

links to its Outreach Program Calendar, Folklife Days, and Folklife Education Programs. Extremely helpful are Florida State Education Standards links to FFP publications.

As good as this site is, there is room for improvement. Some online forms have formatting problems that could be easily rectified. Also, links to key related websites such as the Florida Bureau of Historic Preservation, the Museum of Florida History, and the Florida Folklore Society, do not function and are in need of repair. Finally, the Florida Folklife Program is buried beneath the administrative and bureaucratic taxonomy of the state's Internet portal. The Outreach Program Calendar and the Folklife Education Programs pages should be expanded to reach and benefit larger audiences.

Overall, the Florida Folklife Program website is highly informative and has the potential to become an excellent cultural resources management tool for Floridians and anyone looking to develop or improve similar programs in their own areas. Without programs such as the FFP working to preserve and pass on knowledge and expertise in a wide variety of folk arts, rich cultural resources will be lost.

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*TeacherServe*<sup>®</sup> from the National Humanities Center: An Interactive Curriculum Enrichment Service for Teachers

<http://www.nhc.rtp.nc.us/tserve/tserve.htm>

Maintained by the National Humanities Center; accessed September 1-19, 2005.

When asked to recall their experiences of studying history in school, most people recite the facts of a historical event or time period. A former student proudly reported that about 4,000 Cherokee died as a result of that Indian nation's removal west in the 1830s. Unfortunately, he could not explain the impact or the significance of the Trail of Tears. What did the loss of those people mean to the future of the Cherokee nation in its new home? How did the economic and social structures of Cherokee life adapt to compensate for the loss? Simple facts do not hold the answers about our past, but they can lead historians to the questions that define history and guide its interpretation. It is not in memorizing the facts, but in the interpretation of events defined by those facts that enables historians to contribute to the greater world around them.

How can teachers in the humanities engage students and bring history to life? Are there websites specifically developed to help teachers meet this challenge? *TeacherServe*<sup>®</sup> offers educators a promising interactive approach to curriculum enrichment.

Provided by the National Humanities Center, an independent research organization founded in 1978 by the American Academy of Arts and Sciences, *TeacherServe*<sup>®</sup> pledges to develop a series of "instructional guides on important topics in the humanities on the secondary level." The site currently presents two instructional guides: "Divining America: Religion and the National Culture;" and "Nature Transformed: The Environment in American History." "Divining America" focuses on the evolution and influence of religion on

American culture. "Nature Transformed" provides resources to help educators convey how Americans have thought about their physical surroundings and changed themselves or their environment to address their developing needs. Each guide is maintained by National Humanities Center staff and a panel of advisors from secondary and post-secondary educational institutions.

The instructional guides offer essays written by leading scholars that provide an overview of the topic, bibliographies, and links to outside websites for further research. The essays range from discussions of the biological and ecological exchange (called the "Columbian Exchange") that followed Christopher Columbus's "discovery" of the New World in 1492, to the efforts of early conservationists such as John Muir, a founding member and former president of the Sierra Club, and Wilderness Society founders Aldo Leopold and Robert Marshall.

After leading the reader through an overview of the topic, the authors suggest ways of incorporating the topic into classroom discussions with students and relating it to the issues of today. The site also offers question and answer forums where readers can communicate directly with the writers of the guides. This format dovetails nicely with the National Humanities Center's larger goal of linking the advancement of scholarship with the improvement of teaching in the humanities by providing a way for interpreters of history to interact with those teaching history in the classroom.

In an age of 24-hour news networks, students seldom have to struggle to visualize current events, a fact of contemporary life that makes it hard for teachers to create a compelling image of the past through words alone. To compensate, teachers often draw upon the work of historic preservationists and cultural resource managers to fill in the blanks. *TeacherServe*<sup>®</sup> provides a valuable service by including pictures, diagrams, and charts that teachers can pass on to their students for visual ref-

erence. These images are often drawn from the work of national and international historic preservation organizations and include links to websites for further research. Not only does this help teachers find the visuals they need to reinforce the concepts they are teaching, but it also promotes the work of organizations such as the Plymouth Colony Archive Project and the Colonial Williamsburg Foundation and brings them to the attention of future preservationists and scholars.

The nonprofit National Humanities Center depends on donor contributions for its livelihood and programming, so it is unclear how many guides will be produced. With only two instructional guides in place, the site cannot be described as comprehensive, but it offers an excellent model for bringing the work of historic preservationists and cultural resource managers to the attention of teachers.

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*National Trust for Historic Preservation*  
<http://www.nationaltrust.org>

Maintained by the National Trust for Historic Preservation; accessed September 6-9, 2005

Established in 1949 by congressional legislation, the National Trust for Historic Preservation (the Trust) is the premier nonprofit preservation organization in the United States. The success of the Trust's mission—to provide leadership, education, advocacy, and resources to save America's diverse historic places and revitalize its communities—depends on its effectiveness in communicating its message to the public. Therefore, it is not surprising that the Trust has developed an in-depth website to serve as its primary communication tool.

National Park Service  
U.S. Department of the Interior



# CRM: The Journal of Heritage Stewardship

Volume 3 Number 1 Winter 2006



*CRM: The Journal of Heritage Stewardship*  
Winter 2006  
ISSN 1068-4999

CRM = cultural resource management

*CRM: The Journal of Heritage Stewardship* is published twice each year by the National Park Service to address the history and development of and trends and emerging issues in cultural resource management in the United States and abroad. Its purpose is to broaden the intellectual foundation of the management of cultural resources.

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*CRM Journal* is produced under a cooperative agreement between the National Park Service and the National Conference of State Historic Preservation Officers.

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