BUILDING A PRESERVATION ETHIC AND PUBLIC APPRECIATION FOR HISTORY
Final Report, November 7, 2006

I. EXECUTIVE SUMMARY

If most people do not know what historic preservation is and how it functions in our communities, how can they be expected to appreciate its enormous aesthetic, cultural, economic, and educational contribution to the country?

If far too many people do not factor history's valuable lessons into the equation for making informed decisions about their own future, how can they understand the vital importance of learning from the past to create a better collective future, as the founders of our nation did when creating the Constitution?

These were key concepts considered by the Preserve America panel that addressed "Building a Preservation Ethic and Public Appreciation for History." The panel found history and its relationship to historic preservation should be better defined and conveyed to the general public so its universal relevance is understood and built upon.

The National Historic Preservation Act has for the past 40 years made great strides in creating and building a preservation ethic, and there are many more chances to advance its work focusing on today's society. Familiarity with and appreciation of history creates an informed citizenry that values the tangible remains of our nation's past and works to identify, preserve, and integrate these assets into contemporary society. Resources are varied and include buildings, sites, districts, archives, cultural landscapes, monuments, and more. The combined efforts of educators, historic preservationists, media, all levels of government, and local commerce leaders are necessary to instill an appreciation for history and the value of historic preservation into the public consciousness. Building this coalition will take belief and commitment in the value of history to the nation and our ability to flourish culturally, socially, and economically in the future.

Recent changes in America's population demand action. Since the early 1900s, the country's population has tripled. Demographic changes in the last 40 years challenge traditional assumptions regarding our common heritage and culture and the value of history education in the home and community. If people do not feel connected to a place, it is difficult to encourage a preservation ethic. Several nationally conducted evaluations, including the National Assessment of Educational Progress, substantiate too many students at all levels lack a sufficient knowledge of American history. For example, in a survey of college juniors, two-thirds could not identify the decade in which the Civil War took place.

As the noted, late historian Stephen Ambrose wrote in *To America* about his own experience in becoming hooked on history, he said history is simply riveting, compelling true stories about the lives of individuals like us. It is the individual and collective experience of people, the tales of our ancestors, and the connections these human interest stories have to our lives today. Once the connection from the individual to the stories of others who have lived in circumstances both similar and very different is established, it is almost impossible not to become fascinated by history.

All people should have the opportunity to experience this feeling, and establishing it will translate into creation of a national preservation ethic.

Where should we be in 10 years when we celebrate the golden anniversary of the National Historic Preservation Act? The meaning of Ambrose's words is hard to quantify but is certainly understandable to those who believe as he did. This panel is confident more people can share those sentiments if specific measures are undertaken:

- The cultural, educational, and economic benefits of preservation should become more widespread topics of discussion and understanding in civic groups, the media, libraries, planning commissions, and schools;

- Students must come to an understanding early in their academic years that history is not merely a static subject with homework and a textbook, but rather something that surrounds them and will affect their lives and the way they think about and participate in their communities; and

- Existing policies should be enhanced and new ones drafted creating more incentives to preserve, protect, and enjoy our heritage assets and integrate them into the fabric of our communities.

As nebulous as "building a preservation ethic" sounds, its tangible foundation is established in this panel's "considerations." They include enhanced tax incentives for restoring historic buildings, heritage tourism efforts to bring historic places to life, and partnerships among educators, media, historical societies, and others to pool resources and cast a wider net to engage all stakeholders. Collectively, these actions can move America closer to the point where having a preservation ethic is intrinsic to our national, multi-ethnic character.

II. BACKGROUND AND METHODOLOGY

In July 2006, the Advisory Council on Historic Preservation (ACHP) made a public call for panel nominees among preservation organizations. The ACHP compiled a short list for the Preserve America Summit steering committee who vetted the names and provided a final list for approval to the White House.

Panel Co-Chairs:

Morgan Brown, Assistant Deputy Secretary, Office of Innovation and Improvement, U.S. Department of Education
Heather MacIntosh, President, Preservation Action
Anthony Napoli, Education Coordinator, and **James G. Basker**, President, Gilder Lehrman Institute of American History
Jack Williams, Expert Member of the ACHP; Principal, Hoshide Williams Architects

Panel Members:

Jane Cassady, Management and Information Unit Manager, Georgia State Historic Preservation Office
Spencer Crew, President, National Underground Railroad Freedom Center
Kate Fermoile, Vice President for Exhibits and Education, Brooklyn Historical Society
Jeremy Finch, Chairman, ACHP's Native American Advisory Group, Citizen Potawatomi Nation
Rosanne Lichatin, 2005 Preserve America History Teacher of the Year
Wilson Martin, State Historic Preservation Officer, Utah
Libby O'Connell, Chief Historian and Senior Vice President/Corporate Outreach, The History Channel
Lee Ann Potter, Director of Education and Volunteer Programs, National Archives and Records Administration
Daniel Rice, President and CEO, Ohio and Erie Canalway Coalition
Noré Winter, President and Owner, Winter and Company

Staff Members:

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Sharon Conway, **Patricia Knoll**, **Bruce Milhans**, **Shayla Shrieves**, ACHP staff

Prior to arriving in Detroit, Michigan, for the panel's official meeting on "Building a Preservation Ethic and Public Appreciation for History," panel members were provided background material on the National Historic Preservation Act, the national preservation structure created by the Act, the Preserve America Executive Order and structure. They participated in a series of conference calls to get to know one another. They were also given a homework assignment for Detroit: be able to answer, in two minutes and from their own expertise, what they believed the panel's charge was. In addition, prior to the meeting, all panelists and support staff were provided with a database including name, title, and complete contact information on all involved with the "Building a Preservation Ethic and Public Appreciation for History" issue area.

The members met in person in Detroit August 7-9, 2006. The meeting venue was a converted historic carriage house at the Inn on Ferry Street in mid-town Detroit, where panelists and support staff delved enthusiastically into their issue. The panel hired professional facilitator Esther Hall to keep discussions focused and on point.

The group met informally via a reception and dinner on August 7, then formally convened on August 8, where they provided comments on the "homework" before beginning work on formulating initial considerations. The facilitator broke the group into teams of three for the afternoon session to come up with considerations. Then they reconvened in a lively discussion of sifting through all the groups' ideas and deciding finally on the five areas of consideration with which they were satisfied and which met their joint concerns.

Panelists spent the early evening of August 8 in a public meeting at the downtown Detroit Club. They conversed with guests invited from the local historic preservation and education communities who focused on the need for preservation as a key consideration and possible stimulus for the metropolitan area's economic and cultural resurgence. The panel announced a public comment period over the ensuing month following the Detroit session with comments being solicited on the Preserve America and ACHP Web sites. The 28 suggestions and comments received via e-mail in response to the panel's call were shared in unaltered form with all panelists to allow these public views to inform the final report.

On the morning of August 9, most of the panelists met again to discuss broadly their considerations. It was noted the panel consisted primarily of historic preservationists and educators from the kindergarten to 12th grade realm but that the charge of the panel must involve a far broader spectrum of American society and the public. That being recognized, it is considered essential that historic preservationists and educators make common cause to initiate the effort and build strong relationships at the grassroots level, enabled and assisted by state and federal policy, that recognizes the necessity of assisting local and regional efforts to combine to build a preservation ethic and greater public appreciation for history.

Following the Detroit session, ACHP staff worked with co-chairs, panelists, and staff on a preliminary report and dissemination of the points decided upon in Detroit. That report was circulated among the panel members and was the subject of a conference call on August 22. The group agreed to divide the five major considerations emerging from the Detroit meeting among the panelists, with each of the resulting four groups being charged with producing a two-page report for editing by ACHP staff. One group volunteered to take the lead in developing Consideration Five, which was viewed as a broadly inclusive summary consideration. Panel members were encouraged to provide comments to any other sub-group for inclusion in the expanded and refined considerations. Another conference call was made on August 30. Panel members discussed their considerations, further refining and reorganizing them. On September 15, another conference call was made where panelists discussed the final report.

III. CONSIDERATIONS

Panel Consideration One

Use historic resources as interactive tools to teach with and learn about American history and build a preservation ethic.

Encourage archival institutions, historical societies, and historic preservation organizations to embrace their role as educators by incorporating history education into their strategic plans.

Historic resources, such as primary source documents, artifacts, and historic properties are powerful teaching tools. They provide tangible materials that enable students with various learning styles to connect with the past. These connections are vital to learning history and building a preservation ethic. Institutions and organizations with custody of historic collections and properties have a responsibility to convey their importance and teach their lessons. By incorporating history education into their strategic plans and developing deliberate education programs in partnership with educators, organizations can fulfill this important responsibility. Moreover, doing so will help build devoted audiences and a strong support base for such institutions. Specific ways organizations might begin to implement history education programs include offering collection-based workshops for teachers, making special memberships available to educators and students, extending volunteer opportunities to the public, making Web-based collections available, and further encouraging community involvement in preservation efforts.

Another consideration is American Indians. Their story, unquestionably important in the study of American history, should be told to native populations as well as the general public. Museums need to continue to interpret their artifacts and collections, providing a better understanding of their relationships in American history to chart future directions.

Promote the inclusion of historic resources in methods courses for pre-service undergraduate- and graduate-level history students in colleges and universities.

When school budgets are tight, funding to support field trips and other hands-on, authentic experiences often is reduced or eliminated. In many cases, this is because these engaging learning experiences are considered to be "outside the curriculum." Promoting the inclusion of historic resources in methods courses for pre-service teachers can help reverse this trend. From the beginning of their careers, teachers should recognize such resources and out-of-the-classroom experiences as vital to teaching both historic content and critical-thinking skills. Developing rich, document-, artifact-, and site-based lessons and experiences that are an integral part of the local history standards and curriculum should become second nature to teachers of American history. The growing number of community colleges, as well as four-year higher education institutions, can make a significant contribution in this area by ensuring authentic learning experiences with historic resources are part of the American history courses taken by both future history and education majors.

Support professional development for educators that engages them in historic preservation, in order to strengthen the connection between history and cultural resources, thereby improving the quality of instruction in American history.

Professional development opportunities for educators that both familiarize and engage them in historic preservation further strengthen their connection, and ultimately that of their students, to personal authentic experiences of the past. Historic resources should not be separated from other teaching tools; they should be integrated, and good teachers can do that. By working with an archival institution to develop an inventory of a collection, with a historical society to execute an anniversary celebration, or

with a preservation office to restore a historic structure, teachers recognize first hand the role that these resources play in the continuum of history. State Historic Preservation Officers and statewide nonprofits can play an invaluable role in showing teachers how to integrate history into their lesson plans. Such opportunities can lead to teacher-sponsored, student preservation projects that can inspire the next generation.

Numerous successful programs currently exist that connect teachers and students to historical resources and thus should be replicated, and awareness of their availability more broadly shared. See Appendix B for Web sites. The U.S. Department of Education should be encouraged to continue leveraging its resources that disseminate information about these programs to educational institutions nationally. As one example, the Harlan Independent School District in Kentucky, a Teaching American History grant recipient, works in partnership with the Kentucky Historical Society, the University of Kentucky, the Kentucky Heritage Council, and the Kentucky Department of Education to offer history teachers one year of immersion seminars in traditional American history followed by an additional six months of in-classroom support. Activities include a two-day seminar on historical perspective and evidence, study groups, a summer field trip, a fall lecture and discussion series, and intensive one-on-one classroom mentoring. Teachers in this program traveled to Washington, DC to visit a number of historic places and attend a seminar at the National Archives on how to incorporate primary source documents into lesson plans.

The National Standards for History published by the National Center for History in the Schools specify both content standards and historical thinking standards (http://nchs.ucla.edu/standards/thinking5-12.html). Among the historical thinking standards are
1. Chronological Thinking
2. Historical Comprehension
3. Historical Analysis and Interpretation
4. Historical Research Capabilities
5. Historical Issues-Analysis and Decision-Making

Teaching with primary source documents and historic sites can help to develop these skills. To assist local school districts with successful implementation of the history standards, historians and preservationists should be encouraged to partner with classroom teachers to help these teachers understand the standards and how to apply these standards in the teaching of history in both elementary and secondary classrooms. In addition, teachers and administrators need help in thinking about ways to integrate the history standards with the standards established for other core subjects. Through these efforts, schools can improve student understanding of history and historical thinking skills while also becoming more proficient in other subjects, such as reading. History education—both historical content and historical thinking—does not need to be limited to the history classroom. Initiatives that incorporate history and preservation activities into other curricular areas, including service-learning projects, should be encouraged.

Panel Consideration Two

Support local-level partnerships for historians, preservationists, and the educational community through state and national programs.

The National Historic Preservation Act states: "Any local government should provide for adequate public participation in the local historic preservation program, including the process of recommending properties for nomination to the National Register." To fulfill this mandate, history education needs to be provided to the general public so they can appreciate the value of preservation, make informed decisions about

historic resources in their community, and make thoughtful decisions regarding their use. Where successful educational and preservation programs flourish, it is because they reflect a community's value system in three related areas:

Public appreciation of the value of history—History is the foundation for understanding our responsibilities in a representative democracy. Without a greater focus on American history, we run the risk of educating students who are illiterate regarding the story of our nation's past and forming citizens who have little regard for preserving our nation's cultural and historic resources.

It is important to teach leaders how to appreciate history, as well. By working from the top down, if community leaders are engaged in a dialogue that will support positive outcomes of preservation projects, they will learn to appreciate history and may be more likely to spread a preservation ethic. These learners in a traditional or non-traditional sense can see the benefits of history if they are fully engaged. If you see a building or touch an object, then it becomes real to you. Certainly not everyone who studies history is going to become a historian, but using "real" objects invites people to be interested and, more importantly, appreciative of history and preservation.

Encourage teachers, schools, and school districts to foster and strengthen partnerships that improve American history instruction in elementary and secondary schools.

As a result of efforts by the federal government, especially the Teaching American History grants, many programs are in place to address the need for more effective professional development for teachers and for improving instruction in history classrooms. See Appendix B for Web sites. Preserve America, along with the Gilder Lehrman Institute of American History, identifies an exemplary teacher each year through the Preserve America History Teacher of the Year Award. This recognition is evidence of the value placed on the teaching of traditional American history in our schools. The National Archives' Teaching with Documents program and the National History Day events offer chances for history to come alive for classroom participants. The National Park Service (NPS) also provides many connections for historians, preservationists, and classroom teachers. The valuable online resource "Teaching with Historic Places" is especially helpful in demonstrating the importance of place-based instruction. NPS has developed a curriculum outline for a college-level historic preservation course, and its Web site features "Teaching with Museum Collections" including a "Walk Through Historic Buildings." NPS provides a course design for "Teaching Cultural Heritage Preservation," which focuses on historically black colleges and universities, Hispanic-serving institutions, Asian American Studies programs, and tribal colleges. Federal, state, and local leaders should use their communications networks to ensure information regarding these valuable history teaching tools are provided to all educators.

Informed decisions by the community—Local history is represented in part by the resources communities decide are sufficiently important to them to want to preserve. There is continuing need for sophisticated training to assist communities as they evaluate resources and methodologies for designation and treatment of historic or cultural resources. Ideally, historians would be more active in evaluating the significance of resources and in determining how best to utilize them. Commonly, local governments use their scarce funding to designate what should be saved but may believe they lack the financial resources for bricks and mortar preservation. Community officials and preservationists can collaborate to identify worthy properties and sources of funding to save and return to use those sites important to the community's history.

Encourage local governments to enter into partnerships that improve preservation of historic resources.

Most preservation programs focus on an understanding of history that is relevant to recognizing and valuing resources. These activities, as well as the methodologies for designation and protection, were developed through partnerships. The Certified Local Governments Program strengthens local preservation programs by receiving valuable technical assistance and grants through the State Historic Preservation Officers and the NPS, via the Historic Preservation Fund. Historical societies and real estate companies have the ability to provide information

to property owners and prospective buyers about the value of historic properties within their community. This collaboration encourages citizens to maintain the integrity of their property and neighborhood and, in turn, enhance the economic well-being of their local community. Once resources are designated, partnerships can be established to preserve them. For example, educators and preservationists could collaborate with the National Association of Realtors to educate them about historic properties, possible sources of funding or technical assistance, and local laws governing their use, if any.

Utilization of historic and cultural resources—Public planning efforts that manage historic or cultural resources need to attract private funding to accomplish preservation. While local-level programs determine what is to be preserved and may offer incentives for the preservation of resources, it is through partnerships with private organizations that most projects are realized. The combination of public decision-making and private investment reflects the preservation ethic of the community. By promoting the economic health of the community through the investment in historic resources, preservation will become a necessary part of the community's cultural life.

Encourage community-based partnerships that improve the economic health of the community through the use of historic and cultural resources.

To increase public support in promoting preservation, the partnerships of the preservation community need to expand programs that encourage people to take advantage of the great cultural assets that improve their economic health and reflect the integral character of their community. The Main Street Program, run by the National Trust for Historic Preservation, encourages economic development within the context of historic preservation by advocating a return to community self-reliance, local empowerment, and the rebuilding of traditional commercial districts based on their unique assets: distinctive architecture, a pedestrian-friendly environment, personal service, local ownership, and a sense of community.

Preserve America is intended to stir interest in learning about our nation's heritage, recognize and support ongoing local preservation efforts, and encourage people to take advantage of the important cultural assets of our country to improve economic health and the quality of life in our communities.

While these programs offer successful policy models and working examples for communities, additional collaboration between private enterprise and public programs will enable local communities to utilize their cultural or historic resources while improving their economic health. The preservation community should make distribution of the information about the economics of historic preservation a priority.

Panel Consideration Three

Establish a structure to facilitate connections between teachers and preservationists.

Publicize existing programs and funding opportunities through well-promoted and publicly accessible sources of information.

The U.S. Department of Education is planning the development of a clearinghouse on history education that will include resources on preservation. The History Channel, National Park Service, National Archives, and other organizations have created lesson plans that incorporate historic sites. Existing programs should be promoted within the professional preservation community, not just the history education community. And even such basic actions as informing local officials about Preserve America and its "Communities" and "Grants" programs would support communication and knowledge dissemination among the parties.

Integrate and strengthen existing communication structures for preservationists and history teachers.

The National Trust for Historic Preservation is set up to broadly support communication within the historic preservation community. Its Forum contains subgroups that might be a good starting point for communication between practitioners and history teachers. The History Channel and the Gilder Lehrman Institute maintain e-mail forums supporting communication among history teachers. Through partnership with the National Trust and other organizations, including the U.S. Department of Education and the Newspaper In Education program, an integrated e-mail forum allowing for discourse among the players might be created. Another idea is to encourage State Historic Preservation Officers and statewide nonprofits to support or develop heritage education programs for teachers' continuing education credits. Show teachers how to integrate history into all subjects. For example: Project Archeology, used by many western states, is a classroom formula for 4th through 7th grades offering 28 classroom-tested lessons using archaeology to teach science, math, history, social studies, art, language arts, and higher level thinking skills such as problem solving, synthesis, and evaluation. Project Archaeology gives students a basic understanding of how archaeology works and teaches them to respect and protect our nation's rich cultural heritage. They learn the perspectives Native Americans and other ethnic groups have on archaeology and the past and participate in field trips to museums or sites.

Promote conferences and a speakers bureau.

Conferences are excellent opportunities for promoting professional and personal connections between history teachers and preservationists. A national-level entity (existing or to be created) could recruit speakers from professional groups ranging from architects to historians to educators with an eye toward those who can effectively motivate specific types of audiences. Remuneration would be modest or absent.

Continue print communications.

Connections between history teachers and practicing preservationists could be made through existing newsletters and other organizational print communications. Online environments facilitate communication within discussion groups and with the general public.

Panel Consideration Four

Ensure the public is better equipped to make informed decisions throughout life, based on an individual understanding of history and awareness of the benefits and impacts of historic preservation on communities and the nation.

General understanding of the importance of the past and creation of a widespread historic preservation ethic depends upon participation of all educational institutions, formal and informal, of communities and the nation in order to create awareness and excitement about the personal, localized, and universal impacts and significance of history. The creation of such an ethic, while important in traditional kindergarten through 12th grade educational curricula, is vastly broader. It depends upon a renewed emphasis on the vital necessity of informed individual involvement and contribution to desirable outcomes in a representative democracy. In short, improved appreciation of the importance of history and creation of a preservation ethic is nothing short of a renewal of citizenship across the nation.

Enact local policies that will comprehensively address preservation as a community value.

While educators and historic preservationists must be the kindling that ignites this beacon of greater civic awareness and personal involvement, government policy at all levels and across all agencies should

encourage appreciation and understanding of history education and heritage resource preservation in order to allow that history to be directly experienced and understood. Local municipalities need to be trained in the value of our past, as well as learn and implement methods that will preserve our heritage and culture. Valuation and inclusion of preservation in building and community standards is important. You cannot force private owners to "do the right thing" in regard to preserving their property. But in places where adequate legislation is lacking, municipalities must courageously pass and enforce protective legislation.

Planning boards can be good partners, too. Actively petitioning planning board members to become interested in preservation projects and educating them on the importance of this type of building and reconstruction can turn them into champions for the preservation ethic cause.

Increase awareness of and commitment to preservation through lifelong learning.

Creating this awareness involves everything from family history and stories of local events shared around the dinner table, to formal kindergarten through college courses, to small but powerful efforts of inclusion such as reduced price historical society or museum memberships, engaging library programs, or adult education field trips and courses. To succeed, the effort must incorporate and encourage individual lifelong learning habits, information in the mass and specialized media, business efforts—especially tourism, travel, hospitality, and chamber of commerce interests, as well as the design, building, and construction trades—and government organizations at all levels. An example would be the American Association of Retired Persons assisting with retirees looking for active retirements by sponsoring community excursions to historic places. Also AmeriCorps and other volunteer programs could easily find historic projects to work on and preserve.

The growing number of community colleges—more than 1,200 at present—can play a significant role in lifelong learning about preservation for our nation's baby boomers, who will be retiring in record numbers in the next decade. Many of these new retirees plan to stay active, either in new careers or volunteer pursuits in their communities. The convenient, affordable access these institutions can provide to history courses that include field trips and hands-on learning about preservation or to training programs in the traditional building skills for interested retirees could help meet communities' needs for both preservation volunteers and workers.

Help newcomers to communities gain a sense of place and appreciation for local history and preservation.

Grassroots understanding of local history and heritage helps build community spirit and a culture of belonging and stewardship. Although it can be difficult to foster, since a shallow-rooted population may not have the connection to a place they're living because it is not really home, it can be done. Local and national historic preservation and history education efforts can build a culture of renewal and ease adaptation to present and future challenges. Engage the National Association of Realtors and the U.S. Chamber of Commerce—and their trickle down local divisions—to make this work.

Recognize the essential role that historic areas play in communities' pasts, presents, and futures.

The core of both urban and rural communities tends to be historic areas of assembly, work, worship, recreation, and habitation. Retaining these cores helps stabilize the sense of community by retaining and reusing existing infrastructures and patterns. This preservation helps communities adapt to future growth opportunities, react to natural or man-made disasters or inevitable economic and technological changes.

One of the public comments received by the panel, from city officials of the Preserve America Community of Monterey, California, is an important testimony to this concept of wide-scale inclusion on the grassroots level and how to accomplish this end. Please read about it in Appendix A.

Panel Consideration Five

Expand the history and preservation community.

Encourage archival institutions, historical societies, and preservation organizations to embrace their role as educators and make more lifelong learning opportunities available to the public.

The cultural and historic resources these organizations possess, both in the knowledge of staff and volunteers as well as in collections of artifacts and documents, must be actively engaged by learners of all ages, but especially for kindergarten through 12th grade students. If children and young adults in the classroom setting and in year-round opportunities are to learn from historic artifacts and primary documents, they need to access these organizations. These same historic resources must be brought to the attention of all teachers through college methods courses and professional development opportunities that engage current teachers in historic preservation efforts in their communities. By acting on these and other roles as educators in the broadest sense, community-level archival institutions, historical societies, and historic preservation organizations will inspire learners of all ages and pass the preservation ethic on to the next generation.

Expand the use of media, communications, and technology to popularize an understanding of preservation and history.

The History Channel, public broadcasting stations, local or national news, as well as a myriad of print media publications can affect public decisions about history and preservation. Stories about the efforts of local students preserving a community's heritage artifacts or the preservation of nationally significant landmark buildings can bring attention and potential resources and supporters to a project. These accounts portray preservation as a real event that is integral to a community's character or a nation's sense of self. Appeal to newspaper editors to have preservation-minded beats and editorial boards to have an interest in local community history and infrastructure.

As well, the history of America involves all people of this country. If enfranchisement of all Americans is to be encouraged by Preserve America, a commitment to the faithful telling of all our citizens' stories is imperative. The underlying framework that will support increased involvement of more of our minority citizens is openness and candor about what happened.

Publicizing existing programs and funding opportunities through a coordinated set of information networks will increase the number of organizations that can educate the public about history and our authentic cultural resources. The U.S. Department of Education, National Park Service, National Archives, the History Channel, and national nonprofits like the Gilder Lehrman Institute of American History could work together to connect their electronic information resources about effective programs and practices. Not only will this support interaction between preservationists and history teachers, but it will reach the general public, elected officials, and policy makers, as well. An early first step is to begin digitizing the National Register to make it more easily available for research efforts.

Identifying, integrating, and strengthening existing communication structures could support opportunities for collaboration between preservationists and history teachers. These collaborations offer the opportunity for students and teachers to experience preservation as a practical activity in their community. These include e-mail forums, conferences, and newsletters.

A recent example of such successful collaboration is the 20-page Newspaper In Education publication marking the 40th anniversary of the passage of the National Historic Preservation Act. Written by the Advisory Council on Historic Preservation, the newspaper insert became available in October 2006. It provides intriguing details on historic places throughout America and information about the country's historic preservation program. Students will read exciting stories from our past and see links to useful Web sites. Teachers will find lessons on how to integrate relevant history into their classrooms through newspapers and local historical sites.

Explain and embrace the economic benefits of history and preservation to all members of our communities.

Too often the cost for protecting the past is calculated without a determination of the benefit of this investment in the future. By promoting an understanding of the economic value of preservation, those who do not understand other preservation values may be convinced by the clarity of this argument. By explaining these economic benefits, we raise the expectation that historic resources should be a part of our lives, and we incorporate new converts into the preservation community. We make historic properties, sites, events, and knowledge of history itself inconceivable to live without. One of the direct outcomes of an appreciation for history and historic preservation is the attraction of international and national visitors to these sites. Of the economic tools available to historians and preservationists, heritage tourism is a growing economic powerhouse that attracts lifelong learners and those passionate about our cultural and historic heritage.

Easy steps exist to start a city or town on the heritage tourism trail. City Web sites could be encouraged to offer more resources than just local restaurants and movie show times. Why not give some background about the municipal building's history when the city council meeting schedule is posted, or give the cinema show times with a story of the historic architecture of the theater—it may even interest new patrons. Travel Itineraries, posted by the National Register and developed by local communities, could easily expand if local communities are encouraged to produce them. It is a gateway to national recognition if communities simply take the time to promote themselves. The site currently lists some Preserve America Community travel itineraries, and more are needed.

Heritage tourism must be embraced in this effort to broaden support for historic preservation and appreciation for history. It offers the best, single opportunity to enlist city government, chambers of commerce, the tourism industry, and the preservation and educational communities to become champions of common interests that already exist but need to be perceived for what they are: partnership opportunities to make heritage assets part of the educational, cultural, and economic values of society. Supporting preservation projects in a community makes good business sense.

IV. CONCLUSION

As the creators of the Constitution and founders of our nation realized, a well-educated and continually informed citizenry is essential to the survival of representative democracy at all levels from local to international. Faced with today's challenges, an accurate understanding of the trying times of the past is essential. History must be accurate and inclusive to create the sense of how our great society has been created, not in spite of mistakes and challenges, but in large degree because of them. Experiencing local connections to the past, with their real glories and imperfections, allows authentic experience of history. "Stories really make up our history," Mrs. Laura Bush told members of this panel at the New Orleans Preserve America Summit. And American history is manifested in local history.

Students, teachers, and the general public need reasons to get excited about history, to understand the past does indeed serve as prologue to the future. The outcomes of better education and greater public awareness and appreciation include the economic benefits of preservation, enhanced quality of life planning, and more vibrant communities. Businesses want to relocate to attractive, dynamic areas. Historic communities are magnets for this type of development if given the proper tools to enhance their strengths and the ability to get their story out to the larger world. Better-educated students grow up to become residents who understand the importance of historic preservation. Learning the lessons of history, they understand its vital importance to vibrant, sustainable, attractive and well-planned communities at all levels.

Communities need support and economic incentives for why engaging in restoration projects and thoughtful land planning is important. These aims are very concrete. Their execution takes time, money, and passion, but this panel found ways to Build a Preservation Ethic and Public Appreciation for History that will live long into the nation's future.

V. APPENDICES

APPENDIX A

Working Model from the Monterey City Manager's Office:

"In Monterey's experience, a preservation ethic rests on civic education, engagement, investment and leadership."

Education begins with identification of heritage areas, resources, and structures in a community; documentation, signage, writings, exhibits, displays, lectures, Web sites, and promotions to spread the knowledge of these resources within the community. All ages and sectors of the community must be included in this knowledge sharing.

To engage a community in pride of ownership takes continual dialogue and exposure. Dialogue between public and private sectors can rest on formal mechanisms (local historic commissions, advisory boards, and organizations, city planning meetings and historic district master plans, multi-type collaborations) and informal events (community fairs, presentations to local groups, invitations to preserve community memory such as oral history or historic photograph gatherings).

Exposure includes "telling the community's story" through as many venues as possible—media, visitor, and business promotions, city council meetings—and looking for avenues to highlight successes such as local preservation awards or grant opportunities.

Civic investment in Monterey includes the Neighborhood Improvement Program (percentage of the annual Transient Occupancy Tax allocated to neighborhood associations for direct tourism dollar-based improvements to neighborhoods), Mills Act tax relief for historic home sales, and partnerships with local businesses and other organizations and agencies for resource sharing and matching grant funds (most notably Historic Monterey). The city of Monterey's connections with the Advisory Council on Historic Preservation and heightened exposure to "best practices" have led to a granting opportunity with a local foundation to support a citywide, coordinated heritage resource disaster preparedness plan, including first-responders.

The 4th grade curriculum focuses on California history. Museum staff provides guided tours through Colton Hall and the Presidio Museum for school groups throughout the county and works with teachers to

develop age-appropriate activities. School groups usually attend our California Constitution Day and History Fest activities. We also provide service-learning opportunities for high school and college-age students, the latter acting as volunteer docents.

APPENDIX B

Important Web sites
Advisory Council on Historic Preservation www.achp.gov
Preserve America www.preserveamerica.gov
National Park Service www.nps.gov
National Association of Tribal Historic Preservation Officers www.nathpo.org
National Conference of State Historic Preservation Officers www.ncshpo.org
National Trust for Historic Preservation www.nationaltrust.org
Preservation Action www.preservationaction.com
National Archives and Records Administration www.archives.gov
National Historic Preservation Program www.achp.gov/nhpp.html
National Alliance of Preservation Commissions www.uga.edu/sed/pso/programs/napc/napc.htm
American Historical Association www.historians.org

Teaching Tools
Gilder Lehrman Institute of American History www.gilderlehrman.org
The History Channel www.history.com
Save Our History www.saveourhistory.com
Teaching with Historic Places www.cr.nps.gov/nr/twhp/index.html
National History Day www.nationalhistoryday.org
Teaching with Museum Collections www.cr.nps.gov/museum/tmc
Teaching with Documents www.archives.gov/education/lessons
Teaching Cultural Heritage Preservation www.cr.nps.gov/crdi/colleges/TCHP.htm
U.S. Department of Education www.ed.gov
Project Archeology www.projectarchaeology.org/AboutUsMAIN.html#
Traditional Building Skills Institute www.snow.edu/~tbsi/
National Council for History Education www.nche.net
Organization of American Historians www.oah.org
National Council for the Social Studies www.socialstudies.org
American Institute for History Education www.americaninstituteforhistory.org
Teaching American History Grants www.ed.gov/programs/teachinghistory/index.html
National Endowment for the Humanities' EDSITEment Project www.edsitement.neh.gov
Federal Resources for Educational Excellence www.ed.gov/free
National Endowment for the Humanities' We the People program www.wethepeople.gov
U.S. Department of Education, Office of Vocational and Adult Education:
www.ed.gov/about/offices/list/ovae/pi/cclo/index.html

Tourism and Commerce
National Trust's Main Street program www.mainstreet.org
National Register of Historic Places www.cr.nps.gov/nr/about.htm
National Park Service Cultural Resources www.cr.nps.gov
Cultural Heritage Tourism www.culturalheritagetourism.org
Certified Local Government program www.cr.nps.gov/hps.clg

Volunteer Opportunities
National Trust's Volunteer in Preservation www.nationaltrust.org/volunteer/search.asp

National Park Service Jobs and Volunteer Opportunities www.cr.nps.gov/getinvol.htm
Save Our History Volunteering www.saveourhistory.com/educators/volunteer_guidelines.html