A Vocation in Preservation: An Ethnographic Study of Historic Preservation and Allied Trades

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A VOCATION IN PRESERVATION: AN ETHNOGRAPHIC STUDY OF HISTORIC
PRESERVATION AND ALLIED TRADES

A Capstone Project Presented in Partial Fulfillment
of the Requirements for the Degree Bachelor of Arts
with Mahurin Honors College Graduate Distinction
at Western Kentucky University

By
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*****

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ABSTRACT

This research examines younger generational interest in historic preservation (HP) and the preservation trades (PT). Utilizing an ethnographic approach, industry professionals were interviewed about their knowledge and perspectives on issues facing their respective fields (HP and PT). Historic preservation and the preservation trades were both identified to be experiencing a decline in interest and participation from younger individuals, thus negatively impacting incoming supply of future labor. Given the intensive nature of the field, traditionally the preservation trades have required a larger number of specialists. Currently, both fields are facing workforce shortages. High school level career and technical education was examined as a potential avenue to remedy this issue with little evidence to suggest extensive implementation of programs at the national level. However, my research shows that independent workshops organized through various government and non-profit funds, which target current trade professionals, have emerged as a viable approach to increasing preservation trades laborers. Sustainability and diversity within historic preservation and preservation trade were also identified as areas in which the fields could demonstrate their desirability to young peoples.
I dedicate this thesis to my loved ones, too numerous to list, that have encouraged and grounded me throughout this process.
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SECTION ONE
INTRODUCTION

Generational identity is a staple in modern American society, as it creates a sense of belonging between large swaths of people that navigated the same trials and tribulations in time. As with all aspects of human identity, stereotypes and assumptions become an easy form of categorizing these generations. One such assumption is that older generations, like the Baby Boomers or Generation X, are stuck in their ways and highly value traditional pieces of culture more than other generations. Historic preservation and its trade counterparts are but one piece that is commonly associated with the traditional moniker. And as the older generations begin to age out of active participation and support, it then becomes a serious search to find younger individuals to sustain these fields that were not assumed to have been involved previously. It is this interaction of generational identity and tendencies with the evolution of historic preservation and allied trades that is a core component of my study.

While much research has been done over the relationship of Millennials and historic preservation, there is a lack of analysis regarding preservation trades and its important role in the overall process of preservation (Champeau, 2015; Linnemanstons et al., 2016; Schindler, 2019). This thesis provides a more nuanced understanding of issues facing the fields of preservation and preservation trades, specifically with regards to engaging younger individuals recreationally and professionally.
With a four-section organization, this thesis seeks to answer two primary research questions: 1) Why are young people not involved in preservation and preservation trade?; and 2) What can be done to remedy this lack of interest and engagement? Based on a summer internship experience, and subsequent ethnographic interviews, a multifield literature review, and a detailed analysis of these data, this research finds that historic preservation and allied trades must shift their foci of public attention to issues more relevant with Millennials and Generation Z. Alongside this shift in attention, education and training of future preservation trades must also alter their approach to best suit a wider-range of individuals.

It is the aforementioned findings that are the central argument of my research. To properly support these findings requires exploration of interrelated sociocultural aspects, and involves an array of historical, cultural, and literary materials. The organization is more linear in nature, in order to provide as much clarity as possible to a multidimensional argument.

Section 1, the introduction, establishes the basic framework essential to following the ensuing argument. It is in this section that I provide a historical overview of the field of historic preservation and its connection with preservation trades through the use of literary materials. I map out shifts the fields have experienced, and include legislative decisions that have constrained or advanced these fields. The domain of Career and Technical Education is also reviewed, as it is a central piece of my argument of increasing younger generational involvement through various actions. This abbreviated history will help make sense of any following references to concepts and systems essential to the fields.
The next section, Methods, is the explanation of my chosen research methodology. This section outlines my research question methodology and provides the framework for the kinds of data I was able to collect on this topic. I provide supporting literature as reference for further rationalization. It is also here that I offer a glimpse into the internship experience that founded this research and made it possible to pursue.

Section 3, Data Analysis and Recommendations, I present the majority of my argument through the support of ethnographic and literary materials. I begin by explaining the unfeasibility of Career and Technical Education as a potential remedy, then following this with analysis and recommendations for potential decisions and actions for both historic preservation and preservation trades. These recommendations incorporate important generational values and existing frameworks that have been proven to be successful. The final section, the conclusion, offers a cohesive end to my thesis by summarizing the aforementioned analysis and providing a succinct concluding argument. Ultimately, I state that historic preservation must reorganize their approach to outreach and education to achieve the Kentucky State Historic Preservation Office’s goal of “engaging a new generation of preservationists.” In the appendicies, I have included my research questions and relevant photographs for additional context.

**Literature Review**

*Historic Preservation*

Before delving into further analysis, definitions and contextualization are useful. Historic preservation is classified by the National Park Service (2019) as a “conversation
with our past about our future” that allows “…us to transmit our understanding of the past to future generations.” While this definition covers a fundamental duality of past and present within preservation, it does not explain the necessary core components that may be unclear to individuals unfamiliar with the field. Historic preservation is a national movement primarily organized through state and local governments with a common goal of preserving and conserving significant historic structures, resources, and environments. This definition, while extensive, encompasses the full breadth of attention that is central to historic preservation goals and actions.

The concept of significance, and what exactly classifies as significant, is a topic of deliberation within the field. At the inception of historic preservation, significant structures or properties were those that were historically meaningful. Revolutionary War-era buildings such as Independence Hall in Philadelphia, which was where the Declaration of Independence was signed, were among the first to be preserved in the early 19th century. Following this success, citizens rallied to preserve other historically significant structures like former presidential estates and other national monuments. Prominent historical figures and important historical actions were a required association with a structure for it to be considered significant enough for preservation.

It was not until the turn of the 20th century that the conversation around significance would shift from prominent historical figures and moments to noteworthy structural aesthetics. A structure no longer required notable tenants to be considered worthy, as it would become the architectural characteristics of a building that also added to its value. Early colonial architecture was among the first to be classified and admired for its signature design; a multitude of architectural styles are listed as significant for preservationists to be
educated upon currently. This focus on architectural value is now a hallmark of the field, and was the primary function of assessment and classification within preservation for many decades. It is important to note that many preservation projects up until the mid 20th century were conducted by private citizens and non-profit organizations, thus shaping definitions of significance to be incongruent and varied depending on the individual or association. While the National Park Service was founded as a conservation and preservation bureau within the federal government in 1916, much of its current financial and supervision powers would come later in the century.

Preservations conceptualization of significance and other terms shifted once again with the passing of the National Historic Preservation Act (NHPA) in 1966. The NHPA expanded the National Register of Historic Places to include a wider-range of properties of significance, and provided support and autonomy to state governments’ historic preservation programs. It was felt that the agenda set forth by the NHPA had been largely accomplished as the 20th century neared its end. This led to conferences in Charleston and San Francisco in the early 1990s that attempted to provide new directions for the field. Following these conferences, preservation expanded its focus to be inclusive of the nation’s multicultural past, in addition to working alongside development and planning industries previously assumed to be unrelated.

Recognizing the importance of preserving diverse physical resources was a guiding belief, yet it wasn't until the 1980 and 1992 amendments to the NHPA that official language within the discipline shifted to include intangible social and environmental values. The 1992 amendments solidified the autonomy given to Native American groups when ascertaining their resources of value by allowing for tribes to develop and implement their
own guidelines in regards to preserving tangible and intangible cultural materials. It was this set of modifications that allowed for the identification and preservation of sacred and significant sites, including tribal burial lands and sites of traditional agrarian foodways (Department of Defense et al., 2017). Preceding this legislative expansion, the 1980 amendments included a mandate that highlighted the growing awareness of preservation’s progression to include elements beyond material culture. This mandate stated that a report submitted to the President and Congress would be conducted in order to recommend legislation with goals to “preserve, conserve, and encourage the continuation of the diverse traditional prehistoric, historic, ethnic, and folk cultural traditions that underlie and are a living expression of our American heritage” (Jabbour, 2003, p. 435).

The above language is illustrative of historic preservation’s pursuit to expand what is included in the field’s purview. And while intangible cultural elements are important to the field’s mission, there is no official national archive or register equivalent to the National Register of Historic Places for non-material culture. It is this perceived disparity between tangible and intangible preservation that supports some arguments for historic preservation’s slow progress towards expanded efforts. This does not mean that the National Park Service nor the National Trust for Historic Properties ignores the extended focus of preservation, as there are efforts which incorporate the intangible cultural elements into a structure or landscapes inherent value. The Traditional Cultural Properties (TCP) program emphasizes the intangible values associated with a physical structure that make it culturally significant, as opposed to simply valuing the architectural elements (King, 2009). TCP are structures that have documented cultural value linked to their construction, use, or association within a community’s value system. This significance is commonly referred
to as a “sense” or “power of place” that is attributed to a structure, and as noted by the National Park Service, TCP’s “…are rooted in a traditional community’s history and are important in maintaining the continuing cultural identity of the community” (NPS, 2012, p.2).

The specifics on defining “sense of place” differ between disciplines, but a commonality is that the places occupied by individuals shape their identity and worldview (Yosemite National Park, 2012; Jabbour, 2003; Tuan, 1977). These places could be natural landscapes or man-made structures, but they all hold a “concretion of value” that Tuan (1977) asserts is unique to a distinct place, but may differ slightly between community members. It is the common values held by a community that are so important for historic preservation when discussing what structures or sites should be preserved and what reasons support their actions. Around the time of the 1980 amendments to the NHPA, there was a Congressional push for establishing “heritage corridors” that embodied national values imperative to the conversation of expanding preservation. These corridors have continued and proliferated, now referred to as National Heritage Areas, and are managed by a collaboration of the National Park Service and local communities.

These changes in scope and understandings within historic preservation have all been conducted with a common goal of cultivating the public’s perception of preservation beyond that of an “elite” and “hegemonic” institution. As mentioned previously, much of the work conducted within preservation prior to the NHPA in 1966 was by private interest groups and wealthy individuals. It was the people with expendable income and time that could be dedicated to efforts beyond those necessary for survival that founded and coordinated preservation efforts for many decades. With financial support from rich
benefactors like J.D. Rockefeller and Henry Ford, historical and preservation interest groups in the Northeast were purchasing and restoring structures significant to the country’s architectural past (Murtagh, 2005). And while the preserved structures evolved from monuments and grand buildings to more common historical architectural styles, it was still more representative of the country’s middle to upper-class white citizens. Minority and lower-class individuals were not the focus of preservation’s efforts for many decades. It was not until the passing of the NHPA, which solidified the federal government’s role in a national historic preservation program, that preservation of a more diverse national history seemed to be within reach. By establishing guiding organizations in the National Park Service and the Advisory Council on Historic Preservation, consistency of requirements and quality regarding preservation can be ensured. These agencies provide primarily regulation and financial support to each state’s historic preservation office (SHPO) as designated by the NHPA and subsequent amendments.

*Kentucky Preservation*

The state historic preservation office (SHPO) is a critical link between federal and local preservation activities, and performs multiple operations critical to the continuation of successful preservation initiatives by local governments and other local preservation-focused organizations. As preservation initiatives and organizational structure differs between states, and with regards to my current research project, the state of Kentucky and its preservation activities is especially relevant. Kentucky’s Heritage Council (KHC), the state’s Historic Preservation Office, identify their mission as “the identification, protection and preservation of prehistoric resources and historic buildings, sites and cultural resources
throughout the Commonwealth” (Kentucky Heritage Council, 2020). They accomplish this through a variety of community outreach, public education, and fundraising initiatives all focused around empowering the public to become more active with the aid of preservation professionals. As identified in their 2017 plan entitled “A Map Made of Memory,” it is noted that the Kentucky Heritage Council initiatives are not without their problems, as they face many issues from dwindling federal and state funding and other societal factors outside of their control.

The biggest challenge identified by the Kentucky Heritage Council is the engagement of a “new generation of preservationists” (Birenberg, 2017, p. 27). Millennials are the generation spanning from 1981 and 1996, and make up about 23% of Kentucky’s population as of 2017 (Birenberg, 2017). Generation Z are those born after 1997, with their numbers ever increasing since there has been no definitive generational cutoff established. KHC identify all generations younger than Baby Boomers as valuable to the preservation movement, with heavy emphasis upon those entering the early stages of adulthood. Education about the values of preservation to local communities, and involvement in preservation initiatives are more easily performed with older generations as they “better understand the context in which designation and protection for their local resources was accomplished” (p. 27). So these are areas that must be altered to fit younger generational values, in order to accomplish the goal of “engaging a new generation of preservationists,” which will be discussed at length in my subsequent section on analysis.

*Preservation Trades*
Concurrent with historic preservation’s growth into a national movement, preservation trades experienced similar expansions within the national purview. Preservation trades, also referred to as restoration or traditional trades, is an essential component of the preservation process. Without trades individuals accomplishing restoration work, historic structures would cease to contain their full-breadth of accurate historical character, thus negating any efforts towards future preservation. Preservation trades include a variety of historic carpentry, masonry, and blacksmithing or metalworking methods. From restoration of historic wood windows, to relaying of historic brick, preservation trades individuals intimately understand the materials and methods required to authentically restore and revive a preserved property. Much of this work is conducted in consultation with historic preservationists or restoration architects, so as to achieve the highest quality possible, while maintaining historical accuracy and authenticity.

While traditional trades have existed for as long as structures have been built, they lacked equal recognition and official support within the preservation field for many decades. Much of the focus within historic preservation was upon those that practiced preservation in its traditional sense, and not on those that performed the physical labor required to restore and maintain the preserved structures. This accounts for the lack of relevant early legislation or discourse about preservation trades when compared with that of preservationists. Additionally, many trades classified as “traditional” were commonly practiced until the expansion of the mass production of building materials which made building structures more easily performed by less-specialized individuals. The expansion of mass production has similarly impacted the traditional method of training future tradesmen. Much of the training is through series of intensive, long-term apprenticeships
with an established professional within the industry. This is still identified as the primary method of education within preservation trades, though as the number of established professionals dwindle, so do potential apprenticeship opportunities.

The Whitehill Report on Professional and Public Education for Historic Preservation (1968), drafted in part by the National Trust for Historic Preservation, is one of the earliest indications that what would come to be known as preservation trades was starting to see dwindling numbers. The report was compiled, as the name suggests, to study and make recommendations upon the educational endeavors of historic preservation following the passage of the landmark NHPA in 1966. The report makes the argument that “continuation [of ancient crafts] as a living tradition is essential to insure the authentic conservation of early buildings” (p. 10). It is this core argument that bore the development of the report, as many preservation officials and National Trust members felt there was a lack of incoming talent into the field of preservation trades as early as 1967. The Whitehill Report would be revisited in 1973, with the committee agreeing that it is not the skill sets that are dwindling, but the adaptation of trades individuals to new technologies decreased the number of those that identified as practicing “traditional building crafts.” This led to a push by the National Trust for Historic Preservation to create small-scale workshops and seminars for existing trade individuals to expand their skill-set, but these programs would be scrapped by the mid-1980s (Miller, 2005).

The NHPA (1966) briefly refers to preservation trades when discussing grant allocation from federal to state historic preservation offices, but all other references and recommendations utilize the term “building arts,” which incorporates a wide range of relevant disciplines and professions dedicated to traditional building methods. An endeavor
proposed within the original NHPA was that of the National Center for Building Arts. This center would conduct education efforts for the public through demonstrations by current industry professionals, and would also “collect and disseminate information concerning the building arts” (p. 134). In this way, the National Center for Building Arts was intended to function as more of a museum with public outreach efforts. A goal of the center was to encourage growth of the traditional building trades, but training was an area that was lacking on the federal level. Currently, the National Center for Building Arts does not exist, with very little mention of the initiative outside of the NHPA. However, the National Park Service would tackle the trades education issue with the development of the Historic Preservation Training Center (HPTC). The HPTC is focused on meeting the growing demand of specialists required to maintain and preserve historically significant structures. With its inception in 1977, the HPTC has continued to support a range of national, state, and local preservation efforts through a combination of hands-on crafts training with core preservation philosophy. Similarly, many State Historic Preservation Offices and local government affiliates extend their public outreach activities to the preservation trades, though this varies considerably by region.

To tackle the ever-increasing deficit of traditional trade practitioners, many non-profits and coalitions were also developed to foster the growth of preservation trades during the later 1970s through the 1990s. RESTORE, Inc., founded in 1976, was one of the earliest non-profits created with the intention of public outreach and education on the technology of architectural preservation. As of 2017, they were still performing stone masonry workshops on preserved structures in New York City. However, at the time of writing of this thesis, information regarding RESTORE and their activities are unavailable.
Preservation trades, a distinct field within its own right, does not have primary guiding organizations outside of the National Park Service and the National Trust for Historic Preservation. The Preservation Trade Network (PTN), while extremely influential, is a community-oriented organization that provides essential support and training for trades professionals. They do not implement legislation or federal guidelines regarding the trades, as that still falls within the legal powers of the Secretary of the Interior and the NPS. The PTN was founded in 1996 as a result of discussions from professionals in the preservation trades that felt their role in the preservation process was not adequately acknowledged.

With their mission of empowering the traditional building trades, the PTN hosts a variety of workshops and programs to foster a community of tradespeople. This community is not limited to the continental United States, as many trades organizations and professionals from around the globe gather at events like the International Preservation Trades Workshops to share methods and styles for the betterment of the built environment.

*Career and Technical Education*

Preservation trades, in comparison with the general preservation field, suffers from a lack of recognition and acknowledgement. One result of this lack of regard for preservation trades is low incoming numbers entering into these fields from the general public. It is this connection with general trades, and career and technical education, that could be utilized by preservation and allied trades to increase interest and involvement from younger generations. General trades, such as carpentry or welding, were not as valued within a typical educational setting and as such were not being taught to a vast majority of students. There had been a push around the turn of the 20th century for an equal playing
field for liberal and vocational education, with liberal education the arts and sciences that expands an individual’s general knowledge, and vocational education a career specific training with hands-on accompaniments. This debate would lead to federal legislation in the form of the Smith-Hughes Education Act of 1917, which essentially separated liberal and vocational education into two distinct spheres of funding and focus. Vocational education would eventually evolve into what is now known as Career and Technical Education later in the century.

Career and Technical Education (CTE) is a specific type of trades education within the United States that is focused on educating high-school age adolescents in a variety of career-specific skills alongside traditional academic curriculum. Students within CTE choose a desired program, referred to as a Career Cluster, that corresponds with their interests. CTE, as it is known today, is result of a rebranding effort beginning in the 1990s. Preceding this, CTE was referred to as vocational education and was a separate track within the rapidly expanding public school system. Focusing on agriculture, trades and industries, and home economics, the federal government funded this track to provide a labor force to sustain the nation through its extensive urbanization efforts. The aforementioned Smith-Hughes Education Act of 1917 required states to match federal government spending and oversee their respective vocational programs, and this structure would persist with few changes until the late 1980s.

Persistent stigma and shame against the vocational education track, coupled with lowering enrollment through the second half of the 20th century, was cause for changes to the field (Malkus, 2019). Specifically, the year of 1990 would see the passage of the first of many vocational educational reforms. The Carl D. Perkins Vocational and Applied
Technology Education Amendments, also referred to as Perkins II, would provide guidelines to integrate academic and vocational programs. Perkins IV, passed in 2006, would eradicate the use of “vocational education” and replace it with the current label of career and technical education. This act was put into action alongside the National Career Clusters Framework, which provided a more comprehensive integration of academic and technical courses with clear pathways into a career. A Career Cluster is more easily understood as a “grouping of occupations and broad industries based on commonalities” (ACTE, 2020). Pathways are combinations of coursework that lend themselves towards one or more Career Clusters. As defined in the latest legislation on CTE which passed in 2018, Perkins V increases the states flexibility on appropriate Career Clusters and their implementation in local education programs.

The state of Kentucky has 16 Career Clusters and numerous career pathways available within CTE programs. Technical Centers across the state, the first of their kind to be accredited by the Southern Association of Colleges and Schools, teach a variety of courses within assorted Career Clusters (Marks, 2009). The Career Clusters differ between Technical Centers as they are decided by their respective school districts and partner technical colleges to best fit the needs of their student populations. The most popular Career Clusters within the state are in areas of predicted future growth: manufacturing, information technology, and healthcare. All CTE programs accounted for the education of 127,094 high school students in the 2017 – 2018 school year (Kentucky Department of Education, 2019).

CTE programs, in addition to the fields of historic preservation and allied trades, exemplify changing values and beliefs of the United States. From its wealthy, elite citizen
beginnings, historic preservation has grown to its current mission of diversifying the preserved past of the United States. Preservation trades have struggled to find their footing in a country that has modernized and simplified the building process, but are finding support through governmental and non-governmental networks. CTE programs have expanded beyond an alternative to traditional education, to a supplementary system with intentions of expanding student’s skill sets. Public support and funding are vital in all aforementioned areas, and as the public’s needs shift, the perspective and approach from preservation and allied trades should continue to follow. It is this continued change that is the subject of further analysis throughout the following research. With all relevant fields contextualized, I will now discuss the methods used throughout the course of my research to determine perceptions of preservation and allied trades.
SECTION TWO

METHODS

As a guiding experience for my research, I drew upon preliminary ethnographic observations from the summer of 2019 during my ten weeks as an intern supporting the historic preservationists at the Louisville-Jefferson County Metro Government. During this time, I shadowed mentors on their visits to historic buildings and historic district committee meetings. I was allowed to be an intimate member of the team and learn the procedures for processing and analyzing applications for alterations on historic properties. This involved meeting residents and members of the community that were deeply invested in the continuation of preservation within Louisville. It is this investment, alongside my deepening appreciation for historic preservation, which was a driving force behind initiating this research. Input from my mentors, and other departmental and community members, helped highlight the struggles that in due course, would slowly cripple the movement.

A combination of the aforementioned observations and valuable insight from those around me, provided a strong foundation of understanding that guided the direction of my research and the writing of this thesis. Research was conducted primarily in the fall of 2019 throughout various cities within Kentucky, and was qualitative in nature. Data was collected through a combination of participant observation, open-ended conversations, and semi-structured interviews with research participants (see Appendix A). As my research involved human subjects, I acquired certification for social and behavioral research with
human subjects through the Collaborative Institutional Training Initiative Program (CITI) (02/02/2018) and fulfilled Institutional Review Board (IRB) approval (10/03/2019).

The fieldsite for my research covered multiple locations throughout the state of Kentucky, though the primary location was the largest metropolitan area within the state (pictures in Appendix B). Louisville is a city characterized by a predominantly white population of varied ages as a state university is located within city limits (U.S. Census Bureau, 2019). Interview participants ranged in age from 34 to 73, with two females and three males.

From October of 2019 to January 2020, I conducted one joint interview and three individual interviews with an array of community members and industry professionals involved with historic preservation in some form. In addition, I also had many open-ended conversations with other preservationists and Louisville community members. Emails were the initial recruitment method, though this was supplemented by word-of-mouth as the research process progressed. The joint interview was comprised of two historic preservationists employed by the Louisville-Jefferson County Metro Government. They were mentors during my time as an intern for the Planning and Design Department, and respectively been involved with the field of historic preservation for over a decade. Snowball sampling methods through their word-of-mouth provided me with the remainder of my research participants, as my intern mentors would provide professional recommendations. The three individual interviews were conducted with a historical archaeologist that served on the Historic Landmarks and Preservation Districts Commission, a career and technical school educator, and a veteran preservation trade professional. These industry professionals provide a wide-range of perspectives to create a
more robust understanding of the multitude of issues facing historic preservation and associated trades. All research participants names have been redacted and replaced with pseudonyms to protect individual identities, for example Research Participant 1 (RP 1), Research Participant 2 (RP 2), etc.

Participant observation has been noted by scholars as valuable insight in generating hypotheses and understanding the baseline on which participants actions originate (Musante, 2015). With this idea in mind, the participant observation conducted from May to July of 2019 during my internship for the Planning and Design Department served as an influential experience which shaped my conceptualization and navigation of the field of historic preservation and allied trades. Accompanying the historic preservationists to historic properties in need of repair established the necessity of the field’s continuation. My perception of the issues facing historic preservation and allied trades prior to my participant observation would have been cursory at best, consisting of broad issues like lack of funding or public interest. The complexity inherent in the field was only able to be explored through personal interactions and observations of daily life as an individual within the field.

Utilizing Bernard’s (1988) recommendations, as well as previous classroom fieldwork experiences, I created a semi-structured interview protocol. The semi-structured interviews were comprised of thirteen interview questions exploring the research participant’s perception of the field of historic preservation through a variety of lenses. These questions were altered and supplemented when interviewing different research participants so as to personalize the interview experience in a way that enhanced the participant’s responses, capitalizing upon the benefit of flexibility as identified by
Newcomer, Hatry, and Wholey (2015). Open-ended conversations accompanied these interviews and interactions throughout my research period to extend my breadth of knowledge of the factors at play with these fields. The interviews were recorded on a H4n Zoom digital recorder. A content analysis was performed on each interview focusing on common narrative and conceptual themes.

The combination of semi-structured interviews and participant observation highlighted the value of participants lived experiences and knowledge that is so crucial to the focus and intention of my research. The qualitative data provided from the aforementioned methods allowed for more robust analysis of identified issues, in addition to relevant recommendations that will be presented in the following section.
SECTION THREE

ANALYSIS AND RECOMMENDATIONS

To determine the best course of action for preservation and preservation trades requires further analysis based upon examined literature and findings from research participants. Recommendations will be provided alongside the findings and analysis, in order to fully establish answers to my research questions regarding young adult interest and involvement with preservation and preservation trades. A comprehensive study of micro-level, community level, and national level concerns serve as the basis for analysis. These findings and recommendations address career and technical education’s role in increasing a young adult presence, the defining features of Millenials and Generation Z, and the way generation specific values must be capitalized upon by preservation and allied trades.

It was reiterated, many times, by all research participants in my study, that young people are not looking into the fields of preservation and preservation trades as potential professions. Additionally, my research participants suggested that young people were not interacting in many preservation-focused volunteer groups either. This was attributed to multiple causes, but the most prominent of this was a lack of awareness for preservation and allied trades. Research participants did not feel that lack of involvement was indicative of a lack of interest, as Research Participant 2 noted “everyone is a preservationist, they just don’t know it yet” (RP 2). To increase the number of Millennials and Generation Z
that are interested in the field of historic preservation and preservation trades, a traditional education program through Career and Technical Education implementation was investigated as a potential. Through a series of interviews with multiple industry professionals, in addition to literature analysis, this traditional education program was discovered to be unfeasible.

**Career and Technical Education**

The Career and Technical Education (CTE) program has many underlying concerns which make it nonviable to efficiently increase the number of younger individuals in preservation and allied trades. Issues of funding from state and federal governments, as well as finding appropriate educators for the potential program are just a few identified shortfalls of a preservation trades CTE program. The CTE educator research participant interviewed expressed that CTE primarily chooses their courses and career clusters based on profitable areas for students locally and nationally. These areas primarily include healthcare, information technology, and manufacturing. It is the aforementioned career clusters that are the most beneficial in training high school aged students, as the job markets have a high demand with a significant labor shortage.

The labor shortage in manufacturing and related fields is attributed to a number of factors, but the most commonly cited is echoed by Research Participant 4. He noted that “Baby Boomers are all retiring from their jobs in construction industries, and that's increasing the demand in high-manufacturing areas” (RP 4). The careers available in those fields also have higher starting pay than most jobs in lower-income areas, which serves as an incentive and is appealing to students selecting career clusters, thus increasing the
demand for courses and certifications in those areas. While preservation and preservation trades are experiencing a labor shortage in their fields, the starting pay is typically lower than that of healthcare or manufacturing. Additionally, demand for preservation track jobs is not universal across the nation, with certain areas like historic Charleston or Savannah, experiencing higher demand than other areas. In terms of appeal to younger individuals in rural communities, this may not be the best path for a potential career because it does not provide them guaranteed above-average income, nor a job that allows them to stay within a familiar area.

Another structural factor in the types of courses available is the issue of funding. As such, appealing to younger individuals is not the only hurdle a CTE program would have to overcome. Career and Technical Schools receive state and national funding based on their chosen programs, and as preservation trades is not nationally-recognized as in-demand, it would be hard to finance the implementation of preservation trades as a new career cluster. Without enough financial support, the new program would not be able to buy materials, let alone pay their educators.

An additional issue arises when discussing sourcing the educators for the potential program. A career and technical education program for preservation and preservation trade would require preservation professionals to also be certified to teach within the state, which would make it extremely difficult to find enough educators to teach courses within a career cluster.

The preceding analysis is not meant to conclude that nothing can be done within CTE programs for preservation and allied trades. There are architectural and drafting technology introductory courses scattered throughout Kentucky CTE programs, and it is
these courses that could be an avenue for engagement with preservation that would circumvent many issues that arise with a larger scale project. Research Participant 4, as an experienced CTE educator, felt that even though the demand was high for specialized trades training, “it would have to be imbedded within another course [the school] already has” (RP 4). The introductory courses could develop and implement units within their current curriculum that would discuss historical architecture and the practice of preserving those designs and building techniques. A guest lecturer from the preservation or preservation trade field could be contacted to work with CTE students as a type of outreach. This small scale idea bypasses the financial and political issues that would occur with attempting to create an entirely new career cluster for preservation and allied trades. Though it still accomplishes providing “valuable historical knowledge of how it was done” (RP 2) to better inform and support their modern trades training.

**Millennials and Generation Z**

The fields of preservation and allied trades are not intended to be managed and enjoyed solely by older generations. Millennials and Generation Z are genuinely interested in preservation and the preservation trades, though they may not initially be drawn to this field. A recent survey from the National Trust for Historic Preservation (2017) discovered that 97% of American Millennials value the preservation and conservation of historic buildings, architecture, and neighborhoods. This value did not necessarily translate to action supporting preservation and conservation, as 61% had never been involved in a preservation organization or event. It is this group of detached individuals that must be
recruited for involvement in preservation and allied trades, as their personal curiosity is already present and they must simply be persuaded to act upon these interests.

The most effective manner of engagement and involvement for preservation and trades with Millennials and Generation Z would occur outside of a traditional education setting. Independent workshops and seminars on various practices of interest to preservation and allied trades could be implemented on a local scale. These events would have the benefit of being smaller in size, thus making it easier to fund and find a workshop leader. Research Participants 1, 2, and 5 all touted the benefits of workshops they had attended throughout their careers in preservation and allied trades. “The trades workshops, plus other small-scale seminars, expanded my understanding of how important specialization is to the authenticity and integrity of a structure” (RP 2). They all also noted that the individuals attending these workshops were mostly older and well-established in their careers. This was a point of displeasure for Research Participant 5 who felt that preservation trade should be actively reaching out to younger individuals. Potential workshops would also be able to reach a greater-variety of interested individuals, as opposed to solely school-age individuals that would be educated with the CTE programs. It is this basic framework that I will explore further in this analysis.

In order to understand Millennial motivations for community and activity involvement, it is necessary to look at their path into adulthood. As the generation that matured during the Great Recession of the late 2000s, Millennials developed a more frugal mindset where expendable income was valued greater as it was exceptionally limited. With low employment rates following the recession, Millennials have had to navigate a tough environment at the onset of their career-building years (Pew Research Center, 2014). In
2012, the number of young individuals aged 18 to 24 that were employed was at its lowest (54%) in recording history. A lack of consistent employment decreases the amount of saving that can be done, in addition to other financial investments that would be beneficial in the long run.

Though Millennials do not differ drastically from preceding generations in regards to average income, they do not have the same sense of financial security of their predecessors. Millennials, on average, spend less per year than Boomers or Generation X, and this spending is dependent upon many social factors (Nielsen, 2017). It is partially the lack of financial security that influences Millennials to spend less, as they experienced many societal changes that provided evidence of financial hardship. Additionally, Millennials are the generation with the most college degrees paid for by large quantities of student loans. The median amount of outstanding student loan debt for Millennials was nearly double the amount for Gen X debt holders, a comparison of 19,000 to 12,800 respectively (Dimock, 2019).

This being said, while Millennials spending habits differ from preceding generations in terms of volume, they also differ in regards to focus. Millennials and Generation Z spend less on mass-produced goods, and more on higher value items (Nielson, 2017). Instead of buying more goods for less money, both groups will choose quality over quantity of goods. This focus on quality extends beyond physical goods to personal practices, with Millennial money being invested into valuable experiences as opposed to material items. Preferential spending on experiences, like concerts, performance art events, and travel are more common among Millennials than Generation X and Boomers (Harris Group, 2014).
The value on experience could be capitalized upon by preservation and associated trades when striving to generate younger interest and engagement. Generally speaking, Millennials and Generation Z both seek out experiential engagement with preservation, such as vacationing within a historic district or dining in historic downtowns. They do not invest their money into simply collecting antique goods or contributing blanket donations to a detached source. They are more experiential in an effort to “come back to authenticity” (RP 2), that might have otherwise been lacking in mainstream trends. In the same survey conducted by the Harris Group (2014), Millennials were also noted to have an appreciation for locally-made arts and crafts, which creates a positive environment to market the previously suggested preservation trade workshops as a fulfilling, artistic experience. Additionally, Millennials have been noted to be more likely to volunteer their time for a worthy cause, and independent workshops which teach valuable skillsets would be one way to interest them (Harris Group, 2014).

If values of community engagement and enrichment are communicated correctly, preservation trade professionals could tap into the 78% of Millennials that would rather spend money on valuable experiences which connect them with their community and the people around them (Harris Group, 2014). Whether constructing and restoring historical windows, or learning of historic masonry methods, the workshop would be a collaborative hands-on experience between an industry professional and younger citizen, thus enabling both groups to learn and grow from one another and create irreplaceable memories. Outside of the workshop approach, Millennials illustrated value of quality over quantity which could be argued to extend to preserved structures. These structures have withstood the test

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1 Authenticity is a fraught concept that has been heavily researched in the last decade. Despite its relevancy, it is outside the scope of this research project.
of time and are commonly a much better investment than mass-produced modern structures, with homes in historic districts presenting at a higher value than non-historic properties (Rypkema, 2002).

Millennials not only value building a sense of community, but maintaining and growing their community through their dedication to civic responsibility and tackling social justice issues. Millennials and Generation Z support on issues such as immigration, LGBTQ+ rights, and action against the climate crisis, illustrates their ideological diversity. Furthermore, Millennials are the first generation for which climate change has always been a harsh reality instead of a probable notion (Ross and Rouse, 2018). Generation Z has been raised with the ever-increasing threat to the Earth’s health, with almost half of those surveyed in Amnesty International’s (2019) analysis citing climate change to be the most important issue of our time.

*Sustainable Preservation*

The earth’s climate has been drastically altered by human activities that produce harmful carbon emissions. These emissions have been steadily increasing the global temperature about 1.62 degrees Fahrenheit since the end of the 19th century (Overland et al., 2015). Along with a rise in temperatures is the documented rise of global sea levels by an average of eight inches (Nerem et al., 2018). With the past five years the hottest on record since the inception of modern-record keeping in 1880, there is ample evidence to support the ever-encroaching threat of climate change on individuals’ daily lives (Overland et al., 2015).
1988 is credited as the year climate change became a highly publicized and politicized topic globally. The correlation between the greenhouse warming effect and observed warming data was irrefutable. This information was delivered to the U.S. Senate Energy and Natural Resources Committee and subsequently made front-page news across the country. This testimony was the impetus for the creation of the Intergovernmental Panel on Climate Change (IPCC) at the United Nations, which still stands as the primary authority on issues related to climate change. Global efforts to tackle climate change continued through the next decade with 1997 marking the adoption of the Kyoto Protocol which called for a significant reduction in industrialized carbon emissions (United Nations, 2019).

The development of climate change as a noteworthy global issue coincided with the maturation of Millennials, thus guiding their perception of their role in global carbon emissions. 75% of Millennials were noted to have altered their spending habits to be more sustainable with a smaller carbon footprint (McCaskill, 2015). From using recyclable and reused products to public transportation, Millennials invest in sustainable actions more so than preceding generations. Generation Z is similarly conscious of their carbon footprint, with 62% of consumers aged 18 to 24 are willing to pay more for sustainable goods (First Insight, 2019). Sustainable investment could extend to historic structures and neighborhoods, though it requires substantial public education and outreach to properly inform the public of historic preservation’s sustainable status.

“[Historic] preservation is sustainable; no one besides those in preservation know it though” (RP 3) This remark by Research Participant 3 summarizes the lack of public knowledge on preservation’s environment-friendly status well. Millennials are inundated
with advertisements from companies that profess energy-efficient windows and “green” homes to have a smaller carbon footprint, yet the actual ecological cost of material production outweighs the energy conserved. For example, a vinyl product is cited to be “unrepairable” by Research Participants 3 and 5, though popular advertisements for home remodeling services profess vinyl to be a “maintenance free building material” (RP 1). It is the inability to repair vinyl which increases the necessity of replacement vinyl products. Vinyl is stated to also be difficult to recycle as a result of chemical additives to strengthen the product. Vinyl can only be recycled into different vinyl products, and can never be recycled with other recyclable plastics. Many plastic recyclers do not have the infrastructure necessary to recycle vinyl, causing a large number of products to end in landfills. In the long run, vinyl products like windows or siding are harmful to the environment as their mass production and destruction in landfills produces harmful emissions, though they may be touted as being “energy-efficient” and “supported by government-funded energy efficiency building credits” (RP 1).

Vinyl is but one product commonly used in new structures that are harmful to the environment. New buildings require production of a large set of building materials, most commonly from plastics and other man-made materials that slowly biodegrade, if at all. Materials like concrete and steel are near-impossible to salvage for reuse, and their continued production is extremely harmful to the environment through the resulting carbon emissions. Existing historic homes require significantly less materials to restore the structure. The mass production of plastics and other materials generate more greenhouse gases in the form of carbon emissions resulting from factory production methods. Additionally, plastic building materials are not meant to be long-lasting and require
replacement within two decades or less (Washington State Department of Archeology and Historic Preservation, 2011), thus resulting in more mass production that perpetuates the harmful emission cycle. In essence, it could take up to 80 years for a new energy efficient building to surmount the greenhouse gas emissions created by its construction (National Trust for Historic Preservation, 2016).

Demolition of structures is similarly harmful to the natural environment. Structures that are demolished, as opposed to restored, contribute significantly to unrecyclable waste from building projects that end up in landfills or incinerators. According to the Environmental Protection Agency (2018), 169 million tons of construction and demolition debris from buildings was produced in the United States in 2015. 90% of this figure is debris produced from demolition of existing buildings; a number that could be considerably lessened with increased restoration and preservation of structures.

Historic structures can be both energy efficient and sustainable. Many historic structures utilize a passive system for their energy, meaning they were designed to use natural sources of light and ventilation without the support of electricity or other forms of power (Washington State Department of Archaeology and Historic Preservation, 2011). A large expanse of windows in a home negates the need for artificial light use during the day, thus overall decreasing the energy consumption of the structure. Similarly, high ceilings enable a natural flow of air that is typically forced within new construction projects. Most energy within the United States requires the burning of fossil fuels like coal or gas, as renewable energy is not widespread across the country. As such, any reduction in energy use decreases the amount of greenhouse gas emissions from power plants.
It is the sustainability and energy-efficiency of historic structures that must be explained to Millennials as they become first-time home buyers or potential tenants for preservation to properly connect with their generational values. A method that could have a significant impact on knowledge distribution would be to educate realtors and independent contractors that work in areas with high volumes of historic structures. Simply explaining the difference between energy-efficiency in new buildings versus historic structures could have a significant impact on the individuals who gravitate towards historic structures for the highest environmental impact. Misinformation about historic homes is common and any effort from an industry professional to remedy this distortion would be helpful to preservation. This could be done through short workshops or seminars on identifying energy-efficient features and capitalizing upon their value.

Training workshops are already being conducted for real estate professionals and other interested individuals by Preservation Kentucky, and energy-efficiency and sustainability is but one of the topics covered. Advertisement of these workshops should be expanded to increase their outreach to educated individuals, with specific focus on the community and monetary benefits of preservation of historic structures. Creation of guided webinars that clearly identify historic structural features and benefits that are sustainable would also expand the scope to those who may not be in the target area and live more remotely. These webinars could utilize modern 3-dimensional technology that creates a virtual environment of a historic structure with sustainable or energy-efficient features, in addition to other key characteristics, to educate distance-learners across the barrier of locality. As 42% of Kentuckians reside in rural and micropolitan areas, enabling learning from a distance would provide accessibility for further community engagement (U.S.
Census Bureau, 2012). 3-dimensional technology is already employed for many online viewings of new constructions and even college campus tours, making this an experienced field for utilization.

**Diverse and Inclusive Preservation**

Sustainability is but one of many social justice issues relevant to Millennials and Generation Z, in addition to preservation and allied trades. Diversity is another topic and practice for fields to tackle in order to attract younger generational interest. As stated previously, diversity is a multifaceted issue with societal layers of meaning inherently different between groups. Diversity from a general standpoint refers to gender, age, sexual orientation, and socioeconomic status. The focus of this analysis and recommendation is on racial diversity and inclusion, though it is important to note that these two terms are not mutually exclusive. Though racial diversity may occur, racial inclusion may not. Racial diversity is simply the range of human differences in regards to race and ethnicity. A more nuanced definition as it pertains to businesses and academia, is the purposeful association of individuals from different racial and ethnic backgrounds. Racial inclusion is the decisive involvement and sense of belonging for individuals of different races and ethnicities. This sense of belonging involves feelings of being valued, respected, and accepted by those around them (Washington & Patrick, 2018). These two terms must be understood as separate concepts, for a field may be racially diverse, but the diverse range of individuals may not feel valued or respected within their space.

Diversity and inclusion is similarly nuanced within preservation and allied trades. It is not simply increasing the people of color employed within the fields, though this is
one piece; it is also the inclusion of underrepresented groups into the overarching historical narrative. One reason that diversity and inclusion are relevant to Millennials and Generation Z as they are documented as the most diverse generations in the history of the United States (Frey, 2018; Dimock, 2019). These issues have been championed by the youngest generations as imperative to societal improvement, and historic preservation and allied trades must continue to follow suit in order to stay relevant and advance society.

As mentioned previously, preservation and preservation trades have a long history of prioritizing a biased narrative of history. Yet as early as 1968, inclusivity became a topic of interest to national historic preservation efforts. Smaller committees and programs were implemented to tackle a variety of problems relating to diversity, but it was not until 1992 at the National Preservation Conference that historic preservation began a nationwide initiative to remedy the apparent scarcity of racial and ethnic diversity (Stipe, 2003). This conference set the standard for scholarship and other funding opportunities for minority individuals that wish to enter historic preservation as a career or pursue preservation efforts within their local communities. Organizations and governmental offices, like the ACHP’s Office of Native American Affairs, have been created to provide an inclusive environment dedicated solely to a group’s special interests. Yet these past efforts, while tremendously impactful, have not managed to resolve all racial and ethnic inequalities present within preservation and allied trades, as evidenced by the consistent observations from all research participants.

Historic preservation and allied trades must take a more proactive approach to practice racial and ethnic inclusion. Empowerment and engagement will be the main force behind increasing racial diversity and inclusion within preservation and allied trades.
Historic preservationists must look to their respective communities and educate themselves on what is valuable to the community’s ethnic groups, outside of the parameters defined by the National Register’s guidelines. Local collaboration of preservationists and community members will create a space for inclusion of minorities by providing a voice and empowering those that have been historically shunned by the field. Similar to the approach taken by the Kentucky Native American Heritage Commission, where eight of seventeen members must be of Native American heritage, a majority of a decision-making body’s members should be of applicable ethnicity. This allows for community members, whom of which may not hold a degree in historic preservation or related fields, to contribute towards a more diverse, and informed perspective. Setting a standard for inclusion allows a community to flourish with greater engagement from its citizens, thus raising younger individuals to have an increased appreciation and knowledge of their community’s heritage.

For minority individuals professionally trained in historic preservation or similar fields, their contributions should be forefronted when working within ethnic minority communities. Utilizing their expertise on a project could enhance the overall process and result as their intimate cultural understanding compliments collaborating with the community. As noted by Antoinette Lee, the “[professional ranks of preservation] remain largely unchanged in their ethnic makeup” (2003, p. 392). Through outreach by minority individuals trained as historic preservationists, Millennials and Generation Z of similar diversity will feel a connection and hopefully feel represented and become more active in the field. More systematic approaches to increasing representation will be discussed in depth in subsequent paragraphs. Implementing the aforementioned outreach with
Louisville organizations like the African American Heritage Foundation, or Adelante Hispanic Achievers, allows for identification of structurally and historically significant properties that might have been overlooked by historic preservationists without intimate cultural knowledge.

Local collaboration and “building partnerships” with non-profits and other guiding community organizations is recommended by the Kentucky SHPO in their 2017 report. These partnerships are vital to increased involvement in historic preservation as well as future advancements. It is locals who occupy a minority space that possess the insight to be curators of their community’s preservation. Just as Lee identified, many of these locals have, more than likely, have already “been involved in community improvement activities but had just not called them ‘historic preservation’” (2003, p. 391). It is the partnerships that would provide a foundation of empowerment to communities historically ignored by the common preservation narrative, and would slowly start to remedy this lack of equal acknowledgement and value. In this way, the field of historic preservation with an emphasis on diverse inclusion could be used as a tool by minorities to combat issues like gentrification and loss of important cultural sites through the use of their empowerment.

Building these community partnerships, and supporting the advances made by their contributions, could be funded through a variety of grant systems. The NPS has increased their funding of diversity-focused programs through a series of Civil Rights Grants, and though the funded projects have been connected to the historical achievement and significance of Civil Rights within the United States, it illustrates the basic framework that could inspire similar state and local-level initiatives. Incentivizing these partnerships to governmental and non-profit preservation groups through offers of increased overall
funding which could lead to more staff support, would ensure more motivation for continued successful efforts. Similar to some public school funding, which is dependent upon students standardized test scores and attendance, providing diverse program-requirements for funding would push for more than minimal labor on part of the historic preservationists.

Addressing the lack of preserved structures and materials associated and identified by People of Color (POC) is but one problem with diversity that must be addressed within historic preservation. Another issue involves, as mentioned previously, the lack of equal representation of POC within historic preservation career and education programs. The aforementioned method of forefronting the contributions of minority individuals already trainined in historic preservation does somewhat counter the lack of representation of POC, but more can be done to successfully address the issue. Many POC experience issues related to, or resulting from, poverty. As is common with groups that have been historically oppressed and stigmatized, multiple generations have been socioeconomically repressed as a result of lower wages and discrimination, and do not have the financial freedom that majority groups experience. This then impacts people’s ability to choose careers based on meeting one’s needs, as opposed to a career path based on personal interest. Desires and dislikes are addressed long after providing basic necessities for themselves and the one’s they care for.

To alleviate some of the financial burden that prevents POC from entering historic preservation, POC-specific paid internships with preservation organizations should be created and advertised. This allows for POC to have the ability to both survive, while also doing something they may be interested in. It is a common argument that unpaid internships
and apprenticeships, even for the financially secure and unmarginalized population, are exploitative and sometimes illegal (Curiale, 2009; Fuchs, 2018). But for low-income populations, which are primarily minorities and POC, it becomes a class-divide that then impacts their entire career. Without getting “their foot in the door” with an unpaid internship, POC are then left to struggle behind those individuals that were able to afford an unpaid internship to maximize their success. That is why providing POC with an opportunity meant to overcome this single barrier would then result in life-long benefits that might have otherwise been much harder to attain, while also increasing the racial diversity in a historically homogenous field.

POC-specific internships address the lack of representation in the careers of preservation and allied trades, but this issue also begins much earlier in the educational environment. As mentioned previously, POC struggle with issues related to poverty and many qualify for federal financial aid programs, in addition to smaller scholarships on the school and departmental level. Departments with designated historic preservation programs should set aside funds specifically for students of color, and make it apparent to those that express interest in the program. It is well-documented that for several decades in the United States, POC have “…completed high school and attended college at consistently lower rates than their White counterparts” (Pitre and Pitre, 2009, p. 98). This multi-generational lack of college education then increases the financial stress, as individuals without a baccalaureate degree make a lower annual income, and the general stress of navigating the college system. By supporting students of color in the scholarship process, we can see that historic preservation programs have a better chance of enticing students at the same time as genuinely helping alleviate some of the financial burden of college.
The next step that could then be taken by post-secondary preservation programs would be a type of partnership with communities of color. This would be more relevant to graduate degree programs, as they are typically more intensive and hands-on in their methods. This partnership would be a collaboration between the two entities, where the graduate students work on projects for the community with the dual purpose of educating on culturally sensitive approaches while also informing and creating connections with POC individuals that might discover an interest in preservation through their interaction with the department activities. These projects, on a long-term basis, would ensure accurate documentation while also training future preservationists to have valuable skill sets and values regarding diverse preservation.

Historic preservation is not the only field with a lack of diversity and inclusion. Research Participant 5 cited preservation trades to be predominantly ethnically homogenous within the state, and his professional opinion is that the rest of the nation is similarly lagging behind in their increasing diversity. According to him, the field has taken a long time to increase their gender diversity, and the next step should be to push for racial and ethnic diversity. Allied trades could support minority individuals in their pursuit of specialization within trade through multilingual workshops and trainings for immigrant and domestic workers that require translation. As identified by Research Participants 3 and 4, it is minority and immigrant individuals who are being contracted for the most work on new construction projects. Tapping into their existing skill sets would allow these people to increase their business through an expanded network. Similarly, minority trade individuals could learn and educate on traditional building methods that are significant to
their respective communities. This allows for connection and engagement with a significant piece of material culture outside of the common historical narrative.

Programs geared towards educating minority individuals, who commonly face more economic barriers with involvement, should attempt to offer as many low-price or free events as possible to increase the rate of those educated. This was performed in 2017 by the Kentucky Heritage Council, as they advertised multiple free workshops and a six-month course specifically for minority persons living in Louisville’s West End. These funded programs enabled West End residents to learn and practice valuable skill sets that would support them in gaining future employment, or supporting the revitalization of their own community. Low-cost and free programs require significant funding, which is commonly support from the federal and state governments. As budgets and priorities fluctuate, funding is adversely impacted. In these scenarios where national and state funding is lacking, it is the partnerships with local organizations that will be beneficial. Local organizations have connections and influence with groups that could provide additional support to keep the low-cost programs possible. Advertising the programs to non-profit groups which could apply for relevant grants, or creating fundraisers with citizens, are some possible actions that would be useful as a result of local partnerships. It is the increased accessibility of programs that should be implemented in tandem with the aforementioned community partnerships, as a means of alleviating some financial burdens that are experienced by POC.

As mentioned previously, the use of paid internships specifically for POC is a method that could be employed to increase the diversity of preservation professionals while also giving them an advantage that would have otherwise been unavailable. A very similar
approach could be taken with preservation trade apprenticeships. As apprenticeships are more common with trade professions, and is cited as the preferred education method by Research Participant 3, providing a paid apprenticeship would allow individuals of color to earn an income while also learning valuable skill-sets and making important connections. The preservation trade professionals could make these apprenticeships relevant through restoration projects on structures in the apprentice’s neighborhood, which makes the content more relevant and supplies them with knowledge that ensures they can make a living in their area. These apprentices that pursue preservation trades then serve the dual purpose of diversifying the field, while also sustaining the historic structures that are present in their neighborhood and hold cultural significance.

With Career and Technical Education removed as a possible solution, independent workshops and other small-scale ideas become the primary source of education and outreach for preservation and trades. These are more flexible and allow for more adjustments to suit a wider-range of individuals within a given community, and bypass many beaurcratic and funding issues that would arise with a CTE program. Changes to topics and methods within preservation and allied trades add to the strength of these workshops, and allow for growth from the fields in question. Sustainability and diversity are but two areas that must be tackled with enthusiasm and purpose to further preservation and preservation trades. The next section provides a short review of the research and recommendations with some important points of reflection.
SECTION FOUR

CONCLUSION

In sum, historic preservation and allied trades are both dynamic fields that must continue to shift foci and methods of engagement and training, in order to stay relevant with younger populations. Preservation and preservation trades have demonstrated their ability to reflect and improve given adequate time and resources. This is simply another series of shifts that must take place for these fields to advance in the decades to come. As identified by research participants, messages of sustainability and diversity must be embodied and publicized by the fields as areas of attention and improvement. This will accomplish an increase in interest and engagement by Millennials and Generation Z as it connects with broader generational values. Efforts must also be made by both preservation and preservation trades towards creating programs focused on experiential engagement that is so highly valued by the aforementioned generations.

As for preservation trades specifically, hands-on training must be conducted in workshops and seminars to increase the number of specialized trades professionals qualified to work on preserved structures. As a Career and Technical Education program was identified to be unfeasible, smaller-scale workshops provide a more easily funded and organized program that still accomplishes increasing the number of trades professionals that have the appropriate skill-sets to work on historic structures. In addition to their use for preservation trades, these workshops can be transformed to accomplish the aforementioned goals for historic preservation as well. With the use of advancements like
three-dimensional technology or webinars, these workshops would be able to cross the barrier of locality that limits many in the state of Kentucky.

It is apparent that the beginnings of change are present within historic preservation, and to a lesser degree preservation trades, but both of these fields must be more proactive in their approach to the problems determining their future. In a society such as the United States, where proactive change and maintained tradition prevail alongside one another, historic preservation and its trade counterpart exist at an opportune crossroads. Both fields are uniquely situated along this contrast in values, and possess the skills and abilities to work with both those that value the past and those that value the future. But compromise must first be reached within the fields before looking to better society as a whole.

Insight from research participants, in addition to supporting literature, demonstrates that awareness of the field’s internal issues and willingness to address them is present. Yet, it seems that the needed change is slow-going and lacks the momentum necessary to make preservation and allied trades relevant to younger generational values. Many of the problems facing historic preservation and preservation trades are complex and have many moving parts that are not easily isolated and solved through one single approach. A system that may work for preservation communities in the Northeast may fail spectacularly when attempted in the Southwest, such is the nature of any humanistic-focused field in a country as diverse as the United States. It is the willingness of a field’s members to analyze current practices and work on their shortcomings that ensure the longevity of a field like preservation. In this case, the change just needs to be more expedited and impassioned when compared with the more typical slower-pace change of preservation and allied trades.
Future research could address these necessary adjustments in approaches, and target specific minority and POC communities to ask for their valuable input on these issues. That is an area my research did not include, and the community’s perspective is particularly relevant when discussing feasibility of programs. Similar to an argument made earlier, making sure POC voices are heard and valued is essential to empowerment and fight for equal representation. Intensive case studies of diverse preservation practices already in place throughout the nation would similarly be beneficial to the overall validity and relevancy of research. Another area of study that would have been valuable to this research, and is ripe for future opportunity, is the voice of the younger generations under study. I looked at younger generational values and perceptions of preservation and allied trades from a professional perspective, and did not include the opinions of Millennials and Generation Z independent from these fields. Providing this insight would have expanded the scope of the project, and allowed for more nuanced analysis of data. Comparison of younger generational impressions of preservation with that of their perceived opinions by industry professionals would have been a valuable addition to this project.

This research was intended to understand the lack of young adult interest in preservation and allied trades, and potentially find ways that this interest could be stimulated. As a result of examining these fields and looking for potential solutions, I personally discovered an admiration and respect for the values of preservation and preservation trades. Whether it was the enthusiasm of committee members when making decisions on changes to structures, or the attention to detail that tradesmen exhibit when repairing historic wood windows. These values are not unique to preservation or trades, and in fact are relatable for many individuals outside of the fields. This research made it
clear to me that preservation and allied trades are not insignificant relics from our country’s past, but are vital to the growth and success of the nation’s future. It is the lack of awareness and understanding of preservation and its mission that hinders its appeal to the general public, and is a small part of what must be remedied for preservation and allied trades to achieve its full potential in the decades to come. The combined efforts of both fields to ensure the involvement and training of younger generations, in addition to the promotion of preservation and allied trade values, will thus accomplish the Kentucky Heritage Council’s objective of “engaging a new generation of preservationists.” Whether that generation is young and just entering the workforce, or a bit older and more established in life, there is something in preservation and allied trades that is for everyone.
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APPENDIX A: SEMI-STRUCTURED INTERVIEW QUESTIONS

1. Could you please state your name, and age?

2. Highest level of degree attained?
   a. Have you received any career specific training regarding your current position as __?

3. Do you feel a part of the preservation field or consider yourself a historic preservationist?
   a. If not, how would you identify your occupation?

4. What led you to pursue a career in preservation/your current field?

5. What are some challenges you face in your occupation?

6. What are some issues facing the field of historic preservation in general?

7. What are some opportunities for younger individuals to become involved in historic preservation?
   a. Do you feel there is an increasing interest in the field?
   b. Are the opportunities fruitful or beneficial for these individuals and preservation?
   c. Have you ever mentored any young individuals or sponsored their education?

8. What do you foresee for the field of historic preservation? Any new directions or future issues?
   a. What steps would you recommend to tackle these issues? Or do you have any recommendations on potential actions?
APPENDIX B: PICTURES OF PRIMARY FIELDSITE

*Image 1.* Image of historic structures located in South Louisville

*Image 2.* Image of additional historic structure in South Louisville
Image 3. A street view of another historic structure