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DEVELOPMENT AND IMPLEMENTATION OF EDUCATIONAL PROGRAMS
IN SELECTED HISTORY MUSEUMS AND SUGGESTED PRACTICES FOR
FUTURE PROGRAMMING

The University of Oklahoma

PH.D.

1980

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THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

DEVELOPMENT AND IMPLEMENTATION OF EDUCATIONAL PROGRAMS
IN SELECTED HISTORY MUSEUMS AND SUGGESTED
PRACTICES FOR FUTURE PROGRAMMING

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
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BY
NICKIE KEITH HARRISON
Norman, Oklahoma
1980

DEVELOPMENT AND IMPLEMENTATION OF EDUCATIONAL PROGRAMS
IN SELECTED HISTORY MUSEUMS AND SUGGESTED
PRACTICES FOR FUTURE PROGRAMMING

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DEVELOPMENT AND IMPLEMENTATION OF EDUCATIONAL PROGRAMS
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CHAPTER I

INTRODUCTION

Museums in the United States are growing at an extraordinary rate. About five thousand exist today, and it has been estimated a new museum appears every 3.3 days. Individuals are crowding into them in record numbers with visitors to museums estimated at about 600 million annually.¹

The American Association of Museums has defined a museum as "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 This is the definition used in this study.

¹John R. Fleming, America's Museums: The Belmont Report (Washington: American Association of Museums, 1969), p. 12.

²Marilyn Hicks Fitzgerald, Museum Accreditation: Professional Standards (Washington: American Association of Museums, 1973), p. 8-9.

Background

Museums have a long history and have changed in nature as have other institutions. In ancient times, the museum was a sacred place dedicated to learning. The word "museum" has its origin in the Greek word Mouseion, a temple of the Muses. The first institution called a museum was founded by Ptolemy I about 290 B.C. at Alexandria and developed further by his descendants as a center for research for scholars from all over the known world.³

After the Greeks, museums disappeared for hundreds of years. However, during the Middle Ages, the churches accumulated collections of natural curiosities and religious relics, and during the Seventeenth and Eighteenth Centuries, Europe witnessed the widespread development of private collections which often served as hobbies for the wealthy.⁴ It was not until this time that the museum began to be a matter of public interest.⁵ The concepts of the public, educational museum, the systematic treatment of art, and a strong interest in anthropology, science and technology date from the middle of the Nineteenth Century.

³G. Ellis Burcaw, Introduction To Museum Work (Nashville: The American Association for State and Local History, 1975).

⁴Ibid., 18-19.

⁵Edward P. Alexander, Museums In Motion: An Introduction To The History and Functions of Museums (Nashville: American Association for State and Local History, 1979), p. 8.

Even though the word "museum" has been used in the English language for a long period of time (nearly three hundred years), the museum as we know it today and as defined above and used in this study is of recent origin.⁶ Museums developed slowly at first in the United States, and with the advent of the automobile and a flourishing of tourism, they came into the mainstream.⁷ By 1900 American museums began to develop as centers of education and public enlightenment.⁸ Since then, American museums have continued their leadership in educational endeavors and frequently refer to the type of education they provide as interpretation -- the teaching through the use of real objects. Such interpretation relies heavily upon sensory perception and serves to complement the rational process of learning through words and verbalization. Because most of what a museum does involves communication of interest, of information, and of values, which are the essence of education, museums cannot avoid their educational responsibilities.⁹

The Belmont Report, 1969, indicated an extensive involvement of American museums in educational problems, an increase in the demands upon these museums for educational services and a need for more funding of educational and research activities in museums.¹⁰ The literature was found

⁶Ibid.

⁷Ibid., p. 11.

⁸Ibid., p. 11-12.

⁹Molly Harrison, "Education In Museums," in The Organization of Museums: Practical Advice (Paris: UNESCO, 1966), p. 81-82.

¹⁰Fleming.

lacking in studies relating to the development and implementation in history museums of programs designed specifically for teaching history. Some studies relate indirectly to the present one in that they are concerned with educational programs and practices in general. Such research studies center primarily upon art, natural history or science museums. None dealt specifically with programs in the history museum. Nonetheless, educational programs do exist in history museums. The Official Museum Directory 1978-1979 lists nineteen history museums in Oklahoma, most of which list some sort of special activities and/or programs for educational purposes.

Rationale and Significance of the Study

Museums have much to offer in the way of stimulation for the learner, and because of their availability to the entire community, museums should in effect make learners of everyone. They have the potential to create a curiosity about the past of one's own area and to create in an individual a desire to learn more about that past. In addition they can make more graphic some of the information learners and the community in general read and hear about, study, and see presented in mass media.

Museums can generate a sense of, or feeling for, the history of a particular area. When students of any age are able to see, hear about, perhaps even actually touch relics of their own region's past, they are linked to that past in a more direct and real way than any other experience can provide.

With approximately ninety percent of the museums in the United States reporting some type of educational-cultural-recreational program, the potential impact of museums as a medium for teaching history is becoming increasingly significant in ways not previously recognized. Museums are now playing new roles in the school and community. The impact of museums, both individually and collectively, is intimately related to the educational-cultural activities they regularly schedule.¹¹ Consequently, the development and implementation of educational-cultural activities should be thoroughly and systematically planned.

The information gathered in this study will serve to guide museum professionals wishing to adopt or initiate programs for teaching the history unique to a particular region and culture. There is currently a lack of suggestions or guidelines specifically for program development and implementation in history museums, thus the need for the study.

Statement of the Problem

The problem of this study was to determine the methods and activities used by selected history museums in Oklahoma when developing and implementing educational programs and to

¹¹Lola Eriksen Rogers, Museums and Related Institutions: A Basic Program Survey (Washington: U.S. Department of Health, Education and Welfare, 1969), p. 73-76.

formulate from these methods and activities suggestions for future programming in other history museums.

Limitations

Several limitations were placed on the study. These limitations were primarily related to the sample chosen, data collection instrument, and the design of the study and are as follows:

1. The museums of today are generally classified into three major categories -- art, history, and science. This study was directly associated with selected history museums in Oklahoma.
2. The sample museums were not associated with any university or college.
3. The sample of museums was limited to those chosen from a population consisting of a list of history museums compiled by a panel of professionals with expertise in museology. This panel chose from the Oklahoma Museums Association list of museums in Oklahoma those history museums which are known to have educational programs.
4. The sample was limited to 10 museums.
5. The sample chosen was not intended to be representative of all museums in Oklahoma nor of those outside of the state.

6. The study was not designed to make use of any previously developed model and was in no way an attempt to evaluate educational programs in the sample museums.
7. The data collected for the study were limited to the information sought in the questionnaire presented in Appendix C concerning the methods and activities used by the sample museums in developing and implementing educational programs.
8. The practices suggested in the study are limited to future programming and should in no way be construed as criticism of existing practices or programs in the sample museums.

Definition of Terms

In order to promote clarity and avoid misinterpretations, the study used the following definitions of terms:

Museum: 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.

History Museum: A museum generally concerned with local history, that of the region in which the museum is located. It specializes in a certain time period, a certain limited geographical region or a particular field and is potentially interested in all objects made or used by humans.

The objects it holds must be collected to serve the purpose of public education and for the most part must be typical of and at one time commonplace to the region with which it is associated in order to illustrate the facts of history for that locality.

Educational Program: Any planned activity, other than exhibits, designed to convey information to patrons regarding museum holdings.

Program Development: The methods and activities, both theoretical and practical associated with but not limited to the planning, designing, organizing, and evaluating of programs. Also included are the methods and activities used in producing, selecting, testing and evaluating materials used in programs.

Program Implementation: The activities associated with the delivery of the programs which are developed to the patrons, involving, but not limited to the facilities, individuals, formats, and equipment used.

Basic Assumption

The basic assumption was made that the personnel from the sample museums who participated in the study, being museum professionals, were generally familiar with the museum terminology used.

Research Design and Methods

Descriptive research was used in the study. McGrath, Jelinek and Wochner indicate that one pattern of the descriptive

approach involves the development of a format for a program which could be a syllabus, a handbook, a set of directives for operation, or a similar contribution.¹² This study was designed to result in a list of suggestions for future educational programming in history museums.

The validity of the list of museums used in this study was maintained by defining the population with which to be worked as history museums in the State of Oklahoma and by obtaining the population from official information sources-- The Oklahoma Museums Association list of museums in Oklahoma and The Official Museum Directory 1979-1980.

The sample for this study was chosen from a population consisting of history museums not affiliated with colleges or universities and having at least one professional employee, a professional employee being one who is responsible for administering policy and supervising activities designed to meet museum objectives and goals, excluding clerical and custodial/maintenance staff. Sample size was 10 museums selected as follows: A panel of professionals with expertise in museology selected from the Oklahoma Museums Association list of museums in Oklahoma those history museums known to have educational programs. The sample was then chosen from this list.

The primary source of data collection was a questionnaire which was submitted to the director of each museum

¹²G.D. McGrath, James J. Jelinek, and Raymond E. Wochner, Educational Research Methods (New York: The Ronald Press Company, 1963), p. 78-81.

and/or the individual responsible for developing and implementing educational programs in each. In addition, a follow-up personal interview with the respondent was made for each museum to supplement and substantiate information obtained by the questionnaire.

As a result of the data collected in the study, a list of suggestions was made which could be used by those wishing to develop educational programs for new history museums as well as by those involved in improving the educational potential of existing ones. As noted earlier, the information obtained was not presented as being representative of the educational programs in all history museums found in Oklahoma nor those outside the state.

Organization of the Study

Chapter I is concerned with the background, rationale and significance of the study; a statement of the problem and its limitations; and an explanation of the type of research used and the procedure followed in the study. Chapter II contains findings of the review of literature. The design and methods of the study is contained in Chapter III. Chapter IV is composed of the data collected and the analysis of that data. The summary, conclusions, suggestions and implications of the study are contained in Chapter V.

CHAPTER II

REVIEW OF SELECTED RELATED LITERATURE

The purpose of this chapter is to review selected literature related to the study. As stated earlier, the intent of the study was to survey the methods and activities used by selected history museums in Oklahoma when developing and implementing educational programs and to formulate from those methods and activities suggestions for future programming in other history museums.

The investigation of material for the literature review included books, periodical indexes, articles in periodicals, dissertation abstracts, a General Information Processing System (GIPSY) search which included information from the Educational Resources Information Center (ERIC) and the Current Index to Journals in Education (CIJE).

This review will present several examples of a body of material relating to museums in general, museums and education, and museum program content. Also contained are examples of literature found outside the museum field which influenced the construction of the survey instrument used in the study.

Works of Wittlin,¹ Huffer,² Burcaw,³ Hudson,⁴ and Alexander⁵ exemplify general coverage of museums. They state that museums have had a long history and date back to ancient times in Egypt. Further, they assert that museums had appeared as a matter of public interest by the end of the Eighteenth Century, but it was not until the mid-Nineteenth Century that the concepts of the public, educational museum, the systematic treatment of art, and a strong interest in anthropology, science and technology appeared.

According to Harvey, the notion that the public has a right of access to museum collections is relatively new, and museum service to the public is becoming more formalized in its educational role.⁶

¹Alma S. Wittlin, The Museum: Its History and Tasks in Education (London: Routledge and Kegan Paul, 1949).

²Alva Gwyn Huffer, "Administration of the Museum In The United States" (Unpublished Doctor's dissertation, Arizona State University, 1971), p. 17-19.

³G. Ellis Burcaw, Introduction To Museum Work (Nashville: The American Association for State and Local History, 1975).

⁴Kenneth Hudson, A Social History of Museums (Atlantic Highlands, N.J.: Humanities Press, 1975).

⁵Edward P. Alexander, Museums In Motion: An Introduction To The History and Functions of Museums (Nashville: American Association for State and Local History, 1979).

⁶Lisa St. Clair Harvey, "Use of Museums In Teacher Education." Briefly On Museums (Washington D.C.: ERIC Clearinghouse on Teacher Education, February 1980).

Others, exemplified by Harrison,⁷ Larrabee,⁸ Fleming,⁹ Rogers,¹⁰ Zetterbueg¹¹ and Newsom,¹² discuss the potential influence of museums in educating people of varied ages, backgrounds and interests. In addition, one volume by Lohmann details both the general area of museums and the relationship between museums and education.¹³

The literature reviewed also included works detailing the educational program content found in various museums throughout the country. Examples of such material are presented

⁷Molly Harrison, "Education In Museums," in The Organization of Museums: Practical Advice (Paris: UNESCO, 1966).

⁸Eric Larrabee (ed.), Museums and Education (Washington: Smithsonian Institution Press, 1968).

⁹John R. Fleming, American Museums: The Belmont Report (Washington: American Association of Museums, 1969).

¹⁰Lola Eriksen Rogers, Museums and Related Institutions: A Basic Program Survey (Washington: U.S. Department of Health, Education and Welfare, 1969).

¹¹Hans L. Zetterbueg, Museums and Adult Education (New York: Augustine M. Kelley Publishers, 1969).

¹²Barbara Newsom, "The Museum Educator and The Education of Teachers," in Teachers College Record 79 (February 1978), p. 485-97.

¹³Rex Terry Lohmann, "The Theoretical Foundations of Museum Interaction: Museums of Man's Experience and the Educational Process." (Unpublished Doctor's dissertation, University of Pittsburg, 1975).

by Harvey and Friedberg,¹⁴ Bay,¹⁵ and Goetz,¹⁶ and Museums: Their New Audience, a publication of the American Association of Museums, contains a series of sixteen case studies of programs in urban museums scattered throughout the nation.

Due to the conspicuous absence of information specifically concerning suggestions for methods and practices to be used in developing and implementing educational programs in history museums, this writer chose to borrow suggestions from sources outside the museum field in order to develop a survey instrument for the study.

One such source includes the activities and procedures recommended in the nine-step Instructional Development model developed by the Consortium known as the National Special Media Institutes (NSMI) and presented by Wittich and Schuller.¹⁸ The Consortium recommended a series of systematic steps for designing and developing materials and techniques for use in teaching and education.¹⁹

¹⁴Emily Dennes Harvey and Bernard Friedberg (ed.), A Museum For the People (Cambridge: Acanthus Press Ins., 1971).

¹⁵Ann Bay, Museum Programs For Young People-Case Studies (Washington: Smithsonian Institution, 1973).

¹⁶Pete Goetz, "A Philosophical Approach To Museum Planning" (Unpublished Paper, 1973).

¹⁷Museums: Their New Audience (Washington: American Association of Museums, 1975).

¹⁸Walter A. Wittich, and Charles F. Schuller, Instructional Technology Its Nature and Use (New York: Harper & Row, Publishers, 1973), p. 631-640.

¹⁹Ibid.

This process consists of nine steps and is divided into three stages. The first stage is that of defining and includes three of the nine steps. The first step is identifying the instructional problem and includes assessing needs, establishing priorities, and stating the instructional problem at hand. The second step is analyzing the setting and involves analyzing the intended audience, operating conditions, and relevant resources available. The third step is organizing management in order to determine tasks, responsibilities, time constraints, and control procedures.

The second stage of this model, the developing stage, includes three more steps: that of identifying both terminal and enabling objectives, specifying the learning and instructional methods as well as the media forms to be used, and constructing the prototype along with the accompanying instructional and evaluational materials to be used during tryout.

The final stage of the model is the evaluation stage and contains the final three steps. First the instructional prototype is tested and evaluation data collected. Then the results of the tryout are analyzed to determine the relationships among the results, methods, objectives and goals. Finally the implementation/recycling step is carried out and involves reviewing the results of the tryout and deciding whether the new system is to be put into operation or revised and re-tested before using it for instructional purposes.

Another source outside the museum field which influenced the construction of the survey questionnaire came

from supporters of Community Education/Life-long learning and involves suggested steps for a systematic development of an educational program.

Houle exemplifies such activity when he presents what he terms "the fundamental system" for developing an educational activity.²⁰ He first suggests that a possible educational activity be identified, and then a decision made to proceed. After a decision to proceed is made, the objectives are identified, refined, and sequenced, and a suitable format (a distinctive shape or pattern which gives unity to the various elements of an educational activity) is designed. Houle suggests the following activities when a format is designed:

1. selecting learning resources
2. choosing leaders
3. selecting and using methods
4. constructing a time schedule
5. determining the sequence of events
6. providing social reinforcement of learning
7. considering the nature of each individual learner
8. making individual and group roles and relationships clear
9. identifying criteria for evaluating progress
10. making the design clear to all concerned

After the format is designed, it is carefully introduced into larger life style patterns in a manner which permits

²⁰Cyril O. Houle, The Design of Education (San Francisco: Jossey-Bass Publishers, 1976), p. 46-56.

the learner to receive guidance into and out of new activity, modify present time and resources for involvement in new activity, meet its educational costs, and interpret the new activity and its purposes to the others with whom the learner is involved. Finally, according to Houle, the plan is put into effect, then measured and appraised.²¹

Hiemstra confirms the use of similar activities and procedures in designing educational activity when he summarizes the various phases of his planning model:

1. Analysis of the problem situation.
2. Goal and objective setting.
3. Assessment of the commitment to proceed.
4. Organizing and planning the program.
5. Implementing the program.
6. Evaluating the program.²²

All three of the models described above suggest using evaluation activities throughout the development process.

Summary

After an intensive search and review of selected museum literature, this writer found a body of information concerning the general area of museums, museums and education and museum program content; however, no material was found concerning methods and activities to be used in developing and implementing education programs in museums in general nor in history museums specifically. There are, however, as detailed above,

²¹Ibid.

²²Roger Hiemstra, The Educative Community Linking the Community, School, and Family (Lincoln, Nebraska: Professional Educators Publications, Inc., 1972), p. 93.

examples of models outside the museum field which do offer suggestions for developing instruction and educational programs that can be used in history museums.

CHAPTER III

DESIGN AND METHODS

In the present study twelve history museum directors, or the individuals responsible for educational programs, were asked to respond to a questionnaire concerning the methods and activities used when developing and implementing educational programs. In addition, a follow up personal interview was made with each respondent in order to supplement and substantiate the data gathered by the questionnaire.

Selection of Population and Sample

The jury method was used to determine the population of museums from which the sample was chosen. Using this method, a jury or panel of professionals consisting of the Oklahoma State Museums Association director and directors from three museums in Oklahoma selected from the Oklahoma Museums Association list of museums in Oklahoma those history museums known to have educational programs. The sample was then chosen from a list of those museums.

The following criteria were taken into consideration when both the population and the sample were chosen for the study: (1) Museums chosen were history museums, were not

affiliated with colleges or universities and were to have at least one professional employee. (2) Museums chosen were geographically scattered across Oklahoma and reflected a variety of sizes, holdings, funding and governing authorities including national, state, local/municipal and private sources. (3) Those museums included were chosen in order to offer varying levels of educational program achievement ranging from those which had just begun their programs to those which have had them for a longer period of time.

Development of a Data Collection Instrument

A data collection instrument in the form of a questionnaire was developed for the study. The information sought was the result of a combination of influences: (1) The activities and procedures recommended in the nine-step Instructional Development model developed by a Consortium known as the National Special Media Institutes (NSMI) which used the systems approach in designing and developing materials and techniques for use in teaching and education. (2) The activities, procedures, and methods recommended by supporters of Community Education/Life-long Learning for the systematic planning and implementation of educational programs. (3) Portions of a questionnaire used in a study conducted by Alva Gwyn Huffer, 1971,¹ concerning museum administrative problems. Of more specific

¹Alva Gwyn Huffer, "Administration of the Museum In The United States" (Unpublished Doctor's dissertation, Arizona State University, 1971), p. 17-19.

influence was that section of the questionnaire relating to educational programs in the museums sampled in his study.²

The information sought in the questionnaire included, but was not limited to the following:

(1) Program Development

Does the museum have written philosophy, goals and objectives?

Is an area survey made?

Is a resources survey made?

What groups or levels of people are programs aimed at serving?

Is a Museum Advisory Council used, and who serves on it?

Is there evaluation of development activities as they proceed?

What is the institution's relationship with the following: local schools, local library, local businesses and citizens in general?

What number of professionals are involved?

What number of volunteers are involved?

Are specific goals/objectives decided on early or at all?

Are there specific procedures for planning and control of development activities?

Which development activities are most useful?

Are there suggestions or observations for those about to begin new program development?

²Ibid.

Does the institution conduct a tryout of the proposed programs?

Are there specific procedures for collecting and developing instructional materials?

Is feedback from program participants used in developing new programs?

Does the museum use any particular set of guidelines for developing new or revising old programs?

(2) Program Implementation

What facilities are used? (in-house, remote sites, traveling)

What are the numbers, qualifications and professional background of people used?

Is there an evaluation of program results and their relationship to methods used and objectives obtained?

Is there use of special local or national days or dates to increase participation?

Are there specific public relations activities carried on for promotion?

What program delivery formats are used?

What types of activities are used?

Does the museum use any particular set of guidelines for implementing new or revised programs?

After an initial questionnaire was constructed, in order to build validity and reliability, it was submitted to a panel consisting of the dissertation committee which included two experts in Educational Technology,

one in Educational Foundations and Futures, one in Community Education/Life-long Learning, and one in Museology; two other professional educators with expertise in building data collecting instruments; and the director of the Oklahoma Museums Association for their scrutiny and recommendations. Changes suggested by these experts were made and the final questionnaire (Appendix C) was developed. It was designed to gather subjective opinions, impressions, and reactions of museum professionals as well as objective information regarding existing methods and practices used in educational programming.

On the questionnaire, the museum participants were asked to respond to two categories of questions, one concerning educational program development, and the other concerning educational program implementation. The majority of the questions in both categories consisted of check lists in which respondents were asked to indicate the use/usefulness of activities and methods associated with the development and implementation of educational programs and specified in the questionnaire. The remainder of the questions were open-ended, and many related to the responses on previous questions.

Influenced by the same factors as the major questionnaire, a set of questions (Appendix C) was compiled for the follow-up personal interview. These interview questions, besides asking for specific examples of the activities, methods, and procedures used or found useful by respondents in the development and implementation of educational programs, also asked for recommendations to eliminate what were

considered obstacles to the development and implementation of educational programs. Respondents included in the study were also asked for suggestions and observations which might be useful to museums contemplating the development and implementation of educational programs as well as suggestions and observations concerning possible areas for more research.

Data Collection Procedures

The questionnaire, along with a cover letter (Appendix B), a letter of support from the director of the Oklahoma Museums Association (Appendix A) and a self-addressed, stamped envelope for returning the questionnaire was mailed to each of the twelve museums in the sample.

Approximately two weeks later a second cover letter (Appendix D) accompanied by another copy of the questionnaire, letter of support, and a self-addressed, stamped envelope was mailed to those who had not responded. All twelve museums chosen for the sample eventually responded. However, two of the responses were not used in the study, one because it was returned unanswered along with a letter stating that the museum did not have educational programs, and the other because the museum did not have a professional employee; the museum was operated by volunteers.

The ten remaining respondents were contacted by telephone and appointments were made for conducting in person the follow-up interviews. All follow-up interviews were made within three weeks after the recommended date for returning the mailed questionnaires.

Analysis Procedure

The data collected by the questionnaire were tallied according to frequency and percentage and are presented in Appendix E . These data were analyzed to determine the frequency at which responses were made indicating the degree of use/usefulness of certain methods and practices as well as indicating the degree of non use/usefulness in developing and implementing educational programs. In this manner the practices used most or found most useful could be identified as well as those used less often or found to be less useful. The results of the data analyses are presented in Chapter IV. Conclusions drawn from these results, along with the suggestions or recommendations based upon them are presented in Chapter V.

CHAPTER IV

RESULTS OF DATA ANALYSIS

The data presented in this chapter were gathered in a survey of selected history museums in the state of Oklahoma and are the result of implementing the methodology described in Chapter III. The data gathering instruments were a specially constructed questionnaire and follow-up interview designed to obtain information concerning the methods and activities used in museums included in the study when educational programs are developed and implemented. The answers to the questions in the survey instruments provided the data summarized in this chapter.

Responses were received from all 12 of the museums to which the questionnaire was sent. However, only 10 museums were used in the study, since one museum returned the questionnaire unanswered, accompanied by a letter stating that it did not offer educational programs, and because another had only volunteer rather than professional employees and thus did not meet the criteria for inclusion in the study. A list of the names and locations of the 10 museums included in the data analysis is provided in Appendix F.

Four major categories of questions were considered in the questionnaire. The remainder of this chapter presents the results of the data analysis. In keeping with the purposes of the study, suggestions for museums wishing to develop and implement new educational programs and/or revise existing ones were formulated from the data received and are presented in Chapter V. (The frequency and percentages of the responses are presented in Appendix E.)

General Information

One category of questions considered in this study concerned general information about the museums included, and the data gathering instruments which were developed contained 11 items relating to this category.

Museum Professional Personnel

Information acquired through responses on the questionnaire indicated that 10 museums employed from 1 to 8 professional personnel with museum experience ranging from less than a year to as much as 12 years. Seven (70%) of the museums were reported to have a director, 4 (40%) an education director, and 4 (40%) an exhibits director. In addition, 4 (40%) possessed other professional employees which included a photographer, a registrar, a librarian, a museum guide, and a museum specialist, as well as various types of special curators (see Appendix E.) Only one museum was reported as having a public relations director.

Eight (80%) of the museums were reported having professional personnel with a bachelor's degree, and 4(40%) were reported having professional personnel with degrees above that. Only 2 museums were reported having someone with a doctoral degree. The professional personnel in two (20%) of the museums had associate degrees and/or educational experience involving workshops and seminars. The data indicated that of all 10 museums included in the study, only 4 professionals were employed who had formal museum training (excluding workshops and seminars).

Formulation of Philosophy, Goals, and Objectives for Museum Education Programs

Of the possible choices listed in the questionnaire used in the study, a board of directors and the museum director were reported most often as responsible for the formulation of the philosophy, goals, and objectives for museum educational programs. The involvement of the museum director was indicated by 4 (40%) and a museum advisory council, the Oklahoma Historical Society, and the staff by 1 (10%) each.

Museum Financial and/or In Kind Aid

Sources of financial and/or in kind aid received by the museums included the national, state, city, and individual levels in some combination. Three (30%) museums were reported receiving such support from the national level, 7 (70%) the state level (including both the state association and state legislature), 4 (40%) city level (including both city govern-

ment and civic groups), and 6 (60%) the individual level. No museums were indicated to have financial support from the local school board nor from an annual fund raising drive. One museum was reported receiving aid from a local college.

When asked from what source the most financial and/or in kind aid is received, 1 (10%) respondent said the national level (U.S. Army), 5 (50%) the state level, 2 (20%) the city level, 1 (10%) the individual level, and 1 (10%) indicated a corporation made up of private owners.

Annual Educational Program Budget

The annual educational program budget reported by the museum respondents included in the study were as follows:

4 (40%) above \$3,000; 1 (10%) between \$2,000 and \$3,000; 1 (10%) between \$1,000 and \$2,000; and 3 (30%) below \$1,000. One indicated that there had never been a separate budget for educational programs.

When asked what amount above their present educational program budget level they felt necessary to carry out educational program goals, respondents included amounts from zero dollars to \$3,000, \$5,000, and \$25,000. One museum professional indicated that the question had not been researched and another, as indicated earlier, said that there had never been an educational budget.

Person Responsible For Carrying Out Educational Program Activities¹

The data indicated that in those museums which had only a single director, it was the director who was responsible for carrying out educational program development activities. In those museums having an education officer, that officer was responsible. There was, however, the indication that the individuals responsible made use of other staff members and/or committees composed of consulting experts to aid in the planning of such development activities.

Obstacles to Educational Programming²

Of the possible choices listed on the study's mailed questionnaire, lack of sufficient funds and too few volunteers were most often designated as the major obstacles to educational program development and implementation. Specifically, responses from 6 (60%) of the museum respondents included in the study indicated that lack of sufficient funds was an obstacle, and 5 (50%) indicated too few volunteers was such. (See Appendix E) Lack of sufficient, quality personnel, insufficient training of volunteers, too many volunteers, and poor facilities were also indicated as obstacles to programming. Numerous suggestions for eliminating such obstacles were recommended by the respondents included in the study and will be presented later in this chapter.

¹Specific educational program development activities are identified and detailed on page 33.

²The term "programming" includes both development and implementation.

Educational Program Development

A second category of questions considered in this study concerned educational program development activities. The data gathering instruments used contained 10 items related to this category.

Usefulness of a Written Statement of Philosophy and Written Goals and Objectives

According to the findings (see Appendix E, page 2, item 4b) respondents from half of the sample museums indicated that a written statement of philosophy and written goals were highly useful in educational program development. Sixty percent indicated that written objectives were highly useful. No more than 20% indicated that such activities were not used.

People Involved In Educational Program Development

Of the possible choices given on the study's mailed questionnaire, the museum director, museum education director/curator, and other museum staff such as guides and museum specialists were designated as the most significantly and directly involved in developing educational programs. The museum planning or advisory council, adults with school age children, and children were reported as the least involved.

People For Whom Educational Programs Are Developed

When asked for which age group the majority of educational programs are developed, 5 (50%) of the respondents reported that programs are developed for all ages (no specific age group). However, the findings (see Appendix E, page 4,

item 8) also showed that school age children and adults in general are always given consideration in 6 (60%) and 5 (50%) respectively. In addition, adults sixty-five or older, pre-school children, the handicapped, and the disadvantaged (referring to groups in lower socio-economic environment) are also considered, for no more than 20% indicated that these are either very little and/or not considered when educational programs are developed.

Museum Advisory Council

Analysis of the data indicated that 8 (80%) of the museums included in the study had some sort of museum advisory council consisting of a mixture of professionals such as teachers and lawyers, business people, and citizens in general. However, 7 (70%) of the museums which had an advisory council reported that it is not used in educational program development; one indicated that it is of little use to such development.

Guidelines For Developing Educational Programs

When asked if any particular set of guidelines for educational program development is used, 6 (60%) respondents from the sample museums reported they do not; 4 (40%) reported that they do. Examples of guidelines used included in-house guidelines (primarily leaving it up to the person in charge), and staying true to the story line and/or the objectives of the museum and the area it represents. No published printed guidelines were reported as being used in any of the sample museums.

Educational Program Development Activities

The major educational program development activities about which information was sought in the data gathering instruments included at least the following:

1. making a needs assessment
2. making a profile of the participant area
3. surveying possible resources
4. using long range planning
5. using evaluation activities during development or revision
6. trying out the proposed program
7. specifying methods for program delivery
8. specifying procedures for planning of development activities
9. specifying procedures for the control of development activities
10. receiving feedback from program participants
11. evaluating development activities as they proceed

Respondents to the questionnaire were asked to indicate the usefulness and/or the frequency of use for the above mentioned development activities. (See Appendix E, page 2, item 5 and page 5, item 10 for exact results,) The use of long range planning and a needs assessment were indicated as the two most highly useful activities by 6 (60%) and 5 (50%) respectively. The use of a profile of the participant area and the use of evaluation activities during development or revision were designated as highly useful by 4 (40%) each. Responses from 2 (20%) of the museums included in the study indicated that a profile of the participant area was not used.

The evaluation of development activities as they proceed was reported as always used in 6(60%) of the museums used in the study. Specifying the methods for delivering educational programs, the procedures for controlling development activities, and the receiving of feedback from educational program participants were always used in 4 (40%) museums each.

Examples of Selected Educational Program Development Activities

When respondents of the museums included in the study were asked in an interview to give examples of the educational program development activities that have been used, the following were some of those reported:

1. needs assessment -- using intuition, committees, a state-wide printed survey, and brainstorming sessions (group consultation for eliciting innovative ideas and practices); holding seminars and workshops; personally contacting both local and outside clubs, schools, groups, individuals, and the public in general in writing, and especially verbally. (In two museums it was indicated that no needs assessment was made.)
2. survey of the participant area -- keeping a list of the names and addresses of individual visitors, the schools that have used the museum facilities and their administrators, and maintaining an awareness of what they are doing academically and what they prefer in the way of programs; talking with and getting feedback from representatives of various groups and communities.

(The respondent of one museum stated that the attempt was made to reach as wide an audience as possible and 4 (40%) reported not making a survey of the participant area. Another indicated that making such a profile was left up to branch members.)

3. survey of resources -- maintaining a list of individuals with special skills or expertise that is useful; noting what is available in the immediate area such as parks. (In 3 museums it was stated that a survey of resources is not made and in 3, only staff, museum holdings, and those who will help, respectively, were reported used.)
4. long range planning -- using committees consisting of experts and invited guests to plan by brainstorming; using a three-year plan to orient people who will use as well as those who will deliver programs; developing something new to attract people and promoting the museum; planning at least one new slide show each year; providing more exhibit space. (Respondents for 2 museums gave no specific examples of long range planning activities, though one reported planning ahead for one year, the other for five years.)
5. evaluation activities during development or revision -- verbally asking visitors, teachers and staff to express opinions concerning pending plans for educational programs (generally true of all the sample museums).
6. tryout of proposed educational program -- using a committee of invited experts and guests from the surrounding area,

including teachers, to observe the proposed program; trying the new program on a small scale and if successful, expanding it. (Respondents from 2 museums reported that a tryout of proposed educational programs was not conducted, and 2 indicated that new programs were adjusted as needed when they were put into use.)

Development Activities Considered the Most Useful

Respondents from the museums included in the study were asked in an interview to designate which of their current educational program development practices they considered the most useful. The following activities were reported as the most useful:

1. stimulating the visitors to combine education and recreation as they come into contact with museum holdings and the history of the area with which it is associated
2. using film presentations
3. making as wide a use of museum holdings as possible and playing upon noted people with which it is associated
4. tailoring activities as much as possible to the specific interests of of each visiting group
5. maintaining exhibits
6. increasing museum holdings in order to increase the number of visitors by creating more diversity
7. planning, guiding and managing by the museum leadership
8. coordinating with other agencies
9. deciding on purposes and goals

10. keeping aware of new ideas and innovations and gearing to the interests of those who use the museum and its programs
11. using competent consultants
12. carrying on extensive research
13. maintaining enrichment programs in association with the local schools

Educational Program Implementation

A third category of questions considered in this study concerned educational program implementation. The data gathering instruments used contained 10 items relating to this category.

People Involved in Educational Program Implementation

Of the possible choices listed in the mailed questionnaire, museum personnel were designated by respondents of 4 (40%) sample museums as always involved in educational program delivery and by 4 (40%) as often involved and therefore appeared as the people most frequently involved in educational program delivery. Local business people and local library personnel were indicated as the least involved. Generally, respondents from 10% to 20% of the museums reported other people involved often, sometimes, or very little (see Appendix E, page 6, item 12).

Facilities Used In the Delivery of Educational Programs

The findings indicated (see Appendix E page 5, item 11a and 11b) in-house, remote site, and traveling facilities used

by 9 (90%), 6 (60%), and 5 (50%) of the museums, respectively, when delivering educational programs. When asked to check examples of more specific community facilities such as the local library, public schools, municipal buildings, colleges, and park or recreation areas used in delivering educational programs, the general indication was that they are not often used. One possible exception is the use of local college facilities which was reported by 5 (50%) of the museum respondents as sometimes used. Only 3 (30%) reported the use of local school and library facilities for delivering educational programs.

Guidelines Used For Educational Program Delivery

When asked if any particular set of guidelines are used to aid in educational program delivery, respondents of 6 (60%) museums reported none used. Respondents of 3 (30%) museums indicated some are used, giving as examples the use of in-house guidelines (primarily leaving it up to the person in charge), the continuation of those which are sustained by numerical success and which can be maintained by the funds on hand.

Formats Used In the Delivery of Educational Programs

Respondents of 10 (100%) museums included in the study reported using slides and exhibits, 9 (90%) using lectures, 6 (60%) using films, and 5 (50%) each using field trips and crafts and/or other demonstrations. Other formats used included videotapes, panels, debate or symposium, and projects, and were reported by 3 (30%) respondents each. Several

additional formats were reported by from 10% to 20% of the respondents; these included the group interview, live dance or music, and role play.

When asked to indicate which of the formats listed in the mailed questionnaire are used most often, 5 (50%) respondents reported some sort of slide format, 3(30%) each reported films and exhibits as involved in some way. The data received from the museums included in the study indicated no specifically discernible program delivery format as having the greatest potential for success.

Audio Visual Equipment Used

The slide projector, the motion picture film projector, and the thermal copier and/or photocopier were reported as highly useful by a 60% to 80% majority of the museums used in the study. The audio cassette player was added to the list of choices by 2 (20%) of the respondents as highly useful. Four (40%) of the respondents indicated that the video tape recorder/player and monitor are useful. The filmstrip projector, the video tape recorder/player and monitor, and the overhead projector were indicated as not used by 7 (70%), 5 (50%), and 4 (40%) of the museums, respectively.

Activities Used To Increase Participation In Programs Offered

According to the findings (see Appendix E, page 6, item 2), 5 (50%) of the respondents reported always using announcements on the radio and in the newspapers to increase the number of participants to whom programs are delivered. Four

(40%) reported always using announcements on television. Two (20%) respondents each added sending letters to school principals, to "friends," or to the target audience to the list of practices always used. Two (20%) indicated that radio and/or television announcements were not used to increase the number of participants in educational programs.

Post Delivery Evaluation Activities

The evaluation of results and their relationship to the methods used and to the obtaining of objectives was indicated as always used by 4 (40%) of the museums included in the study, while 5 (50%) reported always acquiring participant feedback, and 3 (30%) reported always acquiring feedback from those who deliver educational programs.

In addition, when asked in an interview how such feedback is usually acquired, most respondents indicated it was acquired verbally rather than in written form. In one museum it was indicated that there are plans to initiate a printed form to obtain feedback from participants only. Only one museum reported not evaluating results nor acquiring any feedback.

Implementation Activities Found Most Useful

When the museum respondents were asked in an interview to designate which of their current educational implementation practices they consider the most useful, the following examples were reported:

1. presenting in conjunction with a local college, programs which concerned the major figure associated with the general

locale and the museum

2. emphasizing the use of the historical nature of the museum and presenting programs which relate to famous individuals in which the public shows the most interest
3. focusing on the interests of local groups and using skilled, knowledgeable people to deliver the programs
4. working the museum into local community activities when possible
5. making use of good publicity, which includes using especially, personal contact and mailing letters
6. delivering programs which promote a true picture of the cultural group associated with the museum and which show the influence of that culture, both locally and throughout the state, as well as nationally
7. using a planned time schedule for delivery of programs
8. involving persons from the community
9. using classic films in the programs presented.

Respondent Recommendations

A final category of questions considered in this study concerned recommendations made by museum respondents which related to educational program development and implementation. There were three questions which related to this category in the data gathering instruments.

Eliminating/Restricting Obstacles

When asked in an interview for recommendations to eliminate and/or restrict obstacles to educational program develop-

ment and implementation, the respondents of the museums included in the study recommended the following as possible remedies for the obstacles listed:

1. lack of sufficient funds -- the director getting out and raising more funds or having one person solely responsible for fund raising; employing a "top notch" development officer; establishing a single national museum agency devoted entirely to museums; stimulating more public awareness of museums in general and of the past and its preservation; the government and other agencies making more grant funds available and cutting the "red tape" involved in receiving them; establishing a new formal state-wide plan for funding museums; and justifying museums' existence by being more responsive to the interests of individuals and groups within a community who have the funds to support museum activities.
2. lack of sufficient personnel and staff -- hiring more assistants and providing more training for volunteers who help; increasing salaries and honorariums paid; hiring more museum professionals; and building a personnel resources file for supplementing existing staff.
3. lack of volunteers -- using more retired and senior citizens; and stimulating the use of new categories of volunteers.
4. too many volunteers -- seeking out only volunteers who will be willing to devote their time and energy actively rather than passively.

5. insufficient staff -- hiring more people (presumably this would be based upon an increased availability of funds)

Recommendations For Those Contemplating the Development and Implementation of New or Expanded Educational Programs

The respondents were asked in an interview to make some general recommendations to individuals who are contemplating the development and implementation of new or expanded museum educational programs. The following were among the practices recommended:

1. attending museum conferences and workshops to meet other professionals in the field to see what is happening
2. seeking out literature relating to current museum educational programs and to the experiences of expert professionals in the field; using such experiences
3. encouraging program participants to promote increased attendance
4. not overloading programs which are delivered with slide presentations
5. personally continuing contact with individuals and groups for support; generally finding more funding services
6. consulting state authorities and experts who are available
7. not depending excessively in the beginning upon volunteers, and planning programs which can be delivered by as few people as possible
8. investigating the use of individually self-guided program packets
9. using people who are familiar with museum activities for

producing programs

10. admitting the weaknesses of your museum
11. holding regional meetings to receive and share ideas and experiences
12. encouraging more museums to become members of the state historical society
13. hiring a full-time educational director as soon as possible
14. organizing, planning and concentrating on quality, rather than quantity
15. determining the programs which can be developed and delivered using present staff and holdings
16. developing continued positive communication with all concerned
17. beginning with generalized programs and then specializing
18. making sure not to overlook the use of "word of mouth" advertising to promote programs.

Areas and Activities Needing More Research

Through an interview question, the respondents of museums included in the study recommended the following areas and/or activities as needing more research relating to educational program development and implementation:

1. how museum educational programs might better serve secondary schools and ways to promote more interaction among museums and the schools in general in order to generate better, more organized programs
2. how less standard means might be used for presenting programs

3. ways of displaying museum holdings other than as curiosities
4. methods for getting support groups to become self-motivating and self-perpetuating
5. better procedures and methods for training museum staff and volunteers
6. better conservation and fund raising activities
7. out of print books associated with museum holdings and/or the subjects of museum educational programs presented.

The purpose of this chapter was to present the results of the analysis of the data received from respondents of the 10 museums included in the study. A summary of the study, general conclusions drawn from the data received, the writer's suggestions for future educational programming formulated from the research findings, and recommendations for further research are presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, SUGGESTIONS, AND RECOMMENDATIONS

Summary of Procedures

The purpose of this study was to acquire information concerning the methods and activities used by selected history museums in Oklahoma when developing and implementing educational programs and to formulate from those methods and activities suggestions for future programming in other history museums.

In this study twelve history museum directors or the individuals responsible for educational programs were asked to respond to a questionnaire concerning the methods and activities used when developing and implementing educational programs. In addition, a follow up interview was made with each respondent in order to supplement and substantiate the data obtained by the questionnaire.

The population used in the study consisted of history museums in the state of Oklahoma which are not affiliated with colleges or universities and which have at least one professional employee. The sample size was twelve museums and was chosen from a list compiled by a panel of museum professionals who selected from the Oklahoma Museums Association

list of museums in Oklahoma those museums known to have educational programs.

All twelve museums chosen for the sample responded. However, only ten museums were included in the study because one questionnaire was returned unanswered, accompanied by a letter stating that the museum did not have educational programs, and another was operated only by volunteers, thus neither met the criteria for being included.

The data received from the questionnaire and the follow up interview were analyzed to determine the frequency at which responses were made indicating the degree of use/usefulness of certain methods and practices as well as indicating the degree of non use/usefulness in developing and implementing educational programs. In this manner the methods and practices used most or found most useful were identified as well as those used less often or found to be less useful. The results of the data analysis were presented in Chapter IV and the resultant findings and conclusions drawn from them, along with suggestions and recommendations based upon them are presented in the remainder of this chapter.

Conclusions

In this study the major emphasis was to acquire information concerning the methods and activities used by selected history museums in Oklahoma when educational programs are developed and implemented and to formulate from those methods and activities suggestions for future programming in

other history museums. Subject to the limitations presented in Chapter I, a number of conclusions can be drawn from the results presented in Chapter IV.

In general, the majority of the museums employed a director, and the majority contained personnel with college degrees ranging from the bachelor to the doctoral level. However, only four people with professional museum degrees are presently employed in the ten museums included in the study. The number of professional employees found in each museum ranges from one to eight, with years of museum experience ranging from less than a year to as much as twelve. At least fifty percent of the museums have a philosophy, goals, and objectives which are formulated by its board of directors and/or its director.

More of the museums included in the study have annual educational program budgets below \$3,000 than above with financial and/or in-kind aid coming primarily from state sources. According to responses received when the data were collected, respondents of half the museums included in the study do not consider any additional funds necessary for carrying out educational program goals.

In those museums which have only a director, it is that officer who is responsible for carrying out educational program development activities; otherwise, the person in charge of educational programs is responsible. In either case, obstacles were reported as standing in the path of educational

program development. Lack of sufficient funds was indicated in the majority of responses as the primary obstacle and lack of enough volunteers and lack of quality personnel ranked second and third.

More specifically, in regard to educational program development, museum personnel are more significantly involved in a majority of the museums included in the study than any other persons. Half or more of the individuals responsible for educational programming consider a written statement of philosophy and written goals and objectives highly useful in development and implementation, and stated that programs are developed primarily for all ages. However, at least half of the respondents of the museums included in the study reported that they always consider school age children and/or adults when developing various educational programs, and most also consider older adults (sixty-five or older), preschool children and the handicapped or economically disadvantaged. Very few reported not considering these latter groups. No museums were reported to develop educational programs primarily for youth (grade seven through twelve) or for adults.

No published printed guidelines were reported used by the museums considered in the study; however, half or more find long range planning, making a needs assessment, and the evaluation of development activities as they proceed highly and/or always useful. There are few museums which were reported not using to some degree the educational program development activities listed on page 26.

Examples of the educational development activities that have been used by the personnel whose museums were included in the study are numerous and are primarily conducted by verbal, rather than by written means. One such is the use of committees made up of museum and subject matter experts and invited guests from both within and outside the community who hold brainstorming sessions.

The current educational program development practices which are used in the sample museums and were considered to be the most useful generally involve wise planning and management of museum resources by those responsible. In addition, some sort of activity designed to increase the number of patrons was emphasized to promote an increased use of the museum and its program offerings. Specifically, in some museums, activity to promote increased use of facilities and programs involves acquiring diverse holdings, gearing to the interests of potential educational program participants, and designing programs around noted personalities. Additionally, several museums frequently use announcements on radio, in the newspapers, and/or on television, either singularly or in some combination, to promote scheduled programs and thus increase participation in them.

When educational programs are delivered, museum personnel are involved most often. People from both within and outside the community are also involved to some degree in the delivery of educational programs.

In 80% of the sample museums, in-house facilities are most often used in educational program delivery. In addition, half or more use remote site facilities within and outside the community as well as traveling facilities.

A variety of delivery formats are used in the museums included in the study. Slides, exhibits, lectures and films are the formats most often used, but field trips, crafts, and other demonstrations are also frequently used.

The delivery of educational programs is aided by the use of several different types of audio visual equipment. A majority of museums included in the study consider the slide projector, motion picture film projector, and the thermal copier and/or photocopier as highly useful when programs are delivered.

No published printed guidelines were reported being used to aid program delivery in any of the sample museums. However, some museums receive feedback, mostly verbal, from program participants and/or from those who conduct them, which can aid in future program delivery.

When implementing educational programs, respondents of the museums included in the study considered some practices to be more useful than others. Some examples of the more useful are: delivering programs associated with noted personalities and in conjunction with the local college; using skilled, knowledgeable people to deliver programs; delivering programs which play upon local interest; working programs into community activities; and using classic films.

During the data gathering process, the museum respondents made recommendations concerning remedies for eliminating or restricting primary obstacles to educational program development and implementation which they had previously specified. The general obstacles which were identified are: lack of sufficient funds, lack of sufficient personnel and staff, lack of effective volunteers, and excess of ineffective ones.

The recommendations for remedying a lack of sufficient funds generally focused upon having one person, regardless of title, whose sole responsibility is the procurement of funds; establishing a single, nation-wide museum agency devoted entirely to museums and/or a new formal state-wide museum financing plan; and increasing public awareness of the benefits of the museum and its programs in order to justify its existence.

Remedies recommended for a lack of sufficient personnel and staff included hiring more people, including professionals; giving better pay to those who are hired and those who render services; training more volunteers; and building a resources file which contains the names of individuals who can help fill the need for additional personnel. Presumably all of the above would require an increase in museum funding.

Contacting and using more retired citizens and stimulating new categories of volunteers were recommended for overcoming the obstacle of too few volunteers. As for those

confronting the obstacle of having too many ineffective volunteers, it was suggested that the museum professionals seek out more volunteers who are willing to devote their time and energy actively rather than passively.

The museum respondents included in the study also made numerous recommendations which would be useful to museum professionals who are contemplating initial development and implementation of educational programs. These recommendations generally fit into several areas or categories.

One area or category included the suggestion that museum professionals recognize and admit the weaknesses of their particular museums. In another it was particularly suggested that museum professionals obtain expertise about museums in general by attending professional conferences and workshops and by seeking out literature which contains material on museum educational programs as well as information concerning the experiences of those who are veterans in the museum field.

A third category of recommendations for museum personnel contemplating educational program development and implementation involves making and continuing good two-way communication with those individuals and/or groups who can offer the most support, and who are familiar with the purposes and goals of the particular museum in question. In addition, it was suggested that not only do numbers of support people need to be increased, but that they must be really used and be kept pleased and contented all the while.

Another of the categories included employing a full time staff member who would be responsible for educational programs and who would be willing and capable of carrying on the organizing, planning and public relations necessary for developing, implementing, and sustaining them.

A final category of educational programming suggestions offered by the respondents of the museums used in the study emphasized concentrating on quality, rather than quantity, when programs are developed and delivered, and staying with the main themes which can be supported by museum holdings and resources.

Further recommendations were also made by the respondents of the museums in the study concerning areas of needed research. For the most part, the suggestions made are useful, practical and well thought out. They primarily involve seeking ways to increase patron participation and satisfaction, to present educational programs through less standard means, to increase museum support in terms of funds and people, and ways to maintain a museum staff which includes volunteers who are well trained and function well.

Suggestions For Future Programming

In keeping with the stated purposes of this study and based upon the information received from the museum professionals included in it, the writer makes the following suggestions for use by those museum professionals who wish to develop and implement new educational programs in their

museums and/or revise existing ones. While this study was not intended to be generalizable, it would seem to follow that these suggestions could be applicable to the educational programming in any museum.

General Suggestions

1. Be willing to admit the weaknesses and shortcomings of your museum and its educational program.
2. Develop written statements of the museum's philosophy, goals and objectives.
3. Become an active participant in professional organizations and attend the conferences and workshops which they sponsor in order to meet colleagues and share new ideas and opinions concerning museum educational programs.
4. Seek out new literature which is related to museum educational programs and which contains the experiences of veteran museum professionals.
5. Make personal contacts with potential support groups and with potential program participants by telephone, letter, and in-person visits.
6. Plan and organize on both a short and long range basis.
7. Build and maintain good continual two-way communication with individuals and groups who are in a position to lend support for developing and implementing educational programs.
8. Use announcements on radio, television, and in newspapers as well as "word of mouth" to publicize your educational programs.

9. Tie your programs to noted historical personalities and events associated with the general locale and the museum, and in which the public show the most interest.

Educational Program Development Suggestions

1. Hold brainstorming sessions composed of experts and invited guests to ascertain educational program needs within the service area.
 2. Personally contact both local and outside clubs, groups and individuals, and the public in general, by written and especially oral means, to see what interests them in the way of educational programming.
 3. Maintain an awareness of what the schools in the general area are doing academically and what they prefer in the way of programs by personally contacting teachers, administrators and students.
 4. Maintain a list of individuals who possess special skills or expertise that could be worked into educational programs.
 5. Note what resources such as parks, old homes, and industries are available in the immediate area and make use of them.
 6. Present pending plans and proposed educational programs to teachers, business people, and general citizens from both the local and surrounding areas to get their opinions and recommendations for programming.
 7. Plan programs which will enable those who participate to combine education and recreation.
-

8. Conduct extensive research in order to present educational programs which accurately present the history associated with your museum's holdings.

Educational Program Implementation Suggestions

1. Use skilled, knowledgeable people who are familiar with your museum purposes and goals when delivering educational programs.
2. Supplement lectures with a combination of slides, exhibits, films, field trips, crafts, and demonstrations.
3. When presenting educational programs, try to involve local colleges, social and civic clubs, and the public schools whenever possible; use their talents and facilities.
4. Make use of the often wasted talents of retired citizens.
5. When presenting educational programs, stay with a planned time schedule, publicized in advance, which includes starting and finishing at the specified time and provides a time period for getting feedback from participants.
6. Publicize programs well by using, especially, personal contact and written letters, along with announcements in the mass media.
7. Use mobile facilities whenever possible to increase the museum's educational program service area and number of participant contacts.

Throughout the study, in the information obtained and in the suggestions made, certain needs emerged. There is an apparent need for increased written documentation in museums

regarding what has been done in the way of educational programming, of its effectiveness, of what is being done presently, and of what is planned for the future. It is difficult if not impossible for other museum personnel or interested members of the community to be involved in meaningful educational program planning if the information regarding pertinent methods, activities, and ideas for such, no matter how complete or excellent, are carried around primarily in the mind of the museum director or the person in charge of programming.

Also apparent is a need for more museum professionals to recognize the necessity for using and actually to use more planned systematic procedures for developing and implementing educational programs. To promote such recognition and use, the Oklahoma Museums Association could finance a series of in-service workshops on instructional program design to be presented by experts in instructional development and instructional technology in order to introduce and familiarize museum personnel with both the theoretical and practical aspects involved in the design and implementation of educational programs. Such workshops could be individually tailored to each museum in order to best use existing facilities, holdings, and personnel.

Finally, there is a need to involve museum holdings more directly and more often in the educational programs presented because these holdings are too often allowed to merely sit as lifeless objects to be viewed by passing visitors.

The educational program potential of museums will remain untapped unless museum holdings are more directly involved in programming.

Recommendations For Further Research

This writer supports those recommendations for needed research made by the museum respondents included in the study and presented in Chapter IV, with special emphasis on the following topics:

1. Ways in which museum educational programs might better serve the schools, especially on the secondary level.
2. Ways to promote more interaction among the museums and the schools in general in order to generate better, more organized programs.
3. Methods for getting museum support groups to become self-motivating and self-perpetuating.

In addition, the writer recommends the following topics as needing further research:

1. The feasibility and need for establishing a national level museums department, which would be responsible solely for museums and which would promote nation-wide use of the educational potential of the country's museums by supplying aid for museum educational program development and implementation in the form of advice, consultants, and information on where and how to obtain additional funding.
2. Innovative ways to present educational programs in a museum setting such as dramatic presentations of area

historical events using authentic costumes, with demonstrations of crafts and everyday activities using actual antique pieces of equipment from among the museum's holdings, rather than merely using public school teaching methods and techniques (lectures, films, study sheets) in the museum.

3. The potential and the feasibility of using in-house produced, individually guided museum educational packets as well as those commercially produced.
4. The potential role of the museum in Community Education/ Life-long Learning educational programs.
5. The effectiveness, in terms of cost and academic potential, of educational programs being carried out through the use of mobile facilities.
6. Ways to establish and maintain a new, formal, state-wide plan for financing museums in the state.

In conclusion, history museums, long considered by many to be merely warehouses for storing the relics of our cultural past, are finally beginning to come into their own as one of the most important and effective means of teaching people of all ages about their own history. From the great-great grandsons and granddaughters of the pioneers who first scratched a living from the prairie near Fort Sill to the descendants of those earlier "settlers" who discover their "roots" at Tsa-La-Gi near Tahlequah, Oklahomans are more and

more being allowed to come to know and understand their past through museum educational programs across the state.

Museums in Oklahoma are making positive contributions to the expansion of opportunities for education of the public through museum facilities, holdings, and educational programs. However, the undeveloped potential for such educational opportunity is vast. Through more complete and systematic planning, more extensive and thorough use of the human resources in our communities that now go largely untapped, through heightened public awareness of the role museums can play in the educational process and the consequent generation of better funding, museums can more nearly come to realize their educational potential. It is the writer's sincere hope that this work may in some way help that to become a reality.

APPENDICES

APPENDIX A

LETTER OF SUPPORT FROM OKLAHOMA MUSEUMS ASSOCIATION

OMA
Oklahoma Museums Association
A Non-Profit Corporation

January 18, 1980

Alvin O. Turner, Ph.D.
Director

Dr. Jay Smith
Education Department
820 Van Vleet Oval
The University of Oklahoma
Norman, OK 73019

Dear Dr. Smith:

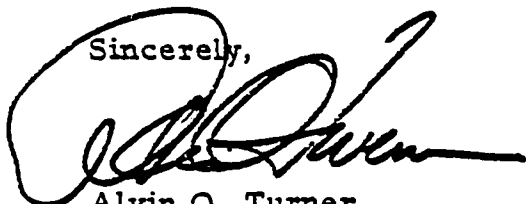
This letter is written to recommend the research proposed by Keith Harrison. A study of education programs in history museums is much needed in Oklahoma and should have national significance as well. The proposal is also important in that it provides an example of cooperation between museums and the academic community, a major goal of this organization.

For these reasons, I am prepared to assist his work in any way possible. Specific examples of my help would include at least the following: introductions to museum professionals; publicizing his research; aiding in the selection of museums; and, making preliminary contact with the museums selected for the study. Further, the Oklahoma Museums Association will be interested in sponsoring workshops or publishing bulletins based on his research.

Dr. Greer may suggest other applications. He is very familiar with the OMA and can answer any questions you might have about it.

Please contact me if you have any questions about this letter or if I can assist you in any other way.

Sincerely,



Alvin O. Turner
Director

AOT/kr

APPENDIX B
COVER LETTER SENT WITH
INITIAL DATA GATHERING INSTRUMENT

Dear _____:

My doctoral committee at the University of Oklahoma has approved my proposal to survey the methods and activities used for developing and implementing educational programs in selected history museums in Oklahoma and to formulate from these methods and activities a list of suggested practices which can be used by other museums wishing to develop similar programs. Your museum is one of those selected from a list composed by museum professionals for this purpose.

Would you be kind enough to participate in the study by answering a questionnaire and agreeing to a follow-up personal interview to be scheduled later at your convenience. I am aware of the demands on your time, so both the questionnaire and interview are designed to be completed quickly.

The information you supply will be extremely useful for me personally. In addition, I believe it will be most useful to museum professionals throughout the state and nation since a review of the literature indicates a lack of information on the subject of this study.

Please find enclosed a letter of support for this study from Dr. Alvin O. Turner, Director of the Oklahoma Museums Association. In addition, please find a questionnaire to be completed and a self addressed, stamped envelope in which to return it.

It is vitally important that the questionnaire be completed and returned by _____ in order to complete the first phase of the study. Your help is most important and appreciated.

The results of the study will be provided upon your request.

Respectfully,

Keith Harrison
2026 Allenhurst
Norman, Oklahoma
73071

APPENDIX C

DATA GATHERING INSTRUMENTS

QUESTIONNAIRE

The purpose of this questionnaire is to collect information concerning the methods and activities used in the development and implementation of educational programs in selected history museums in Oklahoma. This information is being collected in order to suggest practices for future programming.

1. Which of the following professional personnel does your institution have?
(check those applicable)

☐ director
☐ education director
☐ exhibits director
☐ public relations director
☐ none of the above
☐ other (specify) _____

- 2a. Does your institution receive financial or in kind aid (free use of materials, equipment, facilities, etc.) from any of the following? (check those applicable)

☐ national association
☐ state association
☐ local school board
☐ civic groups
☐ individuals
☐ city government
☐ annual fund raising drive
☐ other (specify) _____

- 2b. From which of the above do you receive most financial aid? _____

- 3a. Within which of the following levels is your annual budget for educational program development and implementation? (check one) (program meaning any planned activity, other than exhibits, designed to convey information to patrons regarding the holdings of the museum)

☐ above \$3,000
☐ \$2,000 - \$3,000
☐ \$1,000 - \$2,000
☐ below \$1,000

- 3b. What amount of funds above this level, if any, do you consider necessary for carrying out your goals in educational programs? (specify)

- 4a. Who of the following are responsible for helping to formulate your institution's philosophy, goals and objectives for educational programs? (check those applicable)

_____ museum advisory council
 _____ board of directors
 _____ museum director
 _____ museum education director
 _____ other (specify) _____

- 4b. Please indicate how useful the following are to educational program development at your institution. Put a check in the appropriate column.

<u>Item</u>	<u>Highly</u> <u>Useful</u>	<u>Useful</u>	<u>Somewhat</u> <u>Useful</u>	<u>Of</u> <u>Little</u> <u>Use</u>	<u>Not</u> <u>Used</u>
written statement of philosophy	_____	_____	_____	_____	_____
written goals	_____	_____	_____	_____	_____
written objectives	_____	_____	_____	_____	_____

5. Please indicate the usefulness of the following in developing or revising educational programs at your institution. Put a check in the appropriate column.

<u>Item</u>	<u>Highly</u> <u>Useful</u>	<u>Useful</u>	<u>Somewhat</u> <u>Useful</u>	<u>Of</u> <u>Little</u> <u>Use</u>	<u>Not</u> <u>Used</u>
needs assessment	_____	_____	_____	_____	_____
profile of participant area	_____	_____	_____	_____	_____
survey of possible resources	_____	_____	_____	_____	_____
long range planning	_____	_____	_____	_____	_____
evaluation activities during development or revision	_____	_____	_____	_____	_____
tryout of proposed program	_____	_____	_____	_____	_____
other (specify)	_____	_____	_____	_____	_____

6. For which age group are the majority of your institution's educational programs developed? (check one)

☐ children (through grade six)
☐ youth (grade seven through twelve)
☐ children and youth
☐ adults
☐ all ages (no specific age group)

7. If any of the following are directly involved in developing educational programs for your institution, please indicate how frequently they are used. Put a check in the appropriate column.

<u>Item</u>	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Very Little</u>	<u>Not Involved</u>
museum director	☐	☐	☐	☐	☐
museum education director or curator	☐	☐	☐	☐	☐
other museum staff (specify) _____	☐	☐	☐	☐	☐
local school personnel	☐	☐	☐	☐	☐
local library personnel	☐	☐	☐	☐	☐
planning or advisory council	☐	☐	☐	☐	☐
local business people	☐	☐	☐	☐	☐
professionals from outside your community	☐	☐	☐	☐	☐
local civic groups	☐	☐	☐	☐	☐
adults who have school age children	☐	☐	☐	☐	☐
retired citizens	☐	☐	☐	☐	☐
children	☐	☐	☐	☐	☐
others (specify) _____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

8. How much consideration is given to the following when educational programs are developed by your institution? Put a check in the appropriate column. (The term disadvantaged as used below refers to low socio-economic level.)

<u>Item</u>	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Very Little</u>	<u>Not Considered</u>
older adults (sixty-five or older)	_____	_____	_____	_____	_____
preschool children	_____	_____	_____	_____	_____
handicapped	_____	_____	_____	_____	_____
disadvantaged adults	_____	_____	_____	_____	_____
disadvantaged children (through grade six)	_____	_____	_____	_____	_____
disadvantaged youth (grade seven - twelve)	_____	_____	_____	_____	_____
school age children	_____	_____	_____	_____	_____
adults	_____	_____	_____	_____	_____

- 9a. If your institution has a museum advisory council, how useful is it to educational program development?

_____ very useful _____ somewhat useful _____ of little use _____ not used

- 9b. Which of the following best describes the make up of your advisory council? (check those applicable)

_____ professionals (specify) _____

_____ business people

_____ citizens in general

_____ others (specify) _____

10. When your institution develops educational programs, how often does each of the following occur? Put a check in the appropriate column.

<u>Item</u>	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Very Little</u>	<u>Not Used</u>
methods for delivering programs as specified	_____	_____	_____	_____	_____
procedures for planning of development activities are specified	_____	_____	_____	_____	_____
procedures for the control of development activities are specified	_____	_____	_____	_____	_____
feedback from program participants is used	_____	_____	_____	_____	_____
development activities are evaluated as they proceed	_____	_____	_____	_____	_____

- 11a. Which of the following facilities are used by your institution when educational programs are implemented? (check those applicable)

_____ in house (only museum facilities)

_____ remote sites (specify _____ within community _____ outside community)

_____ traveling

_____ other (specify) _____

_____ none

- 11b. Which one of the above mentioned facilities is used most? _____

12. When educational programs are delivered by your institution, how often are the following involved in delivery? Put a check in the appropriate column.

<u>Item</u>	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Very Little</u>	<u>Not Involved</u>
museum personnel	_____	_____	_____	_____	_____
local business people	_____	_____	_____	_____	_____
local school personnel	_____	_____	_____	_____	_____
local library personnel	_____	_____	_____	_____	_____
citizens in general	_____	_____	_____	_____	_____
people from outside the community	_____	_____	_____	_____	_____
other (specify)	_____	_____	_____	_____	_____

13. How often are the following used by your institution to increase participation in educational programs that are scheduled? Put a check in the appropriate column.

<u>Item</u>	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Very Little</u>	<u>Not Used</u>
scheduling of programs to coincide with special holidays & community activities	_____	_____	_____	_____	_____
announcements on radio	_____	_____	_____	_____	_____
announcements on television	_____	_____	_____	_____	_____
announcements in newspaper	_____	_____	_____	_____	_____
use of printed circular	_____	_____	_____	_____	_____
other (specify)	_____	_____	_____	_____	_____

14. Indicate the degree of significance each of the following play in educational program development for your institution. Place 1 (one) in front of the most significant, 2 (two) in front of the next most significant, 3 (three) in front of the next most significant, etc.

☐ museum personnel
☐ local business people
☐ public school personnel
☐ local library personnel
☐ citizens in general
☐ people from outside the community
☐ other (specify) _____

- 15a. Please indicate the educational program format your institution uses by checking the following. (check those applicable)

☐ film	☐ panel, debate or symposium
☐ slides	☐ projects
☐ lecture	☐ fieldtrips
☐ dramatic reading	☐ live dance or music
☐ videotape	☐ crafts and other demonstrations
☐ exhibits	☐ role play
☐ book discussion groups	☐ other (specify) _____
☐ group interview	☐ none

- 15b. Which three of the program formats listed in question 15a are most often used by your institution? Please list them according to amount of use.

_____ most used
 _____ second most used
 _____ third most used

- 15c. From the listed program formats in question 15a list the three you consider as having the most potential for success. Please list them according to potential.

_____ most potential
 _____ second most potential
 _____ third most potential

16. Does your institution use any particular set of guidelines for:

_____ YES _____ NO developing educational programs
 If "YES", please list those used.

_____ YES _____ NO implementing educational programs.
 If "YES", please list those used.

17. How useful to educational program implementation does your institution find the following pieces of audio visual equipment? Put a check in the appropriate column.

<u>Item</u>	<u>Highly Useful</u>	<u>Useful</u>	<u>Somewhat Useful</u>	<u>Little Use</u>	<u>Not Used</u>
motion picture film projector	_____	_____	_____	_____	_____
overhead transparency projector	_____	_____	_____	_____	_____
slide projector	_____	_____	_____	_____	_____
videotape recorder/ player and TV monitor	_____	_____	_____	_____	_____
filmstrip projector	_____	_____	_____	_____	_____
thermal copier or photocopier (ex- ample: xerox machine)	_____	_____	_____	_____	_____
other (specify) _____	_____	_____	_____	_____	_____

- 18a. Indicate the primary obstacles to educational program development and implementation (programming) at your institution? (check those applicable)

☐ lack of sufficient funds

☐ lack of quality personnel

☐ too many volunteers

☐ too few volunteers

☐ poor facilities

☐ other (specify) _____

- 18b. Which of the obstacles listed in 18a do you consider to be the greatest problem and concern? _____

- 19a. How frequently does your institution use the following community facilities in educational program implementation? Put a check in the appropriate column.

<u>Item</u>	<u>Often</u>	<u>Sometimes</u>	<u>Very Little</u>	<u>Not Used</u>
local library facilities	_____	_____	_____	_____
local school facilities	_____	_____	_____	_____
municipal or local govern- mental facilities	_____	_____	_____	_____
local parks/recreation area	_____	_____	_____	_____
local college facilities	_____	_____	_____	_____
other (specify) _____	_____	_____	_____	_____

- 19b. Which of the facilities listed in 19a do you use most often?

20. How often do the following accompany the implementation of educational programs by your institution? Put a check in the appropriate column.

<u>Item</u>	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Very Little</u>	<u>Not Used</u>
evaluation of results and their relation- ship to the methods used and to the ob- tainment of objec- tives	_____	_____	_____	_____	_____
acquisition of par- ticipant feedback	_____	_____	_____	_____	_____
acquisition of feedback from those who deliver programs	_____	_____	_____	_____	_____
other (specify)	_____	_____	_____	_____	_____

INTERVIEW QUESTIONS

1a. How many professional personnel does your institution employ? (Professional being one who is responsible for administering policy and supervising activities designed to meet museum objectives and goals, excluding clerical, custodial/maintenance staff and volunteers.) _____

1b. Approximately how many years of museum experience does each have? _____

1c. What is the education level of each?

2a. Describe the activities your institution has carried out relating to each item checked in question #5 of the mailed questionnaire.
(possible choices)

needs assessment

profile of participant area

survey of resources

long range planning

evaluation activities

tryout of programs before implementation

other _____

- 2b. Who in your organization is responsible for carrying out the activities listed in #2a above? _____
3. (Relates to question #20 of the mailed questionnaire.) What specific methods/activities does your institution use to obtain feedback concerning programs that are presented?
4. What recommendations would you make to eliminate or restrict the obstacles to program development and implementation which you checked in question #18a of the mailed questionnaire?
5. When developing educational programs what do you find to be the most useful practices used by your institution?
6. When implementing educational programs what do you find to be the most useful practices used by your institution?
7. Given the opportunity to list areas in which there is an indicated need for more research relating to the development and implementation of educational programs in museums, what would you list?

APPENDIX D

FOLLOW-UP LETTER SENT TO NON-RESPONDENTS

Dear _____:

Recently you were mailed a copy of a doctoral study questionnaire which you were asked to complete and return by _____. The questionnaire was designed to survey the methods and activities used by selected history museums in Oklahoma when educational programs are developed and implemented. It was my sincere hope that you would participate in the study. If for some reason you did not receive the questionnaire please use the enclosed copy to respond.

The sampling for my study is small and selective; therefore, your response is important and critical. Please return the questionnaire at your earliest convenience.

This study is being conducted in partial fulfillment of the requirements for Ph. D. at the University of Oklahoma. Your help and cooperation will be greatly appreciated.

Enclosed is a self-addressed, stamped envelope for returning the questionnaire.

Respectfully,

Keith Harrison
2026 Allenhurst
Norman, Oklahoma
73071

APPENDIX E

TALLIES OF QUESTIONNAIRE RESPONSES

(Tallies are reported in the appropriate blanks
with frequency first, percentages second.)

QUESTIONNAIRE
TALLY

The purpose of this questionnaire is to collect information concerning the methods and activities used in the development and implementation of educational programs in selected history museums in Oklahoma. This information is being collected in order to suggest practices for future programming.

1. Which of the following professional personnel does your institution have?
(check those applicable)

7(70%) director	4(40%) other (specify)
	special curators
4(40%) education director	museum guide
	museum specialist
4(40%) exhibits director	photographer
	librarian
1(10%) public relations director	registrar
1(10%) none of the above	

- 2a. Does your institution receive financial or in kind aid (free use of materials, equipment, facilities, etc.) from any of the following? (check those applicable)

3(30%) national association	4(40%) other (specify)
	legislature
4(40%) state association	U.S. Army Museum Association
	state appropriation
0 local school board	state grants
	Oklahoma Arts Council
2(20%) civic groups	Phillips University
6(60%) individuals	
2(20%) city government	
0 annual fund raising drive	

- 2b. From which of the above do you receive most financial aid? 8(80%)—state, city, Oklahoma Historical Society, state legislature, individuals, U.S. Army

- 3a. Within which of the following levels is your annual budget for educational program development and implementation? (check one) (program meaning any planned activity, other than exhibits, designed to convey information to patrons regarding the holdings of the museum)

4(40%) above \$3,000
1(10%) \$2,000 - \$3,000
1(10%) \$1,000 - \$2,000
3(30%) below \$1,000

3b. What amount of funds above this level, if any, do you consider necessary for carrying out your goals in educational programs? (specify) 8(80%) zero dollars (4 said this); \$3,000; \$5,000; \$25,000; not researched; adequate for present programs; never had a specific education budget; & \$30,000

4a. Who of the following are responsible for helping to formulate your institution's philosophy, goals and objectives for educational programs? (check those applicable)

1(10%) museum advisory council

5(50%) board of directors

5(50%) museum director

4(40%) museum education director

2(20%) other (specify) staff, Oklahoma Historical Society

4b. Please indicate how useful the following are to educational program development at your institution. Put a check in the appropriate column.

Item	Highly Useful	Useful	Somewhat Useful	Of Little Use	Not Used
written statement of philosophy	<u>5(50%)</u>	<u>2(20%)</u>	<u>1(10%)</u>	<u>0</u>	<u>2(20%)</u>
written goals	<u>5(50%)</u>	<u>3(30%)</u>	<u>0</u>	<u>1(10%)</u>	<u>1(10%)</u>
written objectives	<u>6(60%)</u>	<u>2(20%)</u>	<u>1(10%)</u>	<u>0</u>	<u>1(10%)</u>

5. Please indicate the usefulness of the following in developing or revising educational programs at your institution. Put a check in the appropriate column.

Item	Highly Useful	Useful	Somewhat Useful	Of Little Use	Not Used
needs assessment	<u>5(50%)</u>	<u>3(30%)</u>	<u>1(10%)</u>	<u>0</u>	<u>0</u>
profile of participant area	<u>4(40%)</u>	<u>2(20%)</u>	<u>0</u>	<u>1(10%)</u>	<u>2(20%)</u>
survey of possible resources	<u>3(30%)</u>	<u>3(30%)</u>	<u>3(30%)</u>	<u>0</u>	<u>0</u>
long range planning	<u>6(60%)</u>	<u>2(20%)</u>	<u>1(10%)</u>	<u>0</u>	<u>0</u>
evaluation activities during development or revision	<u>4(40%)</u>	<u>3(30%)</u>	<u>1(10%)</u>	<u>1(10%)</u>	<u>0</u>
tryout of proposed program	<u>2(20%)</u>	<u>3(30%)</u>	<u>3(30%)</u>	<u>1(10%)</u>	<u>0</u>
other (specify)	<u>1(10%)</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>curriculum enrichment areas</u>					

6. For which age group are the majority of your institution's educational programs developed? (check one)

3(30%) children (through grade six)

0 youth (grade seven through twelve)

2(20%) children and youth

0 adults

5(50%) all ages (no specific age group)

7. If any of the following are directly involved in developing educational programs for your institution, please indicate how frequently they are used. Put a check in the appropriate column.

<u>Item</u>	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Very Little</u>	<u>Not Involved</u>
museum director	<u>5(50%)</u>	<u>1(10%)</u>	<u>0</u>	<u>2(20%)</u>	<u>1(10%)</u>
museum education director or curator	<u>3(30%)</u>	<u>2(20%)</u>	<u>1(10%)</u>	<u>1(10%)</u>	<u>1(10%)</u>
other museum staff (specify) curators, guide, & specialists	<u>0</u>	<u>5(50%)</u>	<u>2(20%)</u>	<u>3(30%)</u>	<u>0</u>
local school personnel	<u>0</u>	<u>1(10%)</u>	<u>3(30%)</u>	<u>2(20%)</u>	<u>1(10%)</u>
local library personnel	<u>0</u>	<u>0</u>	<u>3(30%)</u>	<u>2(20%)</u>	<u>3(30%)</u>
planning or advisory council	<u>0</u>	<u>0</u>	<u>0</u>	<u>3(30%)</u>	<u>5(50%)</u>
local business people	<u>0</u>	<u>0</u>	<u>1(10%)</u>	<u>5(50%)</u>	<u>2(20%)</u>
professionals from outside your community	<u>1(10%)</u>	<u>0</u>	<u>4(40%)</u>	<u>2(20%)</u>	<u>2(20%)</u>
local civic groups	<u>0</u>	<u>0</u>	<u>2(20%)</u>	<u>4(40%)</u>	<u>2(20%)</u>
adults who have school age children	<u>0</u>	<u>1(10%)</u>	<u>0</u>	<u>3(30%)</u>	<u>4(40%)</u>
retired citizens	<u>0</u>	<u>1(10%)</u>	<u>3(30%)</u>	<u>2(20%)</u>	<u>2(20%)</u>
children	<u>0</u>	<u>0</u>	<u>2(20%)</u>	<u>2(20%)</u>	<u>4(40%)</u>
others (specify) _____	<u>1(10%)</u>	<u>2(20%)</u>	<u>0</u>	<u>0</u>	<u>0</u>
volunteers & Phillips University					

8. How much consideration is given to the following when educational programs are developed by your institution? Put a check in the appropriate column. (The term disadvantaged as used below refers to low socio-economic level.)

<u>Item</u>	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Very Little</u>	<u>Not Considered</u>
older adults (sixty-five or older)	1(10%)	5(50%)	2(20%)	0	1(10%)
preschool children	1(10%)	4(40%)	0	3(30%)	1(10%)
handicapped	2(20%)	2(20%)	3(30%)	1(10%)	1(10%)
disadvantaged adults	1(10%)	2(20%)	2(20%)	1(10%)	2(20%)
disadvantaged children (through grade six)	2(20%)	5(50%)	1(10%)	0	1(10%)
disadvantaged youth (grade seven - twelve)	2(20%)	4(40%)	2(20%)	0	1(10%)
school age children	6(60%)	2(20%)	0	0	0
adults	5(50%)	1(10%)	1(10%)	1(10%)	0

- 9a. If your institution has a museum advisory council, how useful is it to educational program development?

0 very useful 0 somewhat useful 1(10%) of little use 7(70%) not used

- 9b. Which of the following best describes the make up of your advisory council? (check those applicable)

4(40%) professionals (specify) teachers & lawyers

4(40%) business people

4(40%) citizens in general

0 others (specify) _____

10. When your institution develops educational programs, how often does each of the following occur? Put a check in the appropriate column.

<u>Item</u>	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Very Little</u>	<u>Not Used</u>
methods for delivering programs as specified	4(40%)	2(20%)	1(10%)	1(10%)	0
procedures for planning of development activities are specified	3(30%)	3(30%)	1(10%)	1(10%)	0
procedures for the control of development activities are specified	4(40%)	1(10%)	2(20%)	1(10%)	0
feedback from program participants is used	4(40%)	3(30%)	3(30%)	0	0
development activities are evaluated as they proceed	6(60%)	2(20%)	2(20%)	0	0

- 11a. Which of the following facilities are used by your institution when educational programs are implemented? (check those applicable)

9(90%) in house (only museum facilities)

6(60%) remote sites (specify 5 within community 5 outside community)

5(50%) traveling

0 other (specify) _____

0 none

- 11b. Which one of the above mentioned facilities is used most? 9(90%)

in house 8(80%)
classroom 1(10%)

12. When educational programs are delivered by your institution, how often are the following involved in delivery? Put a check in the appropriate column.

<u>Item</u>	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Very Little</u>	<u>Not Involved</u>
museum personnel	<u>4(40%)</u>	<u>4(40%)</u>	<u>1(10%)</u>	<u>0</u>	<u>0</u>
local business people	<u>0</u>	<u>1(10%)</u>	<u>2(20%)</u>	<u>1(10%)</u>	<u>3(30%)</u>
local school personnel	<u>0</u>	<u>1(10%)</u>	<u>2(20%)</u>	<u>2(20%)</u>	<u>2(20%)</u>
local library personnel	<u>0</u>	<u>0</u>	<u>1(10%)</u>	<u>2(20%)</u>	<u>4(40%)</u>
citizens in general	<u>1(10%)</u>	<u>1(10%)</u>	<u>2(20%)</u>	<u>3(30%)</u>	<u>1(10%)</u>
people from outside the community	<u>0</u>	<u>2(20%)</u>	<u>2(20%)</u>	<u>1(10%)</u>	<u>2(20%)</u>
other (specify)	<u>0</u>	<u>2(20%)</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>volunteers, experts, and resource personnel</u>					

13. How often are the following used by your institution to increase participation in educational programs that are scheduled? Put a check in the appropriate column.

<u>Item</u>	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Very Little</u>	<u>Not Used</u>
scheduling of programs to coincide with special holidays & community activities	<u>1(10%)</u>	<u>5(50%)</u>	<u>2(20%)</u>	<u>1(10%)</u>	<u>0</u>
announcements on radio	<u>5(50%)</u>	<u>2(20%)</u>	<u>2(20%)</u>	<u>0</u>	<u>1(10%)</u>
announcements on television	<u>4(40%)</u>	<u>1(10%)</u>	<u>4(40%)</u>	<u>0</u>	<u>1(10%)</u>
announcements in newspaper	<u>5(50%)</u>	<u>0</u>	<u>3(30%)</u>	<u>1(10%)</u>	<u>0</u>
use of printed circular	<u>2(20%)</u>	<u>3(30%)</u>	<u>3(30%)</u>	<u>1(10%)</u>	<u>0</u>
other (specify)	<u>2(20%)</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>letters to school principals, letters to friends or target audience</u>					

14. Indicate the degree of significance each of the following play in educational program development for your institution. Place 1 (one) in front of the most significant, 2 (two) in front of the next most significant, 3 (three) in front of the next most significant, etc.

_____ museum personnel	1 <u>8(80%)</u>	2 <u>1(10%)</u>	3 <u>1(10%)</u>	4 <u>0</u>	5 <u>1(10%)</u>	6 <u>0</u>
_____ local business people	1 <u>0</u>	2 <u>2(20%)</u>	3 <u>3(30%)</u>	4 <u>0</u>	5 <u>0</u>	6 <u>3(30%)</u>
_____ public school personnel	1 <u>1(10%)</u>	2 <u>2(20%)</u>	3 <u>3(10%)</u>	4 <u>1(10%)</u>	5 <u>0</u>	6 <u>0</u>
_____ local library personnel	1 <u>0</u>	2 <u>1(10%)</u>	3 <u>2(20%)</u>	4 <u>0</u>	5 <u>1(10%)</u>	6 <u>1(10%)</u>
_____ citizens in general	1 <u>0</u>	2 <u>2(20%)</u>	3 <u>2(20%)</u>	4 <u>2(20%)</u>	5 <u>2(20%)</u>	6 <u>0</u>
_____ people from outside the community	1 <u>1(10%)</u>	2 <u>0</u>	3 <u>2(20%)</u>	4 <u>3(30%)</u>	5 <u>1(10%)</u>	6 <u>0</u>
_____ other (specify) _____	0					

- 15a. Please indicate the educational program format your institution uses by checking the following. (check those applicable)

<u>7(50%)</u> film	<u>3(30%)</u> panel, debate or symposium
<u>10(100%)</u> slides	<u>3(30%)</u> projects
<u>9(90%)</u> lecture	<u>5(50%)</u> fieldtrips
<u>1(10%)</u> dramatic reading	<u>2(20%)</u> live dance or music
<u>3(30%)</u> videotape	<u>5(50%)</u> crafts and other demonstrations
<u>10(100%)</u> exhibits	<u>2(20%)</u> role play
<u>3</u> book discussion groups	<u>0</u> other (specify) _____
<u>1(10%)</u> group interview	<u>0</u> none

- 15b. Which three of the program formats listed in question 15a are most often used by your institution? Please list them according to amount of use.

See page 11 this Appendix _____ most used

_____ second most used

_____ third most used

- 15c. From the listed program formats in question 15a list the three you consider as having the most potential for success. Please list them according to potential.

See page 12 of this Appendix most potential
 _____ second most potential
 _____ third most potential

16. Does your institution use any particular set of guidelines for:

4(40%) YES 6(60%) NO developing educational programs
 If "YES", please list those used.
 in house guidelines (left to staff)

3(30%) YES 6(60%) NO implementing educational programs
 If "YES", please list those used.
 retaining those which receive most support,
 and those which may be maintained by the
 funds on hand

17. How useful to educational program implementation does your institution find the following pieces of audio visual equipment? Put a check in the appropriate column.

Item	<u>Highly Useful</u>	<u>Useful</u>	<u>Somewhat Useful</u>	<u>Little Use</u>	<u>Not Used</u>
motion picture film projector	<u>7(70%)</u>	<u>1(10%)</u>	<u>0</u>	<u>1(10%)</u>	<u>1(10%)</u>
overhead transparency projector	<u>1(10%)</u>	<u>1(10%)</u>	<u>3(30%)</u>	<u>1(10%)</u>	<u>4(40%)</u>
slide projector	<u>8(80%)</u>	<u>2(20%)</u>	<u>0</u>	<u>0</u>	<u>0</u>
videotape recorder/ player and TV monitor	<u>1(10%)</u>	<u>4(40%)</u>	<u>0</u>	<u>0</u>	<u>5(50%)</u>
filmstrip projector	<u>1(10%)</u>	<u>0</u>	<u>1(10%)</u>	<u>1(10%)</u>	<u>7(70%)</u>
thermal copier or photocopier (ex- ample: xerox machine)	<u>6(60%)</u>	<u>2(20%)</u>	<u>2(20%)</u>	<u>0</u>	<u>0</u>
other (specify) cassette player (audio)	<u>2(20%)</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

- 18a. Indicate the primary obstacles to educational program development and implementation (programming) at your institution? (check those applicable)

6(60%) lack of sufficient funds 2(20%) other (specify)
staff too small, other duties
3(30%) lack of quality personnel come first; lack of sufficient
personnel for program development;
1(10%) too many volunteers decent training
5(50%) too few volunteers
1(10%) poor facilities

- 18b. Which of the obstacles listed in 18a do you consider to be the greatest problem and concern? lack of sufficient funds--4(40%); too many volunteers--1(10%); lack of sufficient personnel--3(30%)

- 19a. How frequently does your institution use the following community facilities in educational program implementation? Put a check in the appropriate column.

<u>Item</u>	<u>Often</u>	<u>Sometimes</u>	<u>Very Little</u>	<u>Not Used</u>
local library facilities	<u>0</u>	<u>3 (30%)</u>	<u>1 (10%)</u>	<u>5 (50%)</u>
local school facilities	<u>2 (20%)</u>	<u>3 (30%)</u>	<u>3 (30%)</u>	<u>2 (20%)</u>
municipal or local governmental facilities	<u>0</u>	<u>0</u>	<u>5 (50%)</u>	<u>5 (50%)</u>
local parks/recreation area	<u>1 (10%)</u>	<u>2 (20%)</u>	<u>3 (30%)</u>	<u>4 (40%)</u>
local college facilities	<u>1 (10%)</u>	<u>5 (50%)</u>	<u>2 (20%)</u>	<u>2 (20%)</u>
other (specify) _____	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

- 19b. Which of the facilities listed in 19a do you use most often?
college--3(30%); local school facilities--2(20%); library--1(10%);
local parks

20. How often do the following accompany the implementation of educational programs by your institution? Put a check in the appropriate column.

<u>Item</u>	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Very Little</u>	<u>Not Used</u>
evaluation of results and their relation- ship to the methods used and to the ob- tainment of objec- tives	4(40%)	3(30%)	1(10%)	1(10%)	1(10%)
acquisition of par- ticipant feedback	5(50%)	1(10%)	3(30%)	1(10%)	0
acquisition of feedback from those who deliver programs	3(30%)	4(40%)	3(30%)	0	0
other (specify)	0	0	0	0	0

15b. (Continued from page 7) Responses are not listed in any set order.

<u>Response</u>	<u>most used</u>	<u>second most used</u>	<u>third most used</u>
*	film	slides	video
*	slide/tape	exhibits	lecture
*	lecture	slides	film
*	film	exhibits	videotape
*	slides	lecture	(nothing listed)
*	slide/ lecture	exhibits	crafts and other demonstrations
*	slides	films	exhibits
*	films, slides, demos, & exhibits (equally)	projects	lectures & symposium
*	exhibits	slides	role play
*	lecture/ exhibits	crafts & other demon- strations	slide/tape

15c. (Continued from page 8) Responses are not listed in any set order.

<u>Response</u>	<u>most potential</u>	<u>second most potential</u>	<u>third most potential</u>
*	exhibits	slides	role play
*	exhibits	demonstration	slides
*	crafts & demon- strations	live dance & music	panel
*	slide/tape	exhibits	lecture
*	lecture	slides	film
*	exhibits	videotape	film
*	slides	lecture	(nothing listed)
*	videotape	slide/lecture	film
*	fieldtrip	film	exhibits
*	demonstra- tions & exhibits	projects	live dance & music

APPENDIX F

LIST OF MUSEUMS BY NAME AND LOCATION

MUSEUMS INCLUDED IN THE STUDY

1. Cherokee National Historical Society
P.O. Box 515 Tsa-La-Gi
Tahlequah, Oklahoma 74464
2. Forest Heritage and Educational Center of the South
P.O. Box 157
Broken Bow, Oklahoma 74728
3. J.M. Davis Gun Museum
333 N. Lynn Riggs Blvd.
Claremore, Oklahoma 74017
4. Museum of the Cherokee Strip
507 S. 4th
Enid, Oklahoma 73071
5. Museum of The Great Plains
P.O. Box 60
Lawton, Oklahoma 73502
6. Museum of The Western Prairie
P.O. Box 574
Altus, Oklahoma 73521
7. Oklahoma Historical Society Museum
Historical Building
Oklahoma City, Oklahoma 73105
8. Thomas Gilcrease Institute of American History and Art
Route #6
Tulsa, Oklahoma 74127
9. U.S. Army Field Artillery and Fort Sill Museum
Fort Sill, Oklahoma 73503
10. Will Rogers Memorial
P.O. Box 157
Claremore, Oklahoma 74017

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