HISTORIC SITES IN TEXAS: THE USE OF LOCAL HISTORY IN TEXAS PUBLIC SCHOOLS

DISSERTATION

Presented to the Graduate Council of the University of North Texas in Partial Fulfillment of the Requirements

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By

Anita Pitchford, B.S., M.Ed.
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This research study examined the perceptions of school administrators and of historic site directors toward the function of the sites in the public school curriculum. In-depth, personal interviews were conducted, tape-recorded, and transcribed at six selected sites, representing the various ethnic historic settlements of Texas, a variety of population densities, each of the major physical geographic regions, and different economic levels in the state.

Data analysis involved careful study of the taped interviews, comparisons of responses given by people of similar roles, and comparisons of responses regarding the same site. Documentation of elements of the historic sites, of programs offered, of participation of the local school district in programs, and of written school policies were examined. The perceptions of the interviewees along with recommendations for changes were noted.

Responses varied from expressed impression of students who are steeped in local history and are bored with their
heritage, to enthusiastic positive opinions that the prosperity of the community is directly related to the strong identification of the citizens with its local history.

The role of local history and of specific sites in the curriculum of the public schools is not consistent in Texas. This research study suggests that positive gains are possible if communication between local historic site/park/museum personnel and professional educators who are responsible for planning and implementation of school curriculum can be improved.

Professional educators tend either to value local history and historic sites as part of the curriculum, or to avoid the question of meeting state mandates for classtime through the use of off-campus visits to historic sites by interpreting recent reforms to prohibit them. Professional personnel who oversee the historic sites tend to offer programs to the public schools that will meet the mandated curriculum, while adhering to the scheduling constraints of school reform legislation.
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CHAPTER 1

INTRODUCTION

From activities as passive as viewing artifacts in a museum case, to touching hand-hewn logs in a one-hundred-year-old log building (12), to visiting a rural cemetery (11), to interviewing long-time residents and learning time-honored crafts and skills (9, 10, 15, 25, 26), to singing folk songs, or participating in statewide celebrations (the Sesquicentennial Wagon Train School), Texas students are interested in the rich heritage of the state. But what are the attitudes of key decision makers concerning these activities? What roles do local historic sites have in the education process; what role would be desirable, as defined by administrators involved?

How do the purposes of historic sites, museums, or parks coincide with the mandated curriculum in Texas? Is a desirable role of local historic sites seen by public school administrators as a valid and legitimate part of Chapter 75 of the Administration Code, The State Board of Education Rules for Curriculum (31, 32, see appendix A)? Is the role of local historic sites, museums, or parks defined in the same manner by their administrators? Do professional educators have input in the planning and use of facilities of
local historic sites? Are the administrators of historic sites aware of the possibilities of including local history in the public school curriculum? How can historic sites be more effectively incorporated into the public school curriculum? These and other questions need to be answered before future plans can be made from which the school children of Texas will benefit through the opportunities afforded by historic sites, museums, and parks.

The role of the professional educator regarding historical sites, museums, or parks has not been clearly defined. Generally, the administration of museums, parks, and associated facilities has been left to professional historians, museum curators, or persons with other types of administrative backgrounds. While some larger museums or historic parks may employ an "education curator" to oversee school tours and other related projects, the use of these facilities by public schools and administrative input by professional educators has been somewhat limited.

Texas Education Code 21.101 states that there shall be a statewide curriculum of essential elements for all Texas public schools. The resulting document is the State Board Rules of Curriculum, Chapter 75 of the Administrative Code. The mandated curriculum addresses thirteen subject areas with specific time requirements in each area for the various grade levels. In at least two subject areas, fine arts (music, dance, and art) and social studies (history and
geography), specific elements relate to local and state historical sites and artifacts. For example, at the sixth-grade level, section 75.27 (g) (2) (C) (iii) states, "play American folk instruments (guitar, ukulele, autoharp, etc.)." Another example in the social studies area is section 75.28 (a) (3) which states, "Historical data about Texas, the United States, and the world" must be included in the curriculum. In both these examples, a learning activity might be a visit to the local county museum, touching and learning about artifacts such as autoharps, rub-boards, or plows, and hearing a "living history" account of the times of early settlers who migrated from Germany to Texas, or from England to North Carolina to Tennessee to Texas.

Another factor to be considered is the educational reform legislation, House Bill 72, enacted in a special session in 1984, which makes a further impact on the mandated curriculum. Attendance requirements, limitations and definitions of instruction outside the traditional classroom, and student participation in co-curricular activities are issues of concern for public school administrators. Some of these rules have been interpreted to mean that field trips and other related activities must be severely limited or even eliminated.

The interrelationship between Texas public schools and local historic sites and museums seems an appropriate issue for consideration. This study focused on the views of the
top management or administrators of both entities. By obtaining meaningful interviews from those who make or interpret policies, and analyzing all pertinent information, this study resulted in an effort to define the disparity and bridge the chasm which apparently exists in the application of local historical information in the public school curriculum of Texas. This descriptive research study sought to suggest a useful perspective for all citizens of Texas, whether recent or long-time residents, including both youthful and maturing folks, in understanding and appreciating the heritage of our state and the role of educators in preservation of our roots and preparation for our future.

**Question**

To what degree do the policy makers of public schools and of historic sites, parks, or museums agree concerning the role of historic sites in the school program and what are the implications for curriculum enrichment?

**Statement of the Problem**

The problem of this study was to investigate the use of historic sites in the public school curriculum to enrich the study of local history, with implications for improvement, as seen by the administrators of public schools and of the local historic sites, parks, or museums.
Purpose of the Study

The purpose of this study was twofold. The first was to describe and compare through in-depth interviews and document analysis at selected locales across the state the perceptions and attitudes of administrators of public schools and historic sites regarding the role of those sites in the school curriculum. The second purpose was to seek the recommendations that both school administrators and historic site administrators might make concerning the enhancement of the curriculum through these local resources.

Research Questions

The following research questions were addressed in this study.

1. What is the function of the public historic site in the instructional program of the public school?

2. To what extent do educational administrators and administrators of public historic sites agree regarding the role of historic sites in the curriculum?

3. How do educational administrators and administrators of public historic sites, parks, or museums believe that these sites can be more effectively incorporated into the school curriculum?

Assumptions

1. Since local and state histories are part of the mandated curriculum in Texas, historic sites (parks and
museums) should have an educational function desirable to administrators of Texas public schools.

2. Since serving the public of all ages is included in the basic purposes of historic parks and museums, the special interests and needs of public school students are important in the planning by administrators of public historic sites.

Limitations

This study produced insight into the attitudes and perceptions of the key decision makers at the policy-making and interpretation levels of public schools and local historic sites, parks, or museums. While attempts are made to draw implications from the research for more effective incorporation of historic sites in the public school curriculum, the recommendations of the study should be considered in light of the condition that generalizations are not part of the usual design of qualitative research. However, serious implications for future study and further programs are being indicated.

The problem of researcher bias was addressed. During probing interviews the researcher cannot completely eliminate personal feelings and attitudes. Nevertheless, attention was focused on the interviewee, and every attempt was made to minimize influence from the interviewer. Conversa-
tional interviewing techniques were utilized to allow the respondent to freely express himself or herself (22).

**Background and Significance of the Study**

Texas public schools are faced with a challenge of great magnitude. The enactment of reform legislation in 1981 brought about a transition from a curriculum that consisted of suggested frameworks to a comprehensive, non-negotiable mandated curriculum. The mandated curriculum was developed over a period of several years. Committees were formed, public hearings held, and much input sought in writing the essential elements of each of thirteen subject areas at every grade level, kindergarten through twelfth grade. This professional and public information was gathered and evaluated by the staff of the Texas Education Agency and approved by the Commissioner of Education and the elected State Board of Education. The effort was in compliance with Texas Education Code, Section 21.101 (House Bill 246) in which a statewide curriculum was mandated. The State Board of Education Rules for Curriculum, Chapter 75 of the Texas Administration Code, is the resulting document. Sections of this document give specific information concerning the daily schedule for each grade level, in each subject area, and in each semester. However, the detailed "essential elements" of each of thirteen subject areas for each grade level form the largest portion of the document. When
this mandated curriculum became state law, it replaced all previous frameworks or suggested guides for classroom instruction.

This rather complex and comprehensive school curriculum reform was further complicated by another school reform effort. A special session of the Texas Legislature was called to address a wide variety of needs in Texas public schools. The resulting legislation has been interpreted by the appointed State Board of Education and the State Commissioner of Education, and published in a document of some 350 pages, titled House Bill 72 and Subsequent Educational Legislation: Comprehensive References and Explanations. Called the "Encyclopedia," containing the practical day-to-day application of this school reform legislation, this publication was distributed to Texas public schools in the fall semester of 1985.

Each of these two legislative school reforms is comprehensive in scope, and in many areas the two mandates work in congruence. However, there is at least one area of confusion and, perhaps, some ambiguity. Specifically, there are requirements in Chapter 75 for local history, community awareness, state history, and state geography at each grade level in elementary school, as well as in several required courses and electives in secondary school. Field trips to local sites to enhance these curriculum requirements must be limited, particularly in the secondary schedule. A class
cannot be missed more than ten times in the school year. This means that even if one teacher feels that an on-site visit is worthwhile, other teachers whose classes would be affected would have to agree that the off-campus visit would be part of the instructional plan for their classes, or the visit would have to be quite close to the campus to enable the students to be away for only one class period. Obviously, the school district policy concerning field trips, and the interpretation by the administration in the local district, as well as state interpretations, will affect the use of off-campus learning situations.

This confusion has made administrators and curriculum specialists uncertain in finding appropriate teaching situations and materials for these instructional requirements. Educators have been given little incentive to seek the kinds of "hands on" history and geography lessons that would give meaning to units of learning in local history. While texts and other resources for instruction in local history are limited in the normal public school repertoire, each geographic region of Texas has designated historic sites, parks, or museums, in which history, geography, and artifacts for the local area are featured. One guidebook for Texas museums lists 23 historic site museums, 79 historical museums, 91 historic building museums, 113 historic house museums, and 198 local history museums (34). Another guidebook, published for the Texas Parks and Wildlife
Department system, contains thirty-five parks with "history" in the title, scattered throughout the state (17). Yet the knowledge and use of these sites as resources for public school curriculum appear to be quite limited.

This study sought information based on the perceptions of public school administrators concerning conflict in House Bill 72 and Chapter 75. This information centered around the interpretation of terms such as "instructional activities," "time-on-task," and "off-campus tours;" understanding of the role of local historic sites and of historians and curators of the local museums; and a view of the use of on-site field trips or on-campus special events. School administrators were given the opportunity to demonstrate an awareness of the locations and resource situations within a reasonable distance of the school campus. The research also included information directly from the administrators of the historic parks/museums concerning their perceptions of the roles or possible roles of these parks/museums in the public school curriculum.

Recent professional publications in fields of geography, history, and education contain articles which illustrate mutual need and shared concerns. The February issue of The Professional Geographer contains five articles (13, 18, 19, 24, 29, 30) which express the importance of reinstating geography in the high school curriculum. An issue of History News, published by the American Association
for State and Local History, contains an article by Curtis Tunnell, Executive Director of the Texas Historical Commission, listing forty mini-trends in the field of state and local history (33). *Bringing History Home* has forty-four different ideas and projects in which local history can be used to enhance the curriculum of public school students (25). An issue of *The Phi Delta Kappan*, has an article in which the lack of knowledge of elementary future teachers concerning global location of several countries is noted (3).

These shared concerns of professional educators and historians, geographers, curators, and other specialists suggest attention is needed at this time. New mandates are coming from the Texas State Education Agency, interpretations are coming from the State Board of Education and the Commissioner of Education, and administrators throughout the state are seeking to comply with the reforms and enhance the educational process for students in Texas public schools (6, 7, and appendix C). This study focused on the perception of what is and of what could be. As one interested professional said, "Why should Texas children be denied learning about their heritage?"

**Qualitative Methodology**

This study was qualitative in nature. Qualitative research is appropriate for a project which seeks to dis-
cover and describe in great detail a complex situation within the context of the real world (2, 4, 5, 8, 20, 21, 22, 28). Although educational research has traditionally depended on quantitative research for useful and predictable information, there is an increasing tendency to find merit in the choice of qualitative research to solve problems in education (1, pp. ix, x). Differences in the two methodological approaches which should be considered in the selection process of research design are quite basic.

The most outstanding difference is the alternative purpose of the research approach. While quantitative research seeks to predict results and verify a theory, qualitative research seeks to describe and explain an existing situation or attitude in human terms so that theory may be developed. The purpose of the former is to be able to generalize about the future, while the purpose of the latter is to particularize concerning the present (22, pp. 19-43). Each approach can contribute to the broad field of academic inquiry with a proud historic tradition (22, p. 9, 19-22). Qualitative research has long been known to social scientists; however, only recently have educators begun to accept the advantages of this methodology to explain, understand, and improve issues and problems. The interest shown by some educators (1, 8, 14, 16, 20, 23, 35) illustrates the growing awareness of the approach. (A detailed description of the methodology of qualitative research is found in appendix D.)
WORKS CITED


CHAPTER 2

REVIEW OF RELATED LITERATURE

The focus of this research is to investigate the use of historic sites in the public school curriculum to enrich the study of local history, with implications for improvement as seen by the administrators of public schools and administrators of the local historic sites, parks, or museums.

The basis for local history in the curriculum of Texas public schools has been accepted in certain localities for many years. However, the development of the mandated curriculum, Chapter 75 of the Texas Administrative Code, clearly brings local history into the required curriculum for every school supported through the Texas Education Agency. There are 1,082 independent school districts and 10 common school districts in Texas, all supported by state and local taxes and subject to administration from the Texas Education Agency. The State Legislature passes laws concerning the public schools which are published each year in the Texas Education Code. The State Board of Education enacts rules that are the practical application of those laws or mandates, and communicates those rules to the administrators of public school as needed. The Commissioner of Education is the executive officer of the State Board of Education.
serving to investigate, advise, and enforce compliance with state laws and rules concerning public schools. Accreditation status is determined by the Texas Education Agency for all public schools, and for some private schools, based on compliance with state laws and rules.

For the past two decades there have been a number of positions advocating change and refinement of the curriculum of Texas public schools. In 1968, a report of the governor's committee on public school education, titled The Challenge and the Chance, was released (19). This was a study and report developed under a mandate from the Fifty-ninth Texas Legislature to study the status of public school education and recommend to the governor and the legislature a definite long-range plan. This study recommended that the State Board of Education formally adopt a set of goals for student development. In 1974 a report prepared for the governor's office recommended a curriculum model to achieve those goals. The report specified curriculum reform and competencies to be attained by students. The 1976 Subcommittee of Goals of the House Committee on Public Education, which was chaired by Representative Al Brown of San Antonio, was concerned with the quality of education in the basics for all children of Texas. The committee made these recommendations: specific definition of student achievement goals in reading, writing, and mathematics; increased accountability [from] public school
systems; and periodic measurement by objective means of student performance. Smaller classes and improved discipline were also advocated to improve student achievement.

A subcommittee of the House Committee of Public Education, chaired by Representative Wilhelmina Delco was charged to "study the feasibility of reforming and restructuring the public school curriculum. . . ." The efforts of this subcommittee resulted in a proposal to the Sixty-sixth Legislature, House Bill 921. It contained comprehensive changes in the state curriculum, including guidelines for school districts to follow in course offerings, and in the percentage of total hours of instruction. The issue of a "well balanced" curriculum was one of the concerns of the Legislature at this time. HCR 90 required that "desired elements" be included in a "well-balanced curriculum," and that a "well-balanced curriculum" should be determined. These concerns are taken from a report of the Texas Education Agency in 1980, "Prepared for the Statewide Curriculum Study (HCR 90, 66th Legislature)."

The Sixty-seventh Texas Legislature amended Section 21.101 of the Texas Education Code. The law, House Bill 246, repealed all previous laws requiring courses or subject to be taught and established a "well-balanced curriculum for each school district." The State Board of Education was charged to designate the essential elements of each subject and to require each school district to provide instruction
in those elements at appropriate grade levels. In order to be accredited, a district must provide instruction in the essential elements specified by the Board.

The State Board of Education's implementation plan included work sessions throughout the state in which educators of districts and higher education departments participated in making recommendations regarding the essential elements of a well-balanced curriculum. Advisory committees and public hearings provided further input, and the draft documents were made available to public school administrators and teachers in 1983.

House Bill 246 is the basis for State Board of Education Rule 75.1 through Rule 75.170, commonly referred to as Chapter 75 of the Texas Administrative Code, and contains the rules that apply Section 21.101 of the Texas Education Code as amended to all public schools in Texas. All State Board of Education rules are specified in Title 19 of the Texas Administrative Code (16).

Chapter 75 Curriculum contains eight subchapters which specify general provisions, graduation requirements, promotion requirements or alternatives, the description of time allotments for a well-balanced curriculum, and detailed descriptions of the approved courses for prekindergarten through twelfth grade, with the essential elements of each course specified or outlined.
The requirements for credit or promotion and of graduation are the mastery of these essential elements. There are several special provisions for the percentage of mastery required, or the time frame in which mastery must be shown; nevertheless, the progress of every student in Texas public schools is related to the essential elements of the mandated curriculum.

There are twelve subject areas or academic disciplines included in the curriculum. The kinds of resources that historic sites, parks, or museums offer are related to several areas, such as fine arts, social studies, economics, or vocational education.

Beginning with the prekindergarten level, "holidays that are culturally related" are listed in the essential elements (16, p. 8). In the listing from kindergarten to sixth grade, there are some fifty-eight items listed as descriptors that are clearly related to local history and geography (16, pp. 57-65). In the course descriptions for seventh and eighth grades, there are required courses for each grade that include a significant amount of local history and geography in the essential elements that must be mastered to receive credit. The high school courses are required on a slightly different basis. Requirements for graduation include two and one-half units of Social Studies, and there are four and one-half units of Social Studies offered as electives. Two of these, Advanced Texas Studies
and Advanced Social Science Problems, include several important components of local history and geography. Two of the required courses, United States History and World Geography, have an obvious relationship to local history and geography. Often there is much that can be used to teach the basics and to enhance the curriculum of the above required studies available through the facilities and personnel of local historic sites, parks, and museums.

**House Bill 72**

School reform in Texas is often referred to in terms of the Select Committee on Public Education appointed by Governor Mark White and chaired by H. Ross Perot, and the resulting report of that committee. That report is the mainstay of the school reform passed in a special session of the State Legislature in the summer of 1984. House Bill 72 immediately became the law, but certain parts of the law were phased in over the next school year so that it was entirely in place in the school year 1985-86. It altered only slightly the mandated curriculum described earlier and in no way affected the essential elements described here. The significant part of HB 72 for the local history component of Chapter 75 is the stringent requirement concerning time in the classroom. Class periods are defined with some flexibility in the elementary grades; however, class schedules must reflect a minimum of fifty-five minutes
for high school students and no less than forty-five minutes for junior high students. When sixth grade is part of junior high or middle school campus, the forty-five minute rule applies. Classes are limited in the number that can be canceled, even for a school event.

Texas Administrative Code, Section 97.113 states:

School districts shall not schedule or permit students to participate in any school related or sanctioned activities on or off campus that would require, permit, or allow a student to be absent from class in any course more than ten times during the 175-day school year (full-year course). Non-instructional school activities must be held outside of minimum 55-minute scheduled academic class periods in grades nine through twelve, forty-five minute scheduled academic class periods in grades seven and eight, and six hours of academic class periods in grades four through six, or be included in one of the six allowable shortened schedules referred to in Section 105.71 of this title (17, p. 236).

This part of House Bill 72, commonly called the "ten-day rule," is sometimes confused by the public and professionals outside of education with the absolute limit on unexcused absences placed on students (see appendix A). An unexcused absence has no relation to school trips or off-campus visits to historic sites. However, the ten-day rule has a tremendous effect on the attitude of public school administrators, because it clearly places the responsibility on the school to protect its accreditation status by not violating the rule and scheduling students for events that will take them out of class for more than the limit in a school year (see appendix A).
Administrators in districts across the state have interpreted the rule in different ways. Although several indications suggest a very strict interpretation, many principals and others feel that time spent in instruction need not be within the classroom walls to qualify as the scheduled academic class period. In this way some innovative field trips have been designed and successfully tried. However, if the value of off-campus trips or on-campus presentations was doubted by the policy makers in a public school, the provisions in HB 72 tended to have been used as an excuse to limit or prohibit hands-on experience with local history and geography.

**Historic Sites, Parks, and Museums**

The Texas Museums Directory defines museums as "organized and permanent nonprofit institutions, essentially educational or aesthetic in purpose, which exhibit objects with intrinsic value to science, history, art, or culture, and which are open to the public" (8).

Historic museums are the most numerous of the many types of museums that are listed in the *Guidebook to Texas Museums*, by Tyler and Tyler. The Texas Historical Commission lists a total of more than 600 institutions that are open to the public. The Texas Historical Commission also designates Historical Markers to commemorate historical sites, buildings and events, institutions, and individuals
whose achievements are significant in the history of the state (6, p. ix).

In a recent journal (14, p. 73) Amanda Stover, Executive Director, Texas Association of Museums, writes that Texas has more museums than any of the other states except New York and California. She notes than the majority are small history or historic house museums. Despite the prevalence of museums, she laments that there is a lack of understanding by the public of the role and mission of museums. Museums often operate on limited budgets. This affects the opportunities of museums to exercise and expand their role and mission. Stover explains that the organization of museums in Texas wishes to strengthen the cultural and intellectual fabric of Texas.

What is the role of historical sites, parks and museums in the education of citizens? An article in the journal, History News, published by the American Association for State and Local History (11), states that "more Americans go to museums each year than go to sporting events." Television fictional history is enjoying an increase in popularity as well. Still, when high school students are asked to rate the subjects offered in their secondary curriculum, history is often rated low, or even at the bottom of the required subjects. Indeed, not only does it appear that students do not enjoy the subject, neither do they retain basic facts of history or geography to which
they have been exposed throughout elementary and secondary school lessons.

Hirsch's book (9) has received national attention by reporting the lack of general knowledge in this area. The paradox of popularity of the subject of history in optional, adult/family/student situations, such as historic parks, is contrasted with the poor response in the school setting. Concerned educators, museum personnel, and school professionals then might question whether the poor rating of history and geography is related to the method of presentation in high schools, rather than to the content of the subject matter.

The question becomes twofold: why do people choose to go to museums, and what is the role of museums in the educational plan of the public? A related issue is the question, what are the implications for public school administrators in terms of possible interaction with museum professionals in planning programs?

A symposium was sponsored in Massachusetts in November of 1986 to examine the changing roles of museums regarding the function of teaching American history. The symposium was attended by academic historians, public school educators, historic-site administrators, museum professionals, and media producers. Looking at the teaching of history from a number of perspectives, the conference participants identified some common concerns, such as the paradox of
rising museum attendance and active historical preservation movement versus the general ignorance of the public about history (10). History in schools is often taught as "busywork" and is not presented in the interesting and meaningful way that the artifacts, festivals, and historical museums can present.

Teaching methods revolve around lecture, reading, and writing methodology, whereas the museums and historic sites can evoke the feelings and responses that relate to memories of one's own past, of stories heard from older family members, or bring to life the otherwise dead past. The excitement of dealing with the lives of real people, whether in reading a journal of a gardener of the early seventeenth century, studying the accounts of a merchant of an early trading post in a mountain-pass town, or reenacting a trial of a murder of a beautiful young girl who became involved with a river-boat gambler, suggests that true stories can be stranger and more fascinating than fiction.

Finn and Ravitch point out the shallowness of the Hirsch report but reveal a grave concern about the lack of knowledge and understanding of high school juniors in the United States (7). They recommend that we need more history and literature at every grade level, and that geography should be an "integral" part of every history course. Further, they say "It would be wonderful if all parents read
to their children, talked with them, and took them to museums. . . ." Part of their "prescription" reads:

> Expert assistance in the teaching of history and literature ought to be obtained from libraries, museums, historical societies, universities, and other organizations (7).

Not all museums are small local museums. National Historic Parks numbering some 337 "embrace the finest of the American heritage" (23, p. 24). The National Park System tended toward a preponderance of historic units many years ago. The Antiquities Act of 1906 allowed the nation to protect its great prehistoric ruins and monuments. "Revolution and Civil War battle sites have become part of our park system. But it was the Historic Sites Act of 1935 that first established a national policy, a program for self-awareness" (23). The Historic American Buildings Survey, the Historic American Engineering Record, and most recently, the National Historic Landmark Program records and designates significant historical buildings and sites. In 1966, the National Historic Preservation Act greatly expanded the National Register of Historic Places and established the Advisory Council on Historic Preservation (see appendix G). There are six significant sites in Texas: two are natural landforms of historic value, and four are significant for only historical reasons.

The State of Texas, under the direction of the Texas Parks and Wildlife Department in Austin, administers the
state park system. There are seventeen state historical parks, nineteen state historic sites, and four state historic structures. These parks are scattered throughout the state. There are approximately six historic sites or parks identified in each of the six regions in the book *Texas Parks, A History Guide* by Ray Miller (see figure 2). Many of the state parks have regular programs in which the local public school participates. For example, one park has regularly scheduled demonstrations of spinning and weaving in which the elementary students have "hands on" experiences when the tour of the facility is set in advance.

Many museums in Texas and elsewhere have begun to take artifacts and demonstrations to the school campus of interested educators. Three recent editions of the journal published by the American Association for State and Local History reported such programs. These in Pennsylvania, Connecticut, and Kansas are indicative of a national trend for museum staff to seek to go into the schools with programs (3, 10, 11).

Many museums or historic sites have "living history" demonstrations scheduled on a regular basis during times when many visitors are expected. The living history in North Carolina's Old Salem is an example (13). The colonial life-style of the restored town within the city of Winston-Salem features costumed women and men living and working much as did the original residents of the Moravians in the
Another better known colonial living history museum is that of Williamsburg, Virginia (15). One living history museum or exhibit in Texas is found in the Lyndon B. Johnson State Park and National Park, the Sauer-Beckmann Farmstead where rural life of the early 1900s is interpreted in living history demonstrations (18).

The Smithsonian Museum, an institution supported by federal taxes, has become involved in a "Museum-School Partnership" program in Texas (see appendix C). The Educational Service Centers of Region XVI and XVII along with several museums of the Panhandle area of Texas are beginning an eighteen-month effort to foster a meaningful relationship of shared concerns of public schools and local museums or historic sites. The first meeting was held in May of 1988 in Amarillo. Clare Cuddy, Education Consultant of the Smithsonian, explained that the first regional workshop was developed in 1976 at the request of teachers of Lancaster, Pennsylvania. In 1980 the Smithsonian began working with various areas as a catalyst to bring about a working partnership with museums and schools to "celebrate the resources of the local community" (conversation with Clare Cuddy by researcher, June 8, 1988). Implied in this concept is the importance of "a strong relationship between the historical museum and the local school district if that objective is to be achieved" (1).
Barriers to the cooperation needed are perhaps a "lack of understanding of the institutional needs of school board members, of administrators, and ... of teachers" by the museum curators and education directors of the local historic sites (1). The primary way that museums are involved with school students is the traditional field trip, but in times of fiscal conservatism and pressure to return to the "basics" the board and administrators may feel that trips are "frills" that can be limited or eliminated. Often, even when classroom teachers are insistent on the value of a particular field trip, the attitude of the administration and school board is such that the teacher feels discouraged in making the trip an integral part of the instruction program.

Many museum personnel in Texas have made themselves available for in-service presentations, for open house in the museum for school personnel, for on-campus visits and presentations, or for information for classroom activities before and after an on-site tour of the historic museum. The relationship between schools and museums is thus strengthened, but still suffers from a lack of consistency in Texas.

Officials in public schools who make decisions concerning the use of local history in the curriculum, who encourage on-campus museum staff personnel, and who provide the framework in the budget process as well as in
instructional planning for on-site visits to museums and to historic parks, need to understand the educational rationale for utilizing community resources to meet the local history requirement in the mandated curriculum. Is there an acceptable rationale for these kinds of instructional activities? If so, does this rationale stand up to careful scrutiny?

In other words, what is the function of the public historic site in the instructional program of the public school? Two important sources give insightful answers to this question in terms of sound educational theory and practice. The first, The School and Society, authored by John Dewey (5), presents the educational philosophy of one of the early thinkers on American education. The second, Sometimes a Shining Moment: the Foxfire Experience, by Eliot Wigginton (22), is a testimony to the practical application of the philosophy of the first author. The first has stood the test of time and the second the test of success in modern times.

Eliot Wigginton, who started the Foxfire project with ninth- and tenth-grade students in Rabun County, Georgia in 1966, still teaches English there today at the new consolidated Rabun County High School. Students in "Wig's" English classes, as part of their language arts curriculum, continue to produce Foxfire Magazine and the Foxfire book series. Royalties from the sale of the books are directed back into
the educational program to pay salaries and expenses involved in offering at the high school some sixteen additional experimental community-based classes ranging from television and record production to photography, folklore, and environmental studies (21).

John Dewey compares the students' interest to "uninvested capital, a strong motivating force that can contribute to learning. . . ." In a later book, *Experience and Education*, published in 1938 (4), Dewey explains that his ideas had "reformulated" with the experience of the progressive lab school at the University of Chicago between 1916 and 1938, and he expresses the conviction that there should be no choice between traditional and progressive education, not "either/or but both are essential" (4, p. 10). He does not agree with the attitude of some that pupils should be docile, receptive, and obedient. Nor does Dewey advocate activity for the sake of activity only, but "there is an intimate and necessary relation between the processes of actual experience and education" (4, p. 20).

In his account of the Foxfire experience in Georgia, Wigginton credits much of his attitude to the writing of John Dewey. Wigginton explains that although he had studied Dewey as an undergraduate, the message did not take on meaning until he faced the practical daily problems of teaching. Taking Dewey's wisdom concerning activity, experience, and motivation for students, Wigginton was the
force behind the evolution of one of the best examples of using the local history, geography, and community to give meaning and value to otherwise unmotivated students. The Foxfire phenomenon is a matter of record and is an ongoing program that is a model for educators everywhere (22).

The relationship between the activities that local history can offer through the historic sites and museum personnel and the needs of the school should reflect the understanding that these kinds of activities are desirable to the school decision makers, not as a diversion but as an important part of the basic curriculum. "How shall the young become acquainted with the past in such a way that the acquaintance is a potent agent in appreciation of the living present?" asked Dewey some fifty years ago (4, p. 23). Yet the need for meaningful experience in the education process is still controversial. Dewey further stated that the selection of experiences is the "central problem of education" and emphasized the importance of a continuum of planning, of discrimination between experiences that are worthwhile educationally and those that are not" (4, pp. 27-30).

Dewey further states, "The difference between civilization and savagery . . . is found in the degree in which previous experiences have changed the objective conditions under which subsequent experiences take place." Then, he explains, if roads that have been built as a sign of
civilization, were taken away, the human experience would relapse into a barbaric or primitive time. It is the responsibility of educators to utilize the environment in the process of teaching to the best advantage of the learner.

In the Foxfire experiment Wigginton used Dewey's attitude toward experience along with his own experiences to close the gap between natural ability and student curiosity. However, as Wigginton clearly states, while the model that has been successful in Georgia may or may not be appropriate for other teachers, the process of careful planning, of constant reevaluation and of student involvement has proven to be a positive direction to take for many other educators (22, pp. 199-286).

Summary

A recent article in Educational Leadership quotes Art Costa:

In history . . . a teacher might choose a topic not only because of its historical importance but also because it causes students to consider original sources, evaluate the adequacy of data, and distinguish fact from opinion (2).

These comments from a recognized educational leader add to the wealth of literature from history and geography expressing concern about the quality of learning in these important areas of the public school curriculum (3, 12, 20). This seems to be a growing concern, judging from the results
of two ERIC searches conducted by the researcher. The first, in May of 1987 resulted in no articles that were directly on the subject described. The second search, conducted as was the first, in the Information Science Library of the University of North Texas, yielded some sixty articles in the international data bank but none in Texas. These articles were reviewed, but are not cited in this report. Typical subjects of the sixty articles were as follows: museum personnel who visit the classroom, archeology projects for sixth graders, concern about the geography in the high school curriculum, and local community projects.

It seems that the needed partnership between schools and museums is beginning to be reflected in the literature. This is indeed an indication of the challenge ahead.
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5. ______. The school and society. Chicago: University of Chicago Press, 1900, Chapter II.


19. The challenge and the chance, Governor's Committee on Public School Education. Austin, Texas, 1968.


CHAPTER 3

METHODOLOGY

Introduction

This study was focused on the degree to which the professionals who administer public schools and those who manage public museums, historic parks, or sites agree in their perceptions of the roles of these sources of local history in the educational programs of the schools. To obtain this information, a sample was selected, an approach to scheduling persons to be interviewed was determined, an interview protocol was devised, proper equipment to record and transcribe the interviews was obtained, and a reasonable time frame was determined.

The qualitative methodology of research is appropriate for this study which seeks to describe an existing reality, rather than to test, predict, or verify a theory. The descriptive process is valuable for educational issues, using observation, perception, and participation in the natural setting to focus on various aspects of a problem. Definitive generalizations are not the usual result of qualitative research; however, insight and better understanding are often found, with implications for improvement
and more research forthcoming. (See appendix D for a further explanation of qualitative research methodology.)

**Pilot Study**

The rationale for conducting a pilot study to field test the interview process is well documented in the literature. Some of the reasons include the following: permits preliminary testing; provides ideas, approaches, and clues not foreseen; provides a thorough check of the planned procedure; reduces errors; saves time and money; gives researcher feedback; and offers experience which may benefit the main study.

In this pilot study four professionals were interviewed on tape. Two of these were directors of local museums. A prepared questionnaire (appendix F) was used and shared with one director and a structured, but more conversational, approach was used with the other. Essentially the same topics were covered in each interview. In the first interview traditional demographic questions were asked first.

Demographic questions set a formal tone for the interview, which may not be desirable. Some experts of qualitative research hold that the controlled, conversational interview is the best for several reasons. The interviewer-researcher is actually in control but appears not to be. The flexibility and informality lends to an atmosphere of
trust and naturalness. This mood tends toward the object of descriptive research—a truthful interpretation of reality (11).

The second museum director who was interviewed in the pilot study was much more informative. The friendly environment was not broken with "name, date, and serial number" information. That information is known to the researcher, is documented, and is not needed to authenticate the tape. In oral history projects, where numerous interviews are held by many interviewers, the name and information given at the beginning of the tape is necessary and purposeful (as in Lake Ray Roberts Project, see appendix E). In a controlled, selected sample, such as this study, the researcher made a studied decision to keep the interviews conversational and informal in tone, while controlling the core information covered, with such leading comments as, "That is so interesting, but to get back to the school program..." For the main study, the demographic information was obtained through records, a secretary, or informally on the telephone before the recorded interview.

The pilot study also included two interviews with school administrators. One is an assistant superintendent in a large suburb in which the school district included two incorporated towns. One town has a local museum in an old farm house very near the administration offices of the independent school district. The other town is in the
process of developing a historic park, and has obtained a stone "dog-trot" house, which may be the oldest standing house in the county. This administrator is interested in developing a partnership with the two local museums. The interview was informative and valuable to the researcher in the development of the study.

In a nearby district, a growing town near two cities, the director of instruction of the elementary schools was interviewed. In this interview, the researcher realized the overt danger of bias, when the administrator expressed the idea that the only really good historic site in Texas is the Alamo. The neutrality desired from the researcher was lost in the natural reaction of one who has been both student and teacher in many informative and enjoyable field trips, from elementary level to graduate level content, within twenty miles of the school office in which the interview occurred (some 210 miles from San Antonio). This experience was valuable to the researcher in preparing for answers to which one would like to react but must not.

Overall, the pilot study was informative and worthwhile. The questioning technique was improved, the neutral attitude of an objective study was realized, and some perspective of the attitudes of museum professionals and school administrators was discovered. An interview protocol was refined and used by the researcher in the main study.
(appendix F); however, the questions were asked in a conversational, informal atmosphere.

Sample Selection

The first question in the design of this study involved the selection of the sample. Purposeful sampling was appropriate in this study. Purposeful sampling is a strategy used for research that is intended to describe specific sites with in-depth, detailed information. The study described a few typical situations, seeking information that can be learned by intensive research of selected samples. In this type of sampling, there can be no attempt to obtain generalizations from a small random sample to the larger population (9, pp. 100-101).

Since the study is focused on public schools and historic sites in Texas, the "rich internal diversity" (5, p. 1) must be considered in selecting the sample. Texas is more than simply vast in distance. In physical geographic characteristics the state represents some of the continent's major landforms (7, p. 17-19). The diverse physical environment is also illustrated on maps showing vegetation and other natural resources.

Even more striking than the contrasting physical characteristics of Texas are the cultural contrasts. Meinig noted, "The special interrelationship of people and place
through time has made this a state of singular interest" (7, p. 17). Jordan observed the formal

. . . plurality of Texas . . . a border province, where are joined Anglo-American and Latin American; the Bible Belt and Roman Catholicism; South, West, and Midwest; plains and mountains, forest and prairie, farmer and rancher, urban and rural, humid subtropics and desert (5, p. 5).

This "confluence of cultures" (5, p. 69) would be expected to have an impact on attitudes toward citizenship, heritage, and the importance of local history. Also, the time and money required for school travel in parts of the state is a constant deterrent for extracurricular activities in public schools. Thus, the selection of samples in this study needed to account for these cultural and physical considerations.

In the selection process the researcher made a deliberate decision that distance and inconvenience would not determine the location of the sample sites. Convenience is found to be "the most common . . . and the least desirable" (9, p. 104) sampling strategy. The decision to travel to the school districts involved and to conduct the interviews in the natural setting is well grounded in the literature concerning descriptive research (1, 3, 4, 8). This decision did, however, influence the time frame for the project.

The decision to select sites that demonstrate the physical and cultural contrasts of Texas was based on the conviction that the place in which different attitudes and
programs are found is significant. The importance of place is illustrated in the novelist Eudora Welty's award winning novels and articles in which she explained, "place is where a writer has roots" (10, p. 57). Kennedy refers to the importance of place for most novelists (6). Place is often crucial to an understanding of history, and place is the critical concept in the study of geography. So place, as the study of local history in the school curriculum, is part of the dynamic that should be considered in selecting sites for investigation.

Sites

The purposeful, strategic sampling process in this study involved a careful consideration of several powerful characteristics illustrated across the State of Texas. The first consideration was of population. The size of a school district (enrollment) and the population of the town, city, or area in terms of citizens of all ages could be significant in the attitude of the local school toward the use of local historic sites or museums in the school program. Therefore, six sites, including one of the seven largest school districts in enrollment in the state, four schools with varying enrollments, and one school of less than five hundred students in the entire district were chosen. The enrollment and number of campuses for each site selected are presented in Table 1.
Table 1.—Enrollment and number of campuses for sites

<table>
<thead>
<tr>
<th>Site</th>
<th>Enrollment</th>
<th>Campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1,225</td>
<td>3</td>
</tr>
<tr>
<td>II</td>
<td>512</td>
<td>3</td>
</tr>
<tr>
<td>III</td>
<td>15,391</td>
<td>28</td>
</tr>
<tr>
<td>IV</td>
<td>5,364</td>
<td>9</td>
</tr>
<tr>
<td>V</td>
<td>1,519</td>
<td>3</td>
</tr>
<tr>
<td>VI</td>
<td>48,653</td>
<td>50</td>
</tr>
</tbody>
</table>

The historic ethnic settlement and population of the area served by the school district was also considered in the selection process. Texas is populated by people of various backgrounds and in whose daily life there remains much of the evidence of this influence of background.

Several major groups have migrated into Texas in the some two hundred years of settlement. The Indian tribes found in the area when settlers from the United States came into the frontier were varied. There remain today only two Indian Reservations in Texas. Neither of these Indian groups are considered native to Texas. However, one group has traced its history in the state at least four hundred years. Although there are few citizens of Texas who identify totally with an Indian tribe, many of today's Texans claim some degree of Indian heritage. Another major migration movement into Texas included many of those whose primary
Indian heritage was of the so called "Five Civilized Tribes" of the Southeastern United States. As pioneers came into Texas from the Lower South and the Upper South the Anglo-American population of Texas became characteristic of the far eastern, piney woods, and of the north central and plains areas of the state. The settlers from the Lower South brought another ethnic group, as some of the slave population of the plantation economy was transplanted in Texas where river deltas would allow cotton to grow. Much of the Black population of Texas entered the state in this way. However, there are some areas where the Blacks were brought directly from Africa to Texas, and places where freed slaves bought land and became farmers in the late 1800s. Other groups came directly from European countries. Spanish explorers followed years later with Spanish culture via Mexico settled in parts of the state. A significant German migration entered the state on the Gulf of Mexico coast and were settlers in the Texas Hill Country. This "confluence of cultures" has resulted in a state that remains a study of "internal contrasts [more] than the mystique of unity" (5, p. 2).

These contrasts would possibly have deep influences on the attitudes of citizens toward their local history and concerning the importance of teaching the students in their local schools about that heritage. For that reason, six sites were chosen that are representative of the major
cultural influences in the state. Two sites were chosen because of other factors. One, to represent the some thirty military forts established in Texas by the United States government in the days of the frontier. The other represents a settlement area of more recent times, includes a site of historic interest in Indian resistance to the civilization of Europeans, and portrays the economic impact of oil and ranching on the character of the state. The commonality of the six chosen sites is of places in the state that are extraordinarily interesting.

In order to protect the interviewees in the sampling, a method of grouping several counties on a location map was used. Tables 3, 4, and 5 are based on information relating to these counties. The shaded counties on the map in figure 1 show the general geographic area of Texas, without identifying the specific site. Two to five counties are used in each location and are grouped on the demographic/geographic table to illustrate that the sites are representative of different population areas, of an array of natural environments, of the historic ethnic groups of Texas, and various industrial or economic influences in the state. In other words, the complex physical and cultural geography of Texas is well represented in the selected samples (7). See appendix F for other maps that illustrate this distribution across the state.
The ethnic and economic factors considered in making the selections of sites are noted in table 2.

Table 2.--Ethnic and economic characteristics of sites

<table>
<thead>
<tr>
<th>Ethnic Characteristics</th>
<th>Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Major Hispanic</td>
<td>*</td>
</tr>
<tr>
<td>Minor Hispanic</td>
<td>-</td>
</tr>
<tr>
<td>Major German</td>
<td>-</td>
</tr>
<tr>
<td>Minor German</td>
<td>*</td>
</tr>
<tr>
<td>Major Black</td>
<td>-</td>
</tr>
<tr>
<td>Minor Black</td>
<td>*</td>
</tr>
<tr>
<td>Minor Indian</td>
<td>-</td>
</tr>
<tr>
<td>Minor Czech</td>
<td>*</td>
</tr>
<tr>
<td>Minor Irish</td>
<td>*</td>
</tr>
<tr>
<td>Major Anglo</td>
<td>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economic Base</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Oil</td>
<td>-</td>
</tr>
<tr>
<td>Farming and ranching</td>
<td>-</td>
</tr>
<tr>
<td>Tourism</td>
<td>*</td>
</tr>
<tr>
<td>Government</td>
<td>-</td>
</tr>
</tbody>
</table>

* Characteristic present.
- Characteristic not present.

Source: *Texas Almanac*, 1987. "Major" population characteristic is one-third or more of population; "minor" is less than one-third, but a significant portion.

The scattered traits answer any concern that the amount of participation and cooperation evidenced in a site might be a function of ethnic background or economic inclination. In order to protect the privacy of the participants and the local districts, the sites are included in a cluster of two to five counties in the information given in this report. The method of this clustering and averaging of generic
information is explained above. The abundance of museums, historic parks and sites in the state is shown in figure 2. Thus, the distance to a recognized site for study of local history is stable in all selected samples.

Table 3.—Demographic and Geographic Description of Sites

<table>
<thead>
<tr>
<th>Texas Counties</th>
<th>Pop.</th>
<th>Area (sq. mi.)</th>
<th>Altitude (feet)</th>
<th>Rainfall (inches)</th>
<th>Weekly Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goliad</td>
<td>5,600</td>
<td>859</td>
<td>63-242</td>
<td>33.79</td>
<td>$298.77</td>
</tr>
<tr>
<td>Victoria</td>
<td>75,500</td>
<td>887</td>
<td>38-205</td>
<td>34.29</td>
<td>334.50</td>
</tr>
<tr>
<td>Refugio</td>
<td>8,700</td>
<td>771</td>
<td>7-78</td>
<td>33.76</td>
<td>315.86</td>
</tr>
<tr>
<td>Bell</td>
<td>27,300</td>
<td>880</td>
<td>87-422</td>
<td>28.90</td>
<td>273.19</td>
</tr>
<tr>
<td>Karnes</td>
<td>13,400</td>
<td>753</td>
<td></td>
<td>31.93</td>
<td>267.19</td>
</tr>
</tbody>
</table>

II

| Gillespie      | 15,500| 1,061          | 1,477-2,241     | 27.45             | $234.97     |
| Blanco         | 5,300 | 714            | 978-1,801       | 34.39             | 272.47      |
| Bandera        | 8,900 | 793            | 1,175-2,185     | 28.82             | 262.37      |
| Kendall        | 14,000| 663            | 1,159-2,011     | 30.39             | 248.86      |
| Kerr           | 34,600| 1,107          | 1,524-2,303     | 29.75             | 257.41      |

III

| Tom Green      | 96,700| 1,515          | 1,717-2,480     | 17.53             | $311.29     |
| Irion          | 2,000 | 1,052          | 2,084-2,725     | 21.33             | 373.30      |
| Sterling       | 1,600 | 923            | 2,167-2,623     | 19.00             | 301.91      |
| Runnels        | 12,500| 1,056          | 1,628-2,301     | 21.85             | 249.01      |
| Coke           | 3,600 | 908            | 1,758-2,608     | 20.48             | 306.10      |

IV

| Randall        | 85,600| 917            | 3,158-3,748     | 20.16             | 302.79      |
| Potter         | 107,200| 902            | 3,047-3,824     | 20.28             | 348.93      |
| Deaf Smith     | 20,400| 1,497          | 3,789-4,362     | 17.37             | 256.09      |
| Armstrong      | 1,900 | 910            | 2,829-3,512     | 19.98             | 265.89      |
| Castro         | 10,300| 899            | 3,731-3,942     | 17.72             | 246.16      |
Table 3.—Continued.

<table>
<thead>
<tr>
<th>Texas Counties</th>
<th>Pop.</th>
<th>Area (sq. mi.)</th>
<th>Altitude (feet)</th>
<th>Rainfall (inches)</th>
<th>Weekly Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marion</td>
<td>10,200</td>
<td>385</td>
<td>168-379</td>
<td>44.83</td>
<td>$243.41</td>
</tr>
<tr>
<td>Harrison</td>
<td>57,900</td>
<td>908</td>
<td>168-417</td>
<td>46.19</td>
<td>373.41</td>
</tr>
<tr>
<td>Cass</td>
<td>30,600</td>
<td>937</td>
<td>219-486</td>
<td>46.90</td>
<td>335.06</td>
</tr>
<tr>
<td>Upshur</td>
<td>32,700</td>
<td>587</td>
<td>225-685</td>
<td>45.74</td>
<td>279.60</td>
</tr>
<tr>
<td>Morris</td>
<td>14,700</td>
<td>256</td>
<td>268-537</td>
<td>46.12</td>
<td>371.38</td>
</tr>
</tbody>
</table>

V

| El Paso       | 545,000 | 1,014 | 3,582-7,192 | 7.77 | $287.07 |
| Hudspeth      | 2,600   | 4,566 | 3,492-7,484 | 7.86 | 267.72  |

Source: Texas Almanac 1988-89.

Table 4.—Typical Geographic Characteristics of Sites

<table>
<thead>
<tr>
<th>Site</th>
<th>Average Area (sq. mi.)</th>
<th>Altitude Range (ft.)</th>
<th>Average Rainfall (in.)</th>
<th>Physical Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>830.0</td>
<td>7-422</td>
<td>32.53</td>
<td>costal plain</td>
</tr>
<tr>
<td>II</td>
<td>867.6</td>
<td>978-2,303</td>
<td>30.16</td>
<td>hill country</td>
</tr>
<tr>
<td>III</td>
<td>1090.8</td>
<td>1,628-2,725</td>
<td>20.03</td>
<td>central plains</td>
</tr>
<tr>
<td>IV</td>
<td>1025.0</td>
<td>2,829-4,362</td>
<td>19.01</td>
<td>panhandle caprock</td>
</tr>
<tr>
<td>V</td>
<td>614.6</td>
<td>168-685</td>
<td>45.96</td>
<td>piney woods</td>
</tr>
<tr>
<td>VI</td>
<td>2790.0</td>
<td>3,582-7,484</td>
<td>7.82</td>
<td>desert and mountain</td>
</tr>
</tbody>
</table>

The grouping of two to five counties in the location map and the demographic/geographic table is to protect the identity of persons interviewed. Areas and population figures are given in sums and in averages. However, in
regarding the logistics of students visiting the sites, and of museum/site personnel making presentations on the campus of a nearby school, only the literal miles within that county, and only the literal number of sites with national or state designations are considered. For this discussion, table 6, Historical Sites Within the County, is displayed. The number of square miles within the county is rounded to the nearest 100, and historical sites are listed by number under the heading "Texas Historical Markers, Historical Museums/Buildings/Historic House Museums," with the number of State Historical Parks, National Parks, and National Landmarks shown.

Table 5.—Typical Demographic Characteristics of Sites

<table>
<thead>
<tr>
<th>Site</th>
<th>Average Population</th>
<th>Range of Weekly Wage</th>
<th>Ethnic Population Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>26,100</td>
<td>$267.19—331.50</td>
<td>Spanish</td>
</tr>
<tr>
<td>II</td>
<td>15,660</td>
<td>$234.97—272.47</td>
<td>German</td>
</tr>
<tr>
<td>III</td>
<td>23,280</td>
<td>$249.01—373.30</td>
<td>upper south</td>
</tr>
<tr>
<td>IV</td>
<td>450,080</td>
<td>$256.09—348.93</td>
<td>lower midwest and upper south</td>
</tr>
<tr>
<td>V</td>
<td>292,220</td>
<td>$243.41—373.41</td>
<td>lower south and Black</td>
</tr>
<tr>
<td>VI</td>
<td>273,800</td>
<td>$267.72—287.07</td>
<td>Hispanic and Indian</td>
</tr>
</tbody>
</table>
Figure 1. Map of Texas showing county areas from which sites were selected.
Fig. 2. Historic sites in Texas.
Table 6.—Identified Historical Sites in Counties where Interviews Were Held

<table>
<thead>
<tr>
<th>Interview Site</th>
<th>Approx. County Area (sq. mi.)</th>
<th>Texas Hist. Markers</th>
<th>Hist. Museums</th>
<th>State Hist. Parks</th>
<th>National Landmark/Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>900</td>
<td>15</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>II</td>
<td>900</td>
<td>20</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>III</td>
<td>1,500</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>IV</td>
<td>900</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>V</td>
<td>400</td>
<td>10</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>VI</td>
<td>1,000</td>
<td>10</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Interviews**

The primary source of data was open-ended, in-depth, probing interviews. These interviews were recorded with the permission of the participant. Each interview was then transcribed verbatim for careful study. Each transcribed interview was summarized, and this summary, along with the complete transcription was sent to the participant for verification. A response was provided for comments, corrections, and signatures from the interviewees. In this way some of the danger of researcher bias was controlled.

There is a protocol of the interviews which was followed (see appendix F). However, an informal conversational tone was achieved in every case. This approach allowed the participant maximum opportunity to provide information as long as the interviewer stayed focused. In this aspect of the research process, the travel time and expense was a positive factor, in that the interviewee and interviewer
were well aware of the value of the interview and its purpose.

To schedule the interviews the researcher first contacted the superintendent of schools in the independent school district. In four of the six schools, an appointment was made with the superintendent for the time that the researcher requested. In each of the two schools in which the superintendent was not available, his office was instrumental in arranging appointments with other central office staff. After making an appointment with the superintendent or central office staff person, the researcher contacted the director or curator of one of the recognized historic sites or museums within the area of the school district. These appointments were made, and the trip was planned. While talking to the superintendent or his representative, the researcher asked about other school administrators or teachers with whom the researcher should, in that person’s opinion, schedule an interview. Usually the superintendent simply called the person on the telephone and asked if the researcher could see him or her immediately. These interviews followed the protocol but were informal, conversational, and informative.

Descriptive research with a participant observer often finds primary data in unplanned routes or sources. This method is both acceptable and productive. "Ethnographers can plan ahead of time the course of their investigation in
the most general sense" (9, p. 38). An example of interesting information obtained through planned flexibility is the data included in interviews with two members of the two most numerous minority groups in the state. One, a man of Hispanic heritage, attended a "Mexican school" in south Texas. The other attended a typically poor, rural Black school in east Texas. These interviews rendered some of the most potent information concerning the value of "roots" in the community and of local history as part of the program in the public schools. In the same way, two volunteer historians who have been very active in the establishment of significant historic sites in their localities were interviewed. These people are retired school teachers. Each is involved in local historical projects and supports fully the notion that the school children of Texas need to be aware of the heritage of the state.

In the entire study, there were thirty recorded interviews, resulting in several hundred pages of transcribed interviews, field notes, curriculum materials, and local board policies that relate to field trips or resources used by the local district to include local history in the school curriculum. The number of interviews by site and administrative position is as follows:

1. Site I
   a. Superintendents: 1
   b. Assistant superintendents: 1
   c. Local school board members: 1
   d. Historic site administrators: 1
2. Site II
   a. Superintendents: 1
   b. Principals: 2
   c. Teachers: 2
   d. Museum educational curators: 1
3. Site III
   a. Superintendents: 1
   b. Principals: 1
   c. Teachers: 2
   d. Historic site administrators: 1
   e. Historical society members: 1
4. Site IV
   a. Superintendents: 1
   b. Assistant superintendents: 1
   c. Principals: 1
   d. Museum educational curators: 1
5. Site V
   a. Assistant superintendents: 1
   b. Principals: 1
   c. Teachers: 1
   d. Local school board members: 1
   e. Historic site administrators: 1
   f. Historical society members: 1
6. Site VI
   a. Superintendents: 1
   b. Assistant superintendents: 1
   c. ESC consultants: 1
   d. Museum educational curators: 1

The number of museum staff compared to the number of school personnel may seem disproportionate, but that is not the case, for in every instance there are many more administrators or teachers involved in decisions of the local district than are involved in the programs of the local historic site.

Detailed description, natural setting, and participant verification are known to minimize the problem of external reliability. Use of unstructured interviews (8, 9, 11) provides the maximum flow of information and tends to contribute to internal validity. As previously discussed,
interviews were made by appointments several days in advance with only the top administrators of the schools and of the museums facilities. There was no preparation of the interviewee for the subject matter; the topics were not mentioned in the contact for appointments. In this way the natural, unprepared information was protected and was therefore more spontaneous. Each participant had the opportunity to correct or revise data before the analysis procedure was complete.

The flexible design of the naturalistic research process is no less rigorous or exacting than other research designs. It is incumbent upon the investigator to remain alert and inquisitive throughout the data gathering and data analysis phases of the study (8). It is necessary that the investigator "be fully prepared to look for unanticipated perceptions arising from the data" (8, pp. 12-13).

There was a carefully maintained audit trail kept and retained in this research project. The audit trail is a safeguard in providing a way to retrace the investigation and the results or to replicate the investigation in another setting. Either would be possible with the present study.

Use of documentation such as museum visitor lists, volunteer training booklets, curriculum materials, school activities developed by museum staff, and local policies as outlined in local board policy was studied by the researcher
to verify the information given in the interviews (2, p. 14).

Internal reliability was addressed with the use of validators for the data and summaries. The "accuracy and comprehensiveness" of data is a concern of qualitative researchers (1, p. 43). The closeness of reality or "fit" between what is recorded and what has occurred is the measure for consistency with different observers. Six professionals were able to assist in the study. These included a consultant with an educational service center, a public school superintendent, a director of recreation and parks for a city, a college history professor, a classroom teacher, and a member of a neighborhood preservation organization. None of these professionals are involved in any part of the research, nor are they related in any way to the school that employs the researcher or the university of which the researcher is a student.

The validators read and commented on the material. Each found the summaries to be fair and truthful renditions of the interviews. Each added insight to the use of local history in the public school curriculum as he evaluated the accuracy of the summaries. These comments have increased the perspective of the study and are filed with the verifications. The procedure was utilized to assure that the researcher had made an accurate summary of the responses for each interview.
Minor suggestions were made and used so that the internal reliability was increased. In the same way, the collaboration of professionals in positions of responsibility validate the study as a descriptive research project, with strong implications for future studies and further research.

Data Analysis Procedures

Verbatim transcripts of the probing interviews, summaries of these interviews, field notes, memos, written documents from the institutions visited, all pertinent information relating to the sites and the interviews was collected and categorized. Recurring patterns were noted, and information was compared and contrasted as seemed appropriate (3).

As described previously, the respondents were given the opportunity to make corrections or suggest changes in the transcribed and summarized material. There were no suggested changes, only a few family or Spanish names that were corrected in the returned information. Respondents expressed encouragement to the researcher, as this information was another point of contact, thus adding to the richness and friendly atmosphere of the research project.

Summary

Information from this descriptive research study tends to be "discovering" not "testing" (3, p. 102). Relation-
ships and possible interactive results are portrayed in tables and charts to inform the reader. At best the earliest birth of a theory concerning the role of historic sites in the programs of public schools may emerge from the study. However, no theory was tested or proven. As Glaser and Strauss point out, the skills and sensitivities of the analyst are highlighted in this kind of study (3, p. 103). For the researcher, the analysis began as the first contact for an interview was made, and continued throughout the study. Thus, the analysis marks a beginning, not an end, to the inquiry, serving to bring the need for more study to the attention of professionals in both the areas of public schools and of public museums or historic sites.
WORKS CITED


CHAPTER 4

ANALYSIS OF DATA AND FINDINGS

Introduction

In-depth interviews were employed to gain the perspective of administrators and others in public schools, and of directors, curators, and local historians associated with historic sites located within the school district. Six sites were selected across Texas, representing cross-cultural factors, different geographic regions, and various populations in terms of wealth and density. Conversations were tape-recorded, transcribed, and examined for areas of agreement and concern. The researcher sought a sense of direction for the future and implications for programs to enrich the study of local history in the public schools.

There were three basic research questions: (1) What is the function of a public historic site in the instructional program of the public school? (2) To what extent do educational administrators and administrators of public historic sites agree regarding the role of historic sites in the curriculum? and (3) How do educational administrators and administrators of public historic sites, parks, or museums believe that these sites can be more effectively incorporated into the school curriculum?
This is an important area of concern for both public school professionals and for historic site professionals. The mandated curriculum in Texas includes local and state history in all grade levels of the elementary and in several required and elective courses in secondary levels. It states that museums or historic parks/sites are essentially educational or aesthetic in purpose and are seeking ways to establish or enhance partnerships with schools in ongoing programs (see appendix C).

**Interviews**

In selecting the six sites for interviews, the researcher sought to compare the attitude toward local history and cooperation between schools and local museums, historic sites, or parks in different parts of the state. If some ethnic groups value heritage more than others, if wealth or the economic environment is a strong influence on local resource, if population density is a controlling factor, then the study should be reflective of these variables.

Interviewing at each site was approached in the same manner so that the people selected to be interviewed would not unduly influence the study in one location or another. Appointments for interviews were made via telephone prior to the on-site visit with the superintendent or his designated representative in each public school, and with the
administrator or education curator of the museum or historic park/site. Within the interview process with these officials, suggestions for further interviews were solicited and obtained. Thus the connection between those interviewed was based on the perception of the administrators of the public schools and of the administrators of the museums or historic parks/sites.

Altogether, thirty interviews were conducted, tape-recorded, and analyzed. Of the thirty interviews, there were twenty who were affiliated with public schools, nine in central office administration, nine campus level educators, and two board members. The ten people who were associated with historic sites were professional museums curators or directors, or volunteer members of historic commissions or societies. Several of those interviewed could be classified in a different category because of recent changes in status. For example, several of the volunteer members of historic commissions were former teachers, and one of the board members interviewed was a retired secondary principal. Nevertheless, the classification of interviewees is designed to help understand and present the data and is as correct as possible.

The interview process, the on-site visit, and the review of documents and other information associated with each location provided a basis for comparison of the different selected samples across the state. The similarities
and differences of the classifications of interviewees provide interesting contrasts as well. Each site will be discussed in this chapter, followed by a summary of attitudes and perceptions demonstrated by the interviewees in terms of the role each represents.

Sites will be identified by Roman numerals, I-VI, for discussion purposes. The selection process and general location is described in detail in Chapter III. Sites were chosen to represent geographic, ethnic, and demographic variables in Texas. The selected samples extend from the far west to the far east, and from the Panhandle area to the Gulf of Mexico. Ethnic populations of Texas are well represented, with Indian, Spanish, German, Anglo, and Black descendants, remnants of the United States military fort system, and economic settlement patterns forming the basis for the selection process. Variations in population of schools and of comparative wealth of school districts were the other factors included in the selection of sites.¹

Central Gulf Coast/Site I

Among the low hills of the coastal plains, in the open brush country a few miles inland from the Gulf of Mexico, a Spanish presidio with a walled courtyard, a chapel, and four bastions breaks the horizon. A short distance away, the

¹Descriptions of geographic areas of Texas reported were taken from references 1, 2, 3, 5, 6, 9, 10, 11, and 12.
natural terrain is again broken with a bell tower of a large mission silhouetted against the sky. Appearing as they did in the early history of Texas, these structures bring visitors a sense of stepping back two hundred years or more to the time when European explorers came onto the coast and nearby territory to stake claims.

This region was important during several periods of history. La Salle's French colony was established in the area in the late 1600s. The Spanish searched for Fort Saint Louis for several years, but found only the burned and looted remains in 1689. The native Indians, the Karanakawas, had destroyed the fort.

In 1721 a Spanish military installation, or presidio, was established to protect the territory. Within the presidio a small chapel provided a place for the soldiers to worship. When the Spanish decided to Christianize the Indians, a large mission was constructed a short distance away. However, the Indians refused to live within the walls of the mission or to be dependable servants for the priests or military.

An important period in Mexico's history is celebrated here. A monument honoring the birthplace of Ignacio Zaragoza, the general in the Battle of Puebla, a Mexican victory in 1862, stands near the presidio. This significant battle is celebrated in "Cinco de Mayo" fiestas in Mexico and parts of the United States.
The historic sites and museum buildings of this region are associated with several important aspects of the Texas Revolution in 1836. Sam Houston, Jim Bowie, and others were here during the war for independence from Mexico. Nevertheless, the hero most associated with this area is James Fannin. Fannin and some 400 Texans were captured near this site, marched to the presidio, and shot by the Mexican Army. Their bodies were burned and buried in a mass grave.

During the colonial period German, Czech, and Irish Catholic communities were settled in the county. A community of freed slaves was established after the Civil War. Presently, the European communities, the Hispanics, including descendants of both Spain and Mexico, the freed-slave community, and protestant-Anglo settlers from the nineteenth-century United States make up the population of the region.

These various groups interact. According to the superintendent interviewed, they "act as a moderating force on each other. We have a good relationship ... we are involved ... in several events throughout the year. We are not trying to teach anything to anybody except an awareness of Texas history and the culture of the community. This is a cultural heritage that we do not feel we can afford to let our children grow up without. We feel very strongly about getting our youngsters involved."
The influence of the various ethnic groups on the school program is illustrated by the five Spanish classes and one German class offered in a relatively small high school. This administrator then described the scene at an annual Christmas celebration downtown in which Spanish carols are sung on one corner, German carols on another, and carols in English on still another corner of the courthouse square.

The superintendent continued by describing the parades and special celebrations in which the students participate. The entire community is active in civic events, and there is some blending of interests. The high school band, other campus organizations, and many individual students are encouraged to be a part of the activities.

Another central office administrator described the active role of the personnel associated with each of the historic sites: "We have an advantage that other schools do not have . . . if there is a field trip, [the director or the educator curator] will come in first and speak to the children. House Bill 72 means that they have to have the essential elements, and they do."

The superintendent stated, "We encourage field trips without mandating." The director of instruction added, "We do have to be careful that we do not overlook the use of those facilities out there. If a teacher is new, we, the principal or myself, might have to encourage, but for those
who are here for awhile, well, it just becomes a part of you and your program."

Teachers in this school system are encouraged to use both the state park facilities and the National Historic Landmark in their planned activities. Several craft days, using volunteers to demonstrate weaving, candle-making, soap-making, and other pioneer arts are planned for the district elementary students each year. Participation is planned so that each grade level has a special activity in one of the local historic sites.

Participation in the programs offered by the presidio and the mission was verified by the director of one of the sites. He described the very large area of some ten counties that is served by the sites, and the level of interest shown by the school districts in those counties. The director mentioned the restrictions he has noticed since House Bill 72 was adopted. Many private schools come to the site annually, but there is a difference in the number of public schools making on-site visits.

"We are doing more . . . outreach presentations. In my lectures . . . if I can just give some credence to the historical drama that happened here. Principals are the key to what is involved on their campus. I feel that the school districts are working . . . to bring into their classrooms the resource people that can give their students an insight," the director said. he continued by describing the
process through which he prepares a group to visit the site or makes a presentation to a class that will not be able to leave the campus. "I ask the teachers what period of Texas history they want. I have an Indian heritage . . . and I love to do that. I bring along artifacts. Or if they are studying the Spanish colonial mission period . . . I like to tailor for the class . . . whatever they are studying, we focus on that."

The sites in this area also sponsor "living history" week-ends. Volunteers come, dressed in the appropriate clothing, eating the food of the period, using tools and weapons and, in every way possible, reenacting the scenes from history realistically. "Our historical calendar highlights significant events through Texas history, the Spanish colonial, the Mexican Republic, as well as the Texas Republic era. That is a great teaching device." The director explained that some of the living history personnel do go into the public schools in the area. "Of course," he continued, "we invite [the students to come], because the best way to enjoy the history is to be at the site."

An interview was held with a member of the local school board. He is Hispanic, his parents held dual citizenships in Mexico and the United States. He spoke with pain of the years during which he was enrolled in the "Mexican" local school. "We were taught to speak English. That was the main thing at school yet we would come to town, and we
would be told that we were Mexicans and we had to go through
the back door, or wait to be served, or sit in a different
part inside of the theater." He continued by describing the
many changes he had experienced, and his personal dedication
to the betterment of the community and the quality of life
for the children.

He also serves as one of the directors of a society
that "deserves the credit for perpetuating" the Mexican
culture. Being active in special events and celebrations in
the community, this native of the area described how his
parents had come from Mexico and had valued their citizen-
ship in both Mexico and the United States. This man is
continuing the tradition of loyalty to both cultures, with
concern for offering opportunities to young people. For
example, the local Hispanic organization sponsors a fiesta
which raises money for a scholarship for "members of our
race."

"I have a son and a daughter. I brought them up speak-
ing English. . . . Now they speak Spanish like an Anglo,
with the broken accent." He noted, "I teach them the cul-
ture, the customs, the heritage, where they come from. I
remind them everyday. Hopefully they will pass it on to
their children and grandchildren. But their first duty is
to this country."

The level of cooperation and success in including local
historic sites, parks, and museums in the curriculum was
evidently very high in this school district. the positive attitude of the superintendent was echoed by the director of instruction, teachers, the board member, and personnel associated with the state part mission complex and the presidio. Both on-campus presentations, off-campus trips and activities are not only allowed but encouraged by the staff of the historic sites and by the local school district. The level of cooperation demonstrated by the multicultural celebrations is an asset to the community as well as an enhancement for the school student.

**Hill country/Site II**

This region of low, rugged hills is, perhaps, the most beautiful in Texas. Scrub oak and small junipers stand gnarled along the rivers and streams as rocks protrude along the hilly terrain. Many wild flowers bloom among the fields and pastures, and the area is famous for the profuse bluebonnets that bloom in the spring each year.

The earliest human inhabitants of the area were nomadic Indian tribes. The Tonkawas, Apaches, and Comanches swept across the area, becoming adept at riding the horses brought to Texas by the Spanish explorers. Nomadic when left alone, hostile when crowded, these Indians of nineteenth-century Texas reluctantly moved west as the white settlers came.

During the Spanish reign in Texas, grants were given to other Europeans interested in colonization. A group of
German nobles obtained the rights to bring colonists to the Fisher-Miller Grant in west-central Texas as a profit-making enterprise. Political upheaval in Germany, combined with the promise of abundant farmland in Texas attracted over seven thousand German immigrants to the Hill Country of Texas in the mid-1880s. Because of the hazardous journey from the Gulf coast port to the original land grant, and some question of rights to that land, settlements along the route became the destination of the majority of the German farmers.

Several towns were established in the area. Examples of German architecture and craftsmanship, modified by the Texas environment, are evident in the homes, barns, and other buildings of the towns, as well as in the rural countryside. Intensive farming, with cattle, sheep, and goat herding give evidence of the agricultural tradition of the area. German language, customs, and symbols continue to be important, although somewhat detached from European Germany of modern times.

The birthplace, boyhood home, ranch, and grave site of former President Lyndon Johnson are part of a state park and two national parks in this area. A living history exhibit of a German farm of the turn of the century, a hotel on an old stagecoach route, a scenic river, and a pioneer museum are examples of sites that are available for educational field trips and related on-campus lessons in the region.
Teachers and administrators of two public school districts were interviewed relating to the several historic sites, museums, and exhibits of the area. The responses obtained reveal a variance in attitudes and perceptions relating to using local history in the public school curriculum.

The superintendent of one of the school districts described the hill country town as, "quaint, attractive, and charming." He said, "Most people who live here are steeped in history anyway. So if you're not careful, you will get a burnt-over area. I think in many cases when you live in the middle of a place . . . you take all that for granted." He explained that many of the students had already seen the historic sites/parks. "Field trips are appropriate on Saturdays. You can take a sack lunch, and those who are truly interested will be there . . . I think we are doing about as much as we can . . . the home has some responsibility in some of these situations too."

One high school principal talked about the German heritage of the area. "The landowners are the old families that have been here a long time. They have German roots." He described the recurrence of the same German family in the enrollment of the small school. "They are not brothers and sisters, they are cousins," he explained.

When asked about field trips to the state and national parks which honor Lyndon B. Johnson, both of these admin-
istrators explained that the citizens usually vote for the opposing party, and although many of the area people remember the family and can tell stories about them, the historical value seems tied to political preference. Thus the parks are more popular for recreational events than for educational or learning experiences. "I hate to admit this, but I've never been through ... [the park] ... [You] go out and maybe, travel a long way to see something else. You know, there is nothing really special that we do in regard to President Johnson. Well, you ignore the things in your backyard," commented one principal.

The superintendent asked this question, "Do you understand that most youngsters are more interested in going to San Antonio to the mall or to Austin to the mall than they are in local history?"

There was more interest in local history expressed by the principal of K-7 school. Even though he described short trips and local historian or park service personnel visiting classes, at least three times during the interview this administrator stated, "Probably, we don't use [the park] as much as we should. The teachers feel like they have got to cover so much material just to cover the essential elements in the curriculum. ... I think that House Bill 72 has had a lot of good things in it, but teachers have felt pressured.... They spend so much time just preparing and
This frustration was expressed by one of the two seventh-grade teachers interviewed. Referring to an on-site activity that could have augmented a successful classroom experience, she said, "Last year I intended to, but time just caught up with us . . . our time just slipped away."

The successful activity involved using county survey maps charted with original land grants/owners. Since the students of this area tend to be descendants of the original German settlers, at least seventy percent (the teacher's estimate) of the students could find their families on the maps. Student interest was high, but there was not time to go to the courthouse, some five minutes away, and see the deed records.

The other seventh-grade teacher interviewed was from a different school district. He expressed the same frustration concerning time. However, this teacher's response was quite different. He explained that he is personally committed to the value of local history. He plans activities with his students that benefit the local museum, that honor the early settlers and that retain or enhance the German customs of the town. For example, his seventh graders go into the cemetery and clean, repaint or repair the metal or stone markers; then they lay wreaths on the graves of the founders of the local chapter of Junior Historians. At
Christmas the German tradition of placing switches in the stocking is enacted in the classroom. A flag burning ceremony is held each year for anyone in the community who has an old flag that needs to be disposed of properly. A masked ball is held each year just before Lent, with the young people's dance held first, then the traditional ball for adults. He trains his students to host the tours for the local museum. Each year at Easter time, his junior high students help the pre-schoolers who come to "kinderfest" decorate cookies for that occasion. "A nice mess," laughs the teacher describing this activity.

However successful these activities are, the growing level of frustration is evident as the teacher explains that the time spent on these activities that occur after school or on weekends does not count toward his appraisal from his supervisor. "I don't think I should change because I'm reaching people on another avenue . . . that the textbook couldn't."

The lack of parental interest was also a source of frustration for this teacher: "... and even most of the parents don't appreciate . . . That day when we took the field trip, I was standing there when we got back, and you'd be surprised at the percentage of people who picked up their kids and didn't even acknowledge that I was there."

This teacher worked together with one of the local museum curators on a three-unit activity for the Texas
history class. Described by both as very successful, this project illustrated that lessons can be combined with trips and still be well within the guidelines of school reforms. The curator took models of different architectural features to the classroom for the first unit. Journals, books, and photographs were used as the students were taught the proper terms and definitions of building detail. The teacher and the curator also provided examples, such as bead-boards and board/batten materials for the students to handle.

In the second unit, students were taken on carefully planned driving tours in the immediate vicinity of the school. Tours were planned to be completed within the class period. Students identified different building types, periods, and materials. Then, in the third unit, the students visited the museum, and the evolution of that building was presented during a walking tour. The adobe walls, the milled siding added later, and other features were seen in context, as they had developed over time. Both professionals felt that the project was of great benefit to the students.

The curator explained how the building and its uses over the years had contributed to the history of the town and its people. It had been a hotel and a stagecoach stop, and was said to have been the last chance for a bath for travelers on their way to California in the mid-1800s. The curator touched a blade of grass in the old adobe brick and
exclaimed, "Think of touching history! Look at that! ... the old piece of grass, what a surprise. They were going to open up this room to make a long gallery. When the ball came through and exposed the adobe brick, everything came to a screeching standstill. But they had gone through at one point ... so they had to put in a door frame ... isn't that wonderful? And being able to touch the walls ... we exposed the names of the old stone masons ... and the kids can touch this."

Willing to work with the local schools in any way possible, this museum educator expressed disappointment that only the seventh grade Texas history students were regular participants in any museum program. The only other local student participation in the last school year, she explained, was from a fifth-grade class, which came unannounced on the last day of school. "It was not a planned learning experience."

Many changes and improvements have been made in the museum within the last decade. However, few teachers seem to be aware of the opportunities that are available only a few blocks from the schools. There are prepared materials for teachers, personnel for on-campus visits, and research facilities within the museum library. Some local high school students do come to the museum on Saturdays for help with projects. However, the curator estimated that at least
two-thirds of the local students have never been inside the museum.

In the two-county area surrounding the two school districts, there are several specific historic sites. Less than thirty miles from any of the school campuses there is a museum that honors the German pioneers maintained by local volunteers. There are two state historic parks operated by the Texas Parks and Wildlife Department, and there are two national historic parks, supervised by park rangers. The countryside surrounding these parks is replete with German farms with large stone homes and barns.

The national park that honors Lyndon Johnson contains several buildings in a natural setting including a dog-trot farmhouse (open hallway), a one-room school building, and the large ranch home, which was the presidential retreat when Johnson was in office. The ranch could be visited as a typical ranch in Texas of the 1960s, where barbecue picnics had become famous.

Yet, many of the learning opportunities were apparently missed by the students in the area. Administrators in both of the districts visited were quite negative concerning the parks, explaining that the political party that is strong in the area is not the party of Lyndon B. Johnson.

The attitude and perceptions of the administrators of Site II contrast sharply with those of Site I, where the level of interest in local history demonstrated by the
school administrators and by civic leaders seemed to solidify the local political situation. In terms of economic stability, neither site is particularly wealthy. These sites are similar in population density, and both have strong ethnic elements. One has strong elements of Anglo and Hispanic, with lesser elements of German, Czech, and Irish. The other is at least seventy percent German heritage. Strangely, it would seem that the purer ethnic group would foster a strong value for heritage. However, neither of the two seventh grade teachers interviewed felt that local history was valued in their districts. One is subdued by the pressure to teach a large amount of material, while the other is determined to share his enthusiasm for local history with his students, as "others have shared with me."

Yet the teacher who includes local history in his activities feels that he receives no credit or encouragement from his supervisor. He must take his personal time to go on field trips of more than fifty minutes. The superintendent feels that field trips should be on Saturdays, and that if a student wants to go, he will.

Far West/Site III

In this region of mountains and plateaus, with a major river and its fertile valley, prehistoric and historic Native Indians lived, first in a hunting and gathering existence, then in agriculture based villages. Some pueblo
towns developed but were abandoned between 1400 and 1500 A.D. Apparently climatic conditions and the availability of water influenced population shifts. Some evidence of irrigation using the river water existed even before the Spanish used canal systems in the area.

The Hueco Mountains, the Franklin Mountains, and the Rio Grande River were first seen by Europeans in the early explorations of the Southwest by Spanish explorers. In 1598 Don Juan de Onate claimed the territory for the King of Spain. Leading some 400 men, 130 families, 83 wagons and 7000 livestock, Onate and his expedition traveled through the mountain pass on the Camino Real through this region.

The Spanish attempted to convert the Indians to Christianity in the early 1600s. They constructed a small church made of mud and branches, and in a few years built a stone mission. The Pueblo Indians resisted the attempts of the Spanish priests and the military to change their way of life. In 1680 there was a revolt of the Indians against the Spanish. Many Indians were brought into the territory of Texas by the Spanish as they escaped the Indian war. The Spanish who settled in Ysleta del Sur had Tigua Indians with them. The first mission was flooded, and the second burned. The building that stands today contains a wall of the third building erected in 1740.

The Camino de las Misiones, or road of the missions, encompasses four towns, Ysleta, Socorro, San Elizario, and
Clint. Northwest of the area is the city of El Paso, and the southeastern boundary is rural agriculture countryside, with the Rio Grande farther south. A map of 1744 shows the river just to the north of the four missions; however, in 1829 one of the largest floods of the valley left the Rio Grande in a new channel to the south, thus placing the missions in the territory of Texas.

The language, material culture, religion, and traditions of the people are a mixture of Indian and Spanish, due to the occupation of the Spanish and the Mexican influence over the years. These Indians live on one of only two reservations in present-day Texas. Their history in the region can be documented for four hundred years. Leaders of the tribe believe that the pictographs found in the Hueco Mountains link with their prehistoric ancestors, dating their history in the area to thousands of years. The area of the Hueco Mountains and the Hueco Tanks State Park is the site of natural basins that trap rainwater. These life-sustaining cisterns were used by prehistoric man and pioneers moving west by wagon train. The Tiguas of Texas and of New Mexico believe that this area is their ancient hunting ground.

The small tribe of Tiguas are quite poor. Leaders of the tribe, and the reservation superintendent are making progress toward instilling pride in their heritage in the young tribal members. However, according to the tribal
superintendent, many of the adults are living on the reservation only because of the availability of free housing.

The Tiguas tribal leaders have attempted to use the interest of tourists to bring needed income to the tribe. A replica of a pueblo village has been constructed inside the tourist center. Tribal members perform the eagle dance and other ancient interpretative dances to sounds of native music made with drums and flutes. Indian pottery and jewelry are displayed, artifacts are contained in a historical museum, and traditional Indian food is served in the Tiguas' restaurant. Many tourists visit the center. Income from the Tigua Cultural Center is utilized exclusively for the benefit of the Tigua Reservation.

Adjacent to the cultural center stands the mission of Ysleta del Sur Pueblo, the focal point of this group which claims to be the oldest identifiable ethnic group in Texas. This mission was established in 1682 and is said to be one of the oldest continuously used churches in the United States. The inverted u-shape of the old white building contrasts with the vivid blue sky, as school children play on the mission school grounds.

Indian children of the reservation cannot afford to attend the private parochial school at the mission. The tribal superintendent said that no more than one Tigua family has enrolled children there. Instead the Tigua
children attend the public schools of the area. Because of the large Hispanic population, the Indians are not easily identified. A federal law (Title IV), provides instruction in the culture of the Indians; however, some of the Indian parents do not understand the benefits for their children and refuse this service offered through the public schools.

In an interview, one of the teachers of the Title IV Indian Culture classes explained that the parents of the students enrolled were often not very supportive. They do not seem to value their heritage, and some only seem to want the financial help that being part of the tribe offers. "It's really sad to say, but sometimes that is just the way things are." The elementary principal interviewed verified this opinion. One family in her school refused to be identified as Indian, preferring instead to blend with the Hispanic population. This principal, a member of the Black minority of the area, stated, "You really cannot tell that the children are Hispanic, but the mother does look Indian...you know, the strong bone structure in the face, quite beautiful!"

The Title IV teacher explained, "We are trying to keep our culture intact... We have the cooperation of the school district... They are getting involved. They have been excellent." He emphasized that the school staff worked with the Indian Cultural Center and the tribal government. This teacher continued by describing the interest of the
children in learning the Indian dance, music, and language. The youngsters seem to be enthusiastic about learning the Indian culture. They are eager to share with the other students who are not Indian, dress in Indian costumes, and perform for special occasions.

A central office administrator agreed that the district provides Indian culture through the Title IV program. The large Hispanic enrollment in the schools is regarded by the district administrators to be the minority that needs and receives attention. This deputy superintendent stated that the Tigua Indian children were served in the federal program and received no other recognition from the public schools.

The superintendent of schools in a nearby district of about two thousand students was interviewed. He explained that the enrollment is ninety-five percent Hispanic. Many of these children are from very poor families. This superintendent reported an enthusiastic endorsement of the value of field trips. With the large number of very poor students, off-campus trips take on added meaning. This administrator feels very strongly that these disadvantaged students need field trip experiences. "I have to take them places . . . I know that nine people are living in a dirt floor house only three blocks from here . . . I must let them learn more than the world they know."

The district "delivers the curriculum through a traditional structure," he continues. Bilingual education is
provided in grades kindergarten through sixth, and English as a Second Language in grades seven through twelve. A large vocational opportunity includes the option of riding buses into El Paso to enroll in a large variety of courses offered. The scores on standardized tests have improved by more than one hundred percent from 1981 to 1987. This superintendent stated that his students take field trips of more than one hundred miles, to an observatory and a space museum in New Mexico. Many trips are taken into El Paso to the zoo and the newspaper plants. "We work at it," he continues, "we will go anywhere that will help these kids." In reference to the school reforms and restrictions, this superintendent stated that he believed that limiting field trips is a distortion of the law. "I do not believe that is what the law is dealing with. But I'd go even if it were prohibited. These kids don't have a chance if the school doesn't let them have these experiences."

An elementary principal in the school district that serves the area that includes the Tigua Indian Reservation was interviewed. The elementary school had an enrollment of over one thousand, while the district enrolled nearly fifty thousand. In this elementary school, the Hispanic minority accounted for about ninety-two percent of the population. When asked about field trips and resources for teaching heritage to students in her school, this principal described trips to the local military installation, with its history
of artillery and weapons. There, "hands on experience" involved climbing around on a jeep. "Little emphasis seemed to be placed on trips that would emphasize the unique heritage of the Indian/Hispanic Southwest.

Some on-campus resources were arranged to bring the Indian/Hispanic heritage to the students. Folkloric dance groups are sometimes invited to celebrate Mexican special days. An Indian comes to the campus regularly, bringing traditional musical instruments, jewelry, or other artifacts, to speak to elementary students. Even though the Indian cultural center and reservation is only a few miles away, the limited number of field trips allowed each year apparently makes the teachers choose other sites for these trips.

A teacher of a gifted/talented class in this school was interviewed. She described two field trips taken in the previous school year. Her classes had visited the Heritage House Museum, and the Museum for Fine Arts in El Paso. She described the trips and how she related them to the local environment. The unique history of the area is presented in the first museum, and the art museum features the local area through the paintings and other art pieces displayed. Her sixth grade class of twenty-five contained twenty-three Hispanic students, but none who were identified as Indian.

The superintendent of the reservation was interviewed. He described the relationship of the Indian reservation to
the public schools of the area. "We have a pretty decent working relationship with the school district . . . We are pretty satisfied." He described the role of the staff in helping students succeed. "You can't just tackle some things that involve very few students and leave the majority of the students put to the side. We understand those things. We just want a little more interest [from local schools]." When asked if other schools came to the site of the reservation the administrator replied, "... Our cultural center . . . gets tons of school children every year, elementary and junior high, and once in awhile we get high school."

"This reservation is unique in the sense that it is totally within an urban area," he continued. Then he explained that if the Indians had lived in an isolated environment, it would have been expected that the religion and language of the traditional tribe would have been retained. In this situation, the Mexican culture was adopted, and that is understandable "since for the last 350 years Spanish has been an integral part of this tribe."

"It is always a struggle. The young people are coming. I think in another ten or fifteen years we will see a resurgence here of things that have been forgotten."

An interview was held with a retired teacher who is now an active member of the local historical commission. She related some the history of the area. She described some of
the historic sites, including the four missions of the Mission Trail, which is in the last stages of development by the West Texas Historical Commission, the National Park Service, the Tigua Indian Tribe of the Ysleta del Sur Pueblo, and others. This member of several groups that promote preservation and local history stated that there has never been any segregation of the Hispanic community from the white community. The mixture of ethnic groups in the early leadership of the community included many mixed marriages, intertwining the families of the early settlers.

The early missions and the settlements that have developed around those sites were described. The movement of the river in early floods was explained, as this historian pointed out that the missions were south of the Rio Grande at one time, but for many years have been north of the river, and therefore in the United States rather than Mexico. The San Lorenzo Mission is still in Mexico, due to the channel of the river.

An oral history project that was developed through one of the seventh grade Texas history classes was described. Limited funding and the restrictions of school reforms have ended the project. "You know, the rigid course of study that they must all turn the same page on the same day. But we can serve as an extra-credit type thing. They can do this. And some teachers . . . are much more liberal with their curriculum. I will go to any of the schools and talk
to the students. But the teachers say that they have so much that they have to teach that they don’t have time anymore."

"We have contests each year for seventh graders, with written reports . . . we had a Junior Historian Chapter for awhile, but it just pooped out . . . I think we do well to get to talk to the young folks for a little bit."

This site contained strong contrasts within the area served by several school districts. Interviews were held with administrators and teachers of the large district near El Paso, and with administrators and teachers associated with the Indian Reservation that is within that district. The superintendent of a nearby district was also interviewed. The contrasting attitude of the large district to the small district is clear. The socioeconomic level in both districts is quite low for many of the students. The large district restricts the off-campus experiences, discourages on-campus presentations, and seems to interpret the school reforms in House Bill 72 and the mandated curriculum to be restrictive. Limited funding seems to be a factor in this district as well. The small district, apparently because of the personal conviction of the superintendent, insists that the low socioeconomic status of many students enrolled in his district means that it is more, not less, important to expose the children to varied experiences and broaden their understanding of the world. This approach
seems to be effective, even in test scores which probably do not begin to measure all of the positive results of the trips.

Comparing the first three sites presents a complex picture. The first site contains two major ethnic groups and several minor groups and is not wealthy. A growing interest in tourism can be seen here. The level of cooperation between the groups is quite high. The second site has a major ethnic group of German heritage, with less influence from the more recent migration of other white or Anglo residents. The economic status is rather stable in this area. In the third site the Hispanic population seems to be an actual majority, although it is difficult to identify ethnic groups with the mixed families and the Indians of the area often blending into the Hispanic culture. The economic status, or lack of funding, is blamed by the large district for relatively few local history activities associated with the school curriculum. However, this attitude contrasts sharply with the small district only a few miles away in which the superintendent feels that field trips are part of the basic educational opportunities needed by the very poor children of his district.

**Panhandle/Site IV**

The physical appearance of the region which contains the fourth site is one of the most spectacular in Texas.
Located on the Cap Rock Escarpment of the High Plains, the topography includes level terrain contrasting with steep cliffs and colorful canyons. These striking variations in landforms were created over time by erosion. The most famous of the numerous canyons, the Palo Duro Canyon, is now a state park of some sixteen thousand acres.

One popular attraction in the park for many tourists and local folk is a musical production featuring Panhandle history, "Texas," written by Paul Green and performed each summer by West Texas State University. Nevertheless, the real historical drama of the canyon involves evidence accumulated over millions of years.

The oldest formation exposed in the canyon is the Quartermaster Formation of Permian age, which has surface features that appear to have been formed by the action of waves on a shallow sea floor. Other geologic evidence bears witness to the extension of an ancient sea into this area. Fossils which have been found here suggest that the area was once the swampy home of semi-aquatic reptiles and primitive amphibians.

The earliest human inhabitants of Palo Duro Canyon lived here about twelve thousand years ago. Hunting bison and elephant-like mammoths with stone weapons and living in the shallow caves and rock shelters, these early Indians found necessary natural resources in the canyon's streams and rocky cliffs.
More recent history involves some of the most intriguing eras in Texas' past. Early Spanish explorers traveled across the west searching for the cities of gold, the Seven Cities of Cibola. Francisco Vasquez de Coronado was likely the first European to view the canyon. It is believed that eleven Indian villages were prospering in the canyon when he and his men camped here during the winter of 1541. Other Spanish explorers and missionaries traveled into Palo Duro in the seventeenth and eighteenth centuries. Marked graves of pioneers as early as 1809 have been found, and the California Gold Rush later in the nineteenth century accounts for continual traffic through the canyon. Traders, called "comancheros," came from Santa Fe and Chihuahua to barter with Comanches for loot taken in raids of Anglo settlements and wagon trains.

The last chosen homeland of many of the Plains Indians were the villages in Palo Duro Canyon. In 1874 the final Indian battle in Texas was fought in the southeast corner of what is now the park. Chief Quanah Parker led the Comanches in defending their villages as the United States Cavalry led by Colonel Ronald MacKenzie of Fort Richardson burned their villages and shot their horses, forcing the Indians to leave Texas and accept life on the reservation in Oklahoma.

Soon after the Indians were forced to leave, Charles Goodnight established the first ranch in the Panhandle. This ranch was located on the canyon floor of Palo Duro.
1877 Goodnight formed a partnership with Irishman John Adair that resulted in the JA Ranch. This large ranch grazed some sixty thousand head of cattle on the six hundred thousand acre pasture in the canyon. Located now in nearby Quitaque, the JA Ranch is an example of the early large ranches in Texas that perpetuated the cattle industry of the Upper South into the Panhandle area.

Many of the fossils and artifacts that have been found in Palo Duro Canyon are preserved and displayed in the Panhandle-Plains Historical Museum. The museum contains reconstructions of ancient animals entombed in the canyon as long as 200 million years ago. Exhibits that depict periods from prehistoric times to the more recent history of the oil industry are included. The museum serves a number of surrounding counties, and several public school districts participate in the local programs offered by museum personnel.

Interviews with various administrators of one of the school districts in the area revealed enthusiastic attitudes toward the use of local history in the school curriculum. Our administrator, a superintendent, emphasized that the instructional program must include field trips, opportunities to extend the lessons to the real world, and the use of local resources to enrich the retention of learning for students. "You can teach from a book to a certain point, and after that you need to let the student see the applica-
tion or relevance of what you are talking about." Some of the resources available can bring a concept of reality to the students. For example, this superintendent explained that the planetarium show, which students in this district can attend as a school activity in the Harrington Discovery Center in a nearby city, includes a depiction of the sky as it looked at a given time to the Indians living in the villages in Palo Duro Canyon. "If there is something that is related to the lesson, we feel that it is worth expense, time, and effort . . . because it does . . . bring it to life for the students."

Another central office administrator in this district was also affirmative in his attitude toward the resources offered by the state park and the museum. "We not only allow but try to encourage our teachers to take advantage of local resources," he stated. He described the opportunities offered by the staff of the museum and the park rangers in working with teachers to meet specific needs. "They actually seek out opportunities to be involved in the school programs."

Field trips are also encouraged, but according to this administrator, are used "in varying degrees by different grade levels." He explained that the campus administrator is more involved than central office administration in coordination of on-site visits to the museums or historic parks/sites of the local area.
The education curator at the museum has become very "pro-active" in recent years, not only offering guided tours inside the museum, but also offering on-campus visits with artifacts for classroom lessons. The administrator explained, "One of their strategies is to put together an old trunk with different kinds of materials." These materials can be used in presenting lessons, providing items to be touched or manipulated by the students. The trunk shows are organized around a theme, for example, certain Indian weapons, or farm tools, or any implements associated with certain people at certain times. The trunks are prepared by the museum staff and presented by staff or trained volunteers.

This administrator also described regular special events held at the museum. One on-campus activity that was celebrated at one of the elementary schools in the district was "History Day." This was an all day event in which the essential elements were taught using museum staff and volunteers in cooperation with the school faculty and staff to provide meaningful learning opportunities for the students.

The principal of the particular school in which the "History Day" was celebrated was interviewed. She explained that she had contacted the education curator at the museum and arranged for various activities for the students at the elementary school. Many volunteers were needed, and the museum staff trained and arranged for the special day. "We
really didn't have any trouble, any problem integrating the activities in the time element of the day for required essential elements." Activities that involved the social studies, science, math and art were included. Reading was left intact, but all other areas of the curriculum were taught in the special program planned for that day.

"As far as cost to the district, the only expense was about twenty dollars for cream for the churning of butter. They had a supply of corn shucks for dolls, and some of the volunteers provided special materials for other projects. The museum staff was very gracious, and we were very pleased with the outcome."

Even though this elementary school principal and the teachers and staff were very supportive about this activity, and even though the superintendent and other central office administrators were quite positive about the value of using the local sites and museum personnel in the schools, there does not seem to be any participation in museum programs by the secondary schools. The principals and teachers on these campuses state that they are restricted by House Bill 72 and cannot visit the museum except during the one class period that pertains to the content of the exhibits or presentations. Apparently, the support of the central office administrators has not been conveyed to the middle school or high school principals. In the years since the school reforms have been in place, the participation of the Texas
history students and of other students on the secondary level in the local district has almost ceased.

The interview with the education curator of the museum reflects areas of concern and conveys the opinion that many students in the area are not receiving the benefits of the offerings of the museum and state park historical site through their school program. For example, the limits imposed by House Bill 72 were noted: "That is the reason the junior high and high school can't come, or so I'm told. But I have more junior high and high school coming from other districts. The time frame must fit with their schedules, and we have had problems on that." Budget problems within the museum have resulted in the museum closing on Mondays, and in a delayed opening time on other weekdays. This has also had an impact on the visits of the local district classes, limiting possible times for off-campus visits.

On-campus presentations have increased in recent years. Volunteers are trained by the education curator of the museum. These volunteers, called docents, are usually young mothers or retired teachers of the community who work in the museum. They conduct guided tours and go to schools through the outreach program, taking the "trunk shows" into the schools for classroom activities. There are guidelines which the volunteers and teachers must follow. For example, the teacher must be present in the classroom during the
presentation. The museum staff provides materials and suggestions for planning the presentation as part of the instructional unit. Even so, the curator laments, "I've got to be honest and say that I've been to a junior high and walked in and the kids have no idea why we're there. The teacher has taken a ski day, and has a sub, and they are not even on that chapter in the book."

The curator described the various attitudes of public school administrators in the several counties served by the museum. One, about two hours drive away, had been able to participate during previous years in the museum outreach program. However, the travel time and other budgetary considerations have forced the museum staff to stop going into the school. One teacher asked the education curator to attend a school board meeting. The teacher talked to the local board and convinced them that the museum visits were important. "That town is flowing here now. It is important for teachers to buck the administrators so that the kids can have these advantages," was her comment.

The successful "History Day" is an example of what administrators can plan and provide for students. "Give me enough time to plan . . . to get on my calendar . . . [the elementary school principal] . . . called months ahead. I had volunteers, gunfighters, buffalo hunters, men who took off work, and I had to have time to work with their employers."
The curator explained that this department coordinates all of the special events: Christmas events, Museum Day, the Week of the Young Child, and others. "We served 9325 in tours, and 13,278 in outreach last school year. . . . We couldn't do it without the volunteers. We have to make it come to life. The training takes six weeks, three days a week. Then they observe two tours."

The curator described the development of the trunk shows. "I'm very fortunate that the Junior League gave me grants . . . and I've been able to go to Oklahoma to the reservations and work with the Indians. I've been able to get them to make things for us, and they are very excited to do this when they know . . . they are preserving their heritage."

The problems that this curator indicated are problems of time and scheduling for secondary students, of budgetary problems in the days and times when the museum is open, and of turning away school groups for museum tours and outreach presentations because of lack of time and personnel.

Site IV has similarities to the first two sites in the aggressive, positive activities planned by the historic sites, park, or museum personnel for the local schools. Each of these three site directors or curators expressed frustration concerning limits they have experiences in reaching secondary school programs. Even though two of the three sites had quite a lot of support from the central
office administration of the district, the constraints of House Bill 72 and of the State Board of Education Rules for Curriculum were mentioned as limiting factors in participation in local history projects. The directors/curators of these three sites, and of Site III, stated that many secondary students enrolled in private schools visit their sites on a regular basis. It seems ironic that private school students have an advantage over public school students in the ability to participate in resources offered that are largely tax-supported. The strange effect is that the tax-supported historic sites, parks, or museums are enriching the programs of the private schools, while public schools struggle with limited taxes to provide meaningful programs for students but feel restricted by legislative mandates and state board rules concerning off-campus activities.

**East Texas/Site V**

Tall pine trees shade the shallow ponds and gentle low hills of far northeast Texas. Considered to be an extension of the Old South, or Lower South geographic region of the United States, this area was settled during the western migration of American citizens into the frontiers in the nineteenth century. The familiarity of piney woods, sandy soils, mild climate may have influenced early pioneers in the selection of new homesteads. Certainly, the building types, the place names of towns, the major religious groups,
and many other patterns of early settlement show a clear relationship to the Lower South states of Georgia, Alabama, and Mississippi.

Historically, human population of the area has been based on farming, supplemented with small animal hunting and fishing in the natural streams or small lakes. Even the artifacts found in the mounds associated with Caddo Indians of prehistoric times give evidence of a people who lived a sedentary life. The population of the Caddos at the time of Anglo influx is not known, but there was no Indian barrier to homesteaders in the 1800s.

The first settlers were largely poor planters from the Lower South, whose households did not include slaves. After the Texas Revolution and legalized slavery, more large plantations were transplanted into Texas, especially along the rich river deltas. Statehood came in 1845, and until the Civil War, the plantations flourished. After 1865, many freed slaves stayed in the area to join with the poor whites in subsistence farming. The Black population is often equal or larger than the white in this region.

Although there have been several resources that have contributed to the economy, industries have had little lasting impact on the basic culture of the area. River transportation was used by the early cotton producers. Railroads were built in the 1870s and used to transport goods. The dense natural forest was the basis of commercial
lumbering before the Civil War, and there are still some paper mills and lumber products in the local picture. The oil boom of the 1930s brought in oil and gas wells, as well as some manufacturing of pipes and drilling equipment in the area. However, the basically agrarian lifestyle has not been altered significantly over the years of human occupation.

Many families, both black and white, have lived in the region of Site V for five or six generations. Although the industries mentioned above may have altered family income for a time, the basic status of the old-time residents has remained stable for a century and a half. The Antebellum South is valued by many and accepted by others. Traditions are deeply ingrained, but mutual respect and support were evident during the interviews.

One interview with a central office administrator revealed several approaches used by the school district to enhance the curriculum with local history. This administrator cited example projects. Third graders covered the essential elements as they took a river ride and learned about the log jam that made the river navigable. High school students are encouraged to do field research in local history, resulting in award winning essays. The relationship of this kind of primary research and local businesses or small industries was pointed out, "It is amazing what people would loan and let them look at . . ." Several
surrounding school districts also visit the historic sites in the town, improving the local economy. The administrator emphasized this fact: "East Texas is a depressed area economically . . . but you can look at our tax receipts . . . and that is nothing but tourism."

This central office administrator expressed the view that, "if the principal will really push . . . we can take advantage of things . . . here in town." One principal who does make the effort to take advantage of local history was interviewed. She is the principal of the kindergarten-third grade campus. Even with such young students, her obvious enthusiasm was evident. The principal stated, "We have a very unusual heritage here . . . we try to highlight our local curriculum and take it into other areas." She continued by describing how local artists enriched the on-campus presentations as they described local architecture and sketches of the local Antebellum homes that are featured in the annual tour of buildings. Several field trips were described. The focus on Black history, featuring local families, was included in the emphasis on the unique heritage of the students.

This principal had taught in the high school in previous years. She pointed out that the "antebellum, old-South theme has been featured in the school yearbooks. School favorite pictures are usually taken in one of the old structures in town. The new high school was designed to fit
the theme of early Texas, patterned after a building that was used for secondary students at the turn of the century."

The importance of the high school Junior Historian Chapter was noted by the elementary principal. The young students are encouraged to serve as "interns" of the Junior Historians, thus beginning an interest that continues. The entire student body is included in the civic activities: "They are very much involved in the community. They have seen these buildings all of their lives, and then to find out that there is a history associated . . . we've got pride. No question, if they are started young and made to feel a part . . . it is a tremendous help. One thing I want to do is to make school fun. . . . the potential, it's unlimited."

The interview with the teacher/sponsor of the award winning Junior Historian Chapter revealed a surprising fact. In years past, there had been some conflict with the former high school principal, so the sponsor had removed the chapter from the auspices of the school. He explained that a former principal had not been cooperative with the activities of the chapter. Several years ago, the sponsor had formed a non-profit corporation with the students who were over eighteen years of age. It has since operated outside of the school system. The membership is made of students, and apparently, the Junior Historian Chapter is generally thought of as being part of the school.
In the last ten years, the sponsor and the students have presented "saloon shows" during the time of the tours, have purchased and partially restored a building, won national awards for primary research and essays, and earned more than a hundred thousand dollars. The restoration has been done during the weekly Sunday afternoon meetings, and involves the students, their skilled family members and friends, or others who are willing to help the project along.

After such positive interviews with two administrators in the district, it was surprising to learn that the school and administrators have not always been enthusiastic about the possibilities of local historical interest. However, there was no mistaking the attitude of this teacher, who has created a belief in the students and the community that the school students belong in the civic historical activities.

For example, in discussing the award-winning essays, this teacher said, "They are not going to get ahead of me on the history . . . but they have gone beyond me on English. We have started going to . . . professors at [colleges and universities] for help . . . I have had forty to win at the state level."

Another interview conducted at this site was with a former principal who is now on the local school board. This Black former administrator served as the principal of the Black high school during the years of segregation, and as
the assistant principal at the time of integration. "We never had any real trouble. Of course, some of the children had to make some adjustments, but really, both races had known each other, and our families had known each other, and there were not any of the real problems that you heard about in other parts of the country.

"We celebrate Black History Month in February. June'teenth . . . is in the summer, and there are picnics and so forth. Last year we had a few meetings and decided to ask Alex Haley, the author of *Roots*, to come. We went to work, and . . . it was a good time. We had a reception . . . there were a lot of white folks who came too."

The spokesman for the local museum was a man of about the same age as the Black board member. His obvious pride in the hospitality of the town, and particularly in the museum was evident. He voiced some concern that the recent interest in tourism would result in the town becoming a "tourist trap. That would be terrible . . . we don't want to be any part of that. What we try to do is make people happy and . . . just as if they were visiting in our homes. We think that makes a difference. We feel like keeping the admission at a dollar for adults and fifty cents for students, then a young family with several can . . . We don't have to make a profit. We have benefited by certain endowments."
The library is an important part of the museum. Papers, books, and documents are archived there, and can be used by local citizens as well as by the high school students who are involved in research for the Junior Historian essays.

The interest in area schools is shown by the large number of school groups that visit the museum. An administrator told the Museum Society that because of school reforms, instructional guides would be needed. Volunteers have been trained and are ready to conduct tours if the schools will make arrangements in advance. The only time that a guided tour is not possible is during the annual tour of homes. Visitors in the town number around ten thousand during that weekend, and the volunteers are usually busy with other activities.

Two of the most positive aspects of this site in the use of local history for the students in the public school are the very active Junior Historian chapter and the participation of students in the annual tour of homes. The last interview at this site was with a volunteer member of the local Historical Society who was described as the "Guiding Light" of the very successful annual tour.

When asked how the tour was begun, she told this interesting story: "We had started having dogwood trails, and maybe opening a home to have tea for visitors who came. One year Mother Nature did not cooperate, and we had no dogwood."
So on the spur of the moment, the Garden Club ladies decided that they would open some of their homes. This was about 1946. ... I don't think that we can attribute it to one person's dream. It more or less grew like Topsy. ... We seemed to be in a natural setting. The idea of historical restoration was just beginning to stir in Texas."

She continued, "The schools got into the act early, because we had a parade each year ... and we encouraged the children to take part in the parade and to learn to be hosts and hostesses. The children looked cute, mine too, and they became involved from the time they knew anything about it. So when [the Junior Historian Chapter began] these children had been schooled in it. There is a wealth of material here for them to write about."

Many very positive aspects of cooperation were illustrated in Site V. The superintendent was not formally interviewed but revealed in a short conversation that he is very supportive of the use of local history in the school curriculum. The central office administrator who was interviewed was equally positive, explaining that he is a member of the museum board as well. The elementary principal was, perhaps, the most determined administrator in the entire research study, in terms of instilling the value of local history and heritage in very young students of public schools.
The optimism of all who were interviewed is striking. New school buildings are in use, civic projects are successful, and the general feeling is one of cooperation and mutual benefit for the community.

**Frontier Fort/Site VI**

In the early 1800s the American government removed some eighty thousand Indians from their homelands in the southeastern United States. These "Civilized Tribes" were placed on reservations. However, the Indians of the Plains, the Apaches, the Kiowas, and the Comanches, and others, continued to raid and attack until about 1880. Military posts were established to keep peace and to protect the white settlers and western bound wagon trains.

With statehood, several of these posts were placed in Texas. When Texas seceded in 1861, the posts were occupied by a small number of Texas Rangers, but the Indian raids continued. After the Civil War, the Union troops returned to the Texas frontier posts. Conditions were poor, with supplies short and equipment outdated. Some forts were abandoned, but a good water supply influenced the establishment of a new fort on the South Plains.

Several Union Army heroes of the Civil War were assigned to this Texas post, and a cavalry unit of Black soldiers was transferred here in the mid-1870s. This regiment, known as "Buffalo Soldiers," protected stations along
the Butterfield Stage Route. Toward the end of the nine-
teenth century the danger of Indian raids had been control-
led, the Indians were living on reservations, and the fort
was abandoned by the United States Cavalry and Infantry
units.

Civilian residents and commercial establishments oc-
cupied the abandoned buildings. The large fort hospital
became a rooming house, and then a warehouse for hay. In
1905 an elementary school was constructed on the parade
grounds. The fort grounds were largely forgotten as a lower
income area developed in the immediate area, and urban
growth tended to be across the river.

About this time there were unsuccessful efforts to
develop the fort properties as a real estate venture, then
into a city park. Finally, a local chapter of the Daughters
of the American Revolution became interested in designating
the area as a state historic site. Several of the original
buildings have been added to the park. In 1961 the fort was
registered as a National Historic Landmark.

In 1980 a master plan was developed in which much
restoration was recommended. One suggestion, admittedly
ambitious, was to relocate the elementary school built in
1903 on the parade grounds. The plan called for tearing
down the elementary building and using part of the large
military hospital complex to be reconstructed to house the
neighborhood school. The original parade grounds could then
be restored. With the inclusion of the elementary school in
the hospital complex, the historical integrity of the fort
could be maintained, and the students would have a unique
opportunity to attend classes within the buildings of an
historic site. The plan was accepted, with funding for the
project including local city taxes, local school district
moneys, and private donations.

The reconstruction project is nearing completion.
Interviews were conducted at the site and with public school
administrators and a consultant with the Education Service
Center. Questions were directed toward the functioning
partnership and programs that are included in the curriculum
of schools in the region.

One superintendent of schools in the area expressed the
conviction that there is a real sense of community and of
shared effort in the reconstruction project. "It creates a
unique opportunity. . . . The people have a very strong
commitment to the school as well as to the fort. . . . they
have become strong advocates for the whole school system
because of their involvement."

He continued, "The students participate in all kinds of
activities. . . . We draw students from all over town. . . .
We have students doing all kinds of projects . . . They are
actually involved in educational pursuits that they wouldn't
have been able to have. The students have had an opportuni-
ty to participate as well as to read about and to see."
Explaining that the history of the area shows a unity of support for the school and for the historic site, this superintendent said, "It has provided some real opportunities for the school district."

Echoing the theme of unique opportunity, an administrator said, "It sits right in the midst of a National Landmark, and certainly that created unique experiences for me and for serving the community. I was able to see immediately the kind of implications it would have for our classes grown up and were living there . . . [but] . . . they were not aware of the setting."

The population of the school represents the Hispanic Community, and has no real linkage with the fort, in a historic way, other than the fact that the barrio has developed in that particular location. The former principal explained "We developed a relationship because of our proximity . . . You will find quite a beautiful blending now. . . . The activities have allowed for different cultural backgrounds to mix and be blended in a community endeavor. We needed to capture that vision and see what our children could draw from it. . . . I'm sure the potential cannot be known at this time. . . ."

Seeing the situation from a somewhat different perspective, an educational consultant who deals with many districts in the area expressed a less than positive assessment of the ability of the historic site to interact with the
various school districts. He explained that the fort personnel seemed to concentrate effort within the local district, rather than to the several districts in the region. He explained that this site "is the closest easily accessed historical site, [but] they seem to deal with the local school . . . and they do a very good job . . . And I'm sure it has something to do with the way their moneys come in, and the way they are maintained . . . But their focus was for the local level."

"House Bill 72 has definitely cut down on what the schools can do, as far as taking advantage of local or nearby sites." His concern for the outlying rural districts is that there are no sites readily available for those students.

The school reform had also been a concern of the director of education of the historic site and museum. He surveyed several museums in Texas soon after the reforms were mandatory and found mixed reactions from other museum staff. "It has had a mixed effect on us. . . . It will have a positive effect . . . it is taking a little time. We played by the rules, and we had a manual drawn up which included the essential elements and how they are met in the program . . . We have gotten very good support."

Several programs were described by this education curator. The first graders are offered a "storytime" program which is optional. Many of the local first graders
do come for this event. However, the Frontier School is a program in which every fourth grader in the local school district participates. The students are scheduled for a day of schooling much like fourth graders experienced in 1880. Costumes are placed over the students' normal clothing; the one-room building, built in 1876 is used for classes; and content is matched with the known curriculum of that time. For example, songs that were commonly sung by children of 1880 are taught by the music teacher in the Frontier School.

Another program that is directed to sixth graders is the archaeology project. It has been primarily offered to the gifted and talented students since the school reform and time limits have been in effect. The students participate in a real dig, with the artifacts that are found, cataloged, and kept. The historic site is the setting for the dig, as there are several areas that have not been fully researched.

As part of the on-site visit there are other activities for school students. Lessons have been presented on-campus as well as on-site in primary or field research. "Students visit the collections . . . and learn how to study history through objects . . . How an object speaks through its colors, size, materials, formation, inscription, use, many of the things an object can tell you," the curator explained. "We offer tours for any class anytime . . . if they will call ahead . . . in military history, pioneer history, architectural history, and the standard tour. [We
use] the barracks . . . the children can sit on the bunks, try on the hats, touch the objects, and so on."

"We have the infantry unit and a cavalry unit, in which uniformed citizens portray the units as they would have appeared in the 1870s. We have been invited all over the state, for parades, ceremonies, etc."

Community awareness of the fort and the "living history" activities plays a role in the cooperation between the schools and the historic site/museum governing boards and administrative staffs. "The PTA has given us support, and we do use many volunteers in our programs," the education director explained. "If your district is not aware, we must do a lot of leg-work with the principals. The teachers and the principals will convince the superintendents. Our local districts have been so very supportive . . ."

This site illustrates, perhaps more than any other in this study, the benefits of cooperation between the school, historic site, and private/civic organizations. Throughout all of the research, at each site, the awareness of the superintendents of the political powers in the communities seemed apparent. Even though several superintendents spoke with fervor about the value of field trips, none stated that his conviction was out of line with community sentiments. In fact, several mentioned that the community backing in including local history was an encouraging factor. The one negative superintendent cited political loyalty of the
community as the main reason for not visiting the park that honors a former president.

In summary, considering all of the sites, three recurring themes were seen. First, every person interviewed who is part of a public school system, whether superintendent, central office staff, education service center staff, principals of secondary and elementary, or teachers, mentioned House Bill 72 and the Rules for Curriculum in terms of the impact on school activities. Some of the attitudes and perceptions, as outlined earlier, were that the reforms were not intended to stop off-campus instructional trips. Some of the attitudes and perceptions seemed to be uncertain about the intent of the reforms, but very positive about the value of off-campus activities. Others seemed to feel that the intent and effect of the school reforms was to limit severely or stop entirely any activities that are not held in the classroom and fully outlined in written text materials.

The second recurring theme that could be detected in the interviews with superintendents was an awareness of the political climate of their locality and determination to be in agreement with that political climate. The third recurring theme concerns the directors/curators of the historic sites, parks, or museums. There is much more consistency among the museum and historic site staff regarding the role of their resources and local history in the schools.
Although the programs and services offered are quite varied (see table 7), museums and historic site personnel are interested in working with the schools.

Table 7.—Services provided by museums and historic sites for educational program of local schools

<table>
<thead>
<tr>
<th>Services Provided</th>
<th>I</th>
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<td>Pre-visit activities and materials</td>
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<td>Hands-on materials, artifacts, etc. for</td>
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<td>students on-site</td>
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<td>Displays for libraries, hallways, etc. in</td>
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<td>Research library materials for secondary</td>
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<td>students in areas of curriculum</td>
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<td>&quot;Living History&quot; weekends at historic site</td>
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<td>or museum</td>
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Table 7.—Continued.

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<thead>
<tr>
<th>Services Provided</th>
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<td>Special activities:</td>
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<td>archaeology for junior high, etc.</td>
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<td>Facilities for primary research for junior historians</td>
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<tr>
<td>Events, celebrations, projects in which students participate</td>
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<td>&quot;Essential Elements&quot; from Chapter 75 in materials documented</td>
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<td>Workshops for teacher or administrators of schools</td>
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<td>-</td>
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<tr>
<td>Prepared &quot;trunk shows&quot; for on-campus hands-on lessons, presented by curators or docents</td>
<td>-</td>
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<tr>
<td>Prepared &quot;trunk shows&quot; for on-campus hands-on lessons, presented by classroom teachers</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>Areas of museum for display of student work, pioneer art, junior historian projects, etc.</td>
<td>-</td>
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<td>On-site visits, open house, etc., for administrators or board members</td>
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Table 7.—Continued.

<table>
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<tr>
<th>Services Provided</th>
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<th>II</th>
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<th>IV</th>
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<th>Total</th>
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<td>Presentations for school board meetings concerning the resources available</td>
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<tr>
<td>Guide for &quot;drop-in&quot; visits from schools</td>
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* Service provided
- Service not provided

Common traits are shown on table 8 and point out notions that have been mentioned earlier. The power of political advantage for administrators was only noted, not researched in this study; however, it seems to be related to civic pride, the use of "unique" in describing one's situation, and a general optimistic atmosphere evident in some of the interview sites. In this study, those sites that had completely cooperated with the local resources for local history evidenced civic pride, were tourist attractions, and warmly hospitable. The degree of cooperation expressed during the interviews was divided into four categories: (1) full cooperation, (2) partial cooperation, (3) occasional cooperation, and (4) no cooperation. The views of the participants at each site were considered. The positive and negative statements made in the interviews were coded and used to determine the percentage of agreement within a site.
Table 8.—Common traits discovered in interviews

<table>
<thead>
<tr>
<th>Common Traits</th>
<th>Sites</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>Total</th>
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<tbody>
<tr>
<td>Use of &quot;unique&quot; in description of local history or sites</td>
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<td>*</td>
<td>*</td>
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<tr>
<td>Problems seen as relating to HB 72 and restrictions on students</td>
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<td>*</td>
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<tr>
<td>More participation from elementary students</td>
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<tr>
<td>Less participation from junior high students</td>
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<tr>
<td>Little or no participation from high school students</td>
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<tr>
<td>Private schools use increased even from many miles away</td>
<td></td>
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<tr>
<td>Civic pride as seen in materials for visitors to community, activities advertised to attract tourists, tourist-related businesses and attitude of hospitality</td>
<td></td>
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<tr>
<td>Lack of awareness by school personnel of resources and opportunities available</td>
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<td>-</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>4</td>
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<tr>
<td>Traditional celebrations unite cultures in communities</td>
<td></td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>*</td>
<td>3</td>
</tr>
</tbody>
</table>

* Common trait observed
- Common trait not observed
in terms of how much cooperation is evidenced between the school and the museum or historic site. Table 9 shows how the views of participants about school-museum cooperation varied by their role in the school or museum.

Table 9.--Participants' views of status of cooperation between school and museum

<table>
<thead>
<tr>
<th>Role</th>
<th>N</th>
<th>FC</th>
<th>PC</th>
<th>OC</th>
<th>NC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central office</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Principal</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School board member</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Museum/historic site</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>director or curator</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher (Title IV)</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Volunteer director</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historical society member</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: FC = full cooperation; PC = partial cooperation; OC = occasional cooperation; NC = no cooperation.

Areas of agreement or non-agreement are shown on tables 11 and 12. There are many areas of agreement between groups of participants and between participants interviewed at the same site. Ten major issues were selected from the interviews to illustrate the degree of agreement. These issues are compared by the roles of the participants in table 11 and are compared by the six sites in table 12.

The agreement of participants by roles is shown on table 13, and the agreement of participants by sites is...
Table 10.--Historic/Cultural Setting

<table>
<thead>
<tr>
<th>Site</th>
<th>Major Historical/Cultural Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>*       *   *</td>
</tr>
<tr>
<td>II</td>
<td>*</td>
</tr>
<tr>
<td>III</td>
<td>*       *   *</td>
</tr>
<tr>
<td>IV</td>
<td>*       *</td>
</tr>
<tr>
<td>V</td>
<td>*       *</td>
</tr>
<tr>
<td>VI</td>
<td>*       *   *   *</td>
</tr>
</tbody>
</table>


shown in table 14. Tables 11 and 13 show 89% agreement between the participants grouped by roles, while tables 12 and 14 show 81% agreement between the participants grouped by localities. Table 13 depicts full agreement between the museum/historic park or site directors on the issues. Also in full agreement are the members of the local school boards. The members of the historical commission or society are in agreement on nine of ten issues, as are the teachers interviewed. Superintendents, principals, and central office staff administrators are in agreement on seven of ten issues.

Tables 12 and 14 deal with the participant views grouped according to the locality or site. There is less agreement overall; however, specific sites have significant
Table 11.—Agreement of participants by role on selected issues

<table>
<thead>
<tr>
<th>Areas of Agreement</th>
<th>Participant Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 N=4  2 N=5  3 N=2  4 N=5  5 N=4  6 N=6  7 N=4  All N=30</td>
</tr>
<tr>
<td>Should local historic sites have a role in the educational program of public schools?</td>
<td>4  5  2  5  4  6  4  100%</td>
</tr>
<tr>
<td>Is there community support for more local history in school curriculum?</td>
<td>4  5  2  5  4  6  4  100%</td>
</tr>
<tr>
<td>Are sites near the schools?</td>
<td>4  5  2  5  4  6  4  100%</td>
</tr>
<tr>
<td>Is the time factor a problem?</td>
<td>4  5  2  5  4  6  4  100%</td>
</tr>
<tr>
<td>Are there positive aspects of the present situation?</td>
<td>4  5  2  5  2  6  4  93%</td>
</tr>
<tr>
<td>Are changes feasible?</td>
<td>3  4  2  5  4  6  4  93%</td>
</tr>
<tr>
<td>Would you like to see a more coordinated effort between museums and public schools?</td>
<td>3  5  2  4  4  5  4  93%</td>
</tr>
<tr>
<td>Is funding for off-campus trips a problem?</td>
<td>2  5  2  3  4  6  2  80%</td>
</tr>
<tr>
<td>Are there negative aspects of the present situation?</td>
<td>1  2  0  4  4  6  4  70%</td>
</tr>
<tr>
<td>Is present policy satisfactory?</td>
<td>2  4  2  5  0  6  0  63%</td>
</tr>
</tbody>
</table>

Roles: (1) superintendent, (2) central office staff, (3) board member, (4) principal, (5) teacher, (6) museum curator or director, (7) historical commission member.
Table 12.--Agreement of participants by site on selected issues

<table>
<thead>
<tr>
<th>Areas of Agreement</th>
<th>Sites</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
<td>IV</td>
<td>V</td>
<td>VI</td>
<td>All</td>
</tr>
<tr>
<td>Should local historic sites have a role in the educational program of public schools?</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Are sites near the schools?</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Is the time factor a problem?</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>93%</td>
</tr>
<tr>
<td>Is there community support for more local history in school curriculum?</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>93%</td>
</tr>
<tr>
<td>Would you like to see a more coordinated effort between museums and public schools?</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>90%</td>
</tr>
<tr>
<td>Are changes feasible?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>87%</td>
</tr>
<tr>
<td>Are there positive aspects of the present situation?</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>73%</td>
</tr>
<tr>
<td>Is funding for off-campus trips a problem?</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>60%</td>
</tr>
<tr>
<td>Is present policy satisfactory?</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>57%</td>
</tr>
<tr>
<td>Are there negative aspects of the present situation?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>53%</td>
</tr>
</tbody>
</table>
Table 13.—Degree of agreement among interviewees on 10 items reported in table 11 by participant roles

<table>
<thead>
<tr>
<th>Percentage of Individuals Agreeing</th>
<th>Participant Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>75% to 100%</td>
<td>7</td>
</tr>
<tr>
<td>50% to 74%</td>
<td>2</td>
</tr>
<tr>
<td>25% to 49%</td>
<td>1</td>
</tr>
<tr>
<td>0% to 24%</td>
<td>0</td>
</tr>
</tbody>
</table>

Roles: (1) superintendent, (2) central office staff, (3) board member, (4) principal, (5) teacher, (6) museum curator or director, (7) historical commission member.

Table 14.—Degree of agreement among interviewees on 10 items reported in table 11 by sites

<table>
<thead>
<tr>
<th>Percentage of Individuals Agreeing</th>
<th>Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>75% to 100%</td>
<td>8</td>
</tr>
<tr>
<td>50% to 74%</td>
<td>2</td>
</tr>
<tr>
<td>25% to 49%</td>
<td>0</td>
</tr>
<tr>
<td>0% to 24%</td>
<td>0</td>
</tr>
</tbody>
</table>

agreement. One site is shown to have full agreement from the participants interviewed. Another site shows only one issue on which the agreement is quite low. Two sites show that there is non-agreement on two issues; nevertheless, the non-agreement is shown to be fifty percent or higher. Two
sites have non-agreement in half or more of the issues, as shown by the interviews.

Table 15 compares the six sites in rank order of agreement and by geographic regional setting (physical geography), by school population, by historic/cultural setting. No obvious pattern emerges and there is no characteristic of the selected sites that determines the degree of agreement.

In summary, this study suggests that the roles of the professional educators in both the public schools and the museums/historic parks or sites are more influential in determining the attitude and perception of the professional toward the function of local historic sites in the curriculum of public schools than is the region, the population, or the cultural setting.

Comparing the responses of the administrators of public schools to the responses of the museums/historic parks or sites shows that there is less consistency in attitude and perception of public school administrators than in the attitudes and perceptions of the museum/historic park or site administrators. The administrators of public schools who control policy concerning the role of historic sites in the public school curriculum, were not in agreement with each other, as shown by their responses. On the other hand, those responsible for the student programs in the historic
sites were in agreement with each other and were consistently positive about the role of the historic site in the

Table 15.—Sites: Rank order of agreement

<table>
<thead>
<tr>
<th>Rank in Agreement</th>
<th>Historic/Cultural Setting</th>
<th>School Population*</th>
<th>Geographic/Regional Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Anglo, Black-Major, Indian-Minor</td>
<td>1,559</td>
<td>East Piney Woods, V</td>
</tr>
<tr>
<td>2nd</td>
<td>Anglo, Hispanic-Major, Black, German, Czech-Minor</td>
<td>14,960</td>
<td>Central Plains, VI</td>
</tr>
<tr>
<td>3rd</td>
<td>Anglo-Major, Hispanic-Minor</td>
<td>5,063</td>
<td>Panhandle, High Plains, IV</td>
</tr>
<tr>
<td>4th</td>
<td>Anglo, Hispanic-Major, German, Czech, Black, Irish-Minor</td>
<td>1,180</td>
<td>Gulf Costal Plain, I</td>
</tr>
<tr>
<td>5th</td>
<td>Anglo, Hispanic-Major, Indian-Minor</td>
<td>47,700</td>
<td>Mountainous, Desert, River Valley, Plateau, III</td>
</tr>
<tr>
<td>6th</td>
<td>Anglo, German-Major</td>
<td>484, 2,070</td>
<td>Hill Country, Llano Basin, II</td>
</tr>
</tbody>
</table>

* 87-88 TEA Directory

curriculum of the public schools. This attitude is also reflected in the number of programs and services offered by museums/historic parks or sites, as shown earlier, in table 7. Participation by public schools was shown by this study; however, an inconsistent level of participation across the state, along with an apparent lack of effective communication and cooperation between classroom teachers,
principals, district administrators and museum/historic parks or site directors is evident. Implications and conclusions are offered in the concluding chapter.
WORKS CITED


5. Goliad County Historical Commission, "The History and Heritage of Goliad County." Goliad County Historical Commission, n.d.


9. _______. *Trails to Texas: Southern Roots of Western Cattle Ranching*. Lincoln, Nebraska: University of Nebraska, 1981.


Six sites in Texas were chosen to be investigated. The historic/cultural setting was considered in the selection process. The major ethnic groups of Texas were represented by choosing areas of historic settlement as sites. Economic factors were noted with a range of weekly wage from $243.41 to $373.41 represented. The density of population in the sites varied, with cities, towns, and rural areas from less than five hundred to over fifty thousand included. The geographic areas of the state were well-represented, with distances of over six hundred miles from northwest to southeast, and nearly eight hundred miles from southwest to northeast. The coastal plain, the central plains, far western mountain ranges and a river valley, the high plains, the piney woods, and the hill country were included in the investigation.

Thirty in-depth interviews were held with administrators, teachers, members of local school boards, directors or curators of historic sites, parks, or museums, and members of local historical commissions or societies. These interviews were tape-recorded and typed verbatim. This information was analyzed and compared to bring into focus the
present situation and the recommendations for improvement in the future. Field notes and documents were used to supplement and substantiate information obtained in the interviews. Summaries were written based on the transcribed tapes, emphasizing important points, negative or positive attitudes and perceptions of the interviewees. These summaries and the verbatim interviews were the data on which the analysis is based.

Summaries and verbatim transcripts were verified by the participants. Typed copies were sent to each interviewee for review. A release was included, which was signed by the participant and returned to the researcher. The release, other correspondence from participants, related documents, other articles, information concerning the sites, and policies and programs of the schools and the historic sites, parks, or museums were filed as well.

Six professionals of varied perspectives and backgrounds, who were not involved in the study were asked to verify the summaries. Verbatim transcripts and summaries compiled by the researcher were sent to these professionals. Each was asked to read a transcript and a summary which was chosen randomly from the group of participants with whom the validator would be most closely identified. The fields represented by these professionals included the following: a position with an educational service center, a public school superintendent, a director of recreation and parks for a city, a college history professor, a classroom
teacher, and a member of a neighborhood preservation organization. None of these professionals are involved in any part of the research, nor are they related in any way to the school that employs the researcher or the university of which the researcher is a student.

The validators read and commented on the material. Each found the summaries to be fair and truthful renditions of the interviews. Each added insight to the use of local history in the public school curriculum as he evaluated the accuracy of the summaries. These comments have increased the perspective of the study and are filed with the verifications. The procedure was utilized to assure that the researcher had made an accurate summary of the responses for each interview.

Summary of Research Findings

This study examines the degree to which policy makers of public schools and of historic sites, parks or museums agree concerning the role of historic sites in public school curriculum. The purposes were these: (1) to describe and compare through in-depth interviews the perceptions and attitudes of administrators of public schools and historic sites and (2) to seek recommendations from both school administrators and historic site administrators concerning the enhancement of the curriculum through these local resources.
Research Question One

Research question one asked: What is the function of the public historic site in the instructional program of the public school? The following list enumerates the findings of this study on this question.

1. Public historic sites provide opportunities for meaningful experiences.

2. Public historic sites provide access to artifacts that hold special associations and potential for understanding the past.

3. Material culture can help children and young people realize that their ancestors were real people.

4. Students need to connect the school curriculum with reality, and the study of local history offers the opportunity to make this connection.

5. The State Board of Education Rules for Curriculum (Chapter 75) in Texas includes local history in the essential elements for each grade level pre-K through eighth and in several high school courses.

Research Question Two

Research question two asked: To what extent do educational administrators and administrators of public historic sites agree regarding the role of historic sites in the curriculum? The following list enumerates the findings of this study on this question.
1. There is consistent enthusiasm, willingness, and accommodation from the museum personnel in meeting the needs of the schools in order to serve the students through historic sites, parks, or museums.

2. There is not a consistent attitude shown by school personnel toward the usefulness of using historic sites, parks, or museums to teach local history in the public schools.

3. The ten-day rule, (Texas Administrative Code, Section 97.113) which states, "School districts shall not schedule nor permit students to participate in . . . activities on or off campus that would require, permit, or allow a student to be absent from class in any course more than ten times during the 175-day school year," is the source of concern for many administrators. Even when an on-site visit is clearly within the essential elements for one course, school administrators are reluctant to schedule off-campus trips because of the content of other courses in student schedules.

4. Administrators, both at the campus level and in the central office of public schools, are concerned about the costs of taking students on field trips.

5. The mandate for curriculum to "cover" a large amount of text-related material, the appraisal system for teachers, and the lack of funding for trips were cited as the major negative factors for the teachers.
Research Question Three

Research question three asked: How do educational administrators and administrators of public historic sites, parks, or museums believe that these sites can be more effectively incorporated into the school curriculum? The following list enumerates the findings of the study on this question.

1. Some administrators of public schools and each of the administrators of educational programs of the historic sites, parks, or museums suggest that on-site visits and lessons that include real objects related to history enhance and enrich learning for students.

2. Time frames often do not afford the maximum opportunity for student visits during the school day.

3. The historic site, park, or museum personnel need to be familiar with the mandated curriculum and local curriculum guides, so that their programs could be tailored to meet the guidelines.

4. Supervisors should recognize and encourage teachers who make extra effort, often on their personal time, to offer students experiences in local history.

5. Better community and school communication concerning the value of local history and appreciation of heritage would benefit the students.
6. Clarification is needed concerning the state mandates and possible flexibility as they relate to instructional field trips for both elementary and secondary students.

Discussion

Information was tabulated and compared on tables and charts in the previous chapter. Two types of emerging patterns were sought: (1) differences and commonalities among participants of a specific site, and (2) among participants whose responsibility in the school or historic site, park, or museum is similar. These differences and commonalities were evaluated and reported. No pattern was seen that could be absolutely related to the cultural setting, to the physical geographical setting, or to the relative wealth or density of the population of the site.

There were significant differences and commonalities among the participants in their various roles. For example, the superintendents who were positive and affirmed the value of local history studies through field trips, historic site visits, and on-campus presentations, were very alike in their responses. Only one superintendent did not agree in the value of local history. His expressed opinion was that the students had been overexposed to the local history of his district.
The two school board members interviewed were very strongly in favor of including local history in the public school curriculum. Each of these board members belongs to a minority group. One is Black, and the other is Hispanic. Each is a native of his area and each attended segregated schools in the district that he now serves as an elected board member. "I have gone in the back door so that my children can go in the front door," said one. Though miles apart in distance, their expressed conviction was the same. Each stated that students should be taught about the immediate past in their localities and to value the equal rights they enjoy today.

Several school principals were interviewed. The elementary principals were strongly in favor of field trips, while the junior high and high school principals were concerned with the time frames mandated for public schools. The constraints imposed by the rule that limits the extracurricular trips off-campus to ten was seen by some to eliminate field trips. Other principals interpreted the rule to mean that instruction must be planned for a field trip to be legal.

Administrators who hold central office positions were similar in their acceptance of the importance of using local history in the curriculum. The only negative comment from these participants was concerning the focus of a historic site in the area on the needs of the local public school
district, and not including the students of outlying rural districts. All of these administrators expressed the opinion that teachers were free to choose to make trips to historic sites in their immediate vicinity. However, as seen below, all teachers interviewed did not agree.

Teachers were concerned about the supervisors opinions of time spent on local history; one felt that the text-related material was more important to her supervisor. Another cited limited funding as a deterrent to off-campus visits of historic sites. The other teachers interviewed expressed determination to expose their students to on-site local history, with or without encouragement from their supervisors.

Directors of the student programs and activities of the historic sites, parks, or museums of the selected sites were unanimous in their enthusiasm and willingness to work with the schools in reaching the students with lessons of local history. Members of the historic commission or society were absolute in their affirmation of the value of teaching heritage through local history in the public schools.

Implications

The implications of the study point to the desirability of a working partnership with the public schools and the local historic sites, parks or museums. When there is a system for cooperation, a productive and positive situation
exists. The mandated curriculum was mentioned by each school administrator or teacher interviewed, but the interpretation varied from site to site. In no case was there a great deal of variance within a district in the interpretation, although there were differences between some teachers and the administrators within a district in understanding the intent and purpose of certain mandates.

Each elementary principal and elementary teacher was aware and concerned about the essential elements that involves the teaching of local history in each grade level, kindergarten through eighth. Each secondary principal and teacher was aware and concerned about the constraints involved in the ten-day rule, which states that there is a limit of ten days in which a student may miss a class for extracurricular activities. Because there are several academic contests, athletic contests, and other situations that demand some class time of some students, principals of high schools, and less so of junior high schools, are hesitant to schedule other off-campus activities.

The result is that often, it is the off-campus activities that involve historic sites, parks, or museums that are not scheduled. Students who have reached a maturity level which would allow them to truly appreciate and value their culture are not taught about their heritage through meaningful activities because of these constraints. In one situation in which high school students experience local history
in out-of-school time, many awards for primary research and written essays have been received. This teacher has removed the activity from the school so that the benefits depend entirely on his health and interest rather than an ongoing sponsorship through the high school. This compares to "sand lot" sports which most Texans are not willing to have in place of school-coached sports in secondary schools. These activities depend on one person and not on a program that is in place in the system.

Summary

In the last few years school reforms have been enacted in Texas that have an impact on many facets of the school curriculum. The restrictions included in House Bill 72 are intended to upgrade the academic achievement of Texas students. This bill was based on the recommendations of the Select Committee of Public Education, chaired by Ross Perot, Dallas businessman. In a First Draft of that committee's report these paragraphs on page thirty-seven address Curriculum and Extracurricular Activities:

Curriculum
The Board will act to further improve the educational program for the children of Texas through transition from the current curriculum, and the curriculum recently approved by the Board, to a single course of study after an appropriate phase-in period.

Extracurricular Activities
Extracurricular activities shall not be scheduled during the academic block of the school day. The Board and local districts shall make every effort to schedule extra-curricular activities on the
weekend. The Board and local districts shall make every effort to free the school nights of Monday through Thursday for study and homework.

Although this is only the first draft of the committee report, many of the provisions of House Bill 72, enacted by the second called session of the Sixty-eighth Legislature, are found in this report. These two paragraphs seem straightforward in their purpose to emphasize academic achievement in schools. However, as they function in terms of the now enacted law, they force educators to seek the resources to teach local history as in the mandated curriculum for younger students while limiting the access of older students to these resources. Many school administrators expressed concern about the limiting effect of the school reform.

**Need for Further Research**

Although the initial reaction of many public school administrators and teachers was to interpret the reform to mean that there could be no more field trips for students of Texas schools, many districts have revised that first impression to allow instructional and multi-disciplined off-campus activities. For example, one middle school plans an annual outing to a nearby state park for the eighth grade. All areas of the mandated curriculum are addressed during this two-day experience, with lessons in applied mathematics, living history dramas, earth science lessons in the
environment, written reports that teach language arts skills, and physical education through games and contests. As shown in the present study, many Texas students are experiencing history in meaningful ways. Nevertheless, the often heard theme is that off-campus activities are not allowed because of the school reforms.

More research to reveal the various interpretations of present mandates is needed. Some case studies would, perhaps, focus on extreme examples of success in utilizing the local historic sites, parks, and museums as resources.

After establishing a better notion of what is being done by different school districts in terms of local history, realistic statistical research would be possible. Comparisons of one successful situation to another, or of the effect of using off-campus local history projects compared to no off-campus, only textbook-bound lessons, could be explored. Very little research or factual information is available in terms of the use of local history and historical sites, parks, or museums in Texas. More research is needed so that educators and legislators can plan for the preservation of the heritage of Texas students.

Conclusions

Many assumptions were revealed in this research. The attitudes and perceptions of educators, both administrators and teachers in the public schools of Texas vary, while
directors or curators who plan education programs in the historic sites, parks, or museums often do not understand how to improve communication with public school officials. If this study is reflective of other situations in Texas, there is reason to encourage programs that would deal with the assumptions and improve communication. An important resource, that of the heritage of the students of Texas schools, is being neglected in some areas, while upheld as valuable in other regions, with no firm program or official attitude in place. Individuals who have a personal belief in the benefits of local history are engaged in activities that bring the lessons of heritage to students. However, there is a great deal of inconsistency in the access of teachers and students to local historical resources that can add depth of meaning and reality to educational experiences.

One interview in this research project was held in the room in which Sam Houston gave orders to James Bowie to go to San Antonio for the famous battle fought in the Alamo. Why should the students who attend schools only minutes away in traditional classrooms be denied the experience of thinking of that conversation of 1836 while standing in the spot and touching those stones?
APPENDIX A

EDUCATIONAL REFORM

'from House Bill 72, passed by the Texas State Legislature Special Session, 1984.
EXTRACURRICULAR ACTIVITIES

Statutory Citation

Texas Education Code, Section 21.920:

(a) The State Board of Education by rule shall limit participation in and practice for extracurricular activities during the school day and the school week. The rules shall, to the extent possible, preserve the school day for academic activities without interruption for extracurricular activities. In scheduling those activities and practices, a district must comply with the rules of the board.

(b) A student enrolled in a school district in this state shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the school district during the grade reporting period after a grade reporting period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class. The campus principal may remove this suspension if the class is an identified honors or advanced class.

(c) Suspension of a handicapped student whose handicap significantly interferes with the student's ability to meet regular academic standards shall be based on the student's failure to meet the requirements of the student's individual education plan. The determination of whether a handicap significantly interferes with a student's ability to meet regular academic standards shall be made by the student's admission, review, and dismissal committee. For purposes of this subsection, "handicapped student" means a student who is eligible for a district's special education program under Section 21.503(b) of this code.

(d) A student may not be suspended under this section during the period in which school is recessed for the summer or during the initial grade reporting period of a regular school term on the basis of grades received in the final grade reporting period of the preceding regular school term.

Texas Education Code, Section 21.921

(a) The rules and procedures of an organization sanctioning or conducting interscholastic competition, including rules providing penalties for rules violations by school district personnel, must be consistent with board rules.
The University Interscholastic League, which is a part of The University of Texas at Austin, must submit its rules and procedures to the State Board of Education for approval. The board may approve, disapprove, or modify any of the rules.

The State Board of Education may seek an injunction to enforce this section.

This part does not affect the rules of an organization sanctioning or conducting interscholastic competition that are in effect on the effective date of this part, and those rules remain in effect until disapproved by the State Board of Education.

Rule

Texas Administrative Code, Section 97.113:

School districts shall not schedule, nor permit students to participate in, any school related or sanctioned activities on or off campus that would require, permit, or allow a student to be absent from class in any course more than ten times during the 175-day school year (full-year course). Noninstructional school activities must be held outside of minimum 55-minute scheduled academic class periods in grades nine-12, 45-minute scheduled academic class periods in grades seven-eight, and six hours of academic class periods in grades four-six, or be included in one of the six allowable shortened schedules referred to in Section 105.71 of this title (relating to Days of Operation required).

A school district shall inform the commissioner of education of specific exceptions to the 10 absences limitation stated in subsection (a) of this section on behalf of individual students who are competing in UIL-sponsored activities. This exception must be based on circumstances which are unforeseen and which result from the students' earning the right to compete at post-UIL-district levels. Exceptions shall not exceed a total of five additional absences per year. Participants in post-district competitions sponsored by other organizations approved by the commissioner of education shall also be eligible for exceptions in accordance with this subsection. Exceptions will not be granted just to allow students who have not earned the right to compete at the post-district level to participate in more district-level activities than permitted under the 10 absences limitation.

A student in grades seven-12 may participate in extracurricular activities on or off campus at the beginning of the school year only if the student has earned the cumulative number of credits in state-approved courses indicated in this subsection:
(1) beginning at the seventh grade year—have been promoted from the sixth grade to the seventh;

(2) beginning at the eighth grade year—have been promoted from the seventh grade to the eighth;

(3) beginning at the ninth grade year—have been promoted from the eighth grade to the ninth;

(4) beginning of the 10th grade year—at least five credits toward graduation;

(5) beginning of the 11th grade year—at least nine credits toward graduation for the 1985-1986 school year and 10 credits each year thereafter; and

(6) beginning of the 12th grade year—at least 13 credits toward graduation for the 1985-1986 school year, at least 14 credits for the 1986-1987 school year and 15 credits each year thereafter.

(d) In order to be eligible to participate in an extracurricular activity event for a six weeks period following the initial six weeks period of a school year, a student must not have a recorded grade average lower than 70 on a scale of 0 to 100 in any course for that preceding six weeks period.

(e) A student whose recorded six weeks grade average in any course is lower than 70 at the end of a six week period shall be suspended from participation in any extracurricular activity event during succeeding six weeks periods until the end of a six weeks period during which such student achieves a course grade average for that six weeks of at least 70 in each course, except the campus principal may remove this suspension if the class is identified as an honors class under the criteria stated in Section 75.152(d) of this title (relating to Advanced High School Program), or advanced class as follows:

(1) English language arts: English IV Academic (comp.), English IV Academic (British Literature), World Literature, Creative/Imaginative Writing, Research/Technical Writing, Debate III, Public Speaking III;

(2) Other Languages: Other Languages III, Advanced Languages I-IV;

(3) Social Studies: Advanced Social Science Problems;
(4) Fine Arts: Art IV, Theatre Arts IV, Band IV, Orchestra IV, Choral Music IV, Stage Band IV, and Music Theory I-II;

(5) Mathematics: Trigonometry, Elementary Analysis, Analytic Geometry, Pre-Calculus, Linear Algebra, Calculus; and

(6) Science: Physics, Physics II, Chemistry II, Biology II.

(f) For the 1984-85 school year, suspensions shall begin with the second six weeks period of the spring semester based on a student’s earning a grade lower than 70 in any course taken during the first six weeks of the spring semester. Such suspension shall become effective seven days after the last day of the six weeks period during which the grade lower than 70 was earned.

(g) A student who has been suspended from extracurricular activity events pursuant to subsections (e) and (f) of this section shall also be suspended from out-of-school practice in such extracurricular activities until such suspension from participation has been lifted.

(h) At the end of any six weeks period in which a student has attained a course grade average for that six weeks of 70 or more in each course taken, any suspension from participating in extracurricular activities and/or suspension of out-of-school practice of extracurricular activities shall be removed.

(i) All UIL-sponsored activities are sanctioned as school-related activities and therefore come under the provisions of this section. The governing boards at the highest state level of any other organizations requiring student participation which cause a student to miss a class during the school day must request approval, in writing, from the commissioner of education. If approval of the organization is granted and the local board of trustees concurs, student participation in the organization’s activities will be subject to all provisions of this section. If approval is not granted, any absences incurred by the student will be considered unexcused.

(j) School districts shall develop a policy which implements this section, including a provision regulating the number of times a student may be absence pursuant to subsection (a) of this section during any one semester course.

(k) Limitations on practice and performance shall be as follows:

(1) School districts shall adopt policies limiting extracurricular activities from the beginning of the school week through the end of the school week (excluding holidays) by scheduling no more than one contest or performance per activity per student and by
limiting practice outside the school day to a maximum of eight hours per school week per activity except as specified in paragraph (2) of this subsection. For schools with limited facilities, exceptions may be made to the one contest or performance per activity by the commissioner of education. The rule concerning scheduling one contest or performance per activity per student per school week shall be effective September 1, 1985.

(2) Tournaments and post-season competition, as well as contests postponed by weather or public disaster, may also be scheduled during the school week. This subsection shall apply only to the University Scholastic League and other organizations sanctioned by the Central Education Agency in accordance with subsection (1) of this section.

(1) At the end of the first three weeks of a grading period, the school district shall send notices of progress to the parent or guardian of a student whose grade average in any class is lower than 70 or whose grade average is deemed borderline by the district. The district shall make such information available to sponsors of extracurricular activities in which the student participates. The notice should stipulate that the student will have the remainder of the six weeks period to bring the grade up to 70 or above and that the student will be suspended from extracurricular activities if the grade is not brought up to 70 or above by the end of the six weeks period. The district may require any student who falls within this subsection to attend tutorial sessions.

(m) Definitions of "curricular", "cocurricular", and "extracurricular" activities shall be as follows:

(1) Curricular activities occur within the regular school day and constitute the delivery of instruction as specified in Chapter 75 of this title (relating to Curriculum).

(2) Cocurricular activities are an extension of classroom instruction in which participation is by the entire class or significant portion thereof. They relate directly to and enhance student learning of essential elements through participation, demonstration, illustration, and observation. Cocurricular activities are included in the teacher's instructional plan and are conducted by or supervised by a classroom teacher or other educational professional such as a librarian, school nurse, counselor, or administrator. Subsection (e) of this section shall not prevent students from participating in after-school cocurricular activities. Absences for participation in cocurricular activities that require a
student to miss a class other than the sponsoring class or course shall be counted under the 10-day rule.

(3) Extracurricular activities are school-sponsored activities which are not directly related to instruction of the essential elements, but they may have an indirect relation to some areas of the curriculum. They offer worthwhile and significant contributions to a student's personal, physical, and social development. Participation in extracurricular activities is a privilege and not a right, and students must meet specific requirements in order to participate. Activities may include, but are not limited to, performances, contests, demonstrations, displays, and club activities.

Explanation

- According to Section 21.920 of the Texas Education Code, students who are ineligible during the final six weeks period of the school year or who fail a class during the final grading period are permitted to resume or continue participation when the school year is over. For example, UIL baseball, solo, and ensemble competitions continue beyond the end of the school year; state championships are determined in early June.

- The noninstructional school activities referred to in 19 TAC 97.113(a) include noninstructional assemblies, various commercial and noncommercial promotions, etc. They do not include school sponsored or sanctioned extracurricular activities which occur during a school year.

- Students who assist the sponsor or coach, such as student managers, must meet all academic eligibility requirements even though they do not participate in the actual performance or contest.

- A student receiving an incomplete in a course is considered ineligible until the incomplete is replaced with a passing grade for the grading period.

- A handicapped student's individual education plan (IEP) establishes the grading criteria for that student. The IEP should determine and specify what will constitute a passing grade for that student.

- An ineligible student's project or show animal may be taken to a show by another person such as a family member or a teacher if the local show's rules permit this. This alternative would not be considered a violation of state board rules.

- A junior high school student's eligibility may not be restored by the campus principal if the class he/she failed is identified as an advanced course at the junior high level. This provision applies only to
students enrolled in honors or advanced courses at the high school level.

- A student who fails a course becomes ineligible seven days after the last day of the six weeks period during which the grade lower than 70 was earned. The seven day interim period begins with the close of the school on the last day of the six weeks grading period and ends seven days later. For example, if the six weeks ends at 3:45 p.m. Friday, April 12, the suspension would take effect at 3:45 p.m. on Friday, April 19.

- A district may choose to permit an ineligible student during the fifth six weeks to be a candidate in election/selection for cheerleader for the next school year. Because the actual participation would not occur until next school year, it would not be considered a violation of state board rules. However, currently ineligible students are prohibited from participating in any school sponsored out-of-school practice in connection with the tryouts. Ineligible students may only participate in the actual tryout activity.

- If a student participates in activities of a school sponsored organization not approved by the commissioner, any absence incurred must be considered unexcused by the school district.

- If the commissioner approves an organization which sponsors extracurricular activities, but the local board of trustees does not approve that organization, students' participation in the organization's activities would be affected in the following way: Absences incurred by these students would not be counted against the ten allowable absences, but would be considered unexcused, and the school district/sponsoring organization would not be required to suspend students who fail a course from participation in the organization's activities.

- Local school districts may voluntarily impose stricter standards for participation in extracurricular activities than are required by the State Board of Education.

- Local school district policy will determine whether or not a student is permitted to drop a course without its being recorded as a failing grade. Local school districts should establish a cut-off date for permitting students to drop a course during a six weeks period or a semester.

- Certain state approved courses, such as debate, oral interpretation, and theatre arts require performance in contests or before an audience as a part of the instructional process; this is so stated in the essential
elements. Ineligible students are permitted to participate in these activities if the class-required performances or contests do not involve competition with another school and no admission is charged.

- Senior proms, banquets, senior trips are considered social activities rather than extracurricular activities.

- Many school districts have called the agency to inquire whether or not a particular activity is extracurricular. Agency staff apply the criteria listed below to make this determination. If the answer to these questions is "yes," it is presumed that the activity in question is in all probability extracurricular.

  - Is the activity, though school sanctioned, sponsored by an organization that is not completely controlled by a school system?
  - Is the activity a school sanctioned competitive activity?
  - Is an admission charge paid by those who attend the activity?
  - Is the school sanctioned activity conducted in conjunction or coincidence with an extracurricular activity?
  - Is the school sanctioned activity held off school campus? (Exceptions are field trips in which the entire class participates, and class performances held off campus due to lack of facilities, e.g., school choral performances held at a local church or community center because the school has no auditorium.)
  - Is the school sanctioned activity not designated by a teacher as a requirement for grading purposes? (Participation in any activity under the preceding items cannot be a requirement for grading purposes.)
  - Any school related or sanctioned activity held during spring break is considered an extracurricular activity. This includes activities or trips where the PTA, clubs, or parents raise the money. If the student failed, then he/she is ineligible to participate in the activity or go on the trip.
  - A "field day," held during school hours and in which students on a single campus engage in competitive activities, is considered extracurricular if the activities are not part of physical education classes; therefore, all academic eligibility requirements are applicable.
  - If a student is not promoted or does not earn enough credits by the beginning of the school year, the student is considered ineligible the
first six weeks of school only. The student may become eligible the second six weeks if he/she passes all courses the first six weeks. He/she does not remain ineligible the whole semester.

- Credits earned in summer school or in correspondence courses, provided the courses meet the requirements in Chapter 75.163(a)(b) and 75.168(b), may be used to determine eligibility for extracurricular activities. Students may earn a maximum of 2 credits toward graduation through state approved correspondence courses.

- In order to be eligible for participation in extracurricular activities the first six weeks of the fall semester, a student in grades 7-9 must have been promoted from one grade level to the next.

- For the first six weeks of the fall semester, in grades 10-12, students must have accumulated the required number of credits in state-approved courses to be eligible for participation in extracurricular activities. For the purposes of this rule, 19 TAC 97.113(c), the ninth grade is considered the first year of high school.

For the 1985-86 school year:

If a student is beginning his second year of high school (grades 9-12), he must have earned 5 credits.

If a student is beginning his third year of high school, he must have earned 9 credits, or during the preceding twelve months he must have earned 5 credits.

If a student is beginning his fourth year of high school, he must have earned 13 credits, or during the preceding twelve months he must have earned 5 credits.

Districts that have a local requirement of more than the state minimum number of units for graduation have the option of adjusting the minimum credits to meet their higher promotion standards, or they may permit the students to participate if they meet only the state's minimum standards.

Agency Contact

Department of School Support, Ernest Chambers, Sandra McCain, (512) 475-6400.
APPENDIX B

NATIONAL AND STATE HISTORICAL PARKS

Preservation of scenic wonders and historical sites has been a general public concern in the United States. Americans have traditionally looked to the national government to protect areas deemed of special aesthetic or historical value by removing them from private ownership and setting them aside for public use. These properties are administered by the National Parks Service in the Department of the Interior.

The first national park created in Texas was the Big Bend National Park, located in Brewster County. This 691,338.95-acre tract, established in 1944, was deemed worthy of preservation because of its wilderness features, scenic beauty, and unusual biological features.

To prevent private exploitation of the longest stretch of undeveloped seashore remaining in America, the U.S. Congress in 1962 created the Padre Island National Seashore on a barrier island off the Texas coast. That portion of Padre Island set aside for public use is in Kenedy, Kleberg, and Willacy counties and extends 67.5 miles.

The Fort Davis National Historic Site was established in 1963 in Jeff Davis County. Located on 454 acres, the site commemorates the military post that served to protect the Texas and Southwestern frontier during the Indian wars.

An accidental discovery of flint quarries in Potter County led to the designation in 1965 of the Alibates Flint Quarries and Texas Panhandle Pueblo Culture National Monument. A ridge three hundred feet wide and one mile long had been a source of flint for tools and weapons by ancient people. In the same vicinity, two pueblos of later origin was discovered. The preserved site consists of 92.56 acres.

In 1966 the grandeur of scenic wonders unmatched elsewhere in Texas became the Guadalupe Mountains National Park. The park contains 77,500 acres in Hudspeth and Culberson counties. Guadalupe Park, the highest point in Texas at 8,751 feet, is located here.

The Lyndon B. Johnson National Historical Park was established in 1970 on 238 acres in Blanco and Gillespie counties. It commemorates the boyhood home and working ranch of the thirty-sixth president of the United States.

Perhaps the most controversial set-aside land in Texas for public preservation is the Big Thicket National Preserve. After years of intense discussion in public and private arenas, twelve units—eight tracts and four corridors—were established in 1974 on 84,550 acres in Polk, Hardin, Liberty, Tyler, Jasper, Orange, and Jefferson counties. The purpose of the Big Thicket National Preserve is to protect the rare biological treasures of the southeastern Texas region for future generations.

Facilities for camping and water-based activities have been established at the Amistad National Recreation Area in Val Verde County and the Lake Meredith National Recreation Area in Moore, Hutchinson, and Potter counties.

The Chamizal National Memorial in El Paso County commemorates the peaceful settlement in 1963 of a boundary dispute between Mexico and the United States along the Rio Grande. The basis for the controversy resulted a century earlier when that river changed its course, leaving part of Chihuahua in Texas and part of Texas in Chihuahua.

The Palo Alto Battlefield National Historic Site is located near Harlingen and Brownsville in Cameron County. General Zachary Taylor's forces first met a Mexican army at this location on May 8, 1846, to begin the American-Mexican War. American artillery, recently developed and used extensively for the first time in American military history, determined the outcome of this battle and became vitally important in other phases of that conflict.

A 191-mile stretch of the international border between Mexico and the United States has been designated the Rio Grande Wild and Scenic River. The strip extends through the canyons on the Rio Grande beginning at the Big Bend National Park and ending near Langtry.

A link with the Spanish period of Texas history is maintained by the existence of the San Antonio Missions National Historical Park. Four well-preserved and still active churches on the San Antonio River downstream from the central section of San Antonio provide a glimpse into Texas' Spanish past.
RECREATION ACTIVITIES traditionally have been a part of the Texas life-style. The state parks system of acquisition, development, and maintenance is a twentieth-century endeavor. In 1916, Isabella E. Neff, mother of late Governor Pat Morris Neff, donated a six-acre tract in Coryell County to the state. When her will was probated in 1921, no provisions existed to care for such property. In 1923 the legislature created a state parks board, and Mother Neff State Park became the first officially designated state park in Texas. From that time to November, 1982, the number of parks was increased to 113 as new areas became the property of the state through gift or purchase within seven categories: State Recreational Areas, State Parks, State Historical Parks, State Natural Areas, State Fishing Pier, State Historic Sites, and State Historic Structures. The Texas Parks and Wildlife Department oversees the management of the state parks system.
NATIONAL PARKS AND HISTORIC SITES

1. Big Bend National Park
2. Port Isabel National Seashore
3. Palo Duro Canyon State Park
4. Blackwater Draw and Davis Mountains State Park
5. Guadalupe Mountains National Park
6. Lyndon B. Johnson National Historical Park
7. Lyndon B. Johnson National Historic Site
8. Guadalupe River National Monument
9. Big Bend National Park
10. Guadalupe Mountains National Park
11. Guadalupe River National Monument
12. Guadalupe Mountains National Historic Site

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APPENDIX C

INFORMATION FROM THE SMITHSONIAN INSTITUTION

WASHINGTON, D.C.
Dear Colleague:

Enclosed are the application materials for the Regional Workshop Program. In addition to the application guidelines, there is a two-page summary of the program and photocopies of sample materials from former sites that can be used to explain the program to other members of your community. I have also attached a six-page planning guide that gives a more detailed description of the efforts required for the project.

While the immediate directive of the Regional Workshop Program is to organize a one-day event for teachers, the planning process is intentionally elaborate and the division of labor expansive in order to reach the program's larger goal of assisting communities to establish broadly based, ongoing, museum/school partnerships.

Each 18-month cycle, the Office of Elementary and Secondary Education works with four communities around the country. Since 1982 we have co-sponsored Regional Workshops with 13 communities including Oakland, California; Shreveport, Louisiana; Waterloo, Iowa; and Philadelphia, Pennsylvania.

The size of participating regions and the amount of their museum/school programming vary. Some communities use the program to organize a museum consortium and take the first steps towards building a museum/school partnership. Other communities use the program to breathe new life into an existing museum association and increase teacher awareness of established partnership programs. What is most important is that the concept of developing a museum/school partnership is embraced community-wide and that the region's resource institutions represent a range of historical, science, and arts subject areas.

The Smithsonian's role is to offer support and guidance to the efforts of local organizers. During four planning visits to the community the Smithsonian program coordinator will explain the project to all participants, meet with school administrators and museum staffs to generate enthusiasm for the project, conduct interviews with local media to publicize the project, and hold work sessions with each planning committee. Also, several representatives from the Smithsonian will join local educators in teaching classes at the workshop-event for teachers.
Additionally, regular telephone contact between the Smithsonian coordinator and the local coordinators is maintained throughout the project. Each committee is provided with multiple examples of materials and programming ideas from previous sites in order to ease their planning efforts. Letters of support and press releases are distributed from the Smithsonian to support local fund-raising and publicity efforts. And each site will receive a small 'start-up grant' of $750.00.

Four to six months after the event, as a follow-up to the Smithsonian's collaboration with each community, we offer an optional work session for the area's museum educators. Past topics have included "Developing Pre-visit and Post-visit Materials" and "Developing Outreach Kits for Schools." Also, in an effort to encourage the development of the area's partnerships, we will continue limited co-sponsorship of subsequent 'regional workshops'.

Please feel free to call me if you have any questions and to discuss the preparation of your application. My number is (202) 357-2404.

Sincerely,

Clare Cuddy
Coordinator of Teacher Services
Office of Elementary and Secondary Education
The Regional Workshop Program was developed to encourage and strengthen the bonds between local school systems and their museums, zoos, parks, libraries and other community resource organizations. Specifically the program seeks to:

* encourage greater communication between museum and school educators
* provide school educators with ideas and techniques for incorporating community resources into their teaching
* assist museum professionals in developing a better understanding of school curricula
* strengthen a consortium of community resource organizations
* establish a framework for ongoing museum/school collaboration.

THE WORKSHOP

To achieve these goals the Regional Workshop Program involves local museum and school educators in organizing a one-day workshop for area teachers. The working relationships established through planning the workshop become the foundation for an ongoing partnership between the community's resource organizations and its schools. The workshop that is planned is both instructional and promotional and includes:

a KEYNOTE ADDRESS that illustrates the value of community resources to education

METHODS CLASSES taught by museum educators that provide teachers with classroom-ready ideas and techniques for incorporating community resources into their curricula

a TRADE FAIR that showcases the region's resource organizations through displays, handout materials, presentations and activities

a RESOURCE GUIDE, that surveys the educational resources available to the region's teachers.
EFFORTS REQUIRED FROM PARTICIPANTS IN THE REGIONAL WORKSHOP PROGRAM

1. Organize a consortium of local museums and other resource institutions that will commit to building an ongoing museum/school partnership in the community beginning with the sponsorship of a one-day workshop for area teachers.

2. Establish a planning structure for organizing the workshop that includes two project coordinators - one from the museum community and one from a local school district - and 4 - 6 organizing committees - also representing both resource organizations and schools.

3. Commit sufficient time to produce the workshop and build community-wide support for an ongoing partnership. (Approximate, average time commitments - less in the beginning, more as the workshop approaches: 15 hours a month for the project coordinators; 20 hours a month for committee chairs; 10 hours a month for committee members; and 5-7 hours a month for all members of the consortium.)

4. Distribute appropriate curriculum guides to resource organizations; arrange for meetings between school supervisors and consortium members to discuss curricular objectives; and request "in-service" credit for teachers who attend the event.

5. Each resource organization develops at least one class and teaches it at the workshop. These classes provide teachers with techniques and ideas that utilize the organization's collections to enrich specific areas of the curriculum.

6. Raise funds for the design and printing of stationery, brochures, promotional materials and the resource guide.

7. Organize all logistics for the workshop itself: secure a site to host the event, select a keynote speaker, design the trade fair, publicize the event, orchestrate registration, and develop a schedule for classes.

8. Compile all necessary information, and design and print a resource guide that describes the collections, research opportunities, and educational materials and services available to teachers and students.

9. Promote the larger partnership goals throughout the project by making frequent presentations to school faculty, Parent-Teacher Associations, and civic organizations; and by securing major press, television and radio coverage of the project.

10. Evaluate the workshop, assess overall museum/school programming in light of the project, and design a 5 year plan for the continuation of the partnership.
APPLICATION PROCEDURES FOR THE REGIONAL WORKSHOP PROGRAM

Before drafting an application for the Regional Workshop Program, determine the support for such a project in your community by distributing the program description to a comprehensive list of museum directors and education curators, and representatives of area school districts.

Then, as a representative of the area's museums, parks, zoos, and historic sites, and the regional school districts send a formal letter of request to the Regional Workshop Coordinator that addresses the five criteria listed below. Attach letters of support, sample brochures and programming materials from the museums and schools included in the application, and indications of any region-wide museum consortium and-or museum/school partnerships already in existence.

The selection committee will review your application, using the following five criteria:

1. an explanation of specific needs of the area's resource organizations and schools to improve working relations with local schools;

2. the expressed commitment of the majority of the local museums and resource organizations to work together on an ongoing basis to improve museum/school relationships;

3. the explicit commitment of participating museums to budget the time required to plan, organize, and execute an all-day event for the area's teachers as a first step in reaching this goal (including the commitment of 3-6 specific persons who have agreed to chair committees and 1 person who has agreed to co-chair the overall project);

4. an indication that local school systems are committed to such a program and willing to participate; and an explicit commitment from one or more persons to co-chair a committee and one person to co-chair the overall project;

5. a demonstration that the collections, materials and programming of the region's organizations can provide enrichment to teachers of arts, humanities, and science curricula.

It is recommended that you call the program's coordinator, Clare Cuddy, at (202) 357-2404 to discuss your application.

Applications for this cycle are being accepted until July 15, 1988. You will be notified of your acceptance by August 1. The next cycle deadline is November 15. Mail your application to:

Regional Workshop Program
Office of Elementary and Secondary Education
Arts and Industries Building - Room 1163
Smithsonian Institution
Washington, D.C. 20560
APPENDIX D

QUALITATIVE RESEARCH
There is some confusion about the various terms often used to refer to qualitative research. Ethnographic, naturalistic, phenomenological, and descriptive are commonly used in reference to the generic term, qualitative. While all four terms fit the general definition of qualitative research, there are some variations that should be noted. Ethnography has historically been associated with anthropological research. Until recently, these studies were conducted in other than the mainstream of American society. So, for some people, the term ethnography may suggest a primitive village populated by uneducated natives. However, the term is evolving, as is the attitude toward the cultures that need to be studied, and one may engage in ethnography in the elite Highland Park area of Dallas, Texas. The term simply means the study of a culture group, bounded by political or physical boundaries.

Naturalistic studies are so named because they are conducted in the natural setting. The setting may be man-made or in the original physical environment, but artificial experiments are not included in the study, and results are reported in the context of the real world (7, p. 6). The naturalistic view cannot separate parts that are interrelated without distortion.

The phenomenology tradition has thrived in Europe since the turn of the century but has been largely neglected in educational research in the United States. It asserts that
one "cannot understand human behavior without understanding the framework within which the subjects interpret their thought, feeling and actions" (12, p. 249). Researchers in the phenomenological mode attempt to understand the "meaning of events and interactions to ordinary people in particular situations" (1, p. 31). Influenced by the Weberian tradition and the concept of "verstehen," the interpretive understanding of human interaction, phenomenologists emphasize the subjective aspects of human behavior. The point of view, the meaning associated by the people involved, and the interaction of experiences constitute the reality that is studied. The researcher makes interpretations based on these perceptions (8, pp. 42-45; 3, 1982, pp. 387-88).

Descriptive research is focused on finding out "what is" (2, p. 405). Descriptive studies may use observations or may use a survey to obtain data. Statistical tools can be used to report descriptive results, in terms of central tendency, mean and median, measures of variability or graphs, charts, or frequency polygons (5). If a combination of qualitative and quantitative research approaches is used, the study would likely be called descriptive (2, p. 39). However, descriptive research can be purely qualitative. Comparisons can be made and shown in a matrix or table, patterns can be noted, and the dynamic being investigated may emerge without any overtones of statistical research.
The usefulness of qualitative methodology is illustrated in the situation of measuring the number of words a child spells correctly compared to measuring the same child's ability to use those words in a meaningful way. While the quantitative evaluation would be more exact and easier to obtain, the utility of such information would be limited, whereas the more difficult-to-obtain evaluation of the way in which the child used the words would surely have more far-reaching implications for instruction (8, pp. 212-22, 1978).

This study will be descriptive, focusing on the perception and judgment of the decision makers in administrative positions in both the public schools and the historic sites museums/parks. The basic question is concerned with the area of interface or intersection of the perceptions of the separate entities, and the agreement or disagreement in that intersection. Perception and judgment will be sought through in-depth interviews with people holding key positions of influence in each agency or institution. The study seeks to discover and describe findings in such a way that productive insights will emerge and, through cooperative effort, programs that will benefit all will be encouraged.
Techniques of Qualitative Research

Several important techniques of qualitative research and brief explanations of each follow.

1. In-depth, probing interviews that are open-ended but focused will be the primary source of raw data. According to Patton (8, pp. 197-200), there are three choices of qualitative interviews: (1) the informal conversation interview, (2) the general interview guide approach, and (3) the standardized open-ended interview. The difference is the extent to which interview questions are determined and standardized before the interview occurs. Fundamentally, a framework in which the interviewee can respond is needed.

There are six kinds of questions: experience, behavior, opinion, value, feeling, and knowledge (8, p. 208). Identifying these types of questions, putting questions in a natural but effective sequence, and using natural language and presuppositions to encourage answers are part of the skills needed by the researcher (8, p. 221). The questions must maintain focus while establishing rapport. Probes or follow-up questions will not be written but must be asked at the right time for the interview to be successful (8, pp. 222-40).

Spradley identifies three major kinds of ethnographic questions: descriptive, structural, and contrasting. For formal and informal interviews, data obtained are used to
generate more questions (9, pp. 32-35, 123-24). Two kinds of contrasting questions are noted: dyadic and triadic. In the former, the question is, "Are these two things different?" while in the triadic contrasting question, the question is "Which two are more alike?" The answers are called dimensions of contrast (9, p. 126).

There are many advantages of interviews over mailed questionnaires. The interview is more complete, can be open-ended, and unstructured to some extent. An interview can be tape-recorded, or video-taped, and transcribed verbatim (2, pp. 282-320; 8, p. 46).

Interviewing with key informants, who may be atypical individuals, carefully chosen, and insightful, may sensitize the research in desirable ways (3, pp. 391-92).

2. Participant observation: the method of field research in which notes are taken to record descriptive observations (9, pp. 32-33). Observations may be descriptive, then focused, then selective, taken in an unobtrusive manner by the researcher for the purpose of grounding in the real world the evidence it reports (8, p. 46; 3, p. 389; 12, p. 253).

3. Document analysis using written records, curriculum guides, government documents, archival collections, photographs, and maps, to "build a bridge between observation and analysis" (3, pp. 388-96; 9, pp. 32-33).
4. Field notes, a journal of daily factual reports concerning the study, impressions, and personal reflections and interpretations. Field notes include daily personal impressions, descriptive patterns, and analytical observations that occur during data collection (9, pp. 33-34; 3, p. 389; 8, p. 46). Spradley suggests that a field note journal should be kept to allow the researcher to "think on paper" during the process (10, p. 72).

5. Case study, the unit of analysis, whether a person or site, the case, a bounded system, is the focus of the research. The single case may be considered, with great depth of inquiry, or a more superficial inquiry of several cases or sites may constitute a study. The preferred method of research according to Stake, the case study lends itself to understanding of the research in the context of reality. Stake expresses the concept of a "target" case, whether typical or extreme, or critical, to accomplish the purpose of the research project. When several cases or sites are studied, the term multi-case or multi-site is used (11).

6. Triangulation, a device to address the problems of reliability and validity. There are four kinds of triangulation: (1) data, the use of a variety of data sources; (2) investigation, the use of different researchers or evaluators; (3) theory, the use of multiple perspectives to interpret a single set of data; and (4) methodological, the use of multiple methods to study a single problem or
program (4, 7, pp. 14-15; 8, pp. 108-09). Whether data, investigation, theory, or multiple methodological approaches is used to attain triangulation, the purpose is to verify that the research is reliable and valid.
WORKS CITED


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APPENDIX E
ENVIRONMENTAL IMPACT REPORT
HISTORICAL ABSTRACT
THE ARCHAEOLOGY AND HISTORY
OF LAKE RAY ROBERTS
VOLUME III
SETTLEMENT IN A MARGINAL ZONE

S. Alan Skinner, Ph.D., Principal Investigator
with sections by
(in alphabetical order):
LeAnne Baird
David Higginbotham
James L. Ingraham
David Jurney
Kathy Morgan
Anita Pitchford
Tom Shaw
Kate Singleton
S. Alan Skinner
Stan Solamillo
Christi Winchell
Frank Winchell
Robert Wilkinson
Bonnie Yates

Prepared for:
U.S. Army Corps of Engineers, Fort Worth District
Fort Worth, Texas

Contract No. DACW63-80-C-0048

Prepared by:
AR Consultants
P. O. Box 820727
Dallas, Texas 75382-0727

Cultural Resources Report
November 1, 1983
ABSTRACT

Cultural resource investigations at Lake Ray Roberts were conducted in the initial construction area in order to mitigate the loss of significant resources which were to be impacted by construction. Excavation of six prehistoric archaeological sites located the only reported prehistoric house site in the Elm Fork Watershed and demonstrated occupation from the Middle Archaic to the Late Neo-American period with a possible hint of historic Indian occupation. Other excavation uncovered two sites with extensive accumulations of burned rock and other activity-specific sites. Excavation of the Calvert site revealed the impact of bioturbation but showed a prominent Henrietta focus occupation. The overall evaluation of prehistoric occupation in the lake area is that it may have occurred only during the fall season and for the primary purpose of mast gathering.

Historic investigations were done at 31 different sites. Excavation was done at eight historic archaeological sites and analysis has shown that most of the occupation dated from the turn-of-the-century or later. Interviews are conducted with regard to seventeen of the historic sites. Four sites with log buildings and three vernacular architecture sites were recorded using procedures devised by the Historic American Buildings Survey and are reported verbally and as modified HABS drawings herein referred to as "story sheets". A further significance of this report is the detailed recording and evaluation of thirteen historic cemeteries which will be effected by lake construction. This is the first such major study of historic burial patterns done in conjunction with lake construction in north central Texas.

The report demonstrates that a variety of historic and prehistoric cultural resources are present in the Lake Ray Robert area. The multifaceted approach to the historic resources, which are much more prominent than the prehistoric ones, shows the need to integrate a variety of procedures in order to evaluate these poorly known sources. The prehistoric resources provides a glimpse of the archaeology of this part of the Elm Fork Watershed which we hypothesize was only used on a seasonal basis.
APPENDIX F

SAMPLE GUIDE FOR RESEARCH INTERVIEW

AND

RELEASE FORM
SAMPLE GUIDE FOR INTERVIEW

Introductory Statement:

Thank you for granting this interview. I know you are busy, and I don't wish to take any more of your time than necessary. There are a few questions I would like to ask. Do you mind if I tape our conversation?

I. Personal Information

1. Please state your name and position.
2. How long have you been associated with the historic site or school system?

II. Descriptions/Reactions

3. What is your perception of the role of local historic sites in the educational program of the public schools?
4. Describe the positive aspects of the present situation as you see it.
5. Explain the negative aspects of the current policy of the public school regarding on-site visits and on-campus programs.
6. Are there other areas, not necessarily positive or negative, in which you would like to see a change in policy or innovative programs introduced?
7. What do you see as the barrier to improvement in policy?
8. Are there activities that you would like to see become a part of the school curriculum that involve local historic sites?
9. Do you feel that the public would respond to a more vigorous program involving students in local history projects?
10. Are there any fundamental changes you would like to see in the local policies?
III. Definitions

11. Can you briefly tell me what you feel that the expression "local history" means?

12. Do you feel that heritage relates to citizenship? Please explain how.

13. What sites, museums, or parks are close and important enough for the local students to visit or to study?

IV. Evaluation

14. How would you rate Texas in comparison to other states in the involvement of local history in the educational program of public schools?

15. Do you have suggestions that would improve the partnership between museums/historic parks or sites in the educational program of schools in Texas?
To:

From: Anita Pitchford

Once again I would like to thank you for your help by granting me an interview recently, on the subject of "Historic Sites in Texas: The Use of Local History in Texas Public Schools." I am nearing the completion and final approval of my dissertation at North Texas State University.

Enclosed you will find the transcribed interview, as nearly correct and verbatim as possible. I omitted only a few personal comments which we exchanged, but included the entire text, as it related to the subject under discussion. Of course, I have copies of the actual tapes, and can make a copy for you if you like. Along with the transcription of the interview, I am enclosing a summary, in which you as a participant in my research, and the historic location or site will only be identified with a very general geographic and ethnic description. My committee at North Texas State University specified that anonymity should be maintained. However, public school personnel and museum or historic site personnel will be differentiated.

There were, in the course of the interviews, some classic quotations. I would like to have your permission to quote you, and if you like, will send for your approval, a copy of the context in which any quotation of yours is used before submitting the dissertation to my committee.

I realize that you are very busy at this time, and I really do appreciate your help. If you could return the enclosed form as soon as possible I would be most grateful.
Subject: Historic Sites in Texas: The Use of Local History in Texas Public Schools

Date of Interview: ____________

I have read the material as requested and give permission for Anita Pitchford to use my statements as presented in the transcribed interview.

Signature

Date

Please send me the following materials and information:

______ a copy of the actual interview in which I participated

______ a copy of the context in which any quotations from my comments in the interview is included

______ a copy of the complete dissertation

______ a copy of the dissertation abstract and summaries of the thirty interviews
APPENDIX G

HISTORICAL DESIGNATION INFORMATION
About Texas Historical Markers...

The markers you will encounter are designated Official Texas Historical Markers by the Texas Historical Commission. Markers are erected to commemorate historical sites, buildings and events; institutions such as churches, businesses, and organizations; and individuals whose achievements have been recognized.

The most common types of markers are those pictured. Many of the earlier markers are made of stone, usually granite, featuring either engraved lettering or a metal plate with inscription. The familiar aluminum marker with raised lettering on a black background is more commonly used now. Also, there is the round medallion, which identifies a structure as a Recorded Texas Historic Landmark. An interpretive plate offering historical background of the building often accompanies the medallion.

National Register Program

NOMINATION TO THE NATIONAL REGISTER OF HISTORIC PLACES

The National Register of Historic Places is a comprehensive catalogue of our nation's cultural resources. It is our nation's official acknowledgment, its honor roll, of properties significant in American history, architecture and archeology. Properties of state and local as well as national significance are selected. Compositely, they provide a comprehensive index of the diversity of our American heritage.

Listing in the National Register denotes that the property is especially worthy of preservation, but such designation is more than just a recognition of significance. National Register designation DOES:

* serve as an authoritative guide, assisting federal, state and local governments as well as private groups and citizens to plan new development while preserving the most important vestiges of our heritage;
* guarantee a state-level review of the impact of any Federal undertaking; and
* make the property owner eligible to apply for various financial incentives:
  1) federal tax credits in accordance with the Economic Recovery Tax Act of 1981 for certified rehabilitations of income-producing buildings;
  2) federal Historic Preservation Fund grant-in-aid assistance;
  3) Texas Historic Preservation Grant assistance if it is a building or structure owned by a nonprofit organization or governmental subdivision of the state.

National Register designation DOES NOT:

* require the owner to provide public access;
* obligate the owner to maintain the property;
* impose restrictive covenants of any kind (unless grant assistance is accepted).

The process of listing a property in the National Register of Historic Places is jointly conducted by the federal government, represented by the National Park Service of the Department of the Interior, and the state, represented by the governor-appointed State Historic Preservation Officer (SHPO). In Texas, the Executive Director of the Texas Historical Commission is the SHPO.

CATEGORIES OF NATIONAL REGISTER NOMINATIONS

Properties may be nominated to the Register in one of five categories: district, site, building, structure, or object.

A district is a geographically definable area, urban or rural, with a significant concentration, linkage or continuity of sites, buildings, structures or objects which are related historically or aesthetically. (Example: Swiss Avenue Historic District, Dallas, Dallas County, an important and relatively intact early 20th century planned neighborhood.)

A site is the past location of a significant event, activity, building or structure, usually of substantial archeological interest. (Example: Fort St. Louis Site, Victoria County, established by La Salle in 1685 as a base for exploration and as a defense against hostile natives.)

A building is a structure, such as a house, church, barn, store or hotel, created to shelter any form of human activity. The term "buildings" may refer to a historically related complex such as a courthouse and jail, or a house and barn. (Examples: The Magoffin House, El Paso, El Paso County; or Carnegie Library, Cleburne, Johnson County.)

A structure is a man-made construction of interdependent and interrelated parts, organized in a definite pattern, it often a large-scale engineering project. (Example: Waco Suspension Bridge, Waco, McLennan County, the longest single-span suspension bridge in the world when it was built in 1870.)

An object is a material thing of functional, aesthetic, cultural, historical or scientific value. It may be movable by nature or design, yet related to a specific setting or environment. (Examples: The 1877 barque Elissa, a sailing vessel, Galveston Island.)

The categories listed above may also be combined into a single multiple resource or thematic nomination to the National Register. A multiple resource nomination includes all historic and/or prehistoric properties within a given geographic area (such as a county or city) which are eligible for nomination. (Example: Historic Resources of Salado, Bell County.) The thematic nomination includes groups of properties related to each other by association or type. (Examples: The El Paso Commercial Buildings designed by renowned architect Henry Trost, or the Norwegian farmsteads in Bosque County.)

CRITERIA FOR EVALUATION

Official National Park Service criteria stipulate that properties to be listed in the National Register must possess "significance in American history, architecture, archeology and culture" and "integrity of location, design setting, materials, workmanship, feeling and associations..." Properties must also be "associated with events that have made a significant contribution to the broad patterns of our history," OR "associated with the lives of persons significant in our past," OR "embody the distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction," OR "have yielded, or be likely to yield, information important in prehistory or history."

Certain properties are NOT ordinarily considered eligible for inclusion in the National Register. These include cemeteries, birthplaces or graves of historical figures, structures that have been moved from their original locations, reconstructed historic buildings, properties primarily commemorative in nature, structures that have had unsympathetic or inappropriate modifications, and properties that have achieved significance within the last 50 years.
NOMINATION PROCEDURES IN TEXAS

Listing in the National Register of Historic Places is a highly selective process by which properties are evaluated in terms of their architectural, historical and/or archeological significance and integrity. Information and documentation required by the Keeper of the National Register is very specific, and the obligation for providing a fully-documented nomination rests with the applicant.

The usual steps for National Register listing are:

1) Send snapshots (preferably black and white) of the property and basic information regarding its significance. For nominations based primarily upon architectural or historical significance, be sure to include the dates of construction, persons or events of note associated with the property and information on substantial changes (past or planned). The National Register staff will conduct a preliminary review and, if possible, schedule a site visit. A consultation between the applicant and staff will subsequently be arranged.

2) Submit a fully documented and completed National Register Nomination Form filled out in accordance with the Texas Historical Commission and National Park Service guidelines. Non-returnable supporting materials include photographic documentation—both prints and slides; a site plan location map to scale; and notarized legal description of property boundaries. Upon receipt of the completed Nomination Form with supporting materials, the property will be scheduled for the next available meeting of the State Review Board. Please note that nominations must be received by the Texas Historical Commission at least 60 days in advance of the meeting date to comply with the legal notification requirements.

3) The State Review Board, a citizens committee of experts in the field of Texas architecture, history, archeology and related disciplines, meets in open session to evaluate each nominated property according to the criteria established by the Department of the Interior. If recommended for nomination to the National Register, the State Historic Preservation Officer will forward the nomination to the National Park Service in Washington, D.C., for final decision.

To date, more than 800 Texas properties have been listed in the National Register of Historic Places. For additional information concerning the nomination process or the many related programs benefiting properties listed in the National Register of Historic Places, please contact:

National Register Department
Texas Historical Commission
P.O. Box 12276
Austin, TX 78711
512/475-3094
Protecting Historic and Prehistoric Properties through Designation:

- National Register of Historic Places
- Recorded Texas Historic Landmark
- State Archeological Landmark

National Register of Historic Places Designation

The National Register of Historic Places is our nation's official acknowledgment of properties significant in American history, architecture, and archeology. Properties may be nominated in one of five categories: district, site, building, structure, or object. Properties of state and local as well as national significance are selected, and together they provide a comprehensive index of the diversity of our American heritage.

Listing in the National Register denotes that the property is especially worthy of preservation, but such designation is more than just a recognition of significance. National Register designation DOES ensure the following:

- The National Register inventory serves as an authoritative guide, assisting federal, state, and local governments, as well as private groups and citizens, to plan new development while preserving the most important vestiges of our heritage.
- Designation guarantees a state-level review of the impact of any Federal undertaking.
- The property owner is eligible to apply for various financial incentives:  
  1) federal tax credits in accordance with the Economic Recovery Tax Act of 1981 for certified rehabilitations of income-producing buildings;  
  2) federal Historic Preservation Fund grant-in-aid assistance; and  
  3) Texas Historic Preservation Grant assistance if a building or structure is owned by a nonprofit organization or governmental subdivision of the state.

National Register designation DOES NOT require the owner to provide public access; obligate the owner to maintain the property; or impose restrictions regarding alterations or renovations to a property (unless either grant assistance or federal tax credits are involved).

The process of listing a property in the National Register is jointly conducted by the federal government (represented by the National Park Service of the Department of the Interior) and the state (represented by the governor-appointed State Historic Preservation Officer, or SHPO). In Texas, the Executive Director of the Texas Historical Commission is the SHPO.

For further information: National Register Department, Texas Historical Commission, P.O. Box 12276, Austin, Texas 78711. (512) 475-3094.

Recorded Texas Historic Landmark Designation

Recorded Texas Historic Landmarks are identifiable by that most familiar of all Texas historical symbols, the Official Texas Historical Marker. Recorded Texas Historic Landmark (RTHL) designation is automatically granted when a Building Marker is awarded to a historic structure. Applications for Subject Markers must specify that RTHL designation is sought. The RTHL designation provides two important protective measures:

- Structures so designated cannot be moved without permission of the Texas Historical Commission, applied for through the Office of the Executive Director.
- Before any changes are made to an RTHL building, the owner must give the THC a 60-day prior notice in written form. Based on an evaluation of the plans, the Commission can waive the remainder of the notice period or invoke an extension of 30 days if in the opinion of the Commission an additional time will enhance the chances for preservation.

RTHL status does not require that the building must be open to the public.
If appreciable changes are made to the structure, the RTHL designation (and the Marker) will be removed from the building. In addition to the above, the RTHL designation is considered a permanent award and is conveyed with the property when it is sold.

Designation of RTHL status is made by the State Marker Committee, which is composed of three members of the governor-appointed Texas Historical Commission.

For further information: Research and Markers Department, Texas Historical Commission, P.O. Box 12276, Austin, Texas 78711. (512) 475-3092.

State Archeological Landmark Designation

In order to be protected under the Texas Antiquities Code, an archeological site or historic structure must be formally designated a State Archeological Landmark (SAL). Designation of SAL status is made by vote of the 9-member Texas Antiquities Committee. Sites or structures designated SALs must qualify under criteria of significance stated in the Code.

The majority of sites and structures currently registered as SALs are located on publicly owned lands. However, a private owner can request SAL designation of a site or building. A resource on private land cannot be designated without the landowner's permission. Once designated, both private and public resources are protected as follows:

1. Status as an SAL places the resource in a statewide inventory of significant resources, which allows long-range protection planning for the cultural heritage of Texas.
2. An SAL cannot be removed, altered, damaged, salvaged, or excavated without a contract or permit from the Texas Antiquities Committee. The designation of an SAL on private land is recorded in the deed records of the county in which the land is located and conveyed with the property when it is sold.
3. Any site or structure on private land that is designated a landmark will be marked by at least one marker stating that the resource is a State Archeological Landmark.

For further information: Texas Antiquities Committee, P.O. Box 12276, Austin, Texas 78711. (512) 475-6328.

How Are the Three Designations Different?

Any resource that meets the individual significance criteria may qualify for designation as a National Register property, a Recorded Texas Historical Landmark, and/or a State Archeological Landmark. Award of one status does not exclude the others, and major resources may be accorded protection under all three inventories.

The different kind of protection provided by each is, simply stated, as follows:

1. National Register status guarantees a state-level review if the resource is threatened by impact from any Federal undertaking.
2. Recorded Texas Historic Landmark status provides a 60-day notice period before any changes can be made in the landmark, regardless of the source of the impact. This period allows for preservation alternatives to be considered if the resource is threatened with severe alteration or destruction.
3. State Archeological Landmark status provides that the resource cannot be removed, altered, damaged, salvaged, or excavated without a contract or permit from the Texas Antiquities Committee. The permitting procedure ensures proper historical, architectural, and/or archeological documentation of any significant resource that cannot be preserved intact.
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