MUSEUM of the GREAT PLAINS

A MASTER PLAN

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FOR

THE MUSEUM OF THE GREAT PLAINS

National Park Service
Southwest Regional Office
May, 1963

INTRODUCTION

The basis for this Master Plan was derived from discussions with the staff of the Museum of the Great Plains and various members of the Board of Governors during a visit to Lawton in August, 1962. During and subsequent to the same visit, Landscape Architect Dale Q. Haskins, then of this Office, and now assigned to the Bureau of Outdoor Recreation, Denver Field Office, prepared a Master Plan for the development of Elmer Thomas Park, which includes the grounds of the Museum. This latter Plan has been adopted by the City of Lawton, and much of the material herein presented applies to extensions of the Museum's activities beyond the actual walls of the Museum.

The development suggestions are based upon personal knowledge of other institutions of equivalent aim, though generally more limited in coverage, on the part of the writer and various reviewing professionals in the fields of museology and the social sciences. In particular, the comments made by Regional Chief of History and Archeology Erik K. Reed, Regional Archeologist Charlie R. Steen, and Regional Historian Robert M. Utley, of this Office, and Chief, Branch of Museums Ralph H. Lewis and Chief, Western Museum Laboratory John W. Jenkins, of the National Park Service, plus the organizational suggestions of Mr. Alvin O. Hurst, Yuma Office, Bureau of Outdoor Recreation, have influenced the Master Plan. Their comments, with the comments of the staff of the Museum, have helped to organize a rough draft and improve the utility of this production.

Should this Plan be considered for adoption, an essential caution must be added. Any document such as this can only be a guide to administration and development. Many opportunities for expansion may present themselves, and the guiding policy of the Museum must continue to follow the excellent Statement of Purpose already adopted. This Plan is simply a suggested guideline for the development of staffing and facilities to carry out the policies already clearly established. In short, it is a proposed base--not a series of limitations.

Franklin G. Smith
Regional Curator
Southwest Regional Office
National Park Service

THE MUSEUM OF THE GREAT PLAINS IS DEDICATED:

To collect, preserve, interpret, and exhibit items of the cultural history of man in the Great Plains of North America.

To conduct research into the history of the Great Plains in order to increase man's knowledge of man, and to make such information available to all.

To gather information that will better enable present and future inhabitants of the Great Plains to understand the vivid contrast of the land, climate, and people of the region.

To enrich the future, to promote appreciation of beauty, and to serve as the voice of history in the Great Plains.

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PART I

Section I

THE NEED FOR A MUSEUM OF THE GREAT PLAINS

Until a few years ago, museum development in the United States lagged somewhat behind that in European nations. There have been two reasons for this.

First, the settlement and consolidation of one-third of a continent, including six external wars and one internal struggle of epic proportions, has concentrated the energies of the people on development and survival, with conservation and preservation of the nation's natural and human archives and evidences a necessarily secondary consideration. Only in the last four decades has intensive thought been given, and extensive effort made, to expend energy on remembering. And only more recently has real understanding of the value of the past to the present prevailed.

Second, the United States has had none of the great feudal barons of European nations, many of whom created museums and preserves as a personal divertissement. And the few benefactors and philanthropists who expended massive funds on museums, such as Andrew Carnegie, most often donated those funds toward world- or hemisphere-wide projects of special fields of science, thus preserving major sections of knowledge, but seldom tying this knowledge to the United States, its people, and its history--or emphasizing the values of the past in interpreting the present and influencing the future.

Particularly in Northern Europe and in France, museum developments of the 19th century were more than public preservation of the private collections of the past. They were also designed to educate through the development and transmission of knowledge. This process often followed excessively didactic and academic channels, but was nonetheless effective in supporting the research function of the museums, and contributed considerably to public education.

In the United States, historical museum development, apart from the frequently specialized university museums, has followed two channels. First, large museums--government operated, as the Smithsonian Institution, or privately endowed, as the Carnegie Museum--have developed nation and world-wide displays, and become among the finest educational institutions in the world. Second, small museums--state and local historical societies, community projects--have concentrated on exhibits limited to precise, and sometimes very restricted, geographic or disciplinary boundaries. Many of these small museums--institutions such as the New York State Historical Society, the Detroit Historical Society, and the Wisconsin State Historical Society, have developed presentations which follow the whole sweep of American history--and special developments in these groups have analyzed and commemorated particular facets of the nation's culture. Their detailed coverages, however, have generally remained tied to the boundaries of the state or geographic unit which they serve. Only an incredible minority of the nation's

people can arrange the travel to make full use of the few comprehensive museums--and the coverage of the local museums tends to serve specialists as much as the general public. Thus, in spite of the dramatic growth of the last fifty years, the educational value of the museums of the nation is still well below the optimum level.

Among the great needs of the current museum field is the need for museums which specialize in all of the facets of knowledge over regional areas. Such organizations as the Museum of Northern Arizona, covering a geographic province which actually extends into five states, have pointed the way towards museum developments which can be of service to large sections of the population, and which can serve not only to determine facts of individual areas, but to synthesize the knowledge of whole geographical provinces of the nation. The proposed Master Plan is based upon the development of the Museum of the Great Plains as such an institution.

At present, a large number of museums serve the Great Plains area. Almost all of these are subject to geographical boundaries, normally the limits of the state in which they are located. Thus, we find that the excellent state historical museums of the Dakotas, Kansas, Nebraska, Oklahoma, Texas, Colorado, and other Great Plains states are most devoted, as they should be, to the history of their own state and people. General features of population growth, movement, and replacement are shown within those limitations. Overall coverage of the many peoples who have

populated the states is very good indeed--but too seldom does it approach the broad sweep of human history as evidenced by human adaptation to and use of a series of geographical features and phenomena such as the Great Plains.

Natural history coverage, on the other hand, does cross the boundaries of the states. Natural history displays such as those at the Stovall Museum, in Norman, Oklahoma, the Colorado Natural History Museum, and the Museum of the University of Nebraska show the scientists' view of overall development through a geographical entity.

Art museums, too, exist in sufficient numbers to preserve that aspect of our heritage quite well. The Gilcrease Institute in Tulsa, the Amon Carter Museum in Fort Worth, and many others exist and exert a wide influence on art education and public service.

Thus, it is only in the field of human history and human adaptation that the Great Plains suffers from an insufficient synthesis of knowledge and exposition. And it is in this field that the proposed Master Plan concentrates.

Throughout the planning and development, it should also be kept in mind that the limitations of the Museum of the Great Plains in geographic coverage should not include national boundaries--that the plains of south-central Canada and northern Mexico are physiographically as much a part of the entity as those of Oklahoma or South Dakota, and were so for milennia before the entry of Europeans in the New World. The consolidation of archives alone

on the entire geographical province would be a service to scholars which could rank the Museum among the finest institutions in the Western Hemisphere.

Greater coverage on the local and areal educational programs will be presented at a later time. But the service to the community and to the relatively immediate surroundings is also of moment. If it can be said that a great city requires a great university, it can be said with no less truth that a great city needs a great museum. Some of the educational benefits to the City of Lawton were discussed at length during the meetings which outlined this Plan. Certainly, community educational services will play a major part in the Museum's future.

Equally, the continuing coverage of the local history must be maintained as a part of this educational program. The beginnings of the Museum in the Comanche County Historical Society, and the close cooperation with Fort Sill offer the opportunity to tie the wide sweep of human history on the Great Plains to the specifics which give them life--in research, in exhibits, and in extension services. The preservation of local history is something which none of the great museums of the nation ignores--from the American Museum of Natural History in New York to the San Diego Museum of Man. And opportunities for research among the local Kiowa and Comanche and other Indian groups should always remain as a special feature of the Museum's program.

An additional opportunity to serve the travelling public as well as the City of Lawton lies in the fortunate placement of

the Museum in Elmer Thomas Park--placing the Museum in a Great Plains context which can be developed without extensive modification of the environment to provide graphic outdoor demonstrations of the land features and vegetation which distinguish the Great Plains. Use of this land, as proposed in the accompanying development outline for Elmer Thomas Park, can result in an outdoor extension of the Museum which would not only add to the value of the public education program, but could have a far-reaching economic effect in Lawton, by encouraging longer stays by transient visitors.

Section II

PROPOSED SECTIONS OF THE MUSEUM

1. General Organization

As shown on Figure 1, the museum is basically divided into three sections: Administration, Research Division, and Public Education Division. This separation is advisable for a number of reasons.

First, the activities of a modern museum are widely separated in many instances, and it is difficult for even the most able administrator to supervise more than a given number of employees, and still carry on the other functions of his position. In even a medium-sized museum, a wide divergence exists between the research and public education activities, with daily minutiae ranging from the acquisition of supplies and transportation of an archeological crew to the repair or replacement of an audio-visual unit. The planning functions alone for the two differing sections are almost full time jobs much of the year, and the number of duties the average museum director must handle should not include the detail work necessary for these functions.

A specific coverage of the divisions, and their responsibilities, will clarify the organization.

2. Administration Division

Personnel should eventually include, apart from the Director, an Assistant Director, with primary responsibility for

MUSEUM OF THE GREAT PLAINS
PROPOSED ORGANIZATION

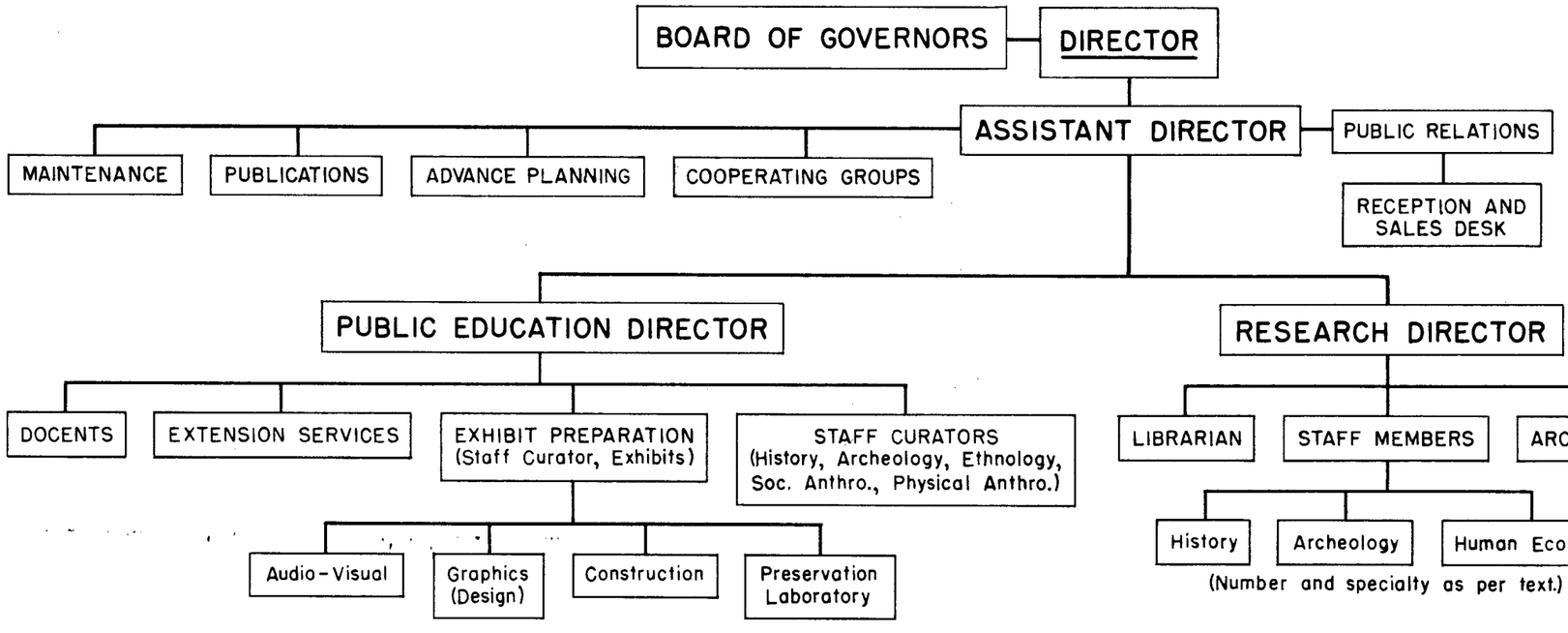


Figure I

the budgeting, maintenance, public relations, planning, relations with and encouragement of cooperating groups, and such essentially minor items as the sales desk, with a Business Manager or Administrative Assistant, concentrating on fiscal and property matters. In addition, the routine coordination of the other two divisions should be a duty of the Assistant Director, who should complete the staff work necessary to free the Director from administration below the decision-making level.

In addition, the Assistant Director would have administrative responsibility for the Publications Section, staffed by at least one professional editor, with such assistance as required as the publications program develops. In addition to the excellent Great Plains Journal, already established as a professional publication and the Great Plains Historical Association Newsletter, it can be predicted that a monograph series will appear, and possibly several different series, devoted to the several disciplines most intimately affected by the Museum's activities. These, and other professional papers, would be the basic products of the Research Division.

Other series should also be considered, as the Museum and staff expand. The inclusion in the printing program of guides to the museum, and to special exhibits, a popular study series for each of the several education groups and museum classes which should be included in the public education program, and press releases prepared by the Public Relations staff, would be added to the Public Education work. In view of the fact that the

Publications Section serves both other Divisions, the best administrative location would be in this Division.

3. Public Education Division

The Personnel should consist of a Division Director, who would have direct charge of subordinate positions including an exhibit preparation staff of from two to nine people, as shown, an Exhibits Curator, and specialists in Audio-Visual, Graphics, Construction, and in Specimen Preservation, each of which is a highly specialized field. Other Curators, in the approximate suggested order of employment, should consist of Staff Curators in History, Archeology, Social Anthropology, Ethnology, and Physical Anthropology. As the Museum grows, a position in charge of extension services--those that go beyond the state boundaries in the form of travelling exhibits and cooperation with other museums in province-wide efforts, as well as university cooperation in educational work, should be added. A staff member should eventually be selected for the handling of school programs, throughout the state and elsewhere, and the Division Director should also be in charge of the training and use of docent, or guide services in the museum proper and as a part of the school and extension programs. This individual would also have the responsibility for museum classes.

4. Research Division

The personnel of this division are less clearly defined as to precise academic backgrounds, with the exception of library

and archives staff members. The Division Chief would of necessity have a background in some field of human science, but would be primarily an administrator in his function with the Museum. In this Division, there would be included at least one professionally trained librarian, with such assistance as necessary to perform all functions related to the Museum Library; an archivist, with professional training to handle all documentary cataloguing, preservation and indexing; and such research personnel as may, in the view of the Director, be desirable in view of existing and proposed research. Minimum staff of the center, once established, would certainly include staff members in the fields of psychology, human ecology, history, archeology, and social anthropology, and ethnology. Provision should also be made for staff positions in paleoecology, representing several disciplines, and including advisory positions.

This staffing should, from the beginning, take into account that the archival material which is planned for acquisition would make the Museum a central point for research by large numbers of scientists from almost all the disciplines which deal with man, and facilities would have to be designed for the efficient and widespread collection and use of this material. Thus, the function of the Division Chief would also include close cooperation with the Assistant Director and Director of the Museum, to examine opportunities for the funding of projects such as those listed in

Appendix B, and close association with the disciplines involved, to develop other worthwhile ways of studying and analyzing the interaction between man and the Great Plains.

PART II

Section I

STAFFING AND RESPONSIBILITIES

INTRODUCTION

Current staffing of the Museum is shown as Appendix A. At present, the staff of the Museum performs virtually all of the work which is scheduled in Part I, Section II. At the current scale of operation, this is not only necessary, but desirable. The close working relationship between the present Director and his staff results in a high degree of efficiency and morale. And since the work referred to must be handled, and there is no one else available, the existing group must scatter their talents through a wide range of activity, from research and archives through public relations.

As the Museum grows, this will become increasingly difficult and increasingly inefficient--and with the growth of the last several years, a high potential for a full range of museum activities, and the assumption of the responsibilities of a modern museum in an expanding community and state, has already been clearly shown.

Growth should nonetheless be gradual and controlled. Employees should be selected as soon as possible for development into the basic divisions of the organization, and those divisions set up as soon as the expansion of funds and space make it possible.

For some years, the positions through much of the staff can be combined to allow for a gradual and efficient development. But the basis of such development is a compartmentalization as soon as the current professional staff can be enlarged from four to eight individuals. Future expansion can then be channeled as funds and opportunity appear.

With this in mind, a consideration of the responsibilities and the staffing of the three divisions can be made. The proposed outline shows the optimum development of the Museum as of the period 1975-1980, at which time a further development of the entire Plan should be considered.

Section II

ADMINISTRATION DIVISION

Office of the Director (Eventual Staffing: Three)

For convenience, the Office of the Director is shown as a part of the Administration Division, although the position is, of course, in overall control of the Museum.

The Director is responsible primarily for implementing policy of the Museum, and for the examination of the activities of the three Divisions to assure himself and the Board of Governors that the means taken to implement the policies are in accord with museum practice, efficient management, and are balanced so that all facets of the Museum are properly developed and managed in accordance with the best opportunities for public service.

The Director should not, as the suggested growth pattern is reached, be charged with the time-consuming minutiae of the everyday operations. His function is executive and never clerical or even low-echelon administrative in nature. He must therefore be free to devote himself to planning and especially to the decision-making process which is his primary job.

He must also keep the members of the Board of Governors informed of plans for museum activities, and must work with them to see that the policy decisions of the Board are implemented. The higher level of institutional relations must be his work, dealing with officials at the state and national level, and the relations and contact with other institutions in the museum field are traditionally his responsibility.

In addition, the personnel decisions are those of the Director, acting on the advice of his staff and the Board of Governors.

All of this adds up to a full-time position, even now. As the Museum develops, and the lesser chores of administration can be delegated, the work load will be the same or increase, but the level of administration will climb markedly.

The staff of the Director should include a stenographer and one clerk typist, as of the time of complete development.

Office of the Assistant Director (Eventual Staffing: Five)

The Assistant Director is also the Division Director for the Administration Division, comprising Museum Maintenance, Publications, Advance Planning, Cooperating Groups, and Public Relations, the last of which also oversees the Reception and Sales Desk.

This position should be filled at about the time the Museum professional staff reaches a level of ten persons, although it should be filled by designation of the responsibilities to one person at a somewhat lower staffing period. The Assistant Director will assume the position of an alter-ego for the Director where necessary, handling matters of administration which do not call for the direct decision of the Director, and arranging staff work to implement performance of the Director's job.

His staff should include a business manager for the museum, when organization reaches a level of complexity calling for a full time employee trained in accounting and fiscal procedure. While the services of a professional auditoring group will be always desirable, and a legal requirement, the operations of the Museum will reach a stage soon where the day-to-day operations should be planned and financially handled by a professional in the field.

Full staffing should allow for an accountant and for a clerk-stenographer for this office.

Maintenance (Eventual Staffing: Four)

The Maintenance Section is responsible for the physical preservation and the development of the Museum and the grounds. It should be staffed in order, with a Chief of Maintenance (now existing), assisted by two caretakers or janitorial employees, and one gardener. There will be, also, seasonal additions to this staff, for handling such aspects of the work as lawn and exterior Maintenance.

Publications (Eventual Staffing: Three)

The Publications Section should start with a Publications Editor, and add a Stenographer-Typist or Clerk-Typist and a Mail Clerk. This Office would work with the professional staff members in all divisions, and would be charged with the technical production

of all Museum publications, which can be expected to include not only the Great Plains Journal, but monographs in the technical fields, as produced by the Research Division, Museum guides, newsletters, annual reports, special items such as invitations, and popular study series for various groups and purposes.

Advance Planning (Eventual Staffing: Two)

This section would devote itself to the constant planning for expansion in physical facilities, personnel, and research, but would also serve the Assistant Director and Director as a budgeting unit, and as a program review group, which would, each year, plan for the years ahead, analyze the performance and current status of existing programs, and review the progress of the past year, as indicated in the achievements of the Museum staff. While this job sounds onerous, and is highly important, the staffing required would be presumably only one planner and/or budget analyst, with one stenographer.

Cooperating Groups (Eventual Staffing: Two)

A separate Section should certainly be prepared to work with the many cooperating units which aid the modern museum. Volunteer assistance in a museum is almost a major survival factor, since the groups who donate time to serving as museum guides, honorary museum aides, volunteer receptionists, and simply committee members also contribute to a favorable image of the museum in the

community. The groups such as the Junior League and the AAUW help the museum maintain standards of adult education, and are a source of much more than unpaid workers. The importance of this activity justifies more than a small section of the time of the Director and Assistant Director. While it verges on both public relations and guide or docent work, it does not precisely fit into either category. Until the establishment of the position, and a stenographic assistant, it could be assigned to the Director of Public Relations.

Public Relations (Eventual Staffing: Five-Seven)

While it is clearly a duty of the Director, (at this time) and the Assistant Director (for a short period after appointment) to attend meetings of civic groups, present programs, write press releases, contact newsmen on significant events, and arrange for photographic coverage of such things, this is obviously a job below the policy-making level. It requires a high degree of craftsmanship, but does not demand the technical background of the higher positions. For this reason, it should be filled with a specialist rather than a professional employee.

The position requires a secretary-stenographer, and since this office should be normally charged with the reception desk, it also should require from three to five sales and reception desk employees, depending upon the amount of volunteer assistance that may be available.

Section III

STAFFING AND RESPONSIBILITIES, DIVISION OF PUBLIC EDUCATION

Division Director (Eventual Staffing: Two)

The Director of Public Education is the third of the four major figures of the Museum. His responsibility is entirely oriented to the museum visitor and to the services extended beyond the Museum grounds. He and his staff must remain more closely in touch with museum practice and techniques, and new developments in the sciences of man, than the Director himself. The Division Director is responsible for constant review of exhibits and programs, and the planning of new activities, plus the arrangements and the training of personnel for all area and extension services. He should, therefore, be trained in at least one of the specialties of the Museum, although a generalized anthropologist could well fit the requirements of the position. He must also be an excellent administrator, since he is in a position of control over a widely scattered field of activities which are both temporally and geographically complex.

A stenographer-typist would also, of course, be needed.

Docent Services (Eventual Staffing: Three-Ten)

Staffing for docent, or guide services, cannot be accurately predicted, hinging as it does upon the degree of reliance placed on volunteer assistance. However, it can be predicted that at least three individuals will be needed on the permanent payroll, to

organize volunteer aid, to step in when individuals do not appear as expected, and above all, to train others in the basic duties of guiding school groups and perhaps giving evening programs both in the Museum and in Elmer Thomas City Park. To this Section, to a lesser extent, will fall duties connected with school programs and extension services, since they will also have some responsibility in training the attendants at extension exhibits and speakers for school work. In short, the oral presentations dealing with the Museum programs are the province of the docent staff.

Extension Services (Eventual Personnel: Five-Fifteen)

There are few limits to the extension services which can be supplied by the modern museum. Basically, they fall into three classes. First, school services--in the form of visits to schools at all levels, with specimens and audio-visual presentations of various sorts, in cooperation with the local and state boards of education. This should not, of course, be confined to local, county, or even state schools. Several museums have existing programs which go far from their actual location. A part of the school services, also, is the school "class visit" to the museum, at which the museum supplies docents to take the visitors through the museum or sections thereof, emphasizing aspects of the museum in accordance with the educational level of the students. With the development proposed for Elmer Thomas City Park, and the

location of an intersection of major east-west and north-south highways, transient educational visits will result in a considerable geographical extension of the Museum's area of influence in public education.

The final service of this field is in the arranging and frequent conducting of childrens' museum classes, in crafts, arts, and in the beginning levels of technical study of the behavioral sciences. The extension of the knowledge embodied in the museum staff and collections is perhaps most valuable here-where the stimulation of curiosity in the young is basic to creating the scientists and scholars of the next generation.

A second field of educational extension is in the travelling exhibits, which take two forms. They may be designed as special exhibits, taking major items of the museum collection and knowledge for display either at other museums or at special events or conventions, from County Fairs to professional meetings. Or they may take the form now so popular in many state museums, of a "museum bus" or museum truck, taking selected display stories to schools and other institutions as a public service.

The third extension of the museum is in the form of adult education groups, both in and outside the museum. Such fine programs as the civic development in Spanish dancing and music, of San Antonio, Texas, were at least partly influenced by the museums of the area. Adult classes in the basics of anthropology, archeology, history and other behavioral sciences, as well as in the fields of crafts native to the area, are other examples common wherever a

museum has a civic conscience and a feeling of its responsibility to help the nation's citizens to more fully understand their heritage and to profit intellectually from the increase in leisure which is one of the most striking developments of American society today. In this regard, Lawton is unusually well blessed with opportunity, thanks to the large reservoir of American Indians in the immediate vicinity, the number of areas which are historically and archeologically significant, and the existence of both professional and amateur local and state organizations with a professional attitude toward the study of both history and archeology.

Exhibit Preparation (Eventual Staffing: Nine)

To the casual visitor, the greatest impact of the Museum will of course be in its exhibits. (For a discussion of exhibit galleries and proposed development, see Appendix B). Frequently, a visit to a museum is a deciding factor in the support of external activities of the museum by local people. This section must, then, be staffed to produce exhibits which will rank with any in the nation.

The Staff Curator, Exhibits, is in general charge of the technicians and artists who do the actual planning and the construction and maintenance work to assure that both the exhibits and the study collections are a credit to the institution. The fields of these technicians should be Audio-Visual, Graphics or Design, Construction, and Preservation.

The Audio-Visual Specialist should be experienced in the electronics fields necessary to create and control effects of light and sound, from the basic lighting plan for an exhibit or an exhibit hall to the most complicated coordination of light and sound. He must also keep abreast of developments in these fields, to be of maximum assistance to the Exhibits Designers, or Graphics Specialists, with whom he must work very closely in preparing exhibits. He also would be in charge of the maintenance of the audio-visual features, once they were installed. This may include, in the future, taped guides to the exhibit halls, constructed to enable the visitor to carry a rental receiver or a plug-in set of earphones for a fuller exposition of the exhibit material than is allowed by the visual presentations. Such guides are in use in many major museums, including the American Museum of Natural History and the Colorado Museum of Natural History.

The Graphics Specialists, or Exhibits Designers, should number at least two, to allow for the planning and the modification of exhibits, since an exhibit replacement each 10-15 years is the optimum in current museum practice. Their background should be in art and/or design, and such courses in education as may be acquired. They will work closely with both the A-V Specialist and the Staff Curator responsible for the exhibits in plan, and are responsible for the creation of the Exhibit Plan and careful coordination with the actual construction team in the building and installation.

The Construction Team should include three or more, including individuals with a craftsmanlike approach to electrical work, cabinetry, and painting. At least one should be capable of producing lettering of the highest quality, and at least one other should be capable of line drawings and other forms of illustration.

The Preservation Specialist completes the team, with his responsibility for insuring that specimens are evaluated as to condition when received, are properly fumigated and cleaned, and stored to prevent deterioration. He must be knowledgeable in the fields of metals and fabrics, wood and leather, and must be able to clean and protect all forms of historical and archeological specimens, and, where necessary, to restore missing parts of some specimens in the materials and in the spirit in which they were originally created.

Staff Curators (Eventual Staffing: Eight-Ten)

This staff should consist of five professionals, in the fields of History, Archeology, Ethnology, Social Anthropology, and Physical Anthropology, added to the staff in approximately that order. The stenographic demands would vary from three to five, as work load requires.

The Staff Curator in each of these fields would be responsible for the technical accuracy of the exhibits and all other presentations in the extension services' programs, and would also double as the docent for special groups visiting the Museum. In addition, he would be presumed to be capable of writing actual texts for exhibits

and museum guides, and all popular productions of the Museum, working closely with the staff members of the Graphics group and the Publications Section. The responsibility for absolute accuracy is thus the basic responsibility of the Museum to the people it serves.

Section IV

STAFFING AND RESPONSIBILITIES, DIVISION OF RESEARCH

Division Director (Eventual Staffing: Three)

The Division Director has the responsibility for the staffing, programming, and advance planning for research facilities and projects, working with his staff and the Assistant Director, and most closely with the Advance Planning Section. He is in charge of the research facilities, including the library and archives, and the laboratory.

He should be a scientist recognized in one of the behavioral disciplines, with considerable administrative ability. He must be able to evaluate proposals, with the help of his staff, to evaluate results and implications of completed projects, and to ascertain where opportunities in the research field exist which might be significant to the understanding of human and natural interaction in the Great Plains.

It is his responsibility, further, to see that contacts are made with scientists who wish to use the research facilities and to plan ahead for full use of the facilities by Museum personnel or by others on temporary projects. The donation of these facilities by the Museum to non-staff members can be expected to play a major part in the development of knowledge of the Great Plains, as it has at the Museum of Northern Arizona.

For this position, a stenographer and at least a part-time typist are necessary assistance.

Library (Eventual Staffing: Three-Five)

Although some voluntary assistance may be used in the library, affecting the staffing to a limited degree, the librarian should be well into the graduate level as a professional in library science, an historian trained in archival work, or both. The facilities of the library, including microfilm library material and the whole range of publications on the Great Plains, from historic times to the present, demand the highest qualifications, in the librarian and at least one assistant, with advanced training in cataloguing and methodology.

Archives (Eventual Staffing: Three)

The archives differ from the library in that they should be staffed entirely with permanent personnel. The documentary material of the Great Plains must be handled with the care of professionals. As this section grows, it can come to be one of the primary reference points to everyone seriously studying man and the Great Plains, and the manifestations of human behavior. The preservation of letters, diaries, economic records, and other highly perishable primary sources, and the controlled use of these items, plus the possible editing for publication of some materials, is not an easy thing to handle, and requires a combination of librarian, historian, and sometimes antiquarian which is hard to find, but necessary to preserve the documents without limiting their availability to students.

Staff Members (Eventual Staffing: Twelve-Twenty)

To guide the research programs and in many cases to perform basic research, a number of staff members are necessary. Basic additions to the staff should include a permanent historian, archeologist, ethnologist, human ecologist, social anthropologist, physical anthropologist, and eventually a psychologist, and economist, at least a part-time paleontologist, and perhaps additional staff members in the disciplines listed above. These, with their secretarial help, would constitute one of the main reasons for having an educational institution.

Growth, past the initial group, would almost have to be a matter of chance. Opportunities such as the participation in the Archeological Salvage Programs sponsored by the National Park Service, in cooperation with other agencies, would unquestionably add to the archeological staff at an early date. Institutions qualified to perform and publish on archeological research cannot keep up with the destruction of prehistoric remains which is now taking place as reservoirs, superhighways, and urban developments continue to expand. Grants from such groups as the National Science Foundation for projects in basic and applied research can also be expected to contribute a great deal to the growth of the Museum as a scientific institution. A brief consideration of the projects outlined as a beginning in research by the existing Museum staff, in Appendix D, offers only a glimpse of the many research possibilities inherent

in the conception of the Museum itself. While growth to the level of the Stanford Institute of the Behavioral Sciences should not be contemplated, eventual expansion to a size at least equal to the development of the Museum of Northern Arizona should be the aim of the next ten to fifteen years. The tie of knowledge to the development of the Museum as an educational institution is obvious, and requires no expansion.

PART III

Section I

PROPOSED PHYSICAL FACILITIES

General

The development of adequate physical facilities for the proposed Museum as of 1975-1980 is dependent, of course, on the acquisition of considerable sums of money. This implies that an immediate growth of physical plant, or even a single-stage development, is highly improbable. For this reason, it is suggested that the initial step towards the development be the contracting of a physical Master Plan, showing how the proposed physical plant can be developed in gradual increments. Once the architectural development is shown, with suggested increments which can be constructed in an orderly fashion, and possibly used for differing functions as the growth continues, a basis for seeking funds will be available.

The present building, with sections now devoted to storage but easily converted for greater exhibit space, is very well planned in this regard. Virtually every foot of the present building can be utilized for several different purposes through a growth period, without excessively expensive conversion at any time. Further development should follow the same line.

The space requirements for the finished Museum as of 1975-1980 are shown in detail in Appendix C. The total for the basic museum activities, about 50,000 square feet of floor space, includes the

basic needs for the staffing as outlined in Part II. It does not, however, include certain other sections which have been the subject of discussion with the Museum staff and members of the Board of Governors, nor does it include the proposed outdoor exhibit areas and public use features. These will be considered in Part III, Section II.

Division of Administration (Total Space: 5,100 sq. ft.)

Basic space requirements are listed in Appendix C. The allowances for the administrative offices and secretarial and janitorial space are based on comparable work spaces in the National Park Service visitor centers and administration buildings. Closets are included in the overall floor space of offices. Inclusions not allowed for, but left to the province of the architect designing the building modifications, are lobby space, floor space for circulation, and rest rooms. These will necessarily modify the totals for the building.

The only feature which might require elaboration in the administrative work space would be the conference room. It is suggested that this room be designed for use as a meeting room not only for staff conferences, but as a "Members' Room" for the Museum, with a separated alcove similar to the kitchen alcove in the existing Museum building, and that the placement of the room be set accordingly by the architect. Furnishings could thus be provided for both purposes.

Division of Public Education (Total Space: 21,415 sq. ft.)

Virtually all of the space provided in this Division will be utilized, at various times, for the public activities of the Museum. The design of the "backstage" sections should be in a form so that they may double as museum classrooms for childrens' and adults' study classes and work groups when not in service for construction of exhibits. The one exception should be the study collection storage area. Humidity and temperature should be completely controlled throughout the entire section.

Here, also, circulation areas and rest rooms are left to the architect's planning. Only the work space is proposed. Closet spaces are included in total floor space.

The mass of space is the exhibit halls, totalling approximately 12,000 square feet. This is stated in the Plan as on a basis of 1,500 square feet per hall, but of course, the average should not be held as limiting the exhibit halls to this amount. A reference to Appendix B, Exhibits Proposed, will show that the sizes of the various sections will have to vary considerably.

Two other sections, not listed in the Plan but proposed by the Museum staff, with a discussion of the needs and priorities of each, are included in Part III, Section II. These are the auditorium and the outdoor exhibit and use areas.

Research Division (Total Space: 22,605 sq. ft.)

This space proposal is based upon equivalent research space in other museums and in National Park Service research areas. Examples of such developments may be found in the Arizona State Museum building, where recent developments have allowed the expansion of the Department of Anthropology of the University of Arizona to develop adequate faculty and student research space, and in the Museum of Northern Arizona Research Institute, where a number of related buildings are utilized. These examples are among the most modern in the nation, and offer much better research capabilities than in most of the buildings of older museums, where expansion has been limited because of urban property values and possibly because of uninformed planning in the original buildings. In the American Museum of Natural History, for instance, the earlier development appeared to be ambitious, and even grandiose. Fifty years of museum development and expansion have rendered a great many of the research facilities inadequate. The Museum of the American Indian, Heye Foundation, also in New York City, has been forced to place large parts of its collection in a separated storage building, because of limited space in the original structure.

For this reason, the facilities planned are set to include all necessary sections for research, with frequent doubling of uses possible and practical. This will allow for the expansion of the research staff to the extent visualized in Part II, Section IV. If further expansion becomes desirable at a later date, allowances for space must be given a high priority.

Section II

PROPOSED ADDITIONS NOT COVERED IN THE SPACE PROPOSALS AS DISCUSSED ABOVE

Auditorium

During the discussions which prompted this paper, the staff of the Museum and members of the Board of Governors mentioned a possible auditorium addition to the existing building. The discussants in the National Park Service had the following thoughts as to the desirability and necessity of this addition.

First, a major auditorium is clearly not necessary nor desirable, since the close proximity of the McMahon Auditorium, immediately to the west of the Museum and seating enough people for major cultural and civic activities fills this need for the City of Lawton.

However, there is a clear need for a larger seating capacity than that provided in the McMahon Room of the Museum, since museum programs and special events could well support and utilize a seating capacity of up to 400-500 persons. Such an auditorium would not be too large for audio-visual programs presented to school groups and to summer visitors, and would serve for more formal museum functions. In addition, facilities for the staging of little theatre productions do not seem to be otherwise available in the community, except in school auditoriums. Cultural film programs play a large part in the programs of such institutions as the Taylor Museum of the Colorado Springs Fine Arts Center, and

would be a source of considerable support and revenue to the Museum, as well as a community service.

The auditorium could also serve as an adjunct to the outdoor programs during the summer months, which should have indoor space available in times of inclement weather.

For these reasons, it was felt that a small auditorium would be advisable, if it could be fitted into the development plan in a manner satisfactory to the Museum staff and Board of Governors. Space requirements and priority should be the province of this group and the architect, but adequate dressing rooms, stage large enough for small musicals, closely associated rest rooms, and separate entrance arrangements should be considered essential to the development.

Outdoor Exhibit Areas

The existing outdoor exhibit area, including at the time of the study a covered section along the north edge of the outside court and a lawn section, would be adequate for most needs. The proposal that the remada, or covered shed, be utilized for exhibits of the development of such specialized agricultural implements as the sod-buster plow seemed to the review group to be an excellent idea. No such exhibit now exists except in primitive form in one or two commercial corporation "museums," and the effect the Great Plains had on agricultural technology is certainly of significance in the overall story. This space, however, should be not only

retained, but planned in a manner to permit additions, since the extent of the machines which would have to be considered is quite large.

The second suggestion made for extensive use of the outdoor space was the recreation of a typical railroad station, built around and including the engine now on display. This, also, appeals greatly to the historian, and since the railroad itself did a great deal to affect the Great Plains, it seems that this recreation would be of considerable interest and interpretive value to future inhabitants of the town of Lawton, and to visitors to the Museum. In view of the proximity of the existing exhibit to the Museum, and the need for space additional to the current building, some shift would certainly be necessary in the location.

Outdoor Program Areas

For both travelers and local people, one of the most effective interpretive programs of the National Park Service, even in urban areas such as Washington, D. C., is the outdoor program, held in the early evening and designed to elaborate on facets of the environment which cannot be given concentrated attention in the Museum proper. The development proposed for Elmer Thomas City Park will tend to concentrate travelers in the Museum vicinity, and an opportunity is hereby afforded the Museum to contact a great many people in one of the most effective ways possible.

The educational value of these programs is significant. It offers not only a chance to meet people on a less formal plane than in the Museum, but an opportunity to enlist visiting scientists into a popular program, and a place where live groups, such as Indian dancers, may serve to change the stereotypes of television and the motion pictures to a more accurate understanding of the form and purpose of their activities. A small outdoor amphitheatre, seating from 150-250 people, can serve admirably in this regard, and would be a worthwhile investment in future Museum programming. In the National Park Service, it is not infrequent to find that casual visitors, influenced by these programs at spots such as Mesa Verde National Park and Grand Canyon National Park, extend their stay in the vicinity, and take advantage of activities and features which they otherwise would ignore.

The setting of such a program, looking generally north and east towards the less developed sections of the vicinity, could very well be an effective visitor experience in itself. In any case, programs such as this could have an economic effect in persuading travelers to plan on the Lawton area as a stop on future trips through central Oklahoma.

This would also be a use for the Museum auditorium, since in times of inclement weather, the programs could easily be shifted indoors.

Elmer Thomas Park Developments

As mentioned earlier, the setting of the Museum, and the open, Plains-like environment of Elmer Thomas Park offer an opportunity for museum extension which few museums, and almost no metropolitan museums, can boast. The Museum and the City of Lawton, and to a lesser extent, the officials of Fort Sill, all have an interest in the maintenance of the existing scenic situation, as discussed in Mr. Haskins' report.

With modern media of display, outdoor exhibits can be constructed in quiet, permanent or near-permanent form, to present plant identifications and to identify plant communities which even though common to the Plains, are all too often unknown to the modern inhabitants. Interrelationships between plant groupings, the effects of excessive use by man or animal, the utility of these plants, in Indian terms, in modern terms, in terms of the biotic relationships and in terms of erosion control--all of these factors can be vividly shown in a context such as the Park. In addition, trails through and around the Park are so designed that in many places, assuming no encroachments on the overall integrity of the Park or the adjoining Fort Sill natural area, the strolling visitor can be brought to plant-framed vistas which will be the equivalent of a move back in time to the Plains of a century ago. No context of plant presentation is as effective as presenting the plants in a position and association of

historic reference. The contribution to the visitor is obvious--the contributions to the City are discussed more thoroughly in Mr. Haskins' presentation.

To properly develop the interpretive marker program for the Park, it is suggested that the Museum and the City reach a contractual agreement, whereby the Museum has the responsibility for developing and installing the markers and exhibits, and for maintaining and replacing them for such time as the Park is preserved in a natural or quasi-natural state. This program should be implemented as soon as possible, to preserve this micro-climate and to demonstrate the utility of the Park as an area explaining the Great Plains to the local resident and the traveler. And, it might be added, to demonstrate to local merchants and citizens the economic value of an oasis near the junction of major highways, serving not only to slow travel through the area, but to encourage overnight visits and special trips to what should become a major local attraction. Otherwise, well-meaning but unfortunate developments of the Park could conceivably intrude to the point of destroying this opportunity for a lasting emotional and educational contribution to the community and the traveler.

Art Museum

Also mentioned in the discussions preceding the preparation of the Master Plan proposal was the possible addition of an art museum section to the Museum.

This was met with almost universal opposition by the discussants in this Office, following this line of reasoning:

First, entry into the field is an extremely expensive process. It would entail the initial outlay of several hundred thousand dollars, to provide the special facilities for adequate gallery and storage space. The acquisition of collections would be costly, and the expense of cleaning and repair of collections, especially donations long held in private collections, makes it difficult to create even a basic collection without beginning to accept the work of local artists, which is all too often below the standards of production which merit display and continuing care.

In addition, the cost of even minimum staffing of an Art Museum would entail not only a major curatorial position, with at least one professional-level assistant, but also would require guards and other operating personnel. Even with controlled temperature and humidity throughout the existing and proposed buildings, a separate system might well be required to maintain an absolutely stable environment. If a major gallery should be developed, special and expensive storage facilities for undisplayed material would be required. This, with the services of at least a contract preservator--whose costs would certainly exceed the salary of the Director of the entire Museum--make the proposal one which should be very carefully analyzed, and discussed with directors of other art museums, before definite steps are taken.

Second, it was felt that adequate display space for small collections, pertinent to the history of the Great Plains, could be easily provided in the circulation areas and lobby, and in the hall expressly reserved for temporary and travelling exhibits.

Third, the existence, in Oklahoma, of the Gilcrease Institute, and of the Amon Carter Museum in Fort Worth, would drain off the philanthropical support which is needed for the success of a major art museum. And since both these institutions are liberal with their travelling exhibits, and are within the travel range of many Lawtonians, their collections would seem to meet the needs of the local surrounding areas, and might well be partially utilized in the form of temporary exhibits.

This does not, of course, mean that the collection of pertinent art should be discouraged. But entry into this field would seem to be a matter which should wait until the development of the Museum in other aspects has progressed to the extent outlined here.

PART IV

Section I

GUIDELINES FOR DEVELOPMENT

Staffing and Physical Facilities

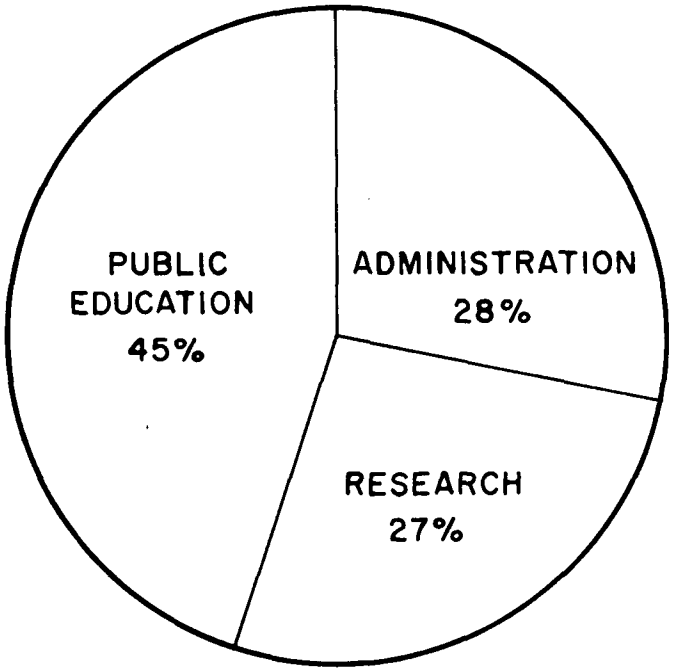
Figure 2 shows the approximate relationship, in terms of both personnel and physical plant, which is proposed as of 1975-1980, and presented in the Plan.

It was the feeling of the discussants that the ratio of development shown here, as of the achievement of the Plan, should also be the ratio throughout the development period. In general, the personnel ratio should achieve, and be stabilized, at approximately 25-30% Administration Division, 25-30% Research Division, and 40-50% Public Education Division. Space requirements should allow for 45% each for the Public Education and Research Divisions, 10% for the Administrative Division. As discussed in Part III, this ratio is an estimate, based on the casual analysis of other museums.

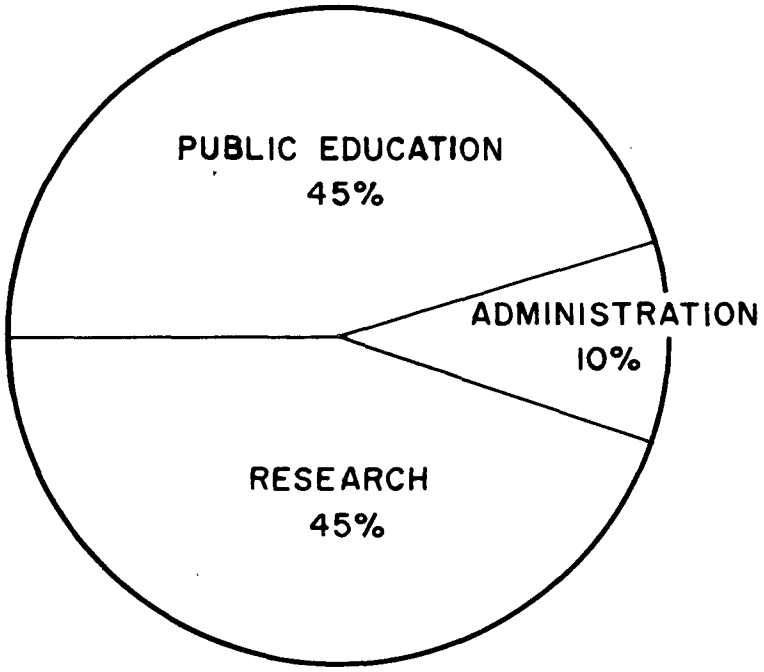
Development and Expansion of Collections

The collections of the Museum are small but are already showing excellent quality, thanks to the careful acquisition policies already in effect. Nonetheless, one or two reminders of the dangers inherent in museum expansion should be voiced.

SUGGESTED DEVELOPMENT RATIOS 1963-1980



PERSONNEL



PHYSICAL FACILITIES

Figure 2

First: Accept no specimens which are donated on a qualified basis--such as required display or permanent position in the museum or the collections.

Second: Accept no loans, except for temporary use and special display.

Third: Accept only those specimens which can be properly cared for with the facilities available.

Fourth: Accept only those specimens for which a use can be planned, either in the study collection or in the proposed display sections, or future modification of the displays.

Fifth: Accept only those items which are pertinent to the story of the Great Plains, or which have an interpretive significance which can illustrate a part of that story.

Sixth: Continue the plan of having a Heritage Fund, to provide a channel whereby friends of the Museum can contribute directly towards the purchase of particularly rare and expensive specimens needed to round out the collection.

Seventh: Assign the staff of the Division of Public Education, at an early date, the project of listing in detail and in priority the items needed to round out the comparative and display collections of the future exhibits, and try to establish an advance fund in the exhibit planning category to allow for the advance acquisition of items which will be needed. It is a truism of museum exhibition that specimens purchased in a hurry are unnecessarily expensive specimens.

Archival Collections and Development

The development of the archival collections should perhaps start with a survey of available materials in other State Historical Society collections, and in municipal libraries, both inside and outside the Great Plains. In many cases, archival material of significance to the Museum will also carry considerable significance to particular states and industries, who are also in the process of building reference collections. Where possible, extremes of competition should be avoided, but the most important considerations--preservation and availability to the public inside the Great Plains--should be kept in mind.

A survey of other holdings, and the development of working agreements for the loan and exchange of materials with groups such as the State Historical Society of Wisconsin and the Detroit Historical Society, will pay double dividends in that it will not only make available the holdings of other institutions, but will also assure the Museum and Research Center of early consideration when other institutions are weeding out collections or changing their fields of specialization.

Extensive microfilming of pertinent materials from other institutions should be started as soon as practical, and facilities should be available in the Research Center whereby microfilms of documents in the collections can be made readily, for exchange with other archival centers. The recognition already given the Museum as a repository for the USGS has placed the Museum on a professional footing, and will make relationships with other archival libraries easy to establish.

APPENDIX A

MUSEUM STAFF - 1962

Administrative and Curatorial Staff:

	Man Years
Director of Museum	1
Curator of Library and Archives	1
Curator of History and Anthropology	1
Chief Exhibition Preparator	1
Secretary-Receptionist-Bookkeeper	1
Maintenance Supervisor and Construction Craftsman	1
Part-Time Employee Service	.5
Total	6.5

Breakdown:

Professional	4 Man Years
Other	2.5 Man Years

APPENDIX B

EXHIBITS

The following listings of exhibits follow the proposals of the Museum staff, as outlined to the discussant group. The general outline, however, has been modified to include a series of features which the discussants felt desirable, both in overall organization and in extended coverage.

Indoor Exhibit Galleries

1. Orientation Area

The existing orientation case should be extended in coverage to provide a more definite synopsis of the Museum and the emphasis to be followed. The existing case is especially well placed for an audio-visual presentation, and with the addition of material emphasizing the adaptive features of life on the Great Plains should serve well to acquaint local and visiting viewers with the geographic extent and a few of the more spectacular developments of the adaptation.

2. First Exhibit Gallery: The Plains as a Region

The first exhibit gallery is to be concerned with the Plains as a Region, explaining why and how it differs from the regions to the west, and especially, to the east, and to demonstrate how both flora and fauna have become adapted to a Plains environment.

The following case ideas might be developed for this area:

1. The adaptation of Flora to the present Plains environment.

2. The adaptation of Fauna to the present Plains environment.
3. Climatic aspects typical of the Plains.
4. Panel: New maps of the Plains, including Canadian Plains.
5. Panel: Diagramatic treatment of the forces that make the Great Plains a Semi-Arid region.
6. Panel: Great Plains Landscape. Photos similar to ones up on the Central Plains Landscape.
7. Panel: Graphic definition of Semi-Arid and Humid.

3. Second Exhibit Gallery: The Plains Indian and His Adaptations

The second general area focuses on the Prehistoric inhabitants of the Plains, pointing out how they utilized what nature provided in order to live on the Plains, from the Paleo-Indian up through the period of the true Horse Nomads.

We might also point out how woodland tribes that became Horse Nomads were forced to adapt in order to live on the Plains.

It will also be possible to emphasize the effect of mobility on cultural achievement, and as a defensive mechanism.

It is felt that while this area should focus on all eleven of the true Plains Indian tribes, demonstrating the points in common in their cultures, it still should be possible in time to acquire enough items to have exhibits dealing with just one tribe at a time.

The following cases are suggested as a means of attaining these goals:

1. Paleo-Indian. Diorama with mammoth in arroyo, hunters attacking. Text to point out that these people were perfectly adjusted to Plains life, as long as there was plenty of big game, which depended on the climate.
2. Paleo-Indian. Case using matrix-block, reproduction of the points, and diagram showing the relationship of the block to the whole skeleton.
3. Paleo-Indian. Stone heads from Frederick.
4. Prehistoric. Archaic Hunters and Gatherers. Use baskets, nuts, herbs, stone tools, bone tools. Text to show how they existed in the Plains environment.
5. Prehistoric. Plains Farmers. Use grass house and earth-lodge models, pottery, stone and bone tools. Text to show and tell significance of horticulture. Could use three or four cases to do this.
6. Plains Indians. Scale models of Indians on Horseback, with map to indicate their range at time of contact, naming the eleven tribes.
7. Plains Indians. Case pointing out the importance of the Horse, as a means of transportation, symbol of status and wealth, companion, and the source of mobility that made it possible for them to dominate the Plains.

8. Plains Indians. Case pointing out the importance of the Bison, illustrating the use of all parts of the animal in their daily life, exhibiting items made from parts of the bison.

9. Plains Indians. Case using model of Tipi, indicating how this house type is a nomadic adaptation fitted for the windy Plains.

10. Plains Indians. The Indian Horse and Horse Accoutrements, with weapons that were adapted for use on horseback.

11. Plains Indians. Panel showing the spread of the horse into the New World, together with a statement of the different concepts of horse-usage between Spanish and Northern Europeans.

12. Plains Indians. Clothing, with a statement concerning the use of decoration by painting, by quilling, and the later use of beads. If the clothing, small pouches, etc., of many different tribes are utilized, then we could note the differences in tribal ornamentation. If all items are from the same tribe, then the focal point would be the decoration and methods employed.

13. Plains Indians. Artistic motivation. The decoration of objects with quill, bead and paint, and by carving.

14. Plains Indians. Containers. Pouches, bags, and Par Fleche. How these are adapted to the life of a Nomad.

15. Plains Indians. The Artist-Historian. Use of paintings on hides, etc., to capture events and record the passage of time. The use of pictographs and petroglyphs.

16. Plains Indians. Religious Expression. Use of objects used in ceremonial way to point out the beauty of their religious beliefs. Vision-quest and its importance.

17. Plains Indians. Religious Expression. Use of bundle-burial to explain mortuary practices and belief in an after life.

18. Plains Indians. Religious Expression. Use of drum, rattles, etc., to indicate the nature of religious expression in singing and dancing, as well as the social nature of dancing.

19. Plains Indians. Magico-religious doctoring. Use of shaman's tools to help explain the role of the Shaman in the Plains Indian culture.

20. Plains Indians. The development of Sign Language and its significance as a method of communication on the Plains. Along with this, mirror communication and signal smoke.

4. Third Exhibit Gallery: Contact and Conquest

The third section is primarily oriented toward an understanding of the period from the first Spanish expedition into the Plains through the first years following the Louisiana Purchase.

It will demonstrate the reasons for Spanish, French, British, and American interest in the Plains. It is the story of the explorers, traders, trappers, the Mountain-Plainsmen, and the Military exploration of the Great Plains.

The following panels and cases are suggested for this section:

1. Panel on "Four Flags Over the Plains," illustrating the Spanish and French domination of the south, the British domination of the north, and finally, the Louisiana Purchase with its political and economic repercussions.
2. Spanish. Miniature diorama of Spanish expedition to represent one of the Spanish entradas. Text to explain why the Spanish approach could not succeed on the Plains.
3. Traders and Trappers. "The Fur Trade" case, dealing with some of the items traded by the Fur Traders.
4. Mountain-Plainsmen. Panel with pencil drawings of some of the famous out-wanderers, such as Hugh Glass, Jed Smith, Jim Bridger, and others, together with information on what they were doing and why.
5. The Fur Trade. Case or panel dealing with the competition between the big Fur Companies.
6. Military Exploration. Panel with pictures of some of the famous early American military explorers, such as Pike, Lewis and Clark, and others, showing their routes of march and their discoveries.

that there is no well-developed system of transportation from north to south on the Great Plains.

This section will demonstrate the processes of adaptation to a Plains environment that took place, first in Texas, as Americans became Texicans.

It will illustrate the following concepts developed as a means of living on the Plains; the initial attempts, the failures and finally, the growing opportunity for greatness.

1. The Horse as the Key to the Cattle Industry. The text will show horseback herding as an invention of the Plains country, which made the herding of large herds of wild cattle possible.
2. The accoutrements of the cattlemen (present exhibit).
3. The Buffalo Hunters. The need to destroy the bison to get rid of competitors for grass. It should also point out how this extermination of the bison made it possible to subdue the Plains Indian by destroying commissary.
4. The Civil War. The effect on the cattle industry by allowing vast herds of wild cattle to develop.
5. The Civil War. The political effect of the slavery issue in the Plains.
6. The Railroad. The cattle industry and the drives to the railheads. (Case w/track, tools, etc.)

7. The Railroad. The growth of the railroad and its influence on the settlement of the Plains.

8. Cattle Industry. The Big Spreads---their fight for land, as well as competition with the farmers.

9. Land Distribution. Case illustrating how the land was divided and distributed. (Be It Enacted...)

10. Lawton Opening. How Lawton was formed, as an example of the methods used in other areas.

11. Sod-Busters. The fallacy of humid-zone farming in a semi-arid region. The "throw-away" of tools and concepts using the "Georgia Stock"as a good example, text to tell of the others. Use of the Sod Plow, a Plains invention to illustrate adaptation.

12. Sod-Busters. Plowing up the Plains. The fallacy of plowing up all the ground-cover in a semi-arid region. The results in times of drouth. "Dust-bowl Days."

13. Sod-Busters. The adaptations. The utilization of the principles of dry-land agriculture.

    A. Sod houses.
    B. Windmills to draw water.
    C. Barbed wire to fence land, keep out cattle.
    D. The lister, rod-weeder, and subsoiler.

14. Medicine. The Frontier Doctor.

15. The Law and the Lawless.

    A. Gamblers and Fancy Women.
    B. Lawmen of the Plains.
    C. Law and Order. Lawton burns gambling devices.

16. Commerce. Stage lines, freight haulers, railroads.

    A. Wells and Fargo.

17. Commerce. The discovery of oil.

18. Plainsmen's Politics. Typical minority group behavior as expressed in the rise of political ideas on the Plains as an expression of the fallacy of applying eastern, humid area laws in a Plains environment.

6. Fifth Exhibit Gallery: The Continuing Adaptation of the Plainsman, and the Future of the Great Plains.

This section should deal with the present, showing the fruition of the settlement efforts of the past, and allowing from 8-10 cases to present, in graphic terms, the Emergence of the Modern Plainsman. Suggested topics for cases are:

Economic adaptation to the Plains, as in agriculture.

The need for Regionalism -- a graphic definition.

Industrial growth on the Plains Proper.

Transportation and Communication.

The political History of the Plains.

The Promise of the Plains--Cultural Achievements.

7. Sixth Exhibit Gallery: The History of Comanche County, Oklahoma, and Selected references to Fort Sill History.

Again, from 10-12 cases showing, possibly with cross-references to the Settlement and Technology section, the particular history of the immediate area. Case content and definition of the emphasis must be left to the Museum staff.

There are also a number of cases concerning the Indian Wars that should be interspersed among the foregoing cases, so as to present a balanced picture of the way in which the land became available for settlement.

1. The Indian Wars. Hot tempers and Broken Treaties.

   A. The Army on the Plains. Invention of the heliograph out of Indian sign language and mirror-signals.

   B. The Army on the Plains. The Reservation Plan.

   C. The Last Warriors. Photos of famous Indian Leaders explaining why they fought.

   D. The Last Battles. Palo Duro, Wounded Knee, Black Kettle, Little Big Horn. Explain the difference between a battle and a massacre.

   E. The Ghost Dance...The last expression of defiance.

   F. Famous Treaties. Medicine Lodge, etc., with notes on such infamous acts as perpetrated by the Jerome Agreement.

8. Temporary Exhibit Gallery

An area of not less than 1,500 square feet of floor space should be reserved for the temporary and loan exhibits which are a part of every modern museum. Approximately 200 such exhibits are available, from commercial and museum sources, each year, and the display of such items, in conjunction with special museum programs, is a valuable contribution to the community. During periods when loan exhibits are not on display, this section could be utilized for cases showing recent acquisitions and set aside for such art displays as may be desirable, from the Museum collections and local sources.

APPENDIX C

Space Requirements

I. Administration

Office of the Director:

Office: 400 Square Feet

Secretary: 250 Square Feet

Conference Room: 700 Square Feet

Total: 1,350 Square Feet

Assistant Director:

Office: 300 Square Feet

Business Manager: 250 Square Feet

Secretary: 200 Square Feet

Secretarial Supplies: 100 Square Feet

Total: 850 Square Feet

Maintenance:

Supply Room: 250 Square Feet

Office: 150 Square Feet

Eight Cleaning Closets: @ 30 Square Feet - 240 Square Feet

Total: 640 Square Feet

Reception and Sales Desk: (Note: This should be exclusive of lobby area and entrance halls, etc.)

Receptionist: 150 Square Feet

Sales Desk: 150 Square Feet

Sales Stock Storage: 150 Square Feet

Total: 450 Square Feet

Publications:

Office: 360 Square Feet

Secretary: 400 Square Feet

Mailing Room: 300 Square Feet

Total: 1,060 Square Feet

Additional Offices (Advance Planning, Cooperative groups) to be added in lower priority

Two Offices: 300 Square Feet each - 600 Square Feet

Two Secretarial Offices: 200 Square Feet each - 400 Square Feet

Total: 1,000 Square Feet

II. Public Education Division

Division Director:

Office: 400 Square Feet

Secretary: 225 Square Feet

Chief, Extension Services, Office: 250 Square Feet

Chief, School Programs, Office: 250 Square Feet

Common Secretarial Office: 300 Square Feet

Chief Docent's Office: 300 Square Feet

Docent Room: 350 Square Feet

Total: 2,075 Square Feet

Exhibit Areas:

Eight Major Exhibit Halls, 1,500 Square Feet each - 12,000 Square Feet

Exhibit Preparation:

Office of Staff Curator, Exhibits: 360 Square Feet

Workroom-offices for four assistants: 400 Sq. Ft. each - 1,600 Sq.F

Exhibit construction and assembly area: 1,000 Square Feet

Materials storage area: 600 Square Feet

Specimen storage areas: 2,500 Square Feet

Paint Room: 300 Square Feet

Fumigation Room: 150 Square Feet

Vault: 300 Square Feet

Darkroom and Photographic Studio: 480 Square Feet

Total: 7,340 Square Feet

Staff Curators:

Offices for five staff curators: 300 Sq. Ft. each - 1,500 Square Feet

Secretarial space, divided or combined: 1,000 Square Feet

Laboratory space: 1,500 Square Feet

Secretarial stores and supply: 100 Square Feet

Total: 4,100 Square Feet

III. Research Division:

Division Director:

Office: 400 Square Feet

Secretary: 225 Square Feet

Conference Room: 600 Square Feet

Total: 1,225 Square Feet

Librarian:

Office: 300 Square Feet

Secretarial work space: 600 Square Feet

Microphoto and Tape Booths (shared with archives): 12 at 100 Sq. Ft. - 1,200 Square Feet

Receiving Area: 200 Square Feet

Stacks: 4,000 Square Feet

Total: 6,300 Square Feet

Archives:

Archivist's Office: 300 Square Feet

Secretarial work space: 600 Square Feet

Receiving area: 300 Square Feet

Records Area: 3,500 Square Feet

Photographic Section: (to be shared with library) 400 Sq. Ft.

Total: 5,100 Square Feet

Staff Offices:

Six professional staff offices: 250 Sq. Ft. each - 1,500 Square Feet

Secretarial areas, divided or combined, total: 750 Square Feet

Comparative Study Collection Area: 3,000 Square Feet

Archeological Laboratory: 800 Square Feet

Ethnological and Historical Specimen Laboratory: 450 Square Feet

Physical Anthropology Laboratory: 400 Square Feet

Interview Booths, six at 250 Sq. Ft. each: 1,500 Square Feet

Equipment Storage: 1,000 Square Feet

Photographic Studio and Darkroom: 480 Square Feet

Total: 9,980 Square Feet

Total Suggested Space Provision:

Administration:	5,350
Public Education:	21,415
Research:	22,605
Total:	49,370 Square Feet

(To this, lobby space, rest rooms, circulation areas will add from 2,500 to 4,000 Square Feet.)

APPENDIX D

RESEARCH PROPOSALS

General Comments

Most of the following projects have been outlined by the persons now most familiar with the existing research situation on the Great Plains--the staff of the Museum themselves. Certain modifications have been suggested by the discussants and reviewers of the Master Plan, and certain emphases changed.

One program in archeology was especially emphasized in terms of immediate participation. This is the Archeological Salvage Program of the National Park Service and cooperating agencies. This involves the archeological survey of areas due to be destroyed by reservoir or Federal Highway Program construction, the excavation and testing of selected sites in the threatened area, and the publication of the results of the work. With the existing staff or the addition of only one or two personnel, the Museum could probably enter into this work as early as sometime during 1963.

The coordination of projects in the several disciplines represented is especially desirable, wherever two disciplines, such as History and Archeology or History and Ethnology offer supporting evidences towards any project. This should influence research staff development, as funds for projects are considered.

The abbreviations preceding each proposal indicate the following research area:

(A) Archaeology.

(E) Ethnography or Ethnology.

(E-B) Ethnobotany.

(E-H) Ethnohistory.

(H) History

(L) Linguistics.

(M) Musicology.

(A+H) The Excavation of Historic Trading Posts. This project would shed light on the location of trading posts, the type of structure, objects of the period, and might help develop keys for the identification of trade materials found on historic Indian village sites. A suggested first project in this area would be the excavation of the Choteau trading post on the outskirts of this city.

(A+H) Archaeological Investigations in Historic Forts and other Military Encampments. This would enable us to document the location of various structures within the post, the actual shape and dimensions of the post, and to learn more about the objects common to military posts on the frontier. It would also give us material for display and exhibit purposes. This should include archival research relating to post buildings and history.

(A) The Study of Historic Indian Village Sites. Since there are many sites which yield European trade objects, as yet

undocumented as to tribe or age, study would enable us to learn more about the period of occupation and perhaps allow us to determine who the occupants were. This should include a documentary study on Tribal distributions.

(A) Archaeological Investigations of Prehistoric Indian Village Sites. Little is known of the tribal affiliations of the Prehistoric inhabitants of the Plains, so it is necessary to diligently attempt to ascertain the cultural patterns of these people in the hope that we will be able to demonstrate the life of some of the historic Plains tribes prior to their contact with Europeans. It is vitally necessary to our mission that we be able to demonstrate how people in the past learned to adjust to Plains life.

(A) The Excavation of Paleo-Indian Kill-Sites. Because we are in an area where the first inhabitants of the Plains lived, and because evidence of their presence seems reasonably easy to find, the Museum should be prepared to carry out these recovery programs as they become necessary.

(A) Site-Survey Program. An intensive areal survey for all sites of historic importance, either Indian or white, with representative artifact collections from each. This would not only serve to indicate the degree to which this area was utilized by man in the past, but would provide a basis on which to select sites for archaeological investigation.

(A) Site-Survey Program. To locate potential locations for Paleo-Indian material, mapping springs, exposures of Pleistocene soils, etc. This should be closely tied to the project above, or might be combined into a single project.

(A) Paleoecology. The promotion of yearly projects specifically devoted to Paleoecology, testing sites that yield Pleistocene fauna, gathering samples for pollen analysis, etc., which might be sponsored by the Museum, if no staff member were qualified.

(A) Paleoecology. Library project to acquire all publications that are concerned with information that might have a bearing on Paleoecology.

(E-H) Photographic Research. Acquire or copy all old photographs of Indians, with as much identification as is possible concerning tribe, individual, dates, etc. A collection such as this would provide much valuable research data for other projects.

(E-H) Museum Accessions. Research, photograph and describe all Indian artifacts. If the clothing, etc., might be adequately identified, it would provide a basis for a museum publication in ethnology, and a good ethnographic study-collection.

(E) Ethnographic Field-Work. Tape record Indian folk tales, legends, etc., in native tongue, with interpretation in English, to be used as basis for written account, and for linguistic analysis.

(E) Acculturation Studies. An attempt to determine patterns and areas of acculturation after several generations of

white contact. Another project in this same vein might analyze family conservatism among the Indians, picking out the attitudes which act as deterants to acculturation, and studying areas of high acculturation and the relative importance of these areas to concepts of "Indian-ness."

(E) Behavioral Psychology. An analysis of "Self-Concepts" among Indians. If successful, this might provide a means of understanding the problems of many Indians in adjusting to living under the domination of white culture. In this same vein, an analysis of the ideal and actual personality types as viewed by the Indian would also be of importance to understand Indian participation in white society.

(H+E-B) Indian Use of Native Plants. Ethnobotanical study of the use of the various plants, including what they were used for, methods of preparation, and if medicinal, what the properties were supposed to have been.

(L) Acculturation Studies. The linguistic analysis of the Indian languages to determine the degree of linguistic drift in the historic period and to see whether linguistic drift is an indicator of acculturation. Some languages such as Comanche, seem to be becoming more like English in sentence structure. This study could determine the reasons for this shift.

(H) The Growth of the Co-Op. An analysis of the Co-Op movement on the Great Plains. A pilot-study paper could be done for the State of Oklahoma, determining the reasons for the development of this kind of institution on the Plains. It could also document that type of action that made the difference between success and failure during the drouth and depression period of the 1930's. This would be valuable as an object lesson in the difference in the needs of Plainsmen and Easterners in agricultural institutions.

(H) Economics: Money and Banking. An analysis of the methods used by those banks that were able to operate successfully when confronted by the combined disasters of a stock market collapse, general depression, and drouth conditions on the Plains.

(H) Politics. An analysis of the history of political movements on the Plains, and the implications of this history as it fits the descriptions of minority-role behavior, on the part of the Plainsman.

(H) Personality and Attitude Study. An analysis of the reasons given by "old settlers" for leaving "home" areas and moving to the Plains, as well as their attitudes concerning the "home" area and attitudes toward the Plains.

(H) Weather and Climate. An analysis of weather bureau records to study the relationships between mountainous areas such

as the Wichitas and the Black Hills and the rainfall distribution, to determine the difference in the amount of rainfall on the Plains and in the mountains. The hypothesis is that there is always a little more rainfall in the mountains, making it a refuge area for flora and fauna during drouths.

(E) Plains Psychology. Research into the general psychological configuration of people who moved onto the Plains from some place in the east, as opposed to persons born and reared on the Plains. It should reveal any real differences in personality development due to life on the Plains.

(E) Plains Psychology. An analysis of the possible psychological effect of the openness of the Plains on settlers from the eastern Woodlands. A study which could parallel this, and add to its importance, would be an analysis of the psychological effect of the constant wind of the Plains on settlers from the tree-sheltered east. Both of these studies would enable us to see whether or not there are physiological or psychological adaptations which must take place before an individual can be comfortable on the Plains, and help us to understand the reasons behind what has been suggested as a "Plains personality," which Kraenzel suggests is a result of being forced into the role-behavior patterns characteristic of a minority group.

Scientific measurement of the factors involved in personality changes--if such occurred--during the movement to and settling of the Plains, and the later effects of growth to maturity in a Plains environment, may be a difficult and long-term project. As yet, there has been only limited examination and consideration of Kraenzel's hypotheses in this regard, and this is presented as a possible--and extremely challenging-- project which could add a great deal to the existing body of knowledge. It falls in the realms of not only the ethnologist, but the social anthropologist and the psychologist.

(M) Ethnomusicology of the Plains Indian. Many traces of the culture of the Indians of the Great Plains are preserved in the inherited songs and dances which can still be seen and described, sometimes from the closing years of the 19th century. As communications expand, these will tend to disappear at an increasing rate under the onslaught of records, television and motion pictures, which tend to replace traditional forms of music and dance with the popular music and the dance ideas of Hollywood and New York. Recordings in the form of tapes and motion pictures, with the analysis of why songs and dances show certain traits, are necessary if the full picture of the Kiowa, Comanche, and other groups is to be preserved. Frequently, museum

involving living individuals is so great that too much effort cannot be devoted to the basic gathering and recording of data.

Also, as these projects mature and are completed, new avenues of consideration of the human aspects of the Great Plains, particularly in Ethnology and Social Anthropology, will become apparent. Visiting researchers, using the facilities of the Museum, will produce new ideas and will lend increasing importance to the archival and research material by the information they gather and deposit. It is in this way that an institution grows to fulfill the promise of the original founders.