Introduction

The University of Oregon Museum of Natural and Cultural History and University Libraries have completed the first year and a half of a two-year National Leadership grant. The grant duration is for two-years, beginning October 1, 2003 and ending September 30, 2005.

The Institute of Museum and Library Services (IMLS) grant funds a unique project, which is in the process of transferring the work of local photographer and audio archivist, Don Hunter. 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).

Second Six-Months Summary

The progress of the grant period’s second six-months (April 1, 2004 – September 30, 2004) focused upon four areas: 1) administrative details that included general University of Oregon administrative management, project progress reporting, public relations, legal licensing framework, music licensing, and budget allocation, 2) archiving the nine presentations that included scanning 3841 slides, 3) creation of a multi-media space to highlight the presentations at the museum, and 4) public and professional outreach that included assisting with The National Information Standards Organization’s survey, Project Coordinator’s publication on outcome-based evaluation, and local press coverage of the project.

Administrative: General

Over the last six months (the start of the second year) grant administration has continued with general University of Oregon administrative management. General administrative duties included (as of January 4th) the renewal application for the university’s Human Subjects ‘Approval in Principle’. This renewal allows for the initial development of evaluation focus groups (see Evaluation Development section below for more details about the focus group development). The application was accepted on January 13th for a renewal that will expire April 1st 2005. The project has moved forward in applying for full Human Subjects clearance, which will allow us to implement the focus groups in the spring and/or fall of 2005. Other administrative management involved continual contact with The Office of Technology Transfer about the progress on license agreements from Don Hunter (see Administrative: Legal Licensing Framework and Music Licensing section below).

1 First Six Months Summary

The progress of the grant period’s first six-months focused upon three areas: 1) administrative details of University of Oregon grant clearance, public relations, legal licensing framework, budget allocation, and purchasing, 2) initial stages of archiving the first presentation, and 3) taking part in the two-day IMLS workshop on outcome-based evaluation in Washington, DC on January 29 and 30, 2004.
Additional administrative duties, included:

- The submittal, through email, of the IMLS second six-months interim report on October 14th, 2004.
- Ongoing meetings with Mr. Hunter to keep him up-to-date of the project’s progress,
- Quarterly meetings with grant personnel with the 3rd (October 25th) and 4th quarter (March 17th) meetings being held during the last six months. The quarterly meetings have served to keep the participants up-to-date regarding the project’s progress and the planning of the next phases.

Administrative: Legal Licensing Framework and Music Licensing

Legal licensing has continued with an emphasis to secure an agreement with Mr. Hunter for non-exclusive (non-commercial) uses of his images and sounds for the purposes of the grant, and to clear all the presentation music licensing for public performance and video synchronization use. The Project Coordinator has been in contact with the university’s Office of Technology Transfer in order to properly draw up an agreement with Mr. Hunter. Mr. Hunter expressed that the first version of the agreement was too generalized and these concerns were addressed with a revision of the agreement, which is still under negotiation. An additional question arose of whether Mr. Hunter could request the tax value of his gift from the museum. The university’s Business Affairs Office and General Counsel concluded that this goes against university and IRS policy and a letter was sent to Mr. Hunter from the museum’s director, and project Principle Investigator, C. Melvin Aikens stating this. Additionally, the Office of Technology Transfer has been consulted about music licensing and an end-user agreement for the DVD product.

The music licensing has been pursued through the university’s Business Affairs Office, which has cleared the first presentation for public performance at the museum. This clearance was approved due to the existing license agreements the University of Oregon has with the main rights holder organizations—ASCAP, BMI, SESAC. Obtaining distribution rights is still in progress. The emphasis has been on creating detailed documentation of our inquiries related to clearing the rights for distribution of the DVDs, at no cost, to the middle and high schools in the state of Oregon.

Project Archiving (formatting presentations into the DVD medium)

The individual slides were scanned during the last six-month period of the grant allowing for the project to begin the process of creating the DVD formatted presentations. Mr. Hunter’s original slide presentations incorporated up to three screens and six projectors, and the task of the production personnel is to take these presentations and match the look, timings, and format as best as possible in a digital medium. To assure that we are matching the original presentations, videotape templates have been referenced and Mr. Hunter has been consulted throughout the process. The first presentation, The Sandal and the Cave, was completed in January 2005, and made available for public screenings at

2 The Sandal and the Cave chronicles the discovery of the world’s oldest shoes, dated to be roughly 10,000 years old, which were found in the Great Basin region of Oregon’s High Desert. Featured is famous Oregon archeologist Luther Cressman who originally discovered the sandal’s site, Fort Rock Cave in 1938. Archeologists initially believed that Central Eastern Oregon was an unlikely place to find early human settlement because of its “impoverished landscapes.” Cressman’s discovery of civilized artifacts in the caves and surrounding areas deemed earlier archeologists incorrect. While unearthing many other artifacts from
the museum in February. The second presentation, *Samuel Hill’s Civilized Wilderness*, was scheduled for completion in late March/early April. Production completion of all nine of the presentations is scheduled for the end of Spring 2005. The project has determined that the main component of dissemination, to distribute DVDs to the middle and high schools, will occur during the late Summer 2005 and/or early Fall 2005 (dependent on when the focus group evaluation process takes place).

**Exhibit Media Room Renovation Progress**

On February 11th the Museum of Natural and Cultural History officially reopened our doors to the public after a renovation of the main exhibit hall. As part of this renovation the museum utilized contractors to assist in the creation of a multi-media center that highlights the Don L. Hunter Archive DVD presentations. This upgrading included electrical and equipment conduit work, electrical wiring, equipment cabling, soffit designs to cover the conduit, media and screen cabinets, electrical screen installation, and lighting redesign.

Additionally, on February 9th the University Media Services installed the media equipment and the Crestron control system. Funding for a kiosk design and other electrical cabling were merged to increase the amount of the grant funds that will pay for the upgraded electrical and media equipment redesign. This funding was determined to better serve the project by creating a state-of-the-art media room. Because of the overall general educational use of the space, additional funds from the museum were also utilized for this renovation.

The museum’s grand reopening celebration over the weekend of February 11th through the 13th saw an estimated 3000+ people attend the events over the three days. From those visitors an estimated 160 to 180 individuals attended the premiere screenings of the first archived presentation, *The Sandal and the Cave*. Before each screening a brief introduction to the project was given by the Project Coordinator, and Mr. Hunter was able to attend two screenings. There was so much public interest that two screenings were added on Sunday, and presentations could have run back-to-back all day with the interest generated. As such, the museum was proud that this component of the programming was such a success and fit so well into the overall museum mission and outreach.

Additional screenings of *The Sandal and the Cave* were given to the museum board on February 18th and to museum volunteers on February 28th. Both presentations were successful in presenting the project’s scope and progress. Support for the project continues to grow with every public screening of the archived presentations. Lastly, the presentation was featured for an 8th grade museum tour on March 4th and to an adult seniors group on March 23rd (see **Evaluation Development** and **Educational Programming and Outreach** sections below for further details about the tours).

**Evaluation Development**

Focus group development has begun in which the final grant evaluation structure will be developed and implemented. The Project Coordinator completed work on the university’s Human Subjects Clearance application, which included focus group

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the era such as baskets, nets, weapons for hunting, and musical instruments, Cressman and other archeologists became impressed by Oregon’s ancient people’s ability to exploit the scarce resources of the Great Basin. Additionally, the presentation explains the ways in which archeologists: survey and map archaeological sites, study the surroundings, excavate the sites, and finally conduct dating processes to estimate the ages of artifacts, rocks, and fossils.
descriptions, email and telephone recruitment scripts, and individual instructor and student parent/legal guardian consent forms. In addition, survey forms for the focus groups were developed that will address both “what” students have learned and “how” they enjoyed the presentations and lesson plans. As part of the Human Subjects Clearance application the Project Coordinator has been in contact with Office of Human Subjects Clearance, about application deadlines and procedural questions. The ‘Expedited Review’ application was submitted on March 29th, and will take two to four weeks to process by the Office of Human Subjects Clearance.

**Educational Programming and Outreach**

As part of the educational programming and outreach component of the project the Project Coordinator and Grant Administrator hired a student Project Assistant. The position opening was posted through the university’s student job site from December 8th 2004 through January 14th 2005 with the start date of February 1st. Melissa Pinson, undergraduate at the University of Oregon, was hired for the position on January 25th. This position has entailed working with the Project Coordinator on lesson plan development for each of the presentations, outreach to local school instructors, and other educational development aspects.

Specific educational programming has entailed: creating outlines/timelines for the educational and evaluation aspects of the project, researching online lesson plans (such as Public Broadcasting Service Web based lesson plans), working on a feedback/evaluation form for presentations shown during museum tours, researching State of Oregon educational benchmarks, and creating draft lesson plans for presentations. The basic structure for each presentation is to create: 1) an overarching presentational lesson plan, 2) a specific lesson plan with activity for high school students, and 3) a specific lesson plan with activity for middle school students.

On March 4th the first student (8th grade) tour at the museum viewed *The Sandal and the Cave*. A total of 52 students and 2 instructors viewed the presentation as part of a museum tour, and the students and instructors filled out feedback forms. The feedback forms focused on both “what the students learned” and “how much students enjoyed” the presentation. General results indicate that the presentation does not work well for tours of younger students if the presentation is only utilized as time filler(s) in relation to the overall tour. Presentations will need to be a main focus of the overall tour and/or have the proper preparations made beforehand in the classroom or at the museum so the students know what they are about to see and why it is important. An adult seniors group viewed the presentation on March 23rd, and the feedback was more positive in terms of the presentation standing on its own for this age level.

On February 25th the Project Coordinator and Project Assistant presented the project’s educational component to local Eugene/Springfield area elementary, middle, and high school history teachers. Presented were the grant background, lesson plan design/plans, focus group recruitment, and a short clip from the *The Sandal and the Cave*. There was a large amount of support and interest from elementary teachers who requested that copies of the presentations should be available to elementary schools. Middle/high school instructors expressed interest in focus groups if transportation and larger classes could be accommodated. Interested instructors signed up on a contact sheet.

Other outreach during the last six months included the Project Coordinator being contacted by Terry Dickey, Coordinator of Education, University of Alaska Museum of the North about presenting the project’s public programming component at the Western
Museum Association conference in October 2005; and the University of Oregon featured the grant as part of the university’s highlighted arts and humanities grants (story: http://duckhenge.uoregon.edu/io/article.php?id=50 featured grants: http://duckhenge.uoregon.edu/io/supp/grantsamplings.html).

Conclusion

The previous six-month period of the Don L. Hunter project has advanced in the areas of educational and evaluation development. With the assistance of the Project Assistant, the Project Coordinator has been able to focus on lesson plan development, focus group development, and the Human Subjects Clearance application. Additionally, the elements of music licensing and agreement contracting with Mr. Hunter have been a continuing priority. The archival process has moved forward with the creation of the first archived presentation, and work is continuing on the remaining eight. Project emphasis over the next six months will include continued educational and evaluation development, the completion of the DVD formatted presentations, music clearance, focus group implementation, and final DVD distribution.

The combination of the Don L. Hunter Archive project’s progress over the last year and a half with the completion of the overall museum renovation has advanced the museum’s mission into a new stage. This stage has created the foundation of increased public outreach and an emphasis on cultural heritage. As the Don L. Hunter Archive Project continues towards completion the contributions it makes to the university, local, and statewide community increase substantially.