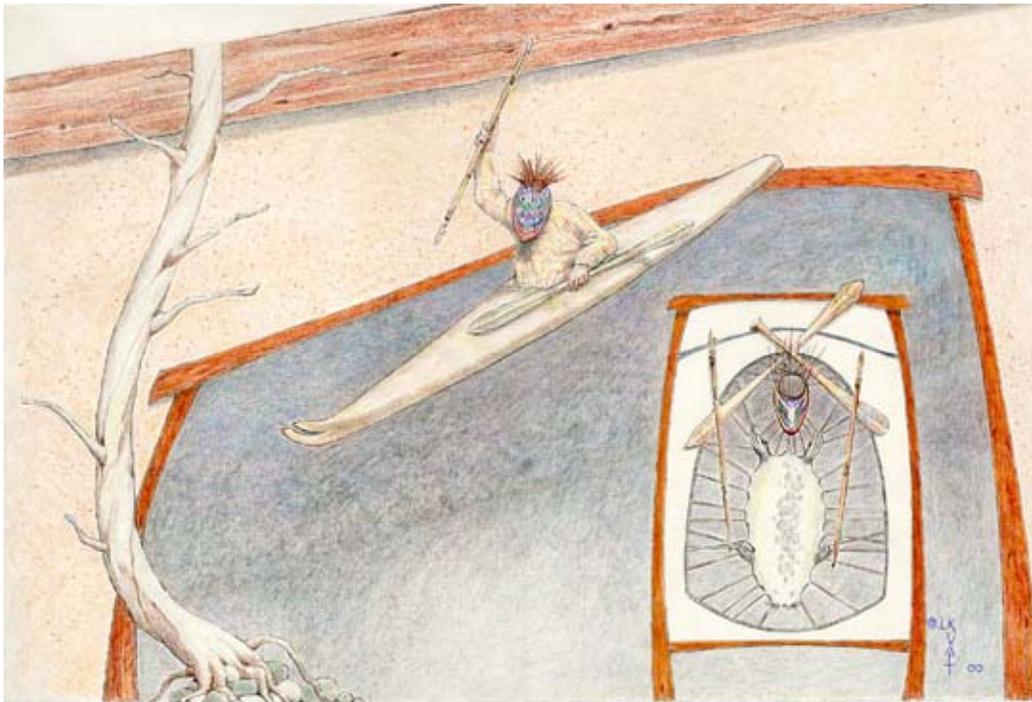


**Kachemak Bay, Alaska:  
An Exploration of People and Place  
Exhibit Evaluation**

*I had not realized the commitment and  
value of each individual to the community.*  
-Visitor



Prepared for the Pratt Museum

by Visitor Studies Services

2004

**Kachemak Bay, Alaska:  
An Exploration of People and Place  
Exhibit Evaluation**

by Wendy Meluch of Visitor Studies Services, 2004

**Abstract**

Extensive research of the exhibit, Kachemak Bay, Alaska: An Exploration of People and Place shows it to be popular and effective with visitors on every communication and affective goal set forth in the Exhibit Master Plan. Research also finds that Community Collaborators who helped to create exhibit elements found the experience deeply meaningful and satisfying, meeting every desired cognitive, affective and behavioral outcome established for the collaboration programs. Pre- and post-test surveys of the exhibit as a whole, and specific elements in it, and two observational studies in the exhibit involved nearly 600 visitors to the Pratt Museum. In most studies, Travelers and Area Residents used distinct survey instruments and are considered separately for analysis. Over 30 Community Collaborators responded to lengthy questionnaire forms, sharing deeply personal experiences and revelations about their participation.

## **Acknowledgements**

Just as the Kachemak Bay Exhibit could only be birthed by extensive collaboration among many talented and smart individuals, so this research was born of the cooperative efforts of many capable people. Betsy Webb, Curator of Collections at the Pratt Museum and wearer of many other hats as well, was instrumental to every phase of this research. The hundreds of visitor surveys could not have been conducted without Gale Parsons and Shannon Riley, and their careful guidance of the Museum's summer interns. The research benefited tremendously from Lindsay Rae Hallet's tireless and detailed attention to visitor behavior in both observational studies. Technical support for analysis and creation of this report came from Ann House, Ph.D., Stanley Sargent, Ray Meluch and Tigris Uno.

Working with the Pratt Museum staff and their Community Collaborators has indeed been a highlight in my personal and professional life. I am privileged to have had a front row seat to the unfolding of this powerful exhibit. Many times the people and subject matter in this Exhibit have moved me deeply, and I know this experience is shared by everyone involved in the project.

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## 1. Executive Summary of Summative Evaluation Studies

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*Being a part of the video interview and learning more with ancestral ties has broadened my vision of self-identity and helped give an understanding of the way of life, which is priceless.*

*I feel I have a sense of trust and contact with them [the Pratt] being able to help.*

—Community-based Video participants

*Hearing people's stories is a great way to develop understanding.*

*I had not realized the commitment and value of each individual to the community.*

*Individuals have a right to their cultural identity even though others think differently about it.*

—Visitors to the Kachemak Bay Exhibit

### 1.1. Executive Summary

Extensive research of the exhibit, Kachemak Bay, Alaska: An Exploration of People and Place (The Kachemak Bay Exhibit) shows it to be popular and effective with visitors on every communication and affective goal set forth in the Exhibit Master Plan. Research also finds that Community Collaborators who helped to create exhibit elements found the experience deeply meaningful and satisfying, meeting every desired cognitive, affective and behavioral outcome established for the collaboration programs.

The Kachemak Bay Exhibit succeeds in becoming a Window to the Community, as it sets out to do, but the Window also provides a view into the self. While Community Collaborators help build the Windows for Museum visitors to see their culture, they gain new insight and appreciation for it themselves. On the other side, seeing and hearing honest, personal accounts of local life and cultures moves visitors to consider their own lives in a new light. Just as Community Collaborators wanted to tell their own stories rather than have them told through the Museum's lens, visitors welcome hearing these stories in the peoples' own voices.

Nearly 600 visitors were observed or participated in surveys about the exhibit or specific elements in it. In every study visitors are intent, enthusiastic and thoughtful. They laugh, they cry, they ponder the meaning of life and their own role as a member of community and a citizen of earth. Extraordinary dwell time, active participation, focused attention and social learning are the norm for visitors to the Kachemak Bay Exhibit.

Visitor responses in both the Traveler and Area Resident populations elegantly reflect Exhibit messages about our connections to each other and to a greater world, and increased appreciation for cultural diversity. Visitors in both populations learn a great deal about contemporary and historic life in the Kachemak Bay area. Travelers gain knowledge about the dynamic forces that shaped this region.

Over 30 Community Collaborators shared deeply personal experiences and revelations about their participation in Community-based Video projects (CBV) and other collaborations. All collaborators are enthusiastic about creating the Exhibit, expanding their connections to community, feeling that their relationship and perceptions of the Pratt Museum are enhanced, and asking for more opportunity to work with each other and the Museum.

Native Alaskan CBV participants find pride and satisfaction in being able to share their culture with each other and with the wider world. They gain knowledge not only of video technology and content, but also of themselves and their own cultures. CBV collaborators are very grateful to the Pratt for its efforts to preserve their culture and for the opportunity to work on the video projects. They are motivated to do more of this work and apply the results widely in local communities and beyond.



Several visitor surveys were conducted with Area Residents and Travelers to the area. Separate surveys addressed the Exhibit as a whole, the photo essay currently on display, The Lost and the Found with audio of mariner stories of loss and rescue at sea (Lost and Found), and each of the three Community-based Videos available for viewing in the gallery: Rich and Simple Life – Remembrances of Homesteader Ruth Kilcher (Homestead Video), *Bisuhta*, A Contemporary Alutiiq Seal Hunt in Kachemak Bay (Seal Hunt Video), and Qackimam Pikiyutai – The Lore of Fishing and Marine Harvesting in Kachemak Bay (Fishing Video). Two observational studies are also a part of this research, a tracking and timing study of 40 randomly selected visitors to the Exhibit, and a day-long observation of visitors using the Community-based Video Theater. In every case the reader is encouraged to read the visitors' own words and/or the data collector notes on visitor behavior.

## 1.2. Summary of Findings by Desired Outcomes and Exhibit Goals

**Do Travelers gain knowledge of the Exhibit's subject matter?**

**Do Travelers demonstrate enhanced appreciation for the subject matter and/or cultural diversity?**

**Do Travelers reflect on their own culture, community and traditions?**

Yes. Responses to all visitor surveys evidence knowledge gain and thoughtful consideration of the subject matter far beyond simple fact gathering. In this way, knowledge gain, enhanced appreciation for the new information and/or cultural diversity, and self reflection become intertwined.

- *Individuals have a right to their cultural identity even though others think differently about it.*
- *I had not realized the commitment and value of each individual to the community.*
- *Everyone has their own story.*
- *Each salmon or halibut dinner I enjoy was made possible by commercial fisherpeople.*

### **Exit Survey**

Every participant in this Exit Survey reports feeling like s/he learned *very much*, or *somewhat*. Indeed, responses throughout the survey cite information learned from exhibit elements. The exhibit significantly increases Traveler awareness that *there are Alaskan natives in this area who live traditional lifestyles*. Travelers also show significant knowledge gain regarding the geologic forces that shaped the Kachemak Bay Area. Area Residents show some improvement on these points, but not at a statistically significant level.

Responses throughout the Exit Survey demonstrate thoughtful consideration of subject matter in every exhibit theme including nuanced references to multicultural perspectives and the interconnectedness of life in the community and on the earth. *Getting to know the history and present of ALL areas is important to understanding of differing cultures. I had not realized the commitment and value of each individual to the community. People see life's experiences differently. Everyone has their own story*

This Exhibit readily inspires visitors to ponder their own lives as well as the human condition. When asked what the exhibit reminded them about, one fifth of both Travelers and Area Residents offer this sort of reflection. *We all have it so good. We can always learn more and to value what we have. We are VERY SMALL in the scheme of things!*

### **Homestead Video Survey**

Homestead Video viewers learn information about homesteading, but a much greater impact is found in their increased appreciation for the tremendous demands of homesteading life. Viewers report that the Video answered questions that they had about people in the local area. Most



surprising to viewers is the recent timeframe of homesteading, *in my lifetime*. Homestead Video viewers are struck by the varied hardships of Ruth Kilcher's life and are touched by Ruth in a personal way.

Homestead Video viewers easily find meaning far beyond lessons of homesteading and women as homesteaders. Family dynamics and relationships dominate visitor responses about this video's story. Comments range from the simple, *importance of family*, to noticing, *how everyone has a different perspective*.

Viewers of this Homesteading Video are moved to reflect on their own lives often remembering *my family* and expressing gratitude about *how easy my life is*. They also muse about the human condition, referring to the *human spirit*, and *relationships*, or *how people are inspired to return to their roots*. Viewers also consider lessons for life, *everything you want to do can be done with effort and compromise*, *belief in yourself and respect/work with nature*.

### **Seal Hunt Video**

The Seal Hunt Video is very effective at informing viewers about native Alaskan seal hunting and its cultural, social and environmental context. In addition to affecting a demonstrable knowledge gain, the video inspires visitors to consider the value of tradition, the validity of varied cultural approaches to life, and spurs them to compare their lives with the lives of the people in the video.

Travelers who see the Seal Hunt Video evidence statistically significant knowledge gain about native Alaskans in the area living a traditional lifestyle and that sea mammal hunting does take place in the Kachemak Bay. They also feel less negative about sea mammal hunting than do their counterparts in the Entrance Survey. After seeing the video, Travelers are much more likely to approve of sea mammal hunting for native people.

The Seal Hunt video moves viewers to consider more than environmental and Alaskan native concerns. Responses throughout this survey appreciate cultural diversity and ponder the human condition. Some are practical, *we city dwellers are far removed from survival skills*. Others are broader in scope, *communication is dependent on shared experiences*; or more philosophical, *individuals have a right to their cultural identity even though others think differently about it*.

### **Fishing Video**

The Fishing Video effectively informs visitors about fishing in Kachemak Bay, the methods used by different people, the variety of sea life that is harvested along the shoreline, and fishing's social, cultural and environmental context and impacts. Travelers who see the Lore of Fishing Video evidence statistically significant knowledge gain about native Alaskans in the area living a traditional lifestyle and practicing subsistence fishing. Visitors readily take in this information and more.

When asked, viewers agree that the video helped them to respect and appreciate other cultures. This attitude is volunteered in visitor comments as well, *...to appreciate all cultures and work*. They also comment on fishing as *hard work [that is] sometimes dangerous*; a message that comes home because, *each salmon or halibut dinner I enjoy was made possible by commercial fisherpeople*.

Fishing Video viewers are moved to consider their connections to fishing as consumers and as citizens of earth who need and use natural resources. They take away messages about environmental conservation and the human condition, including human nature and the nature of work. This video inspires viewers to *imagine what it would be like to live in the places I visit*



significantly more than respondents to the Entrance Survey already do. No other study in this research shows a statistically significant impact on this point.

### ***The Lost and The Found***

Visitors in both populations get a deeper appreciation of the dangers of life on the sea as evidenced in their thoughtful comments. They frequently reflect on their own lives, or life in general, in response to *The Lost and Found*.

Comments from visitors describe a *very moving* experience, which is *thought provoking, fantastic, and sad but interesting*. Their understanding of the exhibit reaches beyond *life at sea is very dangerous* to simple but profound reflections that *life is precious* and that *living through life-threatening experiences changes lives*.

### **Do Area Residents exhibit increased knowledge/ awareness/ interest in the subject matter, even their own culture and/or traditions?**

Yes. Area Residents demonstrate these desired outcomes throughout the study. These impacts are most easily seen in the Exit, CBV Participant, and Community Collaborators surveys.

- *What a rich (culturally & ecologically) community I get to live in!*
- *there is a wealth of local talent*
- *there is a rich human history of Kachemak Bay*
- *Being a part of the video interview and learning more with ancestral ties has broadened my vision of self-identity and helped give an understanding of the way of life, which is priceless. To have this document on video will mark history forever.*
- *Being involved with the Kenaitze Indian tribe has given me a greater level of awareness & respect for the people.*

### ***Exit Survey***

Though area residents exhibit a greater knowledge base than Travelers in the pre-test, they still find new information in the exhibit and/or new ways to appreciate their home. Personal reflections offered by Area Residents articulate pride and satisfaction with this community and/or their lives here. The exhibit's ability to inspire enthusiasm and curiosity about this community is further evidenced by a statistically significant increase in agreement with this statement: *I wonder about the lives of other people who live in this area*, among Area Residents. Comments also reveal awe and understanding about the interrelatedness of life in the community and as citizens of earth.

### ***Community-based Video Participant Survey***

Community-based video team members find deep personal meaning and satisfaction in these projects. Their relationships within the community and with the Museum are enhanced and improved, as is their impression of the Pratt. They report significant knowledge gain both about the video making process as well as the video content. Individual participants also gain a stronger sense that what they have to offer the community is of value and that sharing it is worth the effort. All of them are proud of the work they did together.

Respondents are motivated by a desire to preserve, record and share their culture with each other and people from outside the area. This attitude, their gratitude for the project, and a desire to do



more of this work peppers participant responses throughout this survey. The reader is strongly encouraged to read all participant comments.

### **Community Collaborators Survey**

Community Participants who responded to this survey describe a deeply satisfying experience of working and sharing with each other and the Museum. *Being a part of this project is one of the high points in my life and professional career as a scholar and artist.* They are proud of the work they did and are inspired to continue or increase their activity in the community and with the Museum. Respondents are asking to *share the experience with other collaborators*; and one is *looking forward to Phase 2!* In keeping with the cooperative and constructive nature of the project, nearly all respondents have recommendations to improve a process and project that they acknowledge is already very good.

The most valuable part of this project for most respondents was some aspect of sharing and being involved with each other, the community and/or the Museum. They appreciate, *an opportunity to share visions about the nature and future of Homer and the Kachemak Bay area with a diverse group of people*; and *hearing the stories of folks who have lived in Homer for many, many years.* Others valued the work at hand, *thinking about the marriage of artwork to [the] exhibit; seeing it come together as well as it did*; and *the opportunity to put my museum/exhibiting skills to use.*

### **Does the exhibit inspire Area Residents to increase their participation in community and civic life, and/or enhance their sense of personal power in community affairs?**

Yes, participating as a Community Collaborator has a powerful impact on the individual's drive to participate in community life. A visit to the Exhibit does not do this as effectively as CBV participation. Though Area Residents respond to Exit Survey questions about civic involvement in a positive vein, a visit to the exhibit does not have a statistically significant impact on these issues.

- *What I had contributed was info that would have never existed until this project came along.*
- *The Pratt Museum in Homer has been a big part of assisting us meeting others in this field, in bringing people together to share & identify objects and stories.*

### **Community-based Video Participant Survey**

Individual CBV participants gain a stronger sense that what they have to offer the community is of value and that sharing it is worth the effort. Respondents are motivated by a desire to preserve, record and share their culture with each other and people from outside the area. This attitude, their gratitude for the project, and a desire to do more of this work peppers participant responses throughout this survey.

- 75% of respondents feel that participating on the video project made their circle of contacts in the area much or somewhat broader.
- 83% of respondents came to feel more strongly that they have something of value to offer the wider community.
- 42% of respondents came to feel that contributing of themselves to the wider community was easier than it had been before the project.
- 96% feel that contributing to the wider community is worth the effort, easy and/or easier than before.
- 63% of respondents report that they are more likely to be active in the wider community.
- 100% of respondents report being *very* or *somewhat likely* to be active in the community



**Does the Exhibit transport visitors beyond the museum walls to an intimate, personal look at contemporary community life via *Windows to the Community* elements?**

Yes! Responses throughout this study confirm the effectiveness of real stories told by the people themselves in helping visitors feel a personal connection to the material and this community.

- *A window into the history of the people & the land through stories.*
- *Hearing people's stories is a great way to develop understanding.*
- *It showed us the diversity of people in the area and why they are the way they are.*
- *Having artifacts and pictures and first-hand perspectives add to what I understood about this community.*

***Exit Survey***

Visitors in both populations overwhelmingly agree that the exhibit gives them a window into the local community. When asked how the Exhibit did that for them many respondents focus on first hand accounts or stories that are told in it. Traveler comments about exhibit content are dominated by references to how people live and/or the way people make a living, and the wide variety of information and perspectives that the exhibit presents. Some aspect of the exhibit or way in which the information is delivered was the second most common type of response. Area Residents emphasized exhibitry and content delivery more than Travelers.

***Homestead Video***

The Homestead Video's ability to reach viewers in a deeply personal way is evidenced in their responses throughout this survey. This intimate, personal portrayal of homesteading life inspires in viewers great sensitivity to Ruth Kilcher and her family. Visitors readily compare their own lives to hers and ponder her motivations.

Though homesteading is not contemporary, family life is. Many viewers comment on this video's messages about *family life* and *family dynamics*, as well as *children remembering mother*.

***Seal Hunt Video***

Responses throughout this survey address this. Viewers frequently comment on personal aspects of the lifestyle presented in the Seal Hunt Video, including the hunter's philosophy.

***Fishing Video***

Comments from visitors about the Fishing Video are full of references to lifestyle and life choices. They demonstrate a new appreciation for the difficulty and joy of life as a fisherperson. Many respondents appreciated hearing these stories in the people's own voices.

***The Lost and The Found***

Visitors are deeply moved by The Lost and Found, often being brought to tears. Responses throughout the survey are peppered with reference to the intimate, personal nature of this exhibit. Respondents describe it as *first-hand accounts*, and *personal stories*. They are *amazed to see faces of those who survived, they look like you and !!* One Area Resident sees this exhibit as a *place to sit and learn and remember stories of people lost at sea – very private*.



### Do visitors perceive and understand exhibit messages?

Yes. The exhibit overall, and the individual elements that we tested are all effective at communicating some or most of the Exhibit's main messages.

#### Exhibit Big Idea and Main Messages from the Master Plan

- Big Idea: The interplay of shaping and being shaped by our environment defines us.
- Who we are reflects where we live.
- Kachemak Bay is a dynamic edge — a meeting place of distinct geological, biological, and cultural forces.
- Traditional lifestyles, native cultures, and ecological integrity, diminished in many places, prevail in Kachemak Bay.
- We have intricate connections both to each other and to a greater world.
- Our actions and beliefs shape our place and future.

#### Exit Survey

A visit to the Exhibit is most effective at communicating the diversity of cultural forces present in the Kachemak Bay Area. Respondents to the Exit Survey touch on other messages as well, but to a much lesser extent. Appreciation of a wider range of messages is found among Community-based Video viewers.

Part of Beverly Serrell's 51% solution to identify successful exhibits requires that at least 51% of visitors can, upon exiting the exhibit, articulate accurate ideas about the exhibit's message(s). The exhibit meets this criterion for Traveler and Area Residents equally well. Fifty-four Travelers (66%), and 34 Area Residents (68%), at some point in the survey touch on one of the stated messages. Most of these address the local area as home to diverse geological, biological, and cultural forces, or that the exhibit is to help visitors understand these components. Simple or vague responses such as, *to understand this area*, were not accepted for this calculation.

The Big Idea and the first main message listed above are addressed by the continuum question (*place shapes lives vs. lives shape place*). We hypothesized that experiencing the exhibit would concentrate responses in the center of the continuum. Area Residents cluster in the center in both the Entrance and Exit Surveys, showing no significant change. Travelers, however, move from the center to the left end of the continuum, *life is shaped by place*. This change is significant at a confidence level of 99.5%. This pattern is also seen among Travelers in the Lore of Fishing Video and the Seal Hunt Video Surveys.

#### Homestead Video

The Homesteading Video is most effective at communicating the balanced influence that people and place have on each other, as described in the Big Idea.

In responding to the continuum question, Traveler Homestead Video viewers tend towards the center of the continuum, but not any more than do their counterparts in the pre-test. However, while this group of Video viewers stays in the center, Travelers in the Exit Survey shift to the left end of the continuum (*place shapes lives*). This suggests that the Homesteading Video is more effective at communicating the equal balance of these two ideas than is the exhibit as a whole.



### **Seal Hunt Video**

The Seal Hunt Video is particularly effective at communicating the idea that traditional lifestyles still exist in the Kachemak Bay area. Messages about connectedness come primarily in the form of environmental impacts and concerns around seal hunting.

Seal Hunt Video viewers tend to focus on messages about cultural diversity and dynamism, citing the *importance of preserving traditional ways* and the loss that comes with *cultural changes and challenges*. They are also sensitive to conservation lessons in the video, *there is a balance between people and wildlife that we have to preserve*. One of the Area Residents left the video with a more personal message, *our native neighbors can teach us much about our natural world*.

When compared to pre-test data, Traveler Seal Hunt Video viewer responses to the continuum question exhibit a highly significant shift from the center toward the left (*people's lives are shaped by the place where they live*).

### **Fishing Video**

The Fishing Video effectively communicates concepts of cultural and biological diversity, the presence of traditional lifestyles, that our actions shape our place and future, and that we have intricate connections to each other and a greater world. This last point is made more strongly by the Fishing Video than any other exhibit component; *each salmon or halibut dinner I enjoy was made possible by commercial fisherpeople*.

Traveler Fishing Video viewer responses to the continuum question exhibit a shift from the center toward the left (*people's lives are shaped by the place where they live*). The difference from the pre-test data comes close to statistical significance. This pattern is seen at statistically significant levels among Travelers in the Seal Hunt Video Survey and the exhibit Exit Survey.

### **Do Travelers and Area Residents both find meaningful messages?**

Yes. Serving its dual audience of summer Travelers and Area Residents with the new Exhibit was paramount to Pratt staff. Visitor responses throughout the study confirm what the Master Plan projected: *For residents, the Museum exhibitry will deepen our understanding of who we are and where we live, and inform us of the complexities of major issues confronting us. For visitors, experiences of the people of Kachemak Bay will offer a palpable reminder of community and its relationship to place that may be applied elsewhere*.

Area Residents have a more personal relationship with exhibit content than do Travelers. Their responses in every survey echo a focus on *my* and *our* community that is naturally absent in Traveler responses.

### **Exit Survey**

Visitors touch on the Big Idea primarily when discussing the exhibit purpose. Often the idea is referred to as the interaction between people and place or environment. Visitor assessments of the Exhibit's purpose cover a wide range of themes mostly touching on the history and/or people of Alaska and/or the local area. While many responses were narrow in scope (*natural forces*) or vague (*understand the area*), none were actually incorrect.



Nine visitors wrote particularly insightful descriptions of the exhibit purpose. A sampling of comments is presented below. The reader is encouraged to review verbatim responses in Survey Results.

- *see and understand the people and forces that shape the specific area of Homer as well as the rest of Alaska.*
- *understand the interaction of the bay, its inhabitants, and history.*
- *get a perspective of the history of this area and how it was formed - along with how everything interacts in the system.*
- *understand the different components at work physically and culturally in Kachemak Bay.*
- *understand more fully and completely life in Kachemak Bay area, from virtually all perspectives.*

Area Resident comments about the exhibit's purpose reveal a much more personal relationship to exhibit content than do Traveler comments. Area Residents focus on community and other personal perspectives.

- *experience diverse aspects of the community from many perspectives & disciplines.*
- *widen the perspective of your own community.*
- *explore the community, learn about local artists.*
- *understand & appreciate this area. Also to spur memories of residents' experiences (the viewer being the resident).*
- *create a bond with their community.*

### **Do visitors make thorough use of the exhibit?**

Yes! Visitors make extensive use of the Kachemak Bay Exhibit.

### ***Tracking and Timing Study***

Extraordinary dwell time, active participation, focused attention and social learning are the norm for visitors to the Kachemak Bay exhibit. Visitors routinely call each other over to see things, laugh, exclaim about information they discover, and discuss exhibit content among members of their own group, sometimes with other visitors.

This study found an average dwell time of 33:25, with a maximum visit of over 90 minutes (1:36:34 hours). An average dwell time of 33:25 represents a sweep rate of only 30.52 square feet per minute, which is to say that Kachemak Bay exhibit visitors spend about ten times the amount of time that would constitute high use per Serrell's 51% solution.

### ***Community-based Video Theater Observational Study***

The CBV Theater has a very high attraction power of about three quarters of museum visitors. Visitor behavior reveals their enthusiasm for these videos, and so do their comments. In addition to extremely long dwell time, data collectors noted other viewer behavior and comments. Visitors' *attentiveness throughout is remarkable and unbroken*. So engrossed are they that sudden action on the screen makes them jump. There are many instances of laughter and comments that reveal personal reflections of the material, *I wouldn't have made a very good pioneer woman!* Spontaneous conversations among strangers review the videos, share personal experiences of



the videos and consider the Kachemak Bay community. Several viewers are moved to tears, and many reflect on the difficult lives depicted in the videos.

### ***Exit Survey***

Self-reported Exit Survey data suggest that Area Residents make somewhat better use of the exhibit than do Travelers. When reporting on which sections of the gallery they remember noticing and which ones they used, we see that Area Residents use more of the noticed sections than do Travelers. Travelers are more likely to pass by sections of the exhibit even if they do notice them.

### **Do visitors enjoy the exhibit? Would they recommend it to others?**

Yes! Extraordinarily long dwell time in the Exhibit and/or with the Videos, rapt attention, emotional reactions (laughter and tears), and animated, thoughtful survey responses confirm that visitors enjoy the exhibit.

- *I think this was one of the best exhibits I've ever seen, and I have traveled a LOT! Very well done!*

A direct question about enjoyment was included only in the Exit Survey. A large majority of Travelers and Residents report that they enjoyed the exhibit *very much* (82% of each population). There are no negative responses to this question. Similarly, all but one respondent would recommend the exhibit, most of them *highly*.



## 2. Exhibit Description: Excerpts from Exhibit Master Plan

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### 2.1. Exhibit Philosophy

Across the nation, there is a growing movement to recognize the importance of small towns and rural lifeways to the quality of life, with efforts directed at community visioning, revitalizing culture and landscape, civic involvement, self determination, and perpetuating regional and local distinctiveness with integrity. Our proposed project offers a national model for how a small museum and its closely connected community can thoughtfully examine self and place on the front edge of profound social, economic, and environmental change, develop deeply meaningful community-based exhibitions and programs, effect enlightened decisions for preserving its natural environment and a regionally distinctive way of life, and communicate this to a national audience.

*In rural towns, in inner-city neighborhoods, on tribal lands, at colleges, in parks, [small museums] empower their residents, reshape cultural understanding, and challenge us to look at ourselves in new ways. Small museums affirm the value and character of their communities. Their work has been done quietly, steadily, and honorably for many years.*

—Ron Chew, “In praise of the small museum.” *Museum News*, March-April 2002

The Pratt Museum’s community-based project *Kachemak Bay, Alaska: An Exploration of People and Place* will address the unifying topic of “people and place” in a comprehensive master plan for new exhibitions and public programs.

We recognize the need to better address the Museum’s distinct dual audiences — local residents and summer visitors. For residents, our place is fertile for looking inward to explore who we are and where we live so that we may preserve our distinctive cultural traditions and environment with integrity. Summer travelers who visit this area have a keen interest in knowing about the people who live here and how we survive in this place, as consistently expressed in visitor studies and informal comments.

We took the very questions we ask ourselves as a community and what visitors have repeatedly told us they want to know, and let these questions become the foundation of our new exhibitry. The master exhibition plan emerged as story centered and co-developed with the community, rather than object centered and curator driven. By conceiving each thematic exhibit as an “open window” that asks a universal question about the interrelationships of people and place, we will unfold our complex story from the wealth of local answers and perspectives.

Our community museum model of exploring self and place through storytelling, organizing exhibit themes around universal iconic questions, co-developing uniquely local exhibit content and design with community, windowing out beyond museum walls to contemporary community life, preserving town character and environment, and effecting positive social change is a fundamental departure from traditional museum services. Generous use of community collaborators in co-development of exhibits empowers local people, gives voice to community, and insures regionally appropriate design.

Using this conceptual framework, each question presents multiple-perspective themes and windows beyond Museum walls to contemporary community life. Questions center on the interconnectedness of people and place, and arise from common inquiries of visitors, important community issues, and regional themes. They reflect different worldviews and cultural perspectives. They overlap and interconnect, allowing visitors to weave their own connections and view themes prismatically from different angles and perspectives throughout the exhibition. The exhibit character is highly personal, issue based and solution oriented, participatory, uniquely Alaskan, and high tech without sacrificing grassroots appeal. An emotional balance is achieved by presenting topics and voices that echo loss, mistakes and sadness as well as joy, solutions and humor.



## 2.2. Community Museum Model

Our community museum model, as well as locally-pioneered community collaboration processes and unique technologies developed for the project, are adaptable to other community museums. The community museum model:

- explores local people and place
- devotes considerable energy to building strong community partnerships
- is community-driven, actively engaging community in process and product
- encourages staff involvement in civic life
- examines important community issues deeply and from many perspectives
- addresses foremost audience questions
- is people centered and story rich
- serves as a window for exploring community beyond museum walls
- is flexible, responding quickly to community issues as they arise
- is changeable, maximizing use of small museum spaces
- uses local material and people resources
- uses innovative exhibit technologies without sacrificing grassroots appeal
- strives to connect with quiet, reticent, invisible, and non-participatory community members
- achieves an honest balance of presentation beyond simple celebration of community
- effects positive community decision-making
- preserves town character and regional distinctiveness
- inspires understanding, reflection and tolerance
- thoughtfully evaluates its community and visitor impact to retain relevancy

Rather than recreate elaborate environments in museum galleries, the Pratt Museum becomes a resource where community members and visitors are stimulated to embark on their own journeys in Kachemak Bay, and where historical lifeways depicted in the Museum are connected with contemporary community life.

Balancing the needs of our dual audiences is essential. The exhibitry will accommodate both local resident needs for community perspectives and changing elements as well as summer visitor needs for regional interpretation.

Throughout the exhibitry *Windows to the Community* take visitors beyond Museum walls to vignettes of contemporary life around Kachemak Bay and provide an intimate means of understanding people and place. *Windows to the Community* tap the richness of contemporary culture and environment with immediacy, present multiple perspectives, bring to light those who feel invisible in the community, encourage reflection and promote tolerance among different people and worldviews, and answer the many visitor questions about people and place. They take the form of community-based videos, photo essays, computer interactives, and visitor-controlled remote video technology.

## 2.3. Community-based Video Projects

Community-based videos for exhibition, programming, community, school, and scholarly use are produced collaboratively by story communities, Museum staff, and a videographer. The process uses a digital video editing system that is simple, highly participatory, low cost, and fun. There is tremendous opportunity to bring this technique to many types of communities, from rural towns to urban neighborhoods, and give people the ability to create video histories themselves in their personal and communal voice — products that reflect their own cultural perspectives.



The process begins by researching, gathering, and transferring available material — stills, audio tapes, historic films, and videotapes — to a stable digital format. New storytelling material is videotaped in a relaxed home or outdoor setting using a small, unobtrusive digital video camera with an interviewer and videographer. These diverse materials are assembled, entered into a computer database with a digital editing system, and organized into clips by interviewee and by emergent themes. The system configuration — consisting of a Mac G4 computer and Final Cut Pro software, several monitors, a video projector with large screen, and a wireless microphone — travels to the story community.

All participants and interested community members are invited to see the organized material and participate in editing the community-based video on their home turf. The configuration is placed in a comfortable space where all participants gather to see the range of material on strategically placed monitors, the software program actually constructing the program along a graphic timeline, and become the co-directors in creating their own video in a grassroots, participatory fashion. The Pratt staff are gentle facilitators, and the videographer provides neutral technical support at the computer keyboard.

The editing process is relatively simple, with many cut-and-paste commands that are similar to text editing. Original music and narrative captured on a roving wireless microphone are added at the collaborative gatherings. The collaborative editing is a short, intense period where participants can come and go voluntarily, but most often find themselves drawn in for the duration. The community-based videomaking process is unscripted with no preconceived outcome, egalitarian, and has been likened to freefalling but with a soft landing.

Once the video is crafted to group specifications, it is transferred to an appropriate format (VHS, Betacam, CD, or DVD) and can be duplicated inexpensively from the digital master. All uncut footage is provided to the story community, as well as multiple copies of the community-based video. Use of this archival footage is unrestricted and may be used by the story community for activities such as documenting community history, amassing a story archive, school curriculum development, and future video spinoffs.

The community-based video process has much potential in interactive museum exhibitry and community use where many different groups can create their own customized videos. Because all original material remains on the computer hard drives, other videos can be produced from the original material. Museum visitors and community groups will be able to craft their own videos from the accessible multi-media database at the Museum using interactive editing technology, and the cultural database can be continually supplemented with new material. With a minimum of technical help at the outset, the video making process can now be done by any individual or community group comfortable with using a personal computer. Basic training on Final Cut Pro can take as little as two hours, and what used to take many months of film editing now takes only minutes.

Six community-based videos have been completed for exhibits at the Pratt Museum:

*Qackimam Pikiyutai* — The Lore of Fishing and Marine Harvesting in Kachemak Bay

*Bisuhta* — A Contemporary Alutiiq Seal Hunt in Kachemak Bay

*The Rich and Simple Life* — the homestead life of Ruth Kilcher as revealed by her diary readings and remembrances of her eight children

*Bringing the Stories Back* about Alutiiq remembrances of their ancestral villages along the Outer Coast

*We're Still Here* on Dena'ina Athabaskan traditional fishing and tribal identity

*Kiputmen Naukurlurpet* — *Let It Grow Back* gives voice to how Sugs'tun language was taken away, its current use in the Alutiiq village of Port Graham, and ends with the question, "Are we ready to bury it, or can we revive it?"



## 2.4. Project Goals

The master exhibition plan project goals are to: (1) create a dynamic, replicable community museum exhibition model about people and place that asks iconic universal questions and seeks local answers, is story-centered, is co-developed with community, and awakens a sense of connectedness between people and place, (2) instill in Kachemak Bay residents a deeper understanding of our community and each other as well as inspire summer visitors to apply these messages to their own lives and community, (3) transport visitors beyond museum walls to an intimate, personal look at contemporary community life via *Windows to the Community*, (4) prototype and share our community-based video process and visitor-controlled remote video technology, (5) make intense use of exploratory, multi-disciplinary, and prismatic approaches to learning, and (6) test products, results, and attitudes both formally and informally.

*Kachemak Bay, Alaska: An Exploration of People and Place* will be seen and used by a broad-based audience. For residents, the Museum exhibit will deepen our understanding of who we are and where we live, and inform us of the complexities of major issues confronting us. For visitors, experiences of the people of Kachemak Bay will offer a palpable reminder of community and its relationship to place that may be applied elsewhere.

By viewing, hearing, and working hands-on with historical data, folk narratives, film and video footage, and photographs of the physical and spiritual aspects of living and working in Kachemak Bay, visitors will enrich their lives and find personal meaning in community — this one and perhaps their own.

We hope to share our people-centered, community-driven model with others who have high aspirations for their one-of-a-kind community museums. We also hope to inspire community members to see themselves in new ways and participate more fully in community life. Our coastal fishing communities of Kachemak Bay are struggling to retain a traditional way of life — the past is still the present here. And Homer, literally at the end of the road, is determined to maintain its small town distinctiveness.

*The End of the Road [is] a remarkable little vicinity that I particularly enjoy because it seems to be plugged full of familiar people. Familiar in the way that they all tend to remind us of someone we've known before. A genuine and unaffected regularity that can only be imitated, never reproduced.*

—Tom Bodett, Homer Resident and National Public Radio Commentator, from *The End of the Road: The Story of a Place Where the Land Ends and the Sea Begins*

## 2.5. Guidelines for Development

The following Pratt Museum Mission-driven guidelines inform the development of the exhibit renovation project.

### Personal Perspective

The story of people and community is told best by the people who have experienced it first hand, rather than by observers or interpreters “looking in.” The communities will tell their stories through the eyes of their people. The voice of the exhibit will be story centered and illustrated with a wealth of artifacts, photographs, and media. A multifaceted overview will weave in the perspectives of scholars, museum professionals, historic figures, and others.

*The problem is that nobody kept track of our history, nobody recorded it. It was just old bachelors and Swedes, so there aren't any records, just stories.*

—Dick Inglima, Homer Resident



### **Sense of Place**

The land shapes us and we in turn shape the land. Who we are reflects the place we live in — our future is created through our interactions with that place.

*Sometimes the office is empty and locked. Sometimes the child is absent from school. Because there are more important things to do. Like walking the beaches. Collecting the chitons. Watching for the fish. The land and the water are our source of life.*

—Walter Meganick, Sr., Village Chief, Port Graham

### **Responsibility for Self and Community**

Examination of the past leads us to reflect on how we live now, enables us to live more fully and drives home the message that each of us is responsible for a sustainable community and environment.

While the land and environment are the same forces that have shaped all the people who have lived here, different cultures have operated differently, based on different values and belief systems. The exhibit will reflect the effects of our different choices as well as highlight our commonalities.

### **Balance of Presentation**

The Museum will present current, issue-oriented exhibits. These will respond in a timely fashion to the major issues that affect our region and give light to conflicting opinions. Any full retrospective look at place and community will consider both positive and negative aspects of history. By gathering stories from our communities we are presented with multiple views of history. An emotional balance will be achieved by presenting topics and voices that echo loss, mistakes and sadness as well as joy, solutions and humor.

## **2.6. Exhibit Purpose and Messages**

The purpose of the exhibit is to awaken a sense of connectedness between people and place. Our Big Idea: The interplay of shaping and being shaped by our environment defines us.

### **Main Messages**

Who we are reflects where we live.

Kachemak Bay is a dynamic edge, a meeting place of distinct geological, biological, and cultural forces.

We have intricate connections both to each other and to a greater world.

Our actions and beliefs shape our place and future.

Traditional lifestyles, Native cultures and ecological integrity, lost in many places, survive in Kachemak Bay.



## 2.7. Exhibit Organization: Windows Between Worlds: The Spirit of People and Place

The story of the people and place of Kachemak Bay, quietly told through objects and heard in the languages of its communities — Alutiiq, Russian, Dena'ina, and English — is rich and complex. It would be impossible to reveal the complete story in a single sitting, or even on a spin through a large urban museum.

Questions reveal stories. The best questions have unlimited answers. By conceiving each exhibit as an "open window" that asks a universal question about the interrelationships of people and place, we will unfold our complex story drawing from a wealth of answers and perspectives. Facilitated by the museum, the answers, important stories and illustrations will be chosen by the communities themselves. By sharing stories and narratives about place, the community will become the curator, the museum will act as the facilitator. Drawing from a changing web of possibilities and accessing the humanities, science and art, each exhibit will present a multifaceted, story-centered, object-rich lens to look at our place. The full story will emerge over time, generating mini-unveilings that will continually enrich the community and visitors.

Media stations in each exhibit area serve as "Windows to the Community" — vignettes of contemporary life in Kachemak Bay. Tapping both our living cultures and biological wealth, the visitor will see contemporary Alutiiq villagers hunting seals, view local seabird rookeries, hear Dena'ina stories of modern day moose camp, and listen to the tales of fishermen who survived disasters at sea. Accessible thematic collections, stored in everyday trunks, cupboards and tool benches, will inform each exhibit.

This flexible concept allows us to make the most of our small museum space, respond to current issues, and interpret and display our collections in endless combinations with many different voices and views from our communities. In each exhibit area, visitors will be encouraged to make connections between worlds — human and non-human, land and sea, native and non-native, scientific and spiritual.

*Everyone wants to tell about his or her life, from the littlest kid to all of us. The challenge for this exhibit is to keep it interactive with the community. To make people care about it.*

—Alan Parks, Homer Photographer, Commercial Fisherman, and City Councilman

## 2.8. Defining Questions of Our Time and Place: A Basis for Conceptual and Physical Orientation and Exhibit Layout

Questions act as a way of remembering. The overarching questions stem from our main message, the interconnectedness of people and place, as well as from compelling inquiries of our visitors, community issues, and regional themes. They reflect different worldviews and cultural perspectives. To balance the scholarly questions of "How did we come here?" and "When did we arrive?", we must also ask "How did the world begin?".

The questions will give focus and structure to exhibit areas. The questions overlap and interconnect, allowing visitors to weave their own connections and view themes prismatically from different angles and perspectives throughout the exhibition.

The best questions surprise us with their answers. By seeking frank answers in our communities, the Museum's exhibit perspective is kept honest and alive.

Following are the questions from which the exhibit framework and layout emerges. The pronoun "we" refers to all living communities, human and non-human in Kachemak Bay.



**Orientation**

Where are we?  
Who are we? How are we connected to our place?

**Challenges of Place**

What are the dynamic forces that shape our place?  
How have we survived?  
What are the challenges of living here? What are our risks and losses?

**People and Culture**

What people have lived here?  
How do we view our world?

**Connections**

How are we connected to a greater world?  
How are we connected to each other?

**Ethos of Place**

How are our resources shared?  
What happens if we don't take care of our place?  
How can we take care of our place?



### 3. Summative Evaluation Plan

#### 3.1. Introduction

Kachemak Bay, Alaska: An Exploration of People and Place (Kachemak Bay Exhibit) provides a two-way view – into the community and into the self. Outcome-based evaluation of this multi-modal, multi-faceted exhibit, and selected exhibit elements, goes beyond testing for visitor knowledge of exhibit content to assess impacts on the creators’ and viewers’ sense of self and community. Is the Exhibit effective at provoking one to reflect upon one’s own life and role in community? Does participation in the creation of these exhibit elements empower the individual to act in the community?

Key to the Kachemak Bay Exhibit are Windows to the Community elements: Community-based Videos, Photo Essays, interactive computer work stations and visitor-controlled remote video cameras. These elements involve four primary and distinct populations of audience members and participants. Evaluation of these exhibit elements requires several different research instruments and techniques. To be consistent and efficient, research instruments were developed in concert and with an eye towards evaluation studies already conducted at The Pratt.

The table below sets forth an outline of populations and their related outcomes. Also shown are the take home messages for the Kachemak Bay, Alaska: An Exploration of People and Place project.

<b>The Pratt Museum OBE for Kachemak Bay, Alaska: An Exploration of People And Place</b>		
<b>Population (“Users”)</b>	<b>Desired Outcomes per Population</b>	<b>Overall Take Home Messages</b>
Community Collaborators: <ul style="list-style-type: none"> <li>▪ Community-based video production teams</li> <li>▪ Local artists and crafts people</li> <li>▪ Local and regional content specialists</li> </ul>	<ul style="list-style-type: none"> <li>▪ gain experience with the technology</li> <li>▪ increased knowledge/ awareness/ interest in subject matter (even one’s own culture and/or traditions)</li> <li>▪ enhanced connections among community members</li> <li>▪ enhanced connections between the community and the Museum</li> <li>▪ increased participation in community and civic life</li> <li>▪ enhanced sense of personal power in community affairs</li> <li>▪ increased comfort with the institution</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who we are reflects where we live.</li> <li>▪ Kachemak Bay is a dynamic edge — a meeting place of distinct geological, biological, and cultural forces.</li> <li>▪ Traditional lifestyles, native cultures, and ecological integrity, diminished in many places, prevail in Kachemak Bay.</li> <li>▪ We have intricate connections both to each other and to a greater world.</li> <li>▪ Our actions and beliefs shape our place and future.</li> </ul>
Area Residents (museum visitors)	<ul style="list-style-type: none"> <li>▪ increased knowledge/ awareness/ interest in subject matter (even one’s own culture and/or traditions)</li> <li>▪ increased participation in community and civic life</li> <li>▪ enhanced sense of personal power in community affairs</li> <li>▪ increased comfort with the institution</li> </ul>	
Summer Travelers (museum visitors)	<ul style="list-style-type: none"> <li>▪ gain knowledge of subject matter</li> <li>▪ enhanced appreciation for subject matter and/or cultural diversity</li> <li>▪ reflection on one’s own culture, community and traditions</li> <li>▪ increased comfort with new technologies (e.g. computer touchscreen to control remote cameras)</li> </ul>	



## 3.2. Overview of Evaluation Studies

The Kachemak Bay exhibit, several of its individual components, and the community-based collaborations to create them underwent extensive study for this evaluation. The Pratt's dual audience of summer Travelers and Area Residents, and their respective project goals necessitated two versions of most research instruments used in the evaluation.

Following this list of studies is a table summarizing the studies, their respective sample sizes, and where each study can be found in this report.

### Summative Evaluation Studies

- Entrance Survey for pre-test data - Traveler and Area Resident versions
- Exhibit Exit Survey (including Interactive DVD Workstation and Photo Essay) - Traveler and Area Resident versions
- Visitor-controlled Remote Video Cameras
- Rich and Simple Life Video (Homesteading Video) Survey - Traveler and Area Resident versions
- Lore of Fishing Video (Fishing Video) Survey - Traveler and Area Resident versions
- Bisuhta (Seal Hunt Video) Survey - Traveler and Area Resident versions
- Exhibit Tracking and Timing Observational Study
- Community-based Video Theater Observational Study
- Community-based Video Project Participant Survey
- Community Collaborators Survey

### Background Research Studies

- Front-end Survey, 1998
- Visitor Style Preference Survey, 2001
- Formative Evaluation of Language Style



<b>The Pratt Museum Kachemak Bay, Alaska: An Exploration of People and Place Overview of Summative Evaluation Studies</b>				
<b>Exhibit / Element</b>	<b>Population</b>	<b>Research Technique</b> (all surveys are self-completed questionnaire forms)	<b>Report Section</b>	<b>Sample Size</b>
All Exhibit Elements and Videos	Travelers (museum visitors)	Entrance Survey (Pre-test)	4	90
	Area Residents (museum visitors)	Entrance Survey (Pre-test)	4	50
Full Exhibit	Travelers (museum visitors)	Exit Survey (Post-test)	5	82
	Area Residents (museum visitors)	Exit Survey (Post-test)	5	50
Homesteading Video	Travelers (museum visitors)	Post-video Survey	6	43
	Area Residents (museum visitors)	Post-video Survey	6	6
Lore of Fishing Video	Travelers (museum visitors)	Post-video Survey	7	33
	Area Residents (museum visitors)	Post-video Survey	7	12
Seal Hunt Video	Travelers (museum visitors)	Post-video Survey	8	39
	Area Residents (museum visitors)	Post-video Survey	8	11
The Lost and The Found Photo Essay	Travelers (museum visitors)	Exit Survey (Post-test)	9	41*
	Area Residents (museum visitors)	Exit Survey (Post-test)	9	18*
Interactive DVD Workstation	All Museum Visitors	Tracking and Timing	10	13*
Visitor-controlled Remote Video Camera	All Museum Visitors	Exit Survey & Docent Observation	11	42+
Full Exhibit	All Museum Visitors	Tracking and Timing	12	40
Video Theater	All Museum visitors	Day-long Observational Study	13	99
Community-based Video Projects	Video Production Team Members and Story Tellers	Post-project Survey	14	24
Various Elements	Community Collaborators	Post-project Survey	15	13
Total number of respondents and observed subjects:				634

\*These individuals are included in the Exit Survey sample counts.



### 3.3. Sampling Methods

All visitor surveys and the Tracking and Timing study used a random sampling method to ensure statistically reliable data. The Community-based Video Theater Observational Study pulled a 100% sample of visitors to use the theater over the course of one full day. Community-based Video (CBV) participants, and other Community Collaborator respondents were recruited by staff. They made a special effort to include those CBV participants who had been a part of the projects from beginning to end. Many video and other Community Collaborators live in very remote areas, making them hard to reach. That combined with the fact that many collaborators had participated long before this research effort, limited the number of respondents.

### 3.4. Data Collection

The evaluator was on site in June of 2004 to test research strategies and instruments, and to train data collectors. Tracking and Timing data collection, and the Video Theater study were conducted by Lindsay Rae Hallet with assistance from Betsy Webb, both of whom are on staff at the Pratt.

Student Interns and Saplings (middle school Summer Adventure Program participants) recruited survey participants for self-completed questionnaire forms. Gale Parsons, Director of Education and Exhibits, and Shannon Riley, Education Assistant and Summer Intern Supervisor, participated in training sessions and closely supervised student data collectors.

The data collection team included these youth from the Homer community:

Katie Beall	Hailey Smith
William Jasper	Dawson Slaughter
Selina Mach	Kelsey Waldorf
Lukia White	Joanna Coke
Micheal McNulty	Katlyn Haas
Eileen McNulty	Jason Belieu
Caitlin Patrick	
Sophie Smith	

### 3.5. Organization of This Report

Each summative study report begins with an introduction and summary of findings ordered by desired outcomes and exhibit goals. Following that is a detailed report of study results ordered by survey question. Study results sections include all respondent comments verbatim. The nature of this material is very rich and the reader is encouraged to read visitor and participant comments in their own words.



### 3.6. Technical Note: Continuum Question

In an effort to test visitor reaction to the Exhibit’s Big Idea, *The interplay of shaping and being shaped by our environment defines us*, we crafted the following survey question.

Please circle a “+” on the line where you think best describes the balance between these two ideas.

People’s lives are shaped by the place where they live.	<table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">5</td> <td style="width: 12.5%;">6</td> <td style="width: 12.5%;">7</td> </tr> <tr> <td colspan="7">                     ---+-----+-----+-----+-----+-----+-----+---                 </td> </tr> <tr> <td colspan="4">&lt;more true</td> <td colspan="3">more true&gt;</td> </tr> </table>	1	2	3	4	5	6	7	---+-----+-----+-----+-----+-----+-----+---							<more true				more true>			People’s actions and beliefs shape their place and future.
1	2	3	4	5	6	7																	
---+-----+-----+-----+-----+-----+-----+---																							
<more true				more true>																			

When testing the research instruments, no visitors appeared to be confused by this question, and when asked could easily explain what was being asked of them. Data from the sample tell a slightly different story. Several respondents circled more than one “+.” Most of those circled the first and last marks (1 and 7), or the second and second to last marks (2 and 6). Those were interpreted to mean that the respondent felt that these two ideas were equally true, so their response was entered into the data base as if they had circled the center mark (4). A few visitors placed an additional “+” in between the existing marks and circled it. Those were consistently reassigned to the nearest mark in the direction away from center, e.g., 2.5 was entered as 2, and 5.5 would be entered as 6. Any other anomalous responses were not included in the data base.



## 4. Exhibit Entrance Survey

### 4.1. Introduction

A random sample of visitors entering the museum participated in a short Entrance Survey. Data collectors screened respondents to identify Residents of the Kachemak Bay area and Travelers from outside the area. Most questions asked of Travelers and Area Residents were identical; a few were different. Ninety Travelers and 50 Area Residents participated in the Entrance Survey. Survey results of both populations appear below.

All questions in this study that relate to exhibit content or visitor attitudes were included for the purpose of pre-post-test comparison. The results of the Entrance Survey comprise the pre-test data for comparison with results of the Exhibit Exit Survey and each of the three Video Survey (post-test data).

Because Area Residents exhibit a greater knowledge base about exhibit content, Traveler and Area Resident responses are not combined for presentation here or for statistical tests of exhibit impacts. Area Residents also demonstrate a much more personal relationship to the material than do Travelers, in some cases even knowing members of the community who are depicted or quoted in exhibit elements.

Traveler and Area Resident responses to the Entrance Survey are both presented here to give the reader insight into how they agree and differ. Though in many cases their degree of knowledge is quite distinct, their attitudes can be strikingly similar. Both populations trend strongly to the center of the continuum question (*place shapes lives vs. lives shape place*) in this Entrance Survey. Traveler and Area Resident feelings about sea mammal hunting are virtually identical with about 30% of both populations viewing it negatively and 40% of approving of it under certain conditions. As one might predict, comments about the flavor of seal meat came only from Area Residents.

Apart from residence, the demographics of both samples in this study are quite similar. Travelers average a slightly higher level of education, but Residents are well represented at every education level.

### 4.2. Survey Results: Pre-test Data

On the scale below, how would you score each of the following statements? (n = 90)

Traveler Pre-test Question

	Strongly Agree		Neutral			Strongly Disagree	
I think that who we are as people reflects the place where we live.	28%	37%	13%	14%	1%	4%	1%
It's fun to think about what formed the landscapes of the places I visit, like volcanoes or glaciers.	54%	31%	3%	6%	2%	1%	0
Traveling to other places makes me reflect on my life at home.	52%	28%	9%	4%	1%	1%	1%
I wonder about the lives of the people who live where I travel.	60%	27%	10%	1%	0	0	1%
I like to imagine what it would be like to live in the places I visit.	42%	37%	13%	4%	0	1%	1%
Seeing wildlife where I travel is exciting to me.	80%	12%	3%	2%	1%	0	0



**On the scale below, how would you score each of the following statements? (n = 50)**

Area Resident Pre-test Question

	Strongly Agree		Neutral			Strongly Disagree	
I feel like I have something of value to contribute to the Kachemak Bay community life.	30%	26%	14%	20%	8%	2%	0
I feel like it would be easy to share my ideas with Pratt Museum staff.	20%	18%	24%	26%	8%	4%	0
I feel comfortable with the way the Pratt Museum presents information about our community.	38%	16%	16%	22%	4%	0	0
I think that who we are as people reflects the place where we live.	38%	24%	18%	12%	0	2%	0
It's fun to think about what formed the landscapes of the Kachemak Bay area.	48%	22%	16%	10%	0	2%	0
I wonder about the lives of other people who live in this area.	40%	10%	26%	18%	0	2%	2%
I like to imagine what it would be like to be a part of other cultural groups in this area.	40%	8%	16%	32%	2%	0	0
Seeing local wildlife is exciting to me.	76%	10%	4%	6%	2%	0	0

**The Kachemak Bay area is home to a variety of cultures.**

Traveler Pre-test Question

	Yes	No	I'm not sure
Travelers (n = 90)	82%	1%	16%

**There are Alaskan natives in this area who live traditional lifestyles.**

Traveler and Area Resident Pre-test Question

	Yes	No	I'm not sure
Travelers (n = 90)	40%	4%	53%
Area Residents (n = 50)	56%	4%	40%

Write-in comment from an Area Resident: "not entirely traditional"

**There are Alaskan natives in this area who practice subsistence fishing.**

Traveler and Area Resident Pre-test Question

	Yes	No	I'm not sure
Travelers (n = 90)	58%	2%	40%
Area Residents (n = 50)	74%	0	22%



**The main geologic force(s) that shaped the Kachemak Bay area is/are:** (multiple answers accepted)  
Traveler and Area Resident Pre-test Question

Five possible correct answer categories:

1. glaciers, ice, ice age
2. volcanoes, volcanism
3. earthquakes, tectonic plates, seismic
4. ocean, water, tides
5. weather, wind

	I don't know	1 Correct Resp.	2 Correct Resp.	3 Correct Resp.	4 Correct Resp.	5 Correct Resp.	No Response
Travelers (n = 90)	4%	38%	31%	7%	0	0	20%
Area Residents (n = 50)	10%	24%	32%	12%	0	0	22%

**Is there any sea mammal hunting in the Kachemak Bay?**

Traveler and Area Resident Pre-test Question

	Yes	No	I'm not sure
Travelers (n = 90)	18%	20%	62%
Area Residents (n = 50)	36%	26%	38%

**How do you feel about sea mammal hunting?**

Traveler and Area Resident Pre-test Question

Response Categories	Travelers (n = 90)	Area Residents (n = 50)
<b>Negative Responses</b>	<b>31%</b>	<b>30%</b>
I am against it	17%	16%
Negative reference	14%	14%
<b>Qualified Acceptance</b>	<b>39%</b>	<b>40%</b>
Depends . . .	19%	10%
Depends: OK for subsistence/survival; Native populations	20%	30%
<b>Positive Responses</b>	<b>4%</b>	<b>4%</b>
<b>Mixed or Neutral</b>	<b>3%</b>	<b>8%</b>
<b>Other</b>	<b>6%</b>	<b>6%</b>
<b>I don't know; I'm not sure</b>	<b>8%</b>	<b>6%</b>
<b>No answer</b>	<b>9%</b>	<b>4%</b>



**I am against it**

Travelers:

- Not for it.
- Against it
- Should be discontinued
- Should not
- Strongly opposed
- Not in favor
- I don't need to do it so I don't support it.
- Against it!
- Not in favor
- I'm against
- Against it
- Strongly disagree
- Against
- I personally do not hunt any mammals. If animal is endangered, I would oppose hunting it.
- Rather they didn't

Area Residents:

- Am strongly against it.
- Against it.
- I strongly disagree.
- Against it.
- Opposed.
- Against it.
- I am against it.
- Essentially I am against it.

**Negative reference**

Travelers:

- No – preserve their way of life!
- Not necessary
- No (3)
- Do not approve of it
- Bad
- Feel they should be preserved
- Disgusted
- Yuck!
- Negative
- No thanks
- No hunting!

Area Residents:

- Not good.
- I don't think it's right. There are many other means of hunting.
- Don't like it.
- No killing.
- I do not like sea mammal hunting.
- It should not be done, nor should hunting of any other animal!
- Don't do it please. No killing please. I hope not.



**It depends . . .**

**Travelers:**

- Depends on the numbers, species and amount of take (and method)
- O.K. if regulated
- Keep everything in balance
- No problem as long as not overdone
- O.K. if to maintain the level which the environment can support
- Depends on the situation
- Contingent upon background
- O.K. in some circumstances
- Depends
- It should be allowed but only to the point that it does not negatively impact the overall population
- O.K. so long as populations are stable
- O.K. if properly controlled. No taking endangered species.
- Should be carefully controlled and managed.
- O.K. if balanced with conservation
- O.K. as long as controlled
- For scientific information as sea holds a lot of unexplored and unexplained existence
- Must be very careful not to injure them

**Area Residents:**

- Not for sea mammal hunting unless the species is over-populated.
- Depends on the circumstance.
- Depends on need & culture & environment; the relation between
- I am fine with it as long as it does not lead to extinction of the mammals.
- Opposed to hunting of any kind for myself, open minded acceptance for others



### It depends; O.K. for Native populations and/or for subsistence

#### Travelers:

- O.K. for natives in limited numbers
- Opposed – except for native peoples
- O.K. for traditional cultures
- For those who practice a "traditional" lifestyle and do not "enjoy" our "western ways" it's O.K. by me. The rest of us have alternatives to mammal meats, furs, etc.
- I feel it preserves the culture & lifestyle of many. Commercial hunting should be re\_\_\_\_\_ to keep the mammal population on strong \_\_\_\_\_
- O.K. for natives
- I don't agree with it for the general population, but I believe it is necessary for the traditional native cultures
- I'd just as soon have it only be done for subsistence by native Indians
- O.K. if it's needed for subsistence
- Hunting for subsistence is fine.
- For need yes – sport no
- For subsistence living it is quite necessary, but for sport, I have some issues.
- If it was required for survival, I would allow it.
- Sad. Subsistence would be O.K. if mammal population were not declining.
- No hunting except for that which is vital to survival
- Out of necessity?!
- Only for subsistence use
- Neutral – subsistence O.K.

#### Area Residents:

- For subsistence in traditional food gathering and [if] handled with care and respect - and little waste -- okay.
- If it is for subsistence for the native then I feel it should be allowed.
- Indigenous people should be allowed if the species is not threatened.
- I believe that it is okay for traditional village lifestyles.
- Natives should retain subsistence rights.
- I believe the natives can continue their historic practices.
- No need to unless done as a cultural lesson & still have done the way it was done MANY years ago.
- This is a traditional activity that [can be] properly managed by ADF&G; should be maintained as long as the species targeted has a healthy population.
- I feel it is a traditional part of your culture that should be passed on & it should be okay. I don't think that it is right for someone who is not a native & is not their culture to hunt sea mammals.
- If I were a native Alaskan, I would support it. I think it belongs to their way of life.
- For subsistence, I am in favor.
- As long as the mammal is eaten and there are more left, it is fine.
- Okay for subsistence purposes.
- They're delicious! Just kidding - it's fine for subsistence hunting.
- For subsistence.

### Positive reference

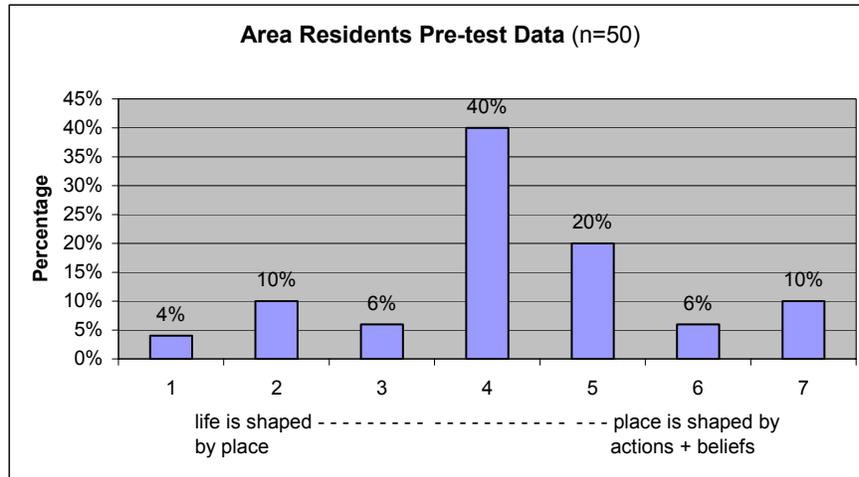
#### Travelers:

- O.K. (2)
- I believe one should be able to hunt sea mammals especially when they become destructive to fish nets. Man has domain over the fish of the sea & animals.
- God gave us animals for FOOD and clothing

#### Area Residents:

- No problem.
- A necessity.





### 4.3. Visit and Demographic Data

**Is this your first visit to the Pratt Museum?**  
 Traveler and Area Resident Pre-test Question

	Yes, First Visit	Not First Visit	No Response
Travelers (n = 90)	83%	16%	1%
Area Residents (n = 50)	28%	68%	4%

Travelers Number of Previous Visits	Frequency of Response	% of 90
1	10	11%
3	2	< 3%
4	1	< 2%
10	1	< 2%

Area Residents Estimated Number of Visits Per Year	Frequency of Response	% of 50
1	12	24%
2	8	16%
3	5	10%
4	3	6%
5	1	2%
6	4	8%
10	1	2%



**How did you find out about the Pratt Museum?** (multiple answers accepted; n = 90)

Traveler Pre-test Question

	Frequency
Book	24
Word of mouth – friend	18
Brochure	12
Came upon it while in Homer	9
Milepost Magazine	5
Word of mouth – area residents	5
Map	5
Wildlife Visitor Center (Homer)	4
Signs	2
Ads	2
Newspaper	2
Agent; Campground; Donation; Used to live here	1 each

**Were you aware that the Pratt has a new Natural History exhibit?**

Traveler and Area Resident Pre-test Question

	Yes	No	No Response
Travelers (n = 90)	19%	77%	4%
Area Residents (n = 50)	52%	42%	6%



**Where do you live? (n = 90)**

Traveler Pre-test Question

Alaska	11
California	11
Michigan	7
Florida	6
Idaho	4
Texas	4
Colorado	3
Minnesota	3
Missouri	3
Virginia	3
Wisconsin	3
Kansas	2
North Carolina	2
Oregon	2
South Dakota	2
Washington	2
Arizona	1
Connecticut	1
Georgia	1
Illinois	1
Indiana	1
Maine	1
Montana	1
Nebraska	1
New Mexico	1
Nevada	1
Ohio	1

United States	79
Australia	3
Canada	2
Germany	1
Israel	1
South Korea	1

**Within Kachemak Bay, what is your community? (n = 50)**

Area Resident Pre-test Question

Homer	31
Ninilchik	4
Anchor Point	3
Soldotna	3
Cooper Landing	2
Halibut Cove	1
Kachemak City	1
Seldovia	1
South Side of K. Bay	1
Aviation	1
Artists (contemporary and traditional)	1

**Are you:**

Traveler and Area Resident Pre-test Question

	<b>Non Alaskan Native</b>	<b>Alaskan Native</b>	No Response
Travelers (n = 90)	98%	0	2%
Area Residents (n = 50)	98%	2%	0

**In what age range are you?**

Traveler and Area Resident Pre-test Question

	15 – 18	19 – 35	36 – 54	55+
Travelers (n = 90)	0	8%	38%	53%
Area Residents (n = 50)	12%	30%	30%	28%

**Which corresponds to your level of education?**

Traveler and Area Resident Pre-test Question

	Grade School	Some High School	High School Grad.	Some College/ Tech. School	College Grad.	Some Grad. School	Grad. Degree
Travelers (n = 90)	0	< 2%	11%	28%	22%	< 4%	33%
Area Residents (n = 50)	2%	12%	12%	20%	20%	8%	20%

**Please indicate your gender:**

Traveler and Area Resident Pre-test Question

	Female	Male	Couple	No Response
Travelers (n = 90)	61%	34%	3%	1%
Area Residents (n = 50)	68%	32%	0	0



## 5. Exhibit Exit Survey

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### 5.1. Introduction

A random sample of visitors exiting the museum participated in an Exit Survey about the new exhibition. Data collectors screened respondents to verify that they had visited the new exhibition and to identify Residents of the Kachemak Bay area and Travelers from outside the area. Most questions asked of Travelers and Area Residents were identical; a few were different. Eighty-two Travelers and 50 Area Residents participated in the Exit Survey. Complete Exit Survey results of both populations appear below.

Several of the questions in this Exit Survey are identical to questions asked in the Entrance Survey for the purpose of measuring exhibit impacts by means of a statistical comparison of responses. Analysis of those pre- and post-test questions is included below.

Because Area Residents exhibit a greater knowledge base about exhibit content, Traveler and Area Resident data are not combined for presentation here or for statistical tests of exhibit impacts. Area Residents also demonstrate a much more personal relationship to the material than do Travelers; in some cases even knowing members of the community who are depicted or quoted in exhibit elements.

### 5.2. Summary of Findings by Desired Outcomes and Exhibit Goals

#### Do Travelers gain knowledge of the exhibit's subject matter?

Yes. Every participant in this Exit Survey reports feeling like s/he learned *very much*, or *somewhat*. Indeed, responses throughout the survey cite information learned from exhibit elements. The exhibit significantly increases Traveler awareness that *there are Alaskan natives in this area who live traditional lifestyles*. Travelers also show significant knowledge gain regarding the geologic forces that shaped the Kachemak Bay Area. Area Residents show some improvement on these points, but not at a statistically significant level.

#### Do Travelers demonstrate enhanced appreciation for the subject matter and/or cultural diversity?

Yes. Responses throughout this survey demonstrate thoughtful consideration of subject matter in every exhibit theme including nuanced references to multicultural perspectives and the interconnectedness of life in the community and on the earth. A sampling of comments is listed here. The reader is encouraged to see respondents' verbatim comments in Survey Results below.

- *I had not realized the commitment and value of each individual to the community.*
- *small towns can have big ideas*
- *everyone has their own story*
- *people see life's experiences differently*
- *getting to know the history and present of ALL areas is important to understanding of differing cultures*
- *we are at the mercy of nature*
- *we are all guests on this planet*
- *the world is so complex*
- *Life is hard in these remote areas*
- *people are courageous and resilient*



### **Do Travelers reflect on their own culture, community and traditions?**

Yes. This exhibit readily inspires visitors to ponder their own lives as well as the human condition. When asked what the exhibit reminded them about, one fifth of both Travelers and Area Residents offer this sort of reflection. A sampling of comments is listed here. The reader is encouraged to see respondents' verbatim comments in Survey Results below.

- *we all have it so good*
- *we can always learn more and to value what we have*
- *we are VERY SMALL in the scheme of things!*

### **Do Area Residents exhibit increased knowledge/ awareness/ interest in the subject matter, even their own culture and/or traditions?**

Yes. Though area residents exhibit a greater knowledge base than Travelers in the pre-test, they still find new information in the exhibit and/or new ways to appreciate their home. Personal reflections offered by Area Residents articulate pride and satisfaction with this community and/or their lives here. The exhibit's ability to inspire enthusiasm and curiosity about this community is further evidenced by a statistically significant increase in agreement with this statement: *I wonder about the lives of other people who live in this area*, among Area Residents. Comments also reveal awe and understanding about the interrelatedness of life in the community and as citizens of earth.

A sampling of comments is listed here. The reader is encouraged to see respondents' verbatim comments in Survey Results below.

- *What a rich (culturally & ecologically) community I get to live in!*
- *Homer had its first homesteaders just 100 years ago.*
- *difficulty of being a fisherman*
- *the ingenuity of natives back-when is astounding*
- *life is complex and interwoven*
- *there is a lot to learn*
- *there is a wealth of local talent*
- *there is a rich human history of Kachemak Bay*

### **Does the exhibit inspire Area Residents to increase their participation in community and civic life, and/or enhance their sense of personal power in community affairs.**

No, a visit to the Exhibit does not do this as effectively as participating in the Community-based Video project does. Though Area Residents respond to questions about civic involvement in a positive vein, a visit to the exhibit does not have a statistically significant impact on these issues. However, this type of outcome is found among participants in the Community-based Video projects.

### **Do Area Residents demonstrate increased comfort with the institution?**

Not quite, but they are already pretty comfortable with the Pratt. A large majority of respondents to the Exit Survey (86%) report that they feel comfortable with the way that *the Pratt Museum presents information about our community*. This represents an increase over pre-test data that is significant at  $p .065$  which is just shy of our requisite  $.05$  level (95% confidence). Greater impact on this point is seen among Community-based Video participants.



### Does the exhibit transport visitors beyond the museum walls to an intimate, personal look at contemporary community life via *Windows to the Community* elements?

Yes! Visitors in both populations overwhelmingly agree that the exhibit gives them a window into the local community. When asked how the Exhibit did that for them many respondents focus on first hand accounts or stories that are told in it. Traveler comments about exhibit content are dominated by references to how people live and/or the way people make a living, and the wide variety of information and perspectives that the exhibit presents. Some aspect of the exhibit or way in which the information is delivered was the second most common type of response. Area Residents emphasized exhibit content and delivery more than Travelers.

A sampling of comments is listed here. The reader is encouraged to see respondents' verbatim comments in Survey Results below.

- *Very personal, emotional statements.*
- *A window into the history of the people & the land through stories.*
- *Hearing people's stories is a great way to develop understanding.*
- *By sharing people's experience (videos).*
- *Definitely! Encompassed areas of livelihood that I had no way of learning about. Broadened my knowledge hereabout tremendously.*
- *I got to hear, even at a distance, the words of real residents and their view of life's hardships here.*
- *Absolutely - by making interactive exhibits, I read more, watched more, and retained more info.*
- *By showing various lifestyles and detail.*
- *It showed us the diversity of people in the area and why they are the way they are.*
- *Having artifacts and pictures and first-hand perspectives add to what I understood about this community.*

### Do visitors enjoy the exhibit? Would they recommend it to others?

Yes! A large majority of Travelers and Residents report that they enjoyed the exhibit *very much* (82% of each population). There are no negative responses to this question. Similarly, all but one respondent would recommend the exhibit, most of them *highly*.

- *I think this was one of the best exhibits I've ever seen, and I have traveled a LOT! Very well done!*

### Do visitors perceive and understand exhibit messages?

Yes. A visit to the Exhibit is most effective at communicating the diversity of cultural forces present in the Kachemak Bay Area. Respondents to the Exit Survey touch on other messages as well, but to a much lesser extent. Appreciation of a wider range of messages is found among Community-based Video viewers.

Part of Beverly Serrells' 51% solution to identify successful exhibits requires that at least 51% of visitors can, upon exiting the exhibit, articulate accurate ideas about the exhibit's message(s). The exhibit meets this criterion for Traveler and Area Residents equally well. Fifty-four Travelers (66%), and 34 Area Residents (68%), at some point in the survey touch on one of the stated messages. Most of these address the local area as home to diverse geological, biological, and cultural forces, or that the exhibit is to help visitors understand these components. Simple or vague responses such as, *to understand this area*, were not accepted for this calculation.



### Exhibit Big Idea and Main Messages from the Master Plan:

- Big Idea: The interplay of shaping and being shaped by our environment defines us.
- Who we are reflects where we live.
- Kachemak Bay is a dynamic edge — a meeting place of distinct geological, biological, and cultural forces.
- Traditional lifestyles, native cultures, and ecological integrity, diminished in many places, prevail in Kachemak Bay.
- We have intricate connections both to each other and to a greater world.
- Our actions and beliefs shape our place and future.

The Big Idea and the first main message listed above are addressed by the continuum question (*place shapes lives vs. lives shape place*). We hypothesized that experiencing the exhibit would concentrate responses to in the center of the continuum. Area Residents cluster in the center in both the Entrance and Exit Surveys, showing no significant change. Travelers, however, move from the center to the left end of the continuum, *life is shaped by place*. This change is significant at a confidence level of 99.5%. This pattern is also seen among Travelers in the Lore of Fishing Video and the Seal Hunt Video Surveys.

### Do Travelers and Area Residents both find meaningful messages?

Yes. Serving its dual audience of summer Travelers and Area Residents with the new Exhibit was paramount to Pratt staff. Visitor responses confirm what the Master Plan projected: *For residents, the Museum exhibitry will deepen our understanding of who we are and where we live, and inform us of the complexities of major issues confronting us. For visitors, experiences of the people of Kachemak Bay will offer a palpable reminder of community and its relationship to place that may be applied elsewhere.*

Visitors touch on the Big Idea primarily when discussing the exhibit purpose. Often the idea is referred to as the interaction between people and place or environment. Visitor assessments of the Exhibit's purpose cover a wide range of themes mostly touching on the history and/or people of Alaska and/or the local area. While many responses were narrow in scope (*natural forces*) or vague (*understand the area*), none were actually incorrect.

Nine visitors wrote particularly insightful descriptions of the exhibit purpose. A sampling of comments is presented below. The reader is encouraged to review verbatim responses in Survey Results.

- *see and understand the people and forces that shape the specific area of Homer as well as the rest of Alaska.*
- *understand the interaction of the bay, its inhabitants, and history.*
- *get a perspective of the history of this area and how it was formed - along with how everything interacts in the system.*
- *understand the different components at work physically and culturally in Kachemak Bay.*
- *understand more fully and completely life in Kachemak Bay area, from virtually all perspectives.*

Area Resident comments about the exhibit's purpose reveal a much more personal relationship to exhibit content than do Traveler comments. Area Residents focus on community and other personal perspectives.

- *experience diverse aspects of the community from many perspectives & disciplines.*
- *widen the perspective of your own community.*
- *explore the community, learn about local artists.*
- *understand & appreciate this area. Also to spur memories of residents' experiences (the viewer being the resident).*
- *create a bond with their community.*



**Do visitors make thorough use of the exhibit?  
What do they remember seeing and spending time with?**

Data suggest that Area Residents make somewhat better use of the exhibit than do Travelers. When reporting on which sections of the gallery they remember noticing and which ones they used, we see that Area Residents use more of the noticed sections than do Travelers. Travelers are more likely to pass by sections of the exhibit even if they do notice them.

According to these self-reported data, the most commonly used exhibit theme areas are listed below.

- Where Are We?
- Who Are We?
- Geologic Forces that Shape This Area
- Homesteading
- How Have We Survived?
- The Challenges of Living Here
- The Lost and The Found
- Homesteading Video.

Self-reported data on exhibit use is an indicator of what visitors remember, not a reliable assessment of what they actually did in the gallery. Actual visitor use and behavior is discussed in the Tracking and Timing study.

### **5.3. Exit Survey Results with Pre-test/Post-test Comparison Information**

**During your visit to the upstairs gallery, did you encounter any information or exhibits about the following ideas?**

Traveler and Area Resident Exit Question

In reporting about what exhibit areas and themes they spent time with, merely noticed, or did not notice, respondents shed some light on what exhibit elements were attractive and memorable to them (please see table below). Because these data are self-reported, they should be used as a guide to what visitors remember more than an assessment what they actually did. Exact and reliable data about visitor activities in the gallery can only be obtained by observation such as in the Tracking and Timing Study (Section 5.2.1)

Data in the following table suggest that Area Residents make somewhat better use of the exhibit than do Travelers. Area residents are more likely than Travelers to spend time with exhibit areas that they notice where as Travelers were more likely to notice exhibit areas without spending time with them.

According to these self reported data, of the 15 theme/areas listed in this question, those most commonly used by respondents include *The Geographic Location of Kachemak Bay*; *What Kind of People Live Here*; *Geologic Forces that Shape This Area*; *Pioneer Ingenuity*; *Native Ingenuity*; *Information About the Dangers of Living Here*; *Boats That Went Down at Sea*; and the *Homesteading Video*. The two exhibit elements that were completely overlooked by more than a quarter of respondents were the *Lore of Fishing Video* (28%) and the *Seal Hunt Video* (30%); both of these scores came from Travelers.



		Yes, I spent some time with this.	I noticed this, but didn't spend any time with it.	No, I didn't notice or use this one.
a) The geographic location of Kachemak Bay	Travelers (n = 82)	78%	17%	2%
	Area Res. (n = 50)	88%	10%	2%
b) What kind of people live here	Travelers (n = 82)	65%	26%	6%
	Area Res. (n = 50)	86%	14%	0%
c) Information about geologic forces that shape this area	Travelers (n = 82)	62%	28%	5%
	Area Res. (n = 50)	78%	10%	8%
d) Computer touch screen about forces that impact this area	Travelers (n = 82)	53%	36%	9%
	Area Res. (n = 50)	65%	24%	10%
e) Pioneer ingenuity	Travelers (n = 82)	80%	13%	2%
	Area Res. (n = 50)	71%	22%	4%
f) Native ingenuity	Travelers (n = 82)	78%	15%	5%
	Area Res. (n = 50)	73%	24%	2%
g) Wildlife adaptations	Travelers (n = 82)	59%	28%	9%
	Area Res. (n = 50)	69%	14%	12%
h) Fishing boats of Kachemak Bay	Travelers (n = 82)	67%	23%	9%
	Area Res. (n = 50)	76%	18%	6%
i) Economic survival in Alaskan communities	Travelers (n = 82)	50%	33%	15%
	Area Res. (n = 50)	71%	20%	8%
j) Information about the dangers of living here	Travelers (n = 82)	71%	13%	13%
	Area Res. (n = 50)	79%	17%	4%
k) Boats that went down at sea	Travelers (n = 82)	73%	17%	10%
	Area Res. (n = 50)	71%	22%	6%
l) Lore of Fishing & Marine Harvesting video	Travelers (n = 82)	34%	30%	28%
	Area Res. (n = 50)	67%	22%	8%
m) Alutiiq seal hunting video	Travelers (n = 82)	29%	39%	30%
	Area Res. (n = 50)	47%	31%	16%
n) Homesteading video	Travelers (n = 82)	60%	26%	15%
	Area Res. (n = 50)	51%	33%	10%
o) Homesteading from a woman's perspective	Travelers (n = 82)	73%	10%	16%
	Area Res. (n = 50)	76%	8%	12%



**Please complete this sentence. The purpose of the exhibits in the upstairs gallery is to help visitors . . .**

Traveler and Area Resident Exit Question

Responses to this question indicate how clearly the exhibit's messages are perceived and understood by visitors. While many responses were narrow in scope (*natural forces*) or vague (*understand the area*), none were actually wrong.

Area Resident comments reveal a much more personal relationship to exhibit content than do Travelers' with a focus on community and other personal perspectives. Residents are far more likely than Travelers to refer to the local area by name (Homer, Kachemak Bay, Kenai Peninsula). Resident comments do address life in the area, but do not address *hardships* of life in this area.

The table below tallies responses in terms of category and other characteristics. Because many respondents cited more than one idea in their answer, one person's statement can be included in the tally on more than one line, for instance, a reference to *local history* would be included in the *History* and the *Acknowledge local area without naming Homer, Kenai or Kachemak Bay* rows of the table.

All verbatim responses follow the table. Because of category overlap and the richness of visitor responses, the reader is encouraged to read the participants' own words. Nine Travelers offered responses that were particularly insightful. Those statements are grouped together immediately below the table.

References Found in Responses (many responses include multiple themes)	Travelers (n = 82)	Area Residents (n = 50)
General statement about learning about Alaska	19	3
General information about the local area	15	15
Life and, how people live(d)	15	
"Kachemak Bay" reference	13	14
Acknowledge focus on local area without naming "Homer" or "Kenai" or "Kachemak Bay"	13	
History	11	
People	9	
Particularly insightful encapsulation (pulled from all categories)	9	
Animals or Wildlife	5	
Life in the local area	4	
Economics or Commerce	4	
Difficulty or Dangers of life	3	
no answer	2	
Kenai or Kenai Peninsula	2	
Geology	2	
Environment	2	
Personal statement or reference to Community		9
Homer reference	1	6
Other	4	3



### Particularly insightful encapsulation of exhibit purpose (pulled from all Traveler categories)

- see and understand the people and forces that shape the specific area of Homer as well as the rest of Alaska.
- understand the interaction of the bay, its inhabitants, and history.
- get a perspective of the history of this area and how it was formed - along with how everything interacts in the system.
- understand the different components at work physically and culturally in Kachemak Bay.
- understand different perspectives of the area.
- understand and appreciate nature, natural forces, pioneers, way of life and livelihood of settlers.
- relate to the past.
- understand more fully and completely life in Kachemak Bay area, from virtually all perspectives.
- understand many facets of living and surviving in a harsh and unforgiving corner of our country here in Alaska.

### Kachemak Bay and Kenai references

#### Travelers:

- understand the Kachemak peninsula.
- Understand unique physical and social characteristics of Kachemak Bay area.
- appreciate everything about Kachemak Bay and Kachemak peninsula.
- Understand the natural and human history of Kachemak Bay.
- Understand past, present of the Kachemak Bay.
- Understand Kachemak Bay.
- understand and appreciate the Kenai Peninsula, Kachemak Bay work and people.
- understand the history of the Kachemak Bay along with crisis and happiness.
- understand native Alaska and Kachemak Bay.
- learn about the people, animals, geology, economy and history of the Kachemak Bay area.
- get to know the history of Kachemak area.
- understand the history, economy, and geology of Homer and Kachemak Bay.
- understand the beauty and sometime danger of living in Kachemak Bay.
- gain a cultural and historical understanding of the Kenai area.

#### Area Residents:

- learn about Kachemak Bay.
- orient themselves to geographic location [and] cultural presence of Kachemak Bay area.
- understand the natural history and ethnology of Kachemak Bay.
- relate to the culture and history of Homer and Kachemak Bay.
- understand the Kachemak Bay region's history, people and wildlife - past through present.
- about the different aspects of living in the Kachemak area.
- understand the environment, geography, & cultures of the Kachemak Bay Area.
- learn about the Kachemak Bay & its history.
- learn stewardship (respect & appreciation) for the Bay.
- got acquainted with the people, resources, geography & rich history of Kachemak Bay.
- understand the life of people & animals in Kachemak Bay.
- get acquainted with Kenai peninsula.
- understand Kachemak Bay including its wildlife, residents past & present, & natural history
- acquaint visitors with Kachemak community.



### General information references

#### Travelers:

- understand local culture.
- acquaint themselves [with] and appreciate the local area and its development over time.
- understand native life and area.
- understand the area.
- know more about area.
- understand what makes this town special - Alaska too.
- overview of area and history.
- understand the area.
- understand this area.
- find out more about where we are and what's around us.
- understand the history of the area.
- become familiar with the natural and human history of Kachemak Alaskan community.
- understand and appreciate the unique character of the region.
- understand Homer.
- understand the nature of the area past and present.
- know the area
- good overlook.
- understand life in Alaska.
- learn more about Alaska.
- learn about Alaska.
- understand this part of the world.
- understand Alaska.
- understand the natural world and different cultural experiences of this region of the world.
- become familiar with Alaska's gifts.
- understand early Alaska.
- become more aware and better educated.
- understand Alaska and its culture.
- understand life over the years – human and animal.
- a broader understanding of the foundations of Alaska - natural forces, peoples, events.
- gain a better understanding of the history of Alaska and its people - natives and homesteaders.

#### Area Residents:

- learn about people in Alaska.
- understand various living aspects of Alaska.
- learn about Alaskan history.
- gain an understanding of local people, industry and wildlife.
- appreciate their surroundings.
- become acquainted with local history and wildlife.
- understand this place - both culture and natural environment.
- relate to the local environment and culture.
- have a better understanding of local history and culture.
- gain understanding of local area/traditions. Gain perspective of entire community (animals/people).
- understand the region & its people.
- become better acquainted with the area, both in homesteading days & now.
- understand the area.
- orient folks to the people & places that shape this community.
- realize or get to know surroundings.
- understand life here.
- understand the local area & appreciate it's diversity.
- get a sense of local community & its inhabitants.

**History & mixed references (Travelers)**

- history and development of the community.
- learn and understand the community history.
- understand the area in past and future. The past history - very informative.
- learn about the wildlife, economy, and the people who live in Alaska.
- understand wildlife and hardships of Alaska.
- hands-on experience to learn the history of the area.
- understand the hardships and development of Alaska.
- understand and appreciate the history and make-up of this area.
- learn more about the past and present of Alaska and Alaska's people and animals.
- understand the history of the area and its people.

**How people live and mixed references (Travelers)**

- understand the history and lifestyles of an Alaskan town.
- understand the challenges of living in this area.
- understand the past and present ways of life here.
- understand the life in this area.
- understand what life has been like for those who lived and still live in this area.
- get the feeling of life here and our great people. I think it is.
- the upstairs exhibit shows how people used to live.
- understand the variety of cultures and ingenuity in adapting to the environments of Alaska.
- understand what it took and still takes to live here.
- understand the Alaskan environment and the lives of those living within.
- to think what the people went through.
- understand living in this part of the world.
- give people a better appreciation of the people who live(d) here.
- understand this area and the people here.
- get to know the people and environment locally.
- understand Alaska's people, environment, animals, commerce, and hazards.

**Community and personal references (Area Residents)**

- experience diverse aspects of the community from many perspectives & disciplines.
- widen the perspective of your own community.
- explore the community, learn about local artists.
- comprehend their environment.
- understand our biota.
- learn who we all are - past, present - and what living here is about.
- understand & appreciate this area. Also to spur memories of residents' experiences (the viewer being the resident).
- learn about their community.
- create a bond with their community.



### Homer references (Area Residents)

- learn about the life and geography of the Homer area.
- learn interactivity about the area of Homer and its history.
- learn more about Alaska, Homer and Kachemak Bay.
- better understand the cultural history of the Homer region & the people's interaction with their environment.
- learn more about the history & wildlife & culture around Homer.
- understand a little more about Homer.

### Other references

#### Travelers:

- Natural Forces
- Hands-on
- Future
- Natives

#### Area Residents:

- not ask so many dumb questions.
- get hooked to visiting and paying to visit the rest of the museum
- to gain knowledge about people and place

### Did the exhibition in the upstairs gallery give you a window into our community? If so, how?

#### Traveler and Area Resident Exit Question

An overwhelming majority of Travelers and Area Residents felt that this exhibit gave them a window into the local community.

*I had not really realized the commitment and value of each individual to the community.*  
—Traveler

When asked how the exhibit did that for them, visitors were most likely to refer to content, either the variety of information offered, or specific information they remember. Traveler comments about exhibit content are dominated by references to how people live and/or the way people make a living and the wide variety of information and perspectives that the exhibit presents. Other subject matter mentioned by multiple *content* respondents include history, homesteading, and people.

Some aspect of the exhibitry, or way in which the information was delivered, was the second-most common type of response. Area Residents emphasized this more than Travelers. Some Travelers who acknowledge exhibitry or delivery methods specified the videos and/or audio components.

Responses to this question fit into categories neatly enough that each one appears in the tally table below only once. All verbatim comments are listed by category following the tally tables. The reader is encouraged to read the participants' own words.

	Yes	No	N/A
Travelers (n = 82)	89%	1%	10%
Area Residents (n = 50)	98%	0	2%



References Found in Responses	Travelers (n = 82)	Area Residents (n = 50)
Content	51%	44%
Delivery; Exhibitory	14%	38%
General	5%	0
Personal	0	4%
Other	11%	6%

### Exhibit content: How people live

#### Travelers:

- The information of how people lived – hardship, beautiful surroundings.
- It shows the past survival and spirit that has been passed on and the ingenuity and creativity that has come through.
- Definitely! Encompassed areas of livelihood that I had no way of learning about. Broadened my knowledge hereabout tremendously.
- Type of people; what it is like to live here.
- It told a lot about what people here have done. We also learned about the economy, and how the wildlife used to help the economy.
- How difficult life can be and the changing economy.
- This exhibition did show me some of the animals, people, survival techniques and subsistence; living ways used now and in the past
- Found out a lot of history and how people make a living.
- How people live.
- Explained the way of life here.
- Lifestyle, experiences.
- By letting me know how people lived and how it formed.

#### Area Residents:

- Especially lifestyles and importance of sustainable practices and how people here value this place.
- By showing various lifestyles and detail.
- By showing a small portion of how the Kachemak area has been peopled by different ethnic populations and the livelihood they derived from the land and sea



**Exhibit content: variety**

Travelers:

- There is a little bit of everything.
- Information about the whole area.
- Living now, history and the earthquakes/volcanoes.
- I learned about the people of the area and their culture, stories, and traditions.
- Covered several aspects from Native Americans to fishermen.
- It covered so many facets of life here - homesteading, fishing, native life, etc.
- By covering the variety of local elements.
- It was comprehensive as it shared info on geography, culture, wildlife, industry, history, etc.
- It was interesting to see the variety of forces that shape the community - natural, economic, historical, etc.
- Homesteading, native America.
- Different historical perspectives were given.
- Covering named aspects.

Area Residents:

- People, places, way of life, geology, natural history were explained as well.

**Exhibit content: homesteading, history, people, other****Travelers:**

- Personal homesteader stories and info on changing landscape showed a lot about Homer's development.
- View into homesteading life.
- Become more aware of homesteading history.
- Showed progression of area.
- Mostly about the pioneers up to the 1960s, but not so much about today.
- Very much so. It allowed for people (our group) to understand a little more history of the area.
- It showed us the diversity of people in the area and why they are the way they are.
- It highlighted the diversity and the bravery of the people.
- Introduced characters and characteristics of past and present societies.
- Overall history and future plans.
- It seemed to cover enough detail without becoming overwhelming.
- The geological features of this area intrigue me and your exhibits helped.
- I understand the environmental impact on the community.
- I would guess that all that goes on in the surrounding waters really affects the economy of this area – fishing, tourism, etc.
- A lot of information.
- It explains the old more than the new, yet it gives you a sense that people love and care about their community.
- Forces of nature and how people live with nature.
- Better understanding of natives and lifestyles in Alaska – history of development.

**Area Residents:**

- Glimpses that are more expansive and current than before.
- Personal stories.
- I'm a real scientist, but I learned many details.
- What a struggle people had to develop it.
- I've lived here for 8 years & in the Peninsula for over 14 years, but I still learned a few things.
- Native stuff & fishing boats.
- Familiarity with people and their lives.
- It was very informative and made my time in Homer more educational.
- Better understanding of the area.
- A little - people, places, events - I liked the earthquake sections.
- Learned about geologic activity, when Homer was settled.
- The historical aspects are very informative.
- Understanding Homer's history helps understand the present Homer.
- I did not know much about the history of Homer, & now I do.
- Present community & past. How Homer developed.
- A new window into the Kilcher homesteading style.
- Reminds me of how the women had to deal with everyday life, & how we today have a lot that we take [for] granted.
- Understanding homesteading & commercial fishing areas.



## Delivery

### Travelers:

- The tutorials were great!
- Having artifacts and pictures and first-hand perspectives add to what I understood about this community.
- The oral histories associated with local events.
- Fishing demos, communication and history. Exhibits and displays of tools used to explain fishing industry.
- Great detail written and visual.
- Liked the interaction.
- Very personal, emotional statements.
- Hearing people's stories is a great way to develop understanding.
- It showed me a lot about Alaska's people by the movies and speakers.
- mostly through audio/video and modern paintings
- By sharing people's experience (videos).
- I got to hear even at a distance the words of real residents and their view of life's hardships here. Got to see some aspects of survival - what equipment used, how hard it is to earn a living from the sea.

### Area Residents:

- show and tell, hands-on experience.
- Especially touching on the wildlife (skeletons).
- Absolutely - by making interactive exhibits, I read more, watched more, and retained more info.
- I loved the videos.
- Graphically.
- Pictures & videos.
- A window into the history of the people & the land through stories.
- Films & photos of locals.
- Personal art, expression of people who live here.
- By using art & local materials.
- Enjoyed the photographs, art.
- Intimate perspective & information.
- Personal accounts & reflections.
- By the means of its multiple exhibits.
- I liked to see the pictures and quotes of local residents in the oil spill exhibit and the new exhibit.
- Documentaries.
- All the art/artists; visuals - videos & photographs of people doing local stuff.
- well-rounded multi-media.
- Narratives of Lost at Sea, images all around exhibits.

## Personal (Area Residents)

- The Kilchers are friends of ours.
- Lovely about Ruth Kilcher; I homesteaded across the inlet with 5 children 30 years ago.



**General and other responses**

Travelers:

- Good overlook.
- Enjoyed.
- Given a quick overview.
- Educational.
- How much it has expanded since 1981.
- But I didn't realize it was so centralized on this area (oops).
- I am more aware of the complexity of the environment and the many ways it can be abused.
- How far we have come with everything.
- It was not an easy life.
- To levels of spirit, people, life.
- It is a very different way of life from the lower U.S.
- That there is a proud history.
- In action.
- I think this was one of the best exhibits I've ever seen, and I have traveled a LOT!  
Very well done!

Area Residents:

- This seems very community center with local information.
- Renewed appreciation & delight.

**Do you feel like you learned something during your visit to this gallery?**

Traveler and Area Resident Exit Question

	Yes, learned very much	Yes, somewhat	I'm not sure	No, did not learn much	No, did not learn at all	No Response
Travelers (n = 82)	79%	17%	0	0	0	4%
Area Residents (n = 50)	84%	16%	0	0	0	0

**Please complete these sentences about the exhibits in the upstairs gallery: I was surprised by . . .**

Traveler and Area Resident Exit Question

Travelers and Area Residents both found the exhibit itself surprising in some way, more often than finding any of its content surprising. Several of these comments refer to the amount of information that is *packed into one room*, or a *small space*.

Only one exhibit-focused comment was negative: *its professionalism when I would have preferred local creation*. This particular point is significant in light of the fact that the development team was intent on creating an exhibit with *local flavor*, not something from *design central*. That only one person offered a negative take on the look of the exhibit is a good indicator that the team succeeded.



Responses to this question fit into categories neatly enough that each one appears in the tally table below only once. All verbatim comments are listed by category following the tally tables. The reader is encouraged to read the participants own words.

References Found in Responses	Travelers (n = 82)	Area Residents (n = 50)
Exhibitry	25%	48%
Content – Specific data	17%	16%
Content – General	9%	2%
Exhibitry/Content	5%	
Other	7%	8%
Personal		8%
Positive Remarks	2%	

### Content: specific data

#### Travelers:

- the people.
- how many boats get into trouble on the bay.
- The killing of the seals video. I didn't realize that was still allowed.
- Earth and Sun tilt.
- Earthquake in the area.
- Volcanic activity, tsunamis.
- Survival of shipwrecks exhibits.
- Beached whales outside of Antarctica.
- the number of elevations from the earthquakes.
- Ruth's Kilcher's courage and how she taught her children something about branching beyond what an upbringing would dictate.
- Boats that went down at sea.
- Closeness of the people.
- How much work [it] was to live here.
- Hardships of fishing industry.

#### Area Residents:

- homesteaders' map
- Homer had its first homesteaders just 100 years ago.
- learning how harpoons work.
- the size of Alaska.
- difficulty of being a fisherman.
- appendages on flippers of skeletons of beached whale, seals, & other creatures.
- the amount of volcanic activity in the area.
- some of the history.

### Content: general

#### Travelers:

- the wealth of information.
- Thoroughness in each category.
- the variety of topics covered.
- all you have.
- all the exhibits and a vast diversity of items on display.
- how interesting and engrossing and informative they were.
- the breadth.

#### Area Residents:

- the amount of information.



### Exhibit-related comments

#### Travelers:

- the completeness and thought that went into the homestead exhibit
- the variety of exhibits and how much you can get tastefully in a small area.
- all of the detail.
- the touchable exhibits.
- the changes that had occurred in the past few years. I really enjoyed the hands-on experience!
- the artwork that was put in the exhibits; it was amazing!
- the imagination that was applied to the exhibits.
- [impressed rather than surprised] by how well designed the museum and exhibits are presented.
- all the new exhibits.
- how well informed and well exhibited.
- the number of oral histories you've collected.
- how detailed it is.
- the technology.
- the ceiling displays.
- the richness of the exhibits.
- the amount of information you were able to present in a small area.
- how in-depth each display is.
- great videos.
- how well it was put together and works for all age groups.
- the ease in which I was able to proceed through each exhibit. All well written.
- how polished and professional it is

#### Area Residents:

- the creative ingenuity of the new displays.
- how much stuff you had in a small space.
- how well set-up the new exhibits are.
- the amount of interactivity in the new displays.
- the sail - screen
- how much there was.
- how much interactive material we had available.
- the creativity & dimension of the exhibit.
- diversity of exhibits.
- the skookum-ness of the new exhibits - very up-to-date also.
- the artistic, innovative & interactive nature of the exhibits.
- all the interactive displays, for instance the photo albums.
- impressed by the quality of the exhibits.
- the attention to detail.
- all of the cool technology stuff. I also like i[t] because it was interactive.
- the interactive component.
- the user-friendly displays.
- the new exhibits.
- how modern & high tech.
- the amount of interaction.
- how much information was packed into one room.
- the amount of information in a small space.
- overall appearance, technology.
- its professionalism when I would have preferred local creation.

### Exhibit/content (Travelers)

- the telephone conversation; it was like she was talking to me. It set me back.
- the vast amount of materials and artifacts.
- the number of personal stories.
- the amount of time in making the exhibit personal, i.e., artwork - it added a lot to the exhibit.

### Personal (Area Residents)

- how interested I was in the oral histories (videos).
- hearing Peggy's voice again.
- how many people I recognized.
- the amount of things that interested me such as sociological past and wildlife.



### Other

#### Travelers:

- the "hands on" nature of the displays.
- Exxon Valdez oil spill.
- the area the oil spill covered.
- oil spill.
- the quality of tar exhaust.
- Nothing.

#### Area Residents:

- the girl at the desk making me fill out this form even with a broken arm!
- even after several visits Darkened Waters still makes me cry.
- the live camera at Gull Island.
- the cost of things in gift shop.

### Positive remarks (Travelers)

- how wonderful it was.
- its entire enjoyment.

### Please complete these sentences about the exhibits in the upstairs gallery: I was reminded that...

#### Traveler and Area Resident Exit Question

This exhibit readily inspires visitors to ponder the human condition. One fifth of both Travelers and Area Residents responded to this question with this sort of reflection. These are the most common type of response to this question. Personal reflections offered by Area Residents articulate pride and satisfaction with this community and/or their lives here.

Responses to this question fit into categories clearly enough that each one appears in the tally table below only once. All verbatim comments are listed by category following the tally tables. The reader is encouraged to read the participants own words.

References Found in Responses	Travelers (n = 82)	Area Residents (n = 50)
Reflections about the human condition	22%	20%
Specific information	13%	16%
Hardships	13%	8%
Reflections about one's own life	5%	12%
Comparison to previous exhibit		4%
Other		6%
Stewardship	2%	



### Reflections about the human condition

#### Travelers:

- you need to teach/memorize what you experience.
- what we enjoy today did not come easy!
- Everyone has their own story.
- We can always learn more and to value what we have.
- We are VERY SMALL in the scheme of things!
- We all have it so good.
- people see life's experiences differently.
- we need to protect our heritage.
- a simple life can be good -- and very difficult.
- life is short.
- we are at the mercy of nature.
- life is fragile.
- with the right attitude so much can be accomplished.
- We (as a society) perhaps do not instill that same sense of adventure or we/where grow up mentality nowadays in our children. Our commercialism & mass marketing for our consumption may overrun this generation if we are not careful.
- we are all guests on the planet.
- the world is so complex.
- man and nature are at odds and neither will win.
- small towns can have big ideas

#### Area Residents:

- there is a lot to learn.
- we are all part of an evolution change albeit faster now is life.
- always a new way to do something - a new perspective!
- there is much to learn about our community.
- life is complex & interwoven.
- living close to the land is more ensured survival; I need a boat.
- many people who are attracted to this land have a similar dream (Ruth Kilcher video).
- history is interesting.
- there is a wealth of local talent!
- today we value outsiders more than insiders.

### Reflections about one's own life

#### Travelers:

- my ignorance about the area.
- I lived through a lot of these adventurous times.
- I have lots to learn.
- I lost several friends at sea.

#### Area Residents:

- it is a beautiful & unique place I have been living the last 27 years (here).
- I love it here.
- what a rich (culturally & ecologically) community I get to live in!
- there is much about Alaskan history I don't know about.
- I live in an awesome part of Alaska.
- I'm glad I don't hear it [Peggy's voice] anymore.



### Specific information

#### Travelers:

- the Kachemak Bay was created by glaciers.
- Mother Nature rules.
- earthquakes have shaped the area.
- Alaska truly is a great state. I had forgotten how monstrous in size it was.
- seals were still food for many Native Americans
- volcanic activity, tsunamis.
- fishing is dangerous.
- not to try to swim if you fall off a boat.
- Alaskan natives were original inhabitants.
- getting to know the history and present of ALL areas is important to understanding of differing cultures.
- there are so many interesting things about the people here.

#### Area Residents:

- Homer is pretty diverse.
- the ingenuity of natives back-when is astounding.
- although technology has made many advancements, m[an]y local[s] still live in traditional ways.
- the Kachemak Bay had already been peopled by the Alaskan natives who were then replaced by the white people.
- Alaska has a diverse history.
- Homer has history.
- there is a rich human history of Kachemak Bay.
- nature is powerful!

### Hardships

#### Travelers:

- of the dangers of wilderness.
- life is tough.
- life can be harsh in the wild.
- survival is challenging and it continues to be all over the world.
- life in early Alaska was hard.
- life was hard, especially in Alaska.
- how hard life was here.
- the area can be unforgiving.
- Alaska is a very demanding state.
- people are courageous and resilient.
- life is hard in these remote areas.

#### Area Residents:

- hauling water & doing laundry in a stream are both hard work.
- even being careful sometimes didn't help.
- life is not always convenient.
- Alaska can be a very challenging place to live.

### Stewardship (Travelers)

- more about how important it is to protect the wildlife.
- we cannot always reverse what we do to the land or sea.

### Comments about previous exhibits

- some of the natural history has been removed or "drawered."
- I kind of miss some of the wildlife dioramas.



**Other (Area Residents)**

- all the gulls, murres and puffins I had forgotten the species.
- Homer is expensive.
- the marine life is fascinating.

**On the scale below, how would you score each of the following statements?**

Traveler Exit Question

Traveler respondents to the Entrance Survey also answered this question. Our hypothesis had been that as a result of experiencing the exhibit, traveling visitor responses would move closer to *Strongly Agree* for each statement in the table below. While responses to the first statement trend in that direction none of them show statistically significant change. That visitors are oriented to these points of view before visiting the Pratt fits with earlier audience research which identified Pratt Museum visitors as sophisticated regarding education level, travel and museum attendance patterns.

**Post-test Data (n = 82)**

	Strongly Agree		Neutral			Strongly Disagree	
a) I think that who we are as people reflects the place where we live.	37%	23%	17%	6%	2%	1%	1%
b) It's fun to think about what formed the landscapes of the places I visit, like volcanoes or glaciers.	41%	28%	12%	6%	1%	0%	0%
c) Traveling to other places makes me reflect on my life at home.	48%	16%	11%	6%	4%	1%	1%
d) I wonder about the lives of the people who live where I travel.	51%	22%	13%	2%	1%	1%	0%
e) I like to imagine what it would be like to live in the places I visit.	48%	20%	13%	7%	0%	2%	0%
f) Seeing wildlife where I travel is exciting to me.	66%	16%	7%	1%	0%	1%	0%



**On the scale below, how would you score each of the following statements? (Please circle one number per statement.)**

Area Resident Exit Question

Area Resident respondents to the Entrance Survey also answered this question. Our hypothesis had been that as a result of experiencing the exhibit, local visitor responses would move closer to *Strongly Agree* for each statement in the table below. Responses to two of these statements do show some change, one at a highly significant level.

g) *I wonder about the lives of other people who live in this area.*

Pre- and post-test data show a shift towards *Strongly Agree* that is significant at .002, a confidence level of 99.8. Area Residents more strongly agreed with this statement after visiting the exhibit.

c) *I feel comfortable with the way the Pratt Museum presents information about our community.*

Pre- and post-test data show a shift towards *Strongly Agree* that is significant at .065 which is just shy of our requisite .05 level (95% confidence).

**Post-test Data (n = 50)**

	Strongly Agree		Neutral			Strongly Disagree	
a) I feel like I have something of value to contribute to the Kachemak Bay community life.	32%	14%	18%	26%	2%	0%	2%
b) I feel like it would be easy to share my ideas with Pratt Museum staff.	34%	10%	18%	28%	4%	0%	2%
c) I feel comfortable with the way the Pratt Museum presents information about our community.	48%	20%	18%	10%	0%	0%	0%
d) I think that who we are as people reflects the place where we live.	44%	24%	14%	8%	0%	0%	2%
f) It's fun to think about what formed the landscapes of the Kachemak Bay area.	52%	28%	12%	2%	2%	0%	0%
g) I wonder about the lives of other people who live in this area.	52%	30%	6%	6%	0%	0%	0%
h) I like to imagine what it would be like to be a part of other cultural groups in this area.	46%	20%	12%	10%	4%	2%	0%
i) Seeing local wildlife is exciting to me.	76%	16%	2%	2%	0%	0%	0%



### The Kachemak Bay area is home to a variety of cultures.

#### Traveler Exit Question

Comparison with pre-test data shows no significant change on this point. Visitors were not more likely to answer correctly after seeing the exhibit than they were prior to doing so.

Post-test Data	Yes	No	I'm not sure	No Response
Travelers (n = 82)	83%	1%	6%	10%

### There are Alaskan natives in this area who live traditional lifestyles.

#### Traveler and Area Resident Exit Question

Comparison with pre-test data shows a change in Traveler knowledge on this point which is significant at a 95% confidence level. Area resident data show a slight improvement, but not at a statistically significant level.

Post-test Data	Yes	No	I'm not sure	No Response
Travelers (n = 82)	61%	2%	26%	11%
Area Residents (n = 50)	64%	4%	28%	4%

Pre-test Data	Yes	No	I'm not sure	No Response
Travelers (n = 90)	40%	4%	53%	3%
Area Residents (n = 50)	56%	4%	40%	0%

### The main geologic force(s) that shaped the Kachemak Bay area is/are:

#### Traveler and Area Resident Exit Question

A statistical comparison of pre- and post-test data on this point reveals that Travelers show a significant knowledge gain. Though Area Resident responses trend in this direction, the pattern does not reach statistical significance.

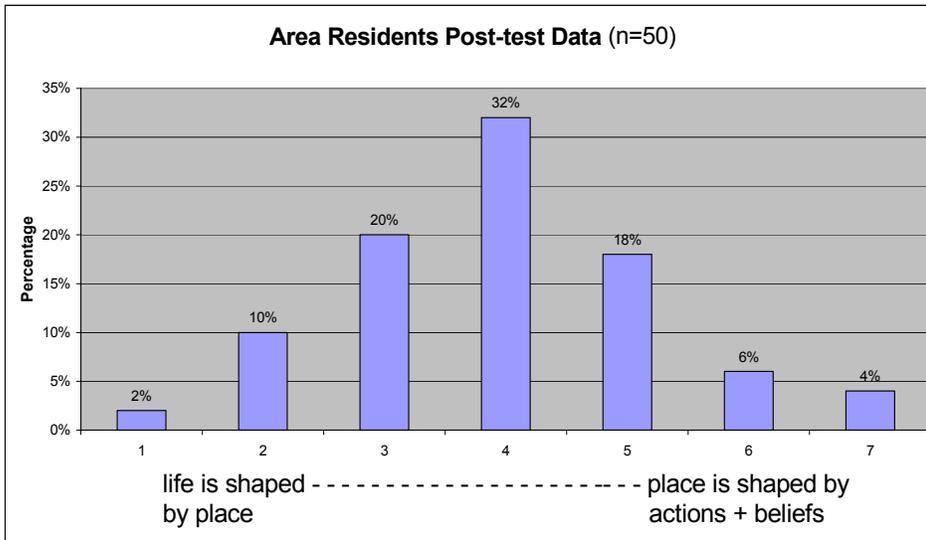
Note that the table on the next page reports on responses from all survey participants, including those who choose not to respond to the question. Non-responding individuals are excluded from the sample for statistical analysis.

Five possible correct answer categories:

1. glaciers, ice, ice age
2. volcanoes, vulcanism
3. earth quakes, tectonic plates, seismic references
4. ocean, sea, water, tides
5. weather, wind, storms

Post-test Data	1 Correct Resp.	2 Correct Resp.	3 Correct Resp.	4 Correct Resp.	5 Correct Resp.	No Response
Travelers (n = 82)	13%	39%	15%	2%	0	31%
Area Residents (n = 50)	27%	31%	24%	6%	0	12%





**Overall, how well did you enjoy your visit to the Pratt Museum’s new main gallery?**  
 Traveler and Area Resident Exit Question

	Enjoyed it very much	Enjoyed it	Enjoyed it somewhat	Did not enjoy it much	Did not enjoy it at all	No Response
Travelers (n = 82)	82%	11%	0	0	0	7%
Area Residents (n = 50)	82%	8%	4%	0	0	6%



### How highly would you recommend it to others?

Traveler and Area Resident Exit Question

	Very highly recommend	Highly recommend	Recommend	Probably not recommend	Not recommend it at all	No Response
Travelers (n = 82)	68%	21%	2%	1%	0	8%
Area Residents (n = 50)	84%	8%	4%	0	0	4%

## 5.4. Visit and Demographic Data

### Have you been to the Pratt Museum before today's visit?

Traveler and Area Resident Exit Question

	First Visit	Have Visited Previously	No Response
Travelers (n = 82)	83%	15%	2%
Area Residents (n = 50)	14%	84%	2%

Travelers Number of Previous Visits	Frequency of Response	% of 82
1	3	4%
2	4	5%
3	1	1%
4	4	5%
10	1	1%

Area Residents Estimated Number of Visits Per Year	Frequency of Response	% of 50
1	4	8%
2	5	10%
3	4	8%
4	2	4%
5	3	6%
6	1	2%
7	1	2%
10	5	10%
12	2	4%
20	2	4%
50	1	2%
168	1	2%
300	1	2%
Many	3	6%
Very many	5	10%



### Where do you live?

Traveler Exit Question

California	14
Alaska	9
Oregon	6
Michigan	5
Illinois	4
Massachusetts	4
Minnesota	4
Maine	3
Texas	3
Florida	2
New Jersey	2
North Carolina	2
Ohio	2
Pennsylvania	2
Washington	2
Colorado	1
Connecticut	1
Maryland	1
Montana	1
New York	1
New Zealand	1
South Carolina	1
Utah	1
Virginia	1
Washington, DC	1
No Response	5

United States	74
Europe	1
France	1
Germany	1

### Within Kachemak Bay, what is your community?

Area Resident Exit Question

Homer	30
Anchor Point	2
Soldotna	1
Ninilchik	1
Nikolaevsk	1
Merchant Marine	1
Kachemak City	1
Geriatric	1
Quilt Artist, Gardner, health care	1
Ex-fisherman and nature- loving traveler	1
No Response	10

**Are you:**

Traveler and Area Resident Exit Question

	<b>Native Alaskan</b>	<b>non-Native</b>	<b>No Response</b>
Travelers (n = 82)	1%	90%	9%
Area Residents (n = 50)	4%	86%	10%

**In what age range are you?**

Traveler and Area Resident Exit Question

	15 – 18	19 – 35	36 – 54	55+	No Response
Travelers (n = 82)	5%	15%	30%	43%	7%
Area Residents (n = 50)	8%	34%	30%	22%	6%

**Which describes the highest level of education that you've completed so far?**

Traveler and Area Resident Exit Question

	Grade School	Some High School	High School Grad.	Some College/ Tech School	College Grad.	Some Grad. School	Graduate Degree	No Response
Travelers (n = 82)	2%	2%	4%	12%	32%	9%	32%	7%
Area Residents (n = 50)	4%	0	12%	22%	34%	6%	18%	4%

**Please indicate your gender:**

Traveler and Area Resident Exit Question

	<b>Female</b>	<b>Male</b>	<b>No Response</b>
Travelers (n = 82)	60%	33%	7%
Area Residents (n = 50)	56%	38%	6%

## 6. Rich and Simple Life: Remembrances of Homesteader Ruth Kilcher Video Survey Results



### 6.1. Introduction

A random sample of visitors exiting the video theater area after seeing A Rich and Simple Life – Remembrances of Homesteader Ruth Kilcher (the Homesteading Video) participated in this survey. Data collectors screened respondents to identify residents of the Kachemak Bay area and travelers from outside the area. Most questions asked of Travelers and Area Residents were identical; a few were different. Forty-three Travelers and six Area Residents participated in the Homesteading Video Survey.

Several questions on this survey are also included in the Entrance Survey, providing pre- and post-test data to measure possible impacts of the Video. Statistical analysis of the impact of this video is possible only with the Traveler data. The small number of Area Residents who participated in this survey ( $n = 6$ ) renders a statistical comparison with pre-test data impossible. The limited amount of Area Resident data prohibits a useful comparison with Traveler data as well.

### 6.2. Video Description

A Rich and Simple Life – Remembrances of Homesteader Ruth Kilcher (the Homesteading Video) is one of the Pratt Museum’s Community-based Video projects. For more information about Community-based Videos, please see the Exhibit Description section of this report.

Visitors to the Community-based Video Theater can read the following label about the Homesteading Video which is easily seen next to the video screen.

A Rich and Simple Life – Remembrances of Homesteader Ruth Kilcher

The hardships of homesteading from a woman’s perspective ring true for many of the early women who helped settle Homer, each with her own personal set of circumstances.

Before dawn, Ruth Kilcher packed up her husband Yule’s backpack with fresh bread, extra clothes, and hunting gear as he set off for moose hunting. Left to tend her growing family of eight children, how did she cope with life on the Kilcher Homestead? Her children recently discovered Ruth’s frank and revealing diary, a springboard for family reminiscences.

Running time — 21 minutes

### 6.3. Summary of Findings by Desired Outcomes and Exhibit Goals

**Do Travelers gain knowledge of the exhibit’s subject matter?**

**Do Travelers demonstrate enhanced appreciation for the subject matter and/or cultural diversity?**

Yes. Visitors learn information about homesteading, but a much greater impact is found in their increased appreciation for the tremendous demands of homesteading life.

Viewers report that the Video answered questions that they had about people in the local area. Most surprising to viewers is the recent timeframe of homesteading, *in my lifetime*.



Homestead Video viewers are struck by the varied hardships of Ruth Kilcher's life and the realization of *how much the mother had to do to keep the family solvent*. Visitors are touched by Ruth in a personal way, citing the *emotional challenges she faced being a creative woman*, observing, *women so depressed*, and, *understanding Ruth's need to be alone after raising a large family*. They are clearly impressed by her ability *to cope with everything*.

**Does the exhibit transport visitors beyond the museum walls to an intimate, personal look at contemporary community life via *Windows to the Community* elements?**

Yes. This video's ability to reach viewers in a deeply personal way is evidenced in their responses throughout this survey. This intimate, personal portrayal of homesteading life inspires in viewers great sensitivity to Ruth Kilcher and her family. Visitors readily compare their own lives to hers and ponder her motivations.

Though homesteading is not contemporary, family life is. Many viewers comment on this video's messages about *family life* and *family dynamics*, as well as *children remembering mother*.

**Do Travelers reflect on their own culture, community and traditions?**

Yes. Viewers of this Homesteading Video are moved to reflect on their own lives often remembering *my family* and expressing gratitude about *how easy my life is*. They also muse about the human condition, referring to the *human spirit*, and *relationships*, or *how people are inspired to return to their roots*. Viewers also consider lessons for life, *everything you want to do can be done with effort and compromise*, *belief in yourself and respect/work with nature*.

Viewers easily find meaning far beyond lessons of homesteading and women as homesteaders. Family dynamics and relationships dominate visitor responses about the video's story. Comments range from the simple, *importance of family*, to noticing, *how everyone has a different perspective*.

**Does the exhibit inspire Area Residents to increase their participation in community and civic life, and/or enhance their sense of personal power in community affairs.**

**Do Area Residents demonstrate increased comfort with the institution?**

Not tested. The sample of Area Residents for this study was too small for meaningful analysis.

**Do visitors enjoy the exhibit? Would they recommend it to others?**

Yes, visitors enjoyed the Homesteading Video, but were not specifically asked if they would recommend it. We can be certain that visitors are engaged in this video because a large majority of respondents watched the entire 21-minute Video (70%). Most of the rest spent 10 or more minutes with it. Only two viewers in this sample spent less than 10 minutes.

Homesteading Video viewers appreciate the video's *honesty & reality* and lack of *sugar-coating or romanticizing*. They also greatly enjoy hearing the stories in the people's own voices.



That visitors have noticed and commented on this Video as an honest portrayal of homestead life is significant because of the special attention that staff gave to presenting history and the community in a balanced, honest way. In their words:

*There was a concerted effort from the outset to make sure to represent people honestly, to avoid sentimentalizing or glorifying individuals and events. Stories are in the communal voice rather than through the lens of museum staff. The community-based video process, we believe, is one example of how we achieved this.*

**Do visitors perceive and understand exhibit messages?**

Yes. The Homesteading Video is most effective at communicating the balanced influence that people and place have on each other, as described in the Big Idea.

The Big Idea and the first main message listed below are addressed by the continuum question (*place shapes lives vs. lives shape place*). We hypothesized that experiencing the exhibit would concentrate responses in the center of the continuum. Traveler Homestead Video viewers tend towards the center of the continuum, but not any more than do their counterparts in the pre-test. However, while this group of Video viewers stays in the center, Travelers in the Exit Survey shift to the left end of the continuum (*place shapes lives*). This suggests that the Homesteading Video is more effective at communicating the equal balance of these two ideas than is the exhibit as a whole.

**Exhibit Big Idea and Main Messages from the Master Plan:**

- Big Idea: The interplay of shaping and being shaped by our environment defines us.
- Who we are reflects where we live.
- Kachemak Bay is a dynamic edge — a meeting place of distinct geological, biological, and cultural forces.
- Traditional lifestyles, native cultures, and ecological integrity, diminished in many places, prevail in Kachemak Bay.
- We have intricate connections both to each other and to a greater world.
- Our actions and beliefs shape our place and future.

**6.4. Exit Survey Results with Pre-test/Post-test Comparison Information**

**Do you feel like you learned something from this video?**

Traveler and Area Resident Question

	Yes, learned very much	Yes, somewhat	I'm not sure	No, did not learn much	No, did not learn at all	No Response
Travelers (n = 43)	53%	35%	2%	2%	0	8%
Area Residents (n = 6)	4	1	0	0	1*	0

\*This respondent was a homesteader from Seldovia.



**Please complete these sentences about the video: I was surprised by/that . . .**  
 Traveler and Area Resident Question

References Found in Responses	Travelers (n = 43)	Area Residents (n = 6)
Hardships, So much work and/or Ruth's difficulties and abilities	11	4
Homesteading was recent	6	
Honest portrayal of that lifestyle, "not romanticized"	5	
That she/they would choose this life	4	
Story content; Not much about the dad (2)	5	1
Other	4	

### Hardships of life as a homesteader

#### Travelers:

- hardship.
- It is clear that Ruth was extremely busy all the time.
- the emotional challenges she faced being a creative woman.
- the difficulty & complexity of life in Homer during the 1940s - 1950s.
- how much the mother had to do to keep the family solvent.
- the ability of the mother to do all she had to do.
- her ability to adapt to her surroundings.
- how hard life was for a family.
- a woman would be so independent, thinking & acting, back then.
- of the difficulties of homesteading.
- women so depressed.

#### Area Residents:

- women spent so much time cooking - & that her story was a prophetic one.
- how very difficult homesteading was.
- what they actually endured.
- women had a unique role of a homesteader temperament.

### Choosing the homestead life (Travelers)

- a woman who apparently was talented & very expressive could settle on her hard life.
- she would have chosen the life for herself.
- given her background, she became a homesteader so far away and different from how she grew up.
- a young couple chose to leave a more privileged life.

### Honest portrayal in the video/from the subjects (Travelers)

- She (Ruth) living in there; also the honesty. No sugar-coating or romanticizing.
- the video presented the hardships of homesteading as realistically as it did, rather than romanticizing it, which tends to be more of the manner it's presented as. Nice job!
- the honesty of the family members; they told it like they remembered it.
- honesty & reality of the video.
- the honesty of those interviewed.

**Homesteading was recent (Travelers)**

- its history & all in my lifetime!
- I was somewhat surprised that it took [place] roughly during my childhood.
- how recent these hard times were.
- the reminder that people were living as homesteaders in my lifetime.
- at the same time my mother was growing up there were still people homesteading.
- how recent homesteading is in Alaska.

**Story content****Travelers:**

- they got to go to a movie.
- how many children they had.
- simple life of Ruth with all her family in one lonely, small house in the middle of nowhere.
- there weren't too many comments about what the father did.
- none of them talked much about their dad.

**Area Residents:**

- story - there was so much local history & it kept your focus.

**Other (Travelers)**

- the beauty of the country.
- not much.
- interviews with the local people & the topics of homesteading in a difficult environment.
- not greatly surprised by the content of the video but impressed by the quality of it; the content was intriguing.

**Please complete these sentences about the video: This video reminded me . . .**

Traveler and Area Resident Question

References Found in Responses	Travelers (n = 43)	Area Residents (n = 6)
Reflections about one's own life	12	2
Reflections about the human condition	6	
Hardships of homesteading	6	1
Family systems (not personal memories)	5	
Other pioneers	1	1
Other	2	1



### Reflections about one's own life

#### Travelers:

- that I am very fortunate to have the modern conveniences available to me.
- of my mother (13 children).
- how lucky we are.
- many families in my country (Colombia) whose parents had a similar life raising them.
- how easy my life is.
- it was hard being a woman on a "homestead." My mother also put in long hours on the farm where I grew up, worked outside & inside while Dad only worked outside; [this] always seemed out-of-balance.
- of my childhood in northern Minnesota & how my mother's (age 86) must have been. No - [how] her mother's life [must have been].
- to be grateful for our "easy" lives & modern conveniences.
- of my family.
- of relatives' stories of farming in NE.
- growing up in the Pacific Northwest.
- my grandfather.

#### Area Residents:

- of my experience - homesteading in the Clam Gulch area.
- of home.

### Reflections about the human condition (Travelers)

- regardless of how civilized society becomes, people still are inspired to return to their roots for a break or permanently with nature.
- of the adaptability of the human spirit.
- that everyone has their own perspective of the same situation of nature versus nurture.
- the simple things mean so much.
- relationships are formed & cemented by doing & being & reflecting.
- of how difficult life can be.

### Hardships

#### Travelers:

- of the great strength & bravery it took to be a pioneer woman even for the 20th century.
- how hard life was then for homesteaders.
- of many hardships faced by all pioneer women.
- of the difficulties of homesteading & the difficulties of the so-called "simple" life.
- of how isolated homesteading can be.
- how hard people worked.

#### Area Residents:

- hard - life is not easy to get the basics done.



**Family (Travelers)**

- what the American family life was - desire, working to have.
- of family life.
- how hard life can be and how mothers are so important & loving persons.
- of how each child in a family has a unique experience & often VERY different perceptions of life, family, & childhood.
- of the importance of having both parents involved in rearing children.

**Other pioneers**

Travelers:

- of hearing other pioneer stories.

Area Residents:

- of the Old West.

**Other**

Travelers:

- of an Alaska that is changing. It was hearing the diary excerpt that read, "I am so unhappy" that caught my attention & made me sit down.
- that men read while women work[ed].

Area Residents:

- of how life must have been as a homesteader.

**Was there any information in this video that was different from what you had previously believed? Please explain.**

Area Resident Question

- Loneliness as a homesteader. Invention & lack [of] new creations.
- That the homesteaders were foreigners.
- No. (3)
- No Response

**Other than the difficulties of homesteading, what would you say this video is about?**

Traveler and Area Resident Question

References Found in Responses	Travelers (n = 43)	Area Residents (n = 6)
Family, Family Dynamics, or Relationships	17	2
Women as homesteaders and pioneers	5	
Hardships of Ruth's life, her abilities and experiences	5	1
Sharing memories, Children remembering mother	3	
Life's dreams	3	
Life as a homesteader	3	2
Reflections about the human condition	1	
Other		1



### **Life's dreams (Travelers)**

- One couple's dream & how reality is different.
- A woman's idea of how her life would be & [how she] accomplished it.
- Living one's dream.

### **Hardships of Ruth's life; her abilities and experiences**

#### **Travelers:**

- Being almost a single parent overcoming the challenges, physical and emotional, of raising a large family in the wilderness.
- The struggle of being a "single" mother of eight ... that the father was not really a part of raising the kids.
- Ruth's personality & how she coped with everything.
- A woman searching for meaning.
- The capabilities of one woman.
- The psychological challenges of being a woman homesteading in Homer.

#### **Area Residents:**

- Hard life. Out of rhythm could be a disaster. You would have to be dedicated. Survival.

### **Life as a homesteader (not focused on Ruth)**

#### **Travelers:**

- The lives of the people, their joys, sorrows and experiences.
- People learning to live off the land & use what they have at-hand.
- It's a good life maybe.

#### **Area Residents:**

- Pioneer spirit. It took a lot of endurance to live here in those days.
- A family issue growing up & dealing with what they had & not much different than most of us.

### **Memories (Travelers)**

- Rich memories of devoted children.
- The love Ruth's children feel for their mother; their memories of her.
- Overcoming difficulties, passing on memories, & a way of life.



### Family and relationships

#### Travelers:

- Relationships.
- Relationships.
- It's about family & the intelligence & \_\_\_\_\_ it took to be a mom in that situation.
- Family. With eight kids you're bound to get varied points of view.
- Family life & how everyone has a different perspective.
- People - family interactions.
- Family relationships, a commentary on the disparity of roles held by man & woman.
- The imperfection of modern relationships.
- Family relations, spousal dynamics, & the impact of mothers on their children.
- Family.
- About a mother from the perspective of her children, one whose life was hard but was able to overcome the disadvantages of the children's lives.
- The importance of family.
- Family, Alaska.
- creating a sense of community within the family.
- Family, love, memories.
- Family & how they individually remember the past.
- Personalities of people.

#### Area Residents:

- Family.
- A family.

### Women as homesteaders or pioneers (Travelers)

- Woman's role in early Alaska.
- Role of women in making self-sufficient life possible.
- The strength of a female role in the Alaska Wilderness while raising a family. Independence.
- Pioneering women.
- Spirit of women.

### Mixed and personal

#### Travelers:

- Survival, adaptation, confidence in yourself.

#### Area Residents:

- Values, work ethic, & family reflection.



### What message will you take home from this video?

Traveler and Area Resident Question

References Found in Responses	Travelers (n = 43)	Area Residents (n = 6)
Reflections about the human condition	7	2
Other	6	
Homestead life and/or Hardships	6	3
Reflections about women	3	
Reflections about one's self	3	1
Homesteading women	2	

#### Reflections about women (Travelers)

- Women are awesome! [I should] go home & start that garden I've been meaning to start!
- Strength of the family, especially the women.
- Homer's filled with strong women.

#### Homesteading women (Travelers)

- The courage of homesteading, especially women.
- The hard work & sacrifices women made in the not-too-distant past to live in a new & difficult land, away from their families & culture.

#### Reflections about one's self

Travelers:

- To keep writing in my journal.
- We all have it way too easy.
- To appreciate all the comforts & luxuries I have.

Area Residents:

- I need to write the story of my fifty years living on the Kenai Peninsula.

#### Reflections about the human condition

Travelers:

- Some people are able to adjust & fit in.
- You can do what you want if you are willing to sacrifice.
- Everything you want to do can be done with effort & compromise, belief in yourself & respect/work with nature.
- How difficult it must have been & how strong you get from difficulties.
- Be appreciative of people, their troubles, & their joy.
- Things can be accomplished & families can survive.
- Never give up.

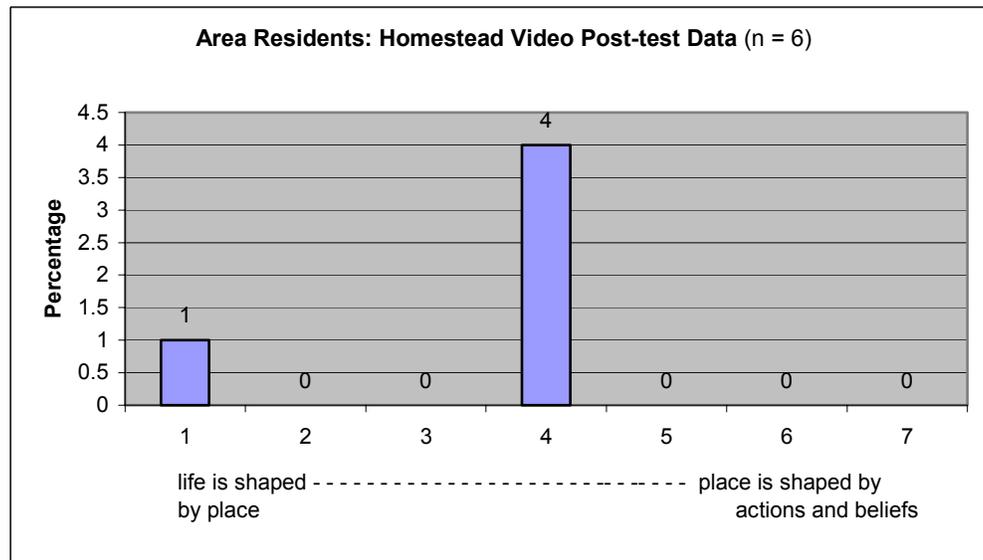
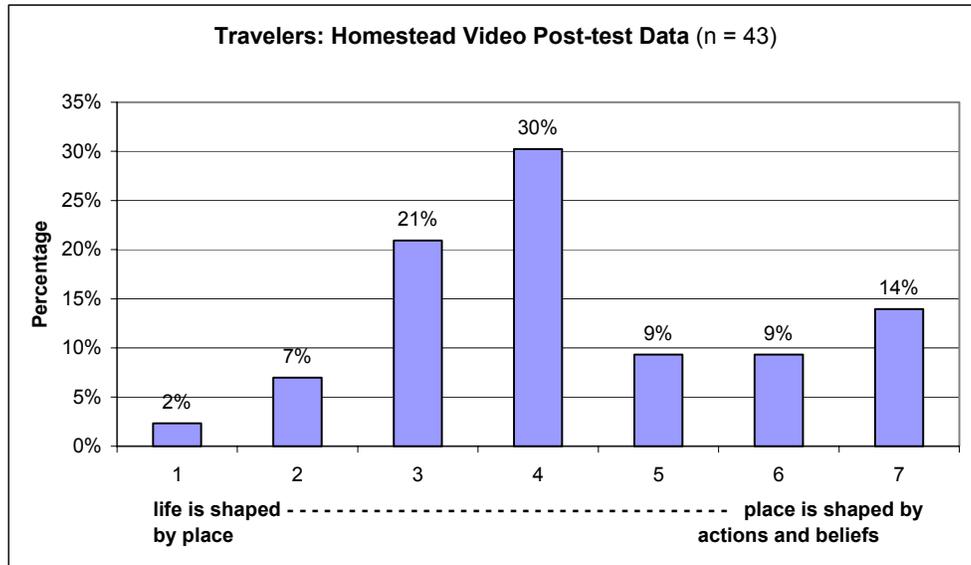
Area Residents:

- We all are made up of what we grew up learning.
- We forget about how good & easy we have things today.





Statistical analysis of Traveler responses to this question shows no significant change when compared to pre-test data. However, when we compare responses from the Exit Survey (covering the overall exhibit) and the Homestead Video Survey, we see that Homestead Video Traveler responses are more concentrated in the center, than responses from Traveling visitors to the overall exhibit, showing a difference that is significant at  $p > .5$ , or a 95% confidence level. Indeed, responses to the Exit Survey show a statistically significant shift to the left (*People's lives are shaped by place*) when compared to pre-test data. These findings suggest that the Homestead Video is more effective at supporting the notion that these two ideas are equally true than is the exhibit as a whole.





**On the scale below, how would you score each of the following statements?**

Traveler and Area Resident Question

A clear majority of both populations are in agreement with each of these statements:

- I liked hearing these stories in the peoples' own voices.
- This video inspires respect for the cultures presented in it.
- This video helps me appreciate how other cultures live.
- I found myself comparing my life to the lives of the people I saw in the video.

Area Residents in this survey appear lukewarm about *seeing this video inspires me to become more active in the Kachemak Bay community life*, but this sample is too small to be considered representative or predictive of the population.

		Strongly Agree		Neutral			Strongly Disagree	
I liked hearing these stories in the peoples' own voices.	Travelers (n = 43)	72%	21%	5%	0	0	2%	0
	Area Res. (n = 6)	4	0	2	0	0	0	0
This video inspires respect for the cultures presented in it.	Travelers (n = 43)	45%	29%	5%	12%	2%	7%	0
	Area Res. (n = 6)	2	2	1	1	0	0	0
This video helps me appreciate how other cultures live.	Travelers (n = 43)	29%	14%	24%	17%	7%	5%	5%
	Area Res. (n = 6)	2	2	0	2	0	0	0
I found myself comparing my life to the lives of the people I saw in the video.	Travelers (n = 43)	51%	27%	12%	5%	0%	5%	0
	Area Res. (n = 6)	3	1	1	0	0	0	1

Residents only:

Seeing this video inspires me to become more active in the Kachemak Bay community life.	Area Res. (n = 6)	1	0	1	3	1	0	0
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**Did you have any questions about how people live in this area?**

Traveler and Area Resident Question

	Yes	No	No Response
Travelers (n = 43)	60%	30%	9%
Area Residents (n = 6)	2	4	0



**If so, did this video answer any of them for you?**

	Yes	No	No Response
Travelers (n = 43)	51%	5%	44%
Area Residents (n = 6)	2	1	3

**Comments**

**Travelers:**

- Wondering how people earned money - heard about commercial fishing.
- I would like to know more details about their lives.
- Adaptation of a person (family) that came from a different environment.
- Coping in general.
- Social life or lack of it - isolation versus desperation.
- I often think about Alaska's homesteading days when I visit the towns that no longer resemble the towns they once were, places like Wasilla are a window into Alaska's future, unfortunately.
- Lifestyle.
- Other questions I still have: What is a "typical day" for a fisherman? How would a native Alaskan describe his/her people's history? What did children think about growing up as a homesteader?
- The video exemplified the hardships that homesteaders in this area encountered in a clear & personal way/perspective.
- Vivid examples & illustrations - visual & auditory.
- Would love to read the entire journal; it should be published.
- The children's reminiscences made some things clearer.

**Area Residents:**

- What life was like in a homestead.
- I have known them.

**On the scale below, how would you score each of the following statements?**

**Traveler Question**

A clear majority of Travelers agree with these statements.

- I think that who we are as people reflects the place where we live.
- Traveling to other places makes me reflect on my life at home.
- I wonder about the lives of the people who live where I travel.
- I like to imagine what it would be like to live in the places I visit.



We hypothesized that experiencing the exhibit would influence visitors to agree more strongly with these statements. Statistical analysis of pre and post-test data for this question shows no significant change. Change that nears a significant level is observed for the second and fourth statement on the list.

Travelers who visit the Pratt Museum already agree with these points to a great extent. This confirms earlier research into the profile of the Pratt audience which found them to be experienced and sophisticated travelers with a higher than average propensity to visit museums.

#### Posttest data (n = 43)

	Strongly Agree		Neutral			Strongly Disagree	
I think that who we are as people reflects the place where we live.	16%	42%	26%	12%	0	2%	0
Traveling to other places makes me reflect on my life at home.	44%	37%	12%	5%	0	0	0
I wonder about the lives of the people who live where I travel.	53%	30%	9%	2%	0	0	0
I like to imagine what it would be like to live in the places I visit.	51%	28%	14%	5%	0	0	0

#### On the scale below, how would you score each of the following statements?

##### Area Resident Question

Area Resident responses tend toward agreeing with all these statement except the first one. That a majority of respondents agree, at least to some extent, with most of these statements is a desirable trend, though such a small sample cannot be considered predictive of the population. Though the small number of Area Resident respondents does not allow for a statistical comparison of pre and post-test data for these statements, it is interesting to note that the pre-test data also shows a majority of responses in the agree columns.

#### Posttest Data (n = 6)

	Strongly Agree		Neutral			Strongly Disagree	
I feel like I have something of value to contribute to the Kachemak Bay community life.	0	1	0	4	0	0	1
I feel like it would be easy to share my ideas with Pratt Museum staff.	2	0	2	1	1	0	0
I feel comfortable with the way the Pratt Museum presents information about our community.	1	2	3	0	0	0	0
I think that who we are as people reflects the place where we live.	2	3	1	0	0	0	0
I wonder about the lives of other people who live in this area.	1	2	2	1	0	0	0
I like to imagine what it would be like to be a part of other cultural groups in this area.	1	1	2	2	0	0	0



### 6.5. Visit and Demographic Data

#### Have you been to the Pratt Museum before today's visit?

Traveler and Area Resident Exit Question

	First Visit	Have Visited Previously	No Response
Travelers (n = 43)	86%	14%	0
Area Residents (n = 6)	2	3	1

Travelers Number of Previous Visits	Frequency of Response
1	2
2	2
4	1
20 (from Anchorage)	1

Area Residents Estimated Number of Visits Per Year	Frequency of Response
1	1
3	1
10	1

#### Where do you live?

Traveler and Area Resident Exit Question

Alaska	5
Arkansas	1
Arizona	4
California	5
Colorado	3
Connecticut	2
Washington, D.C.	1
Florida`	1
Iowa	2
Louisiana	1
Maryland	1
Minnesota	1
North Carolina	2
New Jersey	3
New York	3
Oregon	1
Utah	1
Washington	3
Wisconsin	2

Slovakia	1
Nicaragua	1
Germany	1
USA	40



**Within Kachemak Bay, what is your community?**

Area Resident Exit Question

Seldovia	3
Homer	2
Nanwalek	1

**In what age range are you?**

Traveler and Area Resident Exit Question

	15 – 18	19 – 35	36 – 54	55+	No Response
Travelers (n = 43)	0	23%	33%	44%	0
Area Residents (n = 6)	0	3	2	1	0

**Which describes the highest level of education that you've completed so far?**

Traveler and Area Resident Exit Question

	Grade School	Some High School	High School Grad.	Some College/ Tech. School	College Grad.	Some Grad. School	Graduate Degree	No Response
Travelers (n = 43)	2%	2%	7%	21%	28%	12%	28%	0
Area Residents (n = 6)				3	2		1	0

**Please indicate your gender:**

Traveler and Area Resident Exit Question

	Female	Male	No Response
Travelers (n = 43)	79%	21%	0
Area Residents (n = 6)	6	0	0

## 7. Qackimam Pikiyutai: The Lore of Fishing and Marine Harvesting in Kachemak Bay – Video Survey Results



### 7.1. Introduction

A random sample of visitors exiting the video theater area after seeing Qackimam Pikiyutai – The Lore of Fishing and Marine Harvesting in Kachemak Bay (the Fishing Video) participated in this survey. Data collectors screened respondents to identify residents of the Kachemak Bay area and travelers from outside the area. Most questions asked of Travelers and Area Residents were identical; a few were different. Thirty-three Travelers and 12 Area Residents participated in the Fishing Video Survey.

Several questions on this survey are also included in the Entrance Survey, providing pre- and post-test data to measure possible impacts of the Fishing Video. Statistical analysis of the impact of this video is possible only with the Traveler data (n = 33). The small number of Area Residents who participated in this survey (n = 12) renders a statistical comparison with pre-test data impossible. The limited amount of Area Resident data prohibits a useful comparison with Traveler data as well.

### 7.2. Video Description

Qackimam Pikiyutai – The Lore of Fishing and Marine Harvesting in Kachemak Bay (the Fishing Video) is one of the Pratt Museum's Community-based Video projects. For more information about Community-based Videos, please see the Exhibit Description section of this report.

Visitors to the Community-based Video Theater can read the following label about the Fishing Video, which is easily seen next to the video screen. Native Alaskan video team members created the title; Qackimam Pikiyutai is Alutiiq Sugpiaq for *The Gifts of Kachemak Bay*.

**Qackimam Pikiyutai — The Lore of Fishing and Marine Harvesting in Kachemak Bay**

Kinship with the sea translates as food, as freedom, as a place to both test oneself and find inner peace. It is a source of work that brings a family and a community together.

People who depend upon Kachemak Bay's waters — from Homer, Halibut Cove, Seldovia, Port Graham, and Nanwalek — come together to express what Kachemak Bay has given them and what they hope to give back to Kachemak Bay.

Running time: 17 minutes



### 7.3. Summary of Findings by Desired Outcomes and Exhibit Goals

#### Do Travelers gain knowledge of the exhibit's subject matter?

#### Do Area Residents exhibit increased knowledge/ awareness/ interest in the subject matter, even their own culture and/or traditions?

Yes. The Fishing Video effectively informs visitors about fishing in Kachemak Bay, the methods used by different people, the variety of sea life that is harvested along the shoreline, and fishing's social, cultural and environmental context and impacts. Visitors readily take in this information and more.

While some viewers are reminded of their own fishing background, like *the way we do trout-lining back in Mississippi*, others pick up information about something completely new to them, *I knew nothing about commercial fishing*. Viewers are impressed *by the variety of species harvested and the diversity of methods and equipment used*. They also comment on fishing as *hard work [that is] sometimes dangerous*; a message that comes home because, *each salmon or halibut dinner I enjoy was made possible by commercial fisherpeople*.

Travelers who see the Lore of Fishing Video evidence statistically significant knowledge gain about native Alaskans in the area living a traditional lifestyle and practicing subsistence fishing.

#### Do Travelers demonstrate enhanced appreciation for the subject matter and/or cultural diversity?

Yes. When asked, viewers agree that the video helped them to respect and appreciate other cultures. This attitude is volunteered in visitor comments as well, *...to appreciate all cultures and work*.

Fishing Video viewers are also moved to consider their connections to fishing as consumers and as citizens of earth who need and use natural resources. They take away messages about environmental conservation and the human condition, including human nature and the nature of work. As with other studies, Area Resident respondents perceive messages about community more than do Travelers.

Lore of Fishing Video viewers are surprised by a variety of conservation issues that it mentions, and conservation lessons are among the two main messages viewers most readily perceive. Respondents cite facts of sea life depletion, *the shrimp disappeared*, and *the extent of overfishing in the bay*. One Traveler was surprised that, *the fishermen were so unaware of the human role in the fish and shrimp declines*. Others leave with a mandate to *protect what we still have*, or a reminder to *appreciate our resources because resources are not bottomless*.

#### Do Travelers reflect on their own culture, community and traditions?

#### Do Travelers and Area Residents both find meaningful messages?

Yes. Many viewers are reminded of their own fishing background, like *the way we do trout-lining back in Mississippi*, or some other personal event.

After conservation, visitors appreciate the video's messages about the human condition. They ponder *human perseverance*, and the fact that *nothing stays the same*. Viewers are moved to consider people and their work: to *enjoy your work and how lives are shaped by the livelihood they choose*. *A hard life can be a fulfilling life*.



**Does the exhibit inspire Area Residents to increase their participation in community and civic life, and/or enhance their sense of personal power in community affairs?  
Do Area Residents demonstrate increased comfort with the institution?**

Not tested. The sample of Area Residents for this study was too small for meaningful analysis.

**Does the exhibit transport visitors beyond the museum walls to an intimate, personal look at contemporary community life via *Windows to the Community* elements?**

Yes. Comments from visitors about the Fishing Video are full of references to lifestyle and life choices. They demonstrate a new appreciation for the difficulty and joy of life as a fisherperson. Many respondents appreciated hearing these stories in the people's own voices.

**Do visitors enjoy the exhibit? Would they recommend it to others?**

Yes. Visitors enjoyed the Fishing Video, but were not specifically asked if they would recommend it. We can be certain that visitors are engaged by it because a large majority of respondents watched the entire 12-minute Video (71%). Most of the rest spent 9 or more minutes with it. Only one viewer in this sample spent less than 9 minutes. Respondents to this survey overwhelmingly enjoyed hearing these stories in the people's own voices.

**Do visitors perceive and understand exhibit messages?**

Yes. The Fishing Video effectively communicates concepts of cultural and biological diversity, the presence of traditional lifestyles, that our actions shape our place and future, and that we have intricate connections to each other and a greater world. This last point is made more strongly by the Fishing Video than any other exhibit component; *each salmon or halibut dinner I enjoy was made possible by commercial fisherpeople.*

The Big Idea and the first main message listed below are addressed by the continuum question (*place shapes lives vs. lives shape place*). We hypothesized that experiencing the exhibit would concentrate responses in the center of the continuum. Traveler Fishing Video viewer responses to the continuum question exhibit a shift from the center toward the left (*people's lives are shaped by the place where they live*). The difference from the pre-test data comes close to statistical significance. This pattern is seen at statistically significant levels among Travelers in the Seal Hunt Video Survey and the exhibit Exit Survey.

**Exhibit Big Idea and Main Messages from the Master Plan:**

- Big Idea: The interplay of shaping and being shaped by our environment defines us.
- Who we are reflects where we live.
- Kachemak Bay is a dynamic edge — a meeting place of distinct geological, biological, and cultural forces.
- Traditional lifestyles, native cultures, and ecological integrity, diminished in many places, prevail in Kachemak Bay.
- We have intricate connections both to each other and to a greater world.
- Our actions and beliefs shape our place and future.



## 7.4. Exit Survey Data with Pre-test/Post-test Comparison Information

### Do you feel like you learned something from this video?

Traveler and Area Resident Question

	Yes, learned very much	Yes, somewhat	I'm not sure	No, did not learn much	No, did not learn at all	No Response
Travelers (n = 33)	70%	27%	0	0	0	3%
Area Residents (n = 12)	7	5	0	0	0	0

### Please complete these sentences about the video: I was surprised by/that . . .

Traveler and Area Resident Question

References Found in Responses	Travelers (n = 33)	Area Residents (n = 12)
Conservation related	7	2
Fish/sea life; conditions or as food	6	2
Business of fishing	6	3
Social or Cultural observations	3	2
Video – some aspect of the video production	3	
Other	2	2

#### Conservation-related comments

Travelers:

- the shrimp disappeared.
- the impact of the change in fishing caused by climactic changes.
- the recognition of the depletion of the resource was so severe.
- much of the fish & seafood has declined in population.
- the extent of overfishing in the bay.
- he fishermen were so unaware of the human role in the fish & shrimp declines.
- commercial fishing has depleted fishing stocks so much

Area Residents:

- the fact the crabs are no longer in commercial quantities in the bay today.
- all fishing stock is depleted & the tough work involved in fishing in Kachemak Bay.

#### Fish

Travelers:

- by the size of halibut.
- seeing the octopus prepared as food.
- how they caught the halibut.
- octopus live in the bay.
- there were so many shrimp here at one time.
- octopus can be found above low tide lines.

Area Residents:

- they ate the octopus!
- subsistence food.



### **Business of fishing**

#### Travelers:

- boats used family as labor.
- the amount of fish local boat takes.
- the variety of different species harvested in Kachemak Bay.
- I knew nothing about commercial fishing.
- the variety of species harvested & the diversity of methods & equipment used.
- amount of manual effort involved in the fishing shown.

#### Area Residents:

- how much different types of fishing there were.
- traditional methods are still used!
- old methods were not more prolific.

### **Social or cultural observations**

#### Travelers:

- so many communities still rely on fish for subsistence.
- the experience of the real people who settled & worked the area.
- the uses & many perceived benefits of local animals & plants the Eskimo desires.

#### Area Residents:

- more young people were not involved.
- the fishing families enjoyed doing what they were doing (like a cowboy out on the range); it was sometimes a choice of a living, not a necessity.

### **Video (Travelers)**

- the very personal - small scale - intimate nature of the narrative – WONDERFUL
- variety of footage & interviews with different folks.
- professional development of the video.

### **Other**

#### Travelers:

- I was so intrigued!
- how much I learned.

#### Area Residents:

- I enjoyed the video.
- there is so much natural food available.



**Please complete these sentences about the video: This video reminded me . . .**  
 Traveler and Area Resident Question

References Found in Responses	Travelers (n = 33)	Area Residents (n = 12)
Reflections about one's self or memories	8	2
Conservation, environment	7	3
Hardships of fishing	5	
Other	1	2
Reflections about the human condition	1	1
Reflections about life, how to live	2	1

### Reflections about one's self

#### Travelers:

- of my life when I was younger (on the East Coast - Cape Cod)
- to spend more time with my grandparents.
- of public TV films I have seen.
- how different my life is.
- the people & the places I have been.
- of the way we do trout-lining back in Mississippi.
- that each salmon or halibut dinner I enjoy was made possible by commercial fisherpeople who work HARD!
- of fishing out of San Francisco & Monterey Bays in California.

#### Area Residents:

- I like fishing.
- I could learn a lot about natural species.

### Conservation

#### Travelers:

- we must respect all forms of marine life and protect and honor the diversity of species.
- of the loss of marine resources from Washington & Oregon.
- that we must learn to preserve the volume of fish for the long run & not fish to extinction!
- how fragile the ecosystems are.
- that the area is not an endless source of life to exploit for our own uses.
- of the many issues associated with commercial overfishing.

#### Area Residents:

- marine management & conservation is so important.
- How badly the waters have been raped of their resources.
- it is very easy to strip a resource if not managed well (i.e., - crabs, shrimp)



**Hardships of fishing (Travelers)**

- what a tough life these folks live. You have to be paying lots of attention.
- what hard business commercial fishing is.
- how tough & pristine things were.
- it is hard work & sometimes dangerous.
- all fish needs to be harvested & that job is an adventure, but very hard work & dangerous. Stock can be depleted.

**Other**

Travelers:

- of what a great land Alaska is.

Area Residents:

- Fishing is important to Homer.
- to preserve tradition.

**Human condition**

Travelers:

- what varied occupations people have.

Area Residents:

- we are losing the "art" of doing things.

**Reflections about life, how to live**

Travelers:

- of the gift the oceans provide us.
- that to hurt & utilize meat & plants without waste is the natural way of life & being.

Area Residents:

- the ocean has a lot of important food sources.

**Other than fishing and harvesting food, what would you say this video is about?**

Traveler and Area Resident Question

References Found in Responses	Travelers (n = 33)	Area Residents (n = 12)
People and life of this video/area	9	1
Reflections about the human condition	9	1
Conservation	4	2
Fishing variety, lifestyle, hardships	4	
Change	2	
Native culture	2	
Family	1	
Tradition	1	2
Community		5
Share ideas, industry, traditions		2



### Comments on the life of people in the area

#### Travelers:

- The people who eke out a living here.
- People making a living & their relationship with the area.
- The culture of the area & its history.
- The people.
- The people & their lives.
- A people's way of life.
- How the Alaskan people lived & survived.
- A way of life for the fishermen.
- About oral history of common people.

#### Area Residents:

- Homer & Kachemak Bay.

### Reflections on the human condition

#### Travelers:

- How lives are shaped by the livelihood they choose.
- Evolution of the people.
- Enjoy your work.
- Human strength and sensitivity.
- Human perseverance.
- Local people & what is necessary to them [&] all peoples of the world. What is missing in our lives.
- Human relationships.
- The joy of the hard work in a beautiful place & the courage to pursue a vocation that one loves, despite nature's uncertainty.
- Life choices.

#### Area Residents:

- survival, (choice) freedom, being a rebel.

### Conservation

#### Travelers:

- Nature, the decline in our wildlife/food supply.
- The need to be aware of our role in the survival of our planet.
- Ecology, dwindling natural resources & over-fishing.
- Sustainability, culture & family.

#### Area Residents:

- Conservation.
- That the resources have almost been exhausted in the bay by commercial fishing.

### Fishing (Travelers)

- Clear & beautiful depiction of various types of fishing & food harvesting. Also depicts fishing as a way of life.
- Shows how different ethnic groups harvest fish.
- The life in the fishing industry.
- How hard each person worked for what they received.



**Change** (Travelers)

- The glories of this part of Alaska & also how much has changed.
- Change.

**Native culture** (Travelers)

- Life of the native people.
- Native life & culture.

**Tradition**

Travelers:

- Working hard. Eating traditional foods.

Area Residents:

- Gathering of ideas, industries & traditions.
- Trying to preserve/pass-on tradition & knowledge.

**Community** (Area Residents)

- Community. (2)
- Spirit of the community.
- Community - industry - commercialism.
- Trying to draw together a community through old ways

**Sharing ideas** (Area Residents)

- Sharing of ideas, industry, how people make a living.
- Gathering of ideas, industries & traditions.

**What message will you take home from this video?**

Traveler and Area Resident Question

References Found in Responses	Travelers (n = 33)	Area Residents (n = 12)
Conservation	9	5
Reflections about the human condition	6	1
Appreciate, preserve other cultures/traditions	2	1
Other	3	
People and life of this area	3	
Reflections about one's self	2	2
Fishing	2	
Authenticity, video and exhibit	1	



### Conservation

#### Travelers:

- There is a limit to resources.
- Environmental delicacy.
- "We've taken more than we've given back.
- Protect what we still have.
- Shrinking glaciers (global warming).  
Seeming abundance yet much less than years before.
- Take care of your area & fish & wildlife.
- We need to be an integral part of our planet. To utilize & preserve an extent [of] the plant & animal life we have.
- The wealth of fisheries in Kachemak Bay & the necessity of preserving versus abusing nature's gifts.
- That people make such a difference & impact on nature.

#### Area Residents:

- We need to manage our fisheries & take care of our oceans.
- Don't eat a non-substantial resource.
- To appreciate our resources.
- Resources are not bottomless.
- It is important to manage our resources.

### Reflections on the human condition

#### Travelers:

- Nothing stays the same.
- A reminder about how we all live & depend on so many factors in order to eat.
- A hard life can be a fulfilling life.
- Human connection in all of our lives.  
Appreciation of life of fishermen/fisherwomen (I LOVE to eat fish)!
- Hard work & tradition will sustain a family.
- People love harvesting food for personal use & for profit, especially when very abundant.

#### Area Residents:

- It takes a diverse people to make a village.

### Appreciation for other cultures

#### Travelers:

- Appreciation of a different lifestyle.
- To appreciate all cultures & work.

#### Area Residents:

- Preservation of tradition is SO important - what will we do when computers crash?

### Other (Travelers)

- Catching the octopus in thin slices is important for its taste.
- I wish my own kids could see this with me.
- (1) Fishing has been [an] important part of Alaskan heritage, and (2) some of the fish populations are returning.



**People and life of the area** (Travelers)

- People on Kachemak Bay work hard & enjoy their life.
- More understanding of area and people.
- The strength of people in Kachemak Bay & their intimacy with nature.

**Self-reflection**

Travelers:

- It's no different here than in a fishing community on the East Coast in the 1960s.
- Life is very different here than my life in the Mid-West is.

Area Residents:

- I need to get a boat!
- I could supplement my diet by learning a bit.

**Fishing** (Travelers)

- The hard work & dangers commercial fishermen experience.
- The way in which fishing is connected to various ways of life.

**Authenticity of exhibit** (Traveler)

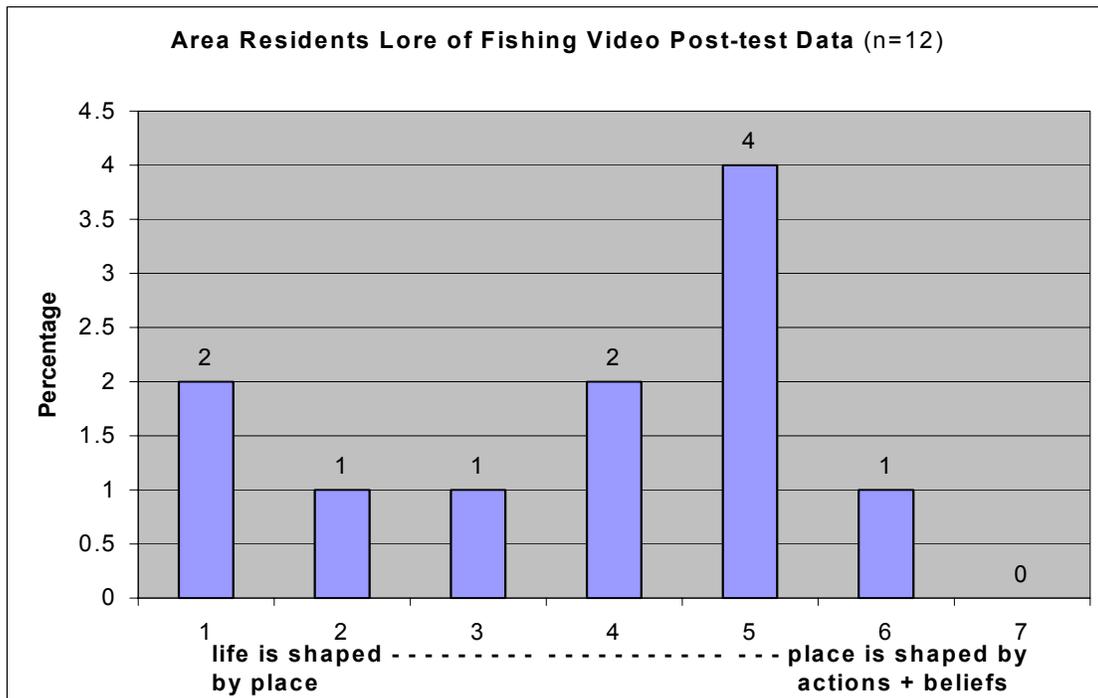
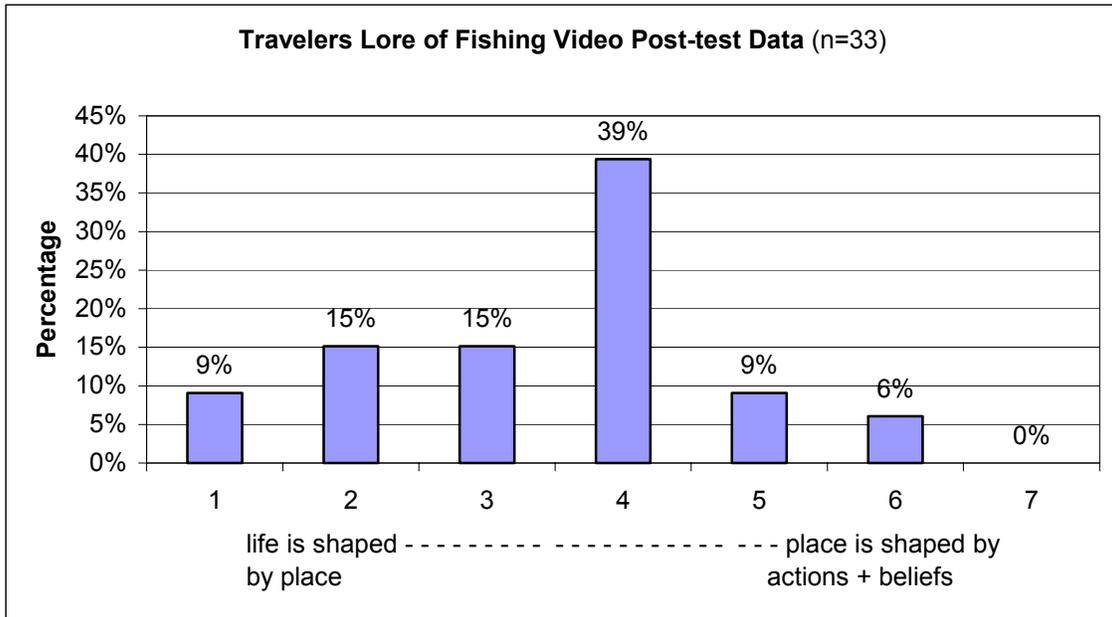
- It's all real! No Hollywood. People can create magic as they have with this exhibit.

Please circle a “+” on the line where you think best describes the balance between these two ideas.

Traveler and Area Resident Question

People's lives are shaped by the place where they live.	1	2	3	4	5	6	7	People's actions and beliefs shape their place and future.
	-- + ----- + ----- + ----- + ----- + ----- + ----- + --	<more true			more true>			

We hypothesized that visitor responses would move more to the center of the continuum as a result of experiencing the exhibit. To apply a similar test to the Fishing Video, viewers responded to this question as well. When compared to pre-test data, Travelers who saw the Fishing Video shifted to the left end of the continuum, *life is shaped by place*. This change is on the verge of statistical significance, with  $p=.06$ , or a confidence level of less than 95%. The same pattern appears in Traveler data from the Seal Hunt Video and the overall exhibit Exit Surveys.





**On the scale below, how would you score each of the following statements?**  
 Traveler and Area Resident Question

A large majority of Travelers and Residents agree quite strongly with three of these four statements. While a majority does agree with the statement about the video helping them to appreciate other cultures, they are somewhat less enthusiastic about it than the others. That visitors appreciate other cultures and compare themselves to the people in this video is evidenced in their narrative responses to other questions in the survey as well.

		Strongly Agree			Neutral			Strongly Disagree
I liked hearing these stories in the peoples' own voices.	Travelers (n = 33)	82%	15%	3%	0%	0%	0%	0%
	Area Res. (n = 12)	6	5	1	0	0	0	0
This video inspires respect for the cultures presented in it.	Travelers (n = 33)	48%	36%	9%	0%	0%	0%	0%
	Area Res. (n = 12)	2	2	5	3	0	0	0
This video helps me appreciate how other cultures live.	Travelers (n = 33)	36%	18%	12%	21%	3%	6%	0%
	Area Res. (n=12)	3	6	1	1	0	0	0
I found myself comparing my life to the lives of the people I saw in the video.	Travelers (n = 33)	58%	36%	0%	6%	0%	0%	0%
	Area Res. (n = 12)	2	5	4	1	0	0	0

Residents only:

Seeing this video inspires me to become more active in the Kachemak Bay community life.	Area Res. (n = 12)	2	2	3	5	0	0	0
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**Was there any information in this video that was different from what you had previously believed?**

**Please explain.**

Area Resident Question

- Natives use contemporary methods to fish.
- I had no preset ideas except those expressed in answer to question three above.
- People & places.
- That natives still use some traditional beliefs (if contemporary practices).
- It is still possible to live off the land.
- I did not know there used to be crabs in the bay.
- No (2)



**Did you have any questions about how people live in this area?**  
 Traveler and Area Resident Question

	Yes	No	No Response
Travelers (n = 33)	88%	12%	0
Area Residents (n = 12)	4	8	0

**If so, did this video answer any of them for you?**

	Yes	No	No Response
Travelers (n = 33)	85%	6%	9%
Area Residents (n = 12)	3	0	9

**Comments**

Travelers:

- Aside from tourism.
- Commercial fishing.
- How a person who makes a living fishing does it & the risks involved.
- How individuals get into their livelihoods.
- How they make a living fishing.
- I didn't know how the fishing was done.
- I know very little about commercial fishing operations.
- I saw a subway shop & know all about that! I wanted to know about what was "local" - Alaska.
- I was not aware of the native influence & just how much society is damaging the natural order of their lives & ours.
- I wasn't aware that fishing was such a vital part of the local community & its people.
- I wondered about life in the winter & how people prepared for it.
- It filled in many blanks.
- Lots of great details on life here & harvesting the sea.
- My friends set net fish near Kachemak. This video showed me a lot about how it is done.
- Now I know how halibut is hooked.
- Personalities of folks who would choose to live in Alaska.
- Saw people working, heard their opinions, feelings.
- Unfortunately this lifestyle is being lost forever. The simplicity is gone.
- Who was here.

Area Residents:

- In general I still do not know much about the area so any information is new & good.
- Methods - types of food eaten.



**This video illustrates contemporary lifestyles of some people who live in the Kachemak Bay area.**  
Traveler and Area Resident Question

	Yes	No	I'm not sure	No Response
Travelers (n = 33)	76%	3%	12%	9%
Area Residents (n = 12)	11	0	1	0

**On the scale below, how would you score each of the following statements?**  
Traveler Question

We hypothesized that experiencing the exhibit and/or the community-based videos would influence visitors to agree more strongly with these statements. Statistical comparison of these responses with pre-test data indicate a change in *I like to imagine what it would be like to live in the places I visit* which is significant at  $p=.048$ , or a confidence level of greater than 95%.

**Post-test Data (n = 33)**

	Strongly Agree		Neutral			Strongly Disagree	
I think that who we are as people reflects the place where we live.	36%	30%	21%	9%	3%	0	0
Traveling to other places makes me reflect on my life at home.	45%	36%	15%	3%	0%	0	0
I wonder about the lives of the people who live where I travel.	61%	33%	6%	0%	0%	0	0
I like to imagine what it would be like to live in the places I visit.	64%	27%	6%	3%	0%	0	0



**On the scale below, how would you score each of the following statements?**  
 Area Resident Question

**Post-test Data (n = 12)**

	Strongly Agree		Neutral			Strongly Disagree	
I feel like I have something of value to contribute to the Kachemak Bay community life.	1	2	6	3	0	0	0
I feel like it would be easy to share my ideas with Pratt Museum staff.	3	2	5	2	0	0	0
I feel comfortable with the way the Pratt Museum presents information about our community.	3	3	4	2	0	0	0
I think that who we are as people reflects the place Where we live.	3	0	8	1	0	0	0
I wonder about the lives of other people who live in this area.	3	3	4	2	0	0	0
I like to imagine what it would be like to be a part of other cultural groups in this area.	6	1	5	0	0	0	0

**The Kachemak Bay area is home to a variety of cultures.**

Traveler Question

Though Traveler responses to this question trend toward being more accurate after seeing the Fishing Video, statistical comparison with pre-test data shows no significant change. This information is already well known to Travelers before they arrive at the Museum.

	Yes	No	I'm not sure	No Response
Travelers (n = 33)	91%	3%	3%	3%



### There are Alaskan Natives in this area who live traditional lifestyles.

Traveler and Area Resident Question

Statistical comparison with pre-test data shows that the Fishing Video had a very high impact on Traveling visitor knowledge of this point. Those who saw the video had fewer *not sure* responses and more agreement with this item; a change significant at  $p=.008$ , or a confidence level in excess of 99%.

Post Fishing Video Data	Yes	No	I'm not sure	No Response
Travelers (n = 33)	64%	9%	21%	6%
Area Residents (n = 12)	11	0	1	0
<b>Pre-test data</b>				
Travelers (n = 90)	40%	4%	53%	3%

### There are Alaskan natives in this area who practice subsistence fishing.

Traveler and Area Resident Question

Statistical comparison with pre-test data shows that the Fishing Video had a very high impact on Traveling visitor knowledge of this point. Those who saw the video had fewer *not sure* responses and more agreement with this item; a change significant at  $p=.002$ , or a confidence level in excess of 99%.

Post Fishing Video Data	Yes	No	I'm not sure	No Response
Travelers (n = 33)	85%	6%	6%	3%
Area Residents (n = 12)	11	0	1	0
<b>Pre-test data</b>				
Travelers (n = 90)	58%	2%	40%	0

## 7.5. Visit and Demographic Data

### Have you been to the Pratt Museum before today's visit?

Traveler and Area Resident Exit Question

	First Visit	Have Visited Previously	No Response
Travelers (n = 33)	82%	12%	0
Area Residents (n = 12)	8	4	0

Travelers Number of Previous Visits	Frequency of Response
1	2
2	1
3	1



Area Residents Estimated Number of Visits Per Year	Out of 6
1	2
3	1
100	1

### Where do you live?

Traveler Exit Question

Alaska	1
Arizona	2
Arkansas	3
Florida	2
Georgia	2
Hawaii	2
Maryland	3
Massachusetts	1
New York	1
Oregon	6
Utah	1
Vermont	1
Wisconsin	3
Wyoming	1

United States	29
New Zealand	2
Austria	1

### Within Kachemak Bay, what is your community?

Area Resident Exit Question

Homer	4
Soldotna	2
Anchor Point	1
Kachemak City	1
Kenai	1
Seldovia	1
Seward	1

### In what age range are you?

Traveler and Area Resident Exit Question

	15 – 18	19 – 35	36 – 54	55+	No Response
Travelers (n = 33)	0	18%	27%	52%	3%
Area Residents (n = 12)	2	7	2	1	0



**Which describes the highest level of education that you've completed so far?**

Traveler and Area Resident Exit Question

	Grade School	Some High School	High School Grad.	Some College/ Tech School	College Grad.	Some Grad. School	Graduate Degree	No Response
Travelers (n = 33)	3%	0%	9%	12%	30%	6%	36%	4%
Area Residents (n = 12)	0	1	4	1	3	0	3	0

**Please indicate your gender:**

Traveler and Area Resident Exit Question

	Female	Male	No Response
Travelers (n = 33)	58%	39%	3%
Area Residents (n = 12)	10	2	0

## 8. Bisuhta: A Contemporary Alutiiq/Supiaq Seal Hunt in Kachemak Bay—Video Survey Results



### 8.1. Introduction

A random sample of visitors exiting the video theater area after seeing *Bisuhta—A Contemporary Alutiiq Seal Hunt in Kachemak Bay* (the Seal Hunt Video) participated in this survey. Data collectors screened respondents to identify residents of the Kachemak Bay area and travelers from outside the area. Most questions asked of Travelers and Area Residents were identical; a few were different. Thirty-nine Travelers and 11 Area Residents participated in the Seal Hunt Video Survey.

Several questions on this survey are also included in the Entrance Survey, providing pre- and post-test data to measure possible impacts of the Video. Statistical analysis of the impact of this video is possible only with the Traveler data. The small number of Area Residents who participated in this survey ( $n = 11$ ) renders a statistical comparison with pre-test data impossible. The limited amount of Area Resident data prohibits a useful comparison with Traveler data as well.

### 8.2. Video Description

*Bisuhta, A Contemporary Alutiiq Seal Hunt in Kachemak Bay* (the Seal Hunt Video) is one of the Pratt Museum's Community-based Video projects. For more information about Community-based Videos, please see the Exhibit Description section of this report.

Visitors to the Community-based Video Theater can read the following label about the Seal Hunt Video which is easily seen next to the video screen.

BISUHTA: A Contemporary Alutiiq Seal Hunt in Kachemak Bay

*We are not primitive people. We are contemporary people.  
I'm blending with you and I still hold my culture.*

—Ron Senungetuk, Homer

No longer hunted with harpoon and kayak, seals are taken with skiff, outboard, and rifle. Follow Alutiiq/Sugpiaq seal hunters Nick Tanape, Sr. and Dan Anahonak of Nanwalek to the head of Kachemak Bay in search of harbor seals. Subsistence continues — updated.

Running time — 11 minutes



### 8.3. Summary of Findings by Desired Outcomes and Exhibit Goals

**Do Travelers gain knowledge of the exhibit's subject matter?**

**Do Travelers demonstrate enhanced appreciation for the subject matter and/or cultural diversity?**

**Do Travelers reflect on their own culture, community and traditions?**

**Do Area Residents exhibit increased knowledge/ awareness/ interest in the subject matter, even their own culture and/or traditions?**

Yes. Bisuhta, A Contemporary Alutiiq Seal Hunt Video is very effective at informing viewers about native Alaskan seal hunting and its cultural, social and environmental context. In addition to affecting a demonstrable knowledge gain, the video inspires visitors to consider the value of tradition, the validity of varied cultural approaches to life, and spurs them to compare their lives with the lives of the people in the video.

Travelers who see the Seal Hunt Video evidence statistically significant knowledge gain about native Alaskans in the area living a traditional lifestyle and that sea mammal hunting does take place in the Kachemak Bay. They also feel less negative about sea mammal hunting than do their counterparts in the Entrance Survey. After seeing the video, Travelers are much more likely to approve of sea mammal hunting for native people.

Travelers and Residents are surprised by the use of guns and other modern equipment in the seal hunt. They are impressed by practical aspects of the hunt, *small amount of meat for a day's labor*; and happy to see that *all of the parts of the seal can be used*. Many comments address the importance of the seal hunt to native Alaskans, though a few of these also inject a sense of questioning the real need of the hunt... *how important the native people believe it is to carry on their hunting tradition*.

The video moves viewers to consider more than environmental and Alaskan native concerns. Responses throughout this survey appreciate cultural diversity and ponder the human condition. Some are practical, *we city dwellers are far removed from survival skills*. Others are broader in scope, *communication is dependent on shared experiences*; or more philosophical, *individuals have a right to their cultural identity even though others think differently about it*.

**Does the exhibit inspire Area Residents to increase their participation in community and civic life, and/or enhance their sense of personal power in community affairs.**

**Do Area Residents demonstrate increased comfort with the institution?**

Not tested. The sample of Area Residents for this study was too small for meaningful analysis.

**Does the exhibit transport visitors beyond the museum walls to an intimate, personal look at contemporary community life via *Windows to the Community* elements?**

Yes. Responses throughout this survey address this. Viewers frequently comment on personal aspects of the lifestyle presented in the Seal Hunt Video, including the hunter's philosophy.

**Do visitors enjoy the exhibit? Would they recommend it to others?**

Yes, respondents enjoy the Seal Hunt Video, but were not specifically asked if they would recommend it. A large majority of respondents to this survey (86%) were sufficiently engaged by the Video to watch it in its entirety. Viewers liked very much to hear these



stories in the people's own voices, though one respondent commented that the audio was hard to hear.

### Do visitors perceive and understand exhibit messages?

Yes. The Seal Hunt Video is particularly effective at communicating the idea that traditional lifestyles still exist in the Kachemak Bay area. Messages about connectedness come primarily in the form of environmental impacts and concerns around seal hunting.

Seal Hunt Video viewers tend to focus on messages about cultural diversity and dynamism, citing the *importance of preserving traditional ways* and the loss that comes with *cultural changes and challenges*. They are also sensitive to conservation lessons in the video, *there is a balance between people and wildlife that we have to preserve*. One of the Area Residents left the video with a more personal message, *our native neighbors can teach us much about our natural world*.

The Big Idea and the first main message listed below are addressed by the continuum question (*place shapes lives vs. lives shape place*). We hypothesized that experiencing the exhibit would concentrate responses in the center of the continuum. When compared to pre-test data, Traveler Seal Hunt Video viewers exhibit a highly significant shift from the center toward the left (*people's lives are shaped by the place where they live*). This pattern is also seen among Travelers in the Fishing Video Survey and the exhibit Exit Survey.

#### Exhibit Big Idea and Main Messages from the Master Plan

- Big Idea: The interplay of shaping and being shaped by our environment defines us.
- Who we are reflects where we live.
- Kachemak Bay is a dynamic edge — a meeting place of distinct geological, biological, and cultural forces.
- Traditional lifestyles, native cultures, and ecological integrity, diminished in many places, prevail in Kachemak Bay.
- We have intricate connections both to each other and to a greater world.
- Our actions and beliefs shape our place and future.

## 8.4. Exit Survey Data with Pre-test/Post-test Comparison Information

### Do you feel like you learned something from this video?

Traveler and Area Resident Question

	Yes, learned very much	Yes, somewhat	I'm not sure	No, did not learn much	No, did not learn at all	No Resp.
Travelers (n = 39)	46%	41%	5%	3%	0%	5%
Area Residents (n = 11)	6	4	0	0	0	1



**Please complete these sentences about the video: I was surprised by/that . . .**

Traveler and Area Resident Question

References Found in Responses	Travelers (n = 39)	Area Residents (n = 11)
Guns and/or modern equipment are used	6	4
Practical issues of the seal as a resource	5	
Other	4	2
Philosophical approach of the hunter or video	4	
Declining seal population	4	
Language; use or sound of it	3	
Unpleasant visuals (blood, killing)	2	
Importance of seal hunt (perceived and otherwise)	2	2
Some aspect of the Hunt	1	1

**Comments about guns**

Travelers:

- Using gun to kill the seals. Also that seals are getting harder to find.
- a gun was used in the seal hunt.
- the fact that you can use guns to kill seals.
- use of outboard & guns.
- the seal was shot. I thought the hunt would be with traditional weapons.
- they used modern weapons to kill the seal.

Area Residents:

- the gun and even by my own shock over the guns. I don't know what I expected.
- contemporary methods are allowed to do traditional practices.
- they hunt seals with guns, modern boats & equipment.
- they hunt seals with a gun.

**Practical issues of the seal as a resource (Travelers)**

- the importance of the seal meat in the people's lives.
- Small amount of meat for day's labor.
- Health benefits of eating seal.
- all of the parts of the seal can be used.
- They still use so much of the seal.

**Other**

Travelers:

- Authenticity.
- the story of the seal hunter.
- They want seals in Kachemak Bay.
- There aren't many native people who still seal hunt. I've been reading the Anchorage Daily News for 5 months & it seems to me that the native people constantly fight for subsistence rights.

Area Residents:

- the hunters had Mustang coats on.
- I am very aware of most of the subject matter.



**Philosophical approach of the hunter** (Travelers)

- the "clean kill" - no gloating or exultation - an almost religious experience.
- the reverence the hunter has for the seal & the seal hunt itself.
- the main hunter's attempt to live in both worlds - the one he grew up in & the inevitable modern world he cannot escape.
- it illustrated profound human beliefs on many levels for both native & non-native.

**Seal population** (Travelers)

- the seals are getting smaller every year.
- Seals are declining.
- the harbor seals are disappearing at a rate of 6% per year.
- the declining seal population.

**Language** (Travelers)

- the native language is full of clicks and short sounds.
- the fact that he still spoke his native language.
- the braiding of the guts. I also liked hearing the language.

**Unpleasant visuals** (Travelers)

- to showing killing of seals on the video it is life.
- you showed blood, [although] not much, I admit.

**Importance of the seal hunt**

Travelers:

- Impact that it has on the people.
- There was still a feeling of need to hunt seals by native Americans.

Area Residents:

- the impression that hunting/eating marine animals is so important.
- Cultural interpretation of harvesting the seals & what it means to the natives nutritionally, culturally preserving the native language & teachings of the harvest.

**Aspects of the hunt**

Travelers:

- Seal hunting is still allowed.

Area Residents:

- What it takes to hunt seals & their many uses.



**Please complete these sentences about the video: This video reminded me . . .**

Traveler and Area Resident Question

References Found in Responses	Travelers (n = 39)	Area Residents (n = 11)
Conservation lesson	6	1
Personal memories and/or thoughts	3	2
Tradition	3	
Native culture	2	2
Reflection about the human condition	2	
Hardships of life/survival	2	
Perceived importance of seal hunt	1	
Other	3	

**Conservation**

Travelers:

- the importance of conservation of wildlife.
- that we should watch all animals on earth.
- that many creatures that we have taken for granted are getting scarcer each year.
- there is a balance between people & the wildlife that we have to preserve so we do not lose the wildlife as it is now.
- that we must all work together to save sea creatures such as the seals & preserve their part in the ecosystem. I was encouraged that he seemed to be affiliated with government agencies that may be able to wield influence.
- we need to watch the total environment to keep the animals alive.

Area Residents:

- there are a lot of species in trouble!

**Personal memories or thoughts**

Travelers:

- that I have seen seal hunters in driving rain in China Poot Bay. Weather that drove Janet Klein and me indoors. (Resident of Anchorage)
- [of] a documentary I watched years ago.
- of growing up in a lifestyle very similar but far away.

Area Residents:

- that I have a romantic notion of native culture.
- of the Native Gathering, where we participated in the "Seal- Class".

**Tradition (Travelers)**

- of the importance of remembering the "old ways" – whether Alutiq, Austrian or Irish.
- family traditions being passed down through generations.
- of how a way of life is disappearing.



**Native culture**

Travelers:

- that surviving off the land was the way, not just hunting for sport & waste.
- of how great native culture is.

Area Residents:

- of the different native cultures of Alaska.
- that people still rely on the land & sea.

**Reflections on the human condition (Travelers)**

- communication is dependent on shared experiences.
- of natural connection & past & present history of same.

**Hardships (Travelers)**

- of the hardships endured by native peoples of long ago.
- how difficult survival is when dependent directly on natural resources.

**Importance of the hunt (Traveler)**

- that limited, controlled hunting of protected marine mammals is still needed to preserve cultural heritage/identity of native Alaskan.

**Other (Travelers)**

- seals are still part of native culture.
- that diet is important.
- The movie suggests that these rights are not used ... this is a broad generalization.

**This video illustrates a contemporary lifestyle of some people who live in the Kachamak Bay Area.**  
 Traveler and Area Resident Question

	Yes	No	I'm not sure	No Response
Travelers (n = 39)	82%	3%	8%	7%
Area Residents (n = 11)	4	0	6	1



### Other than hunting seals, what would you say this video is about?

Traveler and Area Resident Question

References Found in Responses	Travelers (n = 39)	Area Residents (n = 11)
Natives, Native culture	16	6
Tradition, Preservation and change	14	3
Other	3	1
Life	3	
Conservation	3	
Family	2	

#### Native culture

##### Travelers:

- Culture of indigenous people, conservation & management of the seals.
- Natives in Alaska.
- native culture.
- Native living.
- That seals play a big part in the culture.
- Way of life.
- Way of life of native Alaskan people. How they value life.
- The culture & (perceived) nutritional requirements of the native people.
- Surviving off the land.
- Fear of quiet if man didn't find a seal; also about native cultures.
- Way of life.
- Alaska culture of natives.
- How life used to be for the native population & how important a successful hunt is to this man's reputation with his community.
- Concern for welfare of wildlife & the importance of traditional diet for health [as well as] not wasting any part.
- Culture of the people.
- A struggle for the people to survive.

##### Area Residents:

- Kachemak Bay natives.
- Native people.
- Native lore.
- Their lifestyles in general.
- Cultural interpretation of the hunting of seals as it pertains to native language, their rights to customs, to subsistence hunting & fishing
- Native traditions, diets, communication with animals.



### Tradition and change

#### Travelers:

- Keeping traditions alive, preservation of "old" language & mostly environmental questions.
- A traditional way of life versus the changing environment.
- Traditional lifestyles of native peoples & a statement about changing habitats.
- I think it is about cultural changes and challenges.
- Preserving traditional ways.
- It's about a people & their way of life & that they are gradually losing out on it.
- Tradition.
- A native citizen just trying to survive & adapt to a different world he sees coming. He seemed sad that the old day are going away.
- The traditions of the cultures.
- Losing a way of life.
- The sadness that a way of life is disappearing - seal hunting.
- Learning to survive – passing on that knowledge & respect for nature's bounty.
- Preserving cultural heritage.
- What will happen to the people if their main source of food/meat disappears?

#### Area Residents:

- Preservation of culture.
- A rich heritage that should be preserved.
- Community defending its right to old tradition.

### Other

#### Travelers:

- People's perception & misperception about how man interacts with nature.
- Neat to hear him speak Alutiiq.
- Spirituality.

#### Area Residents:

- The man's feeling & way of life.

### Life (Travelers)

- Life & how a family is working together.
- Life & understanding.
- Life.

### Conservation (Travelers)

- Necessary to preserve the habitat because it affects not only the seals but the welfare of the native peoples.
- Declining natural habitat, food sources and, in general, man's influence on same.



### Family (Traveler)

- Communication between family members.

### What message will you take home from this video?

Traveler and Area Resident Question

References Found in Responses	Travelers (n = 39)	Area Residents (n = 11)
Some aspect of the hunt, its importance	7	1
Reflections about the human condition	6	1
Conservation lesson	6	
Traditions and change	3	
Native life and value	3	1
Practical issues of the seal as a resource	2	2
Other	1	
Value of tradition	1	

### Aspects of the hunt

#### Travelers:

- How important the native people believe it is to carry on their hunting tradition.
- Seal hunting is a dying art & very different from "sport hunting."
- Importance & meaning of seal hunting.
- Importance of seals in native culture; seal huntings; importance of natives' way of life.
- That people are still hunting, but under increasing difficulty.
- That seals are still being hunted in the bay.
- The need of the people for seal meat & desire to conserve the seal.

#### Area Residents:

- There is a deeper meaning to just hunting seals for the natives. It's a way of preserving their everyday heritage and nutritional needs & values to hunting seals & harvesting their land and animals.



### Reflections on the human condition

#### Travelers:

- People (locally) are concerned about their own community, existence with each other, etc.
- The beauty & the struggle of life here.
- Important to understand people's cultures and beliefs.
- Individuals have a right to their cultural identity even though others think differently about it.
- We city dwellers are far removed from survival skills.
- The value of non-verbal communication & learning by doing.

#### Area Residents:

- There are a lot of ambiguous areas in the matter.

### Conservation (Travelers)

- To take care of all life, large or small.
- We have to balance needs of a people & the effect we are having on the land and sea.
- That the environment & wildlife may need conservation help.
- We still need education on the importance of maintaining our natural resources.
- Sea life is diminishing & we need to find out why and change it to save ourselves.
- Protect the things around us.

### Traditions and change (Travelers)

- The transition from one set of cultural pathways to others is difficult & bound to leave gaps. Also, I wish there was some explanation about the reduction in the seal population. [This does appear in the adjacent exhibit.]
- Change & colonization bring good to many but change & sometimes irreparable damage to others.
- The life of the Alutiiq & the seal hunt have changed greatly [but] not always for the best. A culture is lost, almost.

### Native life

#### Travelers:

- Native traditions in Alaska.
- What is native life about.
- It's great that natives still practice their customs.

#### Area Residents:

- Our native neighbors can teach us much about our natural world.



**Practical issues of the seal as a resource**

Travelers:

- I was really glad to see that if a seal is killed for food that no part of it is wasted.
- Alaska natives hunted seal & used all of its parts to survive.

Area Residents:

- Natives use every part of the seal and kill only for food, etc.
- Natives use all of the parts of the animal & show a lot of respect for the seal.

**Other (Traveler)**

- Reinforcement of previously learned ideas.

**Value of tradition (Traveler)**

- All of the above [Importance of tradition for all cultures and languages.]

**Was there any information in this video that was different from what you had previously believed? Please explain.**

Area Resident Question

- Cooking & harvesting of the different parts of the seal & representation to the natives.
- Only that seals are still allowed to be hunted.
- The use of modern hunting tools.
- Not really, although the interviews seemed interesting. I am quite hard of hearing, so missed far too much.
- No (2)

**The Kachemak Bay Area is home to a variety of cultures.**

Traveler Question

Statistical comparison with pre-test data shows no significant changes in Traveler visitor responses.

	Yes	No	I'm not sure	No Response
Travelers (n = 39)	82%	3%	5%	10%



### There are Alaskan natives in this area who live traditional lifestyles.

#### Traveler and Area Resident Question

Statistical comparison with pre-test data shows that the Seal Hunt Video had a very high impact on Traveling visitor knowledge of this point. Those who saw the video had fewer *not sure* responses and more agreement with this item; a change significant at  $p = .000$ , or a confidence level in excess of 99.99%.

<b>Post Seal Video Data</b>	Yes	No	I'm not sure	No Response
Travelers (n = 39)	77%	3%	13%	7%
Area Residents (n = 11)	7	0	3	0
<b>Pre-test data</b>				
Travelers (n = 90)	40%	4%	53%	3%

### There are Alaskan natives in this area who practice subsistence fishing.

#### Traveler and Area Resident Question

Though Traveler responses to this question trend toward being more accurate after seeing the Seal Hunt Video, statistical comparison with pre-test data shows no significant change.

	Yes	No	I'm not sure	No Response
Travelers (n = 39)	69%	0	21%	10%
Area Residents (n = 11)	11	0	0	0

### Is there any sea mammal hunting in the Kachemak Bay?

#### Traveler and Area Resident Question

Statistical comparison with pre-test data shows that the Seal Hunt Video had a very high impact on Traveling visitor knowledge of this point. Those who saw the video had fewer *not sure* responses and more agreement with this item; a change significant at  $p = .000$ , or a confidence level in excess of 99.99%.

<b>Post Seal Video Data</b>	Yes	No	I'm not sure	No Response
Travelers (n = 39)	67%	3%	21%	9%
Locals (n = 11)	8	1	2	0
<b>Pre-test data:</b>				
Travelers (n = 90)	18%	20%	62%	0%



### How do you feel about sea mammal hunting?

#### Traveler and Area Resident Question

As hypothesized, visitors who view the Seal Hunt Video respond less negatively when asked about sea mammal hunting in the Kachemak Bay area than do their counterparts in the Entrance Survey. A statistical comparison of pre- and post-test data shows a change in attitude that is significant at a 96.8% confidence level (chi-square is significant at  $p = .032$ ).

Response Categories	Travelers Post Seal Video (n = 39)	Travelers Pre-test Data (n = 90)	Area Residents Post Seal Video (n = 11)
<b>Negative Responses</b>	<b>13%</b>	<b>31%</b>	<b>1</b>
I am against it	5%	17%	
Negative reference	8%	14%	
<b>Qualified Acceptance</b>	<b>62%</b>	<b>39%</b>	<b>6</b>
Depends...	15%	19%	
Depends: ok for subsistence/survival; Native populations	47%	20%	6
<b>Positive Responses</b>	<b>10%</b>	<b>4%</b>	
<b>Mixed or Neutral</b>	<b>3%</b>	<b>3%</b>	
<b>Other</b>	<b>0%</b>	<b>6%</b>	<b>1</b>
<b>I don't know; I'm not sure</b>	<b>0%</b>	<b>8%</b>	<b>2</b>
<b>No Answer</b>	<b>13%</b>	<b>9%</b>	<b>1</b>

#### Negative response

##### Travelers:

- Mammal hunting should be banned.
- Concerned about ecosystem.
- Somewhat disturbing.
- Don't like it. (2)

##### Area Residents:

- Not needed in this day & age.



### Qualified acceptance

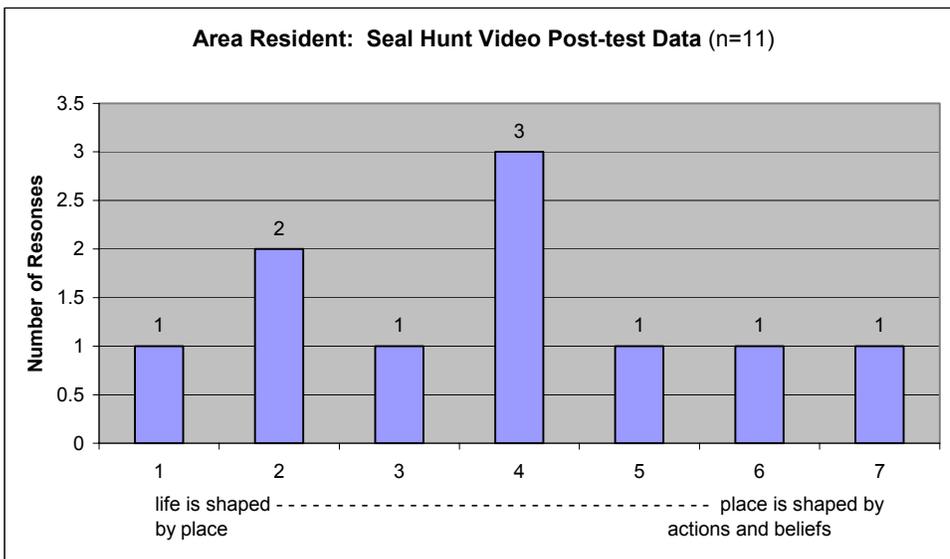
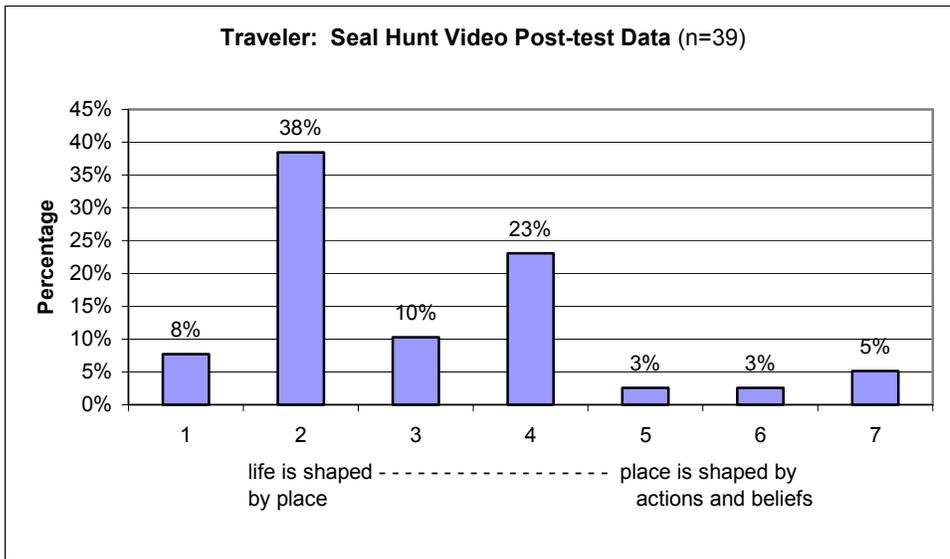
#### Travelers:

- Fine as long as it's requested!
- If hunting is for eating then it is okay, but not for sport.
- Okay as long as population is in good condition.
- Should be permitted but regulated.
- If the animal is used for food and fur, it's fine.
- Okay if not wasted.
- I understand better the needs of different peoples.
- Necessary way of life for natives.
- Okay to maintain native culture.
- It is important for people living in this area.
- Okay for natives as long as numbers can be maintained.
- I'm not interested in it for myself, but understand that it is necessary for the well-being of the native people.
- I respect the traditional.
- Limited amount for local use by surviving natives.
- Good for natives.
- Would have thought it was terrible until seeing the video to see how it is used to feed & support the native families. As long as nothing is wasted, I have decided it is okay.
- I have a problem with it in light of the declining population but understand the need for the native population to continue hunt, but not with guns.
- Okay for native diet but without modern killing tools.
- Important part of the ongoing culture.
- Only by native tribes with very limit[ing] controlled methods & using traditional hunting methods.
- I support subsistence hunting & would eat wild foods if my husband hunted, but he does not.
- Subsistence hunting is okay.
- I'm for it if you require it for survival.
- Fine if it's responsible & for subsistence or cultural reasons. Needs to be in conjunction with scientific research.

#### Area Residents:

- Fine for natives.
- I'm in favor of subsistence hunting.
- Fine for subsistence.
- For indigenous people - okay.
- Fine if it is done by natives.
- It's a way of life.







**On the scale below, how would you score each of the following statements?**

Traveler and Area Resident Question

A majority of Travelers and Residents agree with each of these statements. They feel most strongly about the first three, and are less enthusiastic about the last one. That visitors appreciate other cultures and compare themselves to the people in this video is evidenced in their narrative responses to other questions.

		Strongly Agree			Neutral			Strongly Disagree
I liked hearing these stories in the peoples' own voices.	Travelers (n = 39)	69%	18%	3%	3%	0%	5%	0%
	Area Res. (n = 11)	7	2	1	1	0	0	0
This video inspires respect for the cultures presented in it.	Travelers (n = 39)	54%	15%	5%	10%	5%	3%	0%
	Area Res. (n = 11)	3	3	2	3	0	0	0
This video helps me appreciate how other cultures live.	Travelers (n = 39)	49%	26%	10%	3%	3%	5%	0%
	Area Res. (n = 11)	3	2	3	3	0	0	0
I found myself comparing my life to the lives of the people I saw in the video.	Travelers (n = 39)	15%	18%	18%	21%	13%	10%	0%
	Area Res. (n = 11)	1	1	4	4	0	0	1

Residents only:

Seeing this video inspires me to become more active in the Kachemak Bay community life.	Area Res. (n = 11)	0	2	1	8	0	0	0
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**Did you have any questions about how people live in this area?**

Traveler and Area Resident Question

	Yes	No	I'm not sure	No Response
Travelers (n = 39)	69%	28%	0	3%
Area Residents (n = 11)	2	6	0	3



**If so, did this video answer any of them for you?**

	Yes	No	I'm not sure	No Response
Travelers (n = 39)	67%	8%	0	25%
Area Residents (n = 11)	0	6	0	5

**Travelers:**

- I've been to Homer several times. It's a very warm, artistic area where individuality is important. I've not been to native villages where the video portrays life as lived there.
- Yes, to the extent that seal was used for subsistence living. I was surprised that a gun was used to kill a seal.
- Very interesting.
- Seeing is easier than reading about it.
- See our concept of subsistence hunting.
- My idea was that they have had to adapt to current conditions & forsake their traditional ways.
- More awareness.
- It was more single event.
- I was curious about native peoples in the area & also the wildlife in the bay.
- I see this is one native culture. I'm curious as to how many people there are in this particular area.
- I really had no idea so I just was glad to find out some of the ways people live that are different from my life in the Mid-West.
- I did not think subsistence hunting was common this nearby.
- Brought to light needs, things lacking use of natural resources & survival!

**Area Residents:**

- 30 year Alaskan resident & family knowledgeable about native cultures.



**On the scale below, how would you score each of the following statements?**

Traveler Question

We hypothesized that experiencing the exhibit would influence visitors to agree more strongly with these statements. Statistical analysis of pre- and post-test data for these questions does not show a significant impact of the exhibit. Travelers who visit the Pratt Museum already agree with these points to a great extent. This confirms earlier research into the profile of the Pratt audience which found them to be experienced and sophisticated travelers with a higher than average propensity to visit museums.

**Post-test Data (n = 33)**

	Strongly Agree		Neutral			Strongly Disagree	
I think that who we are as people reflects the place where we live.	41%	26%	10%	13%	5%	0%	0%
Traveling to other places makes me reflect on my life at home.	38%	36%	8%	5%	5%	3%	0%
I wonder about the lives of the people who live where I travel.	54%	26%	3%	3%	3%	8%	0%
I like to imagine what it would be like to live in the places I visit.	38%	31%	5%	13%	3%	3%	0%



**On the scale below, how would you score each of the following statements?**

Area Resident Question

The fact that a majority of respondents agree, at least to some extent, with each of these statements is a desirable trend, though such a small sample cannot be considered predictive of the population. Though the small number of Area Resident respondents does not allow for a statistical comparison of pre- and post-test data for these statements, it is interesting to note that the pre-test data also shows a majority of responses in the agree columns.

**Post-test Data (n = 11)**

	Strongly Agree		Neutral			Strongly Disagree	
I feel like I have something of value to contribute to the Kachemak Bay community life.	1	1	7	2	0	0	0
I feel like it would be easy to share my ideas with Pratt Museum staff.	2	0	5	2	1	0	0
I feel comfortable with the way the Pratt Museum presents information about our community.	7	2	1	1	0	0	0
I think that who we are as people reflects the place where we live.	5	5	0	1	0	0	0
I wonder about the lives of other people who live in this area.	4	2	2	3	0	0	0
I like to imagine what it would be like to be a part of other cultural groups in this area.	3	2	3	2	1	0	0

**8.5. Visit and Demographic Data**

**Have you been to the Pratt Museum before today's visit?**

Traveler and Area Resident Exit Question

	First Visit	Have Visited Previously	No Response
Travelers (n = 39)	79%	15%	6%
Area Residents (n = 11)	6	5	0

Travelers Number of Previous Visits	Frequency of Response
1	2
2	1
3	1
10	1*
20	1*

\*Anchorage residents



Area Residents Estimated Number of Visits per Year	Out of 6
1	1
3	1
4	1
12	1
20	1

**Where do you live?**  
Traveler Exit Question

Alaska	5
California	7
Connecticut	2
Washington, DC	1
Florida	1
Iowa	2
Indiana	1
Kentucky	1
Maryland	1
Michigan	1
Minnesota	4
Missouri	2
North Carolina	2
Oregon	1
Utah	4
Washington	3

United States	35
Australia	1

**Within Kachemak Bay, what is your community?**  
Area Resident Exit Question

Homer	7
Soldotna	1
Freak/artist	1
No response	2

**In what age range are you?**  
Traveler and Area Resident Exit Question

	15 – 18	19 – 35	36 – 54	55+	No Response
Travelers (n = 39)	3%	15%	28%	49%	5%
Area Residents (n = 11)		3	5	2	1



**Which describes the highest level of education that you've completed so far?**

Traveler and Area Resident Exit Question

	Grade School	Some High School	High School Grad.	Some College/ Tech School	College Grad.	Some Grad. School	Graduate Degree	No Response
Travelers (n = 39)	0	3%	3%	13%	28%	5%	44%	4%
Area Residents (n = 11)				5	4		2	0

**Please indicate your gender:**

Traveler and Area Resident Exit Question

	Female	Male	No Response
Travelers (n = 39)	46%	49%	5%
Area Residents (n = 11)	9	2	0

## 9. The Lost and the Found: A Photo Essay with Audio of Mariner Stories of Loss and Rescue at Sea



### 9.1. Introduction

A random sample of visitors exiting the museum participated in an Exit Survey about the new Exhibition. Several questions in that survey address the photo essay currently on display, The Lost and the Found A Photo Essay with audio of mariner stories of loss and rescue at sea (Lost and Found). Of those visitors who participated in the full Exit Survey, 41 Travelers and 18 Area Residents reported seeing The Lost and the Found. Their responses are presented below.

The Lost and the Found features a local photographer's intimate interviews and portraits of skippers who have survived their fishing boats going down at sea. Photo essays bring quiet and often invisible community members to light. The photo essay format offers a low-tech balance to digital exhibitry.

### 9.2. Summary of Findings by Desired Outcomes and Exhibit Goals

**Do Travelers gain knowledge of the exhibit's subject matter?**

**Do Travelers demonstrate enhanced appreciation for the subject matter?**

**Do Travelers reflect on their own culture, community and traditions?**

**Do Area Residents exhibit increased knowledge/ awareness/ interest in the subject matter, even their own culture and/or traditions?**

**Do Travelers and Area Residents both find meaningful messages?**

Yes. These outcomes are clearly met though they are very much intertwined. Visitors in both populations get a deeper appreciation of the dangers of life on the sea as evidenced in their thoughtful comments. They frequently reflect on their own lives, or life in general, in response to The Lost and Found.

Comments from visitors describe a *very moving* experience which is *thought provoking, fantastic, and sad but interesting*. Their understanding of the exhibit reaches beyond *life at sea is very dangerous* to simple but profound reflections that *life is precious* and that *living through life-threatening experiences changes lives*.

**Do visitors enjoy the exhibit? Would they recommend it to others?**

Yes, visitors appreciated The Lost and Found, but *enjoy* would not be an accurate characterization. This question was asked of visitors with regards to the entire Kachemak Bay Exhibit, not The Lost and Found specifically, however, several comments about The Lost and Found touch on it.

Though some respondents call the exhibit *sad* or *tragic*, only one reacted negatively to having visited the exhibit, *I wasn't in the mood to cry today*. No one suggested that the exhibit should not have been mounted. Indeed, several visitors volunteered that they would recommend it to friends.

The Lost and Found is very attractive and extremely engaging per observational data from the Tracking and Timing study. This exhibit draws about 50% of visitors, an indicator of high use. Visitors in that study who used The Lost and Found averaged 2:41 minutes; the longest stay was 13:29 minutes. This is very thorough use for such a small installation.



**Do Area Residents demonstrate increased comfort with the institution?  
Does the exhibit inspire Area Residents to increase their participation in community and civic life,  
and/or enhance their sense of personal power in community affairs.**

Yes. Area Resident responses blend these outcomes. Their comments suggest that community bonds are reinforced by The Lost and Found. Several Area Residents and two travelers recognize The Lost and the Found as a *memorial* or *tribute to the dead*. Area Residents have a much more personal take on the exhibit than do Travelers, sometimes intensely so. *I know the people in the pictures and some who have died at sea. Anything I said in this small space would be trite.*

That Area Residents respond so thoughtfully about The Lost and Found, several times referring to it as a tribute, indicates that they appreciate the way that the Museum has presented these local stories. No negative comments were offered.

For some Area Residents, visiting The Lost and Found has been profoundly therapeutic. Though Maryanne Lyda was not a part of this randomly selected sample, her story is an excellent example of the powerful impact this exhibit can have. When Museum staff put out a request to the local fiber arts collective to design handmade seating cushions for the three new exhibit theater spaces, Maryanne Lyda stepped forward to design the cushion for The Lost And The Found Theater. Ms. Lyda's son, a young fisherman, died at sea five years ago. Her design is of a lifeline connected to a life ring with her son's name on it. The word *Mayday* is inscribed along the lifeline, symbolic of her reaching out to her son. Staff created a special label for the cushion commemorating Maryanne and her son.

**Does the exhibit transport visitors beyond the museum walls to an intimate, personal look at contemporary community life via *Windows to the Community* elements?**

Absolutely! Visitors are deeply moved by The Lost and Found, often being brought to tears. Responses throughout the survey are peppered with reference to the intimate, personal nature of this exhibit. Respondents describe it as *first-hand accounts*, and *personal stories*. They are *amazed to see faces of those who survived, they look like you and I!* One Area Resident sees this exhibit as *a place to sit and learn and remember stories of people lost at sea – very private.*

### 9.3. Survey Results

**The upstairs gallery features a photo exhibit titled, “The Lost and the Found.” Did you see these photos? If so, what would you say is the photo exhibit’s message?**

Traveler and Area Resident Photo Essay Question

**Did you see these photos?**

	Yes	No	No Response
Travelers (n = 82)	50%	43%	7%
Area Residents (n = 50)	36%	54%	10%

Responses to these questions, and to the following question about how to describe this exhibit, confirm anecdotal evidence of the powerful nature of this Photo Essay with audio of mariner stories of loss and rescue at sea (Lost and Found). Many responses are emotional in nature, and all are very clear and direct.

After *fishing is dangerous*, the most common way of describing this photo essay's message falls into the reflection category, e.g., *life is precious*. Area Residents more readily perceive this



exhibit as a tribute to those lost at sea... *I know the people in the pictures and some who have died at sea. Anything I said in this small space would be trite.*

These findings confirm staff's casual observations of visitors weeping in this exhibit. Indeed, Museum staff placed a box of tissue and a waste basket in the area.

Without specifically being asked if they would recommend this photo exhibit, several respondents volunteered that they would do so.

**If so, what would you say is the photo exhibit's message?**

References found in Responses	Travelers (n = 41)	Area Residents (n = 18)
Danger / Fishing is Dangerous	12	7
Reflection	7	4
Survival	6	
Emotional Content	3	
Positive Reaction	2	
Other	1	
Tribute to those lost		5

**Danger / danger of fishing and/or the sea**

**Travelers:**

- The danger of the sea, and strength of the people that go there.
- Life at sea is very dangerous.
- Danger of the seas
- Don't take the sea for granted.
- Life at sea is very dangerous; rescue help is critical.
- The dangers of vessel fishing.
- Challenges of fishing – life and death struggle.
- Fishing is dangerous.
- The happening of the unforgiving sea.
- Facing death is a local industry.
- Hazards of commercial fishing.
- Hardships at sea.

**Area Residents:**

- Eventually odds of boating accident will catch you.
- The dangers of living near the sea.
- The dangers of interacting with the sea.
- Life here has risks – losses as well as gains.
- Stay aware.
- Life on the sea is risky.
- Danger of ocean life.

**Survival (Travelers)**

- Survival with changing weather conditions and how safety plays a role.
- The resilience of fishermen and researchers.
- Shared experiences of survivors.
- Takes strength and luck to survive a shipwreck in these waters.
- Survival at sea.
- Survival.



### Reflection

#### Travelers:

- The lost are not forgotten, and hopefully a lesson learned.
- It takes a certain conviction to live as fishwoman, but you can not tell from the face who has it.
- How precious life is.
- Life is precious.
- How some of us are lucky.
- The powerlessness of humans against nature.
- Living through life threatening experiences changes lives.
- We are very lucky.

#### Area Residents:

- Appreciate life!
- Awe & respect for the forces of nature.
- Personalizing the tragedies at sea that we all hear about.
- Environment is a powerful entity.

### Tribute (Area Residents)

- To honor and remember lost mariners, to maintain respect and appreciation for the sea.
- Remembering people lost at sea.
- Tribute & remembrance.
- I know the people in the pictures & some who have died at sea. Anything I said in this small space would be trite.
- Faces of survivors of Alaska's dangerous waters.

### Emotional (Travelers)

- Sad.
- [I was not in the mood to cry today!]
- These are real people.

### Positive (Travelers)

- Good.
- Interesting.

### Other (Traveler)

- Needed more clarity for the exhibit's purpose.



### How would you describe “The Lost and the Found” to a friend who had never seen it?

Traveler and Area Resident Exit Question for those who saw “The Lost and the Found”

References found in Responses	Travelers (n = 41)	Area Residents (n = 18)
Emotional	8	4
Attempt to Describe	7	2
Positive / Recommend it	3	1
Tribute	2	3
Reflection	2	2
Other	0	1

#### Emotional emphasis

##### Travelers:

- Very emotional, tragic.
- Fantastic and very moving.
- They look like you and I.
- A sad but interesting exhibit.
- Sad.
- Amazing to see faces of those who survived.
- Moving.
- very moving

##### Area Residents:

- Very sad and personal - really brings home how personally everyone in Homer is affected by the maritime life.
- Disturbing.
- I would describe the experience of worrying about these people. Again, I live here & my friends are familiar, too, and anything more I said here would be trite.
- Moving & informative leading to understanding.

#### Describe the exhibit

##### Travelers:

- The people who survived a boat going down and were touched by the fleeting nature of life.
- First-hand accounts of some very lucky people.
- A survival diary.
- Educational exhibit on fisherman dangers.
- Shared experiences of survivors.
- Personal stories of near-death experience at sea.
- Stories about fishermen's tragedies at the hands of severe conditions at sea.

##### Area Residents:

- Images, narratives, and old-style diary.
- Photos of a few people who had close calls in boats with an oral story being played & an account you can read.

#### Positive reaction / recommendation

##### Travelers:

- You should go to see it.
- Interesting.
- Interesting, but would like to hear their stories more.

##### Area Residents:

- Worth checking out.



### Reflection

Travelers:

- Thought provoking!
- We're lucky we never had to fish for a living.

Area Residents:

- A place to sit and learn and remember stories of people lost at sea - very private. Thought provoking.

### Other (Area Resident)

- You have to view it yourself to understand it.

### Tribute

Travelers:

- A tribute to the souls lost at sea and the ones who survived.
- Memorial/testament.

Area Residents:

- Tribute.
- "User beware" & a tribute.
- Tribute.



## **10. Dynamic Forces Interactive DVD Workstation Evaluation**

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### **10.1. Introduction**

The Dynamic Forces That Shaped This Area theme area includes an Interactive DVD Workstation with touchscreen interface. Visitors use this Station to glimpse natural forces through film shorts and live website links which feature scientific and human perspectives in both historical and contemporary contexts. For a more information about content, please see Description below.

Visitor use of the Computer Station is assessed in the Tracking and Timing study and in the Exit Survey. Findings from those studies that relate to the Computer Station are summarized below.

One of the stated goals for the exhibit is for visitors to experience increased comfort with new technologies, e.g., computer touchscreen to control remote cameras. Pratt visitors are already very comfortable with these devices whose operation is obvious and simple.

### **10.2. Summary of Findings**

Observation of visitors in the Tracking and Timing study reveals moderate use of the Computer Station, about one third of visitors. Self-reported data from respondents to the Exit Survey indicates higher use (53% of Travelers and 65% of Area Residents). Visitors in the Tracking and Timing study who attend to this element did so for up to 14:37 minutes, averaging 4:53 minutes. The level of interest suggested by such a long mean dwell time among users is corroborated by the enthusiasm they show for it as recorded in the Tracking and Timing study. Users are focused and intent as they use the touch screen, often exclaiming out loud about earthquake frequency in the Kachemak Bay area. Users appear to have no difficulty using this element.

### **10.3. Attraction and Dwell Time**

A large majority of visitors to participate in the Exit Survey report noticing the Computer Station in the exhibit (89% of Travelers and Area Residents). More than half of Exit Survey respondents also chose to use it (53% of Travelers and 65% of Area Residents).

Of the 40 museum visitors observed in the Tracking and Timing study, 13 (33%) stopped at the Computer Station. The mean time spent by the 13 visitors who actually used the Computer Station is 4:53 minutes, with a minimum of :32 and a maximum of 14:37. Most visitors sit on a stool while interacting with the Computer Station.

### **10.4. Visitor Comments and Data Collector Observations**

Tracking and Timing data collectors kept detailed notes of visitor behavior and their audible comments. Notes and comments that pertain to the Computer Station are listed below. No one was observed to be having difficulty using the touch screen system.

- Very intrigued with globe in "winter challenges" & changing sunlight. Making extensive notes on computer information, especially earthquakes.
- Computer - "Can you believe all the earthquakes & volcanoes right here. It's unbelievable!"
- Use drawer information to initiate discussion. Appear excited to discover touch-screen computer - highly engaged, smiling. Spoke about properties of salt water on "survival exhibit."



- While using computer, she exclaims, "Wow! Look how many earthquakes there have been!"
- Individual later seen back in exhibit for further viewing (20+ minutes - videos, computer).
- Comment on earthquake information from computer - very excited & intrigued. Asking questions & discussing with group (1964 quake, activity currently happening) - i.e., Mt. Spurr

## **10.5. Description of Dynamic Forces Interactive DVD Workstation**

Earthquakes, volcanic eruptions, glacial carving, big tides, racing currents, and stormy weather help shape the landscape and mold our consciousness. Visitors use this interactive station to glimpse these forces through film shorts and live website links from scientific and human perspectives in both historical and contemporary contexts. Four modules offer topics on:

### **Natural Disasters**

Three active volcanoes near Homer erupt from time to time, covering the region with a layer of volcanic ash. Earthquakes strike suddenly, sometimes causing coastal lands to sink. The combination of wet weather, surging tides, human development, and unstable soils causes erosion and flooding.

### **Community In Motion**

Stop-action photography condenses daily tide cycles, annual coastal erosion, and melting glaciers to mere seconds. A Claymation® film short produced by local students reveals how Kachemak Bay was formed.

### **What's Up Around the Bay?**

Recent scientific research brings unfolding discoveries about Kachemak Bay directly to our museum audience.

### **Hook Up with Alaska in Real Time**

Internet connectivity to real time information on Marine Weather and Sensing Earthquakes and Volcanoes.



## 11. Visitor-controlled Remote Video Cameras Evaluation

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### 11.1. Introduction

During the summer of 2001, an exit survey of 42 Pratt visitors tested their satisfaction with visitor-controlled remote video cameras in the Seabird and Brown Bear exhibits (Gull Cam and Bear Cam, respectively). Results of that study indicate that the visitor-controlled video cameras are very effective and extremely well received by visitors. Respondents not only report enjoying these exhibit elements, they were specific in their responses about having learned from them as well. For more information on this study, please see Summary of Findings below.

In 2004, the original joystick control system on the Gull Cam had been replaced with a touchscreen. The ease with which visitors interact with the new user interface was observed by the evaluator and confirmed by full-time docent staff in that gallery. Staff and the evaluator agreed that further research into the usability of the new system was not warranted.

One of the stated goals for the exhibit is for visitors to experience increased comfort with new technologies, e.g., computer touchscreen to control remote cameras. Pratt visitors are already very comfortable with these devices whose operation is obvious and simple.

For more information about the Gull and Bear Cams, please see Description below.

### 11.2. Summary of Findings in the 2001 Remotely Controlled Video Camera Evaluation

Of the 41 visitors who saw the Seabird exhibit, 23 felt that they had learned *a moderate amount*. Sixteen felt that they learned *a great deal*. Of the 42 visitors who saw the Brown Bear exhibit, 15 felt that they had *learned a moderate amount*, 24 felt that they learned *a great deal*. When asked how educational they found each of several types of exhibit elements, respondents were most enthusiastic about the educational value of the remote video cameras.

Visitors were also asked to rate how enjoyable they found each of the exhibit elements, including the remotely controlled video cameras. By far the most enjoyable element for this sample was the remotely controlled camera. Thirty-eight out of 41 people *strongly agreed* that the cameras were enjoyable.

In addition to rating the educational and enjoyable aspects of the video cameras, several visitors wrote comments as well. All comments are positive in the extreme.

- The cameras and their technology are absolutely fascinating and gave us an opportunity to see amazing sights.
- Great exhibits! Particularly enjoyed and appreciated the remote controlled cameras.
- I really enjoyed the bear camera and the gallery host taught me a lot and provided plenty of information. The exhibits are also very organized and easy to read.
- The live pictures of animals & birds in the wild was most enjoyable - would like to see other animals on live camera.
- I enjoyed the remote controlled camera exhibit very much & the host was very knowledgeable.
- The live camera really adds a realistic opportunity to observe without the necessity of actually being there. What a great idea!
- I really enjoyed the brown bear camera exhibit. It might be nice to give more obvious labels in both exhibits that they are LIVE cams.



### **11.3. Description of Gull and Bear Cams**

Gull Island, a series of jagged rocks just five miles from the Pratt Museum in the middle of Kachemak Bay, hosts a nesting colony of over 15,000 seabirds. During the summer salmon run, brown bears congregate at Alaska's McNeil River Sanctuary to gorge themselves on this protein-rich food. From the Museum, visitors zoom, pan and tilt remote cameras at these locations via a computer touchscreen or joystick to observe seabirds and bears in real time. Using this locally-pioneered system, viewers watch wildlife behavior with candid intimacy — all without disturbing their living quarters.



## 12. Tracking and Timing Study Results

### 12.1. Introduction

An unobtrusive observational study is the only way to obtain accurate data about visitor behavior. Paid data collectors observed visitors in the Kachemak Bay exhibit recording what they did in the gallery, and how long they spent doing it. Methodology and sample size follow tracking and timing protocol as described in Beverly Serrell's book, *Paying Attention*.<sup>1</sup> Forty subjects were observed and are included in this report.

In her book, Serrell posits the 51% solution, to identify a successful, well-used exhibit. Per this assessment, a successful exhibit is one in which

- at least 51% of visitors travel through the exhibit with a rate of not more than 300 square feet per minute (sweep rate),
- at least 51% of visitors stop at at least 51% of exhibit elements, and
- at least 51% of visitors can, upon exiting the exhibit, articulate accurate ideas about the exhibit's message.

The first two calculations of the 51% solution are discussed below. The third is presented in the Exit Survey Results section.

### 12.2. Exhibit Organization

The Kachemak Bay Exhibit content and physical layout are arranged around questions of interest to Traveling and Area Resident visitors per front-end research conducted in 1998. Answering those questions serves as the basis for theme areas in the exhibit. Exhibit theme areas, as they are identified and used in this Tracking and Timing study are:

- Entry Panel
- Where Are We
- Voices of the Community Theater
- How We Survived
- Winter Challenges
- Homestead Perspectives
- To Catch a Fish
- Mammals of Kachemak Bay
- Good Friday Earthquake
- Dynamic Forces Computer Station
- Ash Plumes and Blue Glaciers
- Taking Shape
- Storm Warnings
- Dynamic Forces Photo Gallery
- The Lost and the Found Theater
- Community-based Video Theater

### 12.3. Summary of Findings

Extraordinary dwell time, active participation, focused attention and social learning are the norm for visitors to the Kachemak Bay exhibit. Visitors routinely call each other over to see things, laugh, exclaim about information they discover, and discuss exhibit content among members of their own group, sometimes with other visitors.

This study found an average dwell time of 33:25, with a maximum visit of over 90 minutes (1:36:34 hours). An average dwell time of 33:25 represents a sweep rate of only 30.52 square feet per minute, which is to say that Kachemak Bay exhibit visitors spend about ten times the amount of time that would constitute high use per Serrell's 51% solution.

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<sup>1</sup> Beverly Serrell, *Paying Attention: Visitors and Museum Exhibitions* (American Association of Museums, 1998).



While the nature of this exhibit prohibits an exact application of Serrell's 51% solution to the number of elements used by visitors, we can adapt the test to this exhibit's theme areas. Twenty-six visitors, 65% of the sample (well over the 51% threshold) attended to 51% or more of the 16 theme areas studied.

The Community-based Video Theater enjoyed the longest mean dwell time reflecting the fact that the videos are long and engaging, and seating is available. The Homestead Perspectives Theme Area has the second longest dwell time. The single most heavily used element is the ZOOM globe in the Where Are We theme area. Visitors use the globe to activate sixteen backlit images, and/or to find places on it. Many visitors watch others use the globe as well. Other heavily used elements are found in the Homestead Perspectives and Storm Warnings Areas.

This study gave careful attention to visitor use of drawers and books in the exhibit. Ten banks of drawers below exhibit cases contain interpreted artifacts or biofacts under plexiglas. Each bank consists of one to three drawers. Ten books with a variety of personal photos and accounts were handmade by a local artist for this exhibit. Visitors make better use of the books which are visually more obvious. Over half of the visitors in this sample used at least two books. The maximum number of books used by any one person was five. One third of this sample made use of at least one drawer. The maximum number of drawers used by any one visitor was six.

Data collectors kept rich notes about visitor behavior and conversations. A few representative comments are listed here, but the reader is encouraged to review data collector notes to appreciate the fun and enthusiasm displayed by visitors.

- "Mom is wasting her time [in the store] while there's all this cool stuff to look at!"
- Lots of commentary on traditional seal hunting methods & gear used. Visitor interacts with individuals outside his group - questions/comments while in video area. Combines elements from the entire exhibit to understand individual elements.
- Intrigued by globe "zoom" - brought other group member to interact again. Return traveler from previous day - wanted to explore more.
- "Can you believe all the earthquakes & volcanoes right here? It's unbelievable!"
- Discussed women & methods of ironing/preservation with children. Used shoreline interactive to discuss local geography with children. Utilize drawers to further discussion.
- Couple meandered around exhibit - started reading more intensively at Picture cards, where he spent considerable time. Enjoyed "stringing" the shore - laughing, helping each other.
- Listened to three audio stories on telephone headset in Keeping the Home Fires Burning exhibit & laughs out loud each time. "I like that!" she comments as finishing.
- Starts another video after "Seal Hunt" - stays for all three. Comment - "I thought 21 minutes would be much too long ... we don't have time ... but then it just flew by!"

#### 12.4. Dwell Time and Sweep Rate

The table below reports visitor dwell time in the exhibit. Serrell's sweep rate calculation helps us understand what constitutes a high or low dwell time. She calculates sweep rate by dividing the mean dwell time in minutes into the exhibit's square foot measurement. A well-used exhibit, per Serrell, is one in which at least 51% of visitors move through the exhibit with a sweep rate of not more than 300 square feet per minute.

In the case of the 1,020-square-foot Kachemak Bay exhibit, a sweep rate of 300 square feet per minute would keep visitors in the gallery for an average of 3:24 minutes. In this study, 98% of visitors (39 out of 40) stayed longer than that.



With an average dwell time of 33:25 minutes, visitors in this study move through the gallery at a sweep rate of only 30.52 square feet per minute. The Kachemak Bay exhibit sweep rate is about one tenth of the 300 square foot standard, that is to say that visitors to this exhibit spend about ten times the amount of time that would constitute high use. That the data collector noted several visitors making repeat visits to the gallery after she had studied their initial visit, indicates that actual dwell times may be slightly under reported in this study.

<b>Total Time Spent in Gallery</b>	
Minimum	2:08
Maximum	1:36:34
Mean	33:25
Median	30:21

### 12.5. Visitor Use of Theme Areas

The exhibit layout is arranged by theme. Data collectors timed visitors in each theme area. The first table below reports the minimum, mean and maximum time spent by these 40 visitors in each of the 15 theme areas, plus the entrance panel (n = 40). The second table reports timing data for theme areas, but only for those visitors who actually used a given theme area (thus, n varies). The first is a more rigorous test of any single theme area, and represents average or overall use of the exhibit. The latter is offered to give insight into how theme areas are being used by those who choose to attend to them.

In both tables we see that the Community-based Video Theater enjoyed the longest mean use. This stands to reason since the videos are long and engaging, and seating is available. The Homestead Perspectives Theme Area has the second longest dwell times in both tables as well. After that, the ranking is quite different.

For the sample as a whole (n = 40), the top six theme areas for mean dwell time are listed below. These are the areas with mean dwell times in excess of two minutes.

- Community-based Video Theater (3 videos and seating available)
- Homestead Perspectives
- How We Survived
- Voices of the Community Theater (including projected images and seating)
- Taking Shape
- To Catch a Fish



<b>Visitor Dwell Time per Exhibit Theme Area Full Sample of 40 Visitors</b>			
<b>n = 40</b>	Mean	Minimum	Maximum
Community-based Video Theater	6:45	0:00	51:00
Homestead Perspectives	3:49	0:00	15:20
How We Survived	3:25	0:00	17:37
Voices of the Community Theater	2:47	0:00	15:36
Taking Shape	2:31	0:00	8:56
To Catch a Fish	2:24	0:00	25:41
Winter Challenges	1:47	0:00	9:28
Ash Plumes and Blue Glaciers	1:42	0:00	6:55
Good Friday Earthquake	1:40	0:00	15:50
Dynamic Forces Computer Station	1:35	0:00	14:37
Where Are We	1:31	0:00	4:26
The Lost and the Found Theater	1:24	0:00	13:29
Storm Warnings	1:12	0:00	4:34
Dynamic Forces Photo Gallery	0:19	0:00	1:59
Mammals of Kachemak Bay	0:16	0:00	2:12
Entry Panel	0:04	0:00	2:39

<b>Visitor Dwell Time per Exhibit Theme Area of Only Those Visitors Who Actually Used the Area</b>				
<b>n = count</b>	Count	Mean	Minimum	Maximum
Community-based Video Theater	25	10:49	0:05	51:00
Homestead Perspectives	30	5:05	1:15	15:20
Dynamic Forces Computer Station	13	4:53	0:32	14:37
Good Friday Earthquake	15	4:27	0:04	15:50
Voices of the Community Theater	27	4:08	0:04	15:36
How We Survived	31	4:05	0:14	17:37
Taking Shape	30	3:22	0:10	8:56
To Catch a Fish	28	3:11	0:09	25:41
The Lost and The Found Theater	21	2:41	0:05	13:29
Ash Plumes and Blue Ice	26	2:37	0:04	6:55
Winter Challenges	30	2:23	0:20	9:28
Storm Warnings	23	2:05	0:22	4:34
Where Are We	30	2:02	0:14	4:26
Entry Panel	3	1:01	0:05	2:39
Mammals of Kachemak Bay	14	0:48	0:06	2:12
Dynamic Forces Photo Gallery	18	0:43	0:10	1:59



## 12.6. Assessing Visitor Use of Theme Areas Per the 51% Solution

Per Serrell's 51% solution, we need to see if at least 51% of the sample stops at 51% or more of the elements. In the case of the Kachemak Bay exhibit, which is full of objects and art from floor to ceiling, observing and recording visitor attention to every single element is impossible. As a roughly equivalent assessment, we can apply the 51% test to visitor use of theme areas. Admittedly, this approach is less rigorous than Serrell's application, because a single element will have less ability to attract any one individual than will a theme area, which contains many elements. Thus, to demonstrate high use, we would expect more than 51% of the sample to attend to at least 51% of theme areas.

Fifty-one percent of 40 visitors comes to 20.4 visitors; we'll use 21. Fifty-one percent of 16 theme areas would be 8.16; we'll use 9. Did at least 21 visitors in our sample attend to at least 9 theme areas? Indeed, 26 visitors (65%) were observed using nine or more theme areas.

The tables below report on how many theme areas were used by visitors in this sample.

<b>Number of Theme Areas Attended per Visitor (n = 40)</b>	
Mean	9.1
Mode	12
Median	10
Minimum	1
Maximum	15

<b>Number of Theme Areas Attended</b>	<b>Frequency</b>
1	2
2	3
3	1
4	0
5	1
6	1
7	3
8	3
9	2
10	7
11	3
12	8
13	5
14	0
15	1
16	0



### 12.7. Visitor Use of Drawers

The exhibit features ten banks of drawers below exhibit cases, which contain interpreted artifacts or biofacts under plexiglas. Each bank consists of one to three drawers. In this sample just about one third of visitors (13 out of 40) used at least one drawer. The maximum number of banks of drawers used by any one visitor was six. Only one drawer was overlooked by the entire sample. It is located at the base of the open box, which holds the survival suit. The suit itself is distracting and sometimes hides drawer access.

The table below shows how many visitors used each of the 10 banks of drawers under study. Note that drawer numbers were assigned to fit the map scheme for data collection and do not necessarily reflect the number of drawers per theme area.

Drawer Banks	Frequency of Use
Glaciers	6
Taking Shape—North Shore	6
Volcanoes	5
Alaskan Fishing Vessels—Front	4
Mammals of Kachemak Bay	4
Taking Shape—South Shore	4
Earthquake	3
Alaskan Fishing Vessels—Back	1
The Hunter and the Hunted	1
Storm Warnings—Nautical Instruments	0

### 12.8. Visitor Use of Books

The ten handmade books in this exhibit are situated more prominently than the drawers. Whereas the drawers are low, the books are at table height either on a counter or in a holder on the wall. Each of the ten books in the exhibit was used by at least 2 people. Over half of the visitors in this sample (25 out of 40, or 62.5%) used at least one book. The maximum number of books used by any one person was five.

The table below shows how many visitors used each of the ten books under study. Note that book numbers were assigned to fit the map scheme for data collection and do not necessarily reflect the number of books per theme area.

Book	Frequency of Use
Aurora Swindle	12
Volcanic Viewpoints	11
Homestead Family Photo Album	9
Blue Ice	9
Diary of an Earthquake	7
Tales of Woe and Water	6
Up They Came	5
Workboats At Play	3
Peopling of Kachemak Bay Timeline	3
Artists Book	2



## 12.9. Tracking and Timing Observations

The large table below reports each instance of exhibit element use and visitor activities (i.e., read, sit, etc.) recorded during this observational study. These data are sorted by frequency. For narrative descriptions of visitor behavior in the gallery, please see Data Collector Notes below. Please note that, with reference to use of books, the behavior "Book" refers to the individual opening and reading or looking at the book.

Per this tracking and timing data, the most heavily used element is the ZOOM globe in the Where Are We theme area. Visitors use the globe to activate the illuminated images and/or to find places on it. Many visitors watch others use this as well. This item is very close to the gallery entrance and sticks out from the panel making it obvious and tempting. Other heavily used elements (21 or more visitor hits) are found in the Homestead Perspectives and Storm Warnings Theme Areas.

Theme Area	Behavior / Element	Frequency (out of 40 visitors)
Where are We	Watch - Zoom	26
Where are We	Interact - Globe	23
Where are We	Watch interaction - Globe	23
Homestead Perspectives	Read -Homer Firsts Timeline, Map	21
Keeping the Home Fires Burning	Read - A Women's View	21
Storm Warnings	Read - Storm Warnings	21
Taking Shape	Read - Photo bin	20
Winter Challenges	Read - What are our Risks and Losses	19
Winter Challenges	Read - Snowshoed and on the Move	19
How Have We Survived	Read - Cobbled Together	19
Community-based Video Theater	Watch	18
How Have We Survived	Read - The Hunter and the Hunted	18
To Catch a Fish	Read - Alaskan Fishing Vessels, front	17
Community-based Video Theater	Sit	16
Boom and Bust	Read - Boom and Bust	16
Winter Challenges	Read-The Winter Blues	16
Winter Challenges	Read - It's the Tilt!	16
Taking Shape	Read - The Two Faces of Kachemak Bay	16
Voices of the Community Theater	Sit	16
Mammals of Kachemak Bay	Read - Our Neighbors, Ourselves	15
Volcanoes and Glaciers	Interact – Viewing scope with Ash sample	15
Homestead Perspectives	Open cabinet – Homestead Map	14
Winter Challenges	Interact – SAD Light	14
Winter Challenges	Interact – It's the Tilt Globe	14
How Have We Survived	Read - The Earliest Solutions	14
How Have We Survived	Read - How Have We Survived, intro panel	14
Volcanoes and Glaciers	Read - Ash Plumes and Blue Glaciers	14
Taking Shape	Open - String Out the Coastlines	14



Voices of the Community Theater	Watch - seated area	14
Community-based Video Theater	Join Video - in progress	13
Community-based Video Theater	Watch - The Rich and Simple Life	13
Volcanoes and Glaciers	Read - Viewing scope with Ash samples	13
Where Are We	Read - The Meeting Place	13
Boom and Bust	Book - Aurora Swindle	12
To Catch a Fish	Read - Alaskan Fishing Vessels - back	12
Dynamic Forces Computer Station	Interact	12
Keeping the Home Fires Burning	Interact – Listening to Oral Histories via telephone	11
Storm Warnings	Trigger broadcast - Tuning in Peggy	11
Storm Warnings	Listen to broadcast - Tuning in Peggy	11
The Good Friday Earthquake	Read - Seldovia Under Water	11
The Good Friday Earthquake	Read - Sunken Shores of Kachemak Bay	11
Volcanoes and Glaciers	Book - Blue Ice	11
Taking Shape	Interact - String Out the Coastlines	11
Ceiling / Above Cases	Look - Kayak	11
The Lost and The Found Theater	Read - The Lost and the Found	10
Voices of the Community Theater	Read - Who Are We, intro panel	10
Community-based Video Theater	Start Video	9
Keeping the Home Fires Burning	Book - The Homestead Family Photo Album	9
Storm Warnings	Interact - Survival Suit Challenge	9
To Catch a Fish	Read - What it Takes to Catch a Fish	9
Volcanoes and Glaciers	Read - Cauldrons of Energy	9
Volcanoes and Glaciers	Book - Volcanic Viewpoints	9
Voices of the Community Theater	Watch – reverse side of screen	9
Dynamic Forces Computer Station	Sit	8
Dynamic Forces Computer Station	Watch - user interaction	8
Taking Shape	Read - Effects of Tide, Wind and Weather	8
Voices of the Community Theater	Look - Art/photographs	8
Ceiling / Above Cases	Look - Moose	8
The Good Friday Earthquake	Book - Diary of an Earthquake	7
How Have we Survived	Read - What Keeps a qayaq Afloat	7
Where Are We	Read - Home	7
Where Are We	Interact - Did you know...? Alaska map	7
Ceiling / Above Cases	Look – Sea Lion	7
Community-based Video Theater	Bisuhta	6
The Lost and The Found Theater	Sit	6
The Lost and The Found Theater	Book - Tales of Woe and Water	6
Volcanoes and Glaciers	Interact– Drawer Bank, Glaciers	6
Taking Shape	Open – Drawer Bank, South Shore	6



Where Are We	Read - Where Are We, intro panel	6
Kachemak Bay, An Exploration of People and Place	Read - Intro panel	6
Ceiling / Above Cases	Look – Beluga Whale	6
Community-based Video Theater	Read - Video Descriptions	5
Winter Challenges	Watch – Interaction, It's the Tilt	5
To Catch a Fish	Read - Going Going, Gone	5
How Have we Survived	The Hunter and the Hunted, intro panel	5
Volcanoes and Glaciers	Open - Drawer bank, Volcanoes	5
Taking Shape	Watch interaction - String Out the Coastlines	5
Taking Shape	Book - Up they Came	5
To Catch a Fish	Open - Drawer bank, Alaskan Fishing Vessels (front)	4
Mammals of Kachemak Bay	Open -Drawer bank, Mammals of Kachemak Bay	4
Taking Shape	Open - Drawer bank, North Shore	4
Community-based Video Theater	Read - These are Our Stories	3
Community-based Video Theater	Qackimam Pikiyutai – The Lore of Fishing and Marine Harvesting	3
To Catch a Fish	Book - Workboats at Play	3
The Good Friday Earthquake	Open - Drawer bank, Earthquakes	3
Dynamic Forces Photo Gallery	Read - What Are the Dynamic Forces That Shaped our Place	3
Voices of the Community Theater	Book - The Peopling of Kachemak Bay Timeline	3
Ceiling / Above Cases	Look - Eagle	3
Ceiling / Above Cases	Look – Mountain Goat	3
Ceiling / Above Cases	Look - Sheep	3
To Catch a Fish	Book - The Artists	2
Where Are We	Interact - Magnets of animals and habitats	2
Winter Challenges	Watch – Interaction with The Winter Blues SAD Light	1
To Catch a Fish	Open - Drawer bank, Alaskan Fishing Vessels (back)	1
How Have We Survived	Read - Thwack fabric label	1
How Have We Survived	Open - Drawer bank , The Hunter and the Hunted	1
How have we Survived	Read - Commuter Crows	1
Community-based Video Theater	Cry	0
Storm Warnings	Open - Drawer bank, Nautical Instruments	0
The Lost and The Found Theater	Cry	0
Winter Challenges	Interact – match paw prints in snow	0
Winter Challenges	Watch – interaction of paw prints	0
Ceiling / Above Cases	Look – Bird Mounts	0



### 12.10. Data Collector Notes on Visitor Behavior and Interactions in the Exhibit

Active participation, focused attention and social learning are the norm for visitors to the Kachemak Bay exhibit. Nearly every subject in this study interacted extensively with the exhibit elements they attended and with the other people in their group. Individuals were also observed to interact with other gallery visitors not from their own groups.

Data collector comments about visitor behavior and activities in the gallery are listed below by research subject. The reader is encouraged to read them to get the full sense of interest and enthusiasm demonstrated by visitors. Indeed, the children of one subject who had entered the store were overheard to say, *Mom is wasting her time while there's all this cool stuff to look at!*

#### Data Collector Notes Ordered by Research Subject

1. Watched other people using computer.
2. Enjoyed "how we survived". Laughter & commentary (Pioneer ingenuity). Called back to reexamine fishing exhibit (by other group member).
3. Lots of communication with each other regarding interactive displays. Highly enjoyed map comparison (Alaska & continent).
4. Left video area & made rapid effort to find other group member to return to video area immediately - watch Homestead. Lots of reaction to video - laughter & commentary. Utilized photographs in geology center to relate their experiences in Homer & Kachemak Bay. Expressed sense of relating to women's early experiences.
5. Lots of commentary on traditional seal hunting methods & gear used. Visitor interacts with individuals outside his group - questions/comments while in video area. Combines elements from the entire exhibit to understand individual elements. Used map of Alaska as reference for inquiry (several times). Thorough exploration of "How we survived." Used Kayak/seal display to further understand written exhibit (integration). Couple interacted & discussed almost every display to understand material.
6. "Look at the paws on this thing" (winter challenges – lynx); discussion follows of lynx populations/survival in North America. Commentary on homestead timeline & interaction with display of tools. Enjoyed globe - placed hometown. Spent lots of time on pictures - "Taking Shape".
7. Took lots of photographs - very interested in design & layout of exhibit. Very intrigued with globe in "winter challenges" & changing sunlight. Making extensive notes on computer information, especially earthquakes.
8. Intrigued by globe "zoom" - brought other group member to interact again. Picture cards in Photo Bin draw much attention. Return traveler from previous day - wanted to explore more.
9. Visitor came back for second visit (10+ minutes) but evaluator was already engaged in a new survey.
10. Highly intrigued with "zoom" display - repeated process three times. Individuals toured independently from group members. Joined group when called to "check out where we live on this map" ("Where we are").



11. Computer - "Can you believe all the earthquakes & volcanoes right here. It's unbelievable!"  
Lots of commentary on Voices of the Community Theater (watched entirely from other side of screen). Very surprised at comparison map of Alaska and North America. "Can you imagine they put eggs in only water!?" "Didn't they use preservatives?"  
Members discussed most displays together to further their understanding. Called by other member several times to re-look at displays. Recognized & commented on one of the captions "Lost at sea". Surprise & exclamation over effectiveness of survival suits.
12. Appeared highly engaged & moved through exhibit thematically, taking time to look at art & photographs as well as books.
13. Discussed with adults the relevant activity of Mt. Spurr volcano - related exhibit information to predictions. Had an excellent experience with survival suits - understood gravity of importance.  
Spent considerable time on "Home" magnets. Interact with homesteading tools & discuss uses of each. Individual was observed in gallery again later in day - was involved in new survey - could not resume.
14. Identified with audio stories in telephone headset in Keeping The Home Fires Burning exhibit (through gesture & commentary).  
Using globe to place themselves in Alaska. Discussed questions/answers part of "How we survived" - commentary & introspection.
15. Discussed women & methods of ironing/preservation with children. Used shoreline interactive to discuss local geography with children. Utilize drawers to further discussion.  
Individual drawn out of exhibit by announcement of Native Tour outside (discussed returning to exhibit). Was observed returning to gallery later in afternoon [but I] was already involved in new evaluation. They stayed for 20+ minutes.
16. Evaluator believes individual was meeting another group member elsewhere in museum.
17. Reads almost all books entirely.
18. Discuss harshness of Alaskan winters in "challenges" display - surprised at weather extremes & existence of SAD light.  
Individual uses volcanic information to relate current day Mt. Spurr's activity & extrapolate predictions.
19. At admissions, request "interactive displays" – ELATED to discover main gallery is designed as so. Individual remains in store 15+ minutes, and group members overheard "Mom is wasting her time while there's all this cool stuff to look at!"  
Ceased study after individual remains in store 15+ minutes.  
Individual toured gallery alone - was not with youth who was highly interactive & attentive with displays (other group members).
20. "There's my brother!", individual exclaimed while watching slides in Voices of the Community Theater - note sense of recognition & pride in expression.  
Interaction & discussion with tool display in "Homesteading." Called over by other group member to watch video.



21. Family highly interactive with children - travel through exhibit together. Child called parents out of exhibit as the marine gallery critters caught his attention. Evaluator will look for family; believe they will revisit. Re-enter gallery for 10+ minutes. Use globe with children to locate themselves in Alaska. "Daddy, look at the mousetrap" ("How we survived"). Father & children very interested in survival suits.
22. At admissions, expressed interest in science/geography aspect of exhibit. Toured exhibit independently. Use drawer information to initiate discussion. Appear excited to discover touch-screen computer - highly engaged, smiling. Spoke about properties of salt water on "survival exhibit."
23. "Can you imagine taking care of 8 children?" (video). In "zoom" display - watch several times through. Discuss small mammals - types of skulls, what they indicate. Discusses earth movements "So powerful!" while using picture cards. Couple sits together to interact with computer. Tried to listen to "Lost at sea," but it interfered with the frequency in one of the individual's hearing aid. Discuss sun-position of earth with globe.
24. Couple meandered around exhibit - started reading more intensively at picture cards in Photo Bin, where he spent considerable time. Enjoyed Stringing Out The Coastline exhibit - laughing, helping each other.
25. Watched video from other side of screen for a while - joined by partner in seating area. Very engrossed & attentive observer - takes time with each display to read everything & take it all in.
26. Considerable time spent on picture cards in Photo Bin - extremely engrossed. Attentive & interested to voice interactive displays (phone/"Mayday" recordings), listen in entirety. Viewed independently. Individual interacts with stranger about globe/sun changes. Discuss tilt of earth & develop further understanding. Spends considerable time with microscope; others watching him followed suit.
27. Listened to three audio stories on telephone headset in Keeping the Homer Fires Burning exhibit & laughs out loud each time. "I like that!" she comments as finishing. While using computer, she exclaims, "Wow! Look how many earthquakes there have been!" Interacts with displayed items in "Homesteading" display.
28. Lots of commentary while watching "Who are we" (slide show) - laughter & discussion. Lots of questioning & discussion during videos. Make lots of connections with exhibit ... "I used to have a sweater just like that." ("Homesteading"). Impressed with videos – express how well done they felt they were.
29. Discuss timeline extensively in Homestead Perspectives display. Interact with tool display in "Homesteading." Individual later seen back in exhibit for further viewing (20+ minutes - videos, computer). Smiling & laughter during Voices of the Community slideshow. Enjoyed & interacted with questions/answers in "How we survived." Interact & comment on the artwork & sculptures.
30. Individual returns to main gallery - evaluator resumes tracking survey. Individual sort of aimlessly meandering - appears distracted & thoughts elsewhere. Individual drawn out to homestead cabin as host only there until certain time -



(announcement in gallery).

31. Spent considerable time viewing & discussing Homestead Family Photo Album. Also spent considerable time interpreting & discussing homestead map. Very interested in "egg preservation." Considerable time on picture cards in Photo Bin. Went back to Artist book twice.
32. Evaluator feels family will re-enter exhibit once children are more settled. (Later seen in gallery for 10+ minutes). Individual uses globe to show children where they are. Depart gallery early - head for marine gallery (young children).
33. Considerable time spent on questions/answers portion of "how we survive" & on Kayak building section. Did not participate in computer viewing, though his group members were utilizing it while beside him.
34. Spends considerable time on It's The Tilt globe with season change (light) - utilizes it in conversation with another visitor. Uses maps & looks intrigued.
35. Evaluator becomes aware that this is not the individual's first visit to the gallery. Individual has hearing impairment, thus interacts with group member to move through exhibit. After viewing video, he moves directly down to Marine Gallery.
36. Group member enters exhibit after rest of group. Spends considerable time in The Lost and The Found Theater. Joins "seal hunt" video & restarts to see in entirety. Starts another video after "seal hunt" - stays for all three. Comment - "I thought 21 minutes would be much too long ... we don't have time ... but then it just flew by!" (on videos).
37. Comment on earthquake information from computer - very excited & intrigued. Asking questions & discussing with group (1964 quake, activity currently happening) - i.e., Mt. Spurr  
Interacts with many items displayed in homesteading section. Spends considerable time with Homestead Family Photo Album. Considerable time with questions/answers "How we survived."
39. Evaluator will look out for individual later - believe he will return to gallery. Individual interacts with tools & implements in "Homesteading" display. Discusses items with other group member. Points out "sad" light – but doesn't interact.
40. Discuss picture cards in Photo Bin for considerable time. Exhibit very full - individual overlooks many displays in use by others – appears interested & continues to move around, utilizing displays as they become available.



### 12.11. Sample Description

Data collectors recorded information about the subject and his/her visiting group, estimating age. As subjects chat with staff at the front desk upon entering the Museum, data collectors easily learned if they were Travelers or Area Residents.

Gender	Frequency
Male	18
Female	21
Unrecorded	1

Population	Frequency
Traveler	35
Area Resident	4
Unrecorded	1

Number in Group	Frequency
1	4
2	25
3	3
4	7

Group Makeup	Frequency
Alone	4
Adults and Children	5
Adults Only	31

Age (estimate)	Frequency
Teens	4
20s	6
30s	4
40s	9
50s	9
60s	7
70s	1



### 13. Community-based Video Theater Observational Study

#### 13.1. Introduction and Summary of Findings

To assess attracting and holding power of the Pratt Museum’s Community-based Videos, we conducted a day-long, unobtrusive, observational study of visitors to the video theater. The findings describe a very high level of attraction and use. Visitor behavior makes clear the powerful impact of these video elements.

Over three quarters of the day’s visitors were observed watching videos for an average of over 11 minutes each. The tables below summarize observed visitor behavior. The second table reports Attracting Power and Holding Power scores per Beverly Serrell’s research on videos in exhibits.<sup>1</sup>

Though this study differs somewhat from Serrell’s work (please see Study Methodology below) her findings help us better understand findings at the Pratt. They appear in the last row of the second table below.<sup>2</sup>

Number of Videos Watched	Frequency (n = 99)
1	82
2	13
3	4

*I thought 21 minutes would be much too long . . . we don't have time . . . but then it just flew by!*

—Visitor who watched all three videos

Video	Number of Viewers	Minimum and Maximum Viewing Time	Mean Viewing Time	Attracting Power % viewers of 129 Museum visitors for the day	Holding Power Ave. viewing time over running time
Rich and Simple Life Video (21:30 minutes)	60	00:14 – 25:50	10:55	46.5%	.52
Lore of Fishing Video (17:03 minutes)	29	00:07 - 18:30	09:16	22.5%	.55
Bisuhta, Seal Hunt Video (10:45 minutes)	31	00:14-10:58	06:20	24.0%	.59
Total Viewers	99	00:07 – 45:14	11:19	76.7%	.26
Serrell’s Findings: Averages of 45 Exhibit Videos	--	--	--	32.0% (highest: 68%)	.39 (> .70 is exceptional)

Visitor behavior reveals their enthusiasm for these videos, and so do their comments. In addition to dwell time as seen in the table above, data collectors noted other viewer behavior and comments. Visitors' *attentiveness throughout is remarkable and unbroken*. So engrossed are they that sudden action on the screen makes them jump. There are many instances of laughter and comments that reveal personal reflections of the material, *I wouldn't have made a very good pioneer woman!* Spontaneous conversations among strangers review the videos, share personal experiences of the videos and consider the Kachemak Bay community. Several viewers are moved to tears, and many reflect on the difficult lives depicted in the videos.

<sup>1</sup> Beverly Serrell, Are They Watching? Visitors and Videos in Exhibitions, *Curator* Vol.45, No.1, pp. 50-63

<sup>2</sup> *ibid.*, pp. 61



The following entry from the data collector describes a scene which is not unusual per staff's casual observations.

*The individuals who stayed on after previous video started and endured all three videos – attentiveness throughout is remarkable and unbroken. At end, the two linger – both individuals are highly moved and are weeping. They reflect and discuss the content and how it affected them personally. Take time to collect themselves before leaving.*

### 13.2. Community-based Video Project

The three videos currently on display and subject to this study are part of the Pratt Museum's Community-based Video Project. The following description appears with the video labels, which are easily seen on the side of the video cabinet. A more detailed description of the Project is included with the credits at the end of each video.

THESE ARE OUR STORIES

COMMUNITY-BASED VIDEO THEATER

Each of us has our own way of knowing, of interacting with the world. The small personal voice carries truth in its intimacy. These stories are the ones that captivate us.

The Pratt Museum has brought together storytellers to create community-based videos in their personal and communal voice. Each video has been produced collaboratively from start to finish by the storytellers. With this has come an awakened sense of community born from listening to each other and to the choir of many perspectives.

### 13.3. Description of Videos and Community-based Video Theater

The video theater area is open to the gallery, one does not need to pass through a door or entryway to reach it. Facing the video screen are three benches, which one approaches from the side. Below the screen are buttons which visitors press to select one of the three videos that are currently available and subject to this study. Videos are listed below with the full, descriptive text that appears on the label on the side of the video cabinet. Running times include titles and credits.

#### **Bisuhta: A Contemporary Alutiiq/Sugpiaq Seal Hunt in Kachemak Bay**

*We are not primitive people. We are contemporary people.  
I'm blending with you and I still hold my culture.*

—Ron Senungetuk, Homer

No longer hunted with harpoon and kayak, seals are taken with skiff, outboard, and rifle. Follow Alutiiq/Sugpiaq seal hunters Nick Tanape, Sr. and Dan Anahonak of Nanwalek to the head of Kachemak Bay in search of harbor seals. Subsistence continues — updated.

Running time — 11 minutes



### **Qackimam Pikiyutai — The Lore of Fishing and Marine Harvesting in Kachemak Bay**

Kinship with the sea translates as food, as freedom, as a place to both test oneself and find inner peace. It is a source of work that brings a family and a community together.

People who depend upon Kachemak Bay's waters — from Homer, Halibut Cove, Seldovia, Port Graham, and Nanwalek — come together to express what Kachemak Bay has given them and what they hope to give back to Kachemak Bay.

Running time — 17 minutes

### **The Rich And Simple Life – Remembrances of Homesteader Ruth Kilcher**

The hardships of homesteading from a woman's perspective ring true for many of the early women who helped settle Homer, each with her own personal set of circumstances.

Before dawn, Ruth Kilcher packed up her husband Yule's backpack with fresh bread, extra clothes, and hunting gear as he set off for moose hunting. Left to tend her growing family of eight children, how did she cope with life on the Kilcher Homestead? Her children recently discovered Ruth's frank and revealing diary, a springboard for family reminiscences.

Running time — 21½ minutes

## **13.4. Findings**

### **Attracting Power of the Video Theater**

On the day this study was conducted, Museum visitation totaled 129 adults, seniors and youth. Of those 129 visitors, 99 attended the video area and were included in this study. This represents an Attracting Power of 76.7% (video viewers divided by total Museum attendance) for the theater overall.

Attracting Powers of the individual videos range from 22.5% to 46.5%, as seen on the table below. Rich and Simple Life is the strongest attractor.

Beverly Serrell's research on visitor use of videos in five different exhibits found attracting powers that ranged from 4% to 68%, and averaged 32%.<sup>3</sup> That the Pratt overall average, 76.7% is over three times this average is striking, but a direct comparison may not be appropriate. The Pratt video theater offers three different titles, and hence more possible attractive material to woo visitors.

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<sup>3</sup> Beverly Serrell, "Are They Watching? Visitors and Videos in Exhibitions," *Curator*, Volume 45, Number 1, January 2002, page 52.



Video	Number of Viewers	Total Museum Visitors for the Day	Attracting Power
Rich and Simple Life Video (21 minutes)	60	129	46.5%
Lore of Fishing Video (12 minutes)	29		22.5%
Bisuhta, Seal Hunt Video (11 minutes)	31		24.0%
Total Viewers	99		76.7%

### Holding Power of Community-based Videos at the Pratt Museum

The table below reports the Holding Power of each video and of the video theater as a whole. Holding Power is calculated as average viewing time divided by total running time. A score of 1.0 would mean that the average viewing time was the same as the length of the video, such as is typical in a movie theater.<sup>4</sup> Please see the following section for more detail about visitor time spent with the videos.

When taken individually, all three video Holding Power scores are in excess of .50. Serrell's research found an overall average Holding Power of .39 and a high of .81.

Time Spent per Video	Video Running Time (minutes:seconds)	Mean Time Spent (minutes:seconds)	Holding Power Score
Rich and Simple Life Video	21:30	0:10:55	.52
Lore of Fishing Video	17:03	0:09:16	.55
Bisuhta, Seal Hunt Video	10:45	0:06:20	.59
Video Theater (All Videos plus 10 seconds between each)	44:20	0:11:19	.26

### Visitor Time Spent Watching Videos

The tables below report on the number of videos watched per person and visitor time spent with the videos. That the Homestead Video sees the highest maximum time reflects that fact that it is the longest video of the three. Homestead and the Lore of Fishing see maximum times that exceed their running times indicating that some visitors watched part of the video more than once.

The average time spent by individuals in this study is 11:12, with a maximum of over 45 minutes and a minimum of seven seconds. Watching all three videos would take just over 44 minutes; in the last table below, we can see that three visitors spent up to 45 minutes or more; two of those exceed 44 minutes.

<sup>4</sup> Beverly Serrell, "Are They Watching? Visitors and Videos in Exhibitions," *Curator*, Volume 45, Number 1, January 2002, page 51.



Number of Videos Watched	Frequency (n = 99)
1	82
2	13
3	4

Time Spent Per Video	Number of Viewers	Minimum Time Spent	Maximum Time Spent	Mean Time Spent	Median Time Spent
Rich and Simple Life Video (21:30 minutes)	60	0:14	25:50	10:55	11:34
Lore of Fishing Video (17:03 minutes)	29	0:07	18:30	9:16	9:23
Bisuhta, Seal Hunt Video (10:45 minutes)	31	0:14	10:58	6:20	6:18

Total Time Spent with Video(s)	Minimum Time Spent	Maximum Time Spent	Mean Time Spent	Median Time Spent
Total Time Per Individual (n = 99)	0:00:07	0:45:14	0:11:19	0:08:27

Total Time Spent with Videos	
Up to ...	Count of Visitors
5 minutes	33
10 minutes	24
15 minutes	12
20 minutes	11
25 minutes	4
30 minutes	5
35 minutes	3
40 minutes	4
45 minutes	2
45:14	1



## Video Showings

Visitors are free to select any one of the three videos in the theater. During this study, the Homesteading Video, *The Rich and Simple Life*, was selected with the highest frequency. This video is longer than the other two, thus giving visitors in the gallery more opportunity to hear or see a bit of it and become intrigued enough to come watch, possibly also staying for another showing.

Video	Number of Showings
Rich and Simple Life	10
Contemporary Seal Hunt	7
Lore of Fishing	5

The table below reports how many videos each subject watched. After catching the end of a video, several people stayed for another showing of the same video so they could see it from the beginning.

Number of Videos Watched	Count of Visitors (out of 99)	Number of Showings Attended	Count of Visitors (out of 99)
1	82	1	75
2	13	2	19
3	4	3	5

## Data Collector Comments

Data collectors were frequently able to hear comments and conversations among visitors in the video theater area. Their notes are transcribed and grouped by video below to illustrate visitor use of and reaction to the Community-based Videos. More information about visitor reaction to the videos can be found in the three Video Survey Studies included in this report.

### The Rich and Simple Life

- The individuals who stayed on after previous video started and endured all three videos – attentiveness throughout is remarkable and unbroken. At end, the two linger – both individuals are highly moved and are weeping. They reflect and discuss the content and how it affected them personally. Take time to collect themselves before leaving.
- Three individuals leave and are discussing the Kilcher family and the realization that they are the family of contemporary musician, Jewel. Remaining viewers: many smiles, laughter and looks of contemplation of this lifestyle and what it entails.
- Three individuals stay on after catching the end of the previous showing, wish to see the start of the video. Discussing Atz Kilcher was their children’s music teacher (they are residents). They leave as video reaches the point where they came in last showing.
- woman who joined previous video in the middle restarted video from beginning for missed section. Very serious and attentive. Another joins at ending.
- Indecisive woman leaves mid-stream. Tired couple comes and goes. Couple sitting through entire video decides to push another one next.
- Couple interested in viewing more – they are waiting for start – I intervene and explain self selection. Viewers very curious and courteous to other viewers ability to see screen. Laughter and enjoyment of story displayed. One woman, “I wouldn’t have made very good pioneer woman!”



- Confusion again as to how the video starts – intervention/explanation by staff member. Man saw end of Homesteading video and re-started it to see entire video. One man, “Do you want to watch another one?” She replies, “Yes, that was incredible!” Further reflect on family life they endured.
- Two young women join, comment on how interesting the content is, then meander on through the exhibit. Other viewers highly engrossed with subject matter – attentive and listening carefully.
- Two individuals (women) laughed and enjoyed the discussion of “keeping the cookstove going all the time.”
- Woman who starts video was noted earlier for her questions and interest in viewing it later in the day, and she came!! Attentive and reflective (she earlier expressed her intimacy with family). A woman and daughter join, she exclaims, “remember the women in the thrift shop? This is her!” (community interaction) At end of video viewers discuss Kilcher family in Homer community, their experiences and interactions with them. Further discussion of known history, diary, Seaside Farm (Kilcher property), children. Group discussion by women (strangers)

#### **Bisuhta: A Contemporary Alutiiq/Sugpiaq Seal Hunt in Kachemak Bay**

- Individual turns to another, “you want to watch another one?” The other agrees and moves forward for closer viewing. Appear highly engaged and attentive.
- Casual visitors have passed by and watched segments of videos.
- Continuing couple moves close together and snuggles.
- Individual joins who had previously exclaimed his interest in the Seal Hunt Video.
- Individual who joined after exclaiming re-starts video from beginning, departs when he reaches the point he joined last showing.
- Couple stays until end – doesn’t watch credits and acknowledgments. Individual asks me about Homesteading Video, people and information, express interest in viewing it later in day.
- Not much commentary, but everyone attentive. Viewers highly absorbed and most stay for next video. [9 visitors present at this showing.]

#### **Qackimam Pikiyutai: The Lore of Fishing and Marine Harvesting in Kachemak Bay**

- Viewers are totally engaged and even jumped when the massive pile of shrimp was jumped on deck.
- Individual commentary and discussion during video (not sure what they are saying, non-English communication). Lots of discussion, animation when King Crab fishing is shown, and again when shrimp trawling is shown. One individual is moved to weeping, leaves the viewing area. Two individuals linger after – appears they are deep in thought.
- Couple stays for third video. Indecisive woman joins again. Several couples are amazed that people eat octopus, others note how delicious it is.
- Couple discusses fishing methods, one exclaims, “Look at that!” Another couple overheard, “well, we’ve seen them all – they were very well made!”
- Commentary on octopus – two women had experience preparing/eating – related to film. Also commentary/surprise at other edible food sources harvested in film – further comments on how crabbing is now prohibited in Kachemak Bay. One woman comments on a local elder who makes crushed ice, as she saw in the film (they are correlating film with local experiences). “Crabbing is the most dangerous job in the world!” exclaims one. Comment upon leaving: “I wish we had time to listen to the other one.”



### 13.5. Methodology

Data collectors observed visitors to the video theater for one full day. Working one at a time, data collectors sat on the back bench with a clipboard under the guise of studying the videos. They recorded each person to stand or sit and watch the video(s), how much time they spent doing so and which video(s) they saw. Notes on behavior and conversations were also kept as much as they were audible by the data collectors.

Because the theater area is open to the gallery, some amount of sound bleed does occur. Hearing the audio portion of the video from elsewhere in the exhibit could serve to entice and attract visitors to the theater area, or, alternatively it could clue them in that the video is not of interest to them in which case they may not ever approach the theater area. These possible impacts of the audio on visitors to the gallery were not tested.

This research differs from Beverly Serrell's study in two main ways: data collection methodology, and the way in which videos are presented in the context of their exhibits.

1. As for data collection, while the methods do differ, both sets of findings are legitimate and should allow for reasonable comparison. For the Pratt study, data were collected by observing visitors only in the video area for one full day. The number of visitors observed at the theater was then compared with the total number of visitors to the Museum that day to arrive at the Attraction Power. The relatively small size of the Pratt easily allows this approach. Serrell's video data were collected as part of full tracking and timing studies in which they compared the number of video users to the total number of visitors observed in the study.
2. All three of the Pratt videos are offered on one monitor located in one theater seating area. Labels offer a short description of each video, including running time. Visitors press a button to select the show they'd like to see. In the Serrell study, exhibits include several video monitors, one for each video, distributed throughout the exhibit. Monitors are labeled with video titles and running times.

## 14. Community-based Video Participant Survey Results



### 14.1. Introduction

Community-based videos are at the heart of the Kachemak Bay exhibit's ability to serve as a window to the community. They also exemplify the type of community-building process that the Pratt staff strives to facilitate by bringing together members of the wider community who might otherwise never meet. Producing these videos is an intensive, often deeply personal process. A more detailed description of the community-based video process and productions may be found in the Exhibit Description section.

Staff worked to include as many video team members as possible, especially those who were part of a video team for the entire process from beginning to end. That most participants live in remote areas prohibited 100% participation in the survey.

Twenty-four video team members from five different video projects shared their experiences in this survey. All of these respondents are native Alaskan; English is a second or third language for most of them.

### 14.2. Executive Summary of Findings

This study presents clear evidence that every desired outcome for Community-based Video team members has been achieved. While the quantitative results are impressive, they are much more meaningful when taken in combination with verbatim comments from the participants. Please see Summary of Findings, and Survey Results below, for more detailed information and respondent comments.

Community-based video team members find deep personal meaning and satisfaction in these projects. Their relationships within the community and with the Museum are enhanced and improved, as is their impression of the Pratt. They report significant knowledge gain both about the video making process as well as the video content. Individual participants also gain a stronger sense that what they have to offer the community is of value and that sharing it is worth the effort. All of them are proud of the work they did together.

To experience pride in one's self, community and work is particularly poignant for these native Alaskan participants, many of whom have suffered extreme prejudice during their lifetimes. Several of these people grew up at a time when native children were routinely taken from their villages and punished for speaking their own language.

Respondents are motivated by a desire to preserve, record and share their culture with each other and people from outside the area. This attitude, their gratitude for the project, and a desire to do more of this work peppers participant responses throughout this survey. The reader is strongly encouraged to read all participant comments.

Desired outcome for participants: gain experience with the technology.

- 96% of respondents increased their knowledge of community-based video.

Desired outcome for participants: increased knowledge/ awareness/ interest in video's subject matter (even one's own culture and/or traditions).

- 67% of respondents increased their knowledge of the subject matter.

Desired outcome for participants: enhanced connections among community members.

- 75% of respondents feel that participating on the video project made their circle of contacts in the area much or somewhat broader.



Desired outcome for participants: enhanced connections between the community and the Museum.

- 71% of respondents report that their level of contact with the Pratt Museum became much or somewhat greater after working on the video project.

Desired outcomes for participants: increased participation in community and civic life; enhanced sense of personal power in community affairs.

- 83% of respondents came to feel more strongly that they have something of value to offer the wider community.
- 42% of respondents came to feel that contributing of themselves to the wider community was easier than it had been before the project.
- 96% feel that contributing to the wider community is worth the effort, easy and/or easier than before.
- 63% of respondents report that they are more likely to be active in the wider community.
- 100% of respondents report being *very* or *somewhat likely* to be active in the community
- 96% are proud of their own contribution to the project.

Desired outcome for participants: increased comfort with the institution.

- 79% of respondents report that their image of the Pratt Museum changed (more positive) as a result of participating in the video project.
- 100% of respondents are proud of the work we did together.

### 14.3. In Their Own Words: Selected Quotes from Participants

These few quotes from the participants give a window to the powerful impacts of participating in the Community-based Video projects. Please see all respondent comments in their entirety in Survey Results below.

*I feel I have a sense of trust & contact with them being able to help.*

*The "care" involved with opening a part of our lives.*

*Being a part of the video interview and learning more with ancestral ties has broadened my vision of self-identity and helped give an understanding of the way of life, which is priceless. To have this document on video will mark history forever.*

*Being involved with the Kenaitze Indian tribe has given me a greater level of awareness & respect for the people.*

*What I had contributed was info that would have never existed until this project came along.*

*The Pratt Museum in Homer has been a big part of assisting us meeting others in this field, in bringing people together to share & identify objects and stories.*

*I did not know [the Pratt Museum staff] were so involved with the tribe & helping to preserve all cultures around the area!*

*. . . the fact that future generations can know a small part of Alaskan history first-hand by viewing & hearing actual happenings and not get distorted facts from history books as was presented to me in my elementary years.*



*Quyana (thank you) for our long lost history!! Making us able to express so outside world can understand when they come in & what to expect from our village. Love and more.*

*Thank you for inviting me. I would love to participate in any other projects...*

*Thanks to everyone who was involved in these projects. Hope to do more.*

*This was like being the eye of a wheel of knowledge. Being in the wheel, an awareness that you're in the middle - as an eye - and all your knowledge goes out the spokes, and it circles back in as I learn new things.*

## 14.4. Summary of Findings

### Value of Participation

Video team participants derive tremendous satisfaction from the project on a personal level and as a contributor to their communities. In discussing what they valued about the project, participants also express their gratitude for it.

- *The fact that future generations can know a small part of Alaskan history first-hand by viewing & hearing actual happenings & not get distorted facts from history books as was presented to me in my elementary years.*
- *All the information put into the vide - "the stories" & tying our identity into the area studied.*
- *Everything. The people you work with - that's the most valuable.*
- *Have to share my brief story.*
- *Just what the title implies, "We are still here."*
- *My family participated.*
- *Others will see what Kenaitze are about.*
- *The feelings of tribal members.*
- *The knowledge I gained from it about the tribes.*
- *The meaning of the languages.*
- *To be able to see my aunt talk about the past & how it made her feel.*
- *Trip & telling stories made me remember old times and experiences.*

**96% of respondents increased their knowledge of community-based video.**

**67% of respondents increased their knowledge of the video's subject matter.**

Twenty-three of these 24 video team members increased their knowledge of community-based video technology. Two-thirds of them increased their knowledge of the video subject matter as well. Several who already felt moderately or very knowledgeable about the subject matter did not report an increase. One respondent stated that s/he knew less after working on the video, but this appears to be in error based on her narrative response to the question.

Comments about knowledge gain range from relatively simple observations: *I understand the process more;* to deeply personal and philosophical expressions.

- *Being a part of the video interview and learning more with ancestral ties has broadened my vision of self-identity and helped give an understanding of the way of life, which is priceless. To have this document on video will mark history forever.*
- *I have learned to be more comfortable in front of a camera & to work closer with other people from different communities.*



- *This was something I learned listening to some elders' stories and make me feel I'm Sugpiaq too.*
- *Where my ancestors migrated from and their technology in living in a hard place compared to ours now. How life then was very difficult yet seemed very simple.*
- *How far back the fishing industry started to impact us as traditional food gatherers. In the second video we were able to visit the areas where some of our ancestors were.*

**83% of respondents came to feel more strongly that they have something of value to offer the wider community.**

Participating in this project left twenty respondents feeling more strongly that they have something of value to contribute to the larger Kachemak Bay and lower Cook Inlet community. Three felt about the same before and after participating and one felt less like she had something of value to contribute. That individual felt that what she could contribute was limited to dance and that others know and can contribute more than she can.

In discussing the value of what they can contribute to the wider community, respondents reveal a strong sense of responsibility and pleasure.

- *I enjoy talking about how my uncles & aunts did things in the past.*
- *I feel we're losing our language, which is very important. So in order to save this we have to record so our future no speaker. (sic)*
- *I've always stated what we (the natives) share of our lifestyle will help others to understand the Native People.*
- *The information I had to share was what others would have never known.*
- *Being involved with the Kenaitze Indian tribe has given me a greater level of awareness & respect for the people.*

**42% of respondents came to feel that contributing of themselves to the wider community was easier that it had been before the project.**

**96% feel that contributing to the wider community is worth the effort, easy and/or easier than before.**

After participating in the video project, nearly all respondents felt that contributing their point of view to the wider community was worth the effort, easy, and/or easier than before. The one exception to this is the woman mentioned above; though she felt good about participating and knows she has something to offer, she perceives that others know more, and is left feeling that it is pointless for her to try to contribute.

Many participant comments reveal their sense that the importance of their message makes sharing with the wider community worth the effort.

- *It was difficult before.*
- *People didn't listen.*
- *It's a lot easier for me to talk about it - easier than I can say it.*
- *Lets me and outsider people understand.*
- *More comfortable working with people.*
- *I felt good about how I go into the schools & I am Dena'ina more people seemed interested in what I had to say. I felt important.*
- *People in general are curious in this unique lifestyle. We still hunt & gather food from the land, & celebrate our holidays elaborately.*
- *There are some things we share & don't share of our culture because of our beliefs.*
- *We had to go back and reassure everything was correct in the language part.*
- *What I had contributed was info that would have never existed until this project came along.*
- *I have some identity filled in myself. Part of my historical nourishment is almost satisfied.*



**63% of respondents report that they are more likely to be active in the wider community.  
100% of respondents report being *very* or *somewhat likely* to be active in the community**

After participating in the video project(s) all respondents are likely to be active in the larger community. While nine were already *likely* or *somewhat likely* to be active, 15 report that now they are more likely to be so. Again their comments about sharing with the community show that many are motivated by the importance of what they have to share with others.

- *Again my language is dying. We need to save it somehow. Our children need to know our history.*
- *As a tribal employee I would go into schools with deeper connection to the subject.*
- *I feel like I'm doing a lot more now.*
- *I like to share my knowledge as an Alaska Native American with others.*
- *People need to see and know who we are and where we are coming from. Throughout the entire state of Alaska - our identity has never been clear.*

**75% of respondents feel that participating on the video project made their circle of contacts in the area much or somewhat broader.**

A majority of respondents find that their circle of contacts in the greater Kachemak Bay and lower Cook Inlet community is bigger after having participated in the video project. Those few who feel it is about the same already considered their circles to be *moderate* to *really big*. One individual feels her circle is less, she writes, *because I think they are two sides not agreeing.*

Other comments focus on the process of meeting other people.

- *I have met a lot more people that have an interest in Natives & their lifestyle.*
- *I met & heard from people that I may never have had a chance to.*
- *The Pratt Museum in Homer has been a big part of assisting us meeting others in this field, in bringing people together to share & identify objects and stories, specifically Gail Parsons & Betsy Webb.*

**71% of respondents report that their level of contact with the Pratt Museum became much or somewhat greater after working on the video project.**

A majority of participants found that working on the video project increased their contact with the Pratt Museum. Those who feel that their level of contact with the Museum is *about the same* tend to limit their contact to occasional visits or gallery openings.

- *He laughs! And it extends out to other people - a web. People call me to ask about resources to send them.*
- *I feel I have a sense of trust & contact with them being able to help.*
- *I feel more comfortable in contacting the staff.*
- *I don't get to Homer much but when we do, we stop by.*



**79% of respondents report that their image of the Pratt Museum changed (more positive) as a result of participating in the video project.**

Only four respondents felt *about the same* about the Museum after having participated in the project. Those individuals had some familiarity and a positive impression of the Museum at the start. Many comments about their new view of the Pratt reveal that participants are responding to the Museum's interest in their culture and efforts to preserve it. Other comments are more general in nature.

- *I did not know that they were into our old culture.*
- *I did not know they were so involved with the tribe & helping to preserve all cultures around the area!*
- *It was very interesting experience and I learned a lot.*
- *Of the way it has grown by preserving things and making movies is another way of preserving.*
- *The "care" involved with opening a part of our lives.*

**100% of respondents are proud of the work we did together.  
96% are proud of their own contribution to the project.**

All participants are proud of the work that they accomplished with their video team. Only one did not feel proud about her personal contribution, she felt that others had more knowledge and ability to contribute. Not only are they proud of their work together, but several respondents are asking for more opportunities to continue it. Their comments also offer gratitude to the Pratt for doing these projects.

- *Feel good about participating and would like to do more.*
- *I appreciate the people that have taken the time to work with the Native villages & to better understand our lifestyle & culture. Thanks a million!*
- *I enjoyed participating.*
- *I learned as much or more from you & others involved as you did from me!*
- *I want to continue with this.*
- *I would help again if I could.*
- *Quyana (thank you) Pratt for bringing our history back to our future children.*
- *The way it was all handled. We were very involved with the creation of this project from day 1 - to the final review, and continue to be in the loop with information.*

**Assessing the Process**

Most respondents felt that the process was user friendly. When offering ideas for improving the process, many comments ask for more time, more opportunities, more films, longer films, more participants, etc. A few comments are more direct and technical in nature.

- *A little more planning to get elders together.*
- *Come into our village & produce tape, video.*
- *Just more work like this closer to our area - linking more in our current surroundings.*
- *More participants from the village. There are a lot of people yet with [a] lot of knowledge of their culture.*
- *More time for editing.*
- *More time to work together.*
- *More time, more input.*
- *The interview questions could have been more directed toward the subject. It may have been easier to pick some of the clips.*
- *The producer needs not give his input about what should go into the video.*



- *Another longer film that will be able to give us more room to put more hours.*
- *I would "love" to see this produced in a major film as a docu-drama, & recreate historical life - maybe be the real first movie made in Alaska by Alaskans 100%. This could be used in cultural classes world-wide.*
- *In the future, the people helping to put the video together should keep their opinions to themselves.*
- *It was fun.*
- *Make more videos. Talking with my granddaughter made her interested in the project, and she and her friend participate the next year. She wants to go back. The storytellers in the film get together & talk about the experience that we shared.*

## 14.5. Survey Results

### 1. In which community video project did you participate? (multiple responses accepted)

We're Still Here — Kenai Project	13
Bringing the Stories Back — Outer Coast Project	5
Let it Grow	5
The Lore of Fishing and Marine Harvesting in Kachemak Bay	3
Bisuhta — A Contemporary Alutiiq Seal Hunt	1

### 2. What was your role in the project?

Role	Count	Explanation of "Other"
Evaluator	1	
Other	4	edit and review; interviewed about the educational fishery; na (2)
Community Representative	6	
Community Representative and Other	2	Participant (2)
Storyteller	3	
Storyteller and Community Representative	5	
Storyteller, Community Representative and Other	3	Councilman, interpreter, net; narrator and language specialist; video editing process

### 3. In what community do you live?

Kenai	11
Nanwalek	5
Port Graham	5
Anchorage/Kenai/Kasilof	1
Kenai area	1
Seldovia (orig. Port Graham)	1



**4a. Before participating in this project, my knowledge of community-based video technology was:**

A lot	0
Moderate	8
Very little	9
None	7

**4b. As a result of participating in this project, my knowledge of community-based video technology is:**

About the same	1	This person answered <i>very little</i> to the previous question
Much more	13	
Somewhat more	10	
Less	0	

- Being a part of the video interview and learning more with ancestral ties has broadened my vision of self-identity and helped give an understanding of the way of life, which is priceless. To have this document on video will mark history forever.
- I did not know how much it takes to do film. It was fun to learn how it's done.
- I enjoyed being able to ask Gale & the videographer questions about the project & their role with the Pratt Museum.
- I have an understanding of the length of time required and the importance of who is involved.
- I have learned to be more comfortable in front of a camera & to work closer with other people from different communities.
- I understand the process more.
- Interesting - was there for part, would have liked to stay for rest.
- My participating has helped me to see something I was not aware of.
- This was something I learned listening to some elders' stories and make me feel I'm Sugpiaq too.
- We were involved from the start of filming, being in the video, being able to decide what parts we wanted, just being involved from start to end.

**5a. Before participating in this project, my knowledge of this video's subject matter was:**

A lot	11
Moderate	8
Very little	3
None	2

**Comments: most of my knowledge was:**

- About food & how to get it.
- Fishing with net.
- Had no direct experience, but had heard stories of outer coast.
- I saw insight from myself and what I saw until I saw others share through the video - there were so many missing pieces to our way of life.
- I was raised in Kenai & lived here all my life. My mother was Kenaitze & lived a subsistence lifestyle. She lived at Kaliforsby Village until she was 3-4 years old & moved to Kenai after the epidemic killed her mother.



- Local history (within the community), by participating, I was able to see, feel & smell where we came from and how we came to be.
- Lost language because elders are gone. We don't know where to turn to. If I want to talk Alutiq I wouldn't have a certain word. I'd have to go ask the elders. We've really lost the elders who would teach us.
- Net fishing.
- Obtained listening in on the other interviews with the other storytellers.
- The traditional (old ways) of fishing. No knowledge of history of the net or fight for it.
- Video based on his knowledge.
- Ways that were used to harvest food.
- What I know, I love sharing with others that are interested.

**5b. As a result of participating in this project, my knowledge of this subject matter is:**

About the same	6	All of these were <i>a lot</i> or <i>moderate</i> in response to the previous question.
Much more	8	
Somewhat more	8	
Less	1	This appears to be in error as the respondent offered a description of her knowledge gain.*

**Comments: my knowledge of this area now includes:**

- Added to my knowledge of this area.
- History of the fishery, "The Net", & elder roles.
- How far back the fishing industry started to impact us as traditional food gatherers. In the second video we were able to visit the areas where some of our ancestors were.
- My feature in the picture. No just joking. May not my grandchildren in the future will able to see me.
- Some ideas come up that you remember more during the filming.
- Some of the history of the fight for the net & the on-going fight year after year.
- \*Subsistence issues with the tribe & the battle they fought.
- Visited the sites.
- Where my ancestors migrated from and their technology in living in a hard place compared to ours now. How life then was very difficult yet seemed very simple.

**6a. Before participating in this project, I felt like what I had to contribute to the larger Kachemak Bay and lower Cook Inlet community was of:**

Much value	9	
Moderate value	6	
Very little value	7	
No value	2	These two move to <i>much value</i> and <i>moderate value</i> in the follow-up question.

**Comments:**

- I don't speak my language, but I remember hearing some of the stories & realized what I heard was valuable in revisiting these areas.



- I enjoy talking about how my uncles & aunts did things in the past.
- I feel we're losing our language, which is very important. So in order to save this we have to record so our future no speaker.
- I've always stated what we (the natives) share of our lifestyle will help others to understand the Native People.
- Not sure.
- Only when it comes to dance & some cultural aspects.
- The information I had to share was what others would have never known.
- With fishing going out there. Are not many youth in this field anymore.
- I am not Kenaitze & have no place in the video.

**6b. As a result of participating in this project, I feel like what I can contribute to the larger Kachemak Bay and lower Cook Inlet community is of:**

Much value	13
Moderate value	6
Very little value	4
No value	0

**Comments:**

- Being involved with the Kenaitze Indian tribe has given me a greater level of awareness & respect for the people.
- By using my language. Songs. Translations.
- Contributed photos & support.
- History needs to be taught in our current education system to continue the growth of the missing part of our lives.
- It would have to be right for all the communities around K. Bay.
- Other people have more knowledge and contributions than I.
- Will help others with other projects similar to these projects.

**7a. Before participating in this project, contributing my point of view to the larger Kachemak Bay and lower Cook Inlet community felt: (multiple responses accepted)**

Easy	8	
Difficult	8	
Impossible	3	
Pointless	1	moves to <i>worth the effort</i> in follow-up question
Worth the effort	9	
Other:	0	

**Comments:**

- Because of the language barrier.
- Depending on topic.
- Depending on who was listening.
- I am not Kenaitze.
- I enjoy talking about fishing & hunting & find that kids want to listen.
- I felt good about how I go into the schools & I am Dena'ina more people seemed interested in what I had to say. I felt important.
- It was difficult before.



- People didn't listen.
- People in general are curious in this unique lifestyle. We still hunt & gather food from the land, & celebrate our holidays elaborately.
- There are some things we share & don't share of our culture because of our beliefs.
- We had to go back and reassure everything was correct in the language part.
- What I had contributed was info that would have never existed until this project came along.

**7b. As a result of participating in this project, contributing my point of view to the larger Kachemak Bay and lower Cook Inlet community feels:** (multiple responses accepted)

About the same as before	6	All were <i>easy</i> and/or <i>worth the effort</i> in previous question; one also answered with <i>difficult</i> , and explained <i>depending on the topic</i> .
Easier	10	
Harder	0	
Pointless	1	Though she felt good about contributing, she didn't feel that her input helped much.
Worth the effort	8	
Other:	1	<i>Has to happen</i>

**Comments:**

- As an outsider, I have a different perspective than tribal members.
- Because I didn't really feel my input helped much.
- I feel I share my past.
- I have some identity filled in myself. Part of my historical nourishment is almost satisfied.
- It's a lot easier for me to talk about it - easier than I can say it.
- Lets me and outsider people understand.
- More comfortable working with people.
- Needs to happen

**8a. Before participating in this project, I was \_\_\_ to be active in the larger Kachemak Bay and lower Cook Inlet community.**

Very likely	7
Somewhat likely	13
Somewhat unlikely	1
Very unlikely	3



**8b. Since participating in this project, I am \_\_\_ to be active in the larger Kachemak Bay and lower Cook Inlet community.**

About as likely	9	All of these were <i>very</i> or <i>somewhat likely</i> in the previous question
Much more likely	5	
Somewhat more likely	10	
Less likely	0	

**Please explain:**

- Again my language is dying. We need to save it somehow. Our children need to know our history.
- As a tribal employee I would go into schools with deeper connection to the subject.
- I feel like I'm doing a lot more now.
- I like to share my knowledge as an Alaska Native American with others.
- I look forward to cultural activities & next fishing season.
- People need to see and know who we are and where we are coming from. Throughout the entire state of Alaska - our identity has never been clear.
- These projects highlighted our past.
- With my family & their standing in the tribe. I am always around our youth and they ask a lot of questions.
- Would like to participate.

**9a. Before participating in this project, my circle of contacts in the greater Kachemak Bay and lower Cook Inlet community could be described as:**

Really big	3
Big	1
Moderate	8
Limited	6
Very limited	3
Non-existent	2

**9b. As a result of participating in this project, I feel like my circle of contacts in the greater Kachemak Bay and lower Cook Inlet community is:**

About the same	4	All were really big, big and moderate in the previous question.
Much broader	8	
Somewhat broader	10	
Smaller	1	Because I think they are two sides not agreeing.

**Please explain:**

- Because I think they are two sides not agreeing.
- I got to meet a few people.
- I have met a lot more people that have an interest in Natives & their lifestyle.
- I met & heard from people that I may never have had a chance to.



- Now knows more contacts in greater Kachemak Bay and beyond.
- Participate if possible.
- Seems to be much more because of all the educational uses of the video - harbor seal commission, schools.
- The Pratt Museum in Homer has been a big part of assisting us meeting others in this field, in bringing people together to share & identify objects and stories, specifically Gail Parsons & Betsy Webb.

**10a. Before participating in this project, my contact with the Pratt Museum was:**

Non-existent	5
Limited to an occasional visit	14
Limited to gallery openings	1
Moderate	3
Extensive	0
I am/was on staff	0
Other:	0

**10b. Since participating in this project, my contact with the Pratt Museum is:**

About the same	5	These were all occasional visits or gallery openings in the previous question
Much greater	6	
Somewhat greater	11	
Less	0	
Other:	0	

**Please explain:**

- He laughs! And it extends out to other people - a web. People call me to ask about resources to send them.
- I can't seem to get out of village more because I'm busy teaching pre-school level language.
- I don't get to Homer much but when we do, we stop by.
- I feel I have a sense of trust & contact with them being able to help.
- I feel more comfortable in contacting the staff.
- I love art exhibits & the layout of the exhibits here (great job guys).
- I met and conversed with some very nice people whom I had never before met.
- I've been there now.
- Somewhat greater due to the videoing.
- They're in Homer.

**11a. Before participating in this project, I would have described the Pratt Museum as:**

- A good place to take my kids while in Homer.
- A great museum with great staff members.
- A place to see artifacts.
- A place where they stored our artifacts.
- An exciting and very educational program.
- An informational historical historical building.



- Didn't know much about it except from newspaper reports of what museum had done or would do.
- Don't remember.
- Feel good about.
- Good.
- Hard to say because I've had a long interest in the Pratt because I wanted to know about artifacts & how to locate them - long interest.
- Has an interest in our culture, history & us.
- I didn't know it existed.
- I don't think much about it.
- I've always thought it was a neat place to visit.
- In Homer.
- It was good.
- Non-existent.
- Place to find artifacts & information.
- Place to look at art work.
- Some museum I had only heard about.
- Very good.

**11b. Now my view of the Pratt Museum is:**

About the same	4	
A bit different because:	11	I went there; The way they show the community; more friends; of this video & process; to a good job; visited
A lot different because:	8	

**Comments:**

- Because it is more open and found our history. Never thought there was no \_\_\_\_\_ in our history close to our village.
- Because more and more interest is coming now related to the people and place exhibit.
- I did not know that they were into our old culture.
- I did not know they were so involved with the tribe & helping to preserve all cultures around the area!
- I know it does exist and am aware of some of their work.
- I know you guys are doing the project so I teach more about it.
- Is an very interesting [place] & friendly people.
- It was very interesting experience and I learned a lot.
- Of the way it has grown by preserving things and making movies is another way of preserving.
- Same as above (11a), but now the Pratt wants to be involved with preserving our culture.
- The "care" involved with opening a part of our lives.
- The video taping project was very beautifully done & has helped the Kenaitze preserve their history.
- There are real people there.
- Went to Gathering, was a storyteller in the video.



**12. Please circle one number for each statement below:**

	Strongly Agree 1	Agree 2	Neutral 3	Disagree 4	Strongly Disagree 5
I feel proud of the work that we did together.	21	3	0	0	0
I feel proud of my contribution to this project	18	5	1	0	0

**Comments:**

- Any way to get one seal back helps.
- Feel good about participating and would like to do more.
- I appreciate the people that have taken the time to work with the Native villages & to better understand our lifestyle & culture. Thanks a million!
- I enjoyed participating.
- I learned as much or more from you & others involved as you did from me!
- I want to continue with this.
- I would help again if I could.
- Quyana Pratt for bringing our history back to our future children.
- The way it was all handled. We were very involved with the creation of this project from day 1 - to the final review, and continue to be in the loop with information.
- [It] may be only my age, [but] I was the right person to make some of the decisions that were made.

**13. What about this project was the most valuable to you?**

- All the information put into the video - "the stories" & tying our identity into the area studied.
- Any way to get one seal back helps.
- Because we did this - now I feel more strongly. Now I only speak with my mom. Brought back my language more strongly.
- Being able to hear & see most of the interviews.
- Being in the video, participating in the selections for the videos.
- Everything about it is valuable.
- Everything. The people you work with - that's the most valuable.
- Have to share my brief story.
- Hearing the stories from other tribal members & learning the history of the fishing here.
- Just what the title implies, "We are still here."
- More to do.
- My family participated.
- Others will see what Kenaitze are about.
- Preservation for Kenaitze history.
- That it is ongoing.
- The fact that future generations can know a small part of Alaskan history first-hand by viewing & hearing actual happenings & not get distorted facts from history books as was presented to me in my elementary years.
- The feelings of tribal members.
- The knowledge I gained from it about the tribes.
- The meaning of the languages.
- The whole process.
- To be able to see my aunt talk about the past & how it made her feel.



- Trip & telling stories made me remember old times and experiences.

**14. Did the process used in this project feel “user friendly” to you?**

- Felt comfortable in the process.
- It is O.K.
- No.
- No. I thought everything was excellent.
- Very
- Was difficult to decide what and how it would be put together. I've never seen a movie put together like this before.
- Yes!
- Yes.
- Yes. Great process.
- Yes. We were involved in the "how to's."
- Yes. We were not forced or pushed into it. The staff at the museum (Pratt) gave us such comfort in the project.

**15. How do you think the process could be improved?**

- A little more planning to get elders together.
- Come into our village & produce tape, video.
- Don't know.
- Just more work like this closer to our area - linking more in our current surroundings.
- Keep going with it until you think it's perfect - if there's such as thing as perfect.
- Kenaitze staff members did not have enough time to participate enough - need more time.
- Longer film. Put more [of] all the pieces together - one of each in it and then add more to it. Put everything in and take some stuff out.
- More hours need to be put into 3 tapes.
- More participants from the village. There are a lot of people yet with [a] lot of knowledge of their culture.
- More time for editing.
- More time to work together.
- More time, more input.
- More time.
- No.
- The interview questions could have been more directed toward the subject. It may have been easier to pick some of the clips.
- The producer needs not give his input about what should go into the video.
- Yes.

**16. We welcome anything else that you'd like to share about your experience of participating in this project.**

- Another longer film that will be able to give us more room to put more hours.
- I would "love" to see this produced in a major film as a docu-drama, & recreate historical life - maybe be the real first movie made in Alaska by Alaskans 100%. This could be used in cultural classes world-wide.
- In the future, the people helping to put the video together should keep their opinions to themselves.
- It was fun.
- Likes to listen to others.



- Make more videos. Talking with my granddaughter made her interested in the project, and she and her friend participate the next year. She wants to go back. The storytellers in the film get together & talk about the experience that we shared.
- More of them.
- More.
- No.
- Qu yana (thank you) for our long lost history!! Making us able to express so outside world can understand when they come in & what to expect from our village. Love and more.
- Thank you for inviting me. I would love to participate in any other projects involving historical preservation.
- Thanks to everyone who was involved in these projects. Hope to do more.
- This was like being the eye of a wheel of knowledge. Being in the wheel, an awareness that you're in the middle - as an eye - and all your knowledge goes out the spokes, & it circles back in as I learn new things.
- Very enjoyable.
- Would like to do it again. I enjoy working with the staff and Wendy Erd and David.



## 15. Community Collaborators Survey Results

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### 15.1. Introduction

To make the Kachemak Bay exhibit an effective and authentic window to the community, many community members helped create it. Collaborations with local residents involved a variety of artists, storytellers, technical and content experts, and other consultants. Providing a rich experience for community members in working together and with the Pratt is a key and ongoing focus at the Museum. This self-completed survey addresses personal and professional impacts of participation. A total of 13 respondents are included in this study.

Most Community Collaborators worked on exhibit projects quite a long time in advance of this evaluation. That lengthy gap, combined with the fact that many Collaborators live in remote areas, made polling all participants impossible. To give Collaborators an opportunity to share experiences and ideas with each other, as they have requested, the Pratt Museum began hosting monthly town meetings following the Exhibit opening.

### 15.2. Summary of Findings

In a strict sense, the small number of respondents to this survey limits our analysis to identifying trends rather than defining statistically reliable or predictive findings. Even with that in mind, the data indicate a very high degree of success on each desired outcome set forth for Community Collaborators and tested with this survey:

- enhanced connections among community members,
- enhanced connections between the community and the Museum,
- increased participation in community and civic life,
- enhanced sense of personal power in community affairs,
- increased comfort with the institution.

Community Participants who responded to this survey describe a deeply satisfying experience of working and sharing with each other and the Museum. *Being a part of this project is one of the high points in my life and professional career as a scholar and artist.* They are proud of the work they did and are inspired to continue or increase their activity in the community and with the Museum. Respondents are asking to *share the experience with other collaborators*; and one is *looking forward to Phase 2!* In keeping with the cooperative and constructive nature of the project, nearly all respondents have recommendations to improve a process and project that they acknowledge is already very good.

The most valuable part of this project for most respondents was some aspect of sharing and being involved with each other, the community and/or the Museum. They appreciate, *an opportunity to share visions about the nature and future of Homer and the Kachemak Bay area with a diverse group of people*; and *hearing the stories of folks who have lived in Homer for many, many years.* Others valued the work at hand, *thinking about the marriage of artwork to [the] exhibit*; *seeing it come together as well as it did*; and *the opportunity to put my museum/exhibiting skills to use.*

All respondents feel *proud of the work we did together.* All but one feels proud of his/her contribution to the project. That individual felt that s/he was not present enough to contribute.

Apart from the two staff members in this sample, only one person had *extensive* contact with the museum prior to the project. Since working on it, all respondents report that their contact is moderate or greater. The one respondent whose contact has become less volunteers that this is because of business elsewhere and that more contact with the Pratt is still planned and desired.



Most respondents had a positive image of the Pratt Museum prior to working on this project. They describe it as *a wonderful community institution doing important work; a nice place to visit exhibit artwork; and the like*. Only one respondent offered a negative impression, *self-centered and out-dated*. Since participating, that respondent feels that, *the walls have come down; the community has a greater presence there now. The concept is contemporary, the exhibiting fresh and challenging*. Other participants are also pleased: *we are more a part of the visual imagery; it's even better; and a bit more ownership now*.

Most of these respondents report that they were already *very likely* or *somewhat likely* to be active in the community. Since participating in the exhibit project, most anticipate continuing with the same level of activity or feel *much more likely* to be active; none expect to be less active in the community.

These respondents found the process to be *user friendly*, but two offer suggestions on this front. One asks for more communication at the start of the process, and the other points out that some individuals felt intimidated. As for improvement to the process most of these participants have suggestions. Many touch on specifics about contracts and other mechanical details such as *knowing exact dimensions earlier for artwork*.

Several respondents have constructive criticism about big picture issues like involving the community: *less reliance on meeting and discussions in the Museum, and more going outside the Museum walls to gather input and stimulate discussion... use the schools both for student and parent input*. Another recommends, *...more outreach can be done person to person, especially members who have become alienated from the Pratt over the years (due to small town politics)*. A third individual would like to see *less resort to out-of-state experts*.

### 15.3. Survey Results

#### 1. What was your role in Kachemak Bay: An Exploration of People and Place?

Artist	4
Artist, Photographer	1
Artist, Consultant, Writer	1
Consultant, Historian, Workshop, Volunteer	1
Staff	2
Storyteller	1
Workshop, Brown Bag Lunch Participant, Volunteer	1
Writer, Scientist, Donor, Volunteer	1
Writer, Workshop, Brown Bag Lunch Participant, Open House Participant	1

#### 2. In what community do you live?

Homer	10
Kachemak City	1
Kenai	1
Niniilchik	1



**3a. Before participating in this project, I was \_\_\_ to be active in the larger Kachemak Bay and lower Cook Inlet community.**

Very likely	7
Somewhat likely	4
Somewhat unlikely	1
Very unlikely	1

**3b. Since participating in this project, I am \_\_\_ to be active in the larger Kachemak Bay and lower Cook Inlet community.**

About as likely	6
Much more likely	5
Somewhat more likely	2
Less likely	0

- Because of the story telling & other local projects, it reflects more about our town.
- Feel more a part of the community & I am pleased to have made a contribution to the Pratt Museum.
- I am more likely to be involved in Kachemak Bay communities other than Homer.
- I love my home & am pleased to participate in many ways.
- I moved here to be a part of this project & may not have discovered the Kachemak Bay community otherwise.
- It's a wonderful project. The Pratt Museum provides a unique connecting place for the region.
- Just making connections is a positive experience & the more of these I make, the more I think about & enjoy going "south."
- No real change as a result of the project - just a greater realization about the value of sharing ideas.
- The project brought many new ties with residents who I normally wouldn't come into contact with on a regular basis.

**4a. Before participating in this project, my contact with the Pratt Museum was:**

Non-existent	0
Limited to an occasional visit	2
Limited to gallery openings	1
Moderate	7
Extensive	1
I am/was on staff	2
Other	0



**4b. Since participating in this project, my contact with the Pratt Museum is:**

About the same	5
Much greater	3
Somewhat greater	4
Less	1
Other:	0

- Became more involved in committees.
- Because of more people involved, we have visited the museum more.
- Even more interest.
- I continue to participate in the museum on projects & programs that have grown out of the original concept, i.e., Community Conversations, Book Project.
- I feel that I have a connection now to the Pratt Museum which wasn't there before this project.
- I live at the museum!
- I moved here to be a part of this project & may not have discovered the Kachemak Bay community otherwise.
- Just a matter of summer business taking time away from the Pratt!
- Visited several times during the project.
- Would be more involved but too busy with other things. Hope to be more involved in future.

**5a. Before participating in this project, I would have described the Pratt Museum as:**

- I had not heard of the Pratt Museum.
- a community-based museum with a foundation in natural history.
- a community-focused, small town museum with many, active ways of outreach.
- a local institution which provides quality exhibits about our community & its relation to the greater world.
- a nice place to visit of exhibit artwork.
- a wonderful community institution doing important work.
- a wonderful learning experience.
- excellent local museum on local history & nature.
- local resource center for community, active in education, a liason for visitors & researchers to connect with the people & environment - still is!
- self-centered, out-dated, great for my kids & good for artists. It had obvious potential.
- very interesting. I love the mix of art & science & the variety of displays & mechanisms.



**5b. Now my view of the Pratt Museum is:**

About the same	5	
A bit different because:	5	We are more a part of the visual imagery; a greater emphasis on art & poetry, at least in Phase 1; it's even better!; more viewer interaction, participation
A lot different because:	2	

- A bit more ownership of the facility now.
- Now I know it is the finest museum around.
- The project was extensive & involved many ways to secure community input, but I was aware of the museum's efforts along these lines previously.
- The walls have come down; the community has a greater presence there now. The concept is contemporary, the exhibiting fresh & challenging.
- We like the hands-on projects, especially for the children.

**6. Please circle one number for each statement below:**

	Strongly Agree 1	Agree 2	Neutral 3	Disagree 4	Strongly Disagree 5
I feel proud of the work that we did together.	7	5	0	0	0
I feel proud of my contribution to this project	6	5	1	0	0

- Could be a better placement of pieces & wish the size had not been altered at the last part of the process.
- I don't feel that I contributed much. I was away from the community at many (most) big points.
- This has been a terrific collaboration on place.

**7. What about this project was the most valuable to you?**

- An opportunity to share visions about the nature & future of Homer & the Kachemak Bay area with a diverse group of people.
- Coordinating with the exhibit & collaboration as an artist with the museum & community.
- Hearing the stories of the folks who have lived in Homer for many, many years.
- Interaction with others in community & with museum staff - opportunity to learn from them.
- It was fun, but mostly I like having been involved with the museum.
- Regular staff input & community participation.
- Seeing it come together as well as it did.
- The ability to share with others on the topic of place. To meet others from this place.
- The opportunity to put my museum/exhibiting skills to use.
- Thinking about the marriage of artwork to exhibit.
- To see Steve's work displayed in our own community is a thrill for us - & to be a part of such an energetic & creative endeavor.

**8. Did the process used in this project feel “user friendly” to you?**

- Just okay. Everyone was friendly but I would have preferred a little more communication before the project began.
- Often.
- Yes & no - some individuals felt intimidated by the process, but overall there was a good feeling tone (thanks to a wonderful, caring staff).
- Yes.
- Yes. Always welcoming, inclusive, & responsive.
- Yes. Very much.

**9. How do you think the process could be improved?**

- Despite the written contract, we realized rather late that a separate invoice was required & we did not realize the time it would take. Maybe we just need to read more closely. Thanks for asking.
- Even more community participation through increased marketing & notification of meetings.
- It was optimal.
- Knowing exact dimensions earlier for artwork.
- Less reliance on meetings & discussions in the museum, and more going outside museum walls to gather input & stimulate discussion. For example, use the schools, both for student & parent input.
- Less resort to out-of-state experts.
- Perhaps a meeting on the outset of the project & a more detailed review of the proposal & contract between the artists & museum staff.
- Seems like it was a bit stop-and-start, extended over a very long time, which perhaps "lost" people along the way?
- The Pratt has made a great effort to reach out to the community for input, via advertisements in the paper & on KBBI. Maybe some more outreach can be done person to person, especially to community members who have become alienated from the Pratt over the years (due to small town politics).
- Think it was all okay.

**10. We welcome anything else that you'd like to share about your experience of participating in this project.**

- Being part of this project is one of the high points in my life & professional career as a scholar & artist.
- I learned a great deal from this project & would enjoy sharing the experience with other collaborators if a meeting was arranged. I would also be willing to give "tips along the way" to anyone else starting out on a project. I am very proud of our work and accomplishment for the Pratt Museum.
- I really enjoyed working on this project & I look forward to Phase 2!
- I would like to see you bring participants back together to comment & share on the beginnings of the tangible results of this project.
- The final result is very, very nice. Now the Pratt just needs more ROOM.
- Wonderful, engaging exhibit.

## 16. Background Studies

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### 16.1. Front-end Study, 1998

#### Introduction

A front-end evaluation conducted in October of 1998 surveyed 17 Travelers and 9 Area Residents as they were entering the Museum. Respondents indicated their familiarity with 17 terms or names related to the Kachemak Bay area including a few animal names, geographic locations, fishing terms, cultural groups and other relevant ideas such as *stone lamp* and the *Homestead Act*.

The survey asked visitors if this area has active volcanoes as well. Respondents were also asked to glue an outline of Alaska into place relative to an outline of the contiguous United States with no indication of Canada.

Respondents rated their level of interest in the following topics that were under consideration by the exhibit development team.

- local history
- marine ecology
- prehistoric cultures of the area
- quilts
- local people (contemporary)
- why people settle here
- how people first arrived at Kachemak Bay
- how do residents make a living
- native cultures in the area
- early explorers to the region

#### Summary of Findings

The small sample we were able to pull in October limits our analysis to identifying trends. The most obvious trend was confirmation that Area Residents have a greater knowledge base about the region than Travelers.

The task of putting Alaska in place on the simple map produced the most interesting findings in this study. Eight of these 26 respondents positioned Alaska with acceptable accuracy. Another six put Alaska in roughly the right area, to the north and somewhat west of Seattle. Seven respondents were incorrect, placing Alaska adjacent to Washington state, or north of Washington, but directly so, not to the west. Six responses were wildly inaccurate with Alaska near and directly west of the west coast, in the incorrect orientation (upside down or on its side), much too far away from the lower 48, or attached to Oregon.

The majority of respondents rated all topics as *somewhat to very interesting*. Most popular among Travelers were *local history*, and *why people settle here*. Area Residents were most interested in *marine ecology* (a topic still addressed in the Marine Gallery as well as in several components of the new Exhibit), *native cultures in the area* and *early explorers to the region*.

The only topics with any *not interesting* ratings were *quilts* and *how people arrived at Kachemak Bay*. Note that on paper, *quilts* are not very compelling. When they actually see quilts from the Museum's collection, visitors frequently comment on them enthusiastically.



## 16.2. Exhibit Style Preferences Visitor Survey, 2001

### Introduction

In May of 2001, Pratt Museum staff and Visitor Studies Services designed and conducted a visitor research study to assess Pratt visitor preferences regarding exhibit styles. The research goal was to provide insight into how receptive Pratt visitors might be to varying models of information delivery. Are Pratt visitors willing to put the pieces together, or do they want and expect to be given the answers? How sophisticated are Pratt visitors relative to overall museum use and interest? Staff also wanted to test six exhibit subject areas that they had identified.

### Executive Summary

Results of this study reveal useful information about Pratt Museum visitors. Visitors to the Pratt Museum are somewhat more likely to visit museums than the average US citizen. When traveling, they are much more likely to visit museums than the average American tourist. They are also highly educated. These behaviors and educational profiles suggest the potential of a more sophisticated audience than many museums enjoy. Indeed, responses indicate that these visitors are open to a wide range of exhibit styles and experiences when they are effective at communicating exhibit content.

Responses to this survey underscore the value of making exhibits easy to understand with minimal effort. That should not be construed to mean that content should be simplistic, however. While visitors want their exhibits to be easily accessible, they enjoy being challenged by exhibit content. Interaction with exhibit elements should be optional, i.e., not required to get the exhibit message.

A majority of visitors in this sample were “Interested” or “very Interested” in five out of the six subject areas tested.

### Recommendations

The most effective style of information delivery in an exhibit depends to a large extent on the information that is being presented. Different types of exhibit content will require different approaches to exhibit design. The best way to test the effectiveness of a given presentation style is to do so in the context of exhibit content. Ideally, one would create exhibit prototypes that present the same content but in two or more different styles. With sufficient resources, multiple samples could be pulled: one sample for each prototype and one sample that is exposed to all prototypes for comparison.

### Summary of Findings

#### Museum Visiting Habits

Overall, this sample visits museums somewhat more frequently than the average US citizen. Statistics gathered by the American Association of Museums suggest that, on average, Americans make two museum visits per year.<sup>1</sup> In this sample, the average number of museum visits per year is between three and four. The median is three.

Forty-one members of this sample (68%) usually or always visit museums when traveling. This is much higher than the 36% of travelers that are expected to visit museums.<sup>2</sup>

<sup>1</sup> American Association of Museums, *Museums Count* (AAM, 1994).

<sup>2</sup> American Association of Museums, *America's Museums: Building Community* (AAM, 1999).



### Visitors' Preferred Subject Areas

A majority of visitors in this sample were "Interested" or "very Interested" in five out of the six subject areas tested. They are listed below in order of visitor preference.

- An Understanding Of The People Who Have Lived Here
- Some Of The Challenges Of Living Here
- How People Make A Living Here
- Geologic Forces That Shape This Place
- Environmental Successes And Failures In This Area

The subject area of least interest was, "Exactly Where This Place Is On The Globe." Visitor research conducted at the Pratt in 1998 suggests that visitors are less interested in this because they think they already know. That study discovered that, in fact, visitors have a very poor understanding of Alaska's position on the globe. This is addressed in the orientation area of the new exhibit.

### What Pratt Visitors Have Enjoyed at Other Museums

Survey participants were asked to identify other museum exhibits that they liked very well and to describe why they enjoyed them. Thirty-eight visitors responded to this question. Many comments touched on basic aspects of museum exhibits such as: *there was a lot to see and hear; helped me learn more*. Others were content-oriented: *had artwork from different places that influenced his work*.

More useful to this study were comments that illustrate some aspect of exhibit presentation style or attribute that the visitor remembered well and in a positive light. Most common were references to the ease with which information was accessed in the exhibit.

- *Easy to follow, quick information, interesting facts*
- *Not overwhelming*
- *clear and simple with good comfortable lighting*
- *Antique articles presented by date and dynasty*
- *guided tour*
- *Easy to see and control cameras very unique exhibit*
- *large print*
- *Just seemed very well organized, and with plenty of room to move around the exhibits and the explanations well-done.*

Several visitors remembered the range and/or layering of information presented.

- *Good balance in presentation (1) viewpoint, (2) amount of stuff to read and artifacts*
- *There was a wide range of puppets displayed, where the[y] were used, along w/demos of puppetry. (Play) Also hands on displays along w/Kermit.*
- *A variety of levels of explanation, presented a new (to me) info on internment of Dena'ina Indians*
- *Mix of pictures, artifacts, text, talking video*



Aesthetic considerations impressed two visitors.

- *Wonderful collection creatively presented*
- *Open, airy, historical type of displays*

Hands-on elements were memorable.

- *Hands-on activities for students & examples of housing*
- *Pick-up phones -- listen to presentation (Hands-on activities).*

Two visitors touched on being made to think by some aspect of the exhibit.

- *Thought provoking. Mixed traditional w/modern exhibits w/excellent flow and transition*
- *Space used provocatively -- good curator and docents*

Only one visitor referred to “fun.”

- *They had a lot of fun interesting facts and they presented them well.*

### **How Visitors Describe Exhibits That They Have Enjoyed at Other Museums**

Visitors were presented with a list of words and phrases and asked to select those which described their experience of the exhibit they had cited above. Most commonly selected were: *thought provoking*, *easy to follow*, *easy to understand*, *entertaining* and *sense of discovery*.

Note that when drawing on their own memories of exhibits, more visitors remembered and appreciated aspects of the exhibit that made it easy to follow and/or access. Relatively few visitors remembered being made to think (*thought provoking*, *provocative*). However, when offered a list of exhibit descriptors, *thought provoking* is selected more often than *easy to follow* or *easy to understand*.

Most of the words and phrases in the list offered to respondents fall into two categories as shown below. Passive-type words and phrases were selected 92 times, active ones were selected 94 times.

- 1) Passive style of approaching an exhibit (92 selections):
  - easy to follow
  - easy to understand
  - answered my questions
  - logical
  
- 2) Active styles of approaching an exhibit (94 selections):
 

<ul style="list-style-type: none"> <li>• though provoking</li> <li>• sense of discovery</li> <li>• made me ask questions</li> <li>• challenging to my beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• inspired me to action</li> <li>• like a game</li> <li>• like solving a mystery</li> <li>• like solving a puzzle</li> </ul>
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In responding to these questions about other exhibits that they have enjoyed and why, visitors



are expressing a range of preferences. This is appropriate as they are discussing a range of exhibit content. The useful lesson for the present study is that Pratt visitors are open to a wide range of exhibit styles and experiences when they are effective at communicating exhibit content.

### **Pratt Visitors' Preferences of Exhibit Styles: Continuums of Contrasting Approaches**

Survey participants indicated their level of preference along each of three different continuums which represented contrasting ways that information can be presented in an exhibit. The three pairs of exhibit presentation styles represent active/passive approaches and sophisticated/simple approaches. They are:

- 1) Present several related ideas  
Focus on a single issue (sophisticated/simple)
- 2) Are easy to understand at a glance  
Engage me as if I were solving a puzzle (passive/active)
- 3) Invite me to interact with exhibit components to find information  
Present information in a simple format (active/passive)

Responses show a strong preference for *Present several related ideas* and *Are easy to understand at a glance*. On the third continuum, while *Invite me to interact with exhibit components to find information is preferred*, there is also a strong showing for *Present information in a simple format*.

These findings depict an ideal exhibit as covering several related ideas in a way that is easy to understand with little effort and includes optional interactivity.

### **Other Comments About Presentation Style in Museums**

A few visitors shared other thoughts about how museums present information.

- *I like an exhibit that tells a story -- fills in blanks about a person, place or time that the exhibit covers. An exhibit that has many pictures, maps, artifacts, artwork, etc. that tell a story.*
- *Visual exhibits that lead you from one step to another with a gain in knowledge at each step are a favorite. It's like a little reward for each piece of info absorbed.*
- *Flow & transition to capture the audience and intrigue them.*
- *I like it when you have to be involved in the museum, like solving a puzzle or game.*
- *I love large dioramas showing related pieces, especially if they answer questions about how people lived.*
- *Walking tour guides*
- *I mostly like interactive or media type*
- *Video tapes are a convenient way to edit and update information.*



### 16.3. Formative Testing of Language Style

#### Introduction and Summary of Findings

Pratt Museum staff were concerned about visitor reaction to a more lyrical or poetic style of writing than is typical of museum exhibits, especially science elements. We selected two examples of the proposed language style to test with visitors (please see below). Forty people were asked to read these samples and comment on them, were they easy to read and understand, and the like.

The vast majority of visitors responded warmly to this type of writing, or at least felt that it was understandable and appropriate. A very few did not favor this writing style. One of these was an English professor, and several others were seniors.

Staff decided to move ahead with the lyrical approach to higher level text, retaining a more conventional style only for object labels.

#### Sample Language Shared with Visitors

##### BLUE IS COOL

Why are glaciers blue? Sunlight carries all colors of the rainbow. When sunlight passes through a glacier's solid ice crystals, red and yellow, with their lower energy levels, are absorbed by thick ice. Blue light has more energy to escape, making it the only visible color. Way cool.

##### PATIENT EARTHMOVERS

Glaciers, slow rivers of ice, have scoured and shaped Cook Inlet and Kachemak Bay. Unlike their dynamic sidekicks, the violent and unpredictable earthquakes and volcanoes, glaciers are patient earthmovers. These blue giants begin with the fall of snowflakes. Winter upon winter, ice age cold prevented melting. Under pressure, snowflakes compacted to become millions of interlocking ice crystals. Over time, their own weight caused glaciers to flow downhill, bulldozing as they went.

##### CAULDRONS OF ENERGY ON SHAKY GROUND

Within view of our communities, five volcanoes—Douglas, Augustine, Iliamna, Redoubt, Spurr from south to north—rise in dramatic relief across Cook Inlet.

Kachemak Bay rests uneasily on the Pacific Ring of Fire, a chain of volcanoes arcing around the Pacific Ocean, where the earth's surface is in constant motion. The Pacific plate dives under the North American plate, causing mountain building, active volcanoes, and earthquakes that rumble and shake us.

We take the earth we walk on as solid fact. It's not so. Seventy miles west, a smoldering line of volcanoes cap volatile ground. Fiery columns of molten rock rising from deep in the earth are momentarily—in geologic time—stopped by solid plugs of rock or lava domes. When trapped, gases expand and magma's tremendous pressure builds. Volcanoes violently and unpredictably blow up. Ashfalls blanket everything on their path.

## 17. Unsolicited Visitor Comments



### Visitor comment cards

1. Great new look. It's amazing you can fit that much info in one room. Great mix of artists among the exhibits but most of all I like the inclusion of all the communities on the Bay. I love the subtle levels – as a local I enjoy listening to locals' stories but I know the stores are intriguing to tourists as well even though they may not know the person talking. I love the sail movie, the boat stories, Ms. Erd's movies. One technical note: the volume in the boat stories corner can't compete with the others. The only thing I would like to see added would be geologic. That black album that has the Spit geology is great but, personally, I would just LOVE a page added with a map of different glacial advances so I could better understand formations here. [She includes here a sketch of the type of map she'd like to see.]
2. We were so impressed by your museum! Each exhibit offers the visitor true insight into the Alaskan experience. You have thought of everything! We especially enjoyed the celebration of the talents and works of the local artists and environmentalists as well as the personal renditions and historical perspectives. The video on Gull Island is ingenious and the Exxon Valdez spill exhibit left us in silent tears. A visit to your museum tops our list of our Alaskan experience. The museums in New York could learn a lot from this beautiful museum in Homer, Alaska. Also as a mother and life long learner, I really appreciate the special touch of the literature listings near the exhibits and your wonderful ways of making learning touchable for the children.
3. Excellent museum.  
Speaker quality is very poor! Can not understand most of what "they" were saying.
4. Best local museum we have visited, not just in Alaska, but anywhere!
5. Great displays – soft, not intense so it was easy to take in. Thanks.
6. The exhibits were fabulous. The wide variety of mediums was very appealing. Nice work!
7. Wonderful combination of contemporary and local and historical – a rich environment evocative of Alaska and community – well done! Thanks!
8. I found out about this museum in a tour guide.  
I thought to myself while I'm in Homer for the very first time, I have to go visit this museum. Boy oh boy, my visit to the museum turned out to be a genuine treat. I spent all day till closing time reading all the indoor and outdoor exhibits which greatly impressed me as they are beautifully done.  
A museum like this enriches your knowledge about the natural world, strengthening how blessed we are to be a part of it, especially a priceless treasure unmatched to any other place on earth like Alaska is. Thanks!
9. Very creative museum. I enjoyed it immensely because it was informative. The leaning was fun and pertinent to the area.  
I would come back again.
10. Excellent. Well presented and so many things to do. Of course, not enough time to fully enjoy but hope to come back one day. Loved the videos and the spaciousness of the exhibits



11. Wonderful exhibits and very helpful, pleasant staff – everyone was helpful and informative about the museum and all of Homer! Thanks so much!  
I really enjoyed all of the exhibits – but the oil spill exhibit in particular (being a marine scientist who specializes in pollution impacts) – GREAT!
12. A wonderful experience. I liked most the compact yet diverse exhibits. A bit of everything.  
Keep up the fine work.  
Regards and bonne chance.
13. The museum is outstanding – its interactive quality a joy.  
Children must enjoy it and learn so much about their history and environment.  
Our welcome was SO friendly and helpful – if we are lucky enough to return we most certainly will come here again.

## 18. Appendices

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- 18.1. **Entrance Survey Forms** (Traveler and Area Resident versions)
- 18.2. **Exit Survey Forms** (Traveler and Area Resident versions)
- 18.3. **Homesteading Video Survey Forms** (Traveler and Area Resident versions)
- 18.4. **Lore of Fishing Video Survey Forms** (Traveler and Area Resident versions)
- 18.5. **Seal Hunt Video Survey Forms** (Traveler and Area Resident versions)
- 18.6. **Community-based Video Participant Survey Form**
- 18.7. **Community Collaborators Survey Form**
- 18.8. **Tracking and Timing Exhibit Map**