

PROMOTING HISTORIC PRESERVATION IN THE STATE OF KANSAS  
A PROGRAM FOR CHILDREN

by

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## ABSTRACT

## PREFACE

"Ad Astra Per Aspera."

-Kansas motto

The challenge of writing this thesis has proved more formidable than the task of moving across country or giving birth to a child, both of which occurred during the course of this endeavor.

This study was undertaken as an expression of love for my native State and out of a concern that today's school children be given the opportunity to learn more about the special lessons that each community can teach them.

I wish to express my gratitude to Sonya Franklin, Harriet Ridenour, and Fran Ireland, who opened their classrooms to test the model program of Kansas cultural heritage studies.

A very special thank you to the members of my family for their patience, their understanding, and their support--physical, emotional, and financial.

Rebecca Boggs Jones

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## STATEMENT OF PROJECT GOALS

1. To promote historic preservation through increasing awareness of the man-made environment among elementary school teachers and their pupils;
2. To review information available which promotes built-environment education and the use of local resources;
3. To determine to what extent local history is studied in elementary schools and what resources are being used to develop the lessons;
4. To determine to what extent information about the man-made or built-environment education is reaching elementary classroom teachers in Kansas;
5. To develop a program guide for local community studies with emphasis on the man-made environment, using local resources as teaching aids; and
6. To test through case studies a program of built-environment education in the context of local community social studies.



## CHAPTER I

### INTRODUCTION

This thesis develops a general program guide for introducing local community studies to elementary school children in Kansas, with emphasis on the preservation of the existing man-made environment.

#### Man-Made Environment

The man-made environment includes both sites and buildings, reflecting the impact of change brought by man to an area. Emphasis is placed on information which will develop awareness of and respect for the value of architecture and landscapes. The approach is to learn from the context or broad view, including routes of access, adjacent open space, the building or groups of buildings as integral parts of the whole environment. The terms "man-made" and "built" environment are used to refer to man's impact on the landscape. For the purposes of this thesis, "man-made" is used to refer to buildings and their landscapes, and "built" refers solely to impact or change upon the landscape initiated by man.

### Social Studies

The curriculum selected for the basic development of the program guide is social studies because it is the study of the social, economic, and political forces which have helped to shape the man-made environment. Social studies draws upon the disciplines of history, geography, economics, anthropology, political science, and sociology; therefore it lends itself to extensive exploration of a community. Social studies education develops understandings, attitudes and values, and skills of young people; transmitting cultural values and ensure their preservation and protection.<sup>1</sup>

The education term "understandings,"<sup>2</sup> used in relationship to social studies, refers to information to be learned. Examples of understandings pertinent to study of a local community are:

- Neighborhood, community, and home state; how people live and work there; how basic needs of life are met; and how people interact and depend upon each other.
- Basic social functions that characterize all societies, such as producing, transporting, distributing, and consuming goods and services;

providing education, recreation, and government; protecting and conserving human and natural resources; expressing aesthetic and religious values; and communicating.<sup>3</sup>

Shared attitudes and common values are basic requirements for orderly living. An example of a social studies understanding based on values and goals is the development of a sense of respect for the ideals, heritage, and institutions of the nation, state, or local community.<sup>4</sup>

Skills. Common skills associated with the social studies curriculum include:

- Social skills--living and working together, taking turns, respecting the rights of others; learning self-control and self-direction; sharing ideas and experiences with others.
- Study skills and work habits--locating and gathering information, making reports, reading material for a variety of purposes, organizing information into a usable structure; using maps, globes, and charts.
- Group working skills--working together on committees, assuming various leadership and followership

roles, participating in discussion and decision-making.

- Intellectual skills--identifying and defining problems, forming and testing hypotheses, analyzing and synthesizing data, distinguishing between fact and opinion, sensing cause-and-effect relationships, comparing and contrasting different points of view and recognizing the value components in decision-making.<sup>5</sup>

General program content. The specific content of social studies programs vary from place to place, both nationally and within the State of Kansas. However, there are some common themes which run through all programs.

In the primary grades in Kansas (kindergarten through third grade) the social studies program's emphasis on "community" increases in scale from the immediate home/school setting for kindergartners to the neighborhood at the first-grade level. In the second grade the neighborhood concept is generally expanded to introduce methods of transportation, communication, and distribution. At the third-grade level, the concept of "community" is

developed in greater detail. Students learn what a community is, what types of communities there are, why some communities flourish while others do not, and how communities provide for basic needs.<sup>6</sup>

In the fourth grade, home-state studies are included in most social studies curriculums, often to meet legislated requirements. The fifth-grade social studies program explores national history. In the sixth grade emphasis is often placed on South America and the early development of civilization in the eastern hemisphere.

The seventh-grade program of social studies<sup>7</sup> generally continues exploration of world geography and the home-state information is reviewed. At this level, the information is more advanced than the fourth-grade level, focusing on geography, technology, and resources while challenging students' problem-solving abilities. The development of nationality and political institutions within the context of the United States, and American heritage studies comprise the eighth-grade social studies program.<sup>8</sup>

Because of the in-depth development of the topic "community" at the third-grade level, it has been selected

as the focal point for development of a model social studies unit introducing local community studies with emphasis on the man-made environment.

#### Model Program Guide Parameters

The program guide, or social studies model unit, is developed with the following parameters:

- It is to be used as an integral part of the ongoing educational program. It is to be compatible with local curriculum guides and complement the text used by the local school district. It is not intended for use as an isolated special event study.
- It is to provide a familiar format for the classroom teacher. The program is organized into a framework of short instructional sequences, or lesson plans.
- It is to facilitate preparation of information for the classroom and to provide a new audience for community institutions and public services. Emphasis is placed upon using existing community resources. These resources include printed materials and local information provided by the Chamber of Commerce or local businessmen's association,

maps, newspapers, and photographs. Where available, institutional resources include the public library, historical society, museum, and civic organizations. Public service resources include the police department or law-enforcement agency, courthouse, town hall, and health and safety protection agencies. Human resources include senior citizens, professionals and tradesmen, and experts in a particular field. Physical resources include the architecture or buildings of the community, the streets and open spaces, transportation systems, and communication systems.

- It is to provide a checklist of sources and types of information available so that teachers or volunteer resource people can assemble local learning kits for classroom use complying with the current trend toward kit format for teaching aids.
- It is to function without special federal or state grant monies when possible, relying on readily available free or inexpensive resources.

## CHAPTER II.

### STATEMENT OF NEED

#### AWARENESS

The history of Kansas and Kansans is woven into the fabric of each community in the State. Each has its own history of settlement, growth, and change. Much of that heritage is recorded in the architecture, landscapes, streets, and other physical elements of the community. Safeguarding Kansas' heritage can be accomplished when succeeding generations become sensitive to its value. The coming generation can begin to learn to appreciate this value when they investigate what is most familiar and yet unknown to them, their community. It is easy to pass places daily in a community, never questioning their existence, their pasts or futures, and not realizing their importance until threatened or destroyed.

Activities drawing upon local historical and cultural resources will enable students to become more aware and thoughtful of their heritage and surroundings.<sup>9</sup> As pupils share with their families and friends their newly acquired knowledge of the fabric of the community and an



appreciation of the interwoven history, local pride has the opportunity to develop and grow.

#### Preparation to Cope with Change

Population growth. To meet the pressures of change due to dramatic growth, people need to gain a better understanding of their communities. This is especially true in small (less than 25,000) communities. An influx of newcomers to a small town can shift the social structure of the community as shared values are discovered and conflicts handled. Pressures for more public services and merchandise, in addition to increased demands for housing, can alter significantly the physical structure of a community and place a strain on community resources.

During the decade of the 1970s, for the first time since the beginning of the twentieth century, small towns are growing while large metropolitan areas are losing population. Following a national trend<sup>10</sup> the growth rate of small towns in Kansas is often higher than that of the State itself. While reports of the 1980 census are not complete, early indications show that towns of 1,000 to 25,000 are growing, with some experiencing 100% increase in the nine-year period.<sup>11</sup>

Population decline. Conversely, changes in commerce, routes of access, transportation, or other factors can suddenly cause the population of a community to decline. Citizens are then faced with important choices to make to ensure survival of their community. A knowledge of the essence of the community can help residents of the community to choose a new direction and work to attract new industry or take other steps to restore soundness to the economic base and ensure the life of the community.

Status quo. Some communities continue for decades with very little shift in the population or economic condition. Yet, one constant is change, no matter how subtle. People in these communities also need to understand the unique qualities which have allowed the community to continue and guard against destroying a delicate balance to avoid stagnation.

By introducing students to various aspects of local community structure and resources at the elementary school level, education becomes a part of the long-term solution for coping with the pressures of growth, decline, or status quo within a community. Students are able to begin to identify the parts of the social and economic structure

important to the community, as well as the physical elements that distinguish it from every other place. With this background, students are able to grow into more responsible citizens and learn to participate effectively in making decisions concerning the future of the community.

#### Examples of Precedent

Throughout the United States, many programs have been developed as a response to the threats of sudden dramatic growth or continued decline of population, to promote cultural heritage education for children. Therefore, programs discussed below provide a few examples, selected as representative of regional, state, or local efforts.

Mid-South Humanities Project. At the regional level, the Mid-South Humanities Project is a program involving the states of Alabama, Georgia, Indiana, Kentucky, Louisiana, Mississippi, North and South Carolina, and Tennessee. The project, funded by a grant from the National Endowment for the Humanities, was developed by Dr. James K. Huhta, Professor of History and Director of the Historic Preservation Program at Middle Tennessee State University, and by Dr. Francis R. Ginanni, Professor

of English, also at Middle Tennessee State University. Their interests coincided with a concern that the humanities were increasingly viewed as irrelevant to both students and teachers in secondary schools and community colleges. They felt that this crisis was due partly to the fact that teachers were not using some of the best kinds of available materials--local community resources.<sup>12</sup>

The Mid-South Humanities Project is designed as a five-year pilot program, started in 1978, to promote the use of cultural and historical resources in the classroom. A primary objective of the project is to establish specially trained demonstration teams of teacher/consultants in the mid-south region. Classroom teachers are selected to participate in the demonstration center training program because of their interest in or commitment to the revitalization of their teaching through the use of local cultural heritage resources in their classrooms.<sup>13</sup>

During the summer of 1979, the Mid-South Humanities Project conducted a training institute attended by 45 teachers from the nine states. The purpose of the institute was to introduce teachers to a variety of local cultural heritage or historic preservation resources available in every community and to their possible use in

the classroom. Each participant received a comprehensive manual of bibliographies, articles, and materials for classroom use on such varied topics as architecture, archaeology, cemetery study, family history, genealogy, folk culture, photography, court records, and oral history.

Evaluation by the participants indicates that the institute was an overwhelming success, due to the effort put forth by the speakers, consultants, and participants. The participants of the institute produced a manual detailing plans for introducing local cultural heritage resources into their classrooms, along with an outline of plans for each state to develop a means of assisting colleagues in the use of local resources.

The objective of the Mid-South Humanities Project for 1981-82 was to expand the state demonstration center program through teacher training workshops.<sup>14</sup>

For those teachers who began the program in 1979, positive results from this approach to teaching with local resources have been indicated. Students have become motivated and, beyond the classroom, support has been shown by parents and local residents for the family- and community-based studies. A result has been improved

family, community, and school relations.<sup>15</sup>

New York Preservation Act of 1980. At the state level, the Preservation Act of 1980 passed by the State of New York<sup>16</sup> charges each state agency with the responsibility of historic preservation. The State Education Department, in response, suggested a revision of the K-6 social studies curriculum. The objective of the revision is to explore with students the history and political structures which are observable within the community. By using local resources, learning experiences become participatory and relevant to the student. While the program is still being field tested, preliminary reports indicate a great deal of enthusiasm for the approach.

In-depth studies of local government and historical development of the local community provide the two major segments of the suggested fourth-grade social studies program. The local government studies emphasize:

- The structure and function of local, state, and national government.
- The rights and responsibilities of citizenship.
- Participatory citizenship skills.
- Development of political efficacy among students.

- Concepts of citizenship which flow out of leadership and followership roles, including power, equality, justice, and liberty.

The studies in the historic development of the local community emphasize:

- Social/cultural, political, and economic roots of the local community.
- The people, places (including architecture), and events significant in the history of the local community.
- The relationship of these people, places, and events to state and national history.

In the New York program, teachers and students need to research local facts, data, and examples illustrative of the understandings to be developed. The program suggests that students, teachers, and local curriculum committees develop packets of locally relevant historical and political material for student use. To organize the material, a chronological framework is suggested, rather than encouraging the memorization of specific dates. The sample framework includes:

- 1970s.
- 1960s.

- Postwar (World War II).
- World War II.
- The Great Depression.
- 1920s.
- Turn of the century.
- Post Civil War.
- Pre-Civil War.
- Early national period.
- Colonial period.

Several participation project ideas are suggested for use in the New York program. These are student projects, which may be cooperative in effort, and rely on the teacher or other resource persons and materials to complete. Among those listed are:

- Who's Who in Your Community--development of a guide to past, present, and future local leaders.
- Newspaper project--producing a community-focused newspaper emphasizing historic and political aspects of the community.
- Genealogy project--learning more about each student's personal history.
- Local history resource packet/publication project--including document reprints, maps, charts, and



researched information for school use or local distribution.

- Local history museum project--planning, organizing, and coordinating a museum highlighting significant people, places, and events in local history.
- Oral history project--students collect and organize material with local historic relevance.
- Photo-journalism project--photographing and compiling a photographic collection.
- Community services study project--compiling a listing of public services and amenities, including health, safety, recreation, environmental and social services.<sup>17</sup>

Missouri Heritage Trust. Also at the state level, the Missouri Heritage Trust, a private non-profit organization, sponsored development of a built environment education program for use throughout the State, entitled "If Buildings Could Speak."<sup>18</sup> The program includes a 30-minute slide/tape show illustrating sights throughout Missouri. Accompanying the slide/tape program is a 50-page workbook providing background material for the teacher and suggestions of follow-up activities for classroom use.

Workbook activities are organized around the following topics:

- Houses Speak for People--discussing the form and shapes of dwellings, and associations of a dwelling with a particular person, i.e., Harry Truman, Laura Ingalls Wilder, and architectural details of various styles of houses.
- Houses Speak for Government--examining the county courthouse, state capitol, and the styles associated with governmental buildings.
- Houses Speak for God--exploring the prominence of the church in the townscape and discussing stained glass.
- Houses Speak for Business--discussing buildings in relationship to commerce and town growth.
- Your City Speaks--examining street plans, street furniture,<sup>19</sup> street signs and street names as a means for exploring community development.
- Materials Speak--looking at types of construction and building materials, brick patterns and roof types, and relating this information to climate and natural resources.
- Art Speaks--introducing the subjects of symbols,

public sculpture, and interior detail. Graveyard art is discussed, as well as "useful" art such as a water tower.

- You Speak--providing a short course introducing adaptive use, documentation, and other aspects of historic preservation.<sup>20</sup>

Communities are encouraged to produce their own slide program following the script suggested by the "If Buildings Could Speak" program, and to prepare appropriate take-home materials for the students.

"If Buildings Could Speak" was pilot-tested during the 1980-81 school year in the towns of Fulton and Carthage, Missouri. Workshops were conducted in both communities to prepare classroom teachers and volunteers to use the program. School principals who previewed the program indicated they would encourage its use in all grades where any kind of state history is part of the curriculum.<sup>21</sup>

"Heritage Classroom Program at Massie School." At the local level the "Heritage Classroom Program at Massie School" of Savannah, Georgia, is a good example of a model program. Together with Savannah's National Historic District, Massie School provides an open classroom for the

study of the heritage of Savannah. During the first three years of operation, over 12,000 students have participated in the program.<sup>22</sup> The Heritage Classroom Program is sponsored by the Savannah-Chatham Public School System for students from both public and private schools, grades 4 through 12.<sup>23</sup> Walking tours through the four public squares in the National Historic District have been developed for the primary grades. Funding for the program comes from the Friends of Massie Committee, a citizens' group designated by the Board of Education, and from matching grants from state and national sources.<sup>24</sup>

Study units are presented in workshops to teachers who work with the Heritage Classroom. Programs for the students are conducted on a field-trip basis, with pre- and post-trip activities in the regular classroom. Lessons are adapted to meet the needs of each grade level as well as the educationally gifted and the handicapped. The focus is on Savannah's history, including its early leaders, and upon the city's architectural heritage. Students study the city plan; learn about the city's public squares and the vegetation and monuments which furnish them; ethnic diversity; and the diverse use of buildings. The Heritage Classroom participates in three annual

community events: the anniversary of the founding of Massie School, Georgia Week, and May Day at Massie School.

An important objective of the Heritage Classroom Program at the elementary level is the development of visual literacy, or skills for observing and understanding, and instilling an appreciation for objects which are functional and also beautiful. This is done primarily through the use of observation games on walking tours. During the 1979-80 school year, a group of gifted elementary students pilot-tested a unit on the Colonial Cemetery. They learned about significant persons buried there by looking at portraits, recording epitaphs, making rubbings of the gravestones, and writing short biographies about the people. As a culminating event, students dressed in costumes to represent the characters they had studied.

In the middle school grades (7th and 8th), students learn about the growth of Savannah through the city plan and its development, study landmark buildings, and make an intense study of the Calhoun Ward where Massie School is located. Puppet shows are used to dramatize Colonial history.

High school students (grades 9 through 12) participate

in walking tours which emphasize monuments and buildings, and learn about the relationship of one building to another. Students study criteria for visual compatibility in a streetscape and the Historic Preservation Plan prepared for the City of Savannah.<sup>25</sup> Guest lecturers round out the program at all grade levels.

#### Analysis for Applicable Aspects

All of the preceding programs were examined to select aspects which are applicable to developing a cultural heritage studies program for use in Kansas.

Teacher motivation and training. The Mid-South Humanities Program provides a comprehensive model for teacher motivation and training in the use of local resources to reinforce cultural heritage lessons. Inspired, motivated teachers are identified and share their talents with others. Resources are catalogued and their use explained through the demonstration programs and teacher training workshops. A central agency coordinates the program through its phased development. The Mid-South Humanities Program is largely federally funded, however, and subject to budget cutbacks which can hamper future attainment of program goals.

On a state rather than regional scale, many of the same challenges and advantages would exist. The most formidable hurdle to overcome would be the development of a funding base and central coordinating agency to set up demonstration programs and teacher training workshops. A mechanism exists in Kansas which would provide the audience in the form of teacher in-service training requirements. To reach this audience requires enlistment of support for access from local school boards and administrators.

Public policy. The State of New York has made historic preservation a matter of public policy through legislation. Having the directive to develop and implement programs of cultural heritage education come from the State Department of Education provides a degree of uniformity in the curriculum content from school to school. The program overview, outlining the New York program, however, does not dictate how teachers are to develop familiarity with local community resources in order to use them effectively to reinforce lessons in local political structure and local historical development.

Without specific guidelines and "starting points" for researching local political structure and historical

development, there is a great opportunity for the breakdown of communication in the learning process. As with any program that is in an embryonic stage, there needs to be a source of nurturing to encourage orderly growth. The New York program does not explain the organizational structure of this nurturing source, whether it be "how-to" pamphlets, demonstration programs, or in-home trial and error. This highlights an area of caution in developing a program of cultural heritage studies in Kansas. However, with impetus for program development coming from the State Department of Education, the overall power structure is involved, ensuring that an effort is begun to transmitting local cultural heritage lessons to the state's school children.

Model for packaging. "If Buildings Could Speak," developed for use in Kansas' neighboring state Missouri, provides a model for packaging a cultural heritage education program. As previously noted, the program is based on the concept that buildings speak to people through their forms, associations, and relative locations. The slide/tape combination is designed to be used as an introduction to the subject and serve as the basis for further work throughout the semester. No take-home materials are



prepared for reproduction in the accompanying workbook.

It is therefore the responsibility of the classroom teacher to prepare take-home materials for the pupils as well as formulate further lessons out of the program. This provides for the breakdown of the development of follow-up materials that are needed for reinforcement of the understandings to be conveyed.

"If Buildings Could Speak" makes the assumption that the teacher will have familiarity with and interest in architecture. A significant emphasis is given to the topic of architectural "style," which may not only be too complex for some age groups but is a subject not fully agreed upon by experts in the field of architectural history.

In developing and packaging a program of cultural heritage education for use in Kansas schools, "If Buildings Could Speak" provides a worthy example. The slides, mostly in full color, picture examples of architecture familiar to residents of Missouri. Emphasis is upon the larger cities of St. Louis and Kansas City, but small-town and rural example are also included. The accompanying tape provides interesting commentary done in a well-modulated voice. Throughout the workbook, audio-visual and printed resource

materials and their sources are listed. Visual perception toys and games are also included among the listed resources. The program is packaged in a compact, easily mailable unit, requiring only the use of a slide projector and tape player. Ideas and resources for creating lessons for reinforcement are explained adequately in the workbook.

Sponsorship. A local-level program such as the Heritage Classroom at Massie School in Savannah, Georgia, would be beyond the resources of most Kansas communities. They lack the size and wealth in the school district, as well as the facilities and expertise to carry out such a program. Exceptions to this might include Wichita, Kansas City, and Topeka which, as larger population centers, have the amenities of universities, art galleries, and the accompanying professionals, as well as demonstrated community interest in historic preservation.

As a model for developing a cultural heritage education program in Kansas, the Heritage Classroom answers many concerns. It is sponsored by the Board of Education and supported by private voluntary donations in addition to public grant funds. This public and private sector sponsorship is desirable for a program that is to become an integral part of the ongoing educational programming goals of a

community. The Heritage Classroom also initiates teachers to the study units through teacher workshops. This step facilitates teaching introductory and follow-up lessons in the classroom, as teachers have an opportunity to become familiar with materials. Another benefit of the Heritage Classroom Program is that material is phased, building upon previously learned information for each grade level. Special provisions are made to accommodate both gifted and physically handicapped students. These points provide a framework suitable for building a heritage education program at the local or regional level in the State of Kansas.

The key points to consider in developing a cultural heritage education program for use in Kansas include:

- Teacher motivation and training in the use of local resources as exemplified by the Mid-South Humanities Program.
- Public sponsorship to encourage standards of program content and stimulus for implementation, as set by the New York precedent.
- Packaging a program for facility of use within the classroom as illustrated by "If Buildings Could Speak."

- Public and private financial support, teacher training in use of materials, and phased learnings, as illustrated by the Heritage Classroom at Massie School.

#### Community Resources Use Survey

To determine to what extent use is currently made in Kansas of the local community as a source for social studies, a survey was circulated in 1981. Information was solicited about the social studies program content and the resources currently used to reinforce those lessons.

#### Packets

Packets containing a cover letter to the school administrator, a letter to the teacher(s) filling out the questionnaire, survey questionnaires, and a self-addressed stamped envelope were sent to schools throughout the State. Two hundred packets were directed to elementary school principals in 152 communities with a population of 1,000 to 47,000. Survey packets were not sent to metropolitan areas with over 47,000 people, or to schools outside the city limits, i.e., rural schools. This group was selected because the bulk of school population is located in communities of this size range. The number of survey forms

varied from packet to packet, depending upon the number of faculty per school and the assumptions made as to the number of sections of each grade.<sup>26</sup> In communities where survey packets were sent to more than one elementary school, the schools with the largest and smallest enrollments were selected, with others chosen at random to provide a representative sampling. Surveys were directed only to public schools in the Unified School Districts of Kansas. For ease of administering the survey, private and parochial schools were not surveyed.

The cover letter to the school administrator requested that the survey be given to teachers of the grade levels focusing primarily on the general topic of "community" in the social studies program. No specific grade level was indicated to receive the questionnaires.

#### Distribution

Survey packets were distributed to all geographic areas of the State in an effort to solicit a random cross-section sample. Surveys were read personally and hand-tabulated. For the purpose of this thesis, the survey results were considered valid because the percentage of response was adequate. Of the 200 packets mailed, containing 450 survey

**THIS BOOK  
CONTAINS  
NUMEROUS PAGES  
WITH DIAGRAMS  
THAT ARE CROOKED  
COMPARED TO THE  
REST OF THE  
INFORMATION ON  
THE PAGE.**

**THIS IS AS  
RECEIVED FROM  
CUSTOMER.**

# **ILLEGIBLE DOCUMENT**

**THE FOLLOWING  
DOCUMENT(S) IS OF  
POOR LEGIBILITY IN  
THE ORIGINAL**

**THIS IS THE BEST  
COPY AVAILABLE**





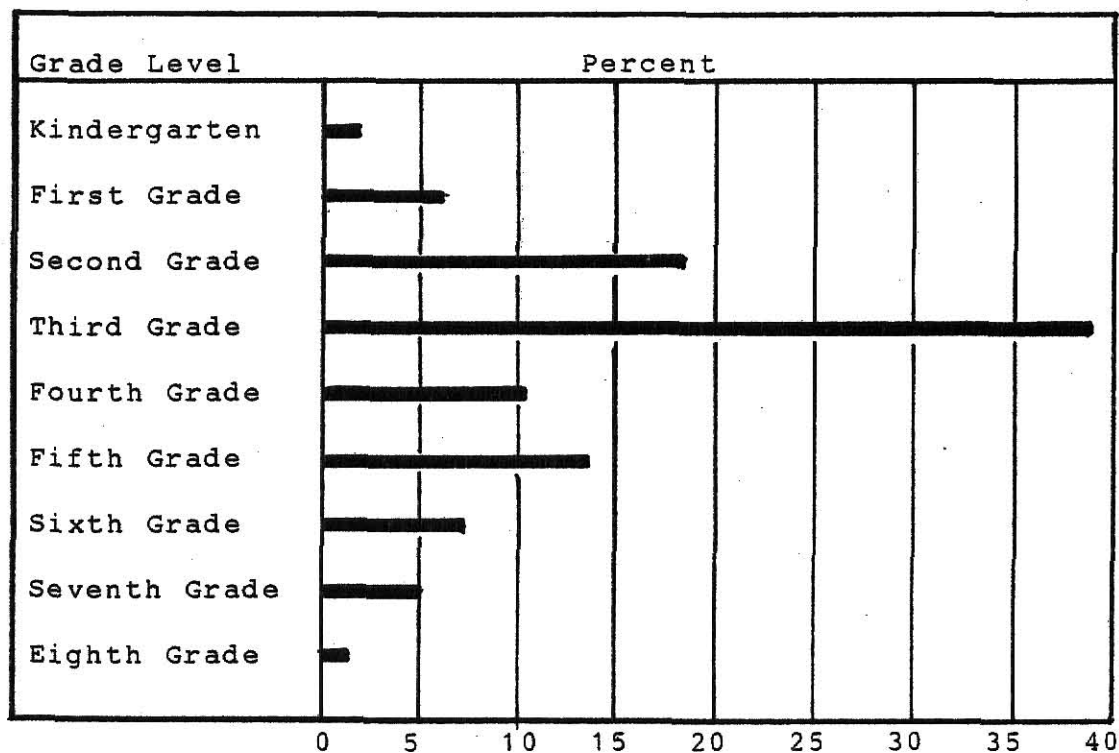
questionnaires, 214 questionnaires were returned, or 47.5%. On a statewide basis, responses represented 74 of the 105 counties in Kansas, or 70.5%, with an even geographic spread.

### Questionnaire

The first portion of the survey questionnaire was designed to qualify the person answering it. Information requested included the name of the person completing the form, the name of the school, school district number, address of the school, grade being taught by the teacher, and the size of the class. The teacher's name was asked so that, if further information was requested, the information would be on file, and also to discourage completion of the form by a teacher assistant or other school personnel.

Question 1 asked teachers to indicate if development of the social studies curriculum was part of their responsibility or if it was a responsibility delegated to someone else. This question was asked to determine the amount of control the classroom teacher had over curriculum content. Of those responding, 85% indicated that they did have the responsibility for curriculum development. The other 15%

Figure 2. Grade-Level Responses



indicated that a curriculum committee or district education coordinator was primarily responsible for program development.

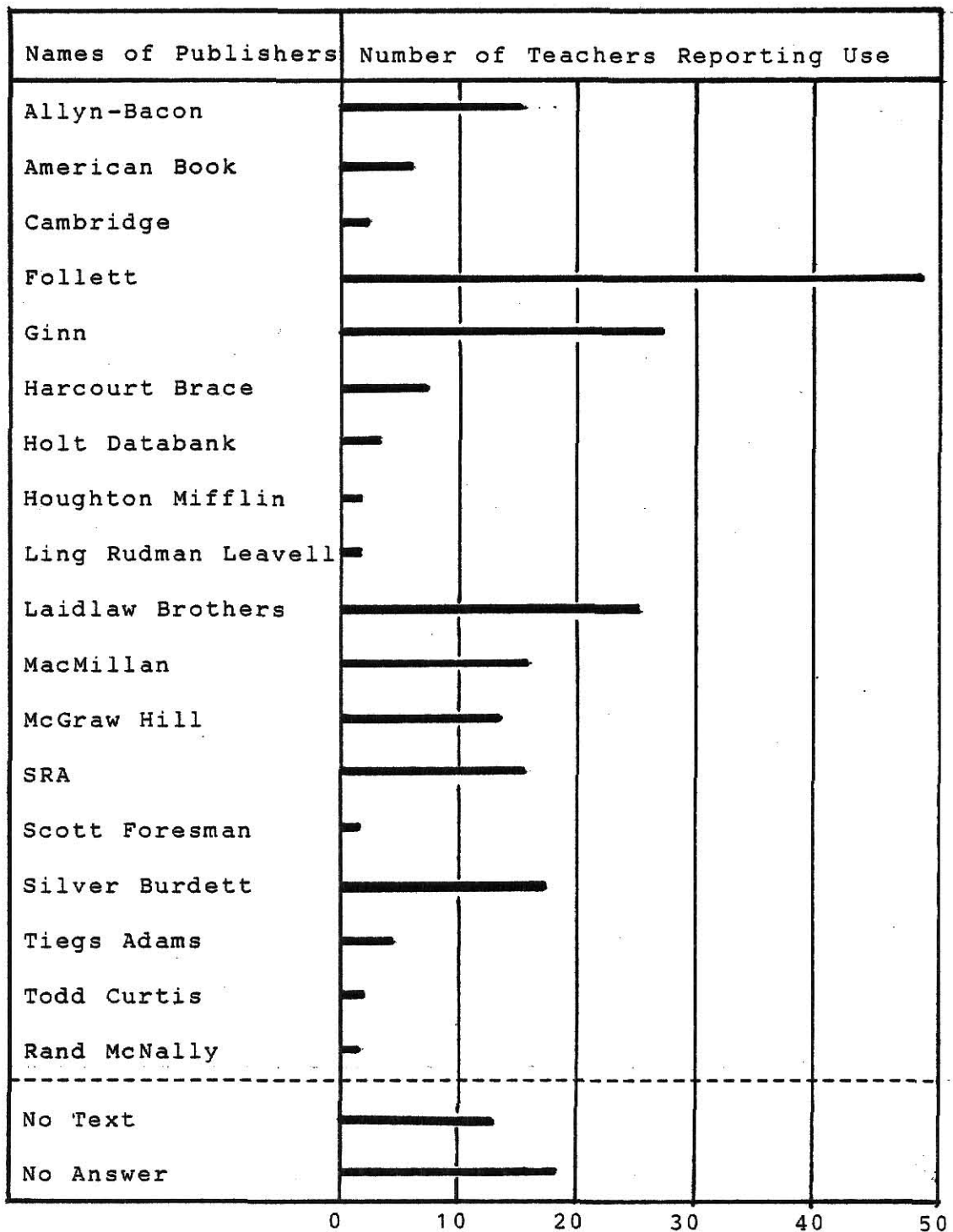
Question 2 asked teachers if they discussed the history and development of their local community and, if so, what aspects were developed. A list of nine topics was included and teachers were asked to check the appropriate blanks. Of the 214 responses, 204 indicated that community history and development were a topic of classroom discussion.

Community history and development on the local level therefore may be considered a common focal point for social studies. Among the specific topics checked most frequently were changes in the community, first (non-Indian) settlers, growth of the community, historic sites and buildings, industry and commerce, natural resources, people and pre-settlement or Indian occupation. These were discussed in over half of the classrooms.

Question 3 asked what local community resources teachers use in the social studies program and how these resources are used. The public library, maps, museum or historical society, newspapers, and people were among the most frequently marked local resources. These were used to facilitate classroom visits, field trips, arts and crafts projects, guest lecturers, information handouts, and walking tours. The activities checked most infrequently were community service projects, dramatic activities, interviews, observation games, and written research projects.

Question 4 asked which cities and towns were included in the social studies curriculum and why they were included. The responses indicating the communities which serve as focal points of discussion were too varied to provide any statistical profile.

Figure 3. Textbook Usage According to Publisher



Question 5 asked teachers which texts were used for their social studies program. Teachers responded by listing the publisher of the text. Ranking of primary or secondary sources was not reported.

Questions 6 and 7 were included to determine, in addition to the text, which publications and agencies were used as resources for social studies education.

Question 6 listed several publications providing built environment education information. Recipients were asked to rate their use of each publication by marking "1" as used frequently, "2" as used infrequently, or "3" as used very infrequently. The first six publications listed deal primarily with built environmental education, environmental education, or history. Of these, only 16% indicated any use and, of those, most were indicated as used very infrequently. Those publications listed which contain information on general education scored a higher percentage of response, with emphasis in the "used frequently" or "used infrequently" category. On those questionnaires which were received with none of the publications marked, the assumption was made that the teacher was either unfamiliar with the publication or never used it in preparing classroom instruction materials.

Question 7 listed public, private non-profit, and industry associations. Teachers were asked to check which ones they used to provide information used in their social studies programs. Response to this question was limited, with 60 checks (28%) the most received by any of the listed agencies. Most recipients did not fill in any blanks; some wrote "none of these." The conclusion was made that resource materials are not solicited from these agencies by the majority of the teachers responding to the survey.

Question 8 asked which, if any, continuing education programs the teacher had participated in within the past five years and the sponsoring organization. Of the 94% responding, only 14% indicated participation in some sort of continuing education program emphasizing community resources.

Teachers were given the opportunity in the remaining space to request survey summary information and to make comments. Thirty-five percent of the responses indicated further interest.

## IMPLICATIONS OF THE SURVEY RESULTS

### Curriculum Development

When teachers responding to the survey were asked if social studies curriculum development was part of their responsibility, 85% answered affirmatively. The classroom teacher, in general, has a great deal of control in the specifics of social studies curriculum development. Within the general framework of state and district curriculum guidelines, teachers have individual latitude for planning and developing instructional units. The classroom teacher, therefore, is the audience to focus upon when developing guidelines and instructional materials about the built environment.

### Social Studies Curriculum Content

Of the teachers surveyed, 95% stated that local history and community development were classroom discussion topics. Changes in the community, historic sites and buildings, and people were discussed in over 60% of the classes. The first non-Indian settlers, growth of the community, industry and commerce, natural resources and Indian settlement were discussed in over half of the classes. Transportation was a topic in 45% of the classrooms. Thus, community development

and local history are common themes in current social studies programs.

#### Use of Local Resources

When teachers were asked if they used some aspect of the local community as a resource for their social studies programs, 77% said yes. Those aspects checked most frequently were the public library (124), newspapers (112), people (112), maps (102), and the folklorists (77). The next most frequently checked items included the telephone directory (50), courthouse (44), and the chamber of commerce (43). Least marked as local resources enlisted to aid in social studies education were the city hall (25), architecture (20), cemeteries (20), and churches (14). Note that, whereas historic sites and buildings were listed as an aspect of discussion of local history and community development by 125 teachers, only 20 of those same teachers indicated that they used local architecture as a resource to reinforce the discussion. Similarly, the first non-Indian settlers were studied in 113 classrooms according to the survey findings, but only 20 of those same teachers used a cemetery as an education resource. Changes and growth of the community were topics in over half of the



classrooms, but the centers of government which affect growth and change were used by only a few of the responding teachers. City Hall was reported as a resource by 25, and 44 reported the courthouse as an educational resource. Therefore, it appears from the survey that nearby local resources are being underutilized by the teachers at present.

The public library (129), maps (102), museums and historical societies (107), and newspapers (112) were marked by nearly half of the responding teachers as educational resources used. Through use of these resources, students can examine the recorded past as it exists captured by the moment. People (134) were a resource enlisted by 65% of the teachers. People provide a more animated glimpse into the historical record and the current life of the community. Elderly citizens can recount for students how things have changed in their lifetimes and be available to answer students' questions. Businessmen, politicians, and tradesmen can provide information on current events.

Other community resources were less used by the teachers responding to the survey. Churches were listed

by only 14 of the responding teachers. This may be due to the historic emphasis of the separation of church and state in public schools. Local community architecture, cemeteries, and the city hall were used as resources by fewer than 15% of the teachers surveyed. Architecture provides a three-dimensional record of human activity, its aspirations and limitations. Cemeteries provide a record of early citizens, the continuity of families, and clues to daily life and death in the community. For example, epitaphs give clues to personalities and a large number of graves made at nearly the same time might indicate an epidemic. The city hall and/or courthouse, used by 26% of those responding, house public records of the community. Deeds record property transactions; wills provide instruction for the disposal of one's earthly goods. Courts provide a living demonstration of our American judicial process. Jails offer a look into the penalties for failure to live by societal rules. Yet all of these examples were seldom used by teachers to reinforce their lessons in historic sites and buildings, first settlers, and growth and change of the community.

The local chamber of commerce usually can provide statistical and other information on the town's institutions

and industries. Yet only 43% of the more than 100 teachers who discuss natural resources, industry, and commerce called upon the chamber to provide resource materials. The telephone directory offers lists of citizens, public agencies, and businesses in the community. Yet only 30% of those responding use the telephone directory as an educational resource.

A folklorist is a person linking present and past through story, song, and dance. This can be a lively form of entertainment and instruction for students. Of the responding teachers, 77 or 46% employ the folklorist as an education resource.

#### Methods of Reinforcement

When asked how the education resources discussed were used, field trips (132) and classroom visits (114) were checked most frequently. These two are distinguished from one another by the fact that a classroom visit brings the resource into the class and a field trip takes the students to the resource.

The next most reported methods include guest lecturers (86), arts and crafts projects (77), information handouts (74), and walking tours (73). These provide students with

varied experiences. A guest lecturer visits the classroom to instruct students on a particular aspect of social studies. Interaction with students and the lecturer is possible in this kind of encounter. Arts and crafts projects offer tactile and visual learning opportunities and encourage individual expression. Information handouts, prepared for students to take home, offer them information to consider at a later time. Walking tours provide students with an opportunity to experience spaces first-hand and offer a change from the classroom routine.

Among the methods least used by the teachers surveyed were written research projects (47), interviews (29), dramatic activities (19), and community service projects (16). These methods of reinforcing learning bear further attention. Written research projects provide students with an opportunity to uncover information that is of interest to them and to express themselves verbally. Interviews encourage students to ask questions to obtain information. Again, this allows the student to seek information of individual interest. A dramatic activity can offer role-playing opportunities and a chance for students to act out events. A community service project allows students to focus upon someone or something other than themselves.

Planning, executing, and evaluating such a project gives students an opportunity to put into action classroom lessons. Students can benefit from a "real-world" activity as they solve problems and learn the workings of the community.

#### Cities and Towns

When asked which cities and towns were studied in the social studies program, the answers varied considerably. Among the international cities most frequently mentioned were London, Ibadan (Nigeria), Tokyo, and Brasilia. In the United States, New York City, Washington, D. C., and San Francisco were frequently listed. Teachers indicated that these were selected because they were discussed in textbooks. Kansas towns frequently mentioned were Topeka, the State Capital; and Wichita, the largest city in the State. Other communities mentioned were included because of their being of historical importance, a county seat, or a neighboring community. Teachers indicated these were studied because of their importance to their students.

#### Texts in Use

When teachers were asked which social studies texts

were in use in their classrooms, the answers were recorded by publisher. This was because texts at different grade levels have different titles, but are part of a series of social studies texts published by each publisher. Seventeen publishing houses were reported by the teachers as sources for their social studies texts. The Follett Company was reported by 49% of those responding, more than any other textbook company. The next most frequently reported textbook series was Ginn, reported in use by 26 teachers. Other frequently noted companies included Laidlaw Brothers (19), Allyn-Bacon (17), and MacMillan (16). No text was used by 12 responding teachers, and 18 did not answer the question.

Teachers were asked to indicate secondary texts. This, however, did not occur.

Since there are a variety of texts in use across the State, and indications are that the text sets the course of the social studies program, further examination of the content of these texts is in order. The three most frequently reported texts were read for content and emphasis.

Follett Social Studies. The Follett Social Studies was reported in use by 23% of the responding teachers, a

larger percentage than any other text. The third-grade level is entitled Exploring Our World: COMMUNITIES. The introduction to the teachers' edition states it "is a book about people and urban life" and, throughout, the examples are of United States and international metropolitan areas. Through use of the text, students are to learn the importance of location and environment in the development of a city, the reasons people start new cities, historical roles of cities and modern aspects of urbanization, foreign culture, problems of urbanization, and the role of city government. To illustrate these lessons, examples have been selected from Ibadan (Nigeria), Tokyo, Chicago, New York, London, Moscow, Amundsen-Scott (South Pole), Brasilia, Fort McMurray (Alberta, Canada), Mesa Verde, and fictional "Red Rock."

The Follett Social Studies was the most frequently chosen series of school districts in communities of fewer than 50,000 people and can be described as "small town" or suburban in character. Yet the examples in the text from which students are to learn are predominantly large metropolitan centers.

Ginn and Company. In contrast, OUR COMMUNITIES, the

third-grade-level text in the series Our Land and Heritage from Ginn and Company illustrates these same lessons in social studies through communities of various sizes. These include imaginary "East Bend," San Francisco, Chicago, Mexico City, and Washington, D. C. The planning profession has had an influence upon the authors of this text. The planned community and urban renewal are both advocated in the text.

Laidlaw Brothers. Another frequently chosen text selected for use by 19 of those responding is UNDERSTANDING COMMUNITIES, the grade-three-level text in the series Understanding Social Sciences from Laidlaw Brothers. The same themes are discussed as in the other texts, including building communities, filling needs and wants, community leadership, change, ethnicity, foreign cultures and different sizes of communities. Illustrations are taken from small towns, suburban areas, and urban centers. The subject of community decay is dealt with in terms of renewal or cleaning and repairing. The most recent of the three texts, the Laidlaw Brothers program reflects a shift away from urban renewal.

The purposes of UNDERSTANDING COMMUNITIES are (1) to



help students gain an appreciation of the many diverse cultures in today's world; (2) to achieve a basic understanding of the interdependency required to meet the basic necessities of life and participate in the shared societal relationship; and (3) to assist pupils in gaining a greater appreciation for the earth on which they live, teaching the interdependence of people and the natural environments in terms of consumption, ecology, and conservation.<sup>27</sup>

All three of these texts are designed to present an interdisciplinary approach to social studies. They are skill-oriented, providing opportunities to develop reading, thinking, map and globe skills, along with research and chronology skills. The reading level is controlled to be below the third-grade level so that the material communicates rather than frustrates.<sup>28</sup> Guidelines are provided in the teachers' editions for activities to promote learning at all skill levels. The Laidlaw Brothers text often sends the teacher to local sources for lesson reinforcement, more so than the other series discussed.

#### Additional Resource Materials

In addition to the classroom text and the district

curriculum guide, teachers were asked to indicate other publications and agencies they use to provide information for their social studies program.

Publications. First, teachers were asked to check publications used from a given list and to indicate whether they were used as resources frequently, infrequently, or very infrequently. Each of the publications listed provided information about built environment education.

Built Environment from the American Institute of Architects, Built Environment Education magazine, and Eco-News focus on environmental education, specifically the built environment. Historic Preservation and History News are more history-oriented, but were also sources of information about teaching lessons on the built environment. Instructor, School Arts, and Today's Education were aimed primarily at the teaching profession, covering many facets of education including the built environment.

The survey results leave room for conjecture. Of the 214 teachers responding to the survey packet, only 140 answered this question. The assumption is therefore made that the remaining 74 use none of these resources or that

they are not familiar with them. Fewer than 40 of the responding teachers indicated any use of the AIA Built Environment, Built Environment Education, Eco-News, Environmental Education Report, Historic Preservation, and History News. However, Instructor was checked by 140 teachers, with 52 indicating frequent use, and 65 infrequent use. Today's Education was marked by 99 of those answering the question, with 54 of those indicating infrequent use. School Arts magazine was reported by only 48 teachers, with 25 indicating its use as very infrequent.

From these results the conclusion is drawn that accepted education publications, including Instructor, Today's Education, and School Arts are reaching their teacher audience more frequently than the other publications listed in the survey questionnaire.

The American Institute of Architects Built Environment was written to aid teachers with setting objectives and providing a broad definition of environmental education. It offers sample activities, suggestions of sources of local assistance, and material resources to reinforce the environmental education program. Clearly, this source book has not been widely circulated among its intended

audience in Kansas, the classroom teacher.

Built Environment Education is a periodical published quarterly by the Built Environment Education Center in Philadelphia. The center is a private, non-profit organization partially funded by a grant from the National Endowment for the Arts. Circulation of the publication remains limited, with only 300-400 subscribers. Copies of the publication are sent to the states arts councils in each of the 50 states. It would seem that in Kansas it was not then further circulated throughout the education field to familiarize teachers with its content. Hence, the publication of the quarterly ceased in June 1982 due to cutbacks in funding from the National Endowment for the Arts and a subscription level too low to maintain publication.<sup>29</sup> The Built Environment Education Center has adapted to function as a public, "for-profit" organization, and continues to do research and publish articles on built environment education.

Historic Preservation is the magazine of the National Trust for Historic Preservation. A full-color magazine, Historic Preservation is available at public libraries and has a sizeable subscription base. Though the teachers reporting its use were few in number (36), three checked

"used frequently" and nine "used infrequently," indicating more general use than either of the previously mentioned publications.

Today's Education is a quarterly magazine available to members of the National Education Association. Being a periodical in connection with a professional organization accounts for its use by the 99 teachers who marked it.

The survey findings indicate that, while money is being spent, research done, and information published to assist teachers with built environment education, those agencies involved in the process are missing much of their audience in the disseminating of their information. Periodicals specifically for teachers are reaching teachers; periodicals for teachers generated by other professions are not.

Organizations. Teachers were asked to select from a given list of organizations from which they solicited social studies resource material. The most checks received by any of the listed organizations were 60 for the Kansas Fish and Game Commission. The Kansas State Historical Society was the next most frequently marked, with 53 reporting its use. Forty-seven reported use of the Kansas

Cultural Heritage Center in Dodge City, a center for classroom resources for sale or rental. The National Audubon Society (30) and the National Park Service (40) were also marked more frequently than others on the list.

What is significant in these findings is that, of the 214 teachers responding to the survey, 41% did not mark any of the organizations or wrote in "none of these" was used to solicit resource materials. Each of the 13 organizations listed has an interest in the environment and human impact upon nature. Each seeks to educate the public. Yet in this random cross-section, 41% of the audience has not been reached.

#### Continuing Education Programs

Finally, teachers were asked if they had attended any continuing education programs within the last five years dealing with community resources. Of the 202 responding to the question, 171 reported "no." This indicates a void in the use of continuing education programming. Teachers can be informed on the use of local resources to reinforce classroom lessons and sources of information helpful to them during in-service training days or continuing education short courses. Updating teaching skills through

continuing education is a state certification requirement for teachers. The "captive audience" exists to be reached with a program on the use of local resources to enrich social studies lessons and transmit cultural history lessons to their students.

## CHAPTER III

## DEVELOPMENT OF A MODEL PROGRAM FOR USE IN KANSAS

GOALS

Goals for developing a program of local heritage studies for use in Kansas communities are derived from the examples of precedent discussed above and research in educational practice. These goals are:

- To provide flexibility for the teacher within a set unit outline.
- To suggest resources easily obtainable within the community or obtainable for a reasonable rental fee.
- To build upon the knowledge that each pupil brings to the classroom.
- To provide participatory and discovery learning experiences for students and teachers.

Flexibility

Providing flexibility for the teacher within a set outline allows for individuality of teaching styles while ensuring a degree of uniformity of information to be covered. For example, some teachers may not be comfortable



with a guest speaker in the classroom but are willing to provide the tools to aid students in interviewing resource people.

Each community shares certain commonalities, such as people, natural resources, and history, but each community is also unique with its own story to tell. The degree of flexibility to be built into the model program of local heritage studies is to provide the direction the study will take but allow the destination to unfold, appropriate to the location. This flexibility is exemplified in the Missouri Heritage Trust sponsored program, "If Buildings Could Speak."

### Resources

As demonstrated in the Community Resource Use Survey, classroom teachers are not using many of the resources available to them, and are not familiar with agencies and publications which can provide information to enrich their social studies programs. The Mid-South Humanities Program has set a precedent for collecting resource information, cataloging it for teacher use, and disseminating it through educational workshops. Acknowledging that budget cuts for education are a reality in many communities, to increase

the chances that additional resource materials are used, cost factors are to be considered in the model program development, as well as ease of resource acquisition and use.

### Relevance

Building upon the knowledge that each pupil brings to the classroom can create an atmosphere for participatory and meaningful learning experiences. Giving the child credit for knowing something already, drawing on that experience, and guiding its development allows students to internalize school lessons because their interest is captured and their input sought. Students benefit by raising their own levels of self-esteem through these participatory learning experiences. Because social studies is the area of the educational curriculum that is charged with the duty to develop understandings, skills, attitudes, and values in order to transmit cultural values, to do so in an interesting, captivating manner is appropriate.

### Participatory Learning Experiences

Students become actively involved in developing and answering their own questions, in creating their own learning

experiences through participatory learning activities. Students and teachers begin to share the responsibility of researching out information and organizing it into a meaningful form. Employing this discovery technique can help the classroom teacher avoid the frustration of stagnation after repetition of the same material year after year. The program suggested for use in New York State employs this strategy of participatory learning.

#### FORMAT

The lessons plan format was selected to provide the classroom teacher with a familiar vehicle for teaching what may be an unfamiliar topic. A lesson plan is an organizational structure for instructional sequences which may last from a single day to a week or more.<sup>30</sup> Components of a lesson plan customarily:

- Identify the main idea, developing the key concepts, necessary terms or vocabulary, those skills which will be involved, and related attitudes and values.
- Provide a vehicle for study through questions, activities, and related curriculum skills.
- Identify resources available in the text, additional publication, audio-visual aids, community resources, and direct experiences.

### The Main Idea

The main idea provides a focus for the instruction unit, which constitutes the foundation of understandings to be developed in the daily work.

### Key Concepts and Terms

Key concepts and terms identify the abstract ideas, or meanings to be discerned in the study, and the terms or vocabulary necessary to explain the ideas.

### Skills to be Developed

Related skills to be developed indicate the motor, intellectual, or social skills which may be developed by the students in the process of the unit study.

### Attitudes and Values

Related attitudes and values are those general and personal values which may be conveyed to the students in the process of the unit study work. These may include societal values such as liberty, justice, equality, honesty, individualism, mutual consideration, human dignity, and responsibility.<sup>31</sup> Personal values are those which become

part of the student and affect his decision-making process in his personal life. This process of transmitting values may also be termed "values clarification" or the "process of valuing."<sup>32</sup>

#### Questions to Stimulate Reflective Thinking

Questions to stimulate reflective thinking provide a vehicle on which to build class discussion. Students are challenged to become independent problem-solvers and critical thinkers through inquiry-oriented questioning. Through questions which stimulate reflective thinking, the teacher provides an opportunity for students to:

- Identify problems and questions for study.
- Make inferences and draw conclusions from data.
- Make comparisons.
- Develop hypotheses.
- Use evidence to test these hypotheses.
- Plan how to study a question or problem.
- Obtain data from various sources.
- Predict possible outcomes.
- Decide what evidence is needed to study a problem.
- Decide what information is relevant to the study.<sup>33</sup>

### Activities to Reinforce Understandings

Activities to reinforce understandings include both construction projects, dramatic activities, and field-trip or direct experience activities.

Construction activities. Construction activities provide students with a tactile opportunity to think and plan, as well as provide an outlet for creative expression. Construction activities offer practice in the use of tools and opportunity for physical activity and development of coordination. For construction activities to be meaningful learning experiences and not become "busy work," the teacher must encourage authenticity of representation in the degree that skill level permits, and provide information needed by the pupils to achieve this goal.<sup>34</sup>

Dramatic activities. Dramatic activities can be employed to help sharpen students' powers of observation, give purpose to research activities, and to help create and maintain interest, thereby fostering the learning experience. Through interaction in dramatic play, students may discover insight into one another's feelings and be provided with an experience in democratic living. In staging a dramatic production, on whatever scale, students

become involved in planning, working together, evaluating, and participating.<sup>35</sup>

Field trips. Field trips provide direct learning experiences for the students through experiences which cannot be duplicated in the classroom. Field trips require careful planning on the part of the teacher to be meaningful to the students and not just an outing.<sup>36</sup>

#### Related Curriculum Activities

Related curriculum activities are those points which, while being studied in the framework of social studies, have direct relationship to other subjects in the curriculum, including mathematics, science, music, or art. Developing these interrelationships can give further meaning and importance to the student by providing opportunities to transfer knowledge from one subject to another.

#### Community Resources

Community resources are those agencies or persons which may be called upon to provide supportive information to the study unit.

### Audio-Visual Resources

Audio-visual resources indicate tapes, records, slides, films, and filmstrips which may be used to reinforce understandings.

### Textbook and Supplementary References

Textbook and supplementary references provide the teacher with direct textbook sources of supporting information, and additional references which may be found in other publications.

### CONTENT

In response to examples of precedent and survey findings which demonstrate a need exists, a unit of study was designed to develop a cultural heritage studies program to be adjunct to the social studies curriculum.

The third grade was selected to be the initial recipient of the model program. The survey findings indicated that the topic of "community" was central to the third-grade social studies program.

As previously discussed, the concept of "community" is expanded to teach third-graders what a community is, what types of communities there are, why some communities flourish



and others do not, and how communities provide for basic needs.

The title developed for this model program was "COMMUNITY: A SENSE OF PLACE."<sup>37</sup> These words were selected to convey the ideas that each community is unique while commonalities occur, and that the lessons each community has to offer can be discovered through sensory experiences. The unit was developed around three main topics: home, community, and history and heritage.

#### Home

The section on the home explores with the student an aspect of the community, his own home, offering a learning experience at a familiar scale. This is a brief review and expansion of work covered in the first grade. Students examine the common attributes of our homes. They discover what kinds of houses there are, how housing is obtained, and the variety of ways in which our homes are linked with the community. The physical structure of the house as a building is then explored to provide information as to the source of housing and how design decisions can be made to meet the family's needs.

### Community

The experience of each student broadens, expanding from home, to school, to neighborhood, to community, and beyond. The topic of community explores the social, economic, and political interests of the community. Drawing upon their personal experiences and through classroom study, students explore community services, learn about modern industry in the community, and review current events in the life of the community.

### History and Heritage

Adding the dimension of time, the past, students explore the origins of the community and the effect that methods of transportation, development of the town plan, industrial development, and famous people and events associated with that community have had on the community.

## CHAPTER IV

## CASE STUDY

SITES OF DEMONSTRATION PROGRAMS

Case studies were necessary to test the model cultural heritage studies program. Classes in schools in two communities were needed to provide a test group of manageable size and opportunity for comparison.

Basis for Selection

Proximity. Towns within a 40-mile radius of Kansas State University were selected for initial contact to see if participation in the demonstration program was feasible. These included Abilene, Council Grove, and Manhattan.

Teacher interest, administrative support. In order for the case study to proceed under optimum conditions, teacher willingness to participate and acceptance of the test program were desirable. As policies differ from school district to school district, administrative approval from the superintendent of schools and/or school principal was also required to gain access to the teacher or classroom.

Because the conditions of teacher interest,

administrative approval, and proximity for easy commuting distance existed, classes in Council Grove and Manhattan were selected to participate in the case study.

### Council Grove

Council Grove, the county seat of Morris County, is representative of many small Kansas towns, with a population of 2,500 and the accordant community resources. Located on the Neosho River, it served as a key stop on the historic Santa Fe Trail, the forerunner of the federal highway. Much of the town is also a National Historic District.<sup>38</sup>

The two third-grade teachers at Washington School<sup>39</sup> were contacted to assist with the case study and were receptive to the idea of teaching their students, using local resources.

### Manhattan

Manhattan, the county seat of Riley County, is more representative of the Kansas urban center with a population of 30,000. It is the home of Kansas State University, which claims to be among the first Land Grant Colleges in the United States.<sup>40</sup>

A third-grade teacher at Lee School<sup>41</sup> expressed an interest in using a local studies unit, hence its selection as a participant in the study. Because of the proximity to the University and constant demand for test sites by others, no other schools or teachers in the community were contacted.

#### PARTICIPATING CLASSROOM INFORMATION

##### Council Grove

At Washington Elementary School in Council Grove, the third grade was divided into two sections, each with 19 pupils. For special projects, field trips, and viewing films, the two classes were combined.

Social studies was generally allotted a half period or 30 minutes, three times a week. It was, however, possible to expand the time-period allotment to 45 minutes when necessary.

The text in use was Concepts and Values, a part of the series The Social Sciences, published by Harcourt-Brace (2nd edition, 1975). The participating classroom teachers indicated that this was the final year that text would be in use, and thus they felt no urgent need to tie the

community studies lessons to it closely.

There were restrictions on accessing students' personal records but, through general observation, student abilities ranged from the slow learner through average student to the gifted. All socio-economic backgrounds were represented with children from one- and two-parent families, those receiving public assistance through well-to-do family backgrounds.

#### Manhattan

The classroom selected in Manhattan, based on teacher interest and willingness to participate, was at Lee School. Only one section of the third grade was involved in the case study. There were 27 students in the class.

Social studies was allotted 35- to 45-minute time-periods five days a week. During the case study, an hour was often needed, but activities were integrated with language and art.

The text in use during the case study was Our Communities, the third-grade level text in the series Our Land and Heritage, published by Ginn and Company (1979). It was necessary in this case to tie the textbook information to case

study lessons to meet school requirements for information to be covered during the academic year.

Student records were again confidential, but observation indicated that there was one visually handicapped student and several students who would be considered gifted. The character of the school was suburban, with students from a variety of family situations and economic conditions.

## METHODOLOGY

### Introduction of Material

There was no pretest of the cultural heritage studies model program unit, as the case study was treated as a type of pretest. Initially, teachers were provided a basic outline of the unit to review. Informal discussion revealed individuality among teaching styles and preferences. Agreement was reached that, in exchange for using the cultural heritage studies unit lesson plans, additional resources would be provided for each classroom, with information on where those resources could be obtained for use in future years.

### Procedure

The classroom teacher had the primary responsibility

of conducting the daily lessons, using the cultural heritage studies program lessons plans provided. This met requirements of school policies for teacher responsibility and provided a test for flexibility of the unit.

Assisting the teacher by the provision of easily obtainable local resources, rental films, and serving as a resource person met another of the goals for the model program development.

The case study took place between the end of January and the first part of April. Statewide, the celebration of "Kansas Day," the State's admission to the Union, is January 29. It was appropriate to key the beginning of the cultural heritage studies program to this event. Extending the program through to early April provided early spring weather, facilitating out-of-the-classroom walking tours and field trips.

Administrative policies differed between the schools in Council Grove and Manhattan. There was more flexibility in Council Grove's Washington School for taking students out of the classroom for a walking tour. Also the size of the community permitted field trips without always requiring the use of a school bus. In Manhattan, bus schedules were such



that field trips were difficult to schedule. Private car use was not allowed as a means to transport students. Teachers were encouraged to limit time away from the classroom.

Information on the progress of the program was received through teacher feedback and analyzing student work sheets. Classroom observation was permitted on a limited basis. Informal discussion and observation characterize evaluation information.

#### MODEL PROGRAM USE

While it would be possible to take the three main parts of the model program "Community: A Sense of Place" in any order, all three groups proceeded in the same order. They began with the topic "Home," proceeding to "Community," then to "History and Heritage."

#### Home

The topic "Home" gave students the opportunity to begin to learn consciously to integrate visual, tactile, and descriptive abilities at the most familiar scale: their own home. This began to demonstrate the goal to build upon the knowledge that the students bring to the classroom.

First, students explored the question, "Where do you live?" Students discovered the many similarities to their homes as well as the differences, reflecting individual needs and preferences. Apartments, duplexes, single-family homes, and mobile homes were discussed as students shared what type of dwelling they lived in. Students also learned in what ways our homes are linked together: to the street, utilities, telephone, mail service, and visually. As reinforcement, students drew and displayed pictures of their houses. Where possible and throughout the unit, these discussions were related to information in the regular classroom text.

Second, students explored the question, "What is a house?" Students discovered how houses are built, how they are planned, who designs and builds them. A scale cut-away model of standard building construction was provided for each classroom<sup>42</sup> so that students could examine closely the interlocking parts of a house. For personal reinforcement and to practice making and reading diagrams, students made floor plans of their home, a room in their home or of the classroom. The students in Council Grove were allowed the option of making their floor plans impressionistic rather than measured spaces drawn to scale. In Manhattan, the floor plan

exercise was integrated into the study of scale in mathematics, and students used the classroom and its furnishings for their example. In both communities students were able to take a walking tour to view a house under some phase of construction, either new building or major remodeling. Teachers were provided with information sheets on common building terms, names of roof lines, illustrations of general housing "styles," and a diagram labeling construction details.<sup>43</sup>

At this point students began a map study which would continue throughout the unit. Each pupil's home was indicated on a plat map of the community on display in the classroom.

The lesson plan guide provided additional suggestions for activities and resources which the participating teachers elected not to use.

### Community

From the immediate scale of home, students moved to a study of their current community. Students explored the community by the social, economic, and political forces that shaped the community's life.

Social. Through their study of the social interests of the community, students learned that people work together to provide public health and safety services and that these are funded through tax dollars.

In Manhattan, the students focused upon their own Lee School as a community service. Students conducted interviews with different school employees, including cafeteria workers, bus drivers, crossing guards, and teachers. A tape recorder was made available to students to record these interviews for classroom sharing. On the map of the community, students located and marked other community services, such as fire and police protection, and the public health service. In both communities, students practiced making emergency telephone calls in their classrooms.

In Council Grove, students listed community services, using the telephone directory as a resource. As a culminating event for their community study, students took a walking field trip to the Morris County Courthouse, which houses fire and police services, as well as social services. Students especially enjoyed tours of the jail and the rescue squad station.

Economic. The economic interests of the community were

then discussed but only to a limited extent due to time constraints. Students learned that there are many jobs to be done in a community and that people work to earn money to provide for the family's needs and pay for community services through taxes on that income. In Council Grove, attention was given to the subject of commuting to another community to work when enough work was not available locally.

In Manhattan, students conducted a small-scale business, with students purchasing stock in their company (25¢ per share) and holding a job in the business (selling tote bags to fellow schoolmates). This involved the processes of planning, taking orders, obtaining the goods, delivering the merchandise, and collecting payment, paying bills, and deciding what to do with the "corporate" profit.

Political. Finally, the political interests of the community were explored. Student discussion centered around community officials who are elected decision-makers and representatives of the people. Due to a timing coincidence, local elections were being held in Council Grove. Students collected campaign photographs and advertisements from the local newspaper. On the tour of the county courthouse, students were also able to see the offices of these commissioners and other county officials. Students in Manhattan

were informed that city commission meetings were aired on a local television channel. Students in both communities used the newspaper as a supplemental resource.

### History and Heritage

Building on the body of knowledge students had about the present-day community, the dimension of time or history was then added to the study of community. Through their study of community history and heritage, students discovered information about early settlers, methods of transportation, how the town developed physically and industrially, and the important people and events connected with the community. Since each portion or subtopic was interrelated, movement between them was fluid. Students were encouraged throughout this study of community history to identify places existing at the present time which reveal the town's growth and development, and provide a shaping force for the future. Emphasis was given to these signatures of the past which record for the present the life and continuity of the community. Students discovered they could find these signatures in the landscape, the town plan, street names and business names, and through architecture, those buildings and street furnishings with which they live daily.

Both in Council Grove and in Manhattan, early history of the community is well documented in local histories and recorded personal accounts. While much of Council Grove is designated a National Historic District, this did not have any significant effect on the reception of educational materials by the students in Council Grove in comparison with the students in Manhattan.

Council Grove. Council Grove, located along the Neosho River, provided a key crossing of the river and a place for regrouping of goods and people to continue the journey along the historic Santa Fe Trail. Seth Hays, a colorful character and great grandson of Daniel Boone,<sup>44</sup> was one of the early traders who established an outpost at Council Grove. Later, as the railroads pushed west, another important force in the development of Council Grove entered history. Because the history of the community was so closely linked with commerce and transportation, focus was directed toward these and the impact on the development of the town as it exists today. Students were shown how the main street was wide to accommodate wagon traffic and how the curve at the river follows that of the trail that preceded the modern highway. The "Last Chance Store" and Farmers and Drovers Bank still remind residents of the community what those early shaping

forces were. Students viewed a filmstrip<sup>45</sup> describing life along the Santa Fe Trail and what awaited in Santa Fe, the end of the journey.

Because some of the children were related to the early settlers, and because they live with well-marked historical sites daily, the children shared some of their own stories about Council Grove. A slide presentation of early photographs of Council Grove was shown to the classes, courtesy of the Philomathian Club, a local civic group. A walking tour through Greenwood Cemetery allowed children to see the graves of Seth Hays and other early day settlers. Students drew pictures of their impressions of the cemetery upon return to the classroom.

Throughout the study of Council Grove, students collected their art work, information handouts, maps and other papers into a folder, each creating his or her own Council Grove guidebook. As a culminating event for the unit study, the students were treated to a bus trip to visit those sites they had studied in the classroom. Among the places seen and toured by the students were the Seth Hays house, now a museum; Pioneer Jail, Council Oak, Post Office Oak, Madonna of the Trail, Last Chance Store, government-built housing



for the Kaw Indians, Monument to the Unknown Indian, and the Kaw Mission museum.

Several coloring book type pages were provided to the students illustrating these sites. These pages also were included in their personal guidebooks.

Manhattan. The town of Manhattan began quite differently from Council Grove. It was founded by two town companies, backed by people in New England who had two main intentions in establishing a town in the Kansas Territory. One was to populate the Territory with "free-staters" who would vote against slavery expanding into Kansas; the other was to establish a college. Brought upriver and grounded on a formidable sand bar at the confluence of the Blue and Kaw rivers, the two groups elected to join forces and remain. Rapidly the town developed away from the river which, at the present time, does not follow the same channel as in the 1800s. Bluemont College, which evolved into the present-day Kansas State University, was established in the first years of the town, and growth and development were linked with many of the historic personalities.

In their study of the first settlers, students learned that not all Kansas communities were founded by sod-busting

pioneers or cowboys, nor were Indian uprisings always a problem as fabled in stories of western pioneer days. Rather, the first settlers of Manhattan were educated, with definite goals of betterment, striving from the earliest time to build a city. This was reinforced with the film-strip From Many Roots.<sup>46</sup>

Manhattan street names provided a ledger of those early shapers of the community. Fremont, an early explorer; Wyandotte, the resident tribe of Indians at the time of purchase; Bluemont, a geographical feature; Midland, a trail that preceded modern highways; Denison and Goodnow, promoters of Blue Mont Central College--these are but a few examples of the street names that clued students to the development of Manhattan.

To reinforce these lessons in community history and heritage, students began their study by viewing a filmstrip My Heritage<sup>47</sup> and working with accompanying discovery pages ("the story of me"), and a personal data sheet. "History is All Around Me" was another activity page done in conjunction with the map study of those street names reflecting historic personalities in the community.

Students were able to take a walking field trip to the

Isaac Goodnow House, a house museum, and adjacent Riley County Historical Society Museum. Upon return to the classroom, coloring pages of Isaac Goodnow and the Goodnow House were provided to include in their Manhattan study folders.

Because of its aspirations from the earliest days to be a city, local entrepreneurs brought the telephone, electricity, and the interurban railway to Manhattan within a few years of their emergence in larger eastern cities. In their study of transportation, students viewed the filmstrip Trails West, which mentioned the historic Butterfield Stage, whose owner had built a home in Manhattan. They learned that the town's location on the route from Fort Leavenworth and Fort Riley, two key army outposts, was important to the economy of the community. Students were able to read for themselves, through microfilm copies of early local newspapers, about the discovery of gold in Colorado and learn how the town reacted to provide supplies for those traveling through Manhattan west to the gold fields. In their discussion of railroads and the interurban line, students were treated to an in-classroom interview with one of Manhattan's senior citizens whose father was the capitalist who built the interurban line in the early 1900s.

To illustrate town growth and change through the years, a slide/tape presentation was prepared featuring historical sites as well as views of particular buildings and the main street through nearly 100 years of time. In this way students could observe how many features on the face of the community have remained, with alterations adapting them to an appropriate use for each age but retaining physical evidence of the character of the community and ties with the past. Students were provided coloring book pages depicting some of these buildings for reinforcement.

Because of the size of Manhattan, the complexities and expense of bus scheduling, and a reluctance on the part of the administration to allow students to journey far from the classroom, tours and experiences outside the classroom were limited. To provide the students with a more direct experience in buildings through time, and since the University is an inherent part of community development, students were allowed to take a walking tour of the Kansas State University campus.

As a culminating event for their study of the history and heritage of Manhattan, students developed their own in-classroom museum with treasured items brought from home. Bulletin board displays, their map work, and community study

folders rounded out the display which was shared with other third-graders at Lee School and with parents at an open house.

### EVALUATION

Evaluation of the model program was through observation of classroom activity, reviewing student work, and information shared by the participating teachers.

#### Student Participation

Students enjoyed sharing what they knew or learned as part of the study. In one particular instance, there was a marked increase in active classroom participating from a student who was a slow learner and did not usually volunteer information. All three teachers reported positive feedback from parents as their children were sharing their knowledge of the community at home.

In all the participating classrooms, students kept folders or special notebooks of their community studies work sheets. Most students had 20 sheets, while some had 27 or 28 pages. Students were not required to make up missed work.

#### Teacher Evaluation

In Council Grove, the teachers had a job target outline

stating their intent to increase the students' awareness of their heritage by focusing on the history of Council Grove. This plan allowed one special activity each month, depending on the weather or other unforeseen events. This plan included:

- Walk to Greenwood Cemetery to view the historic Old Wall and locate the graves of Seth Hays and his slave Aunt Sally.
- Walk to Hermit's Cave, the Old Bell, and the Last Chance Store.
- View the Philomathian Club's slides on historic Council Grove.
- Visit the Kaw Mission museum.
- Have a bus tour to see the old Indian huts, the monument to the Unknown Indian, Father Padilla's Monument, Madonna of the Trail, Post Office Oak, Council Oak, and Custer Elm.
- Make a block print of the Old Jail.
- Visit the Seth Hays home.
- Have a picnic in Durland Park to see the Old Jail and the Way Station.
- Have a tea for the mothers, displaying art pictures and sharing information the children had learned about the history of Council Grove.<sup>48</sup>

These teachers were already conscious of the need to incorporate local heritage studies into their social studies program and had a very comprehensive plan for doing so. Through participation in the case studies, the teachers in Council Grove indicated their material was expanded to include the study of Home and Community at the local level. Emphasis on architecture and the visual environment provided a different focus on the same material they had previously used. Some of the resources were new to them. These included the film on the Santa Fe Trail from the Kansas Cultural Heritage Center, coloring pages, and the use of information sheets from the Chamber of Commerce. They indicated an intent to incorporate this new focus and some of the materials into future years of instruction.

In Manhattan, the teacher had not previously taught a Manhattan community studies program but had identified the need for one. The question was where to begin and how to collect the resources. After using the model program lesson guides, she indicated a desire to incorporate all three levels of the program in future years. The resources provided as teaching aids had not previously been used. The map study development was the most successful single element of the hands-on experience teaching aids provided.

### Presentation Techniques

Generally, teachers reported the lesson plan guide reflected adequate flexibility and clarity. However, specific instructions to the teacher need to be developed to clarify further the program guide and answer some of the questions answered personally in the course of the case study.

Teachers expressed the caution that it is possible to have too many activities going on at once. Balance among classroom work, audio-visual experiences, and out-of-classroom activities needs to be maintained. This does also reflect the individuality among teaching styles and locales as, in some cases, such as Council Grove, teachers preferred to take the children out to the site rather than rely on films and filmstrips. Just the opposite was true in Manhattan.

Teachers expressed an interest in a concise presentation of a resource guide indicating what resources are available, where to obtain them, and approximate costs.

These responses indicate a need for refinement of model program presentation, developing perhaps a looseleaf booklet format which would provide for additional changes through use, and ease adaptation from community to community.



The case study was successful in that it did provide an interesting education program for the students and new techniques for the participating teachers. Through the course of the case study, all of the initial goals were met: providing flexibility for the teacher within a set outline, suggesting resources easily obtainable, building upon the students' personal knowledge, and providing participatory and discovery learning experiences for students and teachers.

Copies of the lesson plan guides provided to the teachers in Council Grove and Manhattan are included (see Appendix A).

## CHAPTER V

### CONCLUSIONS

#### DEMONSTRATED NEED

The heritage of Kansas is as rich as its finest soil and as colorful as its brilliant sunsets. The plains and flat-topped hills have been crossed by Indians, Spaniards, and millions of Americans on their way to somewhere else. It is home, however, to 2,369,000 people.<sup>49</sup> These are the people who must set aside the defensive images of their small towns, saying "it is like every other small town" or "nothing ever happened here," and take stock of the unique qualities that make it "home," with its unique identity.

#### Coping with Change

Changes. Changes brought by population growth or decline can have tremendous impact on the social, economic, and physical structure of a community. Communities which have experienced a long period of status quo can from within create forces for change to avoid stagnation. To cope with these forces for change, people can be more prepared to make decisions which can protect their heritage while accepting

as a part of the community structure what time brings.

To prepare themselves, people must be able to identify those qualities of their community which make it unique; protect its history; maintain its continuity. Awareness of these qualities can come through education.

Precedents. Educational programs to heighten awareness of cultural heritage, particularly of the man-made environment, have been developed in many places across the United States. These programs are at varying scales of effort from regional to statewide to local. Each of the examples discussed in this thesis provided an example of precedent for education motivation and training, public policy, packaging, and financial support.

Survey findings. The focus of this thesis was limited to the development of awareness of their cultural heritage to the coming generation, elementary school students, and their teachers through social studies education. To determine what was currently being taught and what resources were employed, a survey was made to gather information.

Through their responses, Kansas teachers indicated that community is an important, almost universal topic of

discussion. They also indicated that many of the most available and inexpensive educational resources, those found within the local community, are not now being used to reinforce the understandings teachers are trying to convey to their students.

Many articles and publications have been written to aid teachers with developing programs of built environment education and local cultural heritage studies. Survey results also indicated these publications are missing their intended audience.

#### PROGRAM DEVELOPMENT

##### Model Program Demonstration

Case study. Drawing upon those examples analyzed, a model program of cultural heritage studies entitled "Community: A Sense of Place" was created to test the possibilities of incorporating local examples into existing social studies programming. Case studies were conducted in third-grade classrooms in Council Grove and Manhattan, Kansas, to test the program.

Through the course of their study, students examined their homes as units within the community, linked to it in

many ways and as physical structures. The social, economic, and political forces at work in the present-day community were studied. Finally, the history and heritage of the community were unfolded through exploration of the early settlers in the community, the impact of methods of transportation, the development of the town plan, local industry, and the famous people and events associated with the community.

Teachers participating in the case study reported enthusiasm for the approach, and their intent in incorporating local studies in future years. They were introduced to new resources materials to enliven classroom discussions. Students enjoyed the study and the variety of activities. Parents reported that their children were sharing their newly acquired knowledge at home. These are all positive results.

Long-range effects. To determine the long-range effects of the cultural heritage studies program at this time is impossible. None of the examples analyzed describes programs that have been in effect long enough to produce a new generation of voters and decision-makers. It can only be hoped that these lessons on local cultural value are internalized at a young age and will emerge as part of the

thinking adult.

Textbook selection. Textbooks are selected with a general philosophy which includes:

- Providing for group and individual instruction at each grade level.
- Developing each student's potential.
- Helping each student to become a useful citizen.
- Helping each student to understand our country's heritage.
- Acting as a supplement to the home by providing<sup>50</sup> skills necessary for everyday living.

However, this philosophy does not clarify the relationship of content to provide meaningful lessons applicable to the local situation. The scale of the community examples provided in the texts is not considered in relation to the scale of the locales in which those texts are used. Use of local materials to develop understandings link the material directly to the locale.

The survey findings indicate that the Follett Social Studies was selected for classroom use more often than any other series. This is a text which clearly states in the introduction that is "is a book about people and urban life."

The metropolitan examples provided in the Follett text can not easily be translated by student in small Kansas towns to transmit effectively the concepts being taught. The factors considered in selection of this text series for these small-scale communities did not take into full account their student audience. Without direct experience of high-rise buildings, super highways, high-density living conditions, and multiethnic socioeconomic variety, it is unlikely that understandings can be internalized effectively.

In contrast, the Ginn and Company text Our Communities provides examples at various scales from farming community to metropolitan area. However, some of the material seems dated because urban renewal techniques of the 1960s and 1970s are advocated.

The third most frequently selected text, Understanding Communities, from Laidlaw Brothers, builds its program on the same themes as the other texts, including building communities, filling needs and wants, community leadership, change, ethnicity, foreign cultures, and different sizes of communities. The most recent of the three texts, Understanding Communities is the most desirable of the three for use in Kansas classrooms. Maps and photograph

illustrations depict Kansas maps and sites, adding the element of familiarity. Examples given discuss communities of all sizes. Emphasis is on the appreciation of similarity and diversity. Students are challenged to develop their own answers to problems of decay and decline in the community rather than being given the answer of urban renewal as present in the other two texts. The content is timely, as well as providing for the broad goals of social studies programming and merits expanded usage in Kansas classrooms.

#### CHALLENGES

Implementation of a program of cultural heritage studies throughout the State of Kansas is the ultimate goal. To achieve this goal, a number of challenges exist.

Teacher training and motivation. The first of these challenges is to reach the audience of the Kansas teacher. Teacher training and motivation can be achieved through demonstration workshops as part of the continuing education or in-service requirements. Articles informing teachers about built environment education techniques can be targeted in education magazines and periodicals.

Packaging of materials. The second challenge is to



develop and provide program kits for local use. A central source for collection of materials, packaging program kits, and distributing them is needed.

Sponsorship. The third challenge is to provide sponsorship and leadership to initiate these teacher training workshops, collect program materials, disseminate information, and solicit funding.

#### A Beginning: The Kansas Preservation Alliance

Kansas Preservation Alliance. The Kansas Preservation Alliance, a private, non-profit corporation organized to further the work of historic preservation in the State of Kansas, has made this crucial first step.

Among the Alliance's objectives are:

- To promote preservation in Kansas on a statewide basis, implementing an educational program with lectures, tours, publications, educational courses, and specific public events designed to involve and inform the public.
- To help find solutions to the problems common to all local preservation efforts providing for an exchange of experience and information among local groups through publications and workshops, and

undertaking studies whose results would be of common benefit.

- To provide meaningful support to the efforts of the Kansas State Historical Society and the National Trust for Historic Preservation.<sup>51</sup>

To begin to meet these objectives, the Kansas Preservation Alliance appointed an education committee to examine the possibilities of promoting preservation in Kansas.<sup>52</sup> Through their initial meetings in early 1981, this committee<sup>53</sup> set its general objective "to increase awareness of and sensitivity toward the man-made environment and its relationship to its setting." In order to do this, they set a further primary objective to develop five packets for distribution to schools in five areas of the State, with the intent that each packet will in turn produce a long-term heritage resource project.<sup>54</sup>

To implement this objective, the committee would need to develop a funding source, decide upon packet contents, and develop a method of distribution.

This is a beginning.

## CHAPTER VI

### RECOMMENDATIONS

The first step toward realizing a statewide program of Kansas cultural heritage studies has been taken by the Kansas Preservation Alliance. To encourage success in their efforts, the following recommendations are made concerning sponsorship, leadership, self-perpetuation, and funding.

#### Sponsorship

The Kansas Preservation Alliance (KPA) has stepped forward to assume sponsorship of the development of statewide Kansas cultural heritage studies education programming in an effort to promote historic preservation in the State. It is, however, a relatively new and small organization. While its individual members are dedicated to the cause of preservation, the promotion of educational programs will require broader-based sponsorship from groups with an established reputation. Because one of the goals of the KPA is to provide meaningful support to the Kansas State Historical Society, developing a mutual sponsorship with this statewide, established organization is recommended.

In addition to the Kansas State Historical Society, the Kansas Cultural Heritage Center serves as a repository for and distribution center of educational materials already used in Kansas schools. With the headquarters of the State Historical Society in Topeka, and the Cultural Heritage Center located in Dodge City, a geographic balance for distribution of materials would be provided with this combination of cosponsorship with the Kansas Preservation Alliance.

#### Leadership

The committee appointed by the KPA has assumed the leadership role in developing educational programming, soliciting funding, and developing a method of distribution. The individuals involved are dedicated and knowledgeable but subject to obvious conditions and limitations.

A leadership base needs to be developed to provide continuity through changes of staff and individual ability to meet commitments. The recommendation is that each person on the present committee involve one other person in the processes of packet development, funding solicitation, and program distribution, with the understanding that that person be interested in assuming a more active role on the committee. If cosponsorship can be developed with the

Kansas State Historical Society and the Kansas Cultural Heritage Center, a liaison from each cooperating organization should become a member of a standing KPA Educational Committee.

### Self-Perpetuation

Development of a broader leadership base, with communication among cosponsoring organizations, is recommended in order to create a self-perpetuating activity.. To be successful, the program of cultural heritage studies must, like a Kansas cottonwood grown from its seedling, develop strong roots and grow spreading branches which can withstand the inevitable storms, or program setbacks.

### Funding

The study of funding sources was not included within the scope of this thesis. Funding sources and the amounts available vary annually. The recommendation is, however, that funding for programming be solicited from private Kansas sources as well as public agencies. Throughout the State there are private and corporate foundations which offer funds for cultural activities and programs, conservation, education, good citizenship, historical societies, and research in the social sciences.<sup>55</sup> These should be approached for

financial support.

### Focus on Educators

As a second phase of the development of successfully demonstrated cultural heritage programs, the final recommendation is that letters be directed to textbook publishers and articles to educator-read periodicals advocating this creative approach to social studies education. This can provide impetus for the beginning of a shift in emphasis toward the preservation of the unique qualities of a community while preparing for and adapting to change.

### Commentary

Through Frank Baum's The Wizard of Oz, Kansas became known to the nation as a place of tornadoes, great whirlwinds which hurled Dorothy through time and space to the Land of Oz. At the close of the story, the witch Glinda says simply to Dorothy, "You always had the power to go back to Kansas . . . close your eyes . . . click your heels together three times and say to yourself, 'There's no place like home . . . there's no place like home . . . '"<sup>56</sup>

For those native and adopted Kansans, the time is now to assess the values that truly, boldly reinforce the

meaning to the statement, " . . . there's no place like  
home . . . " Study it. Preserve it. Grow with it.

APPENDIX A  
COMMUNITY: A SENSE OF PLACE  
BASIC LESSON PLAN GUIDES



C O M M U N I T Y : A S E N S E O F P L A C E --- H O M E		
MAIN IDEA	KEY CONCEPTS AND TERMS	RELATED ATTITUDES AND VALUES
<p><u>Where do you live?</u></p> <p>Discover that there are many kinds of houses; that some people rent and some own their homes; that there are many ways to describe where we live. Our homes have many things in common.</p>	<p>address house apartment home rent loan interest lot</p>	<p>While our homes are similar, each one is different, reflecting our individual preferences; while private, they are linked to the community.</p>
<p>QUESTIONS TO STIMULATE REFLECTIVE THINKING</p>		
<p>How many ways can you describe where you live?</p> <p>How do people get a place to live?</p>	<p>Is your family the first to live in your house?</p> <p>Think of the ways that your home is "hooked up" to the community.</p>	
REFERENCES	AUDIO-VISUAL RESOURCES	COMMUNITY RESOURCES
Text Supplementary	Pictures of houses (homes of the students, if possible)	Loan officer Realtor
ACTIVITIES	DRAMATIC ACTIVITIES	CONSTRUCTION ACTIVITIES
Make a list of address, telephone number, directions to home from school, description of house itself, where the house is in the community.		Draw a picture of your home; "connect" a house to the street, utilities, telephone.
<p>RELATED CURRICULUM ACTIVITIES (music, math, art, science): Math--demonstrate savings--interest pays you; loans (borrowing)--you pay interest.</p>		
<p>COMMENTS:</p>		

C O M M U N I T Y : A S E N S E O F P L A C E --- H O M E		
MAIN IDEA	KEY CONCEPTS AND TERMS	RELATED ATTITUDES AND VALUES
<p><u>What is a house?</u></p> <p>Discover how houses are built, who builds and designs them; what to plan into a house to meet the family's needs.</p>	<p>floor plan elevation architect contractor</p>	<p>Each part of the house is important to the structure and to its function.</p>
<p>QUESTIONS TO STIMULATE REFLECTIVE THINKING</p> <p>What are houses made of?</p> <p>What are things about houses in your neighborhood that are the same?</p> <p>What things are different?</p>		
<p>REFERENCES</p> <p>Text</p> <p>Supplementary</p> <p>ACTIVITIES</p> <p>Visit a house under construction; look at a scale model of a house. Write about the favorite room in your home. Invite an architect or contractor to talk to the class.</p>	<p>AUDIO-VISUAL RESOURCES</p> <p>Floor plans; cut-away view of a house; labeled "Famous Houses" slide show--look at different styles, sizes, who their people are/were (Kansas)</p> <p>DRAMATIC ACTIVITIES</p> <p>Divide into "families" and plan a home for your family.</p>	<p>COMMUNITY RESOURCES</p> <p>architect contractor</p> <p>CONSTRUCTION ACTIVITIES</p> <p>Draw a simple floor plan of your home. Add each child's house to the map.</p>
<p>RELATED CURRICULUM ACTIVITIES (music, math, art, science): Learn some "HOME" songs. Measure a room and some pieces of furniture at home.</p>		
<p>COMMENTS:</p>		

C O M M U N I T Y : A S E N S E O F P L A C E --- C O M M U N I T Y			
MAIN IDEA	KEY CONCEPTS AND TERMS	RELATED ATTITUDES AND VALUES	
<p><u>Social interests:</u> People work together to provide services for the community. Some of these are public services paid for with tax dollars, available to all the people in the community.</p> <p>Discover what public services are available in your community, and where they are located.</p>	<p>community taxes public</p>	<p>Public services are provided at a cost to the community by the people who live in it.</p>	
<p>QUESTIONS TO STIMULATE REFLECTIVE THINKING</p> <p>Make a list of public services. Which ones are local, state, or federal? How much does it cost the taxpayer to send a child to school for one year? How do you call the police? The fire department? What information is important to give them?</p>			
REFERENCES		COMMUNITY RESOURCES	
Text		librarian postmaster	
Supplementary telephone directory		policeman principal fireman public health nurse	
ACTIVITIES		CONSTRUCTION ACTIVITIES	
Visit a public service. Practice emergency calls. Study one public service and find out all the people who are involved.		Add each public service to a map of your community. Make a public service directory.	
RELATED CURRICULUM ACTIVITIES (music, math, art, science)			
COMMENTS:			

C O M M U N I T Y : A S E N S E O F P L A C E --- C O M M U N I T Y		
MAIN IDEA	KEY CONCEPTS AND TERMS	RELATED ATTITUDES AND VALUES
<p>Economic interests: People work to earn money to pay for public services and other things.</p> <p>Discover where people work in your community.</p>	<p>factory shop office occupation industry</p>	<p>There are many jobs to be done in a community, and each is important.</p>
<p>QUESTIONS TO STIMULATE REFLECTIVE THINKING</p> <p>Make a list of occupations.</p> <p>What are the industries in your community?</p> <p>What do you want to be when you grow up?</p> <p>Where do people keep the money they earn?</p>		
REFERENCES	AUDIO-VISUAL RESOURCES	COMMUNITY RESOURCES
<p>Text</p> <p>Supplementary</p>		<p>Chamber of Commerce local businessmen banker</p>
ACTIVITIES	DRAMATIC ACTIVITIES	CONSTRUCTION ACTIVITIES
<p>Visit a factory, office, or shop; write a job description for a job in which you are interested. Bring parents to school to share their occupations.</p>	<p>Set up a career fair or employment agency.</p>	<p>Add to the map the location of each child's parents' place of work. Outline the central business district, shopping centers, and industrial parks.</p>
RELATED CURRICULUM ACTIVITIES (music, math, art, science)		
COMMENTS:		

C O M M U N I T Y : A S E N S E O F P L A C E -- C O M M U N I T Y		
MAIN IDEA	KEY CONCEPTS AND TERMS	RELATED ATTITUDES AND VALUES
<p><u>Political interests.</u> People in your community elect representatives to make decisions and set policies for the community.</p> <p>Discover who elected officials are in your community and the kinds of issues with which they deal.</p>	<p>vote election representative</p>	<p>Voting is a privilege of American citizenship and carries with it the responsibility to be informed.</p>
<p>QUESTIONS TO STIMULATE REFLECTIVE THINKING</p> <p>Where can you find out about what is going on in your community?</p> <p>How can you communicate your views to your representatives?</p>		
REFERENCES	AUDIO-VISUAL RESOURCES	COMMUNITY RESOURCES
Text	video tapes of commission meetings	city commissioners county officers state representatives national representatives
Supplementary		
ACTIVITIES	DRAMATIC ACTIVITIES	CONSTRUCTION ACTIVITIES
Add to the guidebook the names and mailing addresses of local elected officials. Invite a commissioner to class.	Vote on a class issue, talking first about the pros and cons of the issue.	
RELATED CURRICULUM ACTIVITIES (music, math, art, science)		
COMMENTS:		

C O M M U N I T Y : A S E N S E O F P L A C E --- C O M M U N I T Y H I S T O R Y A N D H E R I T A G E		
MAIN IDEA	KEY CONCEPTS AND TERMS	RELATED ATTITUDES AND VALUES
<p>The First Settlers. Your town plays a part in the heritage of Kansas, the history, and experience of the Kansas people.</p> <p>Discover when your town was settled, who the early settlers were and where they came from, and why they came.</p>	<p>pioneer community heritage migration immigrant</p>	<p>Historical events and people influence our lives today.</p>
<p>QUESTIONS TO STIMULATE REFLECTIVE THINKING</p> <p>What do you think life was like in the early days of your community?          How did the early settlers entertain themselves, or do for fun?          What kind of people were the pioneers?          What can you find in your community today that reminds you of the early settlers?</p>		
<p>REFERENCES</p> <p>Text</p> <p>Supplementary: state, local, and county histories.</p> <p>ACTIVITIES</p> <p>Field trip to early settlers' homes or places of business. Filmstrips about early days in Kansas. Begin file of information sources.</p>		
<p>AUDIO-VISUAL RESOURCES</p> <p>Photographs of early settlers, the town, homes, and buildings</p> <p>DRAMATIC ACTIVITIES</p> <p>Pack for the journey west. What would pioneers need to bring with them? Hold "one-room school" day.</p>		<p>COMMUNITY RESOURCES</p> <p>Public library Local museum/historical society</p> <p>CONSTRUCTION ACTIVITIES</p> <p>Begin a map of your community. Outline the original plat. Draw pictures of your town in the early days.</p>
<p>RELATED CURRICULUM ACTIVITIES (music, math, art, science): Tell tall tales and folk legends from Kansas. Learn pioneer songs. Square dance. Invite family to box supper or covered-dish dinner.</p>		
<p>COMMENTS:</p>		



C O M M U N I T Y : A S E N S E O F P L A C E ---COMMUNITY HISTORY AND HERITAGE		
MAIN IDEA	KEY CONCEPTS AND TERMS	RELATED ATTITUDES AND VALUES
<p>Methods of Transportation.</p> <p>Early methods of transportation played an important role in the growth and development of Kansas towns.</p> <p>Discover how your community developed as a result of various methods of transportation, and how the population in your town changed with the coming of the railroad.</p>	<p>transportation</p> <p>speculation</p> <p>freight network</p> <p>link</p> <p>population</p>	<p>Americans have long been a mobile society. Changes in transportation have had important effects on our communities.</p>
<p>QUESTIONS TO STIMULATE REFLECTIVE THINKING</p> <p>What forms of transportation do your community depend on today?</p> <p>How has the population changed in your community?</p>		
REFERENCES	AUDIO-VISUAL RESOURCES	COMMUNITY RESOURCES
Text		Railroad station
Supplementary: census reports		Historical markers
		Trading posts or stores from the early days
ACTIVITIES	DRAMATIC ACTIVITIES	CONSTRUCTION ACTIVITIES
Map trail, roads, railroads, and waterways important to your town. Field trip to see pieces of early transportation equipment.	Town meeting skit to plan a way to attract the railroad to your town.	Build models or draw pictures of wagons, boats, and steam engines. In your notebook describe how your community can be reached.
RELATED CURRICULUM ACTIVITIES (music, math, art, science): Learn folk ballads and transportation songs (music). Chart population tables (math). Demonstrate miniature steam engine (science).		
COMMENTS:		

C O M M U N I T Y : A S E N S E O F P L A C E ---COMMUNITY HISTORY AND HERITAGE		
MAIN IDEA	KEY CONCEPTS AND TERMS	RELATED ATTITUDES AND VALUES
<p>The Town Plan. As towns were built on the plains, some flourished and grew, others never got past initial development. The grid pattern layout is predominant in Kansas towns.</p> <p>Discover how your town grew. How do street names, buildings, and places in your town tell you about the development of your community?</p>	plat grid pattern	Towns grow and change all the time for many reasons, but retain links to the past.
<p>QUESTIONS TO STIMULATE REFLECTIVE THINKING</p> <p>Looking at the buildings in your town from the earlier days and at the early maps, what do you think the dreams of to the town builders were?</p> <p>Many people are moving to small towns today. Why do people like to live in your town?</p>		
REFERENCES	AUDIO-VISUAL RESOURCES	COMMUNITY RESOURCES
Text  Supplementary		Abstractor Chamber of Commerce City engineer County clerk Realtor
ACTIVITIES	DRAMATIC ACTIVITIES	CONSTRUCTION ACTIVITIES
Tour the original town plat. Interview parents for reasons they are living in your town.		Begin a guidebook, telling a tourist or newcomer about your community.
<p>RELATED CURRICULUM ACTIVITIES (music, math, art, science) : Discuss traditional American land measures (acre, section, rod). Compare with metric equivalents.</p>		
COMMENTS:		



C O M M U N I T Y : A S E N S E O F P L A C E ---COMMUNITY HISTORY AND HERITAGE		
MAIN IDEA	KEY CONCEPTS AND TERMS	RELATED ATTITUDES AND VALUES
<p>Industry. People came to your community for many reasons. Industries were built to supply people needs and to help people earn a living.</p> <p>Discover what industries located in your town and why; which ones remain active today; which ones have disappeared.</p>	<p>industry</p> <p>natural resources</p> <p>renewable resources</p> <p>economics</p>	<p>Peoples' jobs or occupations often determine where they live. Many jobs need to be done in the community.</p>
<p>QUESTIONS TO STIMULATE REFLECTIVE THINKING</p> <p>What natural resources are important to your community? Which ones are renewable?</p> <p>How are resources being conserved in your community?</p>		
REFERENCES	AUDIO-VISUAL RESOURCES	COMMUNITY RESOURCES
Text		Old city directories
Supplementary		Newspaper advertisements
		Chamber of Commerce
		Older citizens
ACTIVITIES	DRAMATIC ACTIVITIES	CONSTRUCTION ACTIVITIES
Re-create an early method of doing a task or making something. Write a report on a Kansas or local product.	Put together a slide/tape show on local industry, past and present.	Add a chapter to your guidebook on early industry. Set up an industrial fair of early-day goods and services.
RELATED CURRICULUM ACTIVITIES (music, math, art, science): Demonstrate windmill generator, solar-energy cell.		
COMMENTS:		

C O M M U N I T Y : A S E N S E O F P L A C E ---COMMUNITY HISTORY AND HERITAGE			
MAIN IDEA	KEY CONCEPTS AND TERMS	RELATED ATTITUDES AND VALUES	
<p>Famous People and Events. Each community has its boosters, town builders and favorite sons and daughters. There are people who have become famous who came from many Kansas communities.</p> <p>Discover the favorite sons and daughters of your town. What kinds of people were they and what were their contributions?</p>	<p>biography hero monument legend</p>	<p>People are remembered for many reasons. Each person has a contribution to make to the community.</p>	
<p>QUESTIONS TO STIMULATE REFLECTIVE THINKING</p> <p>Who are important people in your community today and why are they important?</p> <p>What kind of person would you like to be and what would you like people to remember about you?</p> <p>Talk about the cowboy. What is legend and what is factual about the life of the cowboy?</p>			
REFERENCES	AUDIO-VISUAL RESOURCES	COMMUNITY RESOURCES	
Text		Museum	
Supplementary		Newspaper	
		Monuments and parks	
		Homes of famous people and sites of historic events	
ACTIVITIES	DRAMATIC ACTIVITIES	CONSTRUCTION ACTIVITIES	
Write a biographical essay about one of your heroes. Interview an "important" person.	Act out a famous event in your town. Historic citizen dress-up day.	Add to your guidebook a chapter about the monuments in your town, and the people and what they did that the monuments represent.	
RELATED CURRICULUM ACTIVITIES (music, math, art, science)			
COMMENTS:			

APPENDIX B  
COMMUNITY RESOURCES USE SURVEY

Rebecca B Jones    Ford Hall    Manhattan Ks 66506    913 532 5758

February, 1981

Dear School Administrator:

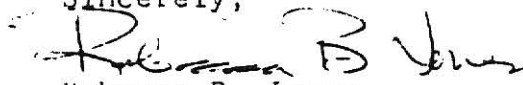
Your assistance will be greatly appreciated! As a graduate student in Historic Preservation, College of Architecture and Design, at Kansas State University, I am attempting to gather information about "Community" social studies programs throughout the state.

Please distribute the enclosed questionnaires to teachers of the grade level which focuses primarily on the general topic of "community" in the social studies program.

For your convenience, I have enclosed a stamped self-addressed envelope in which to return the responses. I would appreciate this information within 10 working days.

Thank you for your help. If you have any questions or comments, please feel free to direct them to me at the above address.

Sincerely,

  
Rebecca B. Jones

Rebecca B Jones    Ford Hall    Manhattan Ks 66506    913 532 5758

February, 1981

Dear Teacher:

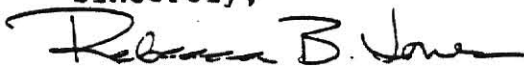
As a graduate student in Historic Preservation, College of Architecture and Design, at Kansas State University, I am developing a unit concerned with educating elementary school children in community resources, particularly physical resources such as buildings and streets. Your input can help me with supporting evidence for further development of my program. Please take a few minutes and respond to the attached questionnaire.

Be assured that your response will be kept confidential and that only statistical information will be developed from your feed-back.

Thank you for your help! When you have completed the form, please return it to me. A self-addressed stamped envelope is enclosed in the packet addressed to the administrator of your school for your reply. Please return the questionnaire within 10 days.

If you have any questions or comments, please direct them to me at the above address.

Sincerely,

  
Rebecca B. Jones

## COMMUNITY RESOURCES USE SURVEY

Name of person completing form \_\_\_\_\_

School name \_\_\_\_\_ District No. \_\_\_\_\_

School address \_\_\_\_\_

Currently teaching grade \_\_\_\_\_ Number of students in class \_\_\_\_\_

1. Is social studies curriculum development part of your responsibility? 182 YES 32 NO

If no, who is responsible? (Name/job title) \_\_\_\_\_

2. Do you discuss local history and community development in the classroom? 204 YES 10 NO

If yes, on what aspects do you concentrate? (Check appropriate blanks.)

<u>131</u> Changes in the community	<u>113</u> Natural resources
<u>113</u> First settlers (non-Indian)	<u>134</u> People
<u>108</u> Growth of community	<u>103</u> Pre-settlement (Indians)
<u>125</u> Historic sites/buildings	<u>92</u> Transportation
<u>102</u> Industry/commerce	Other (please explain): _____

3. Have you used the local community as a resource for your social studies program? 165 YES 35 NO

If yes, what resources have you used? (Check appropriate blanks.)

<u>20</u> Architecture	<u>129</u> Library
<u>20</u> Cemeteries	<u>102</u> Maps
<u>43</u> Chamber of Commerce	<u>107</u> Museums/historical society
<u>14</u> Churches	<u>112</u> Newspapers
<u>25</u> City Hall	<u>112</u> People
<u>44</u> Courthouse	<u>50</u> Telephone directory
<u>77</u> Folklorist	Other _____

How did you use these resources?

<u>77</u> Arts/crafts projects	<u>74</u> Information handouts
<u>114</u> Classroom visit	<u>29</u> Interview
<u>16</u> Community service project	<u>19</u> Observation games
<u>19</u> Dramatic activity	<u>73</u> Walking tours
<u>132</u> Field trip	<u>47</u> Written reserach projects
<u>86</u> Guest lecture	Other _____

4. What cities and towns do you discuss in your social studies unit, other than your community? \_\_\_\_\_

Why were these selected?

5. Please indicate which social studies text(s) you use in your classroom. (If more than one, please rank primary, secondary, etc.)

6. Which of the following publications do you use in your social studies teaching? Please indicate according to the following scale:

1 = frequently                      2 = infrequently                      3 = very infrequently

<u>2, 1, 30</u> Built Environment, AIA	<u>4, 8, 25</u> History News
<u>2, 1, 29</u> Built Environment Education	<u>52, 65, 23</u> Instructor
	<u>5, 18, 25</u> School Arts
<u>0, 8, 30</u> Eco-News	<u>20, 54, 25</u> Today's Education
<u>1, 5, 29</u> Environmental Education Report	Other _____
<u>3, 9, 24</u> Historic Preservation	_____

7. Do you use any of the following organizations for social studies information? (Check appropriate blanks.)

<u>8</u> American Association for State and Local History
<u>30</u> Audubon Society
<u>7</u> Heritage Conservation and Recreation Service (Dept. of Interior)
<u>2</u> Home Builders Association of Kansas
<u>4</u> Kansas Association of Realtors
<u>47</u> Kansas Cultural Heritage Center
<u>60</u> Kansas Fish and Game Commission
<u>0</u> Kansas Preservation Alliance
<u>0</u> Kansas Society of Architects
<u>53</u> Kansas State Historical Society
<u>40</u> National Park Service
<u>3</u> National Trust for Historic Preservation
<u>8</u> Sierra Club
Other _____

8. Have you attended any continuing education programs in the last five years dealing with community resources?

31 YES      171 NO

If yes, please list sponsoring organizations \_\_\_\_\_

- 76 I am interested in receiving a summary of this survey. (Please enclose your name and address.)

COMMENTS:

APPENDIX C  
CASE STUDY DEVELOPMENT



## TO ANSWER THE CONCERNS FOR THE PROTECTION OF HUMAN SUBJECTS:

1. The program is intended to be used as an integral part of the ongoing social studies program.
2. It is to be taught by the regular classroom teacher. If he or she should wish me to lead parts of the program for the class, it would be only with supervision from the teacher.
3. I am interested in which activities provide challenge to the students and attract their interest and involvement.
4. Evaluation of the students' work will be handled by the teacher through normal grading procedures.
5. Data for each student, such as sex, age, grade level, and parents' occupations will be obtained from the personal knowledge of the teacher and other pertinent sources.
6. Teachers will be asked to provide information about the success of the materials produced. Their participation in teaching the program is voluntary.
7. I would like to be able to photograph students at work on various aspects of the program, i.e., field trips, at work on projects.

8. I would like to be able to look at the children's work and photograph outstanding examples. The child's name is not necessary, nor will it be incorporated into the picture caption.
9. I would like to have appropriate consents so that at some future date it will be possible to publish aspects of the program with photographs accompanying the text.
10. I do not anticipate that any part of the program could be construed as anxiety-provoking and foresee no psychological risks. The students will not be subjected to shock or any other specialized treatment, nor be asked to ingest any substance. There is no intent of deception.
11. Appropriate safeguards will be employed to protect the privacy of the students and their work.

- Rebecca B. Jones



## College of Education

121

Office of the Dean  
Holton Hall  
Manhattan, Kansas 66506  
913-532-5525

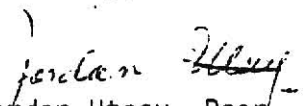
December 23, 1980

Dr. James Benjamin  
Superintendent of Schools  
2031 Poyntz  
Manhattan, KS 66502

Dear Dr. Benjamin:

In keeping with the agreement between the Manhattan Public Schools and the College of Education, we have screened the attached proposal to conduct research in the schools and are forwarding it to you for your action. The proposal has been approved by our college's Committee on Research Involving Human Subjects; therefore, we see no harm arising as a result of the study.

Sincerely,

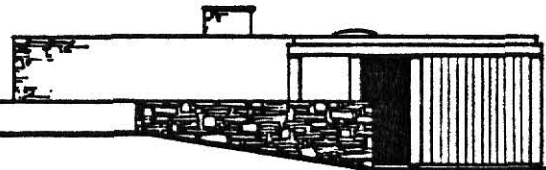
  
Jordan Utsey, Dean  
College of Education

JU:jlt

Enclosure

UNIFIED SCHOOL DISTRICT NO. 383  
JAMES M. BENJAMIN, Ph.D., Superintendent

An Equal Opportunity Employer



2031 Poyntz  
Manhattan, Kansas 66502  
Phone 913 537-2400

January 6, 1981

Rebecca B. Jones  
Ford Hall  
Manhattan, Kansas 66506

Dear Ms. Jones:

Your research proposal "Promoting Historical Preservation in the State of Kansas: A Program for Children" has been approved. Please contact Hinnie Smith, principal at Lee School, to make the necessary arrangements.

Sincerely,

Nancy Thompson  
Director Elementary  
Education

cc: Jordan Utsey

lml

## INFORMED CONSENT FORM

Your child is invited to participate in a research project conducted by Rebecca B. Jones, graduate student in Historic Preservation, College of Architecture and Design, Kansas State University, Manhattan, Kansas. This research study is an attempt to provide the students with meaningful lessons in history, heritage, and architectural preservation based in their own community as an integral part of the ongoing instructional program.

There will be no physical discomforts or psychological risks to the students involved. Evaluation of the students' work for grading purposes will be conducted by the regular classroom teacher. The researcher wishes to observe the class and to review the students' work only to find out which activities seem to be most beneficial and which ones are not as successful. Any direct contact with the students will be under the supervision of the classroom teacher. The students' rights of privacy will be protected. Names will not be used in reporting the results of the study; only those generalities which may be drawn from the group experience will be discussed.

If you wish any further information about the program or its content, please contact Mrs. Jones at Box 136, Seaton Hall, Kansas State University, College of Architecture and Design, or by telephone, 532-5758.

Please read and sign the attached consent form and return it to the school. Thank you.

WITH YOUR PERMISSION, the researcher would like to be able to photograph your child as she/he participates in class activities. Also, she would like to be able to photograph work that your child may produce during the course of the program. Identification of the students in the pictures, or the names of those creating examples of work will not be used in the captions accompanying the photographs.

YOU SHOULD BE AWARE that, at some future date, these photographs may be published in connection with accounts of the program. Please indicate below if your permission to photograph your child is indicated.

\_\_\_ YES. You may photograph my child and his/her work.  
I understand that these photographs may some  
day be published.

\_\_\_ NO. We do not wish to have our child or his/her work  
photographed.

\_\_\_\_\_  
Child's name

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date

COMMENTS:

APPENDIX D  
EXAMPLES OF EDUCATIONAL RESOURCES PROVIDED FOR  
PARTICIPANTS IN COUNCIL GROVE  
AND MANHATTAN, KANSAS

## COMMON BUILDING TERMS

APARTMENT	A building made up of individual dwelling units.
ARCHITECT	In the United States, a licensed designer of buildings, most often a member of the American Institute of Architects.
BASEBOARD	A line of boarding next to the floor around the interior walls of a room.
BAY WINDOW	Window projecting out from the wall of a building, forming a recess in the room.
BEARING WALL	A supporting wall on which rests the weight of the upper floors and roof.
BLUEPRINT	An architectural drawing used by workmen to build from. The drawing is transferred to a sensitized paper that turns blue when printed.
BRICK VENEER	Brick facing for the walls of a framed building.
CASEMENT WINDOW	A hinged window that opens out, usually metal.
CASING	The framework of a window or door or staircase.
CEMENT	Any substance (which afterwards dries and hardens) used in its soft state to join other materials together.
CINDER BLOCK	A building block made of cement and cinder.
CLAPBOARD	A board thicker on one side than the other, used to overlap an adjacent board to make house siding.
COMMON WALL	A wall that serves for two dwelling units.
CONCRETE	A mixture of cement, sand, and gravel with water.



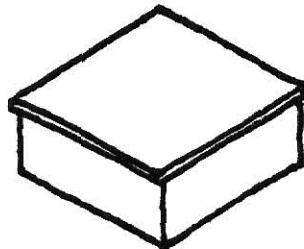
CONCRETE BLOCK	Precast hollow or solid blocks of concrete, usually 8" x 8" x 16".
CONDOMINIUM	Individual ownership of a unit in a multi-unit structure, such as an apartment building.
CORNICE	Molded construction under eaves or at roof edge where roof and side wall meet.
COURSE	A row of brick or other masonry.
DOOR JAMB	Two upright pieces fitted and held together by a head, to form the lining for a door opening.
DORMER or DORMER WINDOW	A window in a projection built out from a sloping roof.
DORMITORY	A residence hall providing rooms for individuals, usually without private baths.
DOUBLE-HUNG WINDOW	A conventional window with an upper and lower sash, usually of wood.
DUPLEX	A two-family house.
DUTCH DOOR	A door divided horizontally so the upper part can be opened while the lower part is kept shut.
EAVE	That part of the roof that projects over a wall.
FENESTRATION	The arrangement of windows and doors.
FLAT ROOF	A roof with just enough pitch to let water drain.
FRENCH WINDOW	A double, door-height casement window hinged at the sides and opening in the middle, also called a French door.
GABLE	The triangular end of an exterior wall above the eaves.

GABLE ROOF	A ridged roof terminating in a gable.
GAMBREL ROOF	A roof that rises more steeply at first, then with less of a pitch.
GLAZED TILE	Masonry tile treated to make it more colorful and resistant to weather and acids.
GROUT	Thin mortar which will run into and fill crevices.
HEARTH	The floor of a fireplace, and the extension of that floor into the room.
HIP ROOF	A roof with ends and sides that slope inward.
HOTEL	An establishment that provides lodging and usually meals for the public.
JOIST	A structural horizontal member to which the boards of a floor, or the top of a ceiling are nailed or glued. Joists are laid edgewise under floors.
LAMINATED	Anything built up out of thin sheets or plates fastened together with glue or other adhesive.
LINOLEUM	A floor covering made of solidified linseed oil, gums, cork dust, and pigments, laid on burlap backing and given a hard surface.
LINTEL	A horizontal piece of wood, stone, or steel across the top of door and window openings to bear the weight of the walls above the opening.
LOAD-BEARING WALLS	Walls that support weight above, as well as their own weight.
MANSARD ROOF	A roof with two slopes on each side, the lower slope much steeper than the upper.

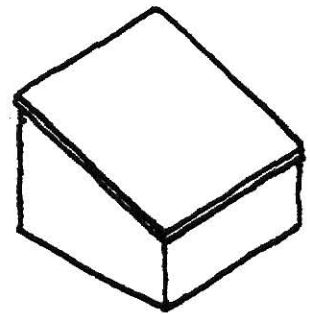
MANTEL	Ornamental work around a fireplace, usually including a shelf above.
MASONRY	Anything built with stone, brick tiles, concrete, and similar substances.
MILLWORK	Any woodwork which comes ready-made from the mill.
MITER	The ends of any two matched pieces of board, cut off at an angle and fitted together to form an angle.
MOBILE HOME	A trailer that is used as a permanent dwelling, usually connected to utilities, designed without a permanent foundation.
MODULAR CONSTRUCTION	Construction in which the size of building materials and planning are based on a common unit of measure.
MOLDING	A plain or shaped strip of wood or metal used for finishing and decorative work.
MORTAR	A building material used for binding bricks and stone, made by mixing lime, cement, or the like, with sand and water.
MULLION	The division between two windows.
NEWEL	A post supporting the handrail at the top or bottom of a stairway.
OPEN STAIRWAY	Stairway with one or both sides open to a room or hall.
PLASTER	A mortar-like composition used for covering walls and ceilings.
PLAT	A map or chart of an area showing boundaries of lots and other pieces of property.
PLYWOOD	Rigid board made of two or more thin sheets of wood glued together, usually at right angles to each other.

POINTING	In masonry, smoothing out or touching up joints of brick or stone.
POST AND BEAM CONSTRUCTION	Wall construction consisting of posts rather than studs.
PREFABRICATED HOUSES	Houses that are built in sections or component parts in a plant, and then assembled at the site.
PRIMER	A thin first coat of paint, diluted with turpentine, put on for sizing the wood and preserving it.
REINFORCED CONCRETE	Concrete in which steel bars or webbing have been embedded for strength.
ROOF PITCH	A degree of slope of a roof, most often expressed in the number of feet a roof rises for each 12 feet it covers horizontally.
SASH	The movable framework in which window panes are set.
SIDING	The outside boards of an exterior wall.
STORM WINDOW OR DOOR	An extra door or window placed outside an ordinary door or window for added protection against cold.
STUCCO	Any various plasters used for covering walls, especially an exterior wall covering in which cement is used.
STUD	An upright member in wall framing.
TERRAZZO FLOORING	A flooring made of small fragments of colored stone or marble embedded in cement.

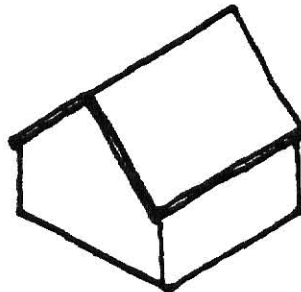
# ROOF TYPES



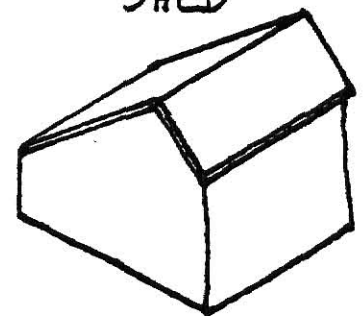
FLAT



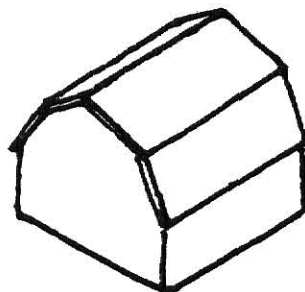
SHED



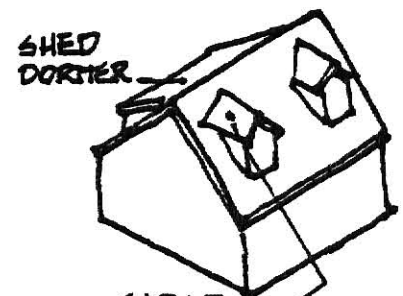
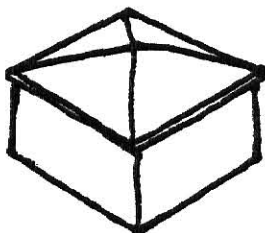
GABLE



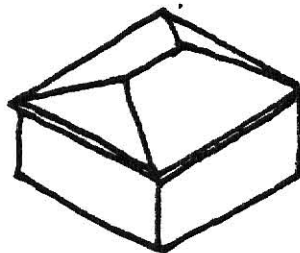
SALT BOX



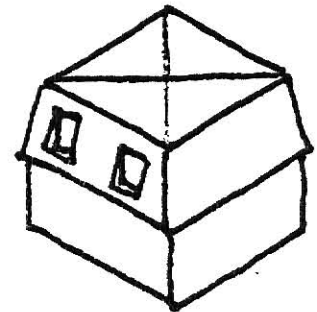
GAMBREL

SHED DORMER  
GABLE DORMER

PYRAMIDAL

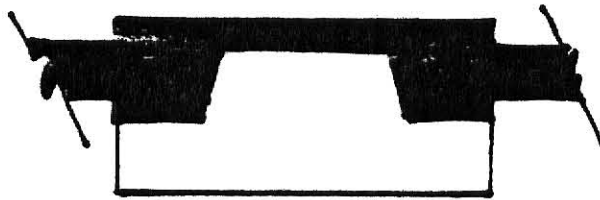


HIP



MANSARD

# READING A FLOOR PLAN



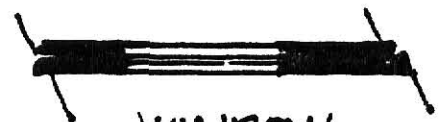
FIREPLACE



DOOR



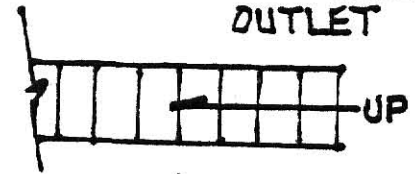
SLIDING DOOR



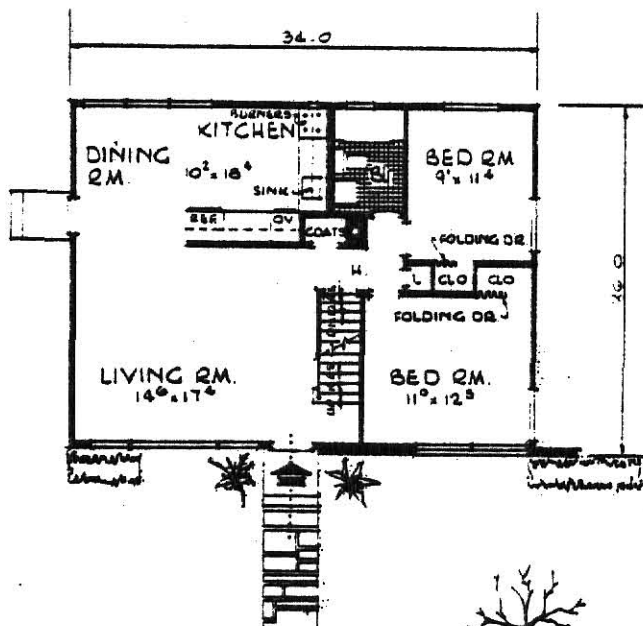
WINDOW



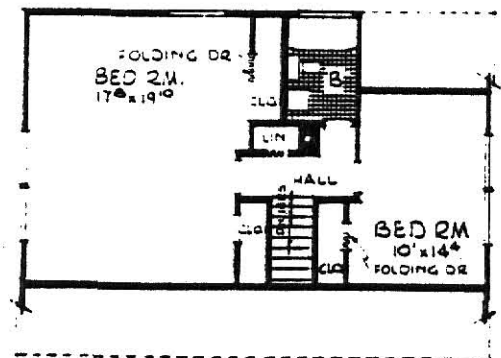
CEILING LIGHT

ELECTRICAL  
OUTLET

STAIRWAY

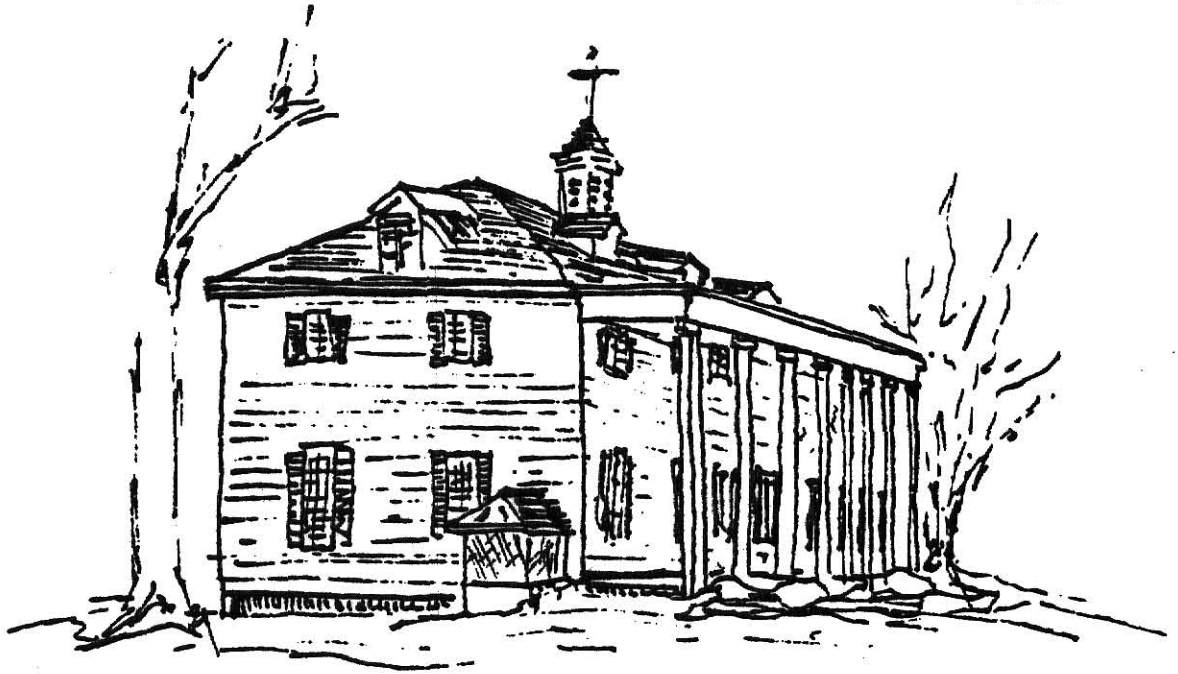


FIRST FLOOR

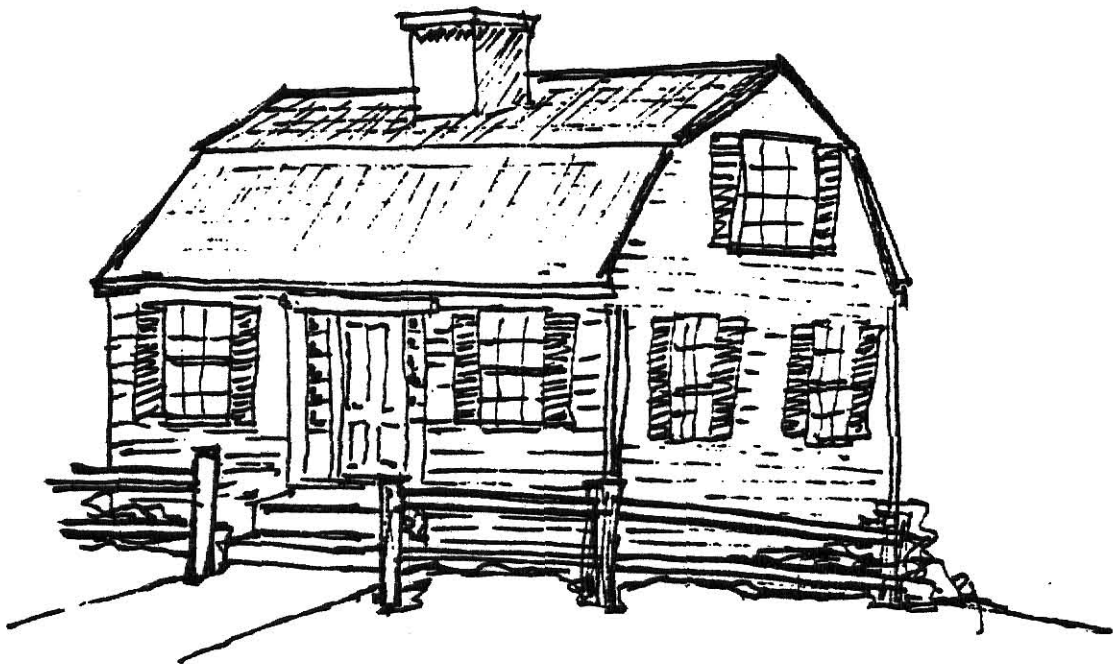


SECOND FLOOR

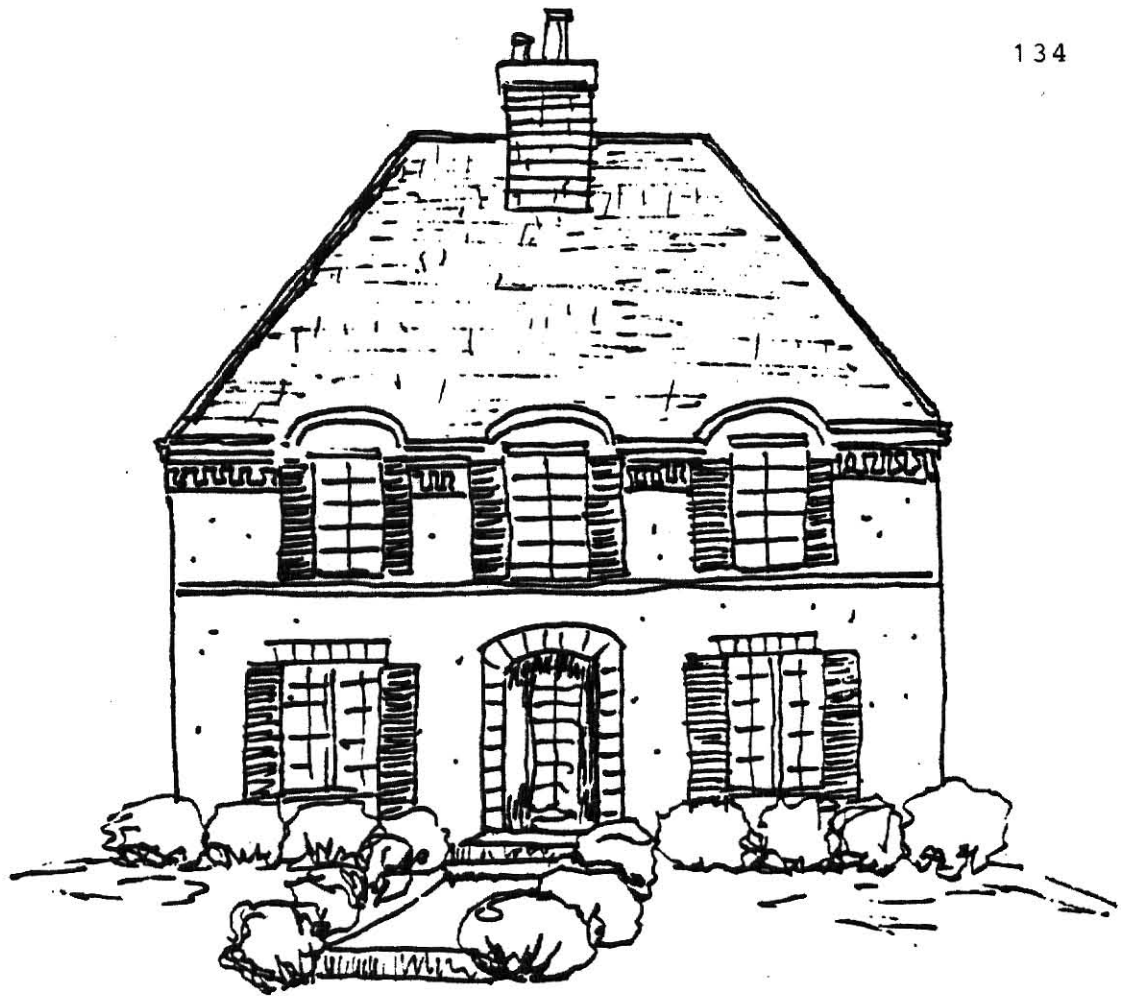
PLAN |



"SOUTHERN COLONIAL"



GAMBREL ROOF "COLONIAL"

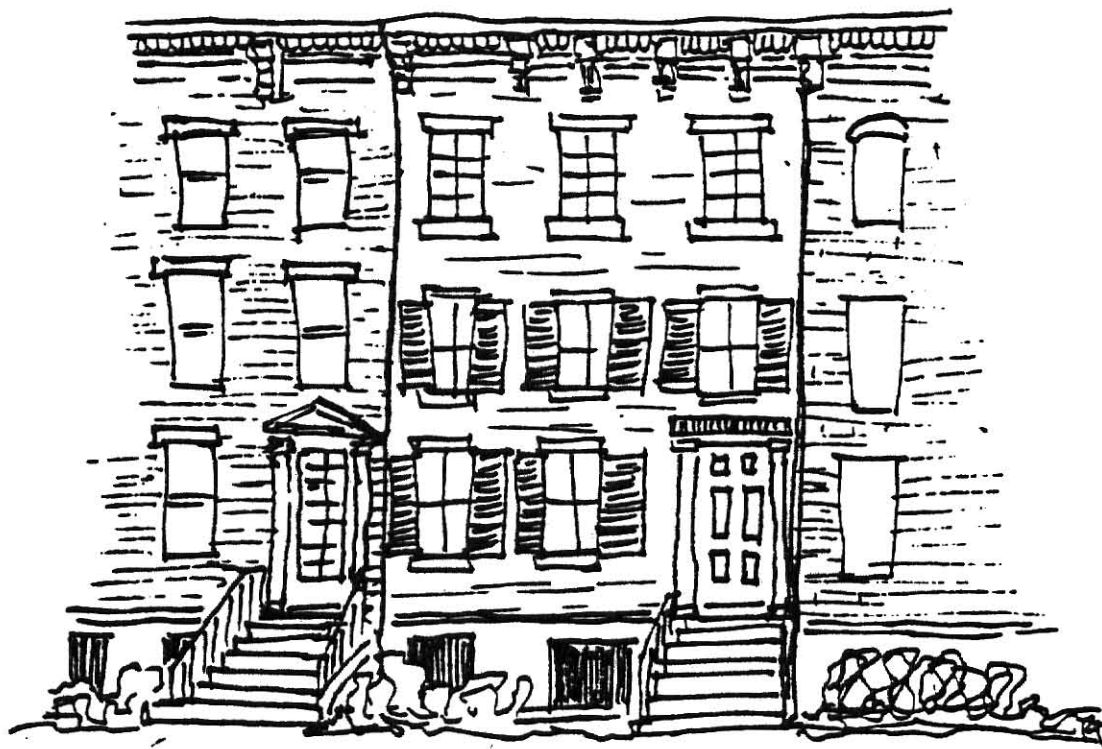


"FRENCH PROVINCIAL"



"HALF TIMBER"





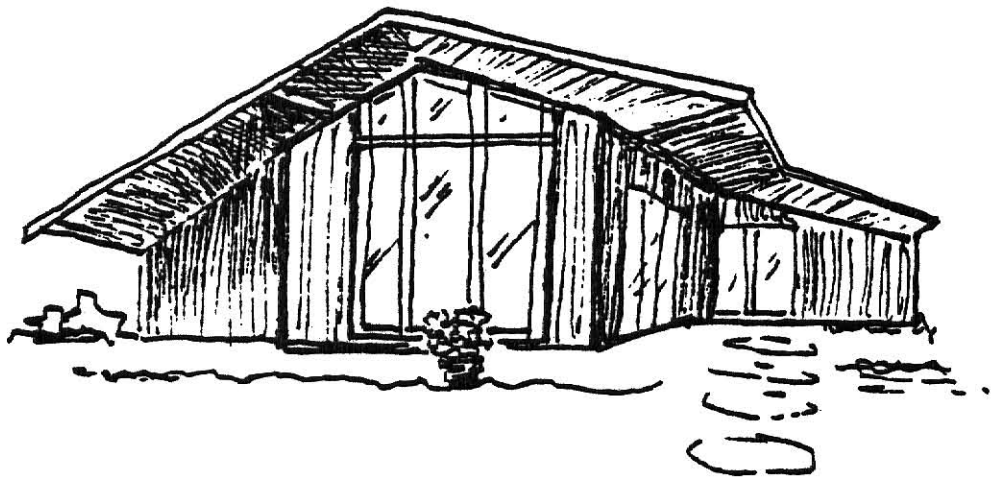
"ROW HOUSES"



"TOWN HOUSES"

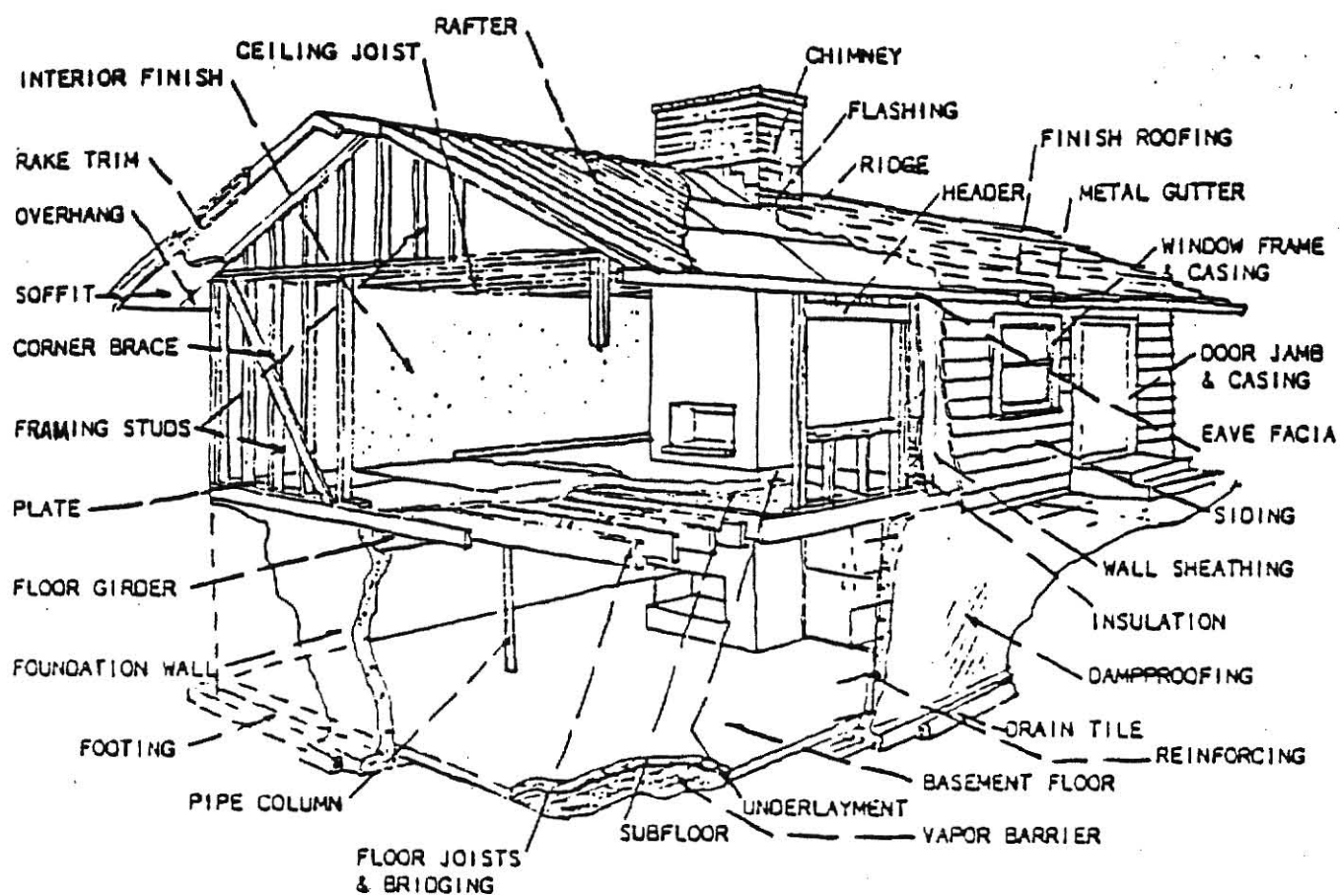


1 STORY "RANCH"



"CONTEMPORARY"

## BASIC CONSTRUCTION PARTS



APPENDIX E  
EXAMPLES OF EDUCATIONAL RESOURCES DEVELOPED FOR USE  
IN COUNCIL GROVE, KANSAS.

## RESOURCE MATERIALS PROVIDED FOR CASE STUDY: COUNCIL GROVE

Total cost of materials provided for both classes: \$15.00

Source	Item	Charge
Kansas Cultural Heritage Center, Dodge City	Santa Fe Trail, map	\$1.28
	Kansas outline with county names, map	\$0.05
	Kansas outline without county names, map	\$0.05
	"Sites and Sounds of Historic Kansas"--6 film-strips with cassettes and worksheets	\$3.00 for 1-week rental
	<u>Santa Fe and the Trail</u> 16 mm., color/sound film	\$4.50 for 3-day rental
Secretary of State, State of Kansas, Topeka, Kansas	<u>Kansas Facts</u>	N/C
Preservation Department, Kansas State Historical Society, Topeka, Kansas	"National Register Listings," <u>Newsletter</u> , Vol. III, No. 1, Nov./Dec. 1980	N/C
City Engineers Office, Council Grove	Plat map	Nominal
Telephone office, Council Grove	Telephone directory	\$1.00

Source	Item	Charge
Council Grove Chamber of Commerce	Council Grove Lake, map	N/C
	Council Grove and the Historic Kaw Mission, brochure	N/C
	Council Grove Guide, placemat	N/C
	Community Profile (Depart- ment of Economic Develop- ment origin)	N/C
Kaw Mission Museum	Last Chance Store, post- card	\$0.15
	Kaw Mission, postcard	\$0.15
	<u>The Kaw or Kansa Indians</u> by F. Haucke	\$2.00
R. B. Jones	Coloring book pages	N/C

**COUNCIL GROVE:** George Sibley, with Benjamin Reeves and Thomas Mathers, held a "council" with the Osage Indians in a grove of trees on the Neosho River to make a treaty for the right-of-way through Osage Territory to Santa Fe, New Mexico . . . hence the name "Council Grove."

#### COUNCIL GROVE STREET NAMES

<b>HAYS</b>	Seth Hays became the first white man to settle in the area. He had a license from the U. S. Government to trade with the Indians (arrived 1847).
<b>HUFFAKER</b>	Named for T. S. Huffaker, sent to Council Grove in 1849 to establish a mission school for the Kaw Indians.
<b>COLUMBIA</b>	Christopher Columbia arrived in 1852; he was the first white man to locate on a farm near Council Grove.
<b>SIMCOCK</b>	G. M. Simcock arrived in 1852 to trade with the Indians. At one time he was a partner of Seth Hays and part-owner of Mathers Mill; he built the Simcock House.
<b>WOOD</b>	S. N. Wood was the first lawyer to arrive in Council Grove and the publisher of the Kansas Press newspaper (1859).
<b>CONN</b>	Malcolm Conn arrived in 1865 and was an early-day merchant of Council Grove.
<b>KAW</b>	Named for the Kaw Indians.
<b>CHICK</b>	Named for Joe Chick.
<b>HALL</b>	Named for Jacob Hall, the man who claimed the townsite of Council Grove.
<b>HOCKADAY</b>	Named for John Hockaday, a Santa Fe Trail overland mail contractor.
<b>FOX</b>	Named for John Fox.

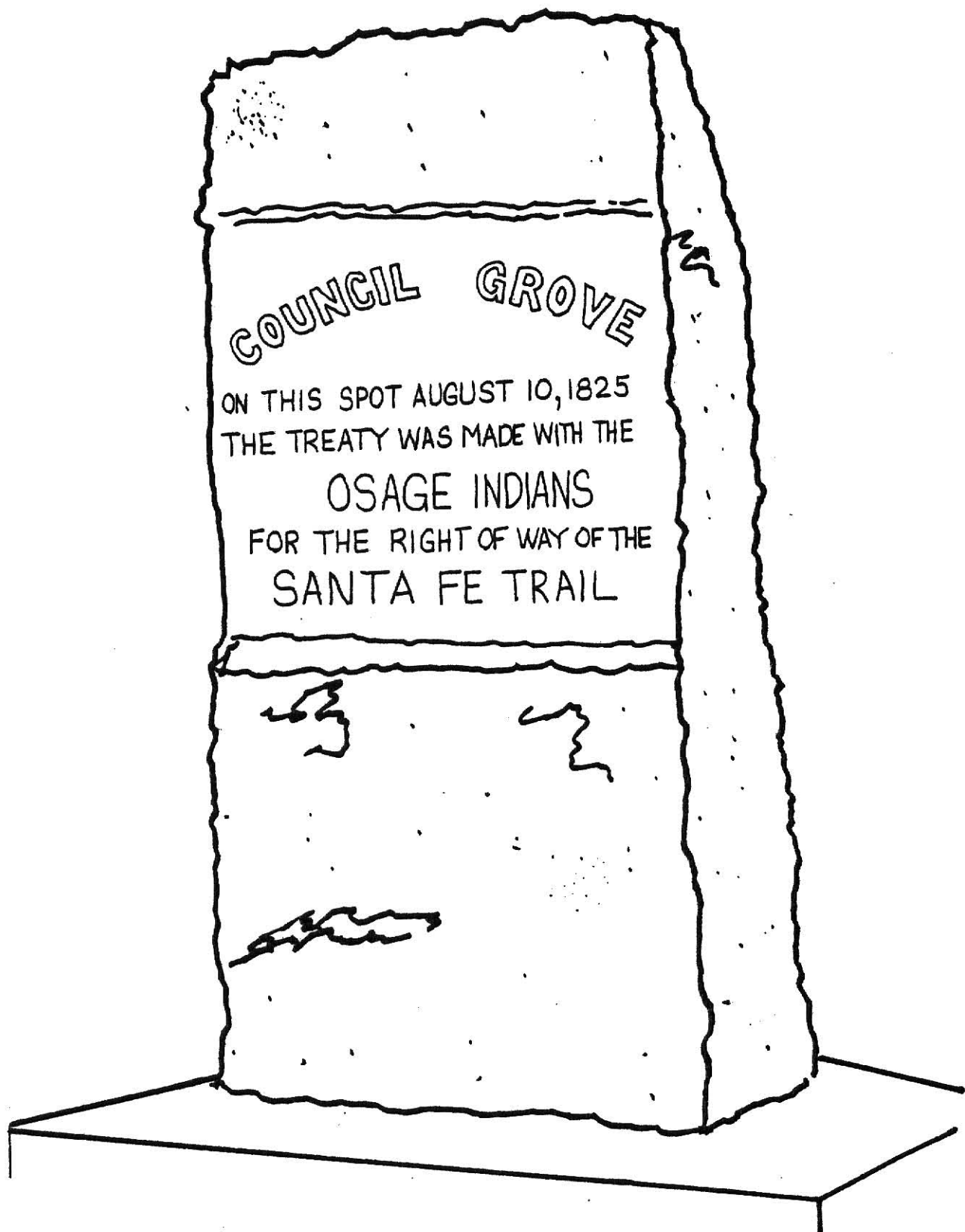
DONNON	Named for a railroad man.
SPENCER	Named for A. B. Spencer.
POLLARD	All named for early settlers.
FISHER	
MOSIER	
Additions	
SAMPLETOWN	Named for M. K. Sample, who owned the land and platted it for town lots.
McPHERSON Addition	Named for Robert McPherson, an old resident of Council Grove.

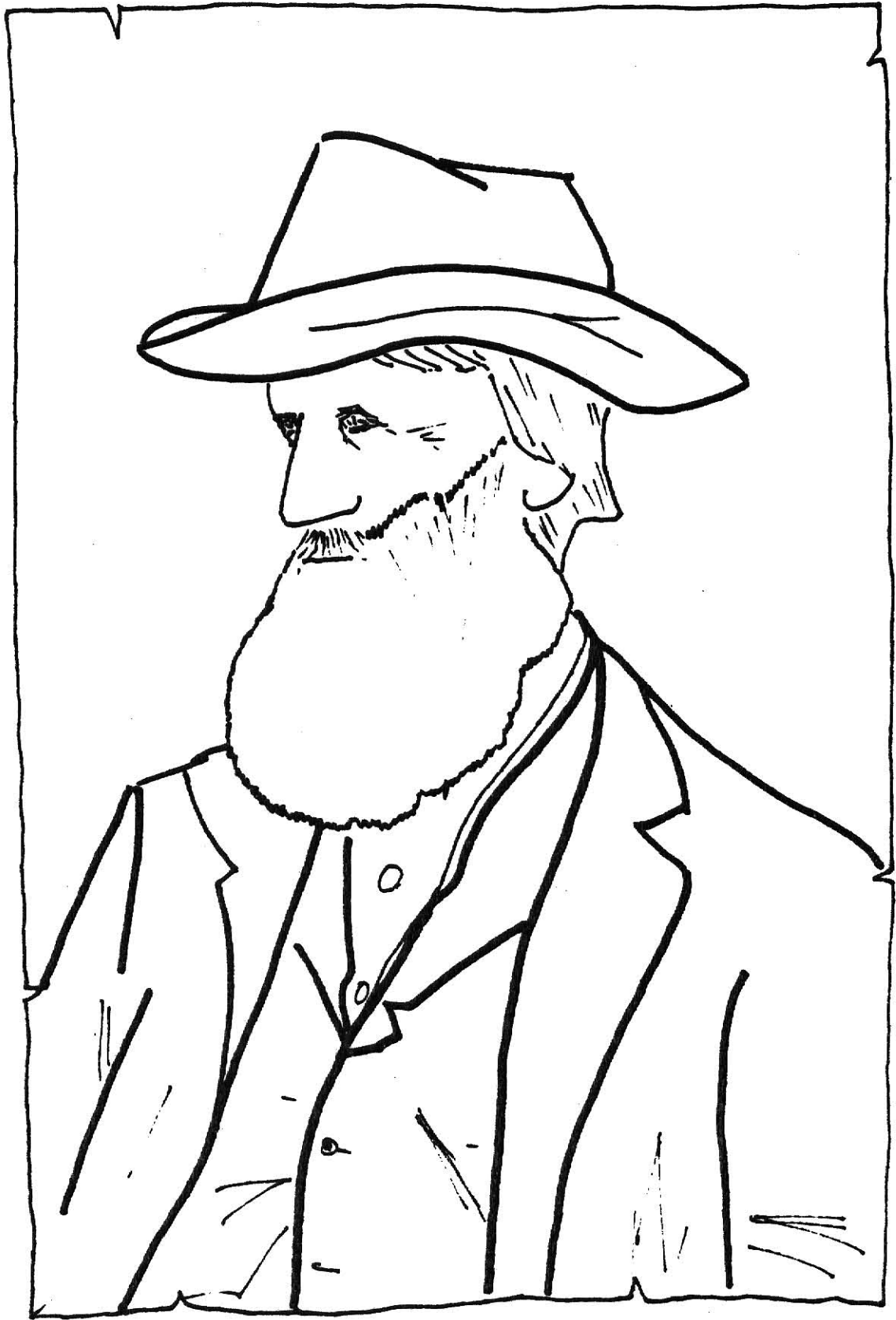
(Information from THE STORY OF COUNCIL GROVE on the Santa Fe Trail by Lalla Maloy Brigham.)



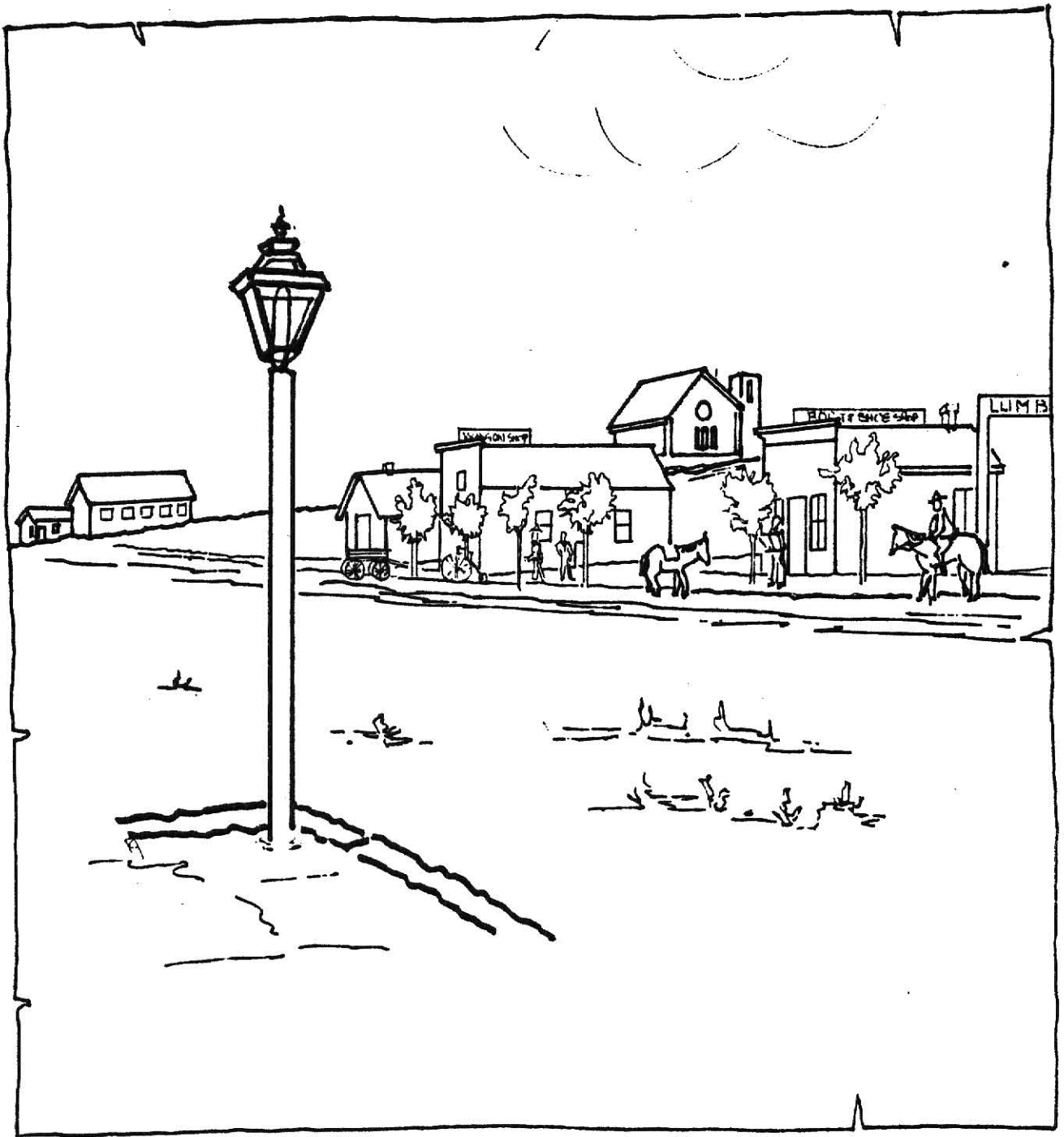
### EXAMPLES OF COLORING-BOOK PAGES

The technique used to create the following pages was that of projecting a photograph with an overhead projector onto a sheet of white paper, maneuvering to achieve the desired size, then tracing a simplified line-drawing from the projected image. This image was then redrawn with a bold black marker and shaded when appropriate, and reproduced through photocopying.

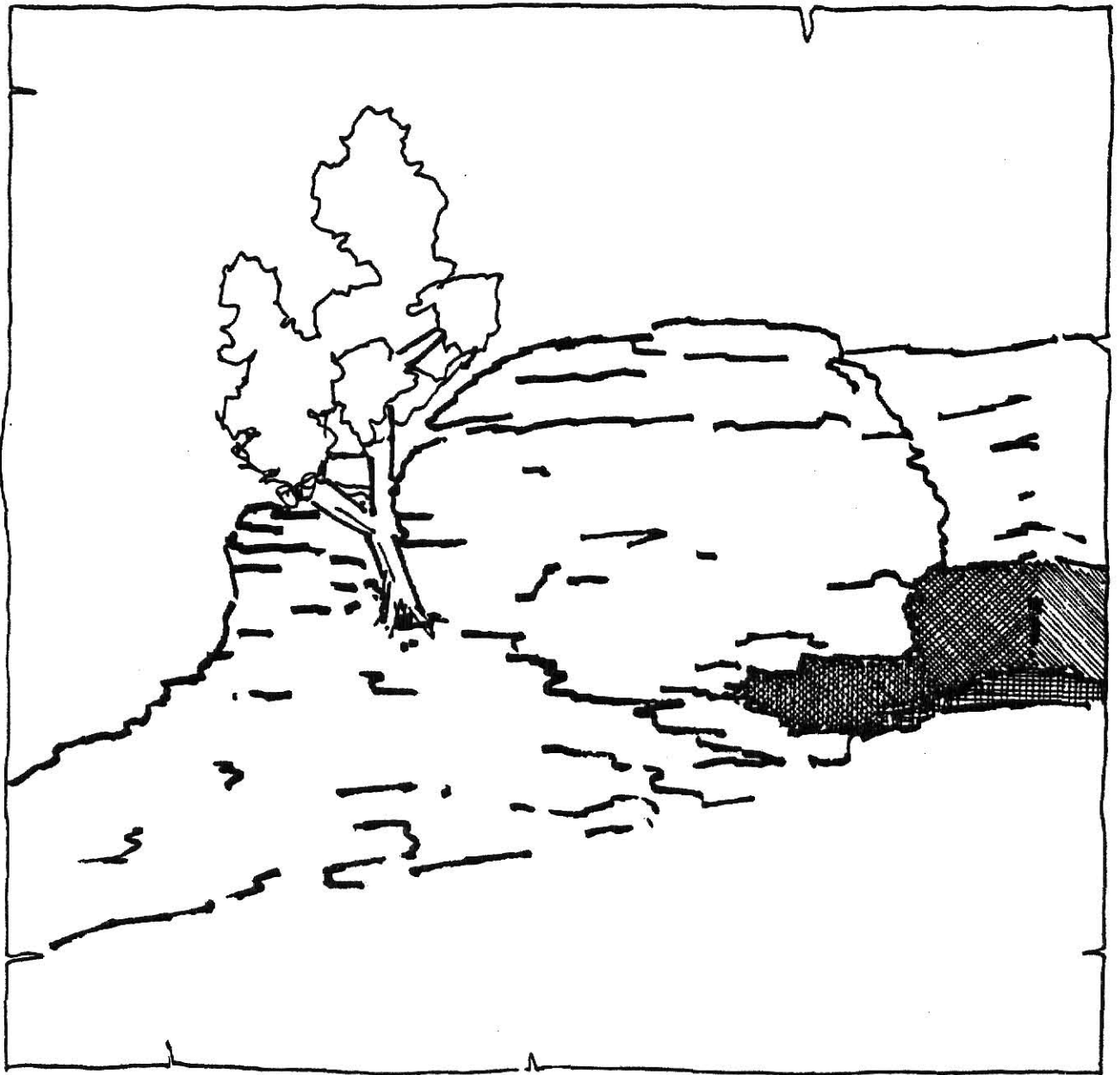




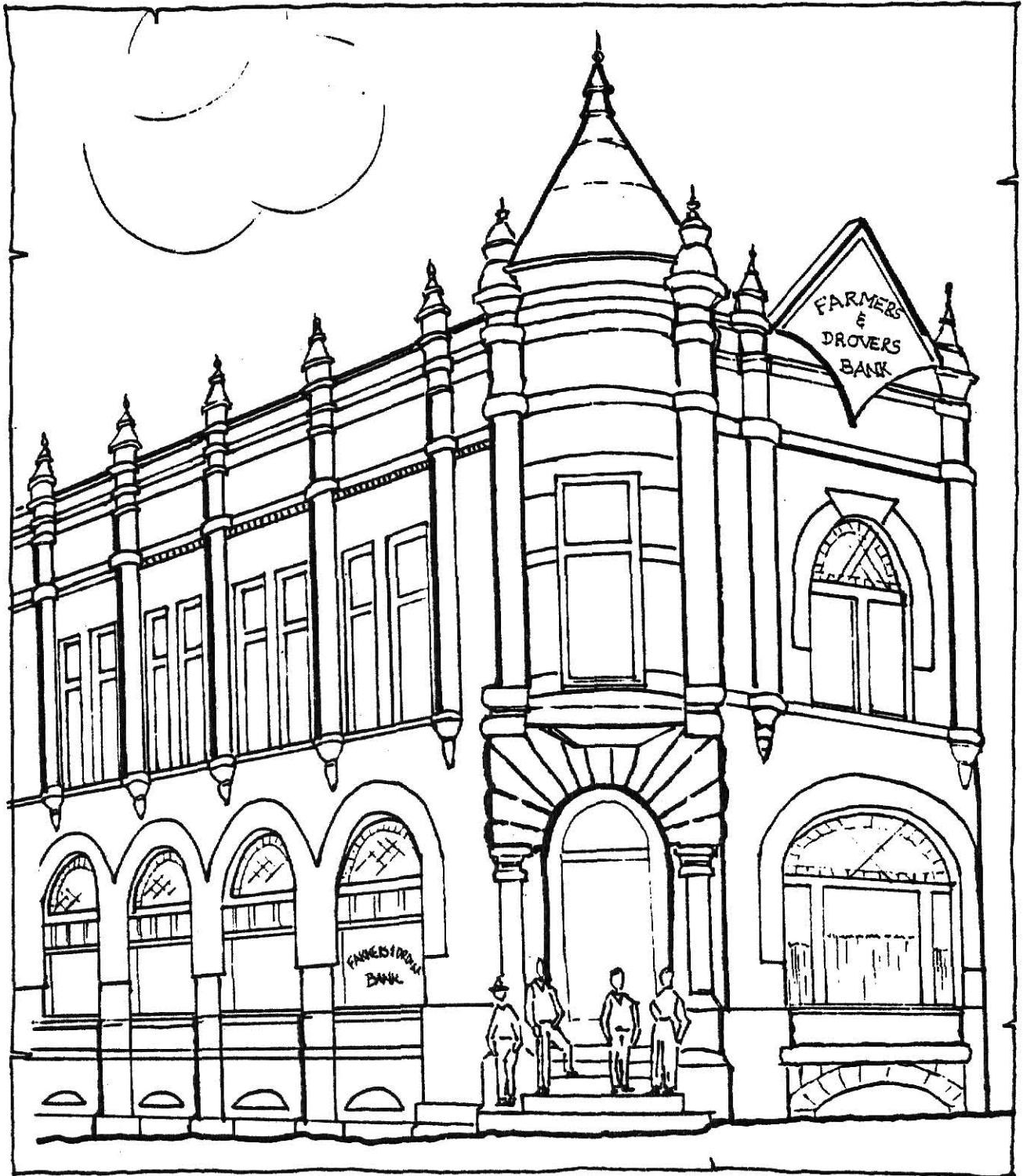
*Seth M. Hays traded with the Indians*



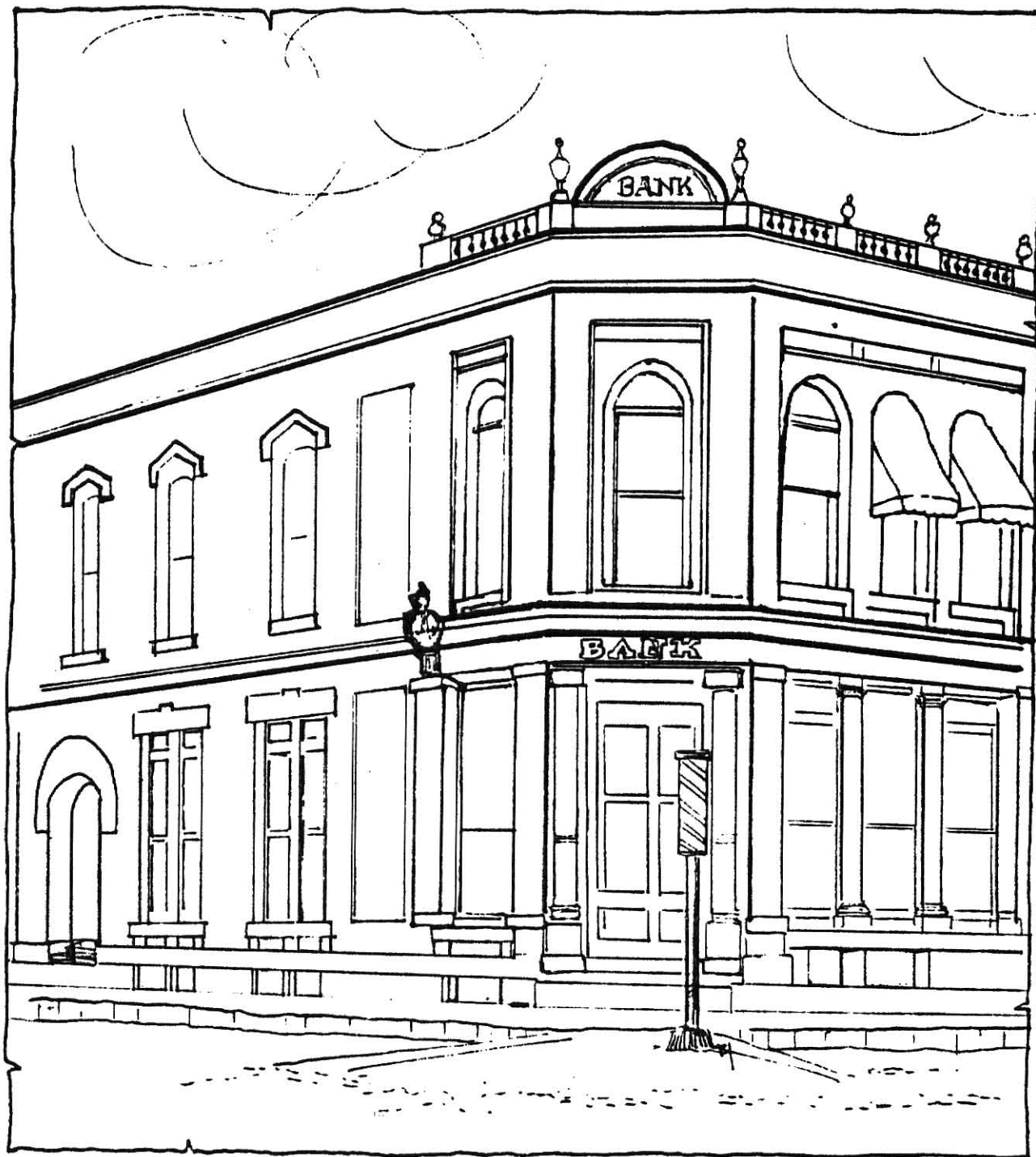
*In the 1870's, gasoline lanterns graced corners on Main Street.*



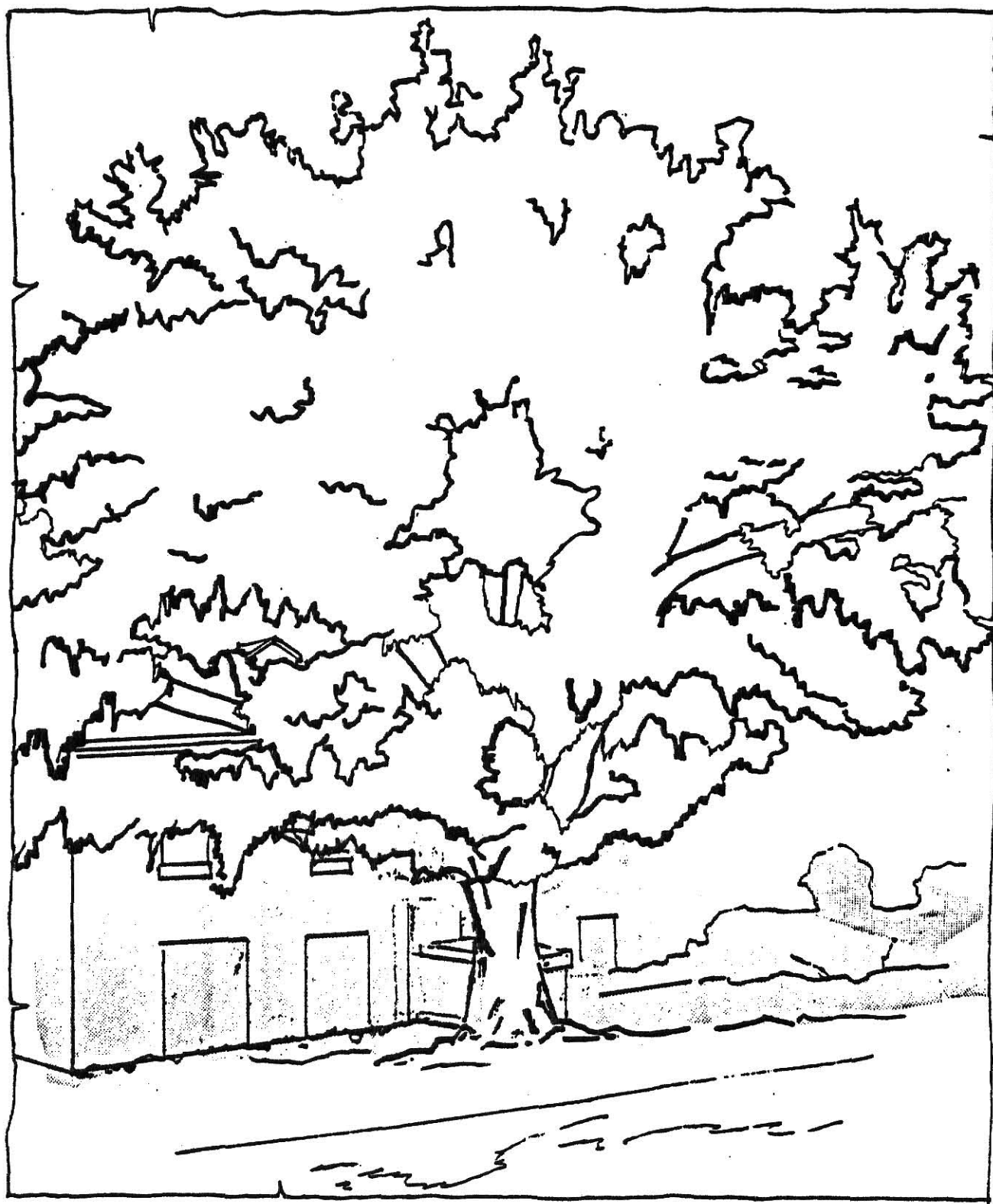
Hermit's Cave in the side of Belfry Hill  
was occupied in the 1860's by a hermit priest,  
Father Francesco.



*The Farmers & Drovers Bank, built in 1892, is a landmark.*

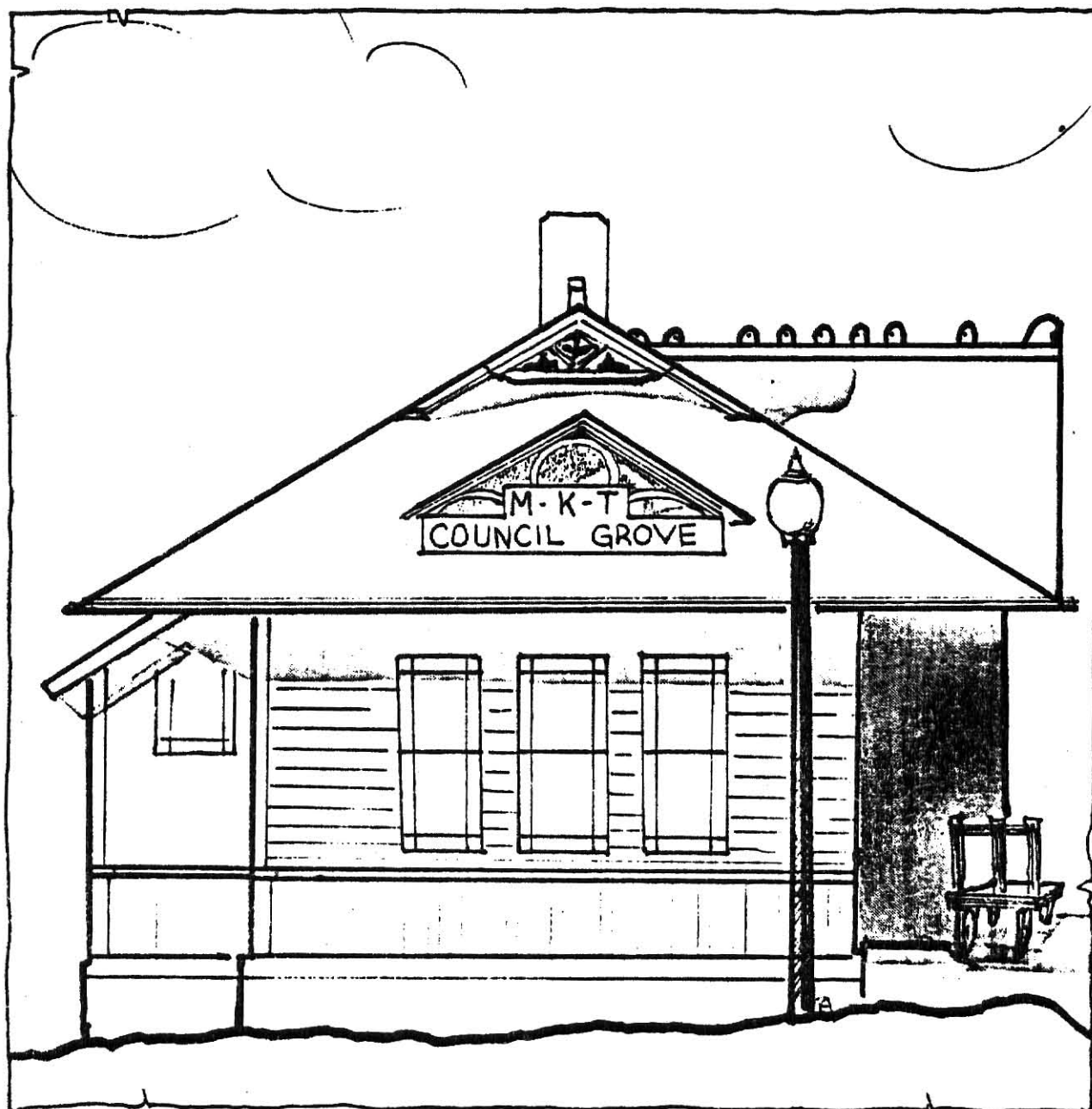


*The Council Grove National Bank building is listed on the National Register of Historic Places.*



*Post Office Oak*





*The "Katy" depot reminds us of the importance of the railroad to Council Grove.*

APPENDIX F  
EXAMPLES OF EDUCATIONAL RESOURCES DEVELOPED FOR USE  
IN MANHATTAN, KANSAS

## RESOURCE MATERIALS PROVIDED FOR CASE STUDY: MANHATTAN

Total Cost of Materials Provided: \$22.50

Source	Item	Charge
Kansas Cultural Heritage Center, Dodge City	Kansas Forts, map	\$1.28
	Kansas, outline of state with county names	\$0.05
	Kansas, outline of state without county names	\$0.05
	<u>Catalog of Reference Materials and Resources</u>	N/C
Lee School Library	"Sites and Sounds of Historic Kansas," 6 film-strips with cassettes and worksheets	N/C
Secretary of State, State of Kansas	<u>Kansas Facts</u>	N/C
Preservation Department, Kansas State Historical Society	"National Register Listings," <u>Newsletter</u> , Vol. III, No. 1, Nov./Dec. 1980	N/C
Manhattan Chamber of Commerce	<u>Goodnow House</u> pamphlet; <u>Public Library</u> pamphlet; <u>The Riley County Historical Society and Museum</u> pamphlet; <u>Sunset Zoo</u> pamphlet	N/C

Source	Item	Charge
Manhattan Chamber of Commerce	Manhattan city map	N/C
	<u>Community Profile</u> (Kansas Department of Economic Development origin)	N/C
	<u>Discover Manhattan</u>	N/C
	<u>Guide to Manhattan</u>	N/C
City Engineers Office	Manhattan pocket map	Nominal
	Copy original plat map	Nominal
	1:600 city map	Nominal
Riley County Historical Society	<u>Historic Manhattan Today</u>	N/C
	<u>The Story of Johnny Kaw</u>	\$1.00
Telephone Company	Telephone directory	N/C
R. B. Jones	Coloring-book pages	N/C
	60-slide/tape "Tour of Manhattan"	Nominal

MANHATTAN STREET NAMES

ANDERSON AVENUE	Named for John A. Anderson, President, K.S.A.C., 1873-1879.
BERTRAND	Named for Indian Agent stationed at Louisville, Pottawatomie County, Kansas.
BLUEMONT	Named because of proximity to Blue Mont Hill.
CANFIELD	Named for Mary King Canfield and Laura Cornelia Canfield, grandmother and mother of Mary Cornelia Lee, first librarian in Manhattan Public Library.
CLAFLIN	Name of donor of college bell and money for Blue Mont Central College.
COLORADO	Named for the State of Colorado, neigh- boring state on west of Kansas.
DELAWARE	Tribe of Indians moved into northeast Kansas from Ohio and Indiana in 1828.
DENISON	Name of one of promoters of Blue Mont Central College; first president of Kansas State Agricultural College, 1863-1873.
EDGERTON	Professor J. E. Edgerton, superintendent of Manhattan City Schools, 1900-1910; established 4-year high school in city.
EHLER	Named for son of John and Mrs. Ehler, 803 Pierre Street; awarded Congressional Medal of Honor for "Services above and beyond the call of duty" in World War II.
ELLING	Street laid out on Elling property.
EL PASO	Word meaning "the pass" or route through.
FAIRCHILD	Named for president of K.S.A.C., 1879- 1897.

FREMONT	Explorer; made numerous trips through this area. According to legend, he named Blue Mont Hill at northeast corner of Manhattan.
HARRIS	Street laid out on Harris property.
HOUSTON	Samuel D. Houston, one of five founders of Canton townsite at the foot of Blue Mont Hill; only free-state representative elected to the Territorial Legislature of Kansas on March 30, 1855; President of Blue Mont Central College Association.
HUMBOLDT	A general.
HUNTING	First doctor and dentist in Manhattan; member of first City Council in Manhattan, 1857.
JULIETTE AVENUE	Named for Juliette Lovejoy Whitehorn, daughter of Rev. and Mrs. C. H. Lovejoy, member of New England Emigrant Aid Co., wife of young Dr. Samuel Whitehorn, who volunteered his services in cholera epidemic in Ft. Riley, Kansas, in 1855, and in Ft. Harper in 1867. Juliette died in 1860, first burial in Sunset Cemetery.
KEARNEY	Named for prominent colonel stationed in the area.
LARAMIE	Named for a prominent general stationed in the area.
LEAVENWORTH	Manhattan incorporated in the same legislative act with Leavenworth, Kansas; and for a prominent general stationed in the area.
LEE	On property that had belonged to Professor J. H. Lee, professor of Latin and English, K.S.A.C., 1866-1874.

LEGORE	Street in Evans Addition on property formerly owned by A. J. Legore.
MANHATTAN AVENUE	Named for City of Manhattan.
MCCAIN	Named for Kansas State University President James McCain, 1950- .
MIDLAND	On trail across Kansas before Highways 18, 24, and 40 were laid out.
MONTGOMERY	Street laid out on George Montgomery property.
MORO	Named for a member of Cincinnati Company.
OSAGE	Named for Osage Indian Tribe, one of the tribes in Kansas area when Coronado arrived in 1542.
POMEROY	Named for Samuel C. Pomeroy, officer and agent for New England Emigrant Aid Company; influenced colony to locate in Manhattan; helped obtain land in Indian floats for town of Manhattan.
POTTAWATOMIE	Named for Pottawatomie Indian Tribe in area east of Riley County, also county east of Riley County.
POYNTZ AVENUE	Named for Col. Poyntz, who helped finance building of steamboat Hartford and the trip of the Cincinnati Land Grant Colony to Manhattan; father of wife of James J. Davis, a member of the Steamboat Hartford Company.
ROCK HILL ROAD	Road through rock bluff.
RILEY	Named for Fort Riley.
SUNSET	First named Kimble; changed to Sunset after name suggested for cemetery.

TECUMSEH            Named for Indian chief.

THACKRAY           On property owned by Thackray.

THURSTON           Named for E. M. Thurston, lawyer, surveyor; one of founders of Canton townsite at foot of Blue Mont Hill; Mayor of Manhattan, 1858-1860.

VATTIER .           Named for Dr. J. L. Vattier; member of Cincinnati colony, and Hartford Committee.

WYANDOTTE          Named for Indian Tribe and owners of Indian floats (approximately 640 acres) Manhattan laid out on.

YUMA                An Indian name from the Yuman stock, formerly of Arizona; tribe now in south-east California.

#### OTHER STREET NAMES

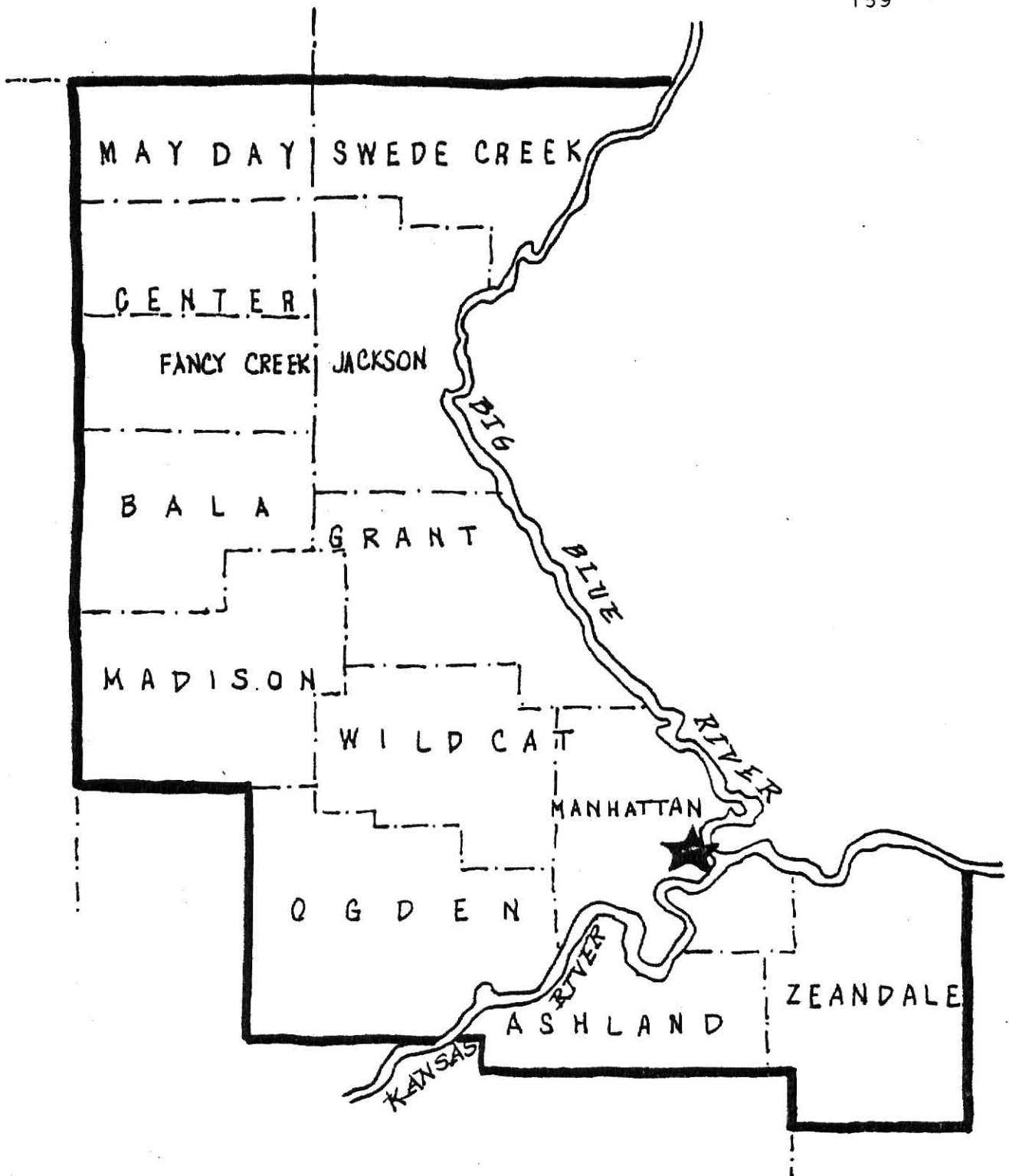
HUNTING            Edmund Hunting, a councilman for the city of Manhattan, elected in 1857.

KIMBALL            The Kimball family arrived in 1857; it is said that few of the families in early Manhattan contributed more to the social life of the settlement than that of John Kimball. (The First One Hundred Years, a History of the City of Manhattan, Kansas, 1855-1955.)

MARLATT            Washington Marlatt, secretary of Blue Mont Central College, 1857.

SETH CHILD          First postmaster and sheriff of Juniata, later Manhattan, 1855.





MAP OF RILEY COUNTY, KANSAS  
AS IT LOOKED IN 1886. FIND MANHATTAN.

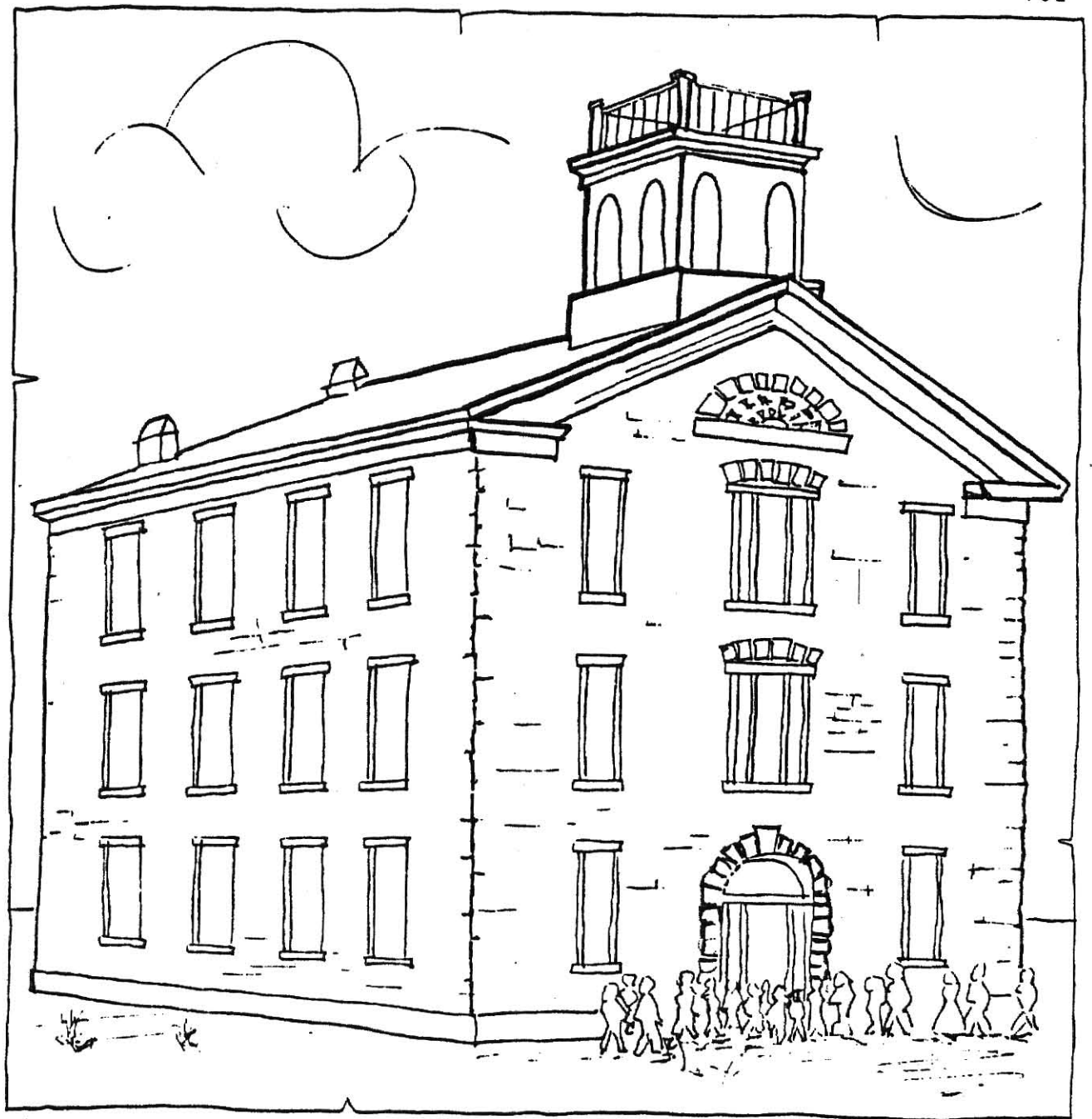


*Isaac T. Goodnow*

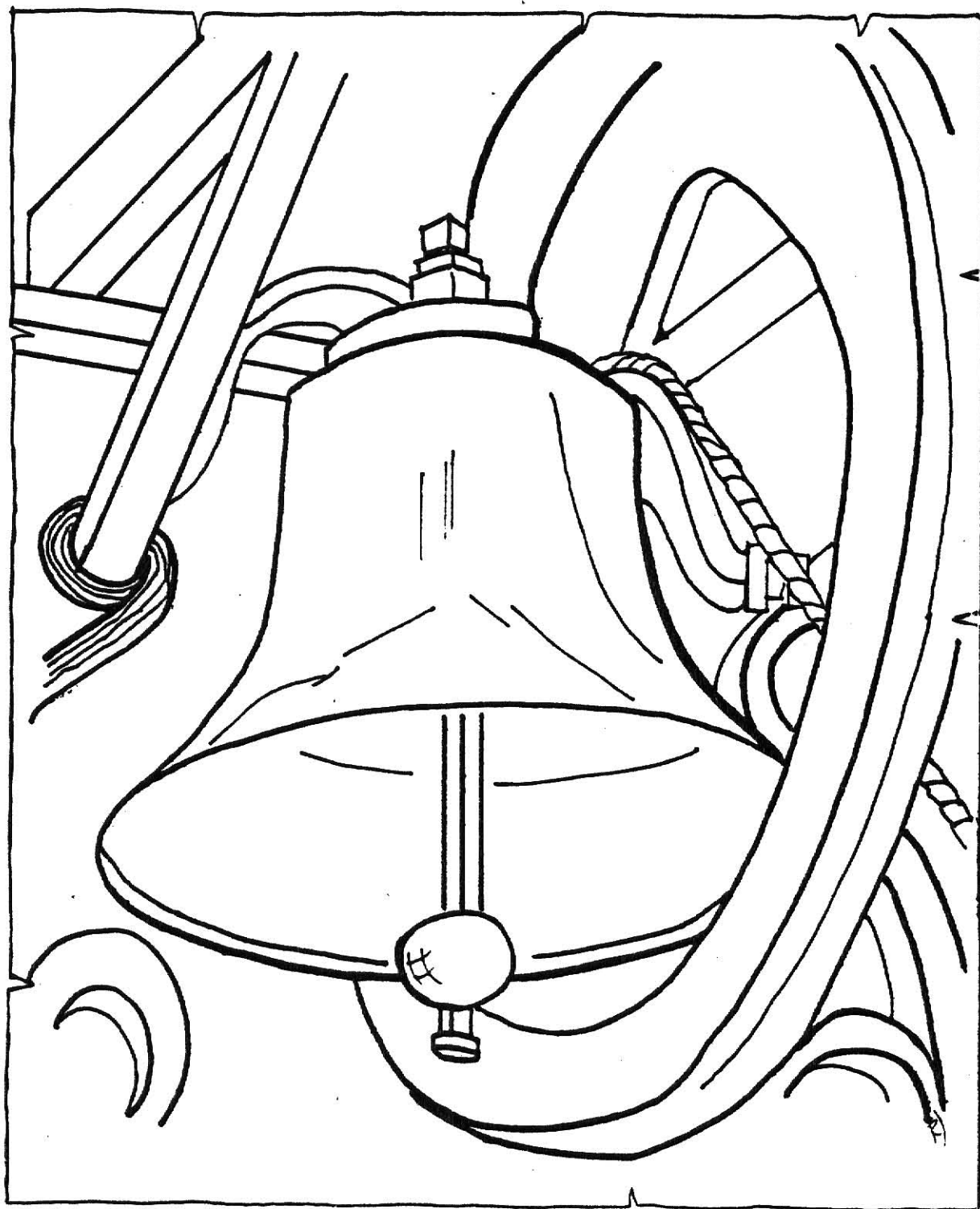
*Leader of the Boston Committee which settled Manhattan.*



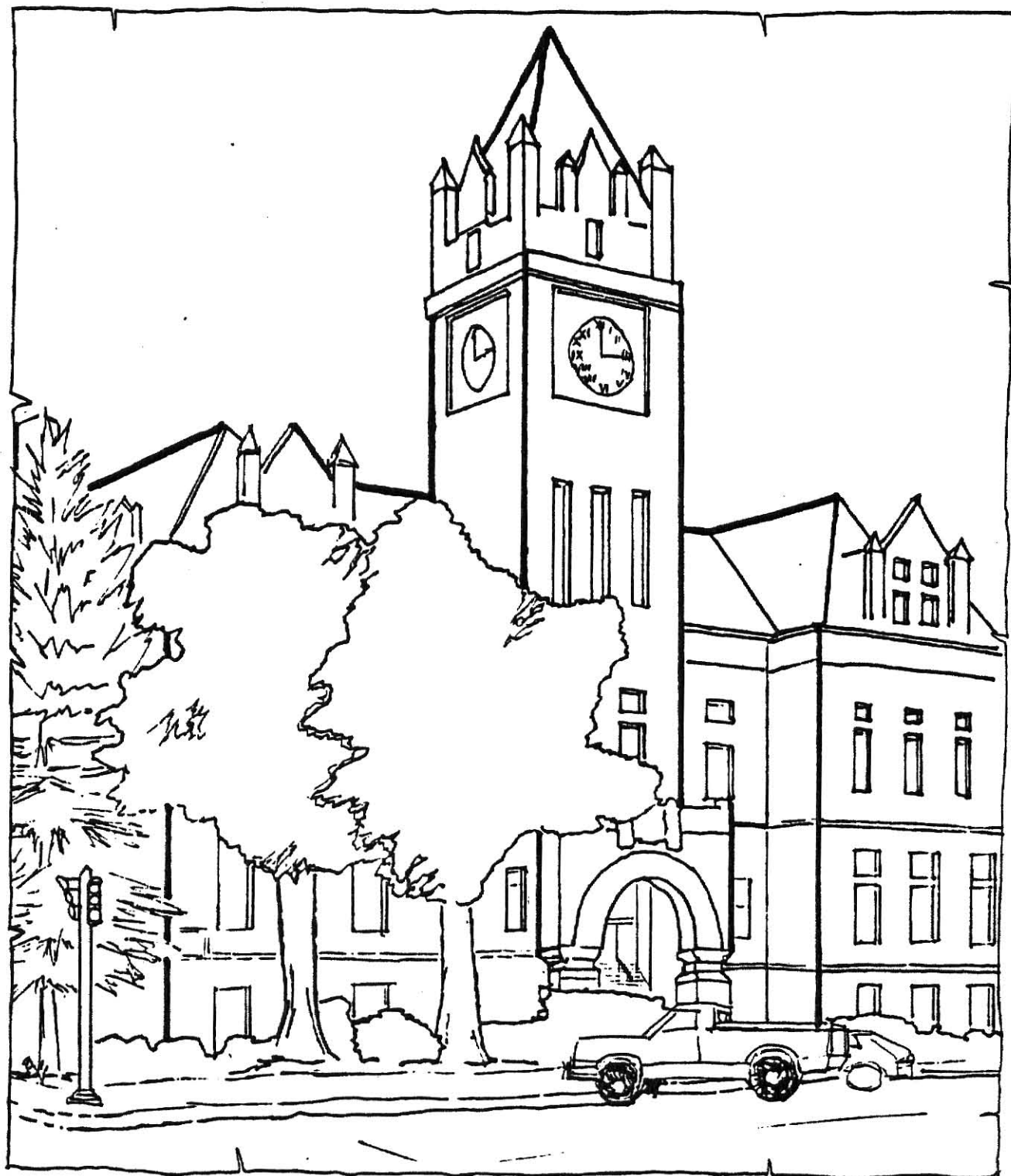
*Isaac T. Goodnow House*



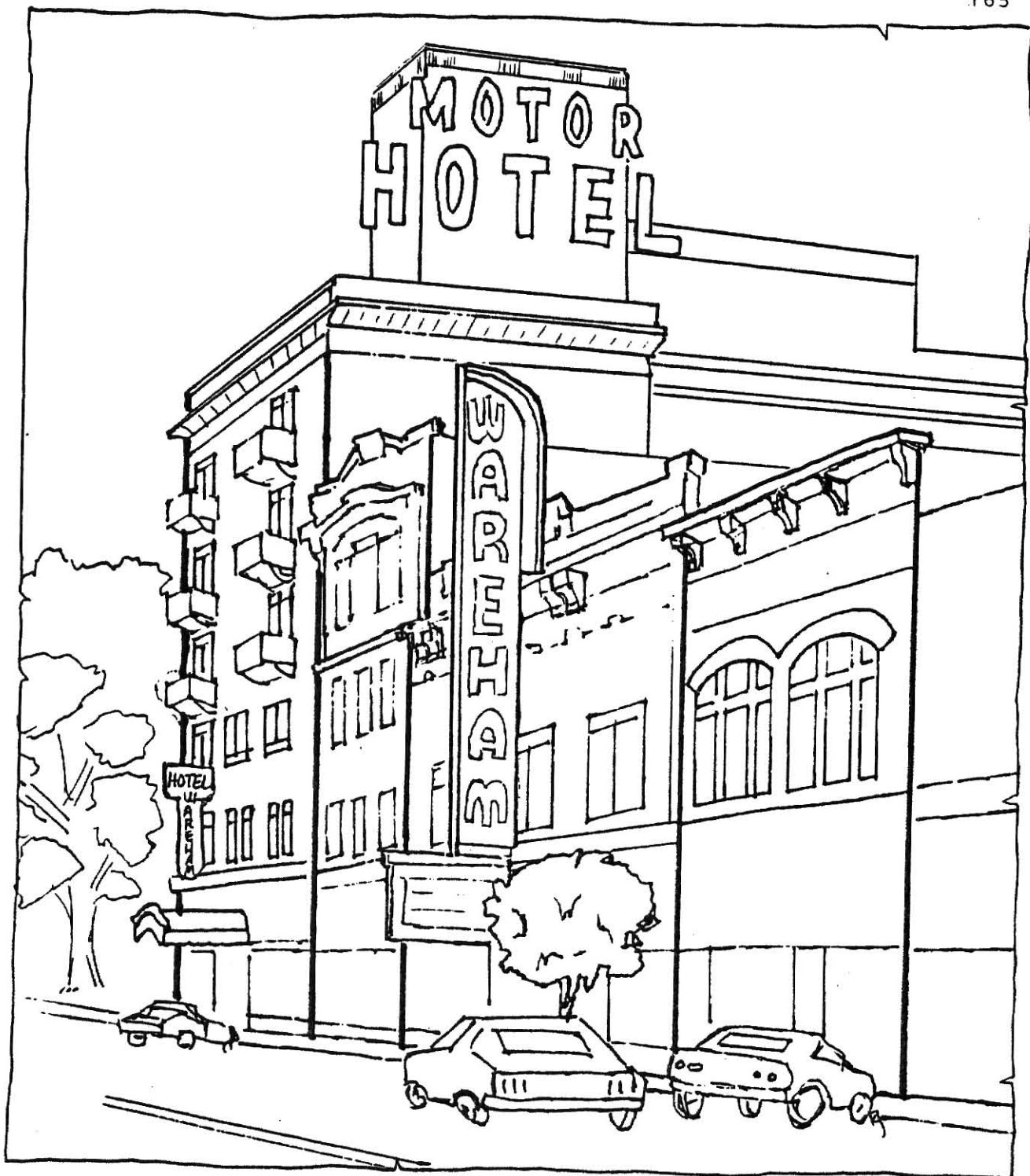
*The arch from this building - Blue Mont College -  
is preserved in the older part of Farrel Library.*



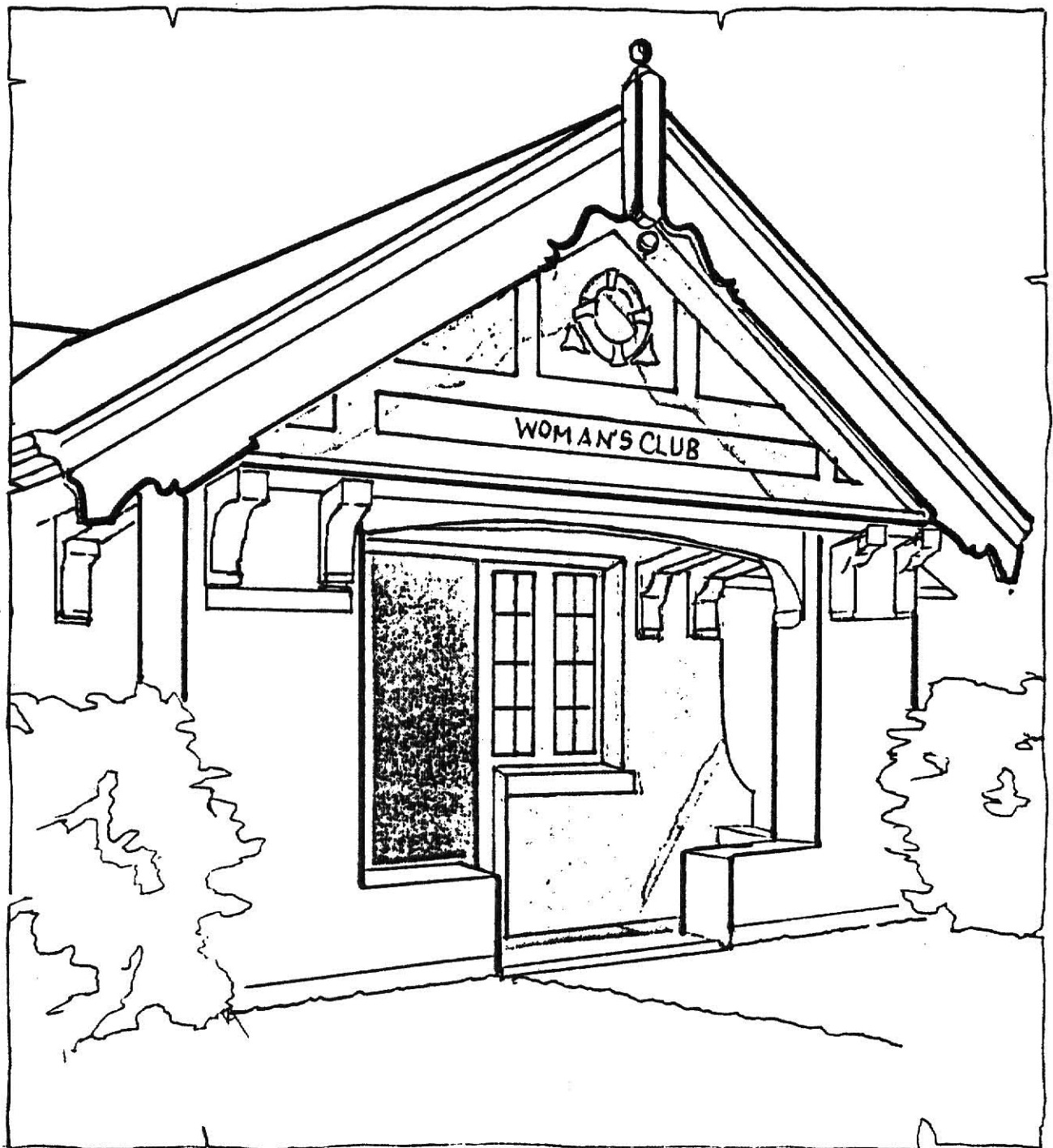
*The bell from the Steamboat Hartford  
is in the Riley County Historical Society museum.*



*The Riley County Courthouse*



*The Wareham Hotel, apartments, and theater serve as an active reminder of Harry P. Wareham, a Manhattan town-builder.*



*Women raised the money to build the Woman's Club in 1911.*



## ENDNOTES

<sup>1</sup> John Jarolimek, Social Studies in Elementary Education, 5th ed. (New York: Macmillan Publishing Co., Inc., 1977), pp. 3-5.

<sup>2</sup> Ibid., p. 5.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid., pp. 6-7.

<sup>5</sup> Ibid., pp. 7-8.

<sup>6</sup> Ibid., pp. 19-20.

<sup>7</sup> In some locales, the seventh and eighth grades are part of the K-8 elementary school system rather than separate junior high schools.

<sup>8</sup> Jarolimek, pp. 21-22.

<sup>9</sup> "Why Teach with Community Cultural Heritage Resources?", Mid-South Humanities Project Newsletter, Vol. 1, No. 2, March 1980, p. 4.

<sup>10</sup> Frank Trippet, "Small Town, USA: Growing and Groaning," Time, September 1, 1980, pp. 73-74.

<sup>11</sup> Kansas State Board of Agriculture, Population of Kansas as Reported by County Appraisers, 1970-1979.

- <sup>12</sup> "The Project Institute," Mid-South Humanities Project Newsletter, Vol. 1, No. 2, March 1980, p. 1.
- <sup>13</sup> Ibid.
- <sup>14</sup> Mid-South Humanities Project, four-fold mailer.
- <sup>15</sup> Ibid.
- <sup>16</sup> State of New York, Preservation Act, 1980, Senate 9791-A, Assembly A11779-A, photocopy of bills introduced for legislation.
- <sup>17</sup> New York State Education Department, Division of General Education, Bureau of Social Studies Education, grade 4 program revision, program outline, copy of a personal memorandum from Judith Wooster, project coordinator, to Diane Waite, Preservation League of New York, June 5, 1980.
- <sup>18</sup> Missouri Heritage Trust, mailer.
- <sup>19</sup> "Street furnishings" include kiosks, clocks, benches, trash receptacles, fountains, etc.
- <sup>20</sup> "If Buildings Could Speak" workbook, Virginia Graves, Coordinator.
- <sup>21</sup> Personal correspondence, Virginia Graves.

- 22 Heritage Classroom Program at Massie School,  
Annual Report 1978-79, p. 2.
- 23 Ibid.
- 24 Ibid., p. 18.
- 25 Ibid., 1970-80, p. 9.
- 26 Kansas State Department of Education, Kansas  
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- 27 Frederick M. King, LoDoris R. Leavell, Herbert C.  
Rudman, Understanding Communities, Teachers Edition (River  
Forest, Ill.: Laidlaw Brothers Publishers, 1977), p. T3.
- 28 Ibid., pp. T3-T4.
- 29 Personal telephone conversation, Aase Ericksen,  
January 1983.
- 30 Jarolimek, p. 47.
- 31 Ibid., p. 66.
- 32 Ibid., p. 69.
- 33 Ibid., p. 72.
- 34 Ibid., pp. 316-17.
- 35 Ibid., p. 328.
- 36 Ibid., pp. 99-101.

37 Adapted from a slide presentation by Gus Van der Hoeven, Kansas Preservation Alliance, Annual Meeting, October 1980.

38 Kansas State Historical Society, Newsletter of the Historic Preservation Department, Kansas Preservation, Nov./Dec. 1980, Vol. III, No. 1, p. 7.

39 Sonya Franklin, Harriet Ridenour.

40 Morrill Acts, 1862, established "land grant" colleges.

41 Fran Irelan.

42 Courtesy of the Department of Architecture, College of Architecture and Design, Kansas State University, student projects.

43 Realtors Institute Reference and Practice Book.

44 Kansas State Historical Society, Council Grove and the Historic Kaw Mission, brochure, Topeka, Kansas.

45 Santa Fe and the Trail, Encyclopedia Britannica, 16 mm. color/sound film.

46 Robert Manley, From Many Roots, and My Heritage, filmstrip series "Sites and Sounds of Historic Kansas."

47 Ibid., Trails West.

48 Sonya Franklin and Harriet Ridenour, statement of professional goals.

49 Kansas Department of Economic Development, Kansas Facts, p. 7.

50 Excerpt from Manhattan Mercury newspaper, Manhattan, Kansas, December 14, 1980, p. 1.

51 Statement of purpose, Kansas Preservation Alliance.

52 Minutes of the Annual Meeting, Kansas Preservation Alliance, 1980.

53 Kansas Preservation Alliance Education Committee, February 1981.

54 Ibid.

55 The Foundation Directory (New York: The Foundation Center, 1977), pp. 131-133.

56 Kansas Facts, p. 1.

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A PROGRAM FOR CHILDREN

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REBECCA BOGGS JONES  
B.S., Kansas State University, 1972

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## ABSTRACT

This thesis develops a general program guide for introducing local community studies to elementary school children in Kansas, with emphasis on the preservation of the existing man-made environment.

Existing programs of built environment education and cultural heritage studies were reviewed. Programs representing regional, state, and local scales of effort were analyzed for aspects applicable to development of a community studies program for use in Kansas.

A survey was conducted among a random sample of Kansas teachers responsible for teaching the topic "community" in their social studies program. Information was solicited about the degree of teacher responsibility for program development, social studies curriculum content, use of local resources for lesson reinforcement, texts in use, additional resources utilized for developing program content, and participation in continuing education programs emphasizing community studies.

From the examples of precedent and survey findings, a model program was developed for use as an integral part of the social studies program at the third-grade level. This program was tested in cooperating classrooms in the communities of Council Grove, and Manhattan, Kansas.

To further develop and implement a program of cultural heritage studies on a statewide basis, a number of challenges were identified. These include teacher training and motivation, packaging and distributing educational materials, and developing sponsorship and administrative leadership for the program.

To institute a local cultural heritage studies program on a statewide basis in Kansas, recommendations include provision of sponsorship, development of a leadership base to insure self-perpetuation, exploration of funding sources, and focus upon educators as key transmitters of the information.