6</td>
<td>Historic Architecture</td>
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<td>Hard Work</td>
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<td>Honesty</td>
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<td>Historic Surroundings/Historic Architecture</td>
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<td>Sense of Place</td>
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<td>Old/Rare Things/Unique Things</td>
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2 Peacefulness
2 Community Service
2 God
2 Responsibility
2 Preservation/Preserving Southern Culture & Historic Sites
2 Kindness
2 Historic Preservation
2 Community Involvement
2 Professional Fulfillment
1 Stability
1 Quality of Life
1 Progress
1 Living & Working in Same Town
1 Strength
1 Contentment
1 Creativity
1 Simplicity
1 What My Parents Do
1 Patriotism
1 My Fiancé
1 My Partner
1 Reasonable Income
1 Nice Teeth
1 Truth
1 Clients that Pay on Time & Have a Sense of Humor
1 Children
1 Memories
1 Animals
1 Books
1 Architecture
1 Peace/Solitude
1 Humor
1 Appealing Surroundings
1 Community Amenities
1 Personal Relationships/Personal Life
1 Character
1 Reading
1 Church Activities
1 Theater
1 Music
1 Respect
1 Success in Life
1 Self-Sufficiency
1 Tradition
1 Cultural Context
1 Understanding How a Place Develops
1 Integrity
1 Helping Others
1 Ancestry
1 Love
1 Loyalty/Dedication
1 Belongings of Ancestors
17. Why did you choose historic preservation as a career? Please list all relevant factors.

Most commonly, the participants indicated a desire for the preservation of the built and natural environments. Interests in historic architecture and interiors, art, history, old houses, house museums, history, research, writing, and landscapes seemed to shape the choice for a considerable number of the participants. Many of the participants felt that a historic preservation degree would provide a good mixture of classes that would draw on an array of the above interests.

What was the most important factor? 

The most important factor for many of the participants was that historic preservation combined an array of their interests and abilities. Other people expressed an interest in architecture, history, and historic resources, and wanted to make a difference and do something that they enjoyed.
18. Did other people influence your decision to choose a career in historic preservation?

20 Yes  12 No  1 Probably  3 Somewhat  1 A Little

1 No One Person

How?

*People and Sources*

3 Professor John C. Waters
2 Mom
2 Employer
2 My Father
2 Professors in Undergrad
2 Art History Professor
1 Professor in College
1 College Administrator
1 College Advisor
1 Phinizy (Athens)
1 Several Professors in Art History Courses
1 People in Charleston
1 Dr. John Hoff
1 Friend
1 Professor in Interior Design
1 Family Member
1 Human Resource Person at the National Trust
1 Jack Breihan at Loyola College
1 People I Trusted
Speakers at National Trust Conference in San Francisco

Robert Mel
Catherine Howett
Allen Stovall
Patricia O’Donnall


Family Members
This Old House on PBS
Chairman of the History Department at my Undergraduate School

*Actions*

The most common answers included people finding resources for the participants—whether those resources were journals and magazines such as *Preservation*, faculty members and/or people in the field, and historic preservation academic programs. Other participants stated how family members took them to various historic sites once they had expressed an interest in the field. A few participants were inspired by people in the field or simply citizens who were actively interested in improving their community.

19. Did short-term or long-term earnings/salaries and job availability impact your decision?

23 No 2 Yes 3 Not Really 1 Not So Much

1 No—not to enter the program; but yes, in career direction

1 Somewhat

Please explain.
Many participants felt they knew about earnings/salaries and job availability beforehand. Many felt they didn’t. For virtually everyone, long-term earning/salaries were not important. For many, it was only important that they had earned enough to support themselves. Most expressed that they wanted a field that they would enjoy. A few participants noted being pleasantly surprised by what they feel are improving field earnings/salaries and job availability. A few others have been disappointed and work in other fields yet still do preservation work in their spare time.

20. Did you ever have a career in a different field or fields?

24 Yes 14 No

If so, what was it (what were they)?

2 Office Manager/Office Management
1 Architectural Draftsman
1 Professional Photographer
1 Biology Teacher
1 Professor of Art & Design, Specifically Interior Design
1 Professional Designer
1 Retail Management
1 Technical Writer/Editor
1 Banking
1 Middle School Education
1 Interior Design
1 Archaeology
1 Law
1 Marketing Communications
1 Communications Director
1 Advertising
1 Graphic Design
1 Media Specialist
1 Main Street Manager
1 Teaching
1 Interior/Architecture
1 Landscaping
1 Antique Shop
1 Guest Relations/Public Relations
1 Admissions Counselor
1 Landscape Architect
1 Bank Teller
1 Receptionist/Secretary
1 Retail Salesperson
1 Real Estate Appraiser Assistant
1 Worked in a Law Office
1 Worked in a Corporate Office for a Retail Chain
1 Worked for a Restoration/Construction Company
1 Worked for an Investment Bank
1 Director of Public Relations at Public Library
1 Worked for Insurance Company
1 Air Force
1 Project Manager of Market Research

21. At what age did you decide to choose a career in historic preservation?

On average, 24.382
How long did it take you to make that decision?

On average, about nine and two-thirds months. Unfortunately, many answers in this section were not quantifiable. Such answers included “not long” and a “little while”.
Conclusions

From the research on the historical figures as well as the implemented questionnaire, the following conclusions are generated regarding historic environments, heritage education, and subject interests and abilities.

Historic Environments

As noted above, historic environments seemed to play an important role in the development of many of the historical figures—especially John Ruskin, William Morris, and Jacqueline Bouvier Kennedy Onassis—whether through visits to various historic environments or through actually living in those types of environments. However, the results of the questionnaire indicate that the vast majority of individuals did not grow up in a historic house/apartment, neighborhood, or in a community where preservation was a high priority. As these figures are unlikely to change given the increasing national and global population and the corresponding new housing demands, it may be encouraging that one of the participants noted that interest in the field developed because historic structures were so different from the 1950s neighborhood environment he or she experienced while growing up.

Heritage Education

Heritage education in elementary school and high school was not a major component of the
education curricula experienced by most participants. A few respondents indicated school trips to various historic sites in their region.

Subject Interests and Abilities

Preservationists seem to exhibit an interest in art, English, history, and social studies during the elementary school years. During the high school years, interests in history and English become increasingly emphasized while art and social studies trail off almost to the level of science. As many of the participants expressed that preservation combined many of their interests, it is probably not surprising to find interests in allied subjects such as English, history, art, and social studies.

Math and physical education possessed little interest for the participants during the elementary school years and these subjects are of even less interest during the high school years. No one indicated an interest in geology, as two of the historic preservation figures (John Ruskin and Viollet-le-Duc) had. However, the interest in science was not overly low—it actually increased a little between elementary school and high school. Of course, a broader array of courses is usually offered at the high school level and this should be taken into account.

For abilities/proficiencies, art, English, history, and social studies were the four most commonly mentioned subject areas during the elementary school years, with English (by a fairly sizable margin) as the top choice. Abilities/proficiencies in history and especially English seem to increase while they drop in math, social studies, and art. Many subjects that go beyond the traditional subject areas are indicated during the high school years, probably due to the expanding array of course options in the secondary school curricula. However, virtually all of these subjects fall under history, language, social studies, and the arts.

If interests and abilities after high school can be ascertained from undergraduate majors/minors and previous careers/occupations, those related to history (especially), English, and art are among the most commonly expressed.
Preservationists, therefore, seem to have had interests and abilities during the elementary school and high school years that are considerably allied to preservation: history, English, social studies, and art. While there are some exceptions, this pattern seems to hold fairly true. It should be noted, however, that the questionnaire was implemented on graduates from one specific preservation program, and as preservation programs differ considerably, graduates from other programs may have somewhat different characteristics.

Recommendations

From the information that was obtained in the questionnaire, along with the information that was ascertained utilizing various career development theories, the following recommendations have been generated.

**General**

1. Many questionnaire participants noted how preservation professionals were proactive in directing them to resources and expressing the amount of education/training needed to be active in the field. Preservation employers should understand the training that potentially interested individuals need and should convey this information.

2. Preservation employers/professionals should note what the participants of the questionnaire value in life and see how the preservation field can tie into many of these lifelong values. Noting these values may help them identify common factors in current and potential preservation employees.

3. Preservation employers should realize the multidisciplinary nature of the field and should be able to link potentially interested individuals with other preservation professionals and with trade journals/magazines.

4. It should be taken into consideration that a considerable number of the participants didn’t choose a preservation career for a large salary; however a considerable number felt that in preservation they would be able to earn enough to support themselves financially.
5. General educators should have an awareness of, among other fields, preservation and should be able to provide resources for individuals interested in the field. If educators are not aware of resources, they should be able to direct them to someone who will likely have better preservation resource cognizance.

6. Parents and guardians should try to expose children and adolescents to a variety of experiences and environments in an array of fields. Historic environments should not be left out and should be a part of this array of experiences. If the children/adolescents seem to be interested in preservation or any field, parents/guardians should be proactive in exposing children/adolescents to information and people in that field.

For Museums

1. Museums should note the importance of their role in bolstering interest in the preservation field. Most of the participants visited historic sites when they were young. Although most children probably visit historic sites when they are young, many of the participants mentioned that they were interested in the historic environments they were touring.

2. Museum educators and staff should help individuals potentially interested in preservation find resources that will help them learn more about the field and possible career options within the field. Many of the questionnaire participants noted how mentors directed them to preservation resources (both people working in the field and various preservation journals and magazines).

3. Museum educators should try to bolster heritage education programs in local schools. The vast majority of the participants indicated that heritage education was not a strong part of their elementary school or high school education. Although most participants noted a lack of heritage education programs, it seems very probable that increasing heritage education options during these formative years would positively impact interest in preservation.

For Preservation Educators

1. A few of the participants mentioned the importance of professors in preservation and allied fields expressing possible preservation career options and direction to information resources in the field. Preservation educators should actively
provide resources (contact names, magazines, journals, and so forth) that will help potentially interested individuals become knowledgeable about the field, to see if it would suit their interests and career ambitions. Many of the questionnaire participants noted how the field combines an array of their interests. Perhaps the interdisciplinary nature of the field should be emphasized to interested individuals.

2. Preservation educators may want to note a lack of interest and proficiency in the math and science areas. While working on economic or scientific projects, preservation students may need more assistance in these subject areas. On the other hand, the results seem to note a strong ability and interest in English and history, which should be taken into consideration when students are working on writing and historical research.

3. Educators should note that although many of the participants possessed a history undergraduate background, many other backgrounds were noted as well. The types of careers in which the participants were previously engaged suggest a design focus, however considerable variety also exists. People in preservation therefore often have an array of educational and work experiences.

4. As a considerable number of the participants were history majors and were in their mid-twenties (recently graduated), recruitment efforts may receive greater yields if they focus on history majors and people in their twenties seeking possible direction in their careers.

5. Visibility of the historic preservation field at colleges and universities should be stressed. Preservation or preservation-related seminars and lectures open to the public are recommended. Elective courses or seminars (even one or two) should be offered at the undergraduate level (especially to freshman or undecided students) as a way to interest potential participants of a preservation program.

6. Educators could employ a questionnaire similar to the one in this thesis to gauge characteristics of graduates from their programs to see where they could focus recruitment efforts. As the focus of preservation programs varies, results of these questionnaires may contrast considerably.
Further Research Needed

While the author was very pleased at what this thesis discovered in terms of factors that impacted career choice in the field of historic preservation in general, certainly any ties between factors and one or more of the vast array of occupations in the field of historic preservation could be researched.

The questionnaire implemented for this thesis could be distributed to alumni from graduate programs in general and to working preservationists in general, to generate results that could be compared and contrasted with the results contained in this questionnaire. This type of an analysis may help people understand more about preservationists in general as different preservation programs have subject concentrations that can contrast greatly. Demographic information such as class, race, and gender could be incorporated into questionnaires to ascertain how these elements could factor into career development.

More recent historical preservation figures and current historic preservationists could be researched and interviewed to discuss how historic environments, heritage education, and subject interests and abilities may have impacted their career choice. As noted in the historical figures section, little information exists concerning many of the more recent important national and regional figures. Interviews would likely be an effective tool for implementing this. Hopefully, research on these figures could help generate a more complete story of the history of preservation and how the field and its professionals continue to evolve.
REFERENCES


“Georgia Women’s History Month 2000 Celebration: Women in Historic Preservation Honored.”


APPENDIX A

IMPLIED CONSENT FORM

Ryan Thomas Maciej
831 South Church Street
Athens, GA 30605-1255

October 8, 2001

Dear Participant:

You are invited to participate in a questionnaire conducted as part of the thesis required for a graduate degree in historic preservation from the University of Georgia. For this project, I will be compiling the answers from the completed questionnaires and utilizing the information in my thesis. The research will be supervised by Professor John C. Waters.

The purpose of this questionnaire is to discern how, among people in the field of historic preservation, such elements as interests and abilities, heritage education programs, parental/guardian interests, and historic environments may have impacted career choice and to identify what other factors may have contributed to the choice. The information gathered will be used for my thesis. The potential benefits of the thesis include understanding how to generate further interest in the field and how to improve heritage education programs. All information obtained is anonymous.

If you would like to participate, please complete the enclosed questionnaire, which should take no longer than sixty minutes, and return it to me using the enclosed stamped envelope. I will organize and analyze the data from the completed questionnaires, draw conclusions, and utilize this data as part of my thesis.

Completing this questionnaire is voluntary and you are free to withdraw your participation at any time for any reason. If you have any questions or concerns, or if you would like to receive a PDF copy of the questionnaire results, feel free to contact me at (706) 548-8138 or by e-mail at rtm5319@hotmail.com. I hope you will enjoy this opportunity to share your experiences and viewpoints. Thank you very much for your help.

Sincerely,

Ryan Thomas Maciej
Research

Professor John C. Waters

For questions or problems about your rights please call or write: Chris A. Joseph, Ph.D., Human Subjects Office, University of Georgia, 006A Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-6514; E-Mail Address: BRB@uga.edu.
### APPENDIX B

**QUESTIONNAIRE**

1. What were your three favorite subjects in elementary school? Write “3” in the space preceding the subject you enjoyed the most, “2” for your second favorite, and “1” for your third favorite.

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- Art
- English
- History
- Social Studies
- Math
- Physical Education
- Science
- Other (                      )
- Other (                      )

2. What were your three favorite subjects in high school? Write “3” in the space preceding the subject you enjoyed the most, “2” for your second favorite, and “1” for your third favorite.

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- Art
- English
- History
- Social Studies
- Math
- Physical Education
- Science
- Other (                      )
- Other (                      )
3. At what three subjects were you most proficient in elementary school? Write “3” in the space preceding the subject at which you were most proficient, “2” for your second most proficient, and “1” for your third most proficient.

_____Art  _____English
_____History  _____Social Studies
_____Math  _____Physical Education
_____Science  _____Other ( )
_____Other ( )  _____Other ( )

4. At what three subjects were you most proficient in high school? Write “3” in the space preceding the subject at which you were most proficient, “2” for your second most proficient, and “1” for your third most proficient.

_____Art  _____English
_____History  _____Social Studies
_____Math  _____Physical Education
_____Science  _____Other ( )
_____Other ( )  _____Other ( )

5. What was your undergraduate major in college? _______________________________

________________________________________________ ________________________

6. Did you have any undergraduate minors or any other undergraduate majors in college? ______ If so, what were they? _________________________________

________________________________________________ ________________________

________________________________________________ ________________________
7. Did you grow up in a historic house or apartment?
   Please circle one of the following: Yes No Somewhat

8. Did you grow up in a historic neighborhood?
   Please circle one of the following: Yes No Somewhat

9. Did you grow up in a community where historic preservation was a high priority?
   Please circle one of the following: Yes No Somewhat

10. Did your parent(s)/guardian(s) have an appreciation of historic preservation?
    Please circle one of the following: Yes No Somewhat

11. Did your parent(s)/guardian(s) have an appreciation of history, architecture, or other subjects related to historic preservation?
    Please circle one of the following: Yes No Somewhat

12. Was heritage education or historic preservation a strong part of your elementary school education?
    Please circle one of the following: Yes No Somewhat

13. Was heritage education or historic preservation a strong part of your high school education?
    Please circle one of the following: Yes No Somewhat
14. Did you tour historic homes and/or neighborhoods during your childhood? __________

If so, how often and who arranged these tours? _________________________________

________________________________________________ ________________________

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15. What did your parents/guardians value in life? _________________________________

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16. What do you value in life? _________________________________________________

________________________________________________ ________________________

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________________________________________________ ________________________
17. Why did you choose historic preservation as a career? Please list all relevant factors.

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What was the most important factor? ______________________________________

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18. Did other people influence your decision to choose a career in historic preservation?

________________________________________________

How? _________________________________________________________________

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________________________________________________
________________________________________________
19. Did short-term or long-term earnings/salaries and job availability impact your decision?
________________________________________________

Please explain. ___________________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

20. Did you ever have a career in a different field or fields? __________ If so, what was it
(what were they)? _______________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

21. At what age did you decide to choose a career in historic preservation? ____________
How long did it take you to make that decision? ________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

You have completed the questionnaire. Please place in the enclosed stamped envelope and mail