Introduction

The University of Oregon Museum of Natural and Cultural History and University Libraries have completed the first two years of a National Leadership grant. The original grant duration was for two years, beginning October 1, 2003 and ending September 30, 2005. The grant now has been extended with a one-year no-cost extension.

The Institute of Museum and Library Services (IMLS) grant funds a unique project, transferring the work of local photographer and audio archivist, Don Hunter to DVD format. Mr. Hunter has collected sounds and slide photographs since the 1930s that have chronicled the natural and cultural history of the Pacific Northwest. These sounds and slides were then merged by Mr. Hunter into multi-media slide presentations. The University’s archival project has combined various resources and expertise of the museum and libraries; through this partnership nine of Mr. Hunter’s multi-media slide presentations will be preserved and distributed to schools of Oregon (for more information see: http://natural-history.uoregon.edu/Pages/projects.html).

First Year and a Half Summary

The progress of the grant period’s first year and a half (October 1, 2003 – March 31, 2005) focused upon the following areas: 1) administrative details that included general University of Oregon administrative management including grant clearance, purchasing of archiving equipment, project progress reporting, public relations, legal licensing framework, music licensing, and budget allocation, 2) archiving the nine presentations that included setting up scanning procedures and scanning 3841 slides, 3) taking part in the two-day IMLS workshop on outcome-based evaluation, 4) creation of a multi-media space to highlight the presentations at the museum, and 5) public and professional outreach that included assisting with The National Information Standards Organization’s survey, the Project Coordinator’s publication on outcome-based evaluation, and local press coverage of the project.

Administrative: General

During the previous six month period of the grant various general administrative duties, included:

- The submittal, through email, of the IMLS third six-month interim report on April 14th, 2005.
- Ongoing meetings with Mr. Hunter to keep him up-to-date of the project’s progress.
- Quarterly meeting with grant personnel occurred on August 30th. The quarterly meetings have served to keep the participants up-to-date regarding the project’s progress and the planning of the next phases (in this specific case planning the timeframe and budgeting for the no-cost extension).

Administrative: Human Subjects Compliance and No-cost Extension

The full-expedited application for University Human Subjects compliance was submitted with the Office of Human Subjects Compliance on March 29th. Due to a higher than normal volume of applications during this time the Office of Human Subjects
Compliance returned the first set of edits at the end of May 2005. Standard turnaround for the first set of edits is normally two to three weeks, but due to the overload of requests and slow processing this turnaround has increased to four to six weeks. Revisions were submitted and official clearance was granted on June 15th.

Partly because of the length of time it took to receive University human subjects clearance, the project applied on June 13th with the Institute of Museum and Library Services for a one-year no-cost extension. The main reasoning for the request was that the human subjects clearance set back the project’s evaluation process, which includes running focus group sessions to test the educational components in a classroom setting. Under the University regulations only general development of the evaluation process could take place and no recruitment or implementation could take place until acceptance of the application. As such two full school terms passed without being able to recruit, and this timing shifted the recruitment process to begin in the summer of 2005. Since instructors and school district administrators were on shortened schedules, recruitment during the summer became difficult. Recruitment had to be initiated in the late summer when instructors were returning to schedule their terms. The extension was approved on June 17th and has allowed for the evaluation and distribution process to take place at a longer schedule of completion.

**Administrative: Legal Licensing Framework and Music Licensing**

An important administrative element over the last six months was (and is ongoing) the copyright clearance of archived music tracks. Work continued with the University of Oregon Libraries Music Services Department to identify tracks from the archived presentations. Additionally, a CD-ROM was created of unidentified music and the original sources were tracked down through Mr. Hunter’s collections. Once a comprehensive list was complied, the University Business Affairs Office was contacted on August 27th in regards to negotiating licensing agreements with the main rights holder organizations—ASCAP, BMI, and SESAC. The music licensing organizations will be contacted and all communications recorded in case of limited reply. This detailed record keeping will allow for the project to show our good intent in case of no, or limited, initial reply from the licensing agencies, and will give us a record of all communications. Additionally, the University’s Business Affairs and General Counsel offices authorized distribution of the performances since the dissemination will be limited to non-profit education (middle and high schools) organizations and performances at the museum.

**Project Archiving (formatting presentations into the DVD medium)**

The first presentation, *The Sandal and the Cave*, was completed January 2005, and made available for public screenings at the museum in February. Rough-cut versions of five other presentations have been completed (leaving three presentations to be digitally reassembled out of the original nine). These “rough-cuts” are versions that are assembled into digital format, but are not ready for output to DVD because of following steps: Mr. Hunter will have to review the look and timings of the presentations, rescans of missing or jammed slides from the original scanning process will take place, and other fine-tuning of timings and output settings (such as proper widescreen ratios) will then complete the process. The titles now in rough-cut form include: *Samuel Hill’s Civilized Wilderness; Eugene: Then and Now; The Pageant Years; Mt. St. Helens and the Volcanic Cascades;* and The

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1 For performances at the museum most of the music tracks are covered by pre-established University wide performance contracts with ASCAP, BMI, and SESAC.
The initial stage of digital reassembly of the slide presentations is 67% completed (six out of nine presentations). The completion time for each presentation into rough-cut digital format is estimated at two weeks each. Thus, estimated production time for all nine presentations in rough cut digital format will be approximately eight weeks and is targeted for the end of October/first of November 2005.

Additional production elements in their initial stage include creating Closed Captioning (CC) for each presentation and the purchase of assisted listening devices. Since CC is time consuming and less economically viable to produce in-house, specialized outsourcing will be utilized. With the delay in the Human Subjects Clearance and the approved non-cost extension (see Administrative: Human Subjects Compliance and No-cost Extension above), the project has determined that the main component of dissemination-distributing DVDs to the middle and high schools—will occur during Winter 2006 with the focus group evaluation process taking place late Fall 2005 and Winter 2006.

Educational Programming and Outreach

The Project Coordinator and student Project Assistant completed an extensive process researching presentational topic themes and definitions. Presentations were prioritized in terms of educational value and fit within the museum’s general outreach. This process led to the creation of draft versions of general study guides and activity templates with the higher priority presentations having specific activities created. The guides and activities went through a series of content and structural edits. The first series of edits came from the museum’s graduate student-level educational interns who gave general lesson plan structure feedback as well as suggestions for expanded editing of the lesson plans. The student Project Assistant position finished on June 10th and at this time there is no need to hire a new Project Assistant, but there could be future openings for College of Education students to assist with the project’s educational component.

For the first two, highest priority, lesson plan packages content experts have been consulted in the areas of Oregon archaeology and volcanism/geological sciences. Additional specialized assistance has been requested from steam locomotive history and technical experts at Yaquina Pacific Railroad Historical Society for The Last of Steam educational component. The University’s College of Education has been contacted in relation to obtaining a K-12 curriculum expert to assist with general benchmark and lesson plan structure feedback. Specific curriculum questions have arisen for which the museum is seeking feedback from College of Education experts. These questions are:

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2 *Samuel Hill’s Civilized Wilderness*: An image collection chronicling influential entrepreneur Samuel Hill’s (1857-1931) campaign for the construction of the Columbia River Highway. Photographs of the highway when it was first built and recent photos present how nature inevitably overcomes human-made structures. *Eugene Then and Now*: An image collection depicting Eugene Oregon’s transformation through the comparison of historical photographs and drawings from when Eugene was founded in the mid-1800s and more modern photographs from the 1950s and 1980s. *The Pageant Years*: An image collection chronicling the historic Oregon Trail Pageants. These pageants featured casts of thousands who celebrated the development of the Willamette Valley. Seven were held between 1926 and 1950, leading to the now popular Eugene Celebrations. *Mt. St. Helens and the Volcanic Cascades*: An image collection chronicling the volcanic activity and eruption of Mt. St. Helens in the early 1980s. Featured are one-of-a-kind three-slide panoramas of the May 18, 1980 eruption and post-eruption devastation. Geological processes are additionally highlighted such as: hot springs, fossil beds, painted hills, lava forests, lava tubes, volcanic bombs, and types of rocks. *The Last of Steam*: An image collection chronicling the last regularly operating steam locomotives in the Western United States. Emphasized are the ways in which this mode of transportation assisted in the Pacific Northwest’s industrial and transportation development.
How do we design the lesson plans for the best possible fit with pre-existing curricula?

Will any of this educational programming be available for research and/or other projects outside the classroom setting?

The University of Oregon Libraries Media Services Department completed cabling and programming for the Crestron unit in the museum’s media center. The media/educational center now serves as the main dissemination center on campus for Mr. Hunter’s presentations.

Conclusion

Because of administrative delays the project is now in a period of a no-cost extension. This extension will focus on the last stages of production, which includes the final DVD package design; and the finalization of the educational and evaluation processes. Even with the delays the previous six-month period of the project was highly productive in the areas of educational development and DVD production. Additionally, major progress was made in terms of the music identification and licensing, and the final element of contacting the licensing organizations is now under way.

The original schedule of completion was not met, but this was not a complete surprise to the project personnel because of the various and complex layers of university administration. The project’s commitment of both the museum and the libraries has been, and is continuing to be, strong, and this commitment translates into a push to complete the project as quickly as possible. Even though there was a level of frustration about missing the original stated completion date, the project has been a productive learning process about the difficulties of such a unique project as the Don L. Hunter Archive.