



Special Issue

PHLF News

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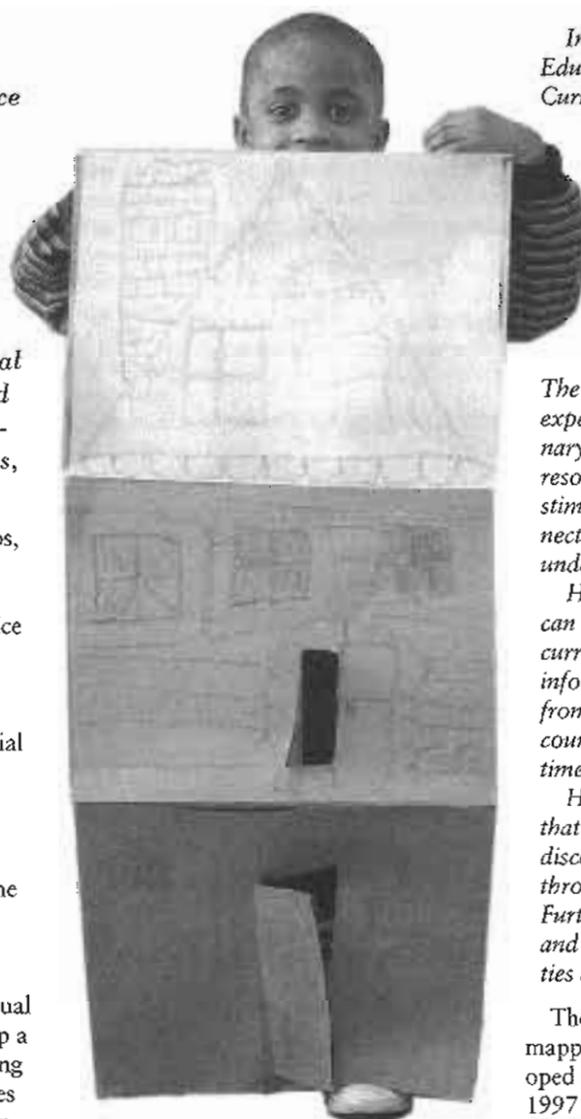
Showcasing Education

Each year the staff and docents of the Pittsburgh History & Landmarks Foundation introduce more than 10,000 people—teachers, students, adults, and visitors—to the architectural heritage of the Pittsburgh region and value of historic preservation. In this special issue of PHLF News, we showcase many of the educational programs that have been created by our staff this year, in partnership with many teachers, students, and community groups.

Through student/teacher workshops, tours, seminars, publications, and a variety of educational programs, Landmarks encourages people to notice and appreciate the historic buildings, parks, public spaces, bridges, streets, etc. that make up our city and its neighborhoods and compose the special character of the Pittsburgh region. By exploring and discovering something about local history and architecture, people are more likely to preserve old buildings and thoughtfully consider the impact of new building proposals.

Landmarks' educational programs encourage participation, cooperation, and creativity. Students strengthen visual and critical thinking skills and develop a sense of hometown pride and belonging as they build models of historic bridges or buildings, design paper-bag buildings, construct gargoyle masks, create cities out of paper, or search for architectural details in their neighborhoods.

Teachers learn how to enrich traditional classroom materials through interdisciplinary activities that cut across



boundaries of age, race, culture, and learning capabilities. Pittsburghers and visitors alike enjoy touring a city of unexpected treasures and great natural beauty.

This method of teaching is often referred to as "heritage education." The National Trust for Historic Preservation recently published an *Information* booklet on the topic of heritage education. The following excerpts from an article by Kerri Rubman define the purpose and value of heritage education:

"Heritage education" is an approach to teaching and learning that uses hands-on activities and direct experiences with primary sources to help students explore their own family histories, communities, and regions—and then draw larger lessons from them. ...

In her master's thesis, "Heritage Education in the Postmodern Curriculum" (University of Pennsylvania, 1996, page 29), Cathleen Ann Lambert provides this useful description: "[T]he focus of heritage education programs is on the personal rather than the impersonal, on the particular rather than the general, and on the local rather than the distant.

The programs emphasize hands-on, experiential learning; interdisciplinary learning; and the use of tangible resources to provide context, to stimulate imagination, to make connections, and to gain an 'empathetic' understanding of history."

Heritage education activities can be a formal part of the school curriculum; equally, they can be informal activities led by anyone—from Scout troop leader to camp counselor to parent—who spends time with young people.

Heritage education recognizes that children learn best by doing, by discovering things for themselves through hands-on activities. Furthermore, lessons are more vivid and memorable when learning activities engage the senses.

The neighborhood walking tour and mapping exercise that Landmarks developed for Knoxville Middle School in 1997 was one of seven educational programs featured in the *Information* booklet. Please call Louise Sturgess at (1-412) 471-5808 if you are interested in purchasing a copy of the handsomely illustrated 24-page booklet for \$2.50.

According to a study conducted by The Center for Historic Preservation at Middle Tennessee State University:

Heritage education programs are not new courses but complement existing courses and provide tools to teach the mandated curriculum. The approach is cost-effective, requires no additional personnel, and materials are inexpensive and local.... Heritage education fosters good community and school relationships and provides teachers and students with a constant variety of subject matter and avenues for projects and learning experiences.

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In this special issue of PHLF News, you will see how area teachers, students, and community groups are using their neighborhoods and the city of Pittsburgh to enrich classroom curricula or to provide additional educational opportunities. In the process, educators reinforce academic skills and help make learning more relevant, directly related to the daily lives of their students.





Events

Call Mary Lu Denny, Monday through Friday between 9:00 a.m. and 5:00 p.m. at (1-412) 471-5808, for more information on the following tours and special events. Or, check our web page at www.phlf.org. The tours are limited and reservations are accepted on a first-come, first-served basis.

Tours of Richardson's Jail
Saturdays through December
10:00 a.m. to 11:00 a.m.
Sundays through December
2:00 p.m. to 3:00 p.m.
Friday, October 30
7:00 p.m. to 9:00 p.m.

Award of Merit and Historic Landmark Plaque Membership Reception
Monday, October 26
5:30 p.m. to 7:00 p.m.
The Frick Art & Historical Center

Art Deco Lecture and Tour
(Pitt's Informal Program)
Lecture: Thursday, November 5
6:30 p.m. to 8:30 p.m.
Tour and Exhibition:
Saturday, November 7
9:30 a.m. to 12 Noon

Making Cities Work: Lecture with David Lee
Tuesday, December 8
8:00 a.m. to 9:30 a.m.
Federal Reserve Bank Building
717 Grant Street

Downtown Holiday Walking Tour
Saturday, December 12
12 Noon to 2:00 p.m.

Holiday Church Tour and Carol Sing
Sunday, December 20
2:00 p.m. to 6:00 p.m.

PHLF News is published four times each year for the members of the Pittsburgh History & Landmarks Foundation, a non-profit historic preservation organization serving Allegheny County. Special issues, devoted to a particular theme or program area, are published on occasion. Landmarks is committed to neighborhood restoration and historic property preservation; public advocacy; historic landscape preservation; educational programs; and membership services.

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How \$5 or More Makes a Difference

Louise Sturgess

When school budgets are cut, field trips and art enrichment opportunities often are the first to go. "There are students in the Pittsburgh area," commented one teacher during a recent conversation with me, "who have never seen the rivers meeting at the Point, never walked across the Smithfield Street Bridge, or never traveled up and down Mt. Washington on the incline."

The work of Landmarks' education department gains significance in light of these circumstances. Our staff has always been able to offer field trips, in-school programs, and art and architecture activities that are affordable to schools and community groups because of the generous support we receive from foundations, members, and friends. Through our programs, we are able to add enrichment opportunities back into the academic experience.

An annual contribution of five dollars or more to Landmarks' education department *does* make a difference. By way of example, the following can be accomplished as a result of a restricted gift:

- \$5: basic art supplies can be purchased, such as string, tape, construction paper, glue, crayons, magic markers, etc.;
- \$25: three disposable cameras can be purchased and the film can be developed so students can create a story board about their field trip;
- \$50: 100 large paper bags can be purchased so students can make paper-bag buildings; or the Portable Pittsburgh Artifact Kit can be given to a teacher for free use in her classroom for one week;
- \$85: a school bus can be hired so 65 students can go on a field-trip;
- \$100: 50 students can enjoy a free Downtown Dragons walking tour.

Annual contributions in any amount are welcome, and all will be used to strengthen the work of Landmarks' education department.

Some people might consider the work of Landmarks' education department to be the "icing on the cake," or hometown fun that could be considered optional. But it is through our education programs—our tours, teacher inservices, slide shows,

exhibits, special events, and publications—that we accomplish our long-term goal of instilling the value of historic preservation and the love of local history and architecture among thousands of people. And it is through our programs that teachers can make academic lessons more relevant to students' daily lives and that students can develop a sense of belonging to a community.

I was struck by the impact our education programs are having when I was a guest instructor this June at the Gateway to the Arts Summer Institute. When I asked the twenty or so participants in one of the sessions to introduce themselves, I learned that four people already had participated in some of our teacher inservices and had found them to be inspirational and applicable. A fifth participant, now working as a Pittsburgh Center for the Arts advisor to the Pittsburgh Public Schools, actually had participated in our Architectural Apprenticeship years ago, and had pursued a career in architecture and the arts as a result. A sixth teacher had recently brought a group of specially-challenged students to Pittsburgh for Landmarks' Downtown Dragons walking tour. She commented on how much the students had gained from the field trip.

In summary, six out of twenty participants had had prior experience with Landmarks: as a result they were incorporating aspects of local history and architecture in their teaching from time to time, and more fully appreciated Pittsburgh and its neighborhoods.

This special issue of *PHLF News* highlights many of the noteworthy programs we offered in 1998 and reminds us of the continuing need to strengthen Landmarks' education department so our staff and volunteers can reach more people, continue existing programs, and create new ones. Members and friends can become involved by volunteering or making an annual contribution of just five dollars or more. Your annual contributions will add up and make a difference, and we will work with you to make your volunteer experience a rewarding one.

Please call me or Mary Lu Denny at (1-412) 471-5808 if you would like to make a contribution or volunteer. We hope to hear from you soon.

Private Group Tour Business Thrives

Mary Lu Denny, director of membership services, schedules all of Landmarks' private group tours. Bus and walking tours of the Pittsburgh region are designed to suit the interests and schedule of each group, and staff members or docents of Landmarks serve as the tour guides.

"Our private group tour business has been increasing each year," notes Mary Lu. "We have already offered fifty private group tours this year, which is a significant increase over the thirty-three offered in 1997 and the twenty offered in 1996. This certainly is a compliment to our staff and docents, and evidence of the growing interest—both locally and nationally—in Pittsburgh's history and architecture."

Our private group tours this year have included:

- a return visit from East Town Travel of Milwaukee, Wisconsin, for a four-hour bus tour of Pittsburgh architecture;
- a bus tour of African-American neighborhoods and historic sites for Nubian Tours of Philadelphia;
- a bus tour for ten Chinese government delegates visiting with Alcoa executives;
- a series of North Side orientation walking tours for employees of Alcoa;
- a bus tour for the spouses of newly arrived Bayer executives from Germany and Japan;
- weekly downtown walking tours, thanks to the continuing corporate sponsorship of The Galbreath Company, for more than 220 members and friends;
- more than fifteen bus tours of the North Side and of Oakland churches for ABC Travel of Greensburg and Butler Motor Tours;

- a downtown walking tour for Point Park College students;
- a bus tour of Pittsburgh with visits to area churches for Upper St. Clair middle school students;
- an All-City Tour for exchange students from France attending Mt. Lebanon High School;
- a bus tour of Pittsburgh for members of the Pennsylvania Council of Carpenters;
- and in September, Landmarks donated downtown bus tour-guide services to SeniorFest '98.

We receive many thank-you notes from private group tour recipients throughout the year and are pleased to reprint the following from Michael D. Groat, former coordinator of Student Life for Training Programs, at Carnegie Mellon University:

Dear Mary Lu:

On behalf of the Student Life Office at Carnegie Mellon University, I would like to send my warmest thanks for the tours of Pittsburgh provided by Marian Cook and Marion Schorr on August 11, 1998. The tours provided by your guides were informative, well-organized, superbly planned, and enjoyable for our students. The tours were part of a two-day Pittsburgh exploration for twenty-five of our student leaders. Your foundation's tours gave them an excellent introduction to Pittsburgh's rich cultural and industrial history.

Thanks again for your services. I highly recommend your tours, and hope that we might be able to work with you again in the future.



Summer Courses Inspire Teachers

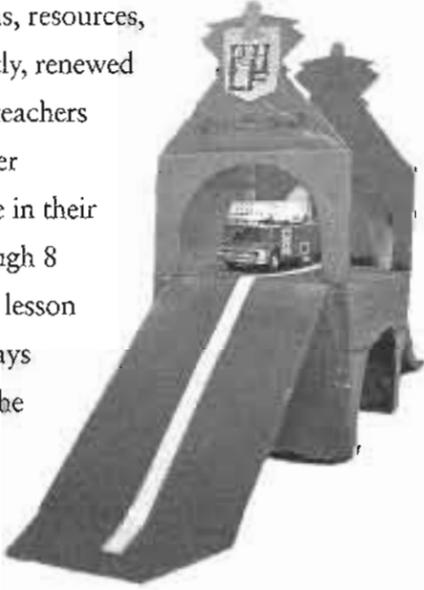


Summer is the time when Landmarks' education staff works directly with more than 100 teachers in western Pennsylvania. Our courses, Exploring Architecture, Exploring Your Neighborhood, Pittsburgh Heritage, and Pittsburgh Heritage II, are offered through the Allegheny Intermediate Unit in June and July. Instructors Tom Demko (architectural illustrator), Anne Marie Lubenau (architect), and Sue Neff (art teacher) are ably assisted by Mary Ann Eubanks, Landmarks' education



coordinator. Louise Sturgess, executive director of Landmarks, presents sessions on architecture and showcases Landmarks' educational resources during Gateway to the Arts' Summer Institute. This June, three summer institutes were held at the Penn Hills Administration Center, Beaver Valley Intermediate Unit, and the Intermediate Unit I for Fayette, Greene, and Washington counties.

The evaluation forms for all courses have been positive. One teacher summed up the thoughts of many participants by writing: "The course gave me new ideas, resources, and contact people—but most importantly, renewed enthusiasm for teaching." Many of the teachers who participated in Landmarks' summer inservices plan to integrate architecture in their classroom curricula. On pages 4 through 8 we are pleased to reprint some of the lesson plans, sketches, art projects, and essays that were developed by teachers during the summer inservices.



Comments about Landmarks' Inservices

The textbook and daily agendas were great. The instructor's knowledge was outstanding. The walking tours are a must!
—Teacher, Pittsburgh Heritage II

The course is wonderfully rich and stimulating.
—Teacher, Exploring Architecture

I am a Pittsburgher, familiar with all the buildings, and I totally enjoyed learning about the history, architects, and cultural significance of each.
—Teacher, Exploring Architecture

This course got me to go to places I would never go to on my own or even think about going to.
—Teacher, Exploring Your Neighborhood



• Bridge Building

Cathy Eperthener, a sixth-grade teacher at St. Bernard's in Mt. Lebanon, participated in Landmarks' Exploring Architecture inservice and developed this lesson plan. We reprint it with her permission.

Objective

The students will be grouped into companies. Each team of five students will design and build a model bridge of wooden toothpicks, from specifications given in the contest rules and code. Each member of the team will have duties to perform during the project. Members of the team will keep schedules, inventory records and balance sheets of costs, in addition to designing and building the bridge. Each model bridge will be evaluated in a number of categories and judged by the amount of weight it can hold before falling.

Length of Time

10 days, beginning on Wednesday. This allows the architects time to plan their bridge designs over the weekend.

Materials

- flat toothpicks (about 125 per company)
- cardboard (one piece, 15 cm x 35 cm, per company)
- white glue
- bottle caps, or other small disposable containers
- thread
- metric rulers
- wax paper (one sheet per company, 30 cm x 40 cm)
- calculator
- coffee can or small cardboard bucket
- metric weights—marked with specified weights
- folders—one per company
- poster—warehouse price list
- open/closed sign for warehouse
- job description/name tags

Reproducible Materials

- copies of bridge pictures
- copy of the contest rules
- copy of the job duties, schedule and balance sheet
- ten copies of the warehouse order form
- copies of blank checks or real obsolete blank checks (cut off numbers)
- four copies of 1 cm graph paper
- two boats and two truck models
- copies of award certificates

Procedure

Think about how much introductory material the teacher wants to present on Day 1. Gather the materials to set up the warehouse.

Wednesday, Day One: Introduce the Project

Activity

Provide a general introduction to bridge building.

Preparation

Collect pictures and diagrams of different bridges from books, encyclopedias, and slides. [You may borrow a slide show on Pittsburgh's bridges from the Pittsburgh History & Landmarks Foundation.]

Procedure

Begin the project by covering some basics of bridge building. Provide an historical perspective to generate enthusiasm. It is important to point out the different types and the reasons why an architect chooses a particular design for a bridge. Students will be able to classify familiar bridges and understand how they function. Some alternatives:



A tufa-faced bridge of 1908 on the bridle path in Schenley Park.

1. Arrange for a civil engineer or architect to share their expertise on bridge building.
2. Compile and present a slide show of famous and/or familiar local bridges.
3. Bring several library picture books on the subject of bridges and bridge building.

Thursday, Day Two: Forming Construction Companies

Object

To explain the project, discuss details, and establish the construction companies.

Procedure

Read the contest rules and codes with the class and answer any questions the students may have. From one copy of the job duties and schedule worksheet, read and discuss the job descriptions of the construction company team members. Explain the warehouse order form, price list, and balance sheet together at this time. Take care of as many questions and details as possible before the project begins.

Now divide the class into companies. When the companies are established, the company members should meet to determine who will perform which functions. Hand out the job duties and schedule worksheets and a folder. Give the companies about half an hour to decide on jobs, talk about the project, and how to take care of preliminaries. Each group should choose a company name and fill in names on the worksheet.

Friday, Day Three: Learning the Jobs

The students meet with the teacher by job category, not by company, to explain their roles. The order forms, the checks, and the balance sheets are handed out. Each meeting should last 15 minutes. Emphasize how important it is to cooperate and contribute the skill demanded by the task. If all company members do so, that company will succeed in its common goal. Explain how to order supplies.

Ordering Supplies

1. Architect fills out order form—gives to accountant.
2. Accountant writes check—gives to project director who enters in the warehouse sheet.
3. Project Manager signs checks—gives to Transportation Chief and adds to journal.
4. Transportation Chief goes to warehouse.

Monday, Day Four: First Building Day

Business is conducted at the warehouse and groups proceed with bridge construction. This is the first day of building. The companies meet individually at their "construction sites." Each architect will present the bridge design to the company and draw over the plans in permanent ink. Then, the architects will begin ordering construction supplies. Remind the students of the ordering procedures.

Tuesday/Wednesday, Days Five and Six: Major Construction

Bridge construction continues.

The procedure for ordering supplies, constructing the bridges, and managing the company financial affairs continues as described. Eventually, the carpenters will want to check the height and width of the bridges according to contest code—using the truck and boat.

Thursday/Friday/Monday, Days Seven, Eight, and Nine: Construction Continues

Construction continues, while warehouse prices go up. On Day 7 or 8, increase the cost of construction supplies. Day 9 is the last building day. Early in the class period on Day 9, be sure everyone understands that by the end of the class period, carpenters will have finished their bridges, each accountant will have completed the balance sheet and compiled the canceled checks;



The Sixth Street Bridge of 1928.

and each project director will have gathered all written records: balance sheet, canceled checks, bridge plan, job duties and schedule, inventory, and journal. They must be placed in the folder and turned in.

Tuesday, Day Ten: Judging

Objective

Preliminary judging in all categories except bridge strength. Assess the project with tally sheets. Award the students "Certificates of Appreciation" for participating in the project. This is done prior to class. During class period, the bridges will be tested for strength. Each company will present its bridge and records are kept to total the weight. The bridge that holds the most weight wins the contest. From here, the students could enter this data onto a spreadsheet.

The Junior High of St. Bernard School implemented the "Building Toothpick Bridges" project in conjunction with the NCTM 1998 Math Day "Buildings, Structures and Monuments." St. Bernard carefully followed the Dale Seymour 1985 copyright publication and it was an award-winning project from start to finish. For further information on other projects: FAX 650-324-3424.

Architecture in the Classroom

Marykim Peterson and Carrie Podroskey also participated in the Exploring Architecture inservice. We reprint their lesson plans with permission.

Marykim Peterson

Blackhawk Intermediate School

Subject: Art

Grade level: Fifth grade

Estimated instruction time: Ten class periods of forty minutes

Goals

1. The students will develop their own definition of architecture.
2. The students will know that scientific and artistic principles are involved in the construction of a building.
3. The students will know the importance of producing different types of drawings.
4. The students will be able to produce plan and elevation drawings.
5. The students will design and construct a model of their own building.

Materials/Tools

- prints of buildings representing different types of architecture
- tokens
- writing paper
- pencils
- drawing paper
- tracing paper
- cardboard
- oaktag
- poster paint
- paintbrushes
- glue
- tongue depressors
- straws
- yarn
- stapler
- scissors

Procedure

Day One

The teacher will place photos around the room showing different architectural styles. The students are given tokens that stand for thoughts such as "favorite," "dislike," "most creative," "best idea," and "place it in my neighborhood." Students place these tokens in front of the print that fits an appropriate description. The class then discusses which buildings have the most of each token. Differences in architectural styles are also discussed.

Day Two

The students are asked to write about a house from the house's point of view. The appearance and emotions of the house should be discussed. At the end of class several students will read their descriptions to the class.

Day Three

Each student is assigned a partner. Each student then gives his/her house description to his/her partner. The partner tries to draw the building using only the



The left-hand house is more Romantic in tone; the other is Italianate. These Shadyside houses date from c. 1860.



The Guinner-Harter house was built in Shadyside c. 1870 in the Second Empire style, remodeled in 1911, and restored in 1996.



This North Side house of 1889 is in the Richardson Romanesque style.

written description. The drawings are shown to the class. The importance of giving enough information to someone constructing a building is discussed. Students are shown the different types of drawings an architect uses and they discuss their importance.

Days Four, Five, Six, and Seven

Students then produce their own plan and elevation drawings of a dream house. During day five, a "body-building" exercise is performed. At the end of the day, six students' drawings are displayed and critiqued.

Days Eight, Nine, and Ten

A demonstration is given on the various techniques that can be used to construct a building out of paper. Students build their own model of their dream house.

Carrie Podroskey

Linton Middle School

Subject: Language Arts

Grade level: Seventh grade

Estimated instruction time: 15 days

Goals

By the end of the unit the student will be able to: identify basic architectural elements; demonstrate the importance of buildings in literature; create architectural designs; and incorporate knowledge of architecture into creative writing exercises.

Materials/Tools

- stack of books
- inflatable ball
- colored pencils/crayons
- drawing paper
- library access
- literature text books
- "The Fall of the House of Usher"
- notebooks/sketchbooks
- discarded magazines
- Internet access

Procedure

Day One

Present background on Edgar Allan Poe. Listen to an audio-tape reading of "The Fall of the House of Usher." Discuss the setting of the short story, paying close attention to the opening description of the house. Pretend that you are a house and write a descriptive essay.

Day Two

Share essays in a peer circle. Have students comment on each one.

Day Three

Distribute a handout of basic architectural elements. Define and describe each basic element of architecture. Identify examples within the classroom.

Day Four

Participate in "body-building" exercises to demonstrate how each part of a building works. Close with a circle discussion so students have a chance to say how they felt.

Day Five

Take a walking tour of the school and grounds. Make notes/sketches of notable architectural elements found on the premises.

Day Six

Share findings from yesterday's walking tour. Ask students to display sketches of the notable architectural elements. Ask students to write an essay describing the perfect, ideal house.

Day Seven

Hold class in the library. Cut out pictures of pieces of the "perfect" house from discarded magazines. Paste the pieces together to construct a picture of the house.

Day Eight

Share "perfect" house essays and pictures. Comment on each project.

Day Nine

Fold blank white paper into thirds. Design a travel brochure for the neighborhood. Compose text and illustrate.

Day Ten

Display travel brochures. Choose any short story, novel, poem, or play we've read in class where a building was necessary to the setting or plot. Make a list of the distinguishing elements of that building. Add artistic elements to taste. Design a sketch of the building (setting).

Day Eleven

Compose a time travel essay. Choose an era in history with distinctive architecture. Write a three-paragraph essay narrating a journey to the chosen era.

Day Twelve

Report to the library for Internet work. Search the Internet for pictures of the past era of architecture. Download at least two pictures to accompany a narrative essay.

Day Thirteen

Proofread own essay following a self-edit checklist. Exchange essays with a peer and critique writing using a peer editor checklist. Exchange with a second peer, follow the same procedure. Assign final copy of essay.

Day Fourteen

Share final essays and pictures. Critique and comment on each by peers, by self, and by teacher.

Day Fifteen

Continue sharing final essays and pictures. Critique and comment on each by peers, by self, and by teacher. Turn in notebook/sketchbook.

Imagine You Are a Building

During the Exploring Architecture inservice taught by Tom Demko, teachers were asked to imagine themselves as a building. We reprint an excerpt from one essay:

I am the elderly statesman of the hill, the grandfather if you will. My face of brick and stone has grown dull and tarnished over the nearly 100 years that have passed. But my classic style has weathered the architectural trends of the century. So therefore, I stand proud and functional, my presence reminding people of an era no longer with us, and of a grandness that was and should still be. ...

Body-building exercises help students feel the forces in architecture.



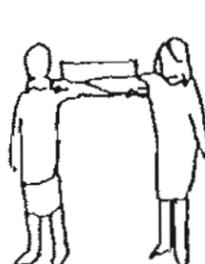
Tension



Compression



Column



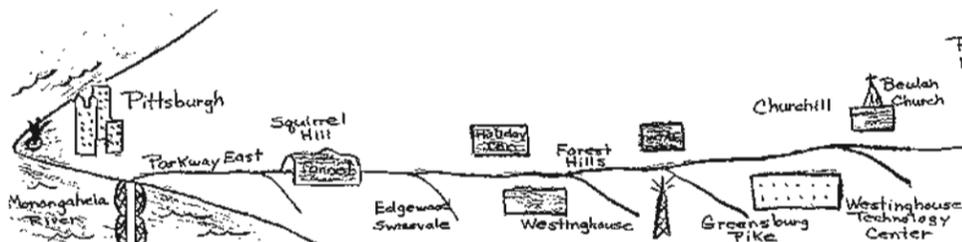
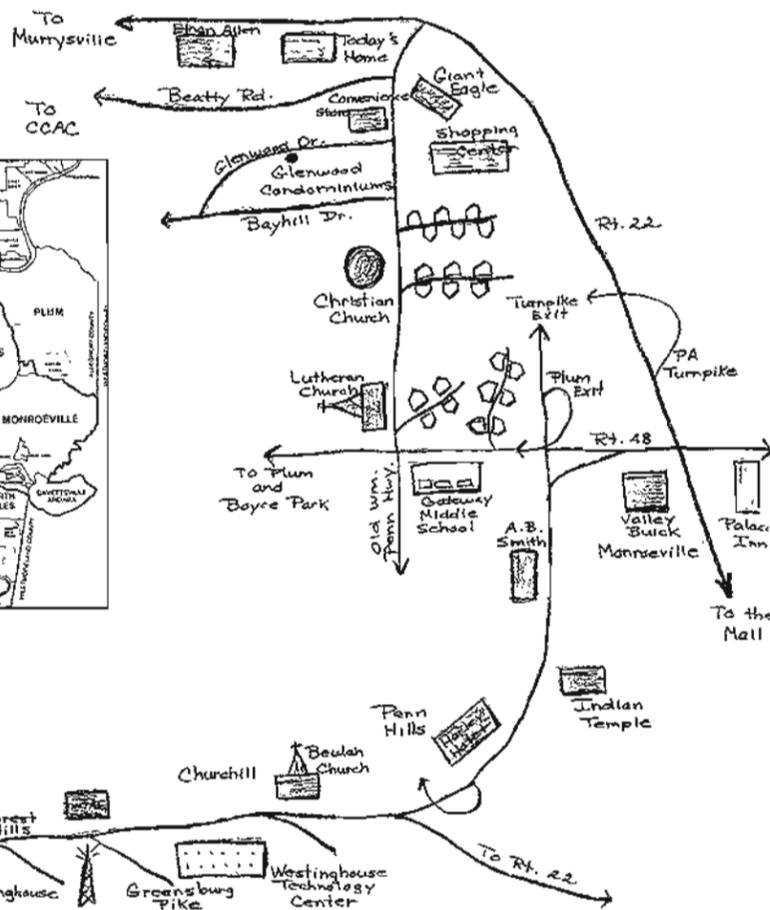
Column and Beam



Cantilever



Arch



Unit Plan: Our Neighborhood

Charlotte Murray

Evergreen Elementary School

Subject: Social Studies

Grade level: Second grade

Estimated instruction time:

Five days

Goals

Students will be able to:

1. define a neighborhood;
2. locate their houses on a map;
3. identify the needs of a neighborhood;
4. identify the buildings that provide needs and services;
5. locate the important buildings in the neighborhood; and
6. identify that neighborhoods are different.

Resources

- Street map of the neighborhood.
- Story books describing different neighborhoods.

Procedure

1. The student will draw a picture of his/her neighborhood.
2. He/she will color and cut out a map symbol to represent his/her house.
3. He/she will place the symbol on a large street map of the neighborhood.
4. The class will brainstorm and list the things that a neighborhood needs as a healthy community.
5. Create a neighborhood cube by drawing a picture for each category:
 - houses
 - stores
 - businesses
 - public services
 - recreation
 - transportation
6. The teacher will organize the students into six groups. Each group is assigned one of the categories. Each group must illustrate as many places in the neighborhood for that category. Group members may cut out the illustrations and glue them onto a poster board, creating a collage.
7. The students, using color-coded push pins attached to a label, locate these places on the street map:
 - blue (stores)
 - yellow (businesses)
 - green (recreational)
 - white (public services)
8. The class will use the information on the map to create a definition of a neighborhood: *A neighborhood is a place where people live, work, and play. It provides the needs of the people who live there.*
9. Read various stories to identify different neighborhoods.
10. The class will compare the neighborhoods, noting similarities and differences.

Monroeville

Charlotte Murray teaches at Evergreen Elementary School in the Gateway School District. She wrote this essay and the accompanying unit plan during the Exploring Your Neighborhood inservice, taught by Anne Marie Lubenau.

Monroeville is located in the eastern-most quadrant of Allegheny County. It is approximately thirteen miles from downtown Pittsburgh. However, it seems much further away if you've ever sat on the Parkway during rush hour. This community is nineteen and a half square miles of rolling hills. It is bordered by Westmoreland County, Plum Borough, Penn Hills, Wilkins Township, Turtle Creek, and Pitcairn.

To get there you head east out of Pittsburgh and follow the traffic jam on the Parkway East. When you reach the end of the expressway and your nerves are totally frazzled, you have arrived in Monroeville.

The wooded, hilly terrain posed problems but it did not stop development. Hillsides and wooded areas were defoliated by land developers. The topography of the land and the dissecting by major highways, such as Route 22, the Parkway East, and the Pennsylvania Turnpike, have divided this community into many diverse mini-neighborhoods. Each is unique in personality and style, depending on its time of development. These neighborhoods are spread throughout the community. This isolation promotes little interaction among them.

Monroeville is also a major commercial, corporate, and research center. Dispersed among the little neighborhoods are numerous areas of shopping centers and office buildings. This has

created a community of hodge-podge. Monroeville is an architect's and conservationist's nightmare.

The development of Monroeville was greatly influenced by the development of roads and the increase of business establishments. From the time of settlement in the late 1700s until WWII this was a farm community. There were few stores and the population was small. In 1810 the first major road was completed, making this an important stage coach stop between Pittsburgh and Philadelphia. Stores and schools began to appear. The coming of the railroad and Westinghouse promoted more growth in the nineteenth century. The first housing plans were built for the workers. The homes were bungalow style and close together in rows. Poor roads, however, continued to retard development. Before 1920 it took nearly a day to get downtown by horse and buggy.

The real boom came after 1950. An area of farms predominately changed to a suburban community. Major highways, large shopping areas, and research headquarters were built. Restaurants, motels, and gas stations sprang up throughout the area.

Housing developments kept up with the commercial growth. Housing plans were built where farms had been. Two large farms survived this change. The sight of grazing animals and the aroma of livestock continued for many years. The last farm succumbed to land developers in 1995 to provide land for a nursing home.

Few wooded areas remain. Those that have survived are too hilly for development or are protected by the borough as recreational areas.

The population of Monroeville is around 30,000. However on any given day, particularly weekends, this number is increased by the hundreds of visitors who invade our community to visit the shopping areas. Much of the population

is transient due to the large corporations and research centers in the area. This has created a need for numerous apartment complexes.

Residents of the twenty-five housing developments in Monroeville are as diverse as the neighborhoods in which they live. There are blue-collar workers and white-collar workers, laborers and professionals. Many cultures are represented in these neighborhoods.

Monroeville is one of the largest retail and entertainment centers outside of Pittsburgh. Most any store or restaurant you can think of is located here. Anything you need can be obtained within the community. For this reason many residents seldom travel outside.

The mini-neighborhood in which I live is one of the newer developments. Construction began in the late 1970s. It is a condominium development of three-story townhouses connected in large units of four or five homes, totaling 250 residences. Large grassy common areas surround the condo units. There is also a recreational area with a playground, tennis courts, and a pool. The residents are professionals, several of which are retired. There are many singles with busy lifestyles living here. A shopping area is very close to the plan. Bus stops on the edge of the grounds provide public transportation to Pittsburgh and other nearby communities.

On a pleasant summer evening you see many neighbors walking through the plan. As I stroll along the streets or sit on my back patio, I'm amazed at the quietness and the chirping of birds. I totally forget the ugly world of noise and traffic that lies just a few feet beyond the trees.

• Math and Your Neighborhood

The following unit plans were created by Sheron Woods, a Pittsburgh Public School teacher, and JoAnn Todd, who teaches at West Woodland Hills Junior High School. They participated in Landmarks' Exploring Your Neighborhood inservice.

Subject: Math
Grade level: Fourth grade
Estimated instruction time: One week or less

Goals

1. Students will learn about the neighborhood around the school.
2. Students will complete a bar graph showing the number of houses, apartment buildings, and stores around the school.
3. Students will compare graphs and discuss results with classmates.

Procedure

1. The teacher will begin the week by asking the students questions about the neighborhood surrounding the school.
2. The teacher will tell the students that they will be figuring out the number of apartments, houses, and stores on a specific block near the school.
3. The teacher will divide the students into groups and give each group a block to graph.
4. During the walk, students will only use tally marks on scratch paper.
5. After the walk, students will transfer their tally marks onto a bar graph using colored pencils or markers.
6. Each group will then show the bar graph to classmates and discuss the results.

Conclusion

The teacher will encourage the students to use their math skills to figure out numerical facts about their own neighborhood.

Subject: Math (Pre-Algebra)
Grade levels: Seventh and eighth grades
Estimated instruction time: Four days

Goals

Calculate the mean, mode, median, and range. Construct a line graph from data obtained.

Procedure

Students will take a survey of homes in the community:

1. Houses built before 1920
2. Houses built after 1920
3. Wood frame houses
4. Brick houses
5. Houses built close to the street
6. Houses that have a front yard

Each student will tally information from his/her survey, and record the information on a group chart.

Group members will then calculate the mean, mode, median, and range for each set of data, and will construct a line graph of the mean for each survey question.



The Burtner house of 1818-21 in Harrison Township.

• Exploring My Neighborhood: Harrison Township

Charles Carney teaches at Winfield Elementary in the South Butler County School District. He participated in Landmarks' Exploring Your Neighborhood inservice. We reprint the following essay with his permission:

Harrison Township is located on the west bank of the Allegheny River in the northeastern corner of Allegheny County, twenty miles from the city of Pittsburgh. Harrison is the last of a string of municipalities stretching from Pittsburgh's North Side to the Butler County line. Harrison has a substantial area outlying from the Allegheny River and is a kind of hybrid municipality with elements of both an industrial rivertown and quasi-rural residential suburb. It is divided into four sections: river lowlands; steep hills west of the river plain; a broad plateau; and rolling hills.

The township was settled around 1800 by Philip Burtner, who built the oldest structure in the township—the Burtner House of 1821. The house itself is unique, and more recently survived planned demolition for the Allegheny Valley Expressway. Due to public pressure, the design for the expressway was changed to save the house.

The Pennsalt housing district in Natrona is a prime example of a western Pennsylvania company town of the mid- and late nineteenth century. The sixteen earliest houses along Federal Street were tiny, but their picturesque steeply pitched roofs and board-and-batten siding gave them the look of "model cottages."



The Burtner House has eight large rooms, with twenty double-hung windows and four single windows. The structure rises three stories above the basement kitchen. The walls, made of native stone, are thirty inches thick at the base, perfectly plumb, and taper to eighteen inches at the eaves. Four stone fireplaces were used to heat the structure.

The Burtner House was the place where early settlers of old Deer Township assembled to talk over the problems that faced them. The structure was the polling place of Deer Township.

The period of significance for Harrison Township was the building of Penn Salt Manufacturing in 1850. The company built simple wooden frame houses in Natrona to house their employees. The industry base shifted to steel in 1901 with the development of Allegheny Steel and Iron, eventually becoming Allegheny Ludlum Steel Corporation, still operating and producing stainless steel today. As the population of the original inhabitants and their descendants aged, many people moved to newer, cleaner areas on the plateau, where most of the population is based today. Natrona was left to deteriorate and age.

Harrison Township is a rural setting with industry, light industry, a shopping district, good transportation, river recreation, and a strong Slovakian influence. Once, farms covered much of Harrison Township but were replaced by modest family homes built in the 1950s and '60s. The homes are far apart, affording sprawling yards and room for children to play and grow.

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A variety of cultures in McKees Rocks are reflected in the cupolas of its churches.

Favorite Places

After seven days of touring Pittsburgh, teachers in Landmarks' Pittsburgh Heritage inservice were asked to write about a "favorite place." We are pleased to reprint excerpts from some of the essays:

The Bottoms of McKees Rocks reminded me of my hometown of Bloomfield... The family traditions, nicknames, characters, stores, hang-outs, churches, street names, parks, playgrounds, etc. were strikingly similar. Along with the physical similarities, the attitudes, beliefs, work ethic, pride, dedication, commitment, loyalty, and friendship that our [McKees Rocks] guests showed again reminded me of the little inner-city town I grew up in.

The comparisons that I've made to our neighborhoods in my estimation are the foundations of success in all towns, cities and countries. The closeness and togetherness of these people is extremely evident. I believe that the success of any group, family, or congregation is directly related to the strong, close-knit dedication that members of these groups make to stay together and work together to maintain successful organizations...

—Rick Capretta

My favorite place was the Bottoms. I enjoyed this place because it is a dying part of Pittsburgh. The area politicians are so caught up in making new stadi-

ums that they are ignoring Pittsburgh's culture. The "Bottoms" were once a bustling area full of many ethnic groups. The ethnic churches are still there as reminders of a once thriving community. However, if this area continues to be ignored, these beautiful churches will have to close their doors forever. Pittsburgh is full of so many decaying areas that need attention as the "Bottoms" do. We have so much culture that needs to be shared with our youth. ...

—Shari Olander

The spaces that appealed the most to me were the churches of Pittsburgh. I had never visited an Orthodox church and I found them to be very beautiful. What struck me the most was their use of color everywhere. They had intricately detailed icon panels and murals on walls and ceilings.

The atmosphere in each church was quiet and cool. I expected the churches to be musty but they contained instead the delicious odors of cooking as the church volunteers prepared their fundraising perogies. Mouth wateringly good! ...

—Rebecca Beatty

I think my favorite place was on the deck of the *Discovery*. ... At the Point, because of a "no wake" zone, you are forced to go slowly and drink in all the sights and sounds of the city's focal point. ...

—Bill Bowden

...Here [in Bessemer Court at Station Square] I was able to contemplate my fair city—to observe the skyline, the river, railroad, Smithfield Street Bridge—my favorite!—and the incline and Mt. Washington. It's odd that amid all of the hustle and bustle of the city, I am able to feel solitude and gain a sense of renewal. ...

—Sheryl Reitmeyer

...After visiting the [Carnegie] Library [on the North Side], my mother informed me that my great grandparents actually lived in Allegheny City before moving to Homewood. I would like to go back there and research my family history to see exactly where they lived. ...

—Heather Hughes

...The homefronts along these shady lanes [of the Mexican War Streets] reminded me of a quiet residential street in the Virginia area. The proximity of building to building doubled as a shield against the noise of the surrounding city. ...

—Dolores Jennings

Drawing of Allegheny Commons, North Side, by Frances Rago.



One of my fondest memories was the trip to the North Side. In particular, towards the end of the day, we stopped at the Allegheny Commons to draw...

The humidity of a July afternoon has a way of almost "baking" the air and objects around it, creating a soupy, yet comforting grass smell...

The layout of the park has a way of slowing down a visitor... Time begins to dissipate in meaning as you succumb to that soothing summer buzz, like being elevated by exotic wine.

I found the Commons to be a catalyst of dream, meditation, and self-reflection. One could seemingly lose contact with the world for one afternoon and simply live, breathe, and imagine.

—Dan Franklin

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Architecture Motivates Middle and High School Students

• Adaptive Use Projects Westmoreland County

On January 27, close to 200 high school and middle school students from Westmoreland County presented models, oral reports, written reports, and log books to a committee of volunteer judges (including architects and urban planners) at Station Square. Participating middle schools were:



Touring the North Side in October 1997.

Bellmar, Derry Area, Franklin Regional, Greater Latrobe, Laurel Valley, Ligonier Valley, Mt. Pleasant, Penn Middle, Rostraver, Trafford, and Yough.

Participating high schools were: Belle Vernon, Connellsville, Derry Area, Franklin Regional, Greater Latrobe, Hemfield Area, Laurel Valley, Ligonier Valley, Mt. Pleasant, Norwin, and Yough.

The meeting in January was the finale of a three-month project that began in October 1997, with an orientation tour of the Federal North adaptive-use project on Pittsburgh's North Side and a visit to the Mattress Factory in the Mexican War Streets. The October tour was featured in the December 1997 issue of *PHLF News*.

Once back in Westmoreland County, each group of students selected a vacant or underutilized building and built a model showing how it could be reused to serve the needs of the community. Students were required to show the exterior facade of the historic building in the model, as well as a cross section revealing the new spaces and uses.

The Ideas and Models

Imagine a vacant train station, an old hotel, and a Victorian house of c. 1865, all given new lives as bed-and-breakfasts. Imagine an abandoned trolley car spruced up to serve as a rest stop for hikers and joggers on the Yough Walking Trail. Imagine three abandoned schools: one transformed into a restaurant and micro-brewery; another into a recreation center; and another into a YMCA.

Why not turn the old Smith farm on Springer Road in Ligonier, "an eyesore for the community," into the Star Cafe, where families could enjoy an evening out? An abandoned Yukon Mining Company building in Irwin could be renovated as a coffee shop and theater, adding life to the "small dismal



Westmoreland County students present their models to a jury of architects and urban planners.

town." Then teens of the community would have a safe place to go, and the project could bring "unity and strong community ties back to the town, forcing the hate groups out."

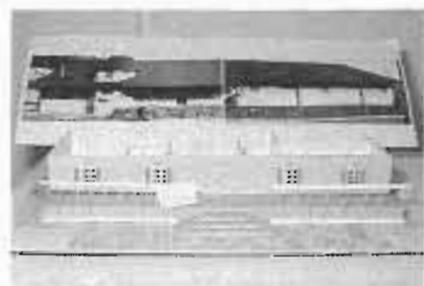
Why not house the Murrysville Historic and Audubon Society in the Mury farmhouse, built before the Civil War and one of the oldest buildings in Murrysville? And why not open a bakery and deli in the old house at 4055 William Penn Highway in Murrysville. People could stop on their way to and from work to get a quick snack.

The McGowan farm house, built in the 1890s in Ligonier, could serve as an antique shop and visitor's center. The old Doherty Hardware store in Latrobe

could be an arcade, dance hall, and restaurant.

And the old Ligonier Savings and Trust building on Market Street? Why not adapt that for use as a music store and restaurant, where people could go to take music lessons, buy supplies, and have their instruments repaired.

These were among the creative, practical solutions that Westmoreland County students proposed for vacant or underutilized buildings in their neighborhoods. The following excerpts on pages 10 and 11 from one student's log book track one group project, from inception to completion.



The River Bed & Breakfast, formerly the West Newton Train Station.



Beauty Bed & Breakfast, formerly the Hotel Beauty of 1905 in Monongahela.



The Yough River Trail Bed & Breakfast, formerly a c.1895 house in West Newton.



An old trolley car, converted into a rest stop for hikers and bikers along the Yough Walking Trail.



The Coal Potter, a coffee shop and theater, formerly one of the Yukon Mining Company Buildings in Irwin.



The Murrysville Historic and Audubon Society, one of Murrysville's oldest buildings.



An antique shop and visitor's center, formerly the McGowan farmhouse in Ligonier.



Fruity's Music, formerly the Ligonier Savings & Trust.



A vacant building at 535 Broad Avenue in Belle Vernon, now the Lime Light Theater.



A home for juvenile offenders, formerly the Cook farmhouse in Belle Vernon.



An old barn, transformed into a restaurant.



Yough Junior Center for the Arts, formerly a church.

Photos by William Ryberg, PHLF/PHLF



Photos by William Rydberg, PHLF/PA

Kim Shields' group presented their model of the Aaron's Building to a jury of architects on January 27 in the Station Square Sheraton. They adapted the vacant six-story warehouse on North Pittsburgh Street in Connellsville, PA, to house an entertainment center, pool hall, dance floor, snack bar, theater, battered women's center, apartments, and offices. Valerie Vinoverski, Joe Cortese, Jessica Semzak, Chris Demuth, and Laura Pritts were members of the group.

• Excerpts from a Student Log Book

Kim Shields of Connellsville High School describes the process involved in the three-month design competition.

Wednesday, October 8, 1997

We (Laura, Jessica, Mr. Tremba, and myself) met fourth period in the Gifted room. We discussed our options for the project. Several buildings were mentioned: Aaron's Building, Bolinger Building, Station Lumber, R.R. P&LE Station, and R.R. Terminal. The Aaron's Building seemed to be the popular choice, and Station Lumber was the second. Possible uses include paintball, food court, athletics, under twenty-one dance club, and bed and breakfast. All facilities will be non-drinking. Jessica is going to find an article in the newspaper on architecture from the summer. Another meeting will be scheduled soon to make a final decision. We meet in Pittsburgh in one and a half weeks.

Thursday, October 9, 1997

I talked to Mr. Tremba seventh period in the Gifted room. We discussed splitting into two teams. We agreed that we should keep everyone together since we had worked together previously. Mr. Tremba plans to photograph each one of the buildings tonight or tomorrow. We will then meet as a group and compare the photographs to make a final decision.

Tuesday, October 14, 1997

I talked to Mr. Tremba today during homeroom in the Gifted room. Over the weekend, he took digital photographs of the Aaron's Building. We discovered a problem with one side of the building. Another structure was built flush against the Aaron's Building. The other was torn down leaving a rough wall. One solution would be to paint a mural reflecting our community. Several ideas are: coke ovens, bike trail, railroads, Johnny Woodruff, John Lujack (Heisman trophy winner), etc. We will look into a way to refinish the wall for a plain simple look. A consideration is to knock out a portion of the first floor to allow for a balcony that could be used as a food court. The remainder of the

ground level could possibly be a dance club. Mr. Tremba tried to contact the owner to arrange a tour of the interior. He will make copies of the pictures before next Tuesday.

Tuesday, October 14, 1997

Mr. Tremba and I talked today fourth period in the library. He talked to the owner of the Aaron's Building. The owner said we could not tour the interior of the building. He said it is too run-down, and the interior is very plain. The future is unsure but most likely the building will be demolished.

Monday, October 20, 1997

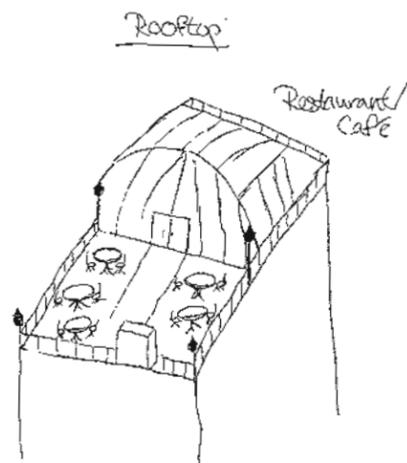
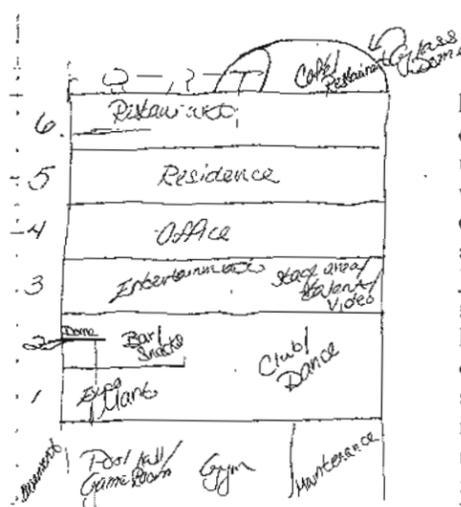
I talked to Mr. Tremba today during homeroom in the Gifted room. He showed me our final presentation papers and photographs. We discussed our trip tomorrow. Jessica said she cannot go because she has too many tests. Everyone else should be going. ...

Wednesday, October 22, 1997

While I was working tonight, I came up with several ideas for our project. The architects yesterday [involved in the Pittsburgh orientation tour on October 21] asked us about the area surrounding our building. They were shocked when we told them there really was nothing. If we could find a VCR to use on the day of presentations, we could use a video to show our town and its emptiness. I feel that if we made an entertainment complex in our town, it would be successful. We need something that offers fun for everyone. A small café or restaurant would be for everyone. One floor could be turned into a theater with a small stage. The stage could be used for local bands or plays and would bring in money. A movie theater would also bring in money. I asked a few of my friends for suggestions, and they said a club. A dance club would most likely bring a lot of trouble. When I told them my idea of an entertainment complex, they agreed that it was a good idea.

Monday, October 27, 1997

I talked to Mr. Tremba today during homeroom in the Gifted room. I told him I thought we should have a meeting soon. He agreed. He had some suggestions for our building. One was a day-care center. Another was an employment office. ...



Initial design ideas from Kim's journal.

Thursday, October 30, 1997

During first period in the Gifted room, Joe and I talked to Mr. Tremba. A meeting is tentatively set for Monday during first period. We discussed several of his ideas. We also talked about the scale of our model and our budget. Our model will probably be 30" x 14" x 14". We will not spend more than fifty dollars. Someone suggested putting a glass dome on the top of the roof. Under the dome, people will be able to eat outside year-round. There would also be a garden. ...

Wednesday, November 5, 1997

Mr. Tremba, Valerie, Joe, and myself met during first period in the Gifted room. The dimensions of the building are 130' x 50' x 60'. We had estimated our scale to be 1": 60". Mr. Tremba found out that the HO scale is 1": 87" and O scale is 1": 48". We will try to use O figures for people [scale terminology

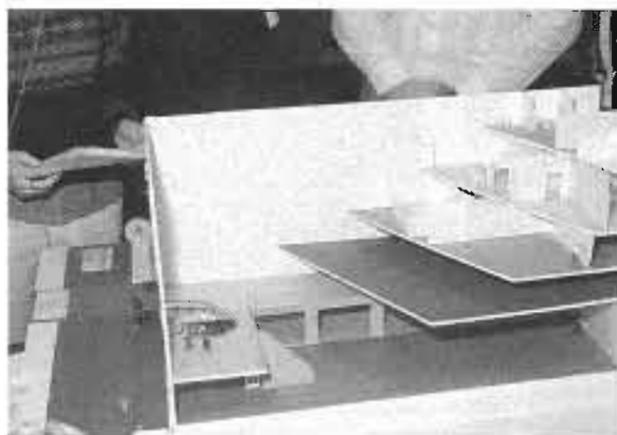
used with model railroads]. Mr. Tremba and I talked to Mr. Whersel about our model. He said we can use his supplies and tools and he will try to clean up the room in the school that he used to use for model-building. An idea we had was to use a floor as a food court. Restaurants that we might use are: Taco Bell, Burger King, and Long John Silver's. Another proposal was a movie theater. Mr. Tremba suggested having a more relaxed atmosphere with couches and chairs instead of the usual seats. The ground level could be turned into a store. Several suggestions were made, including an alternative clothing/novelty/accessories store and a Harley Davidson Shop. The Harley Davidson Shop would sell bikes, parts, clothing, accessories, and novelty items, and would also have a service shop. We will try to schedule another meeting for late next week or the following week.

Thursday, November 6, 1997

Last night while I was at work, I talked to Drew. He told me he had wanted to renovate the Aaron's Building and has the plans for it at home. He said the first floor would be a dance club. Another floor would be a bar and grill. The top floor would be a classy, sophisticated restaurant or café with a glass dome on top of the roof. His idea was very similar to ours. The outside of the dome would be surrounded with telescopes, allowing customers to look at the stars. I told Mr. Tremba and he said it sounded like a good idea to have a glass dome and telescopes. We discussed what materials we could use and he said he thought a soda bottle was our best bet. He still wants to have at least one floor be a women's center for abused women and children.

Friday, November 21, 1997

Our group had a meeting scheduled today first period in the Gifted room. I was unable to attend due to the play performance. Valerie and Laura have been working on floor plans. Mr. Tremba is still pushing for the women's center. I talked to Mr. Martray yesterday, and he had some ideas in addition to offering his assistance. He said we might have a health clinic. Men, women, and children could all receive quality medical attention at a cheaper price. I will try to call Children and Youth Services to see if there is a need for such a facility on this end of the county. His other idea was a talent search. I'm not sure exactly what he had in mind for this one, but I doubt it would work well.



Monday, December 8, 1997

I was not in school today, so I am at home as I am writing this. I will talk to Mr. Tremba tomorrow about a meeting. We only have a few weeks left to finish our model. We have a meeting scheduled for Friday, December 12 first period.

Friday, December 12, 1997

Mr. Tremba, Joe, Valerie, and myself met today first period in the Gifted room. Our discussion was centered primarily on our model and presentation. Behind our model we will have a board with sketches, floor plans, photographs, etc. showing our building before and after and also our progression. We decided we'll cover our model until it is time to give our presentation. Mr. Tremba said he would like Jessica and me to prepare and give the presentation. Our model will be put on plywood to allow us to show the landscape; there will also be a glass dome, observation deck, and tables on the rooftop for the restaurant. The front of the building on the first and second floors has a glass dome. The left side has six large picture windows which will be used for displays at the ExpoMart. The stalls will each have a pull-down chain door that locks. The remainder of the first floor (except elevator) will be turned into a night club or a dance club. The second floor has a balcony that is open $\frac{2}{3}$ over the first floor. The third floor will be a theater. The fourth, fifth, and sixth floors will be used for office and residential spaces. The basement will be a weightroom, gameroom, pool-hall, etc. We took time to look at the requirements for the project: Bldg. description, site plan, materials, uses, etc. We discussed the model checklist: Bldg. sign, scale, photograph, list of people in group, etc. Our reason for selecting the Aaron's Building was based on underutilization, large, unique features, appearance, etc. I will talk to my friend over the weekend because his grandfather used to own the building. I will try to gather information about the history: building, uses, etc. and maybe get photographs.

Monday, December 15, 1997

Friday during class seventh period I worked on the windows. Mr. Martray suggested photocopying the windows onto transparencies, then cutting them out and gluing them into place. The frames could be made out of balsa wood. I went to the library to begin experimenting with reducing the size of the windows. I used 60% to 90%. My estimate was 85%. I talked to

Mr. Whetsel. He lent me a book from Andersen Windows. All of the double-hung windows had grilles, so we won't be able to use any of those. Our next meeting will be Wednesday from three until five.

Thursday, December 18, 1997

We had a meeting last night from three until five. I was unable to stay because I had to work. The purpose of this meeting was to work on the construction of the model.

Monday, January 5, 1998

Our group has decided to have a meeting Wednesday night from three until five. The purpose of this meeting is to work on the construction of our model and discuss our presentation.

Thursday, January 8, 1998

Our group met last night from three until five o'clock. Mr. Tremba, Joe, Chris, Laura, and myself stayed. Our work was centered mostly on constructing the model and discussing our presentation. Mr. Tremba discussed our reasons for choosing the Aaron's Building: size, unique features, location. The dimensions are 50' x 60' x 130' deep. It was built between 1900 and 1906 and is a six-story structure. Some of the unique features include: rolled glass dome entryway, large picture windows lining side and front, cornices, pillar effect, two elevators (freight, people), preservation of sign on front. The building is located in the downtown area of our city with plenty of space available for parking nearby. We began making our list of materials used and our budget. After these are completed, I will write them in our journals. In the next week, I will rebuild the staircase. I will also work on the sign outside and find a small disco ball for the dance hall. If there is time, we will try to build a spiral staircase, also.

Tuesday, January 13, 1998

Friday, yesterday, and today I have been working on building the staircase. I have been coming down fourth period as well as my Gifted class to accomplish as much as possible. Someone glued in the second-floor balcony today. Laura is working on constructing some of the floors. Right now she is starting the fourth or fifth floor with the apartments. I think it would look best if we used felt as the carpet.

Wednesday, January 14, 1998

Mr. Tremba told me today that he has someone in his junior high class working on the computer to create brick for the outside of our model. Today in class, I am working on my journal. I am gluing in several pictures of the building Mr. Tremba took with the digital camera. I need to find a way to highlight segments of the photos I want to draw attention to. Underneath the photos, I will write brief descriptions.

Tuesday, January 20, 1998

Mr. Tremba found me in the library fourth period. He told me there is a meeting tomorrow from three until five. He told me he has the brick to put on our model. He wants me to glue as much on as I can. Seventh period I finished my steps. I began gluing on the brick. It is very hard because it is only paper and the glue shows through if you are not careful. Tomorrow I will try to come fourth period and finish the brick.

Wednesday, January 21, 1998

I came down fourth period to work on the model. Mr. Tremba said Valerie and Jessica have been working on the presentation. Mr. Martray has been helping with the dome. He cut plexiglass to fit on either end. I glued the construction paper on one of the floors to serve as carpet. There will be a meeting tonight from three until five. Joe will glue in the second floor tonight.

Thursday, January 22, 1998

Mr. Martray and I were working on the computer trying to make the sign for the front of the building. We will finish the sign tomorrow and Monday. Mr. Martray told me that there will be a meeting on Monday. We will stay until we are finished.

Tuesday, January 27, 1998

I was unable to stay for the meeting last night because I have not been in school. Our model is completed, and our presentation is ready.

Lessons Learned

The students learned to take pride in a project and present themselves well.

—Teacher

It made me realize we had architecture right in our own backyard.

—Student

Our ideas matter.

—Student

Models can't be built in a day.

—Student

There are a lot of buildings not being used that can be transformed into modern uses.

—Student



Students from Ligonier Valley High School used legos to construct their model of the Star Cafe, a family restaurant, formerly the Smith farmhouse of the mid 1800s in Ligonier.

It felt good to put an old building back to use, serving the needs of the community.

—Student

It was pretty cool having real architects critique our work.

—Student

Old buildings have a chance.

—Student

The experience broadened my thinking and encouraged me to become involved in my community.

—Student

I found it fun to let my creative side flow.

—Student

Member Schools Save

- 50% on the Downtown Dragons walking tour;
- 50% on the Portable Pittsburgh Artifact Kit;
- 50% on the Strip District Stroll;
- 50% on the Transportation Tour;
- 50% on the Architecture: The Building Art exhibit;
- 10% on all publications.

And receive:

- free copies (while supplies last) of a Pittsburgh poster, postcard, bookmark, and timeline of key events in local African-American history;



Photo by Clyde Hare

- free use of more than a dozen slide shows from our slide-lending collection about Pittsburgh's history, architecture, parks, and sculpture;
- free use of the Artifact Touch Kit;
- a free subscription to PHLF News, the quarterly newsletter featuring our work in education and historic preservation;
- free access to Landmarks' reference library of architectural and historical books, magazines, photographs, and slides;
- invitations to preservation seminars, lectures, and special events;
- two free tickets, for yourself and a friend, to a walking tour of your choice;
- and discounts on all tours.

Interested in joining?

Simply complete the membership form on page 20 of this newsletter and return it to us with payment.



Students complete a series of worksheets in the 30-Minute Kennywood Architect program. They learn how to read a site plan of Lost Kennywood, and they sketch existing buildings and new attractions.

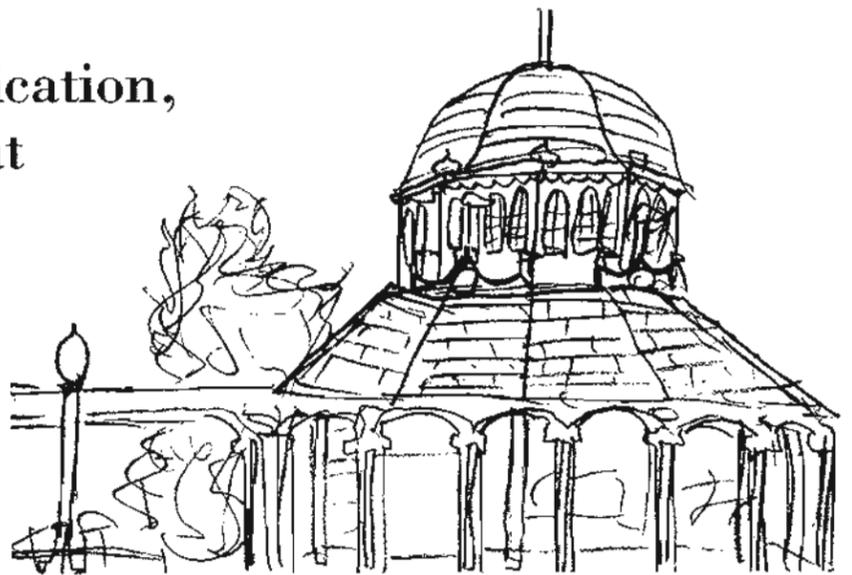
• Physics, Communication, and Architecture at Kennywood

Kennywood is the destination each May for thousands of western Pennsylvania middle and high school students participating in the "Physics, Communication, and Architecture" day.

On May 7, students from twenty-seven schools participated in Landmarks' 30-Minute Kennywood Architect program. They completed a series of worksheets in Lost Kennywood, sketched architectural details, and designed an amusement park ride or attraction. Their ideas included: a hang gliding hill; a "crackerjack" ride that shakes you and drops you; a monorail circling Kennywood; a rocket that launches itself off a track and blasts passengers into a pool of water; a look-out tower affording a panoramic view of the park; and an ancient place, "Bedrock," where you can sleep!

In honor of Kennywood's centennial, Landmarks created a deck of Kennywood Cards, with details of buildings and landscape features throughout the park. Many teachers passed the cards out to their students, but students from only three schools correctly identified all 36 cards. Our congratulations go to South Fayette High School in McDonald, PA; Hillel Academy in Squirrel Hill; and Oak Glen Middle School in Chester, West Virginia. The cards encouraged students to notice the photogenic details that distinguish Kennywood's historic buildings and landscaped grounds.

If you are planning a school field trip to Kennywood in 1999, call Mary Ann Eubanks at (1-412) 471-5808 if you would like us to send you packs of Kennywood Cards or the 30-Minute Kennywood Architect. You'll see Kennywood in a whole new way!



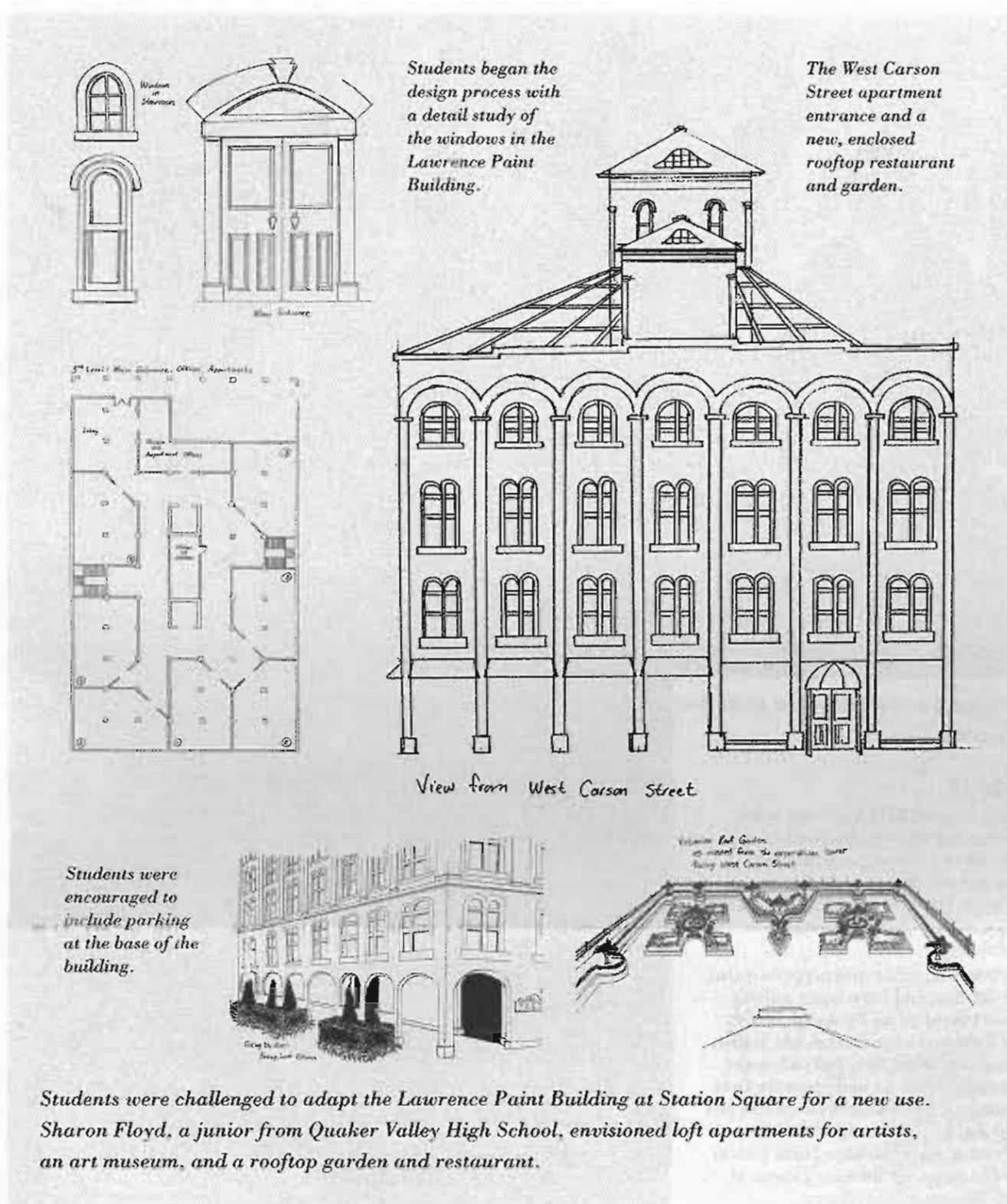
Drawing by Tony Ballo, Yough High School.



Drawing by Nathan Cross, Yough High School.



One of six National Historic Landmarks in Allegheny County, Kennywood is more than great rides and food. With a deck of Kennywood Cards, students begin to appreciate the architecture and landscaped setting of the 100-year-old park.



Member Schools

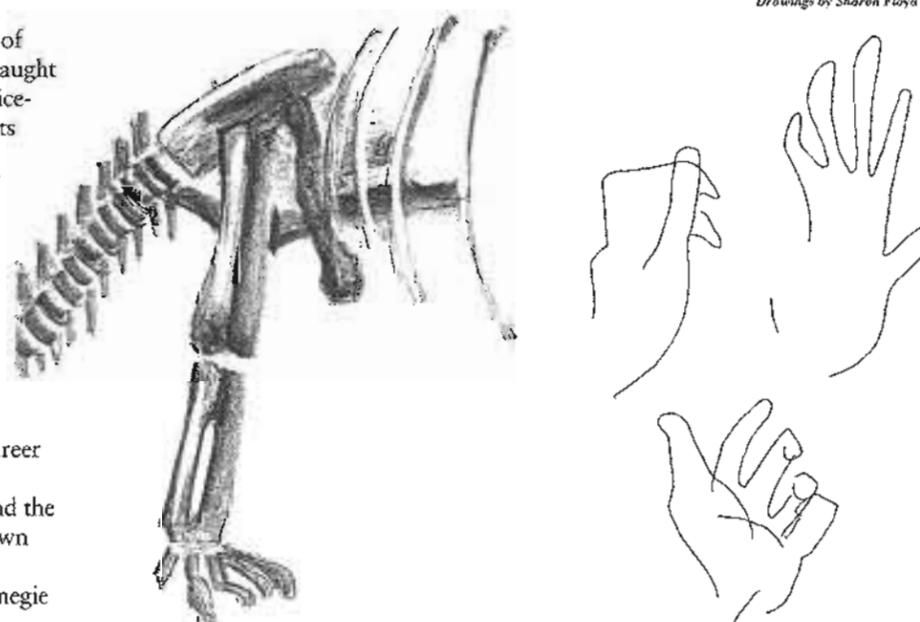
We welcome the following schools as members of the Pittsburgh History & Landmarks Foundation and look forward to the participation of their students and teachers in our educational programs.

- Avalon Elementary School
- Bishop Leonard Catholic School
- J. H. Brooks Elementary School
- California University of Pennsylvania
- Canevin High School
- Charleroi Senior High School
- Chatham College
- Community College of Allegheny County
- Craig House
- East Lawrence Elementary School
- Eisenhower Elementary School
- Evans City Elementary School
- Forbes Elementary School
- Franklin Elementary School
- Gateway Middle School
- Gateway Senior High School
- Hillel Academy
- LaRoche College - Wright Library
- Mt. Lebanon School District
- North Allegheny School District
- Oak Glen Middle School
- Our Lady of Grace School
- Our Lady of Sacred Heart High School
- Point Park College
- Quaker Valley School District
- Rogers Elementary School
- Rowan School
- Shady Side Academy Junior School
- Shady Side Academy
- South Fayette High School
- South Park Middle School
- St. Bernard School PTG
- St. Vincent College
- University of Pittsburgh
- Upper St. Clair School District
- Washington Elementary School
- Winchester-Thurston School

• Architectural Apprenticeship

David Roth, architect and founder of the Downtown Design Company, taught Landmarks' Architectural Apprenticeship again this year. Twenty students completed the five-session class on February 11, and another group of students began the class on October 14.

The Architectural Apprenticeship is sponsored by the Gifted and Talented Education program of the Allegheny Intermediate Unit. Junior and senior high school students interested in pursuing a career in architecture are excused once a month from regular classes to attend the Apprenticeship. They tour downtown Pittsburgh, Station Square, the Department of Architecture at Carnegie Mellon University, and the Hall of Architecture and the Heinz Architectural Center at Carnegie Institute. Through discussions with architects and university students, they decide if architecture is the profession they really want to pursue.



The Apprenticeship curriculum simulates what an architecture student might do at Carnegie Mellon University, and draws on David Roth's experience there as a student and teacher.

The Carnegie Museum dinosaur skeletons are studies in solids and voids. Through drawings, students explore basic concepts in composition. The contour drawings of the hand help develop hand-to-eye coordination, and show students how they can capture the essence of an object in a short amount of time. Students are not allowed to look at their paper during the contour-drawing exercise; they must always keep their eyes focused on their hand.

• West End Walk and More at Greenway Middle School

During the months of April and May, seventh-grade students at Greenway Middle School integrated the themes of family, home, neighborhood, and city in their classroom curriculum. Landmarks' education staff worked with Mary Calaboyias, Teresa Findlay, Mary Ann Gaser, Scott Grosh, Dan Macel, Joan Morton, and John Quarles—all teachers at Greenway—and with Marlene Demarest, the division head of the West End Branch of Carnegie Library of Pittsburgh to create a program including guest speakers, art projects, and a field trip of the West End Main Street district.

The following outline describes the activities that took place:

Mid-April (on-going)

Students strengthened map skills by comparing and contrasting a 1917 map of the West End with a current AAA map. They also discussed what the needs of the community are today and may be in the future. Students developed preliminary drawings and constructed 3-D pop-up houses. Mr. Macel's Language Arts classes wrote stories with West End settings and worked on maps of the community.



Russell Smith's painting of 1843 of the saltworks at the head of Saw Mill Run where it empties into the Ohio River, near where the West End Bridge is today.

May 5

Jack Maddigan, age 87, spoke to the seventh-grade students. He talked about the history of the West End community and described how things have changed.

May 6

Ted Verro, architect and facilities director of the Pittsburgh Public Schools, spoke to two teams of seventh-grade students. He showed the blueprint and construction drawings for Greenway Middle School.



Students from Greenway show off the West End timeline, pop-up houses, and stories.

May 13

Beth Trapani, KDKA-TV and radio writer and reporter, described a day in the life of a reporter, and then met individually with each student to critique his/her story of the West End.

May 14

100 seventh-grade students participated in the West End Main Street walking tour offered by the Pittsburgh History & Landmarks Foundation. Mr. Totino, a resident of the West End and model-maker, greeted the students at the West End Branch of the Carnegie Library and showed his scale model of the library. The tour was featured in Diana Nelson Jones' column in the May 21 issue of the Pittsburgh Post-Gazette.

May (on-going)

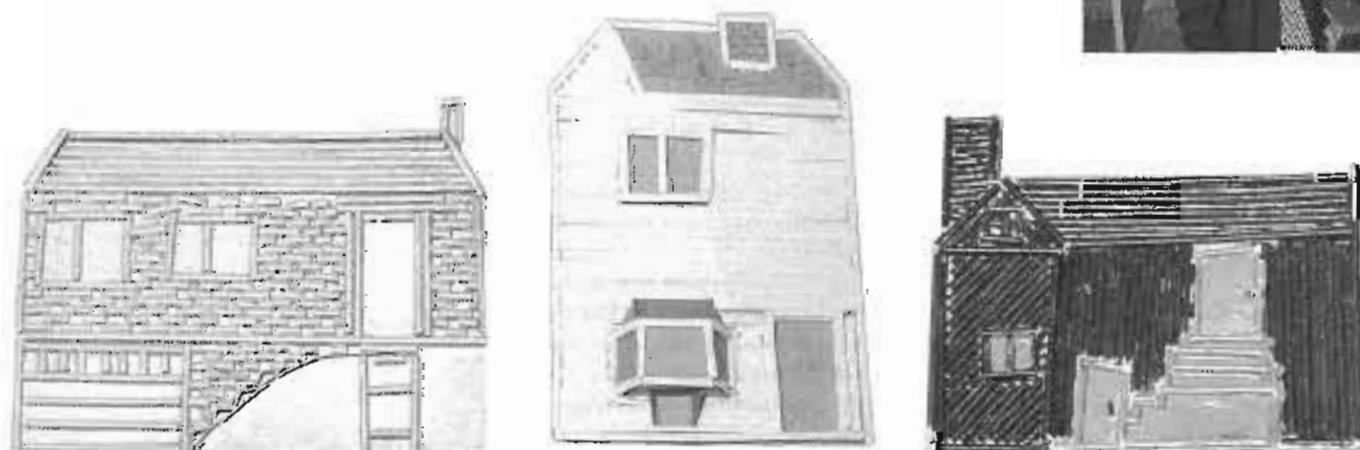
Students created a giant timeline presenting information on community events of historical significance, historic photographs of various buildings and street scenes, and current photographs from the West End Walk on May 14. The 3-D pop-up houses and West End stories were displayed in front of the timeline. Students added the construction dates of their homes to the timeline. The timeline was displayed in the school library.



Art teachers Scott Grosh and Mary Ann Gaser display the students' West End stories with Teresa Findlay, librarian.



Mary Calaboyias and Dan Macel, science and language arts teachers.



Houses made of straws and painted.

Photos by William Rydberg. PHOTON



During the walking tour on May 14, students compared historic photos with current photos taken from the same location to discover how the West End Main Street district has changed.



Landmarks' docent Annie Futrell listens to a student describe the differences in St. James Church since its construction in 1884. The tall Gothic Revival spire was replaced in 1927, due to an explosion across the Ohio River that weakened the original structure.

1400 Crucible St.
Pgh, Pa 15205
May 14, 1998

Dear Mr. Sturges,

I learned about a lot of things on this walk. I never knew that Steubens street used to be called before the one on Crucible street. I think seeing the things back in the last 1800s and early 1900s was neat. We always wondered what that big old orange thing was on Neptune in New. I can go home and tell my mom what it is some of the things look probably the same as it did in the early 1900s. I think it is nice to know about the city you live in. I thank you for inviting us on the walk.

Sincerely,
Jovita Touch (the girl)

P.S. Thanks for the pencil!!

1400 Crucible St.
Pgh, Pa 15205
May 14, 1998

Dear Mr. Sturges,

I thought that today's program was interesting. I liked seeing the old buildings compared to the new ones. I believe we should preserve the past. This was a great way to do that.

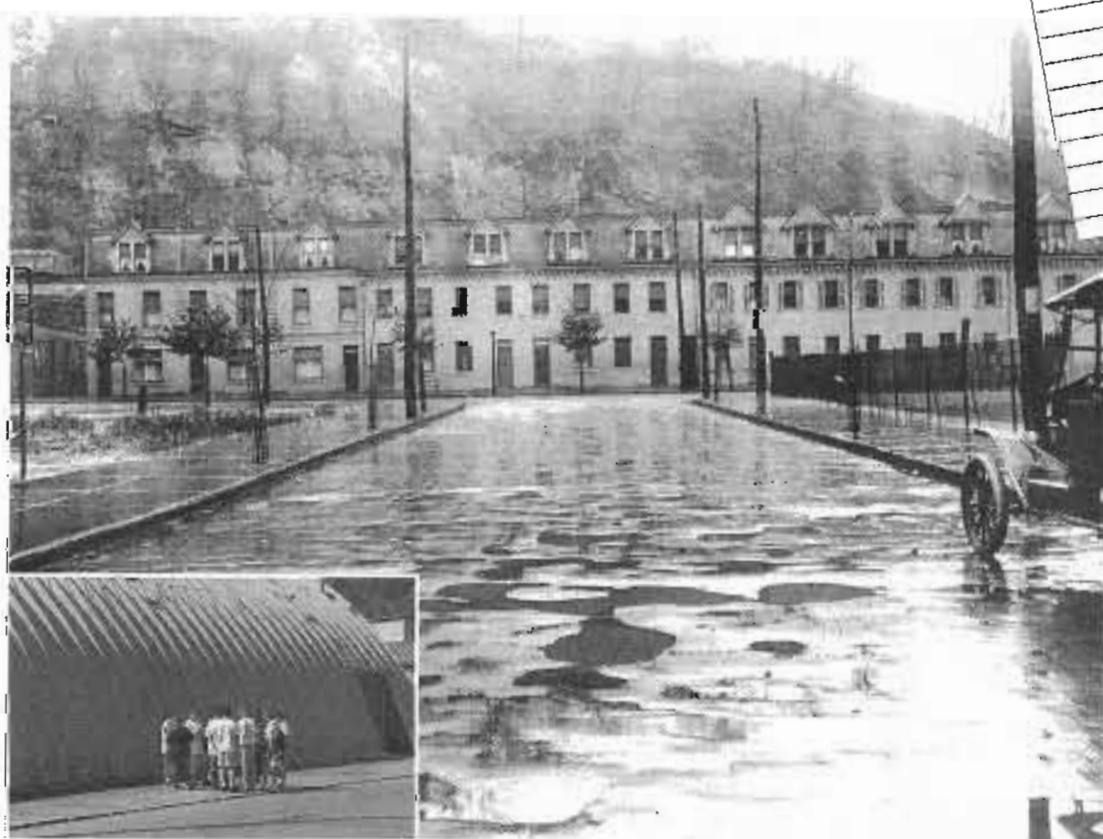
Sincerely,
Taryn J. Bug

1400 Crucible St.
Pgh, Pa 15205
May 14, 1998

Dear Mr. Sturges,

Thank you for the tour around the West End. It was great. I learned that street names could be changed. It was really interesting because we got to see pictures of how things looked before and what they look like now. I could not believe the facts that we learned from a neighborhood so close. I wish we had time to learn a lot more. Thank you I had a great time.

Sincerely,
Jennifer Zemanek



A Quonset hut (see inset photo) now occupies the place where a row of Second Empire residential houses once stood.

West End

by Camilla Lober

West End is all that.
The Overlook is where it's at!
Lakewood Street is just the place
to have a bike race.
Steuben Street is very long
The West End Bridge is very strong.
Herschel Street is where I live;
I don't really think you guys give.
Faust Street is really neat.
Andrea's is the place to eat.
Giant Eagle's are all around.
Don't forget downtown!
Parkway Center is the place to hang
But you should have a great big gang.
West End has lots of space
So go stuff your face
At Andrea's place.
Never forget the West End where there's lots to do.
But it is as busy as a zoo!

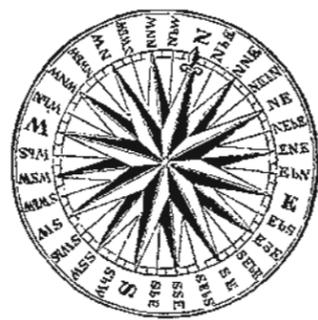


Downtown Dragons

During the 1997-98 school year, a total of 1,166 students from the following schools and groups participated in Landmarks' Downtown Dragons Walking Tour:

- Beaver County Christian School
- Brownie Troop #1212
- Evans City School
- Forbes Elementary School
- Foster Elementary School
- Gateway Middle School
- Jefferson Elementary School
- Mossdale Elementary School
- Quaker Valley Middle School
- Rowan School
- St. Bernadette Elementary School
- Stevens School
- Streams Elementary School
- Washington Elementary School

With the aid of photographs and tour guides from Landmarks, students searched for griffons, gargoyles, eagles, lions, dragons, and other creatures during the exhilarating two-hour walk.



Interested in Touring?

- Downtown Pittsburgh . . .
- the Strip District . . .
- Oakland's Civic Center . . .
- the West End . . .
- South Side . . .
- or other Pittsburgh neighborhoods?

Then call Landmarks' education staff at (1-412) 471-5808 for further information.



Riding the Monongahela Incline (above) and climbing the paddle wheel at Station Square (right).



From the Mt. Washington overlook, Knoxville Middle School students were quick to notice the many forms of transportation in the view of Pittsburgh 400 feet below: buses, cars, trucks, the light rail, motorcycles, trains, boats, the

incline, an airplane, and a helicopter. During two walking tours with Landmarks' staff and docents on April 21 and 22, eighth-grade students rode down the Monongahela Incline, toured Station Square (formerly the P&LE

• Downtown Transportation Tour Knoxville Middle School

Students Explore Downtown

• Strip District St. Edward's

On May 26, 100 students from St. Edward's School toured the Strip District. Landmarks' staff and docents created one tour for fourth and fifth graders, and another for sixth, seventh, and eighth graders.



Both groups toured St. Stanislaus Church, the first Polish Catholic parish in Pittsburgh, and listened to Brother Tom Hartman talk about the immigrants who helped build the church, the changes he has witnessed in the Strip since childhood, and the two disasters in 1936 that caused damage to the church (an explosion in the nearby Acme Banana Company and the St. Patrick's Day Flood).

Following the church tour, students strolled along several blocks of the Strip. Fourth- and fifth-grade students located the ethnic homelands of many of the businesses on a world map and discussed immigration and Pittsburgh's rich ethnic heritage. Middle-school students read "Strip Facts" at various points along the walk and discussed the changing character of the urban district.



Students described the Strip as "exciting, noisy, good-smelling, exotic, ethnic, crowded, colorful, and alive." One student wrote, "It's historic. Although there are many Giant Eagles, there is only one Alioto's."



Elementary school students from St. Edward's hold up the Trip Sheet and world map.

• Markham Elementary

Landmarks' staff created the Strip District Stroll at the suggestion of Diane Tylka, a third-grade teacher at Markham Elementary School in Mt. Lebanon. After scheduling a morning tour at the Senator John Heinz Pittsburgh Regional History Center on Smallman Street, Mrs. Tylka asked Landmarks to develop an afternoon walking tour in the Strip District with an ethnic theme. "The combination of the History Center tour and Strip District Stroll created a wonderful field-trip experience," said Mrs. Tylka. About 75 third-grade students from Markham Elementary toured the Strip on February 4—amidst a blizzard!

This tour is now available for elementary and middle school students. Call Mary Ann Eubanks at (1-412) 471-5808 to make reservations.



The Strip is a pleasingly haphazard and vital district of wholesalers and warehouses. Stores sell products from many different countries.



A view down Smallman Street, looking toward St. Stanislaus.

Photo by Jim Judka



Students with the Lady of Stone at Station Square.



Completing Trip Sheets at Point State Park.

railroad headquarters), crossed into town on the "T" (following a portion of the old Pennsylvania Canal route), walked to Point State Park where they toured the Blockhouse and Museum, and enjoyed a picnic lunch.

The field trip was part of a year-long school program, *Pittsburgh Past and Present*, incorporating the arts into the academic curriculum. (In September

1997, Landmarks' staff had created and led a neighborhood walking tour and mapping exercise of Knoxville that was featured in the December 1997 issue of *PHLF News* and in the recent National Trust for Historic Preservation *Information* booklet on heritage education.)

The Transportation Tour in April helped students become more familiar with downtown Pittsburgh and



Docent Ted Soens (left) with Knoxville School students.

challenged them to think about the transportation needs of our city. They learned about the history and architecture of the city, discussed how the abundance of cars has impacted the central business district, and recorded

their observations on a Trip Sheet. This tour is now available for elementary and middle school students. Call Mary Ann Eubanks to make reservations at (1-412) 471-5808.

Pittsburgh, the Strip, and Oakland



Students pose on the staircase of the Cathedral of Learning.

Program Outcomes

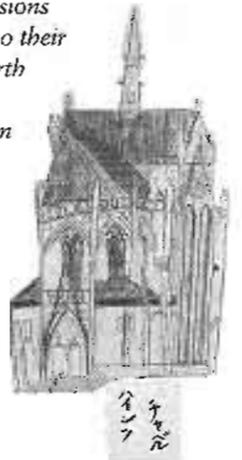
Jennifer Eschedor wrote the following report, at the conclusion of the project:

I feel confident in reporting that every student did discover very unique architectural features in Oakland. Many of our discussions reflected not only their growing interest in the subject, but also their gained knowledge of specific building details. During the fourth week, when we repeated the walking tour of Oakland, my intention was to refresh everyone's memory about the location of each architectural landmark so they would be correctly located on the mural. I was amazed when one student, Jarrett, grabbed my arm and said, "Ms. Eschedor: look at the keystone on that building!" Another student formed the Cathedral of Learning out of leaves as we walked through Oakland. This kind of keen observation and interpretation indicates that the information they gained through this experience was not trivial. They have internalized this knowledge and given it personal significance.

Throughout the four weeks, I noticed the students commenting on each other's artwork. They would offer suggestions and follow up with a reason for their advice. Most often, they encouraged realism, but showed concern for the artwork being viewed as a whole. For example, one building needed a tone or color to balance the composition. This discussion involved everyone and was initiated by a student. There was great pride in the collaborative effort from the start!

Each student struggled with the scale abstraction that is inevitable when doing a group project. As it was assembled, the group agreed that this abstraction actually added interest and humor to the mural. I had encouraged that notion from the start, but it was terrific to hear the idea come from them, too. One student, Megan, was pleased that the buildings were labeled in Japanese. Since the language does not have English characters, it added another level of abstraction to the mural.

I greatly enjoyed working with this diverse and talented group of students. The level of cooperation and ownership was heartwarming.



Heinz Chapel, by Charley Monroe.

• Oakland's Civic Center Frick International Studies Academy

Jennifer Eschedor, an art teacher at the Frick International Studies Academy, worked with Landmarks' staff to create a summer-school program based on architectural landmarks in Oakland. Funded by the Grable Foundation, the Frick International summer school gives students the opportunity to participate in either art, theater, science, reading, music, or pre-teen development classes.

Students interested in art met two times a week for four weeks. On the first day, they toured the Civic Center, identifying architectural details along the way, photographing various buildings and scenes, and sketching. They visited Heinz Chapel, where they listened to an organ recital, and the Soldiers' and Sailors' Memorial.

Once back in school, each student selected a building to draw and prepared a brief report on its history, architecture, and use. They began thinking about a mural they would create, using their drawings, photographs, and sketches.

During the second week, students toured the Nationality Rooms at the University of Pittsburgh. Yoko Gebhardt, a Japanese calligrapher, was the guest instructor for the third week.

She taught the students how to write their names—and the names of their buildings—in Japanese, using the art of calligraphy.

During the last week, students took one last tour of the Civic Center—to see how much more they noticed the second time around—and they put the finishing touches on their mural. They presented their mural on July 30 to fellow students and teachers, and then framed it for display in the Frick International Studies Academy.



Charley Monroe (far left) and Jarrett Highsmith at the Soldiers' and Sailors' Memorial.



Third-grade students from Markham Elementary School created three murals of Pittsburgh after using Landmarks' Portable Pittsburgh Artifact Kit.



Architecture Enriches Elementary Education



The historic prints and artifacts are packed in portfolios and a suitcase.



Students felt like "giants" in the city they created, towering over their box constructions.

• Portable Pittsburgh Baker Elementary School

Landmarks' Portable Pittsburgh Artifact Kit traveled from one school to the next during the 1997-98 year, and was always in use. By January 1999, Landmarks will have a second kit ready so twice as many schools can rent the thirty artifacts, stickers, timeline, and visual aids to supplement their local history curriculum. These photos show the kit being used by fourth-grade students at Albert F. Baker Elementary School in Upper St. Clair.



The teacher unwraps each artifact and passes it around the class, as students discuss its use and significance.

• Freedom City Northview Heights Elementary School

After participating in the Gateway to the Arts February Institute, Tania Womack was inspired to incorporate a hands-on activity involving architecture in her classroom curriculum. (Louise Sturgess, executive director of Landmarks, discussed architecture during the Gateway to the Arts inservice.)

A third-grade Spanish teacher, Tania developed a list of vocabulary words for a city that her students constructed out of boxes. After spending time building the city, students said they were much more interested in learning the Spanish words for street, park, building, airport, house, restaurant, airport, tunnel, etc.

Kayla Bowyer and Jessica Gordon described the city they created:



Freedom City!

This is our city. It is beautiful and nice. There are 190 people in our city. We have a lot of parks and playgrounds.

There are many buildings here. We love our city. You can come and visit some time.

We would love for you to come. The people in our city are nice. You can go to McDonald's to eat, and to shop you can go to the store.

You can make new friends here. There are a lot of people to visit.

Freedom our City!

Markham Elementary School

After borrowing the Portable Pittsburgh Artifact Kit, third-grade students at Markham Elementary School in Mt. Lebanon created three murals: Pittsburgh c. 1760, 1900, and 1990 (shown at the top of the page). "I was amazed to see how many details they remembered about Pittsburgh's history and incorporated in the murals," said third-grade teacher Diane Tylka. "The students did the art project with very little guidance."



After each artifact is discussed, a student places a sticker of the artifact on a giant timeline, showing its period of use.





• Downtown Landmarks: Math Facts Pittsburgh Public Schools

If you are interested in building facts and architectural landmarks, then add some fun to your math class with "Downtown Landmarks: Math Facts." The three worksheets and ten story-problem cards created by Landmarks are appropriate for elementary and



May 14: staff members and volunteers gather before the West End Walk (see page 14).

• A Pittsburgh Neighborhood Colfax Elementary School

During its "Celebration of the Arts" in the spring of 1998, third-grade students at Colfax Elementary School studied architectural styles found in Pittsburgh between 1760 and 1950, and then drew their house with magic markers, tempera paints, and crayons. The drawings had a three-dimensional effect, because cardboard tubes were placed behind the cut-out drawing of the house to make it "pop out" of the background setting. Each student also wrote about his/her house or neighborhood.

Barbara Kalin, the visual art specialist at Colfax, said, "The talent and originality of the students was amazing. The students just worked, and worked, and worked on their projects and essays." Janet Corpora, Rachel Landay, and Dwayne Watkins worked with Barbara and the third-grade students. They were assisted by Martha Malinzak, a volunteer from Carnegie Mellon University's Adopt-a-School program. Barbara, a participant in Gateway to the Arts' February inservice, said, "Since we do



not have funding for field trips, we created a celebration of the arts unit involving each student in art, song, and dance. The school was alive with creativity."

My House and Neighborhood

Alicia Atterberry

My house is a Victorian beauty in a nice neighborhood. Everyone has old-fashioned cars. There are a lot of flowers and puddles. There are not many telephone poles. The street has a lot of cracks and potholes. There are no stop signs on the sidewalks, instead they're painted on the street. Everyone keeps the streets clean.

The End



middle school students. Students use estimating, measuring, graphing, geometry, and problem-solving skills as they answer questions relating to ten downtown landmarks.

Elementary and middle school students in the Pittsburgh Public Schools first used the worksheets and story-problem cards on April 30, on the occasion of the "World's Largest Math Event 4." The theme of the event, sponsored by the National Council of Teachers of Mathematics, was architecture around the world. At the request of the Mathematics Staff of the Pittsburgh Public School's PRIME office, Landmarks developed a set of math worksheets featuring local buildings and facts. Using local architectural landmarks to anchor the academic curriculum helped students visualize abstract mathematical concepts and appreciate how relevant math could be.



Volunteers Make the Difference

Thanks to the volunteer involvement of many members, community planners, and architects, Landmarks is able to offer hundreds of tours, slide presentations, and education programs each year.

We thank the following volunteers for working with us this year to make Landmarks' education programs a success:

- Jennifer Beck
- Bob Bennett
- Kathy Brennan
- Lee Calisti
- Marian Cook
- Annie Futrell
- Bill Garrett
- Frances Hardie
- Carey Harris
- Ernie Hogan
- John Kalberer
- Carol King
- Eric Kukura
- Carol Lewis
- Bob Loos
- Barbara Luderowski
- Beth Marcello
- John Martine
- Judy McIntyre
- Amanda McQuillan
- Audrey Menke
- Frank Moone
- Gerald Morosco
- Eliza Nevin
- Robert Pfaffman
- Myrna Prince
- Sarah Radelett
- Alan Schlossberg
- Marion B. Schorr
- Helen Simpson
- Ted Soens
- Ruth Stauffer
- Nancy Stewart
- Kathy Testoni
- Peg Volkman
- Jack Zierden



Photos by William Eysenberg. PHOTOS

JOIN LANDMARKS



Support the Pittsburgh History & Landmarks Foundation in its work to:

- Identify, document, and work to save architectural landmarks, historic neighborhoods, and historic designed landscapes in Allegheny County;
- Provide loans and technical assistance to community-based organizations that propose feasible plans for historic properties;
- Participate in urban planning issues as an advocate for historic preservation;
- Create educational programs for schools, community groups, members, and friends; and
- Continue a well-managed, responsive, and creative membership organization with the ability to implement these goals on a long-range basis.

Membership Categories

- Individual \$20 or more
- Family \$25 or more
- Senior Citizen \$15 or more
- Schools and Non-profits \$35 or more
- School Districts \$50 or more
- Corporate \$250 or more
- Life Benefactor \$5,000 (a one-time gift)

The portion of your dues exceeding \$15 is tax-deductible.

Call Mary Lu Denny at (412) 471-5808 for details on a multiple-year membership plan at a reduced rate, and for a listing of our membership benefits.

Yes! Enroll me as a member of the Pittsburgh History & Landmarks Foundation. I have enclosed a contribution in the amount of _____.

Method of Payment

- Check enclosed (payable to PHLF)
- Credit card:
 - AmEx Visa
 - Mastercard Discover

Account # _____

Expiration _____

Signature _____

Thank you for completing this form. Please detach and mail to:

MEMBERSHIP
PITTSBURGH HISTORY & LANDMARKS
FOUNDATION
ONE STATION SQUARE, SUITE 450
PITTSBURGH, PA 15219-1134



Interested in Learning More About Landmarks' Education Program?

This May, the Pittsburgh History & Landmarks Foundation printed new materials showcasing the work of its education department. Please call Mary Ann Eubanks at (412) 471-5808 if you would like us to mail you any of the following materials:

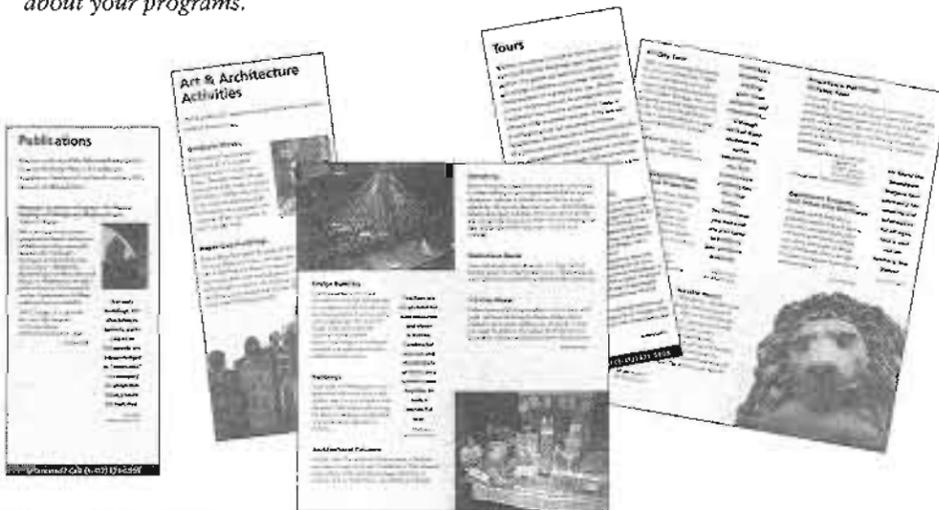


Explore Pittsburgh

Thanks to a generous contribution from Columbia Gas of Pennsylvania, Landmarks published a colorful 9" x 12" folder. *Explore Pittsburgh* includes quotations from students, teachers, and program directors who have participated in Landmarks' education programs, and three die-cut photographs of familiar Pittsburgh scenes with historical facts about Pittsburgh. The folder is literally packed with fact cards and brochures giving more detailed information.

During the past few months, we have received many compliments about *Explore Pittsburgh*. Ellen Caldwell, director of Pitt's Informal Program, called to say, "Your new materials are excellent." Mary Lou Rosemeyer, publicity director of Kennywood Park, wrote: "Your new materials are fabulous. Thanks for sending me a copy!" Maxine Bruhns, director of the Cathedral of Learning Nationality Rooms, wrote: "I absolutely love your *Explore Pittsburgh* tri-fold with its neighborhood cut-outs and countless inserts." Marcy Abhau, education specialist at the Foundation for Architecture in Philadelphia, wrote:

I've just received your document and all I can say is—Wow!...It's a beautiful piece, going so far beyond a brochure or promotion piece that I'm not sure what to call it. It's like a tour of Pittsburgh in itself, loaded with great information and class ideas. Bravo to you, and thank you for including us and for sending us a copy of our own! We'll be sure to let people know about your programs.



Fact Cards

Some of the fact cards give detailed descriptions about Landmarks' educational resources: Tours; Slide Shows; Inservices; Neighborhood Explorations; African-American History; Adult Education; Architectural Design Projects; Kennywood & Architecture; Exhibit; Architectural Apprenticeship; and Publications.

Other fact cards suggest project ideas for teachers or group leaders, and usually do not require further involvement from Landmarks' staff. These fact cards include: Architecture in the Classroom; Architecture for Young Children and Students; Architecture & Body Building; Art & Architecture Activities.

Introducing Landmarks The Power of Bricks and Boards

In this brochure we outline a strategy for integrating a study of the built environment into the school curricula, using the educational resources offered by the Pittsburgh History & Landmarks Foundation and others.

The progression of programs—from school, to the concepts of family, neighborhood and city—corresponds with the natural development and growing awareness of elementary and secondary school students.



Introducing Architecture A Series of Worksheets and Activities for Classroom Use

Through these worksheets and art activities you'll learn how to construct a building out of people and feel the forces in architecture. You'll learn about building types, materials, and styles, and have the opportunity to sketch a building and imagine what it is like to be a building. The architecture worksheets can be photocopied for your students. Art activities include making a mainstreet mural, a paper-bag building, a gargoy mask, a bridge, a pop-up building, and a "someplace special" book.

Art activities include making a mainstreet mural, a paper-bag building, a gargoy mask, a bridge, a pop-up building, and a "someplace special" book.

