Introduction

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

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

Second Year Summary

The progress of the grant period’s second year (October 1, 2004 – September 30, 2005) focused upon the following areas: 1) proceeding with the no-cost extension, 2) revisions for the University Human Subjects Compliance, 3) digitization of the slide presentations into the final distribution DVD formats, 4) creation of final DVD product design, 5) educational materials development and testing, 6) continued public relations outreach, and 7) working towards the final report.

Administrative: General

On June 17th, 2005 the project received approval for a year one no-cost extension. The last six-month period entailed working within this extension to:

- Submit, through email, the IMLS fourth six-month interim report on October 18, 2005.
- Track the budget during the extension period.
- Organize ongoing meetings with Mr. Hunter, which kept him up-to-date of the project’s progress.
- Submit a revision of the full-expedited application for University Human Subjects compliance, which was approved on June 15th 2005. The revisions were necessary because of a change of the educational programming testing. This change involved a need to run a set of student focus groups/educational programming testing at the Middle School-instead of the originally planned museum setting.
- Readjust the Project Coordinator position as of April 10th, 2006 to .5 FTE. This position funding will run through July 1, 2006.
Project Archiving (formatting digitized presentations into the DVD medium)

The last six months have focused on (along with the educational component) completing the digital production phase of the archive project. This has entailed transferring the original analog slide presentations to a digital format, which will be disseminated using the DVD format. Due to project budget and time constraints it was decided that the digitized presentations will be split into three different DVD editions instead of the originally planned 2 volumes:

1) Archival Edition: Volume 1 (Educational Version)

2) Archival Edition: Volume 2

3) Archival Edition: Volume 3

At the end of the previous six-month period the production schedule was estimating one month for the completion of the Archival Edition: Volume 1 (Educational Version) and two months for Archival Edition: Volume 2, and uncertain about the last edition - Volume 3.

The project’s Video Producer has been working on the DVD formatting and menu design. This has involved sending the presentations to an outside vendor to be transcribed for Closed Captioning timings. Additionally, the Project Coordinator has requested a report about the video production process for the final project report and procedural recommendations that will be posted on the project’s Web site. This video production report will include such details as why and how color correction was needed for certain slides, the basic steps of the Final Cut Pro production, and other details about the overall process that will assist other organizations in developing similar projects.

During this stage of DVD production we have been working closely with Mr. Don Hunter, whose presentations we are archiving, to make sure timings are correct and basic design is acceptable. This has entailed creating rough-cut DVDs for Mr. Hunter to review before the Closed Captioning transcription, and running DVD packaging proofs by Mr. Hunter.

Another component of the DVD production has been the creation of a short introduction featuring Mr. Hunter. The Video Producer and Project Coordinator videotaped Mr. Hunter speaking about his audio and photography experiences from the last 75 years, and his positive views about making his presentations available for future generations in digital format.

Finally, the project has been exploring methods to best digitally preserve the digitalized presentations and how to consolidate the individually scanned slides with the presentations into a single area of the central University Libraries server. This will allow for:

- Easy access to the archived materials to create further distribution DVDs,
- Access to the individual images for future projects (such as a WWW database that will include metadata schema), and
- Digital preservation that will address enduring care issues (such as refreshing, migration, emulation, and technology preservation) with the University of Oregon Libraries server backups.
DVD Product/Package Design

The DVD packaging was completed through the University of Oregon Creative Publications. Working through this department allowed for the project to design packaging that is both professional and adheres to the University standards. Some specific aspects to this stage included:

- Contacting the Eugene Register Guard to receive permission to use an image of Mr. Hunter from 1963 for the DVD package covers; permission was received on February 8th, 2006;
- Making available the proofs online so that the project personnel could review and approve them;
- Making proofs available to Mr. Hunter for his review and approval.

Educational Programming and Testing

Continued educational programming for the project has focused on the development of educational packages, which will include study guides and sample activities for each of the three presentations designated for the Educational Version (Archival Edition: Volume 1). A major concern for the project has been to address the following questions:

- How do we design the lesson plans for the best possible fit with pre-existing curricula?
- Will any of this educational programming be available for research and/or other projects outside the classroom setting?

To answer these questions the project has focused on two evaluation areas: 1) Student focus group/mock instruction sessions, and 2) Looking for a curriculum consultant/expert who will be able to edit the assembled guides and activities into streamlined lesson plans that will be accessible for teachers.

Organizing the focus group/mock instruction sessions involved the Project Coordinator creating and presenting activity procedures, focus group surveys, student directions, focus group outlines, and a photography PowerPoint presentation/lecture. Additionally, the Project Coordinator created image sheets from selected presentation slides, and digitally photographed areas around downtown Eugene matching Mr. Hunter’s and the Lane County Historical Museum’s slides. Color copies of certain photographs depicting specific areas of Eugene over time were made for student reference during the first focus group/instruction session that took place at a local middle school (see below). The second session involved another local middle school class and took place at the Museum of Natural and Cultural History.

The first session was conducted at a local middle school on January 19th, 2006 and included the following:

- The Project Coordinator screened the Eugene: Then and Now1 presentation to two classes (34 and 27 eighth grade students) respectively.

---

1 Eugene: Then and Now features an image collection depicting Eugene, Oregon’s transformation through the comparison of historical photographs and drawings from when Eugene was founded in the mid-1800s and photographs from the 1950s and 1980s.
• Students filled out surveys that evaluated the student’s views about the presentation itself and the knowledge they received from the content.

On January 26\textsuperscript{th} the Project Coordinator ran the pre-activity session at the same middle school, and on January 27\textsuperscript{th} ran the activity and last of this three-part focus group/instruction session. There was expressed interest by another instructor at the same middle school to take part in a focus group/mock instruction session, and if time permits this will be explored.

On February 9\textsuperscript{th} the second session took place at the museum, in the media center specifically designed as part of the grant project. 30 eighth grade students took part in viewing \textit{The Sandal and the Cave}\textsuperscript{2} and an activity over the period of one day.

The final breakdowns of survey responses are as follows:

\textbf{First Session—Eugene: Then and Now}

- 34 student (8th grade) surveys (presentation)
- 47 student surveys (activity)

\textbf{Second Session—The Sandal and the Cave}

- 30 student (8th grade) surveys
- 1 instructor survey

Following the completion of the two focus group/mock instruction sessions and with the completion of the educational materials edits the project personnel decided that the materials will need to go through a final step of content editing. This editing will entail contacting a curriculum consultant who will be able to address the questions posed above in terms of what is needed for the materials to be of optimal use for middle and high school instructors. The project will make working with a consultant a top priority for the next two months.

\section*{Public Relations Outreach}

As part of the project’s ongoing public outreach the Project Coordinator was invited, on March 14\textsuperscript{th}, to speak at the Eugene Rotary Club. An estimated 175 individuals were in attendance; additionally Mr. Hunter was able to attend as guest of honor. On November 28\textsuperscript{th}, 2005 the Project Coordinator received message from Glenda Taylor, Performance Results, Inc. inquiring if the project’s outcome-based evaluation (OBE) Logic Model (from the OBE workshop the Project Coordinator and Video Producer attended in Washington D.C.) could be sampled on the Institute of Museum and Library Services Web site.

\section*{Conclusion}

During the last six-months the Don L. Hunter Archive Project has been in a state of flux. This fluctuation resulted from initiating the last stages of DVD production and educational design. With the DVD production the project has come across aspects, such as correct timings versus estimates, where the format of the DVDs had to be changed. As such the originally planned two DVD set has now become a three-volume set. Even with

\textsuperscript{2} The Sandal and the Cave focuses on the cultural development in the Oregon Great Basin region. With emphasis on famous archaeologist Luther Cressman’s findings in Eastern Oregon of caves rich in fossils, ancient rocks, and artifacts, like the world’s oldest sandals.
the production changes, the three-volume set will be, in the long-term, a beautiful showcase for the project. Additionally, after the completion of a preliminarily run of focus group/mock instruction sessions, the project has reaffirmed the need to involve a curriculum consultant to streamline the materials. Again this has set the project back in deadlines and has involved some minor reallocation of budget funds; but, as with the DVD formatting, this basic restructuring will serve the project in an advantageous manner over the long-term.

As the project moves into the last stages the budget funding will begin its last stages of availability. As such the project is moving forward at a quicker pace to complete the last stages of: 1) DVD production (formatting the DVDs, sending out to have the DVD editions pressed and packaged, and completion of all nine presentations into digital format); and 2) educational materials creation and distribution (with the inclusion of an outside curriculum consultant). In conclusion the project has been a satisfying challenge that has given both the museum and the libraries the opportunities to learn more about a unique digitization process. Both institutions have learned more about our working partnership and creative collaboration. This collaboration has been successful enough that we are presently looking to continue working together on new projects.