

OLD CENTRAL:
A DEVELOPMENT PLAN FOR
THE MUSEUM OF HIGHER EDUCATION IN OKLAHOMA

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PREFACE

Old Central is again in the midst of a controversy, although this time not between preservationists and the wrecker's ball. The conflict is instead between those who believe that the building should continue as a Museum of Higher Education in Oklahoma and those who wish it to be a museum or administrative center controlled by Oklahoma State University. Old Central is presently under contract to the Oklahoma Historical Society, but many believe that the University should resume control of the building and its future. Some also argue that Oklahoma does not need a museum to tell the story of higher education's contribution to the state.

This report takes the position that the Oklahoma Historical Society should retain control of Old Central and operate it as a museum of higher education. Several reasons dictate this position. These include the restrictive layout of the structure, the historic character of the building, and the need for such a museum in Oklahoma. It also suggests some compromises between the two factions.

Much of the report addresses the need for a comprehensive and written development plan for the museum. What should be noted, however, is that the proposal is not a "Five-Year Plan", the operational backbone of other

museums. Among other things, this proposal does not have a time table. Moreover, a five-year plan format is not appropriate because the Society's budget is appropriated yearly by the state legislature. Uncertain funding and the lack of a "Five Year Plan", however, is no reason for the University to take over the building, as its budget is also largely dependent on annual state appropriations which are susceptible to legislative budget cuts.

CHAPTER I

INTRODUCTION

Frank E. Duck made his contribution to higher education in 1891 when he donated forty acres of his homestead near Stillwater, Oklahoma for the new Agricultural and Mechanical College. Since that time, many other individuals and groups have contributed their own "forty acres" to the college now known as Oklahoma State University. Although other events and places have added to its diversity and character--such as Homecoming, Theta Pond, the Student Union, Morrill Hall, and the Dairy Building--the one structure most representative of the institution as well as higher learning in Oklahoma is Old Central. As the fourth oldest academic structure in Oklahoma dedicated to higher education, the building has symbolic value.¹ Because of this, Old Central's development should focus on the advancement of higher education in Oklahoma and Old Central's role in the process. A plan will ensure that the Museum of Higher Education of Oklahoma will accurately and objectively fulfill its mission.

A realistic, written, and comprehensive plan must be established and followed for the Museum of Higher Education in Oklahoma to become an effective institution. Such a plan is needed to fulfill the basic functions of a museum, which include collection, conservation, research, exhibition, and

interpretation. In such a plan, the museum should define its objectives, mission, and scope within a policy statement to ensure that these functions will be accomplished. Without a long-term plan, the museum's policies are unsound; the mission, scope, and objectives are never clear in the minds and actions of the staff; improper artifacts are collected; interpretative exhibits are ineffective; and the support base of the community and parent institution deteriorates.

A museum, the American Association of Museums states, is "an organized and permanent non-profit institution, essentially educational or aesthetic in purpose, with professional staff, which owns and utilizes tangible objects, cares for them, and exhibits them to the public on some regular schedule."²

Indeed, it would be next to impossible to meet this criteria without planning.

CHAPTER II

HISTORY OF OLD CENTRAL

Planning for a historic site is difficult for the building's character and history must be considered. Each site is unique. Old Central's uniqueness and history dictates that the best use for the building is for a museum of higher education.

Old Central's history starts when the first legislature of Oklahoma Territory selected Payne County as the location for the new Agricultural and Mechanical College. Determined to attract the college for Stillwater, the local citizens voted a \$10,000 bond in May 1891 to cover the cost of interior furnishings and the steam heating. To this, the legislature added \$14,948 in public funds to help construct and furnish the "College Building." Within two years the contract was awarded and work commenced.

The site of Old Central determined construction materials. Because of the absence of a railroad connection, the foundation and most other structural materials were native red sandstone, hauled by wagon from Orlando, Oklahoma, twenty-five miles west of Stillwater. The lack of a railhead also meant that the contractor had to use locally pressed brick for exterior walls.²⁴

Dedicated on June 15, 1894, the sixteen-room "College

Building" housed the Agricultural Experiment Station, Library, Assembly Hall, President's Office, chemistry rooms, and a permanent physical plant, the first on campus. Some of the students present at the dedication had worked on the construction crew to earn money for future school fees. The commencement for the first class of the Agricultural and Mechanical College was held in the large Assembly Hall on the second floor.⁴

Over the years, the structure was heavily used, if not abused. In 1927 it was condemned and faced demolition. Henry G. Bennett, a University president who realized the importance of Old Central, refurbished the building in 1939 at a cost of \$40,000. Eighty years after its dedication and two condemnations later, Old Central obtained the protection and help of the federal government. On July 27, 1971, the building was placed on the National Register of Historic Places, one of the first in Oklahoma to attain this distinction. By 1983, almost \$600,000 had gone into restoration.⁵

The structure demanded much outside work. The foundation was reinforced with steel and concrete, the exterior walls with large or dangerous cracks removed or repaired, and the original roof cornice rebuilt. To replicate the appearance of the original exterior, the woodwork was painted according to its 1893-1894 green shades. The building's original bell, since relocated in the Student Union tower, was returned to Old Central's bell tower.⁶

The building was also reroofed with asphalt shingles. Although not authentic, the white roof served the building until a replica metal roof could be installed in 1988.

The most extensive changes occurred inside. All the interior walls were reinforced and replastered, bathrooms modernized to meet the Interior Department's health regulations, and all chalkboards were replaced with the original slate. Door hardware, in poor condition, was reproduced at the University from original castings. The Assembly Hall was once again made usable by the addition of bentwood chairs similar to the originals.⁷

Restorers then had to determine the purpose Old Central was to serve. It could be made into a museum for the decorative arts, rehabilitated for and adaptive use, or restored to some significant period of time.⁸ They opted for the latter choice. It was a wise decision for the building, as an institution of education, would have served poorly as a focus for decorative arts. Indeed, the Bartlett Center on the Oklahoma State University campus already served this function. Nor would rehabilitation have worked, for the structure did not lend itself easily to a renovation project because of its relatively restricted size and layout.

After the restoration of the building, the next step was to decide what Old Central should tell visitors. It could be a documentary site, where the building represented a specific event in history. Or, it could be an aesthetic site, where period rooms would display fine examples of furnishings. A

third choice was to make it a representative site, where Old Central would primarily focus "on a period in the past and the people who lived in that period." Fortunately, the University administration elected to make the building a representative site that would focus on Oklahoma's territorial era. Through restored classrooms and exhibits, they intended to help patrons "understand a period of history or a way of life."

To assist the administration with restoration and development, university officials formed the Old Central Committee in accordance with a 1971 agreement between Oklahoma State University and the Oklahoma Historical Society. Appointed by the University president, this group serves not only as a liaison between the staff of Old Central and the University, but also between the Society and the University. The committee consults with the staff and the University on all matters associated with museum operations.

CHAPTER III

THE MISSION AND SCOPE STATEMENTS

Following restoration and the decision to make Old Central a museum, a most difficult and important task remained - development of the mission and scope statements. Without an accurate mission statement, staff may collect the wrong artifacts, waste money and energy, and misinterpret the building's purpose. Mission and scope statements define a museum's thrust by limiting and controlling the museum's operations, artifact collection, and exhibit development. This is important, for sound statements of purpose enable development of an accurate and educational collection that will not be an expensive burden on the parent institution in the future. They also guarantee that the museum will develop accurate and representative exhibits.

Mission Statement

Currently, the Museum of Higher Education in Oklahoma has four related, but nevertheless different, missions. One solid and workable mission statement ought to be forged from these.

A 1985 statement reflects that "the purpose...is to record, preserve, and objectively present the history of higher education in the geographic area now known as the

state of Oklahoma."¹⁰ Problems exist with this statement, however. Although history is an on-going study of change over time, an end date to the early development of higher education must be stated. Another problem concerns the lack of concise wording, for "the geographic area now know as the state of Oklahoma" can be shortened to "Oklahoma" without any serious implications. It is also safe to assume that with proper training, education, and experience, the staff of the museum will objectively exhibit the history of higher education. Any policy statements should be clear and concise, without excessive vocabulary, so that staff and volunteers can easily understand its meaning.

Other similar mission statements come from the same source. One states that "none of the exhibits in the structure will be the history of Oklahoma State University, but rather of the broad development of collegiate education throughout Oklahoma."¹¹ Although this is a good statement, forbidding exhibits on Oklahoma State University is too definite to be in the mission statement, which should only set the main objective of the museum. The restriction on Oklahoma State University exhibits should instead be in the secondary objectives or as a corollary to the mission statement. In addition, the wording of "collegiate" is too restrictive.¹² It precludes institutions that have contributed to higher education but are not technically colleges and universities. Such institutions include Native American schools and academies established primarily by the

Cherokees and Choctaws. This statement stated as worded will restrict the curator's ability to interpret the contribution of such schools to the broad spectrum of higher education.

Another mission statement is stronger, more concise, and more accurate. It states that "such a museum [of higher education] is best housed in one of the restored first collegiate structures in Oklahoma, for there the history of higher education can be demonstrated by the structure itself as well as by the exhibits it contains."¹³ This is a good statement, because it includes the role of the actual structure of Old Central for interpretation. It also stresses that the history of higher education will be interpreted and exhibited. This gives the curator some allowance in interpreting exactly what higher education is and what it means to Oklahoma. Although leaving this open to the whims and prejudices of the staff includes some risk, it is nevertheless needed to allow interpretive creativity. To exhibit only information about collegiate education without demonstrating its contributions is to neglect the concept of interpretation.

The fourth mission statement is not as formal as the first three. In a brochure depicting the various historic sites in Oklahoma, the paragraph on Old Central states that the site presents "formal" higher education in the state.¹⁴ As with the previous mission statement, this one also has too narrow of a focus. In addition, the word "formal" is

ambiguous. Its application to a historic site that depicts the development of education defines precise definition.

An accurate and workable mission statement can be developed from the preceding examples. The mission of the Museum of Higher Education in Oklahoma should be to record, preserve, and present the history of higher education in Oklahoma and to use the structure of Old Central itself, along with the exhibits it contains, as interpretive material. This statement demonstrates that the mission need not be complicated or full of grandiose language. The statement is simply worded, understood easily, and straightforward.

The one point of the mission statement that needs clarification is whether "higher education" includes Native American schools and academies, vocational-technical schools, and private colleges. Clearly it should. Early Native American institutions led to the development of higher education in Oklahoma. Indeed, "the earliest formal education available in Oklahoma was that provided by the Indian schools."¹⁵ Pushing the need for education, the Choctaw Nation as early as 1818 saw the advantage of missionaries "providing their children with anglicized [sic] education" so that the Indian students could survive in the white world. Later in 1842, the Choctaw Education Act established Spencer Academy, New Hope School, Armstrong Academy, Fort Coffee Academy, Chuala [Chuwahlal] Female Seminary and several others. These schools were more than

simple missionary institutions.¹⁶

Any definition of "higher education" should also include vocational-technical schools and private colleges. These have contributed to the spectrum of higher education in Oklahoma and should be included in temporary exhibition. Over 200,000 Oklahoma students, with over 150 areas of specialization, are currently enrolled in some aspect of the vo-tech system. This system also provides correctional institutions with training programs. The combined enrollment of the two comprehensive state universities, six regional state universities, and four senior state universities is just over 85,000 students.¹⁷ Numerically, the vo-tech institutions contribute greatly to Oklahoma's education.

Scope Statement

A better understanding of the scope of the museum is also necessary. The scope, along with the mission, are two of the most important decisions that the staff, the Old Central Committee, and the Oklahoma Historical Society will make concerning the operation of the museum. It determines what artifacts and information will be collected so that Old Central will not be "a gathering place for Alma Mater's windfalls" or "an overcrowded repository for miscellaneous discarded materials" from the University or any other institution. The scope can be as simple as stating that the purpose of the Museum of Higher Education in Oklahoma is to collect and exhibit artifacts and interpretive material that explain the development of higher education in Oklahoma up to

1941.¹⁸ This addresses the previously mentioned problem of pressure being applied upon the museum staff to accept and display artifacts not contributing to the mission of the museum.

Because of the size and staff limitation of Old Central, the scope should be narrow. Only photographs, books, manuscripts, small commemorative items, or other small artifacts would be accessioned. This would prevent large items, such as school printing presses, school furniture, statues, or any other cumbersome items from being forced upon the curatorial staff. This narrow focus would also give the staff a valid reason for refusing items simply because they are relics. This list of exclusions include bricks, statues, parade floats, busses, or athletic equipment.¹⁹

The cutoff date stipulated in the mission and the scope statements is also important, for an inappropriate date can seriously hamper the work of the museum. If set too early, an important event or trend in higher education may be overlooked, and hence the interpretive exhibits will not be accurate and educational. If the date is set too late, the mission and scope statements forces the museum to accept artifacts and material that is irrelevant to the museum.

Three end dates are possible for the museum. The first is 1921, the year in which normal schools became colleges in Oklahoma. This date could be interpreted as the first official recognition of higher education in Oklahoma. The state legislature in 1926 passed a law forming a statutory

board to coordinate the funding of higher education, so this is a second possibility. A third option is 1941, the year in which the State Regents for Higher Education was established. This date is the most logical for it marks the introduction of consistency in Oklahoma's educational system and the state's higher education network as it now exists.²⁰

To collect accurate and appropriate artifacts and information about higher education, the mission and scope must be firmly established. To record, preserve, and present the history of higher education in Oklahoma and to use the structure of Old Central and its exhibits as interpretive material is a workable and concise mission statement. To collect and exhibit artifacts and interpretive material that explain the development of higher education in Oklahoma up to 1941 is a scope statement that is straightforward and clear. Both will guide the staff of Old Central in interpreting and exhibiting the contribution of higher education to the state.

CHAPTER IV

EXHIBIT DEVELOPMENT

Exhibit development follows the completion of mission and scope statements. But why exhibit? One can learn about higher education in Oklahoma through books, magazine and journal articles, and films. Yet, a museum can project an idea or a concept much like a written source, but by using three-dimensional artifacts as primary or supporting material. In addition, historic photographs can be creatively exhibited to illustrate a point or a concept better than in printed material. Patrons who visit a museum do not want to be assaulted with vast amounts of printed information; they do not "come to museums to read books." That is the function of a library. The artifacts and photographs allow patrons to make their own observations and interpretations guided by labels and narrative. Exhibition, in short, is the key to a good museum.²¹

For effective exhibits, "the secret is not money, but skill and care intelligently combined."²² This statement seems particularly relevant for Old Central, since funds, as at other state-owned museums and historic sites, are currently at a premium. Two approaches can be used in the development of Old Central's exhibits. The didactic seeks to teach visitors. This method aims at the intellect of the

visitor. The second evokes the visitor's emotions by "pleasing, amusing, frightening, [and] stimulating" them.²³ Indeed, one of the major failings of museum exhibits is that they do not typically arouse these emotions. The first method is viewed as a serious educational technique, while the second borders on theatrics. However, the exhibits must include some showmanship. The modern visitor, conditioned by contact with television and other visual stimuli, wants to be both informed and entertained. The staff must combine these two into exhibits that enlighten and entertain.²⁴

The Use of a Manikin

An exhibit that entertains and teaches, for example, could be constructed in the President's Office (Room 103). All of the room's current artifacts and labels could be retained with a manikin added to the room. A life-like and life-size replica could be inexpensively and easily made. Constructed of sheet plywood, wire mesh, paper-mache, and plaster, the manikin body, legs, and arms would be constricted by the staff.²⁵ Students from the Oklahoma State University Art Department could be asked to form the remaining head and hands out of clay, using photographs of former University presidents for the appropriate dimensions and features. Although the result will not be an exact duplicate, a close likeness can be attained. The figure can be seated on the rocking chair or at the desk, although the rocking chair would be the better choice, as it is further from the guard rope. This reduces the risk of vandalism. If

the manikin is heavy enough to damage the chair, an exhibit prop chair can be substituted for the artifact.

Such an exhibit will not only entertain, but also educate. The existing artifacts and the period clothes of the manikin will accurately portray the past and how styles have changed over time. In addition, the presence of an appropriate manikin can add the feeling of life into a too-often quiet museum.

The use of a manikin can do more than add to the museum's exhibits; it can be used to build good relations with various departments on campus. When the academic departments, such as Art, contribute to Old Central, the resources available to the museum are greatly enhanced. Although the museum is not a part of Oklahoma State University, the University should not be ignored. Many divisions could lend their expertise, such as the Journalism Department did when it helped develop some of Old Central's exhibits in 1985. Departments could also be a source of temporary exhibits. Although the project was turned down because of lack of time, the Engineering Department in 1986 sought to display engineering models at Old Central. In such cases, the Museum of Higher Education would provide temporary exhibit space to University artifacts. The campus has the Bartlett Center for exhibition, but it is restricted to the arts.²⁶ This is where the mission statement should be followed closely, allowing only the temporary exhibition of Oklahoma State University items.

Permanent Exhibits

Old Central has a number of temporary exhibits already in use, but there is no written plan for permanent exhibits. Of course, no museum should have permanent exhibits; all exhibits should change as interpretation changes or relevant artifacts are added to the collection. Hence, "permanent" pertains to exhibits that will be in use for an extended period of time with little alteration in content.

To decide what permanent exhibits to display in Old Central, the staff should follow a simple plan proposed by the Old Central Committee in the spring of 1988. The committee recommends that each Oklahoman college and university be represented with photographs and a narrative explaining how each is unique and has contributed to higher education in the state. The physical development of their respective campuses would also be presented. There is one flaw with this, however. To depict development of the state's higher education institutions, the 1941 cutoff date in the mission statement will not allow the inclusion of many institutions established after that date. A solution would be to have permanent displays that interpret individual institutions and their development to 1941. To accompany these exhibits, a graphic display can illustrate the development of other types of higher educational facilities since that date. Again, the narrative should be concise. If the patron desires more information on an individual school, the staff should have printed brochures or pamphlets

available for distribution.²⁷

The Old Central Committee also proposes an exhibit on the Chancellors of Higher Education. This would be appropriate, for the formation of the regents was a milestone in higher education. Indeed, it is for that very reason that 1941 should be the end date in Old Central's mission statement. However, the exhibit should focus only on the reasons for forming the system and on the first chancellors, not on subsequent members. This would prevent the display from becoming a "Hall of Fame" where objective interpretation is difficult. However, the mission statement could be altered to include important changes in the regents system but caution should be exercised. Interpretation of recent developments may not be objective and the role of the museum consequently will be frustrated.

Two other proposals of the Old Central committee are even more controversial. First, the committee proposes reserving a room to relate the development and contribution of Oklahoma State University.²⁸ This idea is basically sound. The museum is located within the University, and Old Central's is unquestionably intertwined with the university's history. Yet an exhibit devoted to Oklahoma State University alone could be misconstrued by critics to prove that Old Central was a University museum funded by the Oklahoma Historical Society. The simple solution would be to use the physical structure of Old Central as an example of early-day buildings designed for use as higher education institutions.

The history of Oklahoma State University would be included in the interpretative narrative of Old Central. In addition, the contribution of the university would also be presented in the previously mentioned permanent exhibits on institutions in Oklahoma before 1941.

Second, the committee urges the development of an exhibit that would portray the great athletic events associated with the various higher education institutions.²³ Like the aforementioned exhibit on the regents of higher education, this one too has the possibility of becoming a "Hall of Fame" with political overtones. The history of higher education in the state is indeed filled with important athletic achievements, but a separate exhibit is not necessary to present the contribution. Sporting events could be interjected into the narrative of individual pamphlets with objectivity and sensitivity. This way no university will be neglected or misrepresented. A close following of the mission statement would also prevent the inclusion of a permanent athletics exhibit. Although sports have been a close and inseparable component of colleges and universities, it may be argued that athletics are extracurricular and not actually a part of higher education. This further exemplifies why momentous sporting events should be presented in accompanying literature rather than permanent display.

Temporary and Traveling Exhibits

Although the layout of Old Central restricts the floor

space available for exhibits, the staff can use this to good advantage with temporary and traveling exhibits. Indeed, there is a greater need for such exhibits than for permanent ones. The American Council for the Arts accurately reported in 1981 that the public believes that "there is always pretty much the same thing shown [in a museum] so there is no need to go very often."³⁰ The students, faculty, local citizens, and frequent visitors to Stillwater, Oklahoma will have this view of the Museum of Higher Education if the facility does not avidly change and publicize new exhibits.³¹ For this very reason the temporary and traveling exhibits at Old Central should be a strong component of exhibition development. It would also be a method to ensure that Old Central does not become a lifeless museum with dusty displays and disinterested staff.

Temporary exhibits enable the museum staff to use emotional responses to capture the visitor's attention and curiosity. They also present an excellent opportunity to draw upon the creative ability of the various departments on campus. Museums that are progressing often "use somewhat more theatrical display techniques because their points must be made more rapidly for viewers who will see the exhibit only once."³² The temporary status of these displays can incorporate more showmanship that would ordinarily be appropriate for permanent displays. When showmanship and theatrics are combined, the exhibit aims at the masses, which some say is not the role of a museum.³³ Nevertheless, this

would be an excellent method for attracting prospective museum visitors, including students, to enter Old Central's doors.

Traveling and temporary exhibitions have the further advantage of being less restricted to the content of the hosting museum. Temporary displays conceived by the staff are usually inexpensive and quickly built. They provide the staff with a brief recess from the daily management of Old Central. These exhibits could also present topics that are outside of Old Central's mission and scope. Although "the history museum must not be an institutionalized representation of fads, hobbies, and myths," these could be easily depicted in temporary exhibits illustrating the impact of local, national, or international fads and interests on Oklahoma campuses.³⁴ Other possible themes for these temporary displays include: why conservation is important; historic preservation in Stillwater and Oklahoma; twentieth century popular culture; defunct and "dead" institutions of higher education in Oklahoma; and, any others that the staff could devise.

Traveling exhibits also provide the opportunity to present material outside of the museum's mission and scope. The Oklahoma Foundation for the Humanities is an excellent source for traveling exhibits and displays. Although the foundation is directed toward the adults of the state who are not enrolled in formal education, the program could still be used. Although the exhibits in the program do cost the

hosting institution, the foundation defers much of the cost through grants.³⁵

The fact that some of these exhibits lie outside of the mission and scope of the museum has one important advantage. It allows for a limited compromise between the Oklahoma Historical Society and those who desire a strictly Oklahoma State University Museum out of Old Central. The collections of the Oklahoma State University Museum could be a rich and vast source of temporary exhibition material. By having frequent temporary displays of its artifacts in Old Central, the Oklahoma State University Museum could do more than simply care for its collections; it would be provided an opportunity to show its artifacts. But this is only a limited answer. The ultimate solution is to build and fund a Oklahoma State University Museum that would cater solely to the interests of the University. This way, both views could be served, and both museums could avoid conflicts.

Dioramas

One possible idea for a temporary exhibit would be a diorama. This effective display technique is unique for it can depict activity. Two dioramas, constructed with little time and money, would be ideal to show how Old Central was typical of many early-day educational institutions. Many of these buildings were built on open fields with few surrounding structures, but the present landscaped campus makes it difficult to envision the original environment. To show change over time, color photographs of the present

area surrounding Old Central would accompany the dioramas. Photographs of Old Central during construction and just after completion, along with Sanborn Fire Insurance Maps, could be consulted.³⁶

Audio-Visual Techniques

An audio-visual program could supplement the diorama. This excellent method would inform the patron without the imposition of an extensive amounts of written narrative. Audio-visual presentations have been used successfully at the State Capitol Publishing Museum in Guthrie, Oklahoma. At Old Central, however, the method should be used sparingly, for the noise level from the recording will be considerable in the wooden-floored building. In addition, the room housing the program must be darkened so the patron can clearly view the slides. To keep patron and staff effort at a minimum, a self-starting and an automatic advancement projector with a timed, spoken narrative should be used. Similar equipment will be part of an audio-visual program in the Union Room of the State Museum in Oklahoma City.³⁷

One possible audio-visual program for Old Central would demonstrate how the restoration of the building reflects historic preservation planning not only locally, but also nationally and internationally. Another program would trace the evolution of colleges in both territorial and post-statehood days, complimenting the building's visual exhibits. Still another idea would present a typical turn-of-the-century college's curriculum and explain how it

prepared students for their world.

Like the manikin, the diorama and audio-visual programs offer opportunities for academic departments on the Oklahoma State University campus to participate in the museum and to generate goodwill within the University community. The School of Architecture and Art Department could lend advice to the staff in the construction of the diorama. The Journalism and English departments can share their expertise on the voice narration of the slide program. In these ways, the University can exercise input into the Museum of Higher Education in Oklahoma without seriously violating its wider mission and scope statements.

Permanent, temporary, traveling, and other exhibits should have a high priority in the development of Old Central. Only through exhibition can the building function as a museum and fulfill its mission of presenting the story of higher education in Oklahoma. But other types of educational exhibits must be developed in addition to permanent exhibits. Manikins, audio-visual programs, and temporary/travelling exhibits will attract more patrons, especially the college-age group who are not usually museum oriented. Deciding how information will be presented to the public is indeed a difficult task. Determining where these exhibits are to go will not be easier.

CHAPTER V

ROOM DESIGNATION

Many decisions concerning exhibits depend on room designation at Old Central. How to use the rooms of Old Central, constructed for classes and not exhibitions, demands ingenuity and planning from the staff. Still, many creative opportunities exist.

How the entry will appear to the patron is the first decision to be made and also the most difficult one. The original entry on the south is reached by ascending a flight of reconstructed concrete steps that are in good condition, but can become slick when wet or icy. Entering the museum is thus difficult for any patron with even a minor disability. Old Central presently has a ramp for handicapped visitors which enters the basement just below the original entry. However if the upper entry of Old Central is used for an introductory display, the handicapped patron starting in the basement will not get the same information and feel for the structure. One recourse would be to close the original south entry to all visitors and start the museum's interpretation in the basement.³⁶ This would not discriminate against handicapped visitors. Another option is a small, interpretive display outside the south entry, at the bottom of the steps. This simple, relatively inexpensive display

would introduce both the handicapped and the non-handicapped visitor.

Staff should dedicate the inside entry of Old Central (Room 102) to an introduction of the Museum of Higher Education in Oklahoma. Here they can greet patrons, explain how to proceed through the museum, and distribute brochures about the building's history, mission, and rules. Since the location of Old Central is unique (inside of a major university campus), the staff will want to provide maps of the campus and Stillwater.

Although space is limited in the entry, to accommodate patrons who are pedestrians, a small coat rack and backpack shelf could be added under the south stairs. It also provides a good storage area for infant items. The staff may, however, be liable for any items stolen from the storage area. The staff might better secure coats and backpacks in the curator's office where they could be watched by docents.

The first door on the right from the entry leads into the old library (Room 107). Here the staff could best locate the previously mentioned traveling and temporary exhibits. The room is spacious, and because of prohibitive cost there are no plans for refurbishing it as a library. There is one problem. During the restoration, new electrical outlets were installed in the wooden floorboards near the walls and lighting exhibit cases from these outlets may be difficult. Moreover, as the Venetian blinds are tightly drawn to protect the building's interior and artifacts, lighting is severely

lowered in the room.⁴⁰ This room should also have two or three benches for visitors to sit and view the exhibits in a quite, relaxed atmosphere. There the elderly, the very young, or fatigued patrons can rest or wait on other visitors.

After viewing the entry and temporary/traveling exhibits, the patron should be ready to see what Old Central really has to offer. His or her education can proceed according to two floor plans--mazed or open. The "maze" approach breaks down displays into small units that are arranged into a logical sequence so the patron will have to view all of the exhibits before exiting. A storyline is developed to educate the viewer according to a logical sequence. The "open" approach allows a floor plan that creates a "free-form environment where people can move around at their own pace and not get tied up in visitor traffic." Old Central's layout is best suited to the open plan. This does not mean, however, that visitors are to wander through the building until something strikes them as interesting. A "controlled order" emerges from the interior floor plan. The patron starts at the entry and the temporary/traveling exhibits, and then naturally moves toward the north to view subsequent rooms.⁴¹

The Mathematics Room (106) has the greatest potential of any space in Old Central. With much thought and hard work, this room would be an excellent living history classroom. Like H.G. Well's The Time Machine, people could actually

experience what a class was like in Old Central.⁴² If properly executed, the project would be a success, for people are naturally interested in living in a different time period. Costumed staff, of course, is not a new idea, for Virginia's Colonial Williamsburg has hundreds of such personnel as does Old Sturbridge Village in Massachusetts.⁴³ But a living history classroom can be more than a sideshow for the museum; it can be interpretative. Properly trained costumed staff can demonstrate how classrooms, course curriculum, textbooks, instructors, and teaching methods have changed from the blackboard days when Old Central was constructed to the present time of mainframe computers. It can also "provide perspective on the world-view of teachers and students" during the early days of Old Central.⁴⁴

The vast amount of time and energy required for a living history classroom presents a problem, however. To ease this burden, the staff might enlist docents and students in the College of Education. Other departments on campus could also help. The Housing, Interior Design, and Consumer Studies Department, for instance, could supply clothing, and the "teachers" could come from the Drama or History Departments.⁴⁵ The Oklahoma State University Library and the above departments could also supply references to consult for additional information on the dress of the instructors and the curriculum of the period interpreted. The "teachers" could even interpret local, state, national, and international issues that were influencing and changing

education and society.

To create an appropriate environment in the Mathematical Room, more has to be done than simply have costumed "teachers" walking through the building. "A machine becomes a dead artifact once it is torn from its natural habitat and put on show in a building which neither looks nor smells like a factory or workshop." This same holds true for the living history classroom. The correct conditions have to be reproduced where "the primary focus...is on achieving with historical materials something pleasing to the eye." With some restrictions because of the interior of the building, the "living" classroom must also be a hot, humid furnace in the summer and a cold, dry freezer in the winter. Such an environment gives "students" the opportunity to experience not only with their emotions but also with their sight, hearing, smell, and touch. They get an excellent impression of what it was like to sit in a classroom before today's internal climate control.⁴⁶

Although the first floor hallway (Room 101) would be a tempting area in which to erect small exhibits, this should be avoided. It is the first space visitors see as they enter Old Central from the south entry. Presently, the hall way represents what Old Central was originally--open and uncluttered. Filled with exhibits it would lose this authenticity. Moreover, the hallway should be left clear because of the various social functions that Old Central hosts. It is a natural place for group conversation and

gatherings.⁴⁷

From the hallway, visitors will most likely proceed "naturally" upstairs to the second floor. As they go up the stairs on the north end, they will notice a crack monitor with an explanatory label. Although making an exhibit out of such a device is debatable, it has value. Visitors are intrigued by the internal and "hidden" workings of a museum, and an explanation of the monitor will educate them about some of the aspects of running a historic site museum.⁴⁸

From the stairwell on the second floor, the patron proceeds into the spacious Assembly Hall (Room 207). Like the first-floor hallway, this room is also attractive for an exhibition area. But large cases and exhibits should be avoided, for the room originally was a lecture hall and assembly area. Instead, the room would be another good place to conduct either a living history classroom or a regularly scheduled university class. Despite the many historic chairs in the hall, exhibits could surround its perimeter. Starting at the north wall and moving clockwise around the room, small floor cases will explain how higher education institutions in Oklahoma have shaped the state. By walking around the room, visitors would be able to view the room much like the first students did. This would also encourage the patron to circle the room and direct him or her into the northwest classroom and the small west classroom. Both rooms could be easily overlooked if the visitor were allowed to wander aimlessly.

Two other rooms on the second floor are available for

exhibits. The northwest classroom (Room 206) and the adjacent room (Room 205) should interpret Oklahoma's higher education institutions that no longer exist and non-traditional ones that have contributed to higher education, such as the Native American institutions. Since the assembly Hall separates the rooms, the physical arrangement underscores that these institutions are no longer part of the state's higher education system.⁴⁹

Exiting from these rooms, the patron would reenter the Assembly Hall and proceed to the south stairway landing area (Room 202) and the southwest classroom (Room 203). The latter and the adjacent room to the north (Room 204) are presently the accessioning, photography, and collection storage areas. They should continue to be so. Although Room 203 has considerable unused floor space, it would be a mistake to "estimate space requirements solely in terms of public exhibit halls" to the exclusion of supporting areas. Most museums consider 40 percent of total floor space for collection storage adequate. And while Old Central does not presently retain a large artifact collection, it is estimated that the collection could double every ten years. To allow for that growth, some new history museums dedicate 70 to 80 percent of total floor space for collection storage. Indeed, museums that restrict "exhibit halls, and possess ample space for processing, studying, and filing their collections, are among those that most successfully meet museum standards and obligations."⁵⁰

Currently, the accessioning room is not protected from the public. Since visitors are curious about the internal workings of a museum and are apt to look into any unlocked room, artifacts are not secure. There are two remedies to this problem. One is to always lock the door, but this procedure could lead to countless questions about what is in the room and why patrons cannot see it. Another is to install a framed, door-size piece of plexiglass into the door jamb.⁵¹ The latter solution would vent the curiosity of visitors and let them see how a museum accessioning and photography area works. Hinges on the framed plexiglass allow easy access to the staff but also protect the room from vandals.

From this room, the patron will descend the small flight of steps to view the nightwatchman's room and then continue down to the first floor. At this point, the traffic flow pattern develops a problem, for the patron must again walk through the main hallway to reach the north stairway leading to the exhibits in the basement. Staff or docents must direct patrons through the museum so that the basement area will not be forgotten. A small, unobtrusive sign posted at the foot of the south stairs, giving directions to the basement, will also smooth the traffic pattern.

After descending the north steps into the basement, visitors will see the Chemistry Laboratory (Room 006) on their left. Presently empty, this room is being restored by the Oklahoma Historical Society as part of the agreement

with the University. So far, only the original chemistry laboratory workbench has been replicated. When fully reconstructed, the chemistry room, like the math room, could be a living history classroom. Although the Old Central Committee would make reconstruction of the chemistry lab a top priority, current levels of funding from the state are insufficient to complete the task with the care it deserves. When adequate monies are available, however, recreation of the lab should begin immediately. The room is historically significant because it was one of the state's first chemistry labs used for higher education.⁵²

To the south of the laboratory is the larger Chemistry Lecture Room (Room 007). This room now houses an exhibit using written narrative and photographs to present the history of Old Central. Although fully restored with a concrete floor, this space does not reflect the character of Old Central as effectively as the wooden-floored Room 104, now used as a work and materials storage area. Actually, the Chemistry Lecture Room would better serve this function. It is large and well lit, and since it is a corner room, it would provide good ventilation for projects that might involve paints, stains, varnishes, or any other volatile chemicals.

Designation of rooms according to their original use is important to Old Central's development. It is a historic site and should be respected as such.⁵³

CHAPTER VI

VOLUNTEER STAFFING

The development of Old Central as an effective museum cannot be accomplished without volunteer assistants. Three categories of volunteers are available to the Museum of Higher Education: docent groups; college work-study students; and, interns.

A docent group can relieve the museum staff of many of the daily functions that are minor but essential to Old Central's operation. They can also undertake vital operations of the museum, such as instructing visitors how to proceed through the museum and informing them where to hang coats, backpacks and other cumbersome items. Docents can also greet handicapped visitors at the basement entry and operate informational programs for the handicapped. Furthermore, they can help protect against vandalism by periodically walking through the building.⁵⁴

Being responsible for the living history classrooms is perhaps one of the most important duties of docents. They can research costumes for the classroom instructor and provide a person to be the instructor. Depending on their abilities, docents could write sample lectures and make the contacts for bringing students into the program. This would enable the docents to feel that they are indeed an integral

part of the museum and not simply getting in the way of the curatorial staff or carrying out menial tasks.

Volunteers, of course, should supplement the staff and not to interfere with it. At the same time, docents "recognize the importance of sharing the cultural assets of their community with visitors" and are probably as much if not more, interested as the paid staff in the museum's success. Socially oriented, the volunteers are usually long-standing members of the local community and are proud of it. §§

Another source of volunteers and staff include work-study students and interns. Work-study students are an economical supplement to the staff, because they are paid jointly by the University and the Historical Society. Under this program, students interested in museum or preservation work acquire practical skills in museum work while providing valuable labor. This frees the staff to participate in more off-site museum related activities. The same holds true for interns. Although internships are only required for graduate students in the Oklahoma State University Applied History program, it could be expanded to include undergraduate students. Since the program provides professional training and college credit, the students should be more highly motivated to help in the museum than would other volunteers. §§

CHAPTER VII

SPECIAL PROBLEMS

Use of the South Lawn

Of the several unique problems facing Old Central, the use of the southern lawn needs to be permanently resolved. Only two years ago, the University proposed a new Oklahoma State University Alumni Center on the lawn. The curator of Old Central objected. The lawn, he pointed out, is only one of two existing views into the central campus from the street. Indeed, "a very solid wall of brick or paving" hides all other accesses into one of the most scenic campuses in Oklahoma. Old Central's south lawn, he concluded, was the last large grassy area open on the main campus.

The Alumni Center was not built, although the prospect remains. University officials need to recognize that Old Central cannot exist in a vacuum. Without the lawn, the building has little personality; the crucial connection between historical setting and the landscape is dissolved. Moreover, an adjacent modern building, no matter how compatible its design, will intrude seriously on Old Central's architectural design.⁵⁷ The massive Seretean Center just to the east is an excellent example of how a modern building can destroy the character of an area.

Handicapped Provisions

The museum presently has a ramp for access into the basement, but it does not, because of limited funding, enjoy complete handicapped access. The Museum of Higher Education, however, must comply with Section 504 of the Rehabilitation Act of 1973. This measure requires the museum to provide handicapped access, even to upper levels that are open to non-handicapped patrons. 53

One of two procedures will place Old Central in compliance with the regulation. Most simple is to install a platform lift system on the present north stairs. Although much cheaper than an elevator, it has the disadvantage of seriously intruding on the interior character of the building. The second would be an elevator. Although It would do less damage to the integrity of the structure, an elevator costs twice as much as a lift. But the investment would be worthwhile, discouraging people with cardiac trouble and the elderly with unsteady limbs from using the stairs. As mentioned in a 1981 report, the elevator could easily be installed in the wall between rooms 003 and 004 in the basement. This would avoid the expense of moving heating and cooling equipment in the Maintenance Room (Room 004) and take up less room on the subsequent floors since some of the elevator shaft would be wallspace. 54

Until an elevator can be installed, exhibits in the basement can introduce the handicapped patron to Old Central. This can be done inexpensively by displaying large color

photographs and text in the basement hallway (Room 001). If a handicapped patron could not read, a staff member or docent can help. A similar objective could be achieved by using a videotape of the upper levels with spoken narrative. With the elements of motion and three-dimension, such a tape could simulate travel through the museum.^{e0} A similar program is presently being used at Trout Hall, the eighteenth-century mansion of the founder of Allentown, Pennsylvania and at the Paul Revere House in Boston, Massachusetts. A back-lit film of other parts of Old Central, similar to the system being used in the Union Room at the State Museum, would also benefit the handicapped traveler.^{e1}

The development of a handicapped program should be one of the highest priorities for the museum. It would increase visitation of the handicapped both as individuals and as part of groups. It would also minimize the risk of a costly discrimination lawsuit against the museum. The installation of an elevator would eliminate the need for a separate introductory exhibit in the basement and allow the handicapped patron to visit and enjoy the museum with friends and family.^{e2}

CHAPTER VIII

CONCLUSION

Old Central must not be abandoned as a museum of Higher Education in Oklahoma. Only by having an aggressive, written, and comprehensive development plan can Old Central effectively operate as a Museum of Higher Education in Oklahoma. Without one, the staff will not fulfill the basic functions of a museum, which are to collect, conserve, research, exhibit, and interpret relevant artifacts and information concerning higher education's contribution to the state. Unable to meet the definition of a museum, Old Central will likely become a target for exhibitions by the Oklahoma State Museum, or conversion into office space.

To have a progressive museum, the mission and scope must be firmly declared, approved, and followed. The Museum of Higher Education can no longer have several missions, even though some are informal. It is only through a strong policy statement that the staff and volunteers will understand where the museum's future lies. After the mission and scope have been defined, they must be followed closely and accurately to avoid collecting inappropriate artifacts simply because an alumnus desires it. Although the Old Central Committee can serve as a liaison for this problem, the staff should be able to refuse donations that may have sentimental, but no museum,

value.

In addition, Old Central should not be rehabilitated for office spaces or turned into exhibit galleries for the Oklahoma State University Museum. The layout and character prevent this. Moreover, the restoration of the interior will have been in vain, for conversion, no matter how sensitive to the character of the building, will be a blow to the local and statewide preservation effort.

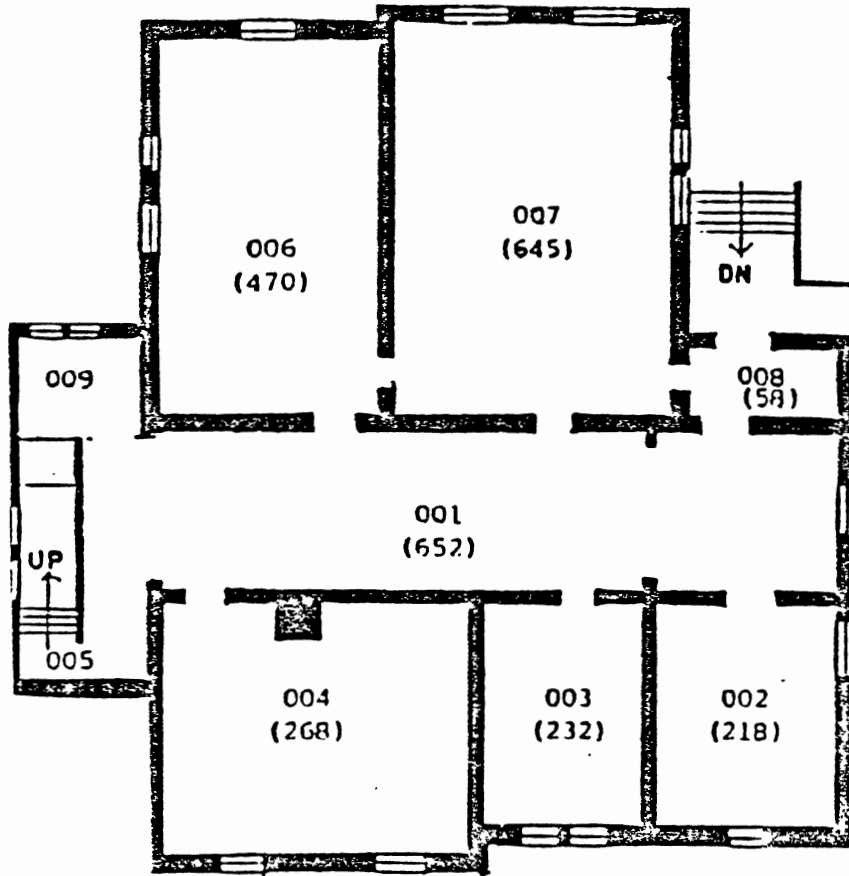
The suggestions of the Old Central Committee in regard to exhibit development provide sound guidelines for the staff. Any ideas from the committee should, however, be thoroughly scrutinized for compliance with the mission and scope statements. Still, new or novel ideas for exhibits should never be discounted. The patrons of Old Central will mostly be college-age students who will not return to the museum unless they are entertained. Educational aspects of Old Central will probably be secondary to this group.

Room designation will be the most difficult decision for the staff. In a faithfully restored building like Old Central, the interior cannot be changed to fit the demands of exhibition space. Rather, the exhibits must be adapted to fit within the restriction of the interior. Association with room designation is traffic flow. Making a three-dimensional model of the floor plan is perhaps the best method for planning how a visitor will travel through the museum. After determining traffic flow, the staff can decide what exhibits, will be placed in each room.

Old Central is part of a complex campus. Oklahoma State University has many demands for land, and the south lawn is an attractive open tract. Possible construction on this lawn constitutes a threat on which the curators must constantly be aware. Handicapped provisions should be another priority for the Oklahoma Historical Society. Old Central is one of the most visible places on the campus, and denying handicapped patrons full access to the building will likely be noticed and reported.

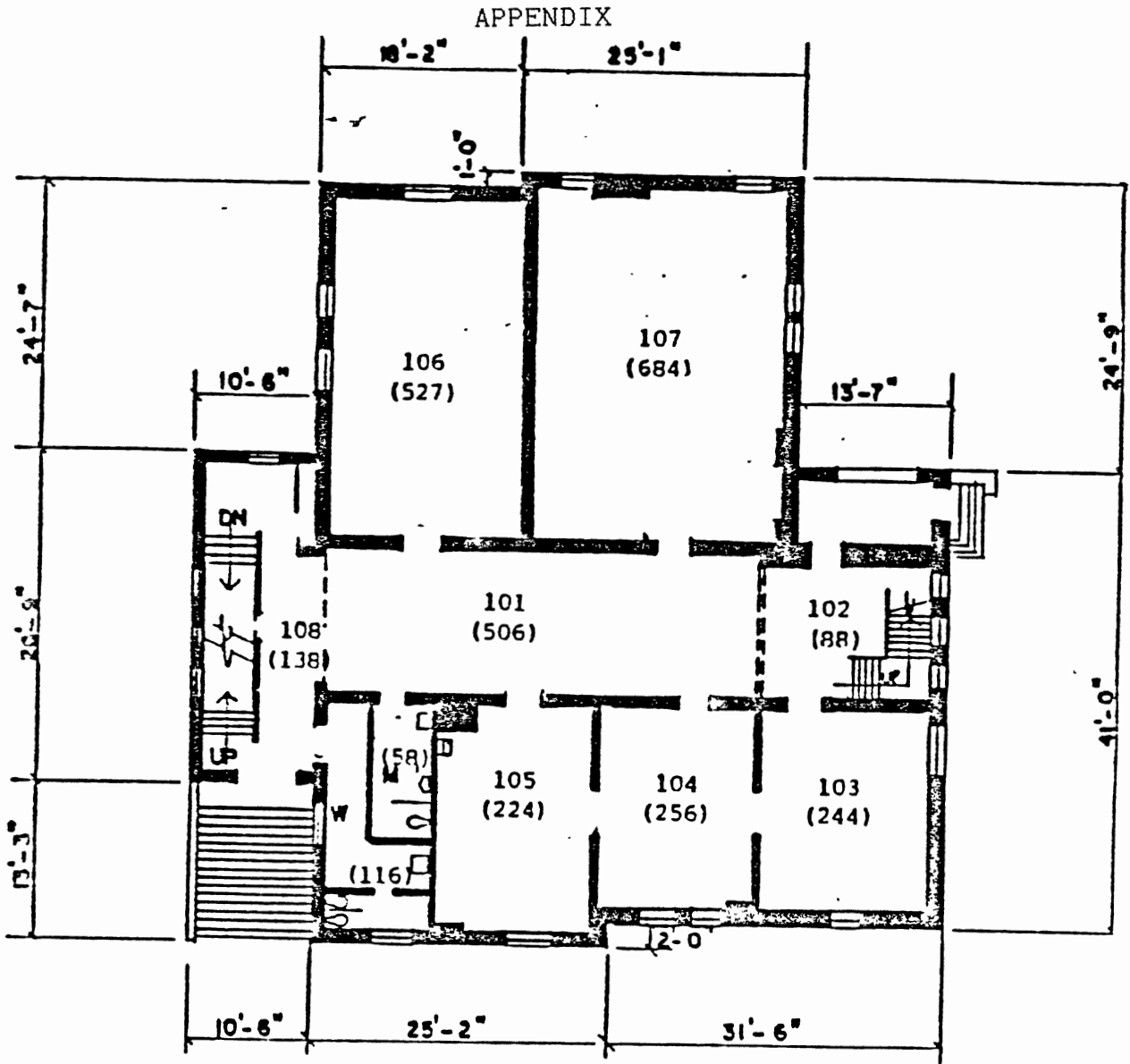
The staff, whether paid or voluntary, should understand the impact of higher education on the state. A high percentage of Oklahoma's population attended, or is attending, one of the several institutions of higher education. It is an excellent idea, therefore, to have a centrally-located museum which interprets these institutions.⁶³ The Oklahoma Historical Society has invested much time, money, and energy into the building. Although funding for the site is currently lacking, Old Central should be kept within the control of the Society and not of the University. Frank E. Duck is now a mostly forgotten character in the history of Stillwater. Old Central's contribution to higher education should not follow suit.

APPENDIX



OLD CENTRAL BUILDING
BASEMENT FLOOR
SCALE 1/16" = 1'-0"

Source: The Museum of Higher Education in Oklahoma files.



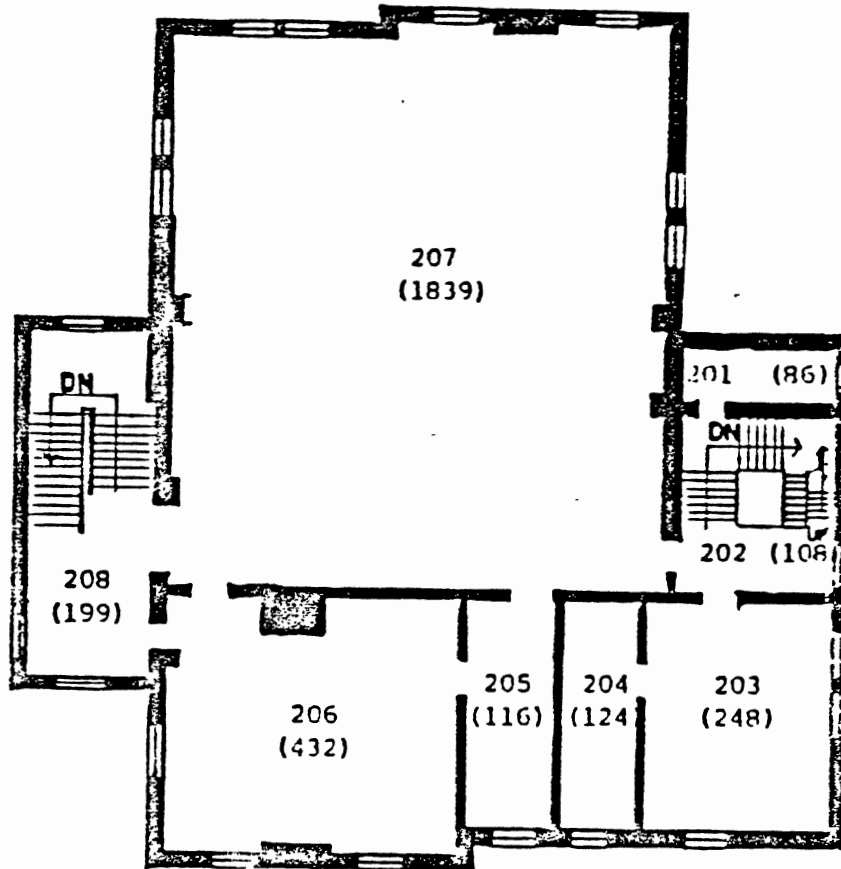
OLD CENTRAL BUILDING

FIRST FLOOR

SCALE 1/16" = 1'-0"

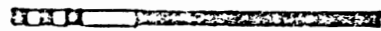
Source: The Museum of Higher Education in Oklahoma files.

APPENDIX



OLD CENTRAL BUILDING
SECOND FLOOR

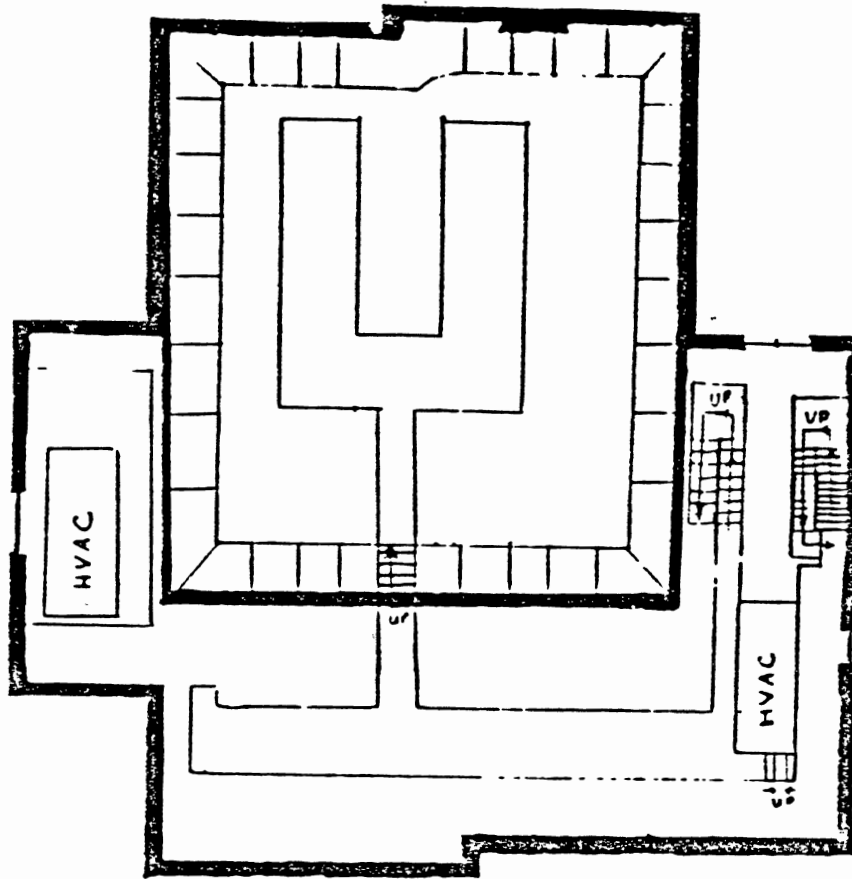
SCALE 1/16" = 1'-0"



0 5 10 30

Source: The Museum of Higher Education in Oklahoma files.

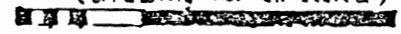
APPENDIX



OLD CENTRAL BUILDING

ATTIC FLOOR

SCALE $1/16" = 1'-0"$
(drawing not all scaled)



0 5 10 30

Source: The Museum of Higher Education in Oklahoma files.

ENDNOTES

1 B.B. Chapman, "Old Central Reminds University of Past," The Daily O'Collegian, June 11, 1982; "Old Central - Stillwater, Oklahoma," brochure printed for the Oklahoma Historical Society by the University of Oklahoma Printing Services, [no date, no page]; B.B. Chapman, "Old Central of Oklahoma State University," Chronicles of Oklahoma 42 (Autumn 1964):273. Dr. LeRoy Fischer notes that "the state has long had a higher percentage of its population of college age enrolled in higher education than any state in the nation." See "Information Concerning the Oklahoma Museum of Higher Education on Old Central at Oklahoma State University," LeRoy H. Fischer on behalf of the Old Central Committee to the Oklahoma Historical Society, memorandum, November 12, 1985, The Museum of Higher Education in Oklahoma, Oklahoma State University, Stillwater, Oklahoma (hereafter MHEO), 4.

2 Edward P. Alexander, Museums in Motion: An Introduction to the History and Functions of Museums (Nashville: American Association of State and Local History [hereafter AASLH], 1979), 9-15; "America's Museums: The Belmont Report," A Report to the Federal Council on the Arts and the Humanities by a Special Committee of the American Association of Museums (The American Association of Museums, October 1968), 1; Daniel B. Reibel, Registration Methods for the Small Museum: A Guide for Historical Collections (Nashville: AASLH, 1978), 5, 22.

3 Chapman, "Old Central Reminds,"; 'A Short Historical and Structural Overview of Old Central Building,' "Old Central, History," February 8, 1985, MHEO, p.1; Bob Mackle, "Committee Finalizes Old Central Details,"; LeRoy H. Fischer, "Preserved For Posterity," Oklahoma State Alumnus Magazine, November 1971, 4-5; "Old Central to Get Face-lift," 'The Oklahoma Historical Society Welcomes You to Old Central' "Old Central, History," [no date], MHEO, [no page]; Philip Reed Rulon, Oklahoma State University Since 1890 (Stillwater, Oklahoma: Oklahoma State University Press, 1975), 1-46.

4 Fischer, "Preserved," 4-6; Chapman, "Old Central Reminds;" Rulon, Oklahoma State Since, 46, 79.

5 Fischer, "Preserved," 4; "Information Concerning" memorandum, 2, 4; "The Oklahoma Historical Society Welcomes You," MHEO; Rulon, Oklahoma State Since, 239-240; Kenny L. Brown and LeRoy H. Fischer, "Old Central: A Pictorial Essay," Chronicles of Oklahoma 55 (Winter 1977-1978):409.

6 "Information Concerning" memorandum, 2-3; Brown and Fischer, "Old Central," 409.

7 Interview with Dr. LeRoy H. Fischer at MHEO, August 25, 1987; "Information Concerning" memorandum, 3. The chairs were used at the Constitution Convention at Guthrie, Oklahoma.

8 William T. Alderson and Shirley Payne Low, Interpretation of Historic Sites, (Nashville: AASLH, 1976), 8-9.

9 Ibid., 12.

10 "Museum of Higher Education in Oklahoma: Current Status and Future Development," November 12, 1985, MHEO.

11 "Information Concerning" memorandum, 4.

12 Indeed, the first students of Old Central ranged from the eighth grade to college juniors. See "Old Central-Stillwater, Oklahoma" brochure; 'A Short Historical Overview,' 2, 4.

13 "Information Concerning" memorandum, 4.

14 "Oklahoma History...A Past Preserved," brochure printed for the Oklahoma Historical Society by the University of Oklahoma Printing Services, [no date].

15 John W. Morris, Charles R. Goins, and Edwin C. McReynolds, Historical Atlas of Oklahoma (Norman: University of Oklahoma Press, 1976), 65.

16 Grayson B. Noley, "The History of Education in the Choctaw Nation From Precolonial Times to 1830" (Ph.D. Dissertation, Pennsylvania State University, 1979), pp. 196, 236-237. Although no comprehensive work has been written on the impact of education on the Native American tribes in Oklahoma, the following two sources are good places to start: E.J. Dugan, "Education among the Creek Indians: Educational Development and Needs of the Creek Indian Children of Coweta, Oklahoma, (Master's Thesis, Oklahoma Agricultural and Mechanical College [OSU], 1938); Ralph J. Hall, "Bloomfield Indian School and Its Work" (Master's Thesis, Oklahoma Agricultural and Mechanical College [OSU], 1931.); Morris, Goins, and McReynolds, Atlas, 65; Grant Foreman, A History of Oklahoma (Norman: The University of Oklahoma Press, 1942), 99. "The Choctaw leadership from the 1830's forward were almost entirely alumni of the various Choctaw schools." See Noley, "The History of Education," 237.

17 Directory of Oklahoma, 318-327. The 35 colleges and universities could be broken down into Comprehensive State Universities, Regional State Universities, Senior State Universities, State and Private Junior Colleges, Senior Private Colleges, and any others that cannot be categorized.

18 Carle E. Guthe, The Management of Small History Museums (Nashville: AASLH, 1969), 24. Laurence Vail Coleman, College and University Museums: A Message for College and University Presidents (Washington, D.C.: The American Association of Museums, 1942), 5; Reibel, Registration, 22; Reibel, Registration, 21-22; Directory of Oklahoma 1985-1986 (Oklahoma City: Oklahoma Department of Libraries, 1986), 318. To ensure that the mission of the Museum of Higher Education in Oklahoma is fulfilled, the Old Central Committee was formed. This governing board acts as a liaison between the Oklahoma Historical Society and Oklahoma State University and also between Oklahoma State University and the staff of Old Central. See Fischer interview.

19 Guthe, Management of History Museums, pp. 5, 23; Alderson and Low, Interpretation, 69.

20 "Correspondence from MHEO, 1986", August 1, 1986, MHEO.

21 Thomas J. Schlereth, Artifacts and the American Past (Nashville: AASLH, 1980), 1-7; "The Belmont Report," pp. 9, 16; Kenneth Hudson, Museums for the 1980's: A Survey of World Trends (New York: Holmes and Meier Publishers, 1977), 80; Armintha Neal, Exhibits for the Small Museum: A Handbook (Nashville: AASLH, 1976), 2; Barbara G. Carson, Learning History with Artifacts (Nashville: AASLH, 1984). Although the term "display" usually refers more to a store front case than a museum case, the word will be used interchangeably with "exhibit" in this paper.

22 Neal, Exhibits, 8.

23 Hudson, Museums 1980's, 78.

24 Hudson, Museums 1980's, 80; Ellen Cochran Hicks, ed., "An Artful Science: A Conversation about Exhibit Evaluation," Museum News, February 1986, 33. (This quote was made by Minda Borun, Assistant Director of Education at Franklin Institute Science Museum.); Hudson, Museums 1980's, 78; Burcaw, Interpretation, 130.

25 Elmer Halvorson, "Constructing Live-Size Figures for the Historical Museum," History News Technical Leaflet No. 64, (Nashville: AASLH, 1973), [no page].

26 "Correspondence from MHEO, 1986," January 7, 1986, MHEO. The Bartlett Center is also a building for instructor and staff offices.

27 Fischer interview. Jimm Showalter already has some information available for this and the Publications Division of the Oklahoma Historical Society could help set galleys for this much like the State Museum's pamphlets on the "We Oklahomans" exhibit in the Layton Gallery.

28 Fischer interview.

29 Ibid.

30 Alison L. Grinder and E. Sue McCoy, The Good Guide: A Sourcebook for Interpreters, Docents and Tour Guides (Scottsdale, Arizona: Ironwood Press, 1986), 91.

31 Local visitors make up 45% of a museums' total visitors. See Hudson, Museums for the 1980's, 77.

32 Alexander, Museums in Motion, 176.

33 G. Ellis Burcaw, Introduction to Museum Work, (Nashville: AASLH, 1975), 129.

34 Burcaw, Introduction, 60, 130.

35 "Traveling Exhibit Directory," Oklahoma Foundation for the Humanities, [no publisher, no date]. Another source of temporary exhibit material is listed in the "Museum Reference Center," brochure printed for the Office of Museum Programs, Smithsonian Institution, [no date].

36 Alexander, Museums in Motion, 181-182; Alvin Schwartz, Museums: The Story of America's Treasure Houses (New York: E.P. Dutton & Company, Incorporated, 1967), 171; Joan E. Freeman and H. Charles Fritzeimer, "Preparing Your Exhibits: Figures for Miniature Dioramas," History News Technical Leaflet No. 20 (Nashville: AASLH, 1972), [no page]. Theta Pond, just to the southwest of Old Central, was once a cattle wallow and watering hole. Much of the surrounding area was corn fields. See exhibits at the MHEO and Brown and Fischer, "Old Central," 410-413; 'A Short Historical Overview', 4. Sanborn Maps can be found at the Oklahoma Historical Society Library and at the Western History Collections at the University of Oklahoma, Norman, Oklahoma. Photographs can be found at the Museum of Higher Education in Oklahoma and at the Oklahoma Historical Society Archives Division.

37 Alderson and Low, Interpretation, 76. The staff should keep in mind that a recorded interpretation is a "take-it-or-leave-it form of communication." See Hudson, Museums for the 1980's, 99. The slideshow also provides an opportunity for the visitor to rest from walking, an important consideration in the historic district of Guthrie. See Interview with Sandy Stratton and Deanne Cannon at the State Capitol Publishing Museum, Guthrie, Oklahoma, August 4, 1987; Alderson and Low, Interpretation, 80; Grinder, The Good Guide, 80; Films should only be used as supplemental interpretation and not exceed four minutes in length. See Neal, Exhibits, 4.

38 Alderson and Low, Interpretation, 70-71.

39 Ibid., 134-135; Burcaw, Introduction to Museum Work, 139-140.

40 The signs should not distract from the interpretive exhibit. Alderson and Low, Interpretation, 132.

41 Alexander, Museums in Motion, 179; Hudson, Museums for the 1980's, 80. A cardboard 3-D model may be a good method to decide how floor space should be arranged and how the patron will proceed through the museum. See Alexander, Museums in Motion, 179. For an illustrated example of traffic flow problem solving, see "Part I: GENERAL PRINCIPLES" in Arminta Neal, Help! for the Small Museum: A Handbook of Exhibit Ideas and Methods (Boulder, Colorado: Pruett Publishing, 1973), 3-99.

42 Jay Anderson, Time Machines: The World of Living History, (Nashville: AASLH, 1984), frontspiece, 10-12.

43 Schwartz, Museums, 159; Alderson and Low, Interpretation, 35; Joan Severa, "Authentic Costuming For Historic Site Guides," History News Technical Leaflet No. 113, (Nashville: AASLH, 1979), [no page].

44 Anderson, Time Machines, 12; "Museum of Higher Education in Oklahoma: Current Status and Future Development," November 12, 1985, MHEO.

45 "Museum of Higher Education in Oklahoma: Current Status, MHEO; "Correspondence From MHEO 1986," August 22, 1986," MHEO. Although its scope is for displaying costumes, Rose T. Briggs, "Displaying Your Costumes: Some Effective Techniques," History News Technical Leaflet No. 33 (Nashville: AASLH, 1972), [no page] is an excellent source for costume ideas.

46 Hudson, Museums for the 1980's, 8; Alderson, Interpretation, pp. 14, 83; Alexander, Museums in Motion, 12.

47 Fischer interview. A small, movable temporary exhibit could be used.

48 Stratton and Cannon interview.

49 Fischer interview.

50 Guthe, Management of Small Museums, 13-14; Interview with Bill Pitts at Oklahoma Historical Society, Oklahoma City, Oklahoma, December 9, 1987.

51 This type of plexiglass door is used at Ft. Laramie National Historic Site, Wyoming. (Personal visit by author, July, 1986.)

52 Fischer interview. Oklahoma State University also provides utilities, lawn and landscaping, fire and safety, and fire protection. "Agreement", 1971, [no page]. Most of the classes were held in the morning because of the chemical fumes from the afternoon chemistry class. See "Old Central-- Stillwater, Oklahoma" brochure; Brown and Fischer, "Old Central," 407.

53 For precautions against such hazards, see "Health and Safety in the Museum Workplace," Museum News, December 1985, 36 and "Restoration Health Hazards," Old House Journal, January/February 1986, 44-49.

54 "The Belmont Report," 29; Burcaw, Introduction to Museum Work, 100-104. This is also an excellent reason for hiring additional staff paid by the Oklahoma Historical Society.

55 Dorothy Weyer Creigh, A Primer for Local Historical Societies (Nashville: AASLH, 1976), 106; Reibel, Registration Methods, 27; Grinder and McCoy, The Good Guide, 4, 7.

56 Phone interview with "Coordinator - College Work-Study Program," Office of Financial Aid, Oklahoma State University, December 2, 1987; Creigh, Primer, 107.

57 An intern at the State Publishing Museum at Guthrie, Oklahoma made a backlit audio-visual presentation for that museum. Fraternities and sororities can also be a source of help. See "Personnel, Volunteers. Delta Sigma Pi," [no date], MHEO.; "Correspondence from MHEO, Showalter (1986)," December 20, 1985, MHEO.

58 Alice P. Kenny, Access to the Past: Museum Programs and Handicapped Visitors (Nashville: AASLH, 1979), 3. By the year 1990, over 50% of the nation's population will be over 65 years of age. See Grinder, Good Guide, 106. It is possible that the use of concrete near a historic site would not be appropriate. The handicapped ramp at Old Central is poured concrete and is indeed an eyesore upon the building. One solution would be to texture and color the concrete to blend in with the sandstone foundation. See Kenny, Access, 57.

59 "Handicapped Access to Old Central," July 21, 1981, MHEO; "Preliminary Requirements for Elevator Installation in Old Central," June 4, 1981, MHEO. (Elevator plans are in file.)

60 Kenney, Access to the Past, 59, 61.

61 Ibid., 115-118.

62 Ibid., 3, 91. Special tour times may be necessary for groups.

63 "Correspondence from MHEO, Showalter (1986)," December 20, 1985, MHEO; "Information Concerning" memorandum, 4-5.