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**Conclusion**

The principles described above are, at this point, a combination of fact and speculation. *We challenge you to refine, disprove, improve or whatever else is necessary to establish scientific principles of visitor behavior!*

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Editorial Note: The following summary is from an article that I believe should be read by anyone who has anything to do with exhibits. I hope this summary will motivate you to find and read the original article. It is well worth the effort. [Editor]

# HOW TO EXHIBIT A BULLFROG

Conway, W. G. (1968). How to Exhibit a Bullfrog: A Bed-time Story for Zoo Men. Curator, 2/4: 310-318.

This article, one of the more thought-provoking on the elements of good zoo exhibition, describes a dream in which a devil, called "M", takes the author through a bullfrog exhibit to show the unlimited possibilities of exhibiting even the most common type of species.

M argued: "Why, the bullfrog has unlimited possibilities. You zoo people put the poor fifty-cent bullfrog, one or two at a time, in a half-full glass and steel aquarium, then put up a badly worded three-line label and consider your exhibit complete... Of course this is hardly surprising from people of such diminutive imaginations that they exhibit tree-loving orang-utans in concrete and tile bathrooms or in medieval concrete pits with not even a suggestion of a tree. How can you expect to excite or educate by exhibiting an animal, that looks like a man, slumped in a concrete bathroom that provides him so little space and variety that he can do no more than men do in bathrooms?"

Throughout the narrative in which M escorts the author through the exhibit, design features are clearly described. A few examples will be described here. As they approach the entrance to the exhibit, they encounter a gate that controls access to the exhibit. The gate is programmed to allow an optimum number of visitors inside the exhibit at one time. The controlled access prevents overcrowding in the exhibit and the waiting to enter is assumed to provide a sense of anticipation. M pointed out that mechanical conveyers to move people through the exhibit would not be individualized enough for the different levels of interest, age and education.

Other design devices included: (1) pre-set binoculars attached to the rail of the boardwalk over the pond, thus allowing close-up views of favorite bullfrog resting areas; (2) a variety of devices to focus the visitors attention on important aspects of the bullfrog's anatomy, physiology, or behavior; (3) the use of sound and participatory devices; (4) the liberal use of audio-visual devices including movie film to demonstrate points; (5) interactive devices such as pushbuttons, visitor manipulated lights to involve the visitor, and a pinball machine that showed the species hazards as frog pinballs disappeared in the mouths of symbolic predators. □