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INTERPRETIVE PLAN

Lake Michigan Maritime Museum

P.O. Box 534
South Haven, Michigan 49090

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1982

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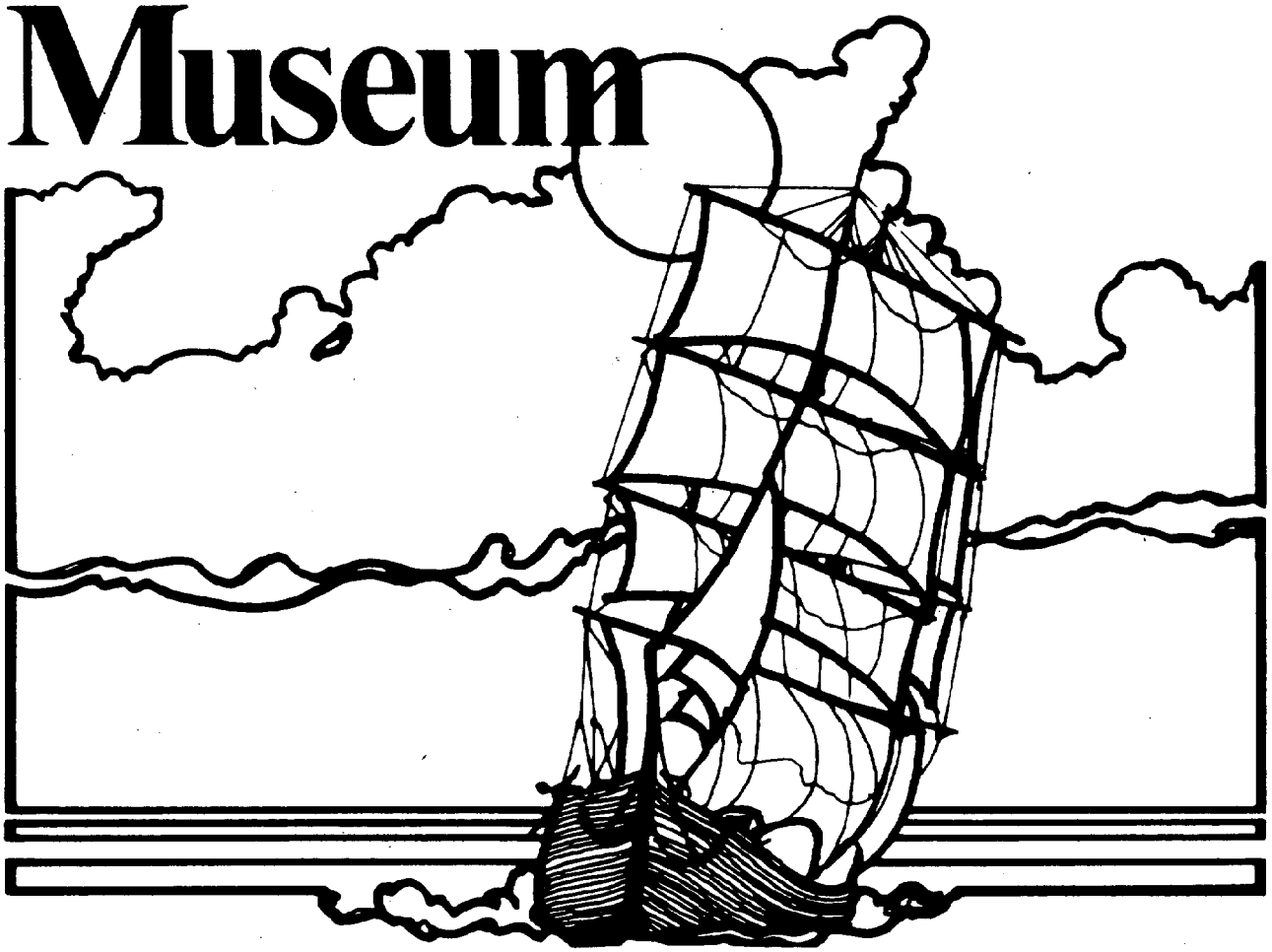
The Maritime Museum



Interpretive Plan

U.S. DEPARTMENT OF COMMERCE NOAA
COASTAL SERVICES CENTER
2234 SOUTH HOBSON AVENUE
CHARLESTON, SC 29405-2413

LAKE MICHIGAN MARITIME MUSEUM

INTERPRETIVE PLAN

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In Cooperation With

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FOREWORD

Across a broad spectrum of agencies, individuals who are involved in interpretive planning utilize a variety of methodologies and approaches to organizing interpretive planning documents. Professionals in the field seem always to be searching for new and more effective ways to facilitate the planning and development of interpretive services for the sites they are involved with.

In preparing this interpretive plan for The Maritime Museum, the interpretive planning framework developed by Peart and Woods (1976) was used. Standardized planning forms-- a new organizational tool that is based theoretically on the Peart-Woods planning model--have been employed to facilitate consistency in the presentation of planning information. These planning forms are of two types: Interpretive Site Inventory forms and Story Development forms. As one of the many planning tools, the series of forms has greatly increased the efficiency of the planning process, and the document which results is dynamic and flexible. The standardized interpretive planning forms are designed to allow for rapid review of the information presented, and individual sections can be updated or modified as deemed appropriate. As new interpretive sites are located, the additional forms can be added to the notebook; likewise, forms can be added to the plan or removed from the plan as seen fit. The planning forms were not designed to stand alone, but rather, to be integrally related to other components of the planning document. Hence, concerns which are relevant to the development of the total interpretive services program are addressed in accompanying sections of the plan.

It is hoped that those individuals who will be charged with implementing this and subsequent development stages will find the intended flexibility of the planning forms to be advantageous, and assist with the implementation and operation of the total interpretive program for The Maritime Museum.

John A. Veverka
Sandra A. Poneleit
INTERPRETIVE ASSOCIATES

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INTRODUCTION

The first written record of a visit to the South Haven Harbor is a letter written by La Salle's right hand man, Henri de Tonti. Leaving Fort Miame (St. Joseph, Michigan) in late November, 1679 he wrote to the Jesuit order in France about his experience --"..after sailing eight leagues (about twenty miles North) the weather became so bad that we resolved to run into a river (Riviere Noire - Black River), but the breakers were so high that our boat was at one time full of water. Afterwards it was overset and we lost our entire equipment." For three days their only food was the acorns they found under the snow. Such was the experience of these earliest of maritime voyagers upon our local waters.

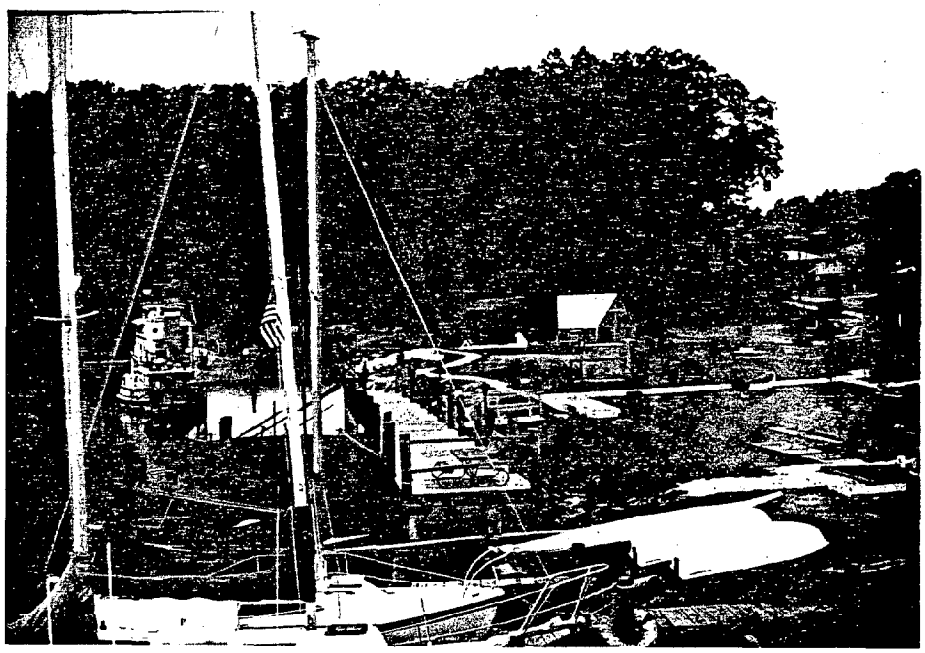
Visitors to the Black River Harbor today will find a different experience waiting for them. The warm and beckoning harbor full with boats and activity is also the location of the Lake Michigan Maritime Museum complex. Through the museum and the interpretive programs and services being offered to visitors, the rich history of the region and the evolution of Great Lakes Watercraft will be interpreted to them. Once the new museum building is developed and other facilities are in full operation, over 50,000 visitors a year will visit this site.

It is the goal of this Interpretive Plan to form a framework for the museum's development, and to assist in the planning for interpretive programs and services for the enhancement of the visitor's museum visit and experience.

Location

The Lake Michigan Maritime Museum is located in the city of South Haven, Michigan on Dyckman Avenue. The city is easily accessible from Interstate 196 (North-South) and from M43 (East-West).

Figures 1, 2, and 3 show both the regional setting as well as specific location of the Maritime Museum.



A general overview of the Maritime Museum grounds.

LOCATION AND MAJOR ACCESS

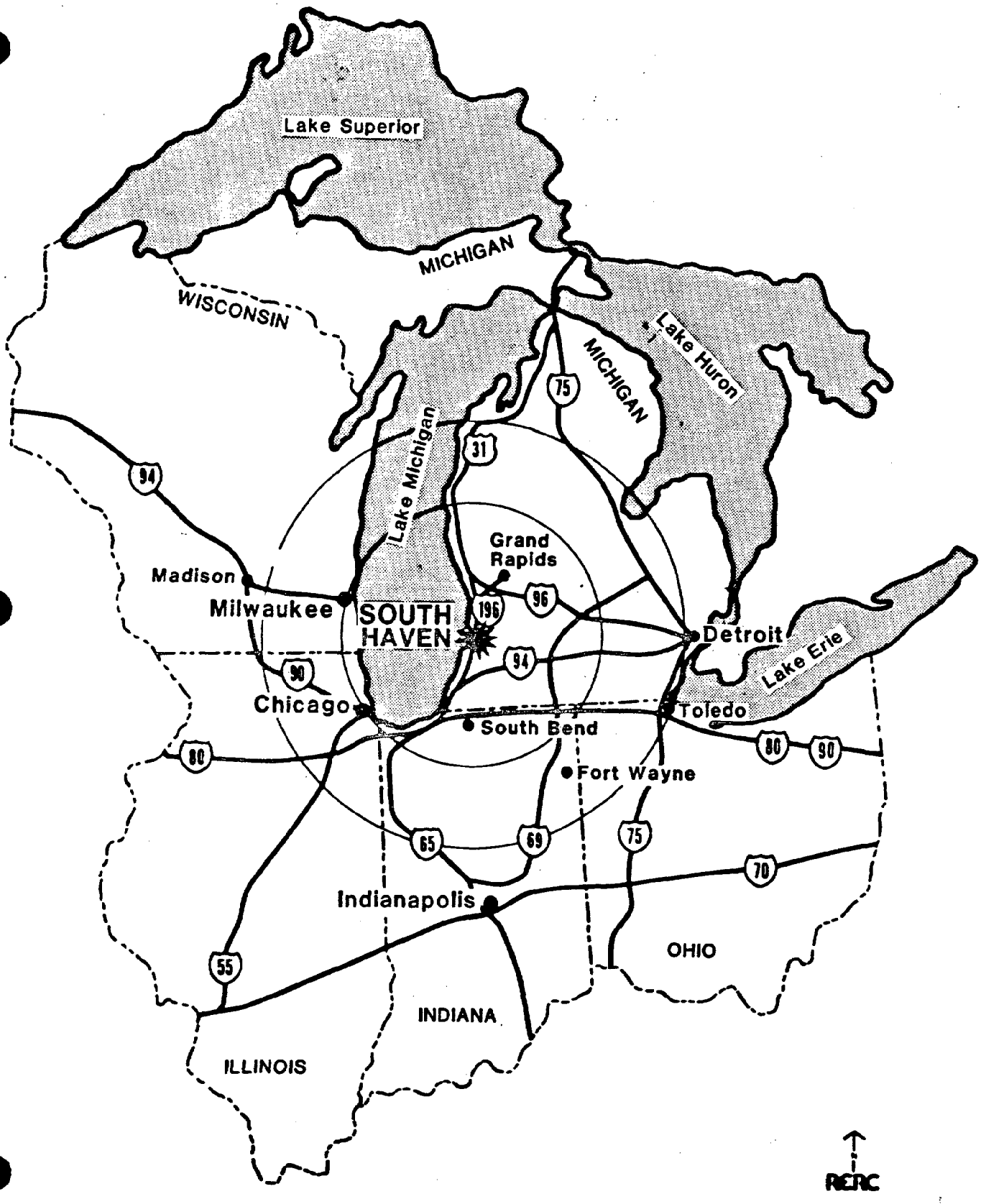


Figure 1.-- Map showing the general location and major access of the city of South Haven, Michigan. (Map provided by Real Estate Research Corporation)

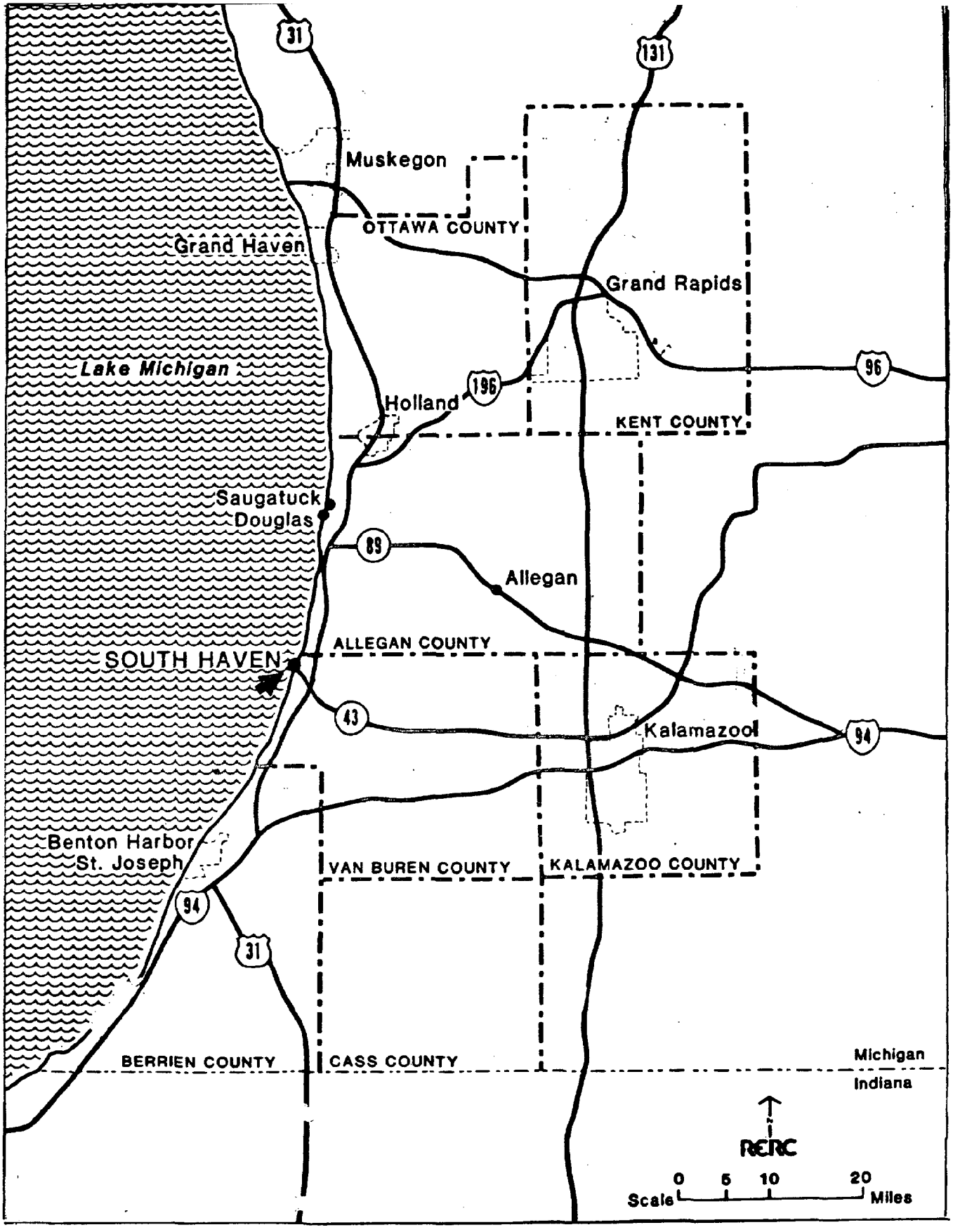


Figure 2. -- Regional location of South Haven, Michigan showing major access routes to the city. (Map provided by Real Estate Research Corporation.)

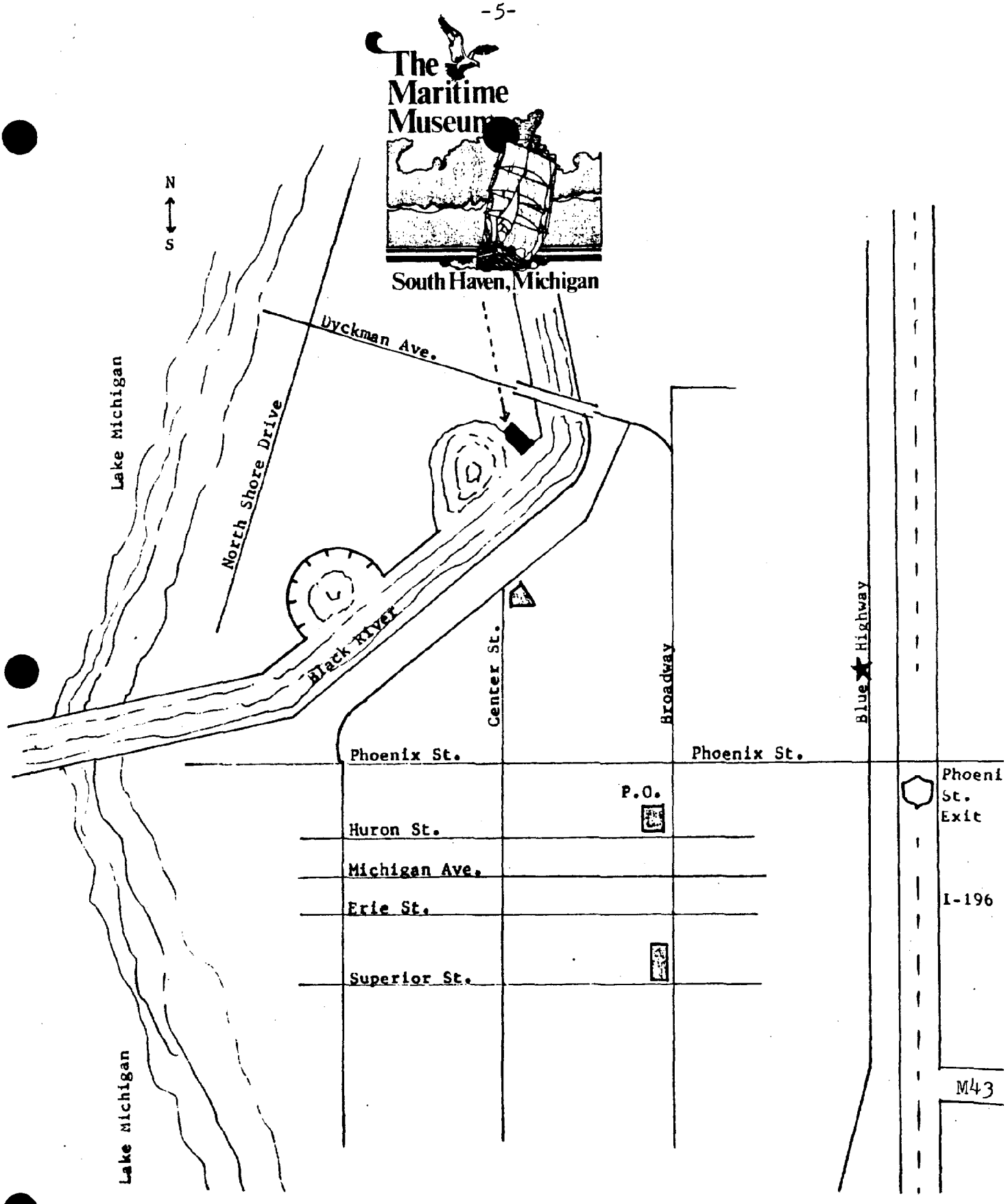


Figure 3.-- Location map for the Maritime Museum in the city of South Haven, Michigan.

INTERPRETIVE PHILOSOPHY, POLICIES AND GOALS FOR THE MARITIME MUSEUM

Interpretive Philosophy, Policies and Goals For The Maritime Museum

It is essential to establish the operational philosophy, policies and goals for effective management of the total interpretive program/services in any museum or interpretive center. These philosophies, policies, and goals are the foundation from which all the interpretive services stem. The philosophy is a "body of principles" that state the purpose for being. Policies establish the course or direction to be followed. Goals define the end to which operations are intended. The objectives are the means by which goals are to be attained. The interpretive objectives are stated for each interpretive site/facility identified in the story development sections of this plan.

Philosophy

Statement of General Purpose:

The Lake Michigan Maritime Museum is dedicated to maritime preservation and education. Our work involves research, restoration and conservation techniques, with the intent to interpret and preserve maritime history and culture, both in material and document form.

Our regional emphasis is the Great Lakes area, with special attention given to the Lake Michigan coastal region and the subject of the evolution of Great Lakes watercraft. The time sequence with which we are concerned begins with the earliest occupation and use of watercraft in this region by aboriginal groups, and continues through the present century.

To this end the Museum will seek to disseminate this information to the public in relevant interpretive forms. These would include, but not be limited to: Museum publications, public presentations, seminars and special exhibits. It is also our intent to train persons in areas of maritime research, interpretation and preservation for similar future goals.

Interpretive Policy and Goal Recommendations

Policy I - Provide an orientation and information service to all visitors to The Maritime Museum complex.

Goals:

1. Insure that all visitors are aware of the location of museum facilities by providing informational brochures and through other media.

2. Acquaint visitors with the interpretive and recreational opportunities in the museum complex.

3. To provide information to visitors about any programs, classes or other events being offered by The Maritime Museum.

Policy II - To enhance visitor awareness, appreciation, and understanding of the cultural/historical attributes being presented/preserved by the Maritime Museum.

*Goals:

1. To preserve and interpret the maritime history of the Lake Michigan coastal region.

2. To preserve through research, restoration and conservation, the maritime history of the Great Lakes and the Lake Michigan Coastal Region.

3. To interpret and educate, through displays, publications, public presentations, workshops, seminars and special exhibits.

(*A more detailed explanation of each of these goals is provided as Appendix A to this plan)

Research and exhibition programs will be strengthened and enriched by the Museum's collections focusing on maritime heritage. A formal acquisition policy has been developed by museum staff and is also provided in Appendix A to this plan.

These are some general policy and goal statements which can be or are already being applied to The Maritime Museum. The Maritime Museum staff may wish to add more policy/goal statements, or to modify the statements presented here. Formal policy/goal statements could be added to Appendix A to expand or amend existing formal policies and goals of the Maritime Museum.

VISITOR ANALYSIS

Visitorship Analysis

In the design and implementation of any interpretive planning document, an aspect vital to the success of that plan is an accurate visitorship analysis. Interpretive program/services planning can be expedited by collecting visitorship information concerning: 1) who the museum visitors are; 2) why they are visiting the museum; 3) what their motivations for attending various interpretive services are; 4) where they are coming from; and 5) what times (seasons, months, days of the week, etc.) they prefer to visit the museum.

To date, an indepth visitor analysis has not been done. The museum is fairly new and is in the early stages of developing its services as well as considering the construction of new facilities. However, visitorship information on a limited basis is available. Visitorship information from similar museums is also available and may be used to project future attendance figures for the Maritime Museum, with consideration of the museum's market audiences.

First, it is suggested that several different types of visitors will visit The Maritime Museum. These visitorship categories include:

Regional Visitors (individuals residing outside the state of Michigan)

Regional visitors may be broken down into two sub-categories:

1. Transients - those regional visitors who have not chosen The Maritime Museum as one of their travel destinations, but were simply passing by, or in the area and decided to stop.

2. Non-transients - those regional visitors who have chosen The Maritime Museum as one of their planned stops or travel destinations.

It is projected that many visitors to The Maritime Museum will be from one of the above groups. This is based on current attendance figures, which show that during peak summer months, approximately 48% of the museum's visitors were from out of state. This includes visitors from Indiana, Illinois, Ohio and Wisconsin, as well as other states.

Resident Visitors (individuals residing within the state of Michigan)

Resident visitors may also be broken down into two categories:

1. Local - those visitors living within a one-hour drive of the museum.

2. Non-local - those visitors living more than one-hour's drive from the museum.

A map showing the travel times in relation to South Haven is provided as Figure 4. It illustrates travel time within a 2 and 3 hour radius from Chicago, Illinois; South Haven, Michigan; and Detroit, Michigan.

TRAVEL TIMES

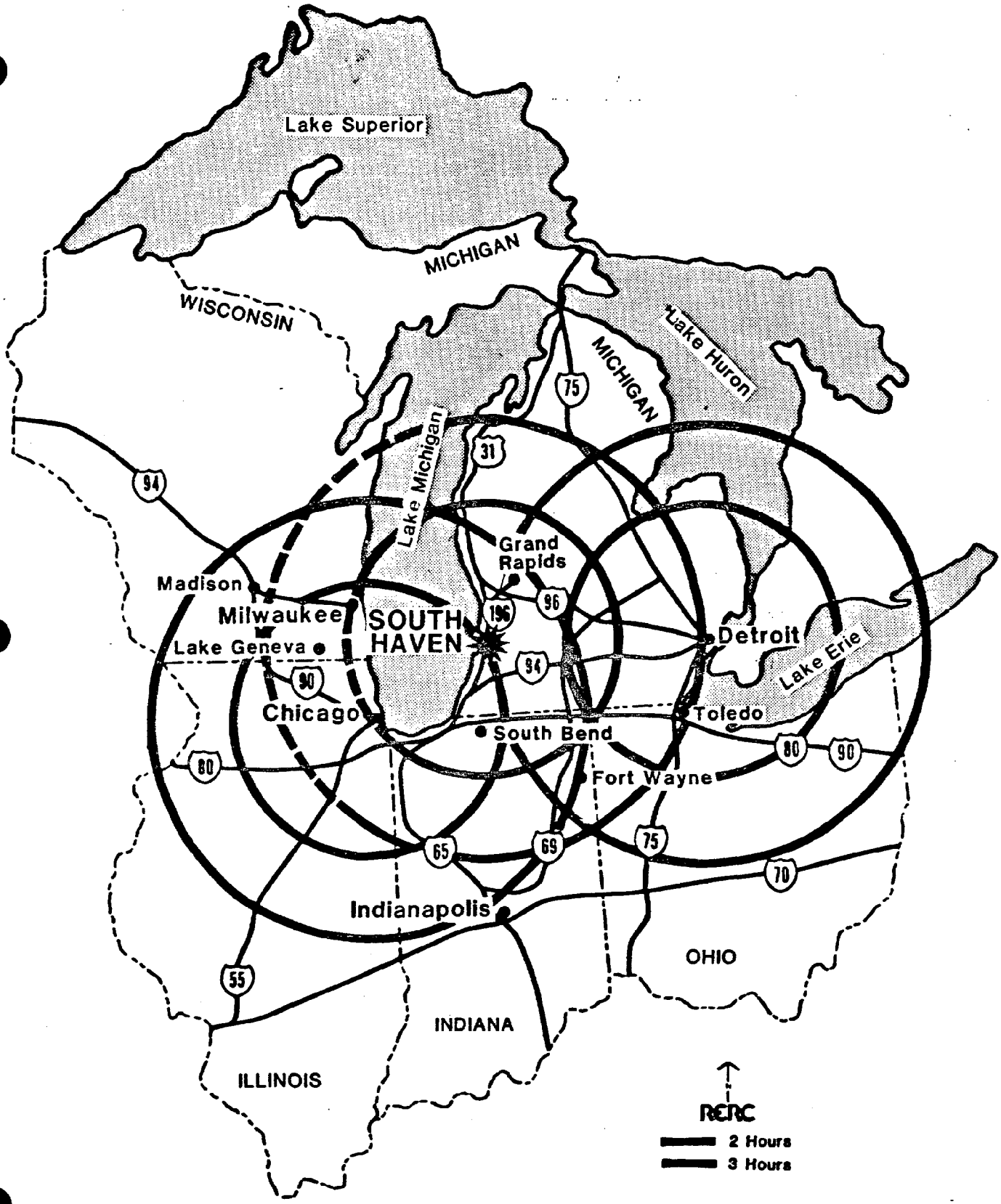


Figure 4.-- Map showing 2 and 3 hour travel times from the cities of Chicago, Illinois; South Haven, Michigan, and Detroit, Michigan. (Map provided by Real Estate Research Corporation)

Groups

Groups may be defined for our purposes as any organized assemblage of people containing six or more individuals. At The Maritime Museum five main types of visitor groups may appear:

1. Adult (general)
2. Adult/children (general)
3. Adult (specific)
4. Children (general)
5. Children (specific)

In most cases, those visitors in the "general" group categories have no particular area of interest and can be served by taking part in normal programming/services offered at the Museum. Individuals in the "specific" category would require special programs/services. They may attend special interest area offerings such boat-building classes, special events or workshops.

Projected Visitorship

Based on a review of visitor information provided in the city Development Strategy report conducted by Real Estate Research Corporation for the city of South Haven, as well as attendance figures from similar museums and existing visitation figures at the Maritime Museum, some projected visitation figures can be provided at this time.

Points to consider include:

- -More than 10 million persons live within a two-hour drive of South Haven; more than 15 million within a three-hour drive.
- -The Dossin Great Lakes Museum, located in Detroit, has an annual attendance of about 108,000 per year.
- -A similar museum in Duluth, Minnesota, draws about 450,000 visitors per year.
- -With local advertising, little advertising to major population centers, and no major facilities at this time, The Maritime Museum currently has an annual attendance of over 10,000 per year.

Thus, it is reasonable to expect the visitation at The Maritime Museum, when fully developed, could run in the area of 50,000 to 100,000 visitors per year. This figure could run higher, as the attendance would be a function of advertising and promotional efforts by the museum.

Visitor Orientation

The Maritime Museum should consider the best methods to orient visitors to the museum site and facilities. This should include attention to:

- Highway signs on major routes such as I-94, I-196, and M-43.
- Signs along the city streets showing the best route to the museum parking area(s).
- An information/orientation kiosk at the parking area(s) showing visitors the locations of museum facilities, programs being offered, hours of operation, etc.
- Information brochure on the museum and its facilities, including both a regional map and city map of "how to find your way to the museum".
- Advertisements in newspapers, on radio and TV.
- Brochures or displays at travel information/rest areas along the major highways leading to South Haven.

Facilities and Services for Handicapped Persons

The facilities and services at The Maritime Museum should be made available to a broad spectrum of individuals, including special populations. Decisions regarding accessibility will need to be made during the facility planning and design process, and later programing should address the issue of accessibility as well. A reference paper on "Interpretation for Handicapped Persons" is included as Appendix B to this plan.

INTERPRETIVE SITE INVENTORY

AND

STORY DEVELOPMENT FORMS

To facilitate the identification and planning of the various interpretive sites/facilities associated with The Maritime Museum, Interpretive Site Inventory and Story Development Forms have been utilized. These forms are used in conjunction with an Interpretive Site Location Map (shown on the next page). On the site location map, each interpretive site/facility identified in this planning stage is noted with a site index number. The site index number is composed of both a letter and a number, such as F-1. The letter component indicates the generic type of interpretive site, using the following code:

B - Biological/ecological sites
H - Historic sites
F - Facilities
O - Orientation site

The number folowing the site code is used to distinguish between similar types of sites and to give each site its own identity code.

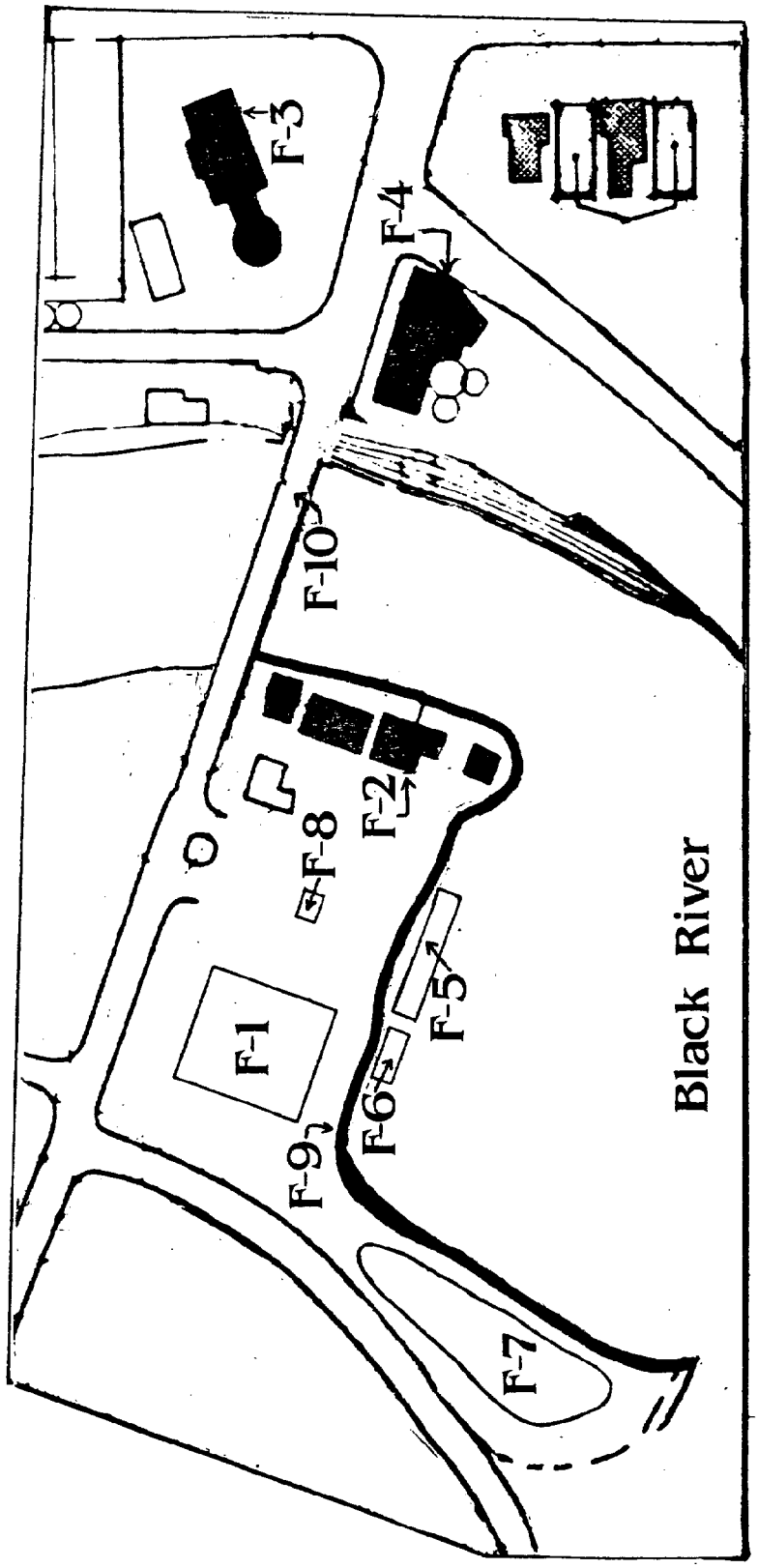
The site index number shown on the site location map will appear on the individual Interpretive Site Inventory and Story Development forms, which will give specific information about each site and its projected or recommended use. An article on the use of the planning forms as well as blank forms are provided in Appendix C to this plan.

Interpretive Program/Service Theme

The overall theme of the Maritime Museum and its facilities will be: The Evolution of Great Lakes Watercraft (building and use), emphasizing the Lake Michigan Coastal Region.

Sub-themes for programs/services will include:

- Native American watercraft traditions
- Colonial traditions (1600-1700's)
    *Cultural influence
- Settlement and Development (1800-1900)
    * Sail Power
    * Steam Power
    * Commercial (trade/commerce) relating specific industries associated with the local harbor, economy of the region, etc.
    * Wooden Boat-Building Traditions
- Modern times (1900 to present)
    * Sail/Steam power
    * Commercial
    * Recreational
    * Boat-Building traditions (wooden)



THE MARITIME MUSEUM

SITE INDEX MAP

Interpretive Site Inventory	The Maritime Museum	Page 1 of 9

Site Index No: F-1	Site Name: New Museum Building

Site Location:
See site index map.

Site Description:
This is the major facility of the Maritime Museum complex containing: reception area, exhibit space, storage space, classroom/multi-purpose room, office space (an option), library (an option) and restrooms.

Seasonal Accessibility:

Year-round - should be handicapper accessible.

Interpretive Significance: This will be the main facility for interpretation in the museum complex. All of the major sub-themes will be addressed in the exhibit area. This facility will serve as a theme overview and orientation area as well as the major exhibit area.

Approximate location of the new building will be in this general area. (Also see site index map).

Story Development–Form A	The Maritime Museum	Page 2 of 9

Site Index No: F-1	Site Name: New Museum Building

Interpretive Theme:

The museum's major theme is that of the museum complex: The Evolution of Great Lakes Watercraft. All sub-themes will be presented here, although some will be emphasized at other locations in the complex and require less attention here.

Site Objectives:

To design a museum building that will be in keeping with the surrounding environment.

To have handicapper accessible design.

To allow for flexible use of a multi-purpose room (for classes, lectures, special programs, etc.)

Interpretive Program Objectives:

To provide for holistic interpretation of the museum theme.

To provide flexible exhibit areas that will allow for frequent changes to be made.

To provide sensory and tactile exhibit areas to enhance learning and enjoyment during the museum visit.

To provoke interest in the museum and its programs and services.

To provide an orientation to other museum facilities.

To help create in the visitor a greater understanding of and interest in Great Lakes Watercraft, the important role (historically and culturally) of such craft in the Lake Michigan Coastal Region, and their impact on our present day lives.

To provide visitors with an understanding of the craft of wooden boat-building.

To interpret the importance of research that the museum is involved with, including:

- The economic affects of the Great Lakes boat-building and shipping industries

Continuation Sheet	The Maritime Museum	Page 3 of 9

Site Index No: F-1	Site Name: New Museum Building

Interpretive Program Objectives (continued)

- The characteristics of the types of boats that were used on the Great Lakes.

- The effects of the evolution of Great Lakes watercraft on area culture, economics, etc.

To interpret the role of restoration work being done at the museum.

To interpret the various conservation activities being carried out by the museum.

To provide programs and services for visitors of all age groups.

To develop an interpretive outreach program for schools, clubs, and other organizations.

To encourage community interest and involvement in the museum's programs and services.

Story Development - Form B	The Maritime Museum	Page 4 of 9

Site Index No: F-1	Site Name: New Museum Building

Interpretive Mode(s):

To achieve the stated goals of the museum, there are several functions that should be considered in the design of the museum. The first function and major consideration for the museum is that of exhibit space. It is estimated that about 2000 sq.ft. (if not more) of exhibit space will be needed to adequately interpret the sub-themes that the museum deals with. In this regard, the exhibits should:

- Be planned and designed based on interpretive communication principles.
- Each exhibit should be designed based on stated goals and objectives of what that exhibit is to accomplish:
  a. Behavioral objectives - will the visitor have to interact with the exhibit in some way, learn to perform some skill, etc.
  b. Educational objectives - that is, what is it that the viewer should know, learn or remember after he/she has seen the exhibit.
- Each exhibit should be planned with the overall theme in mind. Thus, the exhibit flow would be planned with a definite story to tell, and each exhibit would be a "page" out of that whole story.
- The exhibit area as a whole should have goals and objectives for what the visitor should experience and remember.
- The exhibits should use a variety of modes, from flat-work panels to sensory or tactile exhibits that the visitor is encouraged to touch or interact with.
- Some of the exhibit areas should be easily adaptable, allowing for change over time, rotating thematic exhibits, seasonal exhibits, etc.

It is recommended that a professional museum/exhibit design firm be brought in to assist with the actual museum planning and design work.

Continuation Sheet	The Maritime Museum	Page 5 of 9

Site Index No: F-1	Site Name: New Museum Building

Modes, continued

Classroom/multi-purpose room

The classroom associated with the museum should serve several important functions. Considerations include:

- Be easily adaptable, allowing for room dividers for small workshops, or to be opened up for larger meetings.
- Could be used for audio-visual programs, such as a museum complex orientation slide/tape show. Such a program could be set up to run during peak visitation times, lasting for about 10 munutes, and be shown every ½ hour.
- Could be utilized for special programs or special classes on various topics.
- Could be utilized for special exhibits, such as exhibits that might be on loan from other museums.
- Could be utilized for meetings of various community groups.

Based on the projected attendance of the museum complex, it is suggested that this multi-purpose room be able to easily seat at least 200 people.

Continuation Sheet	The Maritime Museum	Page 6 of 9

Site Index No: F-1	Site Name: New Museum Building

Modes, continued

Library/archive

One optional use area for part of the new museum building is that of a library and archive. This would be on a temporary basis assuming that another building would be under consideration as a permanent library/archive site. This could allow room for researchers to go over records, etc., as well as to serve as a reading and reference room.

Office space

Another optional use area for the museum building is that of offices for the museum staff. This could include office space for the museum director and assistant director, volunteer coordinator, or other staff. This might be on a temporary basis until other office space if available in the Museum complex or permanent office space in the museum proper could be planned.

Restroom facilities

Restrooms should be provided in the museum building, and should be handicapper accessible.

Story Development – Form C	The Maritime Museum	Page 7 of 9

Site Index No: F-1	Site Name: New Museum Building

Justification:

Based on a projection of over 50,000 visitors per year to this museum, as well as the goals and objectives of the museum, a new museum building is needed. This building, along with other facilities in the museum complex, has the potential to have a great impact on the city of South Haven in the form of tourists coming to the area. The museum complex could be the major tourist attraction for South Haven as well as for the region. The financial effect of the tourist dollars brought into South Haven would touch all of South Haven's residents and businesses, from restaurants and hotels, to retail shops and gas stations. This is based on what is known as the Multiplier Effect. To better explain this effect, Extension Bulletin E-729 "Tourism and your Community" has been included as Appendix D. The bulletin details just how tourist dollars, drawn in by a major tourist attraction(s), flow through the whole community (see page 3 of the bulletin). Also, in a recent research report published by the MSU Agricultural Experiment Station on "The Economic Impact of a Short-Term Tourism Industry Exposition", figures on the economic impact of a short term program (special event, etc.) are presented. The figures can be applied to the types of special event programs offered by the Maritime Museum. The figures suggest that the average patron expense for a one day

(continued)

Planner's Comments:

It is recommended that a professional museum design firm be brought in to do a master plan for the new museum building. This would include all aspects of the museum design needs. It is further recommended that interpretive planners work together with the design team to help ensure incorporation of interpretive design elements.

The estimated cost for the new museum building would be in the area of $500,000.00

The museum staff and the city need to meet to discuss the possible locations for parking facilities. There is currently not enough space in the museum complex area to handle any significant increase in visitorship. If a new building is constructed and attendance rises to projected levels, approximately 2 acres (or more) would be needed for parking during peak visitation times.

A rough floor plan of the museum building is provided on page 9. This is an illustration/example of only one design type meant only to show the relationship between different use areas, not as an actual facility design.

Continuation Sheet	The Maritime Museum	Page 8 of 9

Site Index No: F-1	Site Name: New Museum Building

Justification, continued

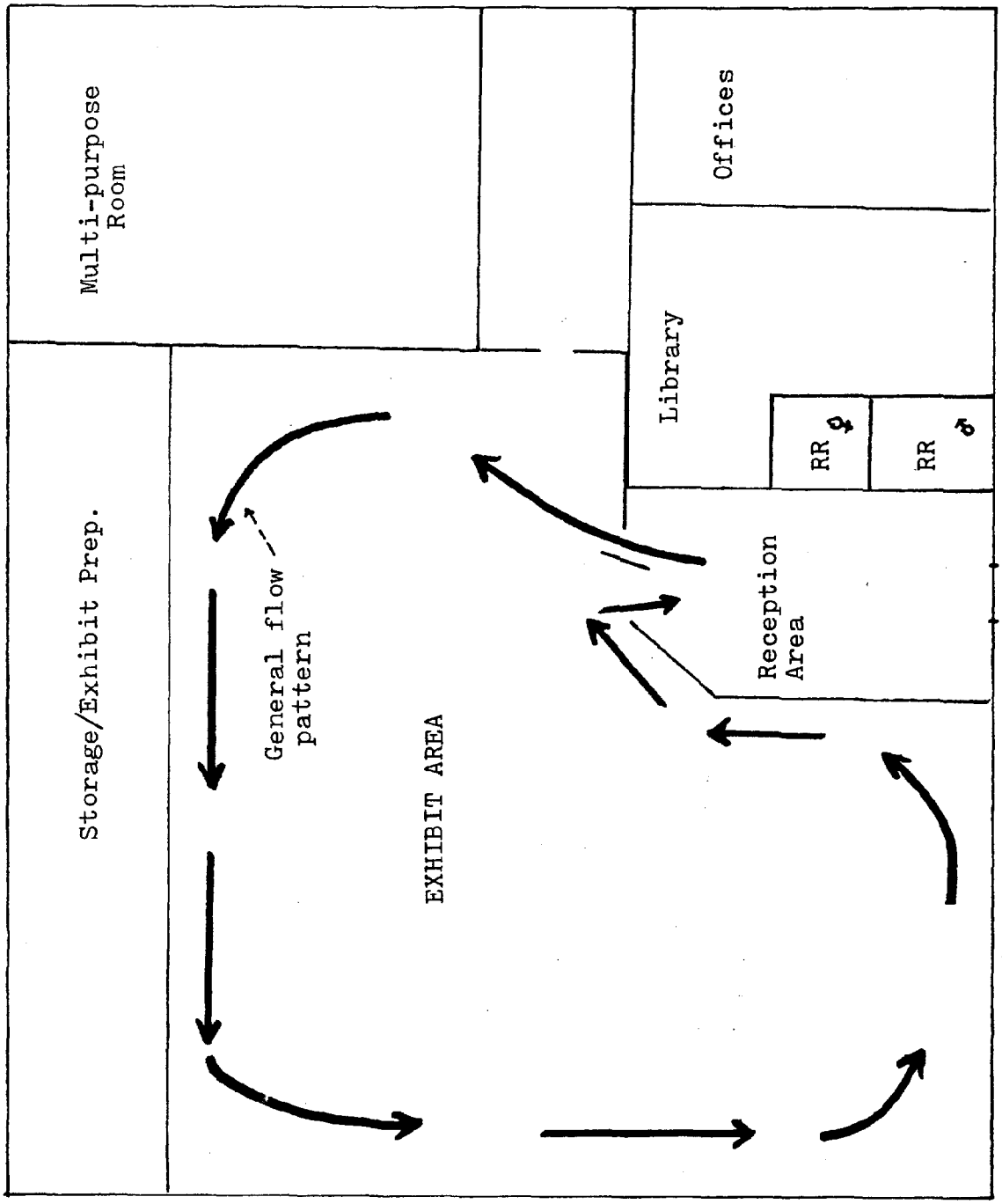
event averages to about $20.68 (including transportation, parking, food, entertainment and miscellaneous expenses). Again, an example of how a tourism attraction can effect the community. A copy of that report is also included in Appendix D.

Based on this information, it is clear that the contribution that the Maritime Museum can make to the city of South Haven can be quite significant.

Continuation Sheet	The Maritime Museum	Page 9 of 9

Site Index No: F-1	Site Name: New Museum Building

Sample floor plan illustrating major use areas. For illustration only... not to scale.



Interpretive Site Inventory	The Maritime Museum	Page 1 of 4

Site Index No: F-2	Site Name: Jensen Shop Building

Site Location:

See site location map.

Site Description:

This is a shop building, part of which is currently being used for boat-building.

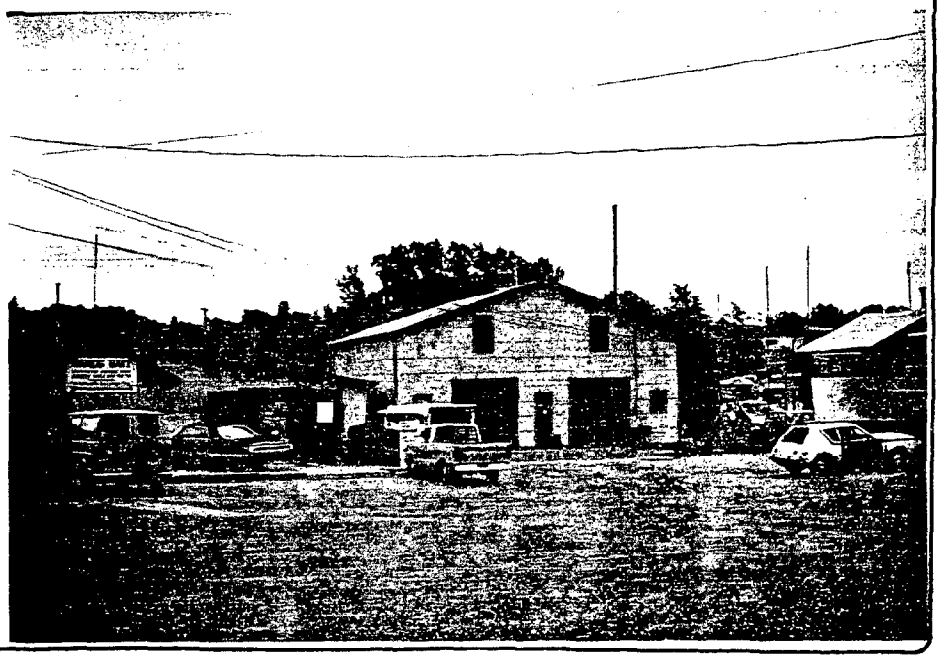
Seasonal Accessibility:

Year-round

Interpretive Significance:

This facility could serve a major role in interpreting the broad topic of boat-building traditions (related to the Great Lakes).

The Jensen shop building (with double doors in center of the photo).



Story Development–Form A	The Maritime Museum	Page 2 of 4

Site Index No: F-2	Site Name: Jensen Shop Building

Interpretive Theme:

This site would be utilized to interpret wooden boat-building traditions.

Site Objectives:

To allow visitors to observe actual boat-building in progress.

To provide a facility for the boat-building classes/projects.

To provide a facility for the repair and/or replication of various types of Great Lakes watercraft.

Interpretive Program Objectives:

To allow visitors to observe boat-builders at work and be able to ask questions about the processes being viewed.

To interpret the process of boat-building (for specific kinds of boats) for visitors.

To have visitors learn about the cultural/historical role that boat-building has played in Great Lakes maritime heritage.

To have visitors learn about the commercial functions of boat-building and their effect on the communities they were associated with.

To have some visitors become interested in learning more about boat-building and enroll in some future class being offered by the Maritime Museum in boat-building.

Story Development -Form B	The Maritime Museum	Page 3 of 4

Site Index No: F-2	Site Name: Jensen Shop Building

Interpretive Mode(s):

Several modes could be used for interpretation at this site. They include:

- Demonstrations of boat-building techniques and methods.
- Historical interpretation/living history, with an interpretor in costume representing a certain time period, interpreting what it was like to be a boat-builder back in....
- Use of interpretive exhibit panels in the building by the visitor's observation area.
- Use of an audio-visual program when there is not someone present in the facility working on a boat.
- Use of interpretive leaflets on various aspects of boat-building (history, significance, etc.).
- Docent or volunteer conducted programs interpreting what is going on in the shop.
- A hands-on exhibit where visitors can try their hand at some "safe" aspect of boat-building.

Story Development – Form C	The Maritime Museum	Page 4 of 4

Site Index No: F-2	Site Name: Jensen Shop Building

Justification:

With the major theme of the museum being The Evolution Of Great Lakes Watercraft, interpretation of the boat-building process and the cultural/historical significance of this craft are a key story to interpret to visitors. Having boat-building in progress for visitors to observe would be a important educational function of the museum. Also, having boat-building going on would also aid in other aspects of interpretation in different areas of the museum complex, such as how researchers learn to reconstruct watercraft from recovered sunken ships, how traditions/crafts are passed on in a culture, the role of the boat-builder in the community, etc.

Planner's Comments:

Allowing visitors to observe a shop area with boat-building in progress could present some safety concerns. A visitor viewing area, protected with glass windows or other safety barrier, could allow for safe viewing and yet permit visitors to talk with the boat-builders. Additional exhibits could be available in the viewing area to assist in the interpretation as well.

Also, the development of a boat launching structure near the boat-building shop should be considered.

Interpretive Site Inventory	The Maritime Museum	Page 1 of 4

Site Index No: F-3	Site Name: Old Train Depot

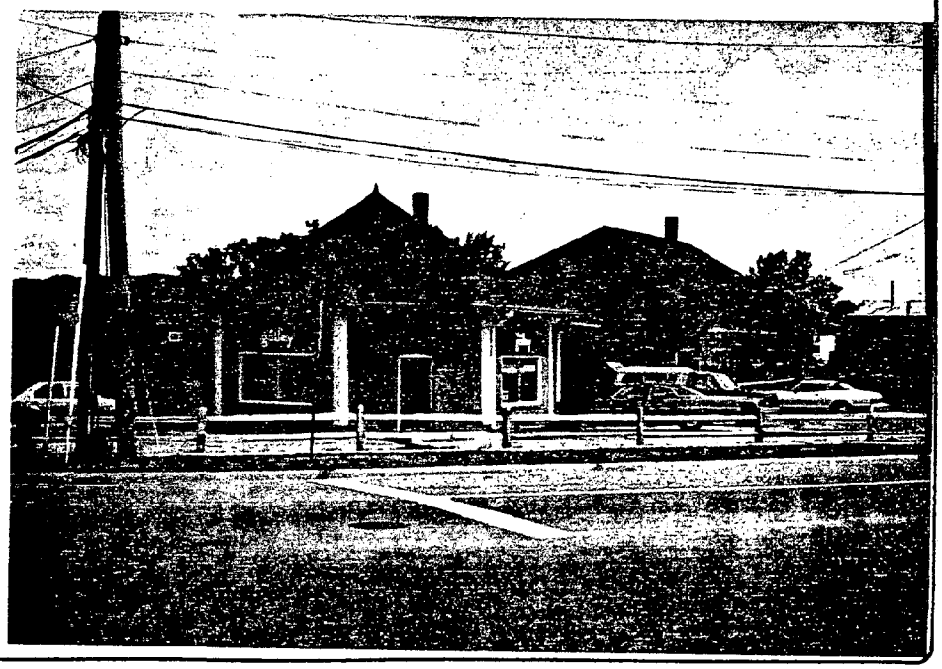
Site Location:
See site location map.

Site Description:
This building once served as the South Haven train depot.

Seasonal Accessibility:
Year-round

Interpretive Significance:
This structure could be utilized as a depository/conservation laboratory for artifacts recovered from Great Lakes underwater environments.

Old train depot building.



Story Development – Form A	The Maritime Museum	Page 2 of 4

Site Index No: F-3	Site Name: Old Train Depot

Interpretive Theme:

Restoration and preservation of artifacts; their role in understanding the past.

Site Objectives:

To provide a location for the storage of maritime artifacts recovered from Great Lakes underwater environments.

To Provide a location for lab facilities for preservation of these artifacts.

To provide work areas for researchers and technicians.

To provide office space for researchers and technicians.

Interpretive Program Objectives:

While this facility would probably not be open to the public, it may have a visitor viewing area. In this regard, some interpretive program objectives might include:

To have visitors understand the important role of research in understanding the cultural/historical significance of artifacts.

To have visitors understand some of the technical aspects of preserving and restoring artifacts.

To have visitors gain a greater understanding of the importance of maritime archaeology.

To help visitors better appreciate and understand some of the exhibits they may have seen in the museum building (how artifacts got from their original locations to the museum display... the restoration process involved, etc.).

Story Development -Form B	The Maritime Museum	Page 3 of 4

Site Index No: F-3	Site Name: Old Train Depot

Interpretive Mode(s):

Interpretation at this facility could take several forms, keeping in mind the safety concerns which might arise from having visitors actually in a lab, as well as security concerns. With this in mind, some possible modes for interpretation include:

- The development of a visitor viewing area or small exhibit area within this facility to allow visitors to watch restoration and preservation activities. This could include opportunities for researchers and technicians to talk with visitors about the activities and practices they are involved with.

- The use of docent led programs at this site (from a viewing area) with docents interpreting the activities and processes being observed.

- The use of exhibit panels interpreting the preservation process.

- The development of a short audio-visual program on the preservation process.

- The development of brochures or brief leaflets on the preservation work being done.

- The offering of special classes on preservation/restoration (similar to the structure of existing boat-building classes).

- The offering of special public programs on the preservation of artifacts, underwater archaeology, etc.

Story Development – Form C	The Maritime Museum	Page 4 of 4

Site Index No: F-3	Site Name: Old Train Depot

Justification:

To meet the goals and objectives of The Maritime Museum, the role of preservation and restoration and having a depository for artifacts is required. This function is the basis for museum research, conservation and exhibition activity, and ties directly into the museum's goals and objectives. Thus, a facility is needed to serve this role. The Old Train Depot building might be able to be leased, and has sufficient room to be utilized as a depository. In addition, one of the most significant resources available for the study and interpretation of the evolution of Great Lakes watercraft are artifacts of or relating to such watercraft.

Planner's Comments:

It is recommended that, should this building be available for use as a depository, a professional museum planning firm be consulted for developing the plans for any renovation and display functions, as well as providing advice on setting up the lab areas, etc.

It is further recommended that a study be conducted to look at the feasibility of developing a depository here, determining the qualifications of such a facility, lab materials, storage requirements, staff, etc.

Interpretive Site Inventory	The Maritime Museum	Page 1 of 3

Site Index No: F-4	Site Name: McGuire Building

Site Location:

See site location map.

Site Description:

NA

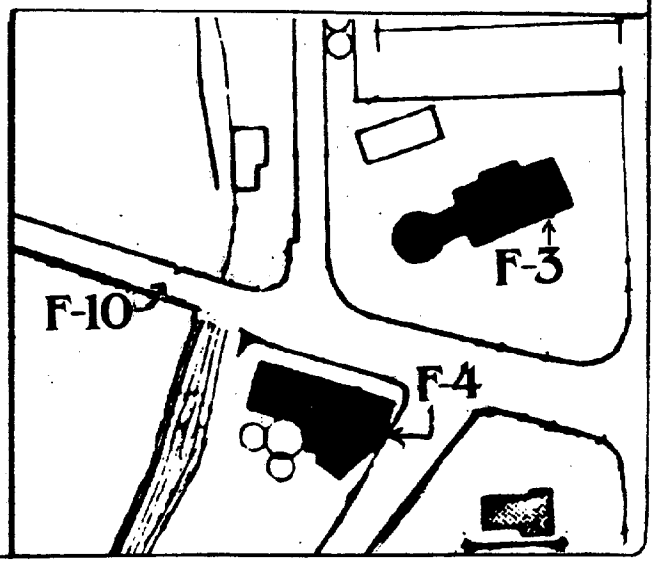
Seasonal Accessibility:

Year-round

Interpretive Significance:

While it is not evnisioned that this building (if it can be utilized in part) would serve any major role in interpretation or as a depository, it could be used for library, archives, and office space.

Map showing the location of the McGuire Building (F-4).



Story Development–Form A	The Maritime Museum	Page 2 of 3

Site Index No: F-4	Site Name: McGuire Building

Interpretive Theme:

NA

Site Objectives:

To be considered for some future use as:

- Office space for museum staff.
- A maritime library, reading room/research room, archives.
- A depository option (see forms F-3).

Interpretive Program Objectives:

While not directly involved with public interpretation, this building could serve a passive interpretive function, that of a reading/research library. Individuals interested in learning more about maritime history could be allowed to use this facility, which could have a statewide importance as a maritime library and archives.

Story Development – Form C	The Maritime Museum	Page 3 of 3

Site Index No: F-4	Site Name: McGuire Building

Justification:

Based on the goals and objectives of The Maritime Museum, and in particular the role of research, it is of key importance to have research facilities available. This involves having a well kept library and archives of materials relevant to the work of the museum.

If possible, the second floor of the McGuire building could be considered for leasing for this function. It can provide security for archival materials as well as allow for undisturbed research, reading, etc., being separated from other museum facilities.

Planner's Comments:

While it is not known at this time if any part of the McGuire building can be leased, the potential for leasing should be investigated, as it would prove to be an excellent location for the museum library as well as administrative office space.

Long term plans may consider the use of this building as a possible depository for artifacts as well.

Interpretive Site Inventory	The Maritime Museum	Page 1 of 4

Site Index No: F-5	Site Name: Houseboat

Site Location:

See site index map

Site Description:

This is a houseboat that is currently being utilized as the main museum exhibit area and houses the administrative offices as well.

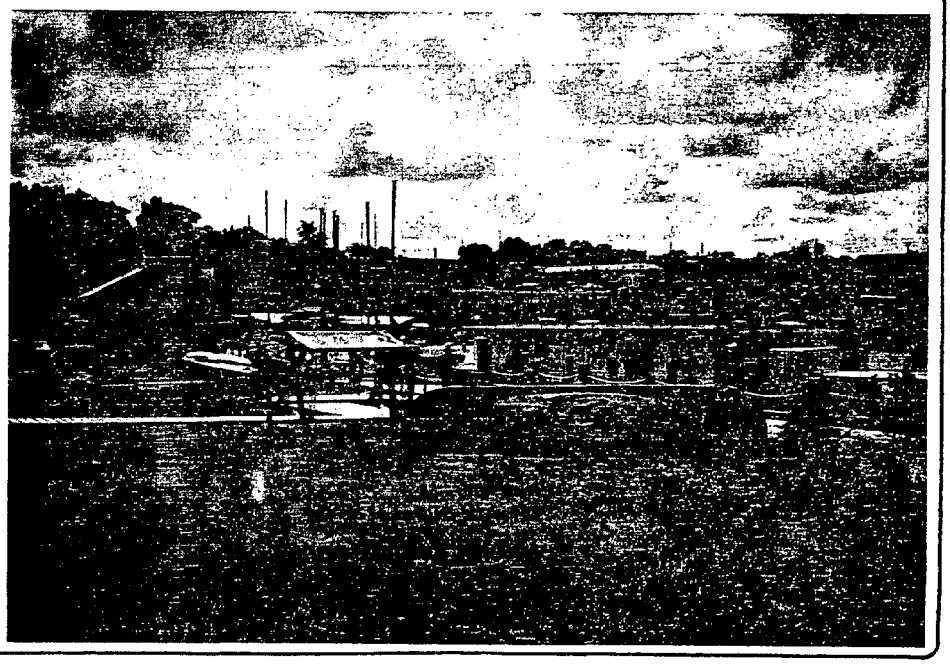
Seasonal Accessibility:

It is currently being used during spring/summer/fall months, and has not been used during the winter months in the past. It is possible to have the houseboat converted to full time use if heating is added.

Interpretive Significance:

The houseboat is currently being used as the museum exhibit area and offices. It has the potential to be used in the future for other program functions, and also is significant in providing an on-board, on water experience for visitors.

The museum houseboat (with red flags along the top).



Story Development–Form A	The Maritime Museum	Page 2 of 4

Site Index No: F-5	Site Name: Houseboat

Interpretive Theme:

The houseboat is serving to exhibit and interpret subject areas representing, to some degree, all the sub-themes that are a part of the general museum theme. Its theme function in the future once a new museum is built will need to be re-defined at that time.

Site Objectives:

To provide visitors with an exhibit area interpreting the evolution of Great Lakes Watercraft.

Future use/objectives for this facility include the following options:

- Develop into a seasonal food service area, snack bar.
- Develop into office space for administrative or volunteer staff.
- Utilize as exhibit space for special exhibitions.
- Utilize as space for classes or special programs.
- Utilize as a meeting room.
- Sell the boat after the new museum building is in operation.

Story Development – Form B	The Maritime Museum	Page 3 of 4

Site Index No: F-5	Site Name: Houseboat

Interpretive Mode(s):

Several modes for interpretation could be utilized at this facility, including the existing mode of exhibits. These include:

- Development of topical slide/tape programs.
- Development of docent/volunteer conducted programs.
- Development of publications on various maritime topics.
- Living history programs (someone in costume interpreting what it was like to be a (particular profession) in the past, etc.

Story Development – Form C	The Maritime Museum	Page 4 of 4

Site Index No: F-5	Site Name: Houseboat

Justification:

This facility will continue to serve as the main museum facility until such time as new facilities are developed. The future use of the houseboat will depend, in part, on the availability of future space/facilities to serve as a classroom, exhibit areas, meeting room and library function(s).

Planner's Comments:

One of the attractive experiences while visiting a maritime museum would be to actually be able to "get on a boat". The houseboat provides this experience. One option considered was to move the houseboat on land. Due to the visual impact this would create, as well as the lack of land available for such a move on site, this option would not be recommended. The other options of having the boat afloat and serve some function such as additional exhibit space, etc., would be more desirable.

Interpretive Site Inventory	The Maritime Museum	Page 1 of 4

Site Index No: F-6	Site Name: The Evelyn S

Site Location:

See site location map. (This is an old commercial fishing tug which may be moved from time to time.)

Site Description:

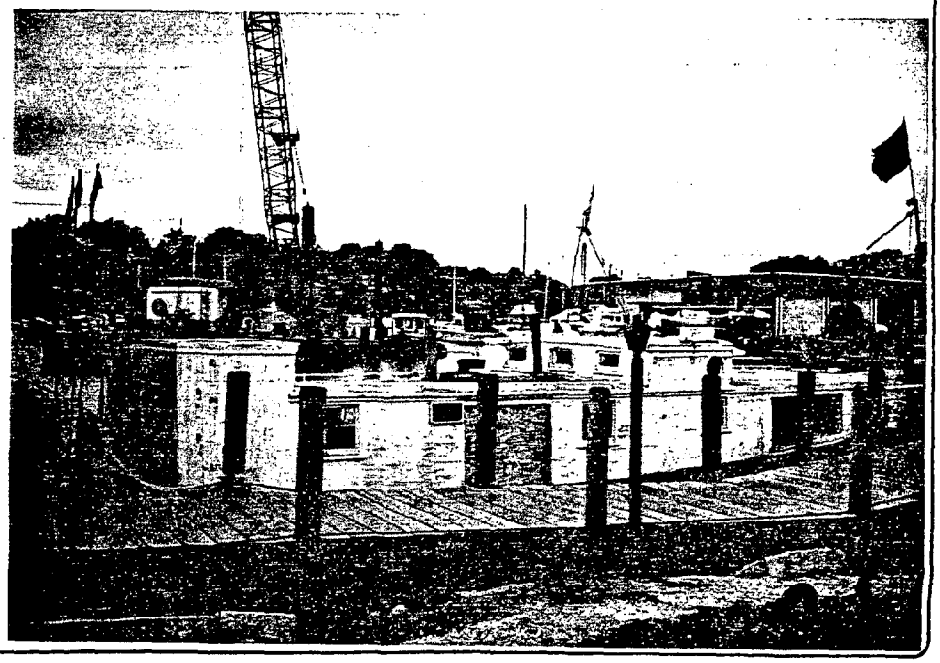
The Evelyn S is an old commercial fishing tug which is currently being restored.

Seasonal Accessibility:

Will probably be used during spring/summer/fall months and will probably be closed during the winter.

Interpretive Significance:

The Evelyn S was built in 1939 and reflects a particular phase in one of the earliest industries of the region, that of commercial fishing.



The Evelyn S, tied up along the Maritime Museum's boardwalk.

Story Development – Form A	The Maritime Museum	Page 2 of 4

Site Index No: F-6	Site Name: The Evelyn S

Interpretive Theme:

The interpretive theme for this facility will be that of commercial fishing industries associated with the harbor, economy of the area, and cultural/historical importance of commercal fishing to the region.

Site Objectives:

To be restored for interpretive programs and services.

To be utilized for exhibits on the commercial fishing industry associated with the region.

Interpretive Program Objectives:

To have visitors understand the historical and cultural role that commercial fishing industries played in the development of the region.

To provide visitors with a sensory experience of "what it must have been like" to work on a commercial fishing tug.

To have visitors understand the role that commercial fishing (and other commercial activities associated with watercraft) have had on the economy of the region.

To have visitors understand the place of The Evelyn S in the evolution of Great Lakes Watercraft.

Story Development - Form B	The Maritime Museum	Page 3 of 4

Site Index No: F-6	Site Name: The Evelyn S

Interpretive Mode(s):

Several modes for interpretation on the Evelyn S (and of the Evelyn S) could be provided. Potential modes could encompass:

- The use of an interpretive exhibit panel near the Evelyn S (on the boardwalk for example), interpreting the function and history of the craft.
- The development of an interpretive leaflet on the Evelyn S.
- The development of interpretive exhibits located on the boat interpreting the components of the boat, specific use areas (for nets, etc.), commercial fishing techniques, etc.
- The development of a slide/tape program (rear screen projection) on the commercial fishing industry or some related topic(s).
- The development of tactile exhibits that visitors can touch or operate.
- The use of living history interpretation. That is, having someone play the role of a commercial fisherman who might have worked on the Evelyn S., interpreting what it was like to be a commercial fisherman, etc.
- Use of docents/volunteers to conduct programs for visitors as part of the museum complex tours.

Story Development – Form C	The Maritime Museum	Page 4 of 4

Site Index No: F-6	Site Name: The Evelyn S

Justification:

Based on the stated goals and objectives of The Maritime Museum for interpreting the Evolution of Great Lakes Watercraft, having actual examples of craft like the Evelyn S for visitors to interact with in a total sensory experience is of key importance. The Evelyn S is one of the only facilities available to the museum to serve this function. Likewise, it is the best facility for interpreting the role of commercial watercraft, having actually served as a commercial fishing tug. It will provide visitors with a very important and memorable museum experience.

Planner's Comments:

When planning for exhibits and visitor flow on the Evelyn S, The use of an on-board audio-visual program should be evaluated with respect to visitor numbers aboard the ship. An audio-visual program could clog the flow pattern and should not be in operation during peak visitation on the Evelyn S, but rather shown in some other facility, like the museum classroom, on the houseboat, etc.

Interpretive Site Inventory	The Maritime Museum	Page 1 of 5

Site Index No: F-7	Site Name: Coast Guard Interpretation

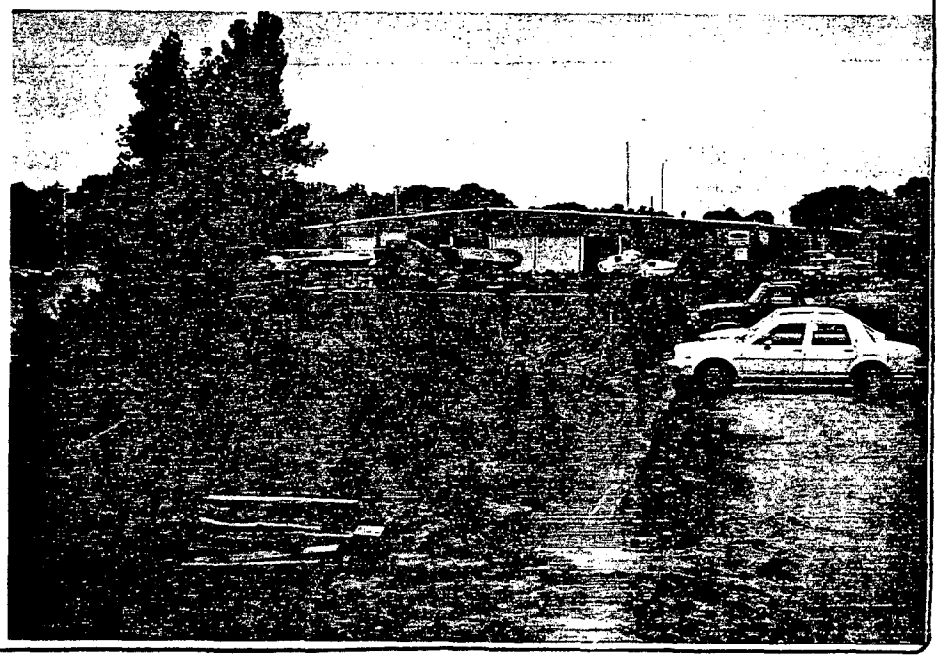
Site Location:
See site index map.

Site Description:
Site F-7 is currently an undeveloped area of the museum grounds. It could serve well as a general area to 1) relocate the Life Saving Station building, 2) locate the Coast Guard Watch Tower, and 3) locate a self righting lifeboat or surfboat contemporary to the lifesaving or Coast Guard service periods.

Seasonal Accessibility:
Year-round

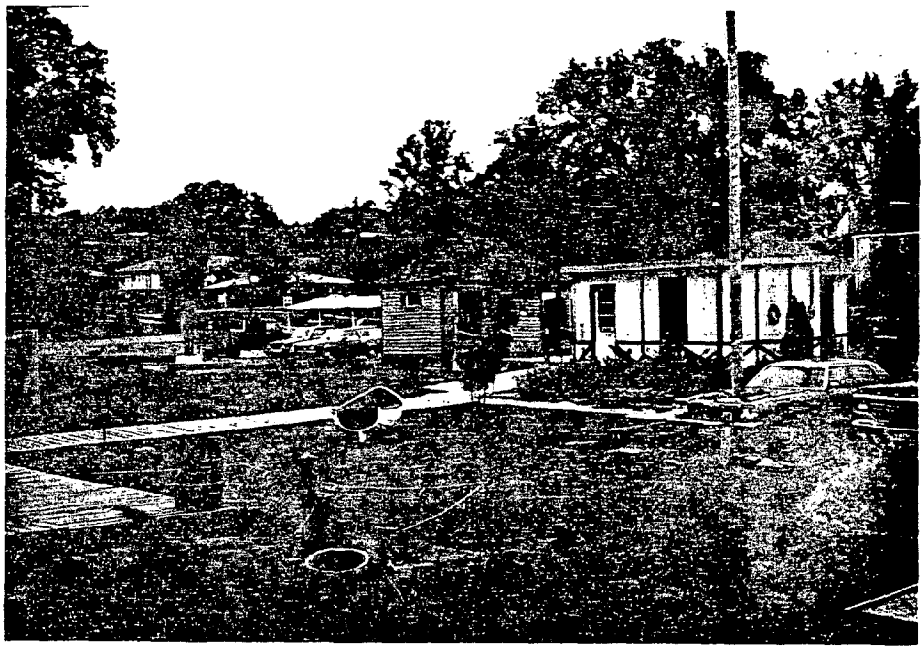
Interpretive Significance:
The role of the coast guard in the evolution of Great Lakes Watercraft is an important story to interpret, and part of the overall museum theme.

Recommended location for the Coast Guard interpretation area.



Continuation Sheet	The Maritime Museum	Page 2 of 5

Site Index No: F-7	Site Name: Coast Guard Interpretation



Photograph of the building that was a part of the Coast Guard Lifesaving Station complex (to the left of the white building). This building would be moved to a new location (site F-7 on the site index map).

Story Development–Form A	The Maritime Museum	Page 3 of 5

Site Index No: F-7	Site Name: Coast Guard Interpretation

Interpretive Theme:

The role of the Coast Guard in the Evolution of Great Lakes Watercraft.

Site Objectives:

To serve as a general area for interpretation of the Lifesaving Station Building (shown on the previous page), the Watch Tower building, and Self-righting lifeboat or surfboat.

Interpretive Program Objectives:

To have visitors understand the role and function of the Coast Guard in the Evolution of Great Lakes Watercraft.

To have visitors understand the role and function of the Lifesaving Station.

To have visitors understand the role of the watercraft used by the Coast Guard Lifesaving Station personnel (designs, evolution, history, etc.).

To give visitors a sensory learning experience; being able to climb the watch tower, touch the boats, etc.

To give visitors an idea of what it was like for the individuals who operated the Lifesaving Station, their job responsibilities, training, etc.

Story Development -Form B	The Maritime Museum	Page 4 of 5

Site Index No: F-7	Site Name: Coast Guard Interpretation

Interpretive Mode(s):

For this site, several interpretive modes could be utilized effectively. These considerations include:

- Development of an exhibit in the Lifesaving Station Building (reconstruct the interior of the building to what it might have been like when in use).
- Develop some exhibits in the Watch Tower.
- Develop interpretive exhibit panels to interpret both the Lifesaving Building and the Watch Tower. This could include old photographs showing the facilities actually in use, etc.
- Develop a slide/tape program on this theme that could be shown on a repeating basis in the Watch Tower (or in the main museum building).
- Develop a self-guiding leaflet about these buildings/equipment, their history, development, and use.
- Exhibit an example(s) of the watercraft used by the lifesaving station personnel.
- Conduct living history programs and/or re-enactments of life-saving drills that the members of the station would have gone through.
- Conduct docent/volunteer guided tours or programs on selected topic associated with this theme.

Story Development – Form C	The Maritime Museum	Page 5 of 5

Site Index No: F-7	Site Name: Coast Guard Interpretation

Justification:

Interpretation of the sub-theme "Coast Guard Watercraft" and Coast Guard functions can be efficiently achieved by developing an area just for this purpose. Location F-7 provides this space, as well as being the only area available to re-locate both the lifesaving station building and the watch tower together. This will also prove to be an attractive sensory exhibit area and would be well-received and utilized by visitors to the museum complex.

Planner's Comments:

Location F-7 will allow both structures to be placed together in a natural arrangement as well as not creating a visual problem (blocking the view of the bay, etc.).

Interpretive Site Inventory	The Maritime Museum	Page 1 of 3

Site Index No: F-8	Site Name: Gift Shop

Site Location:

See site index map.

Site Description:

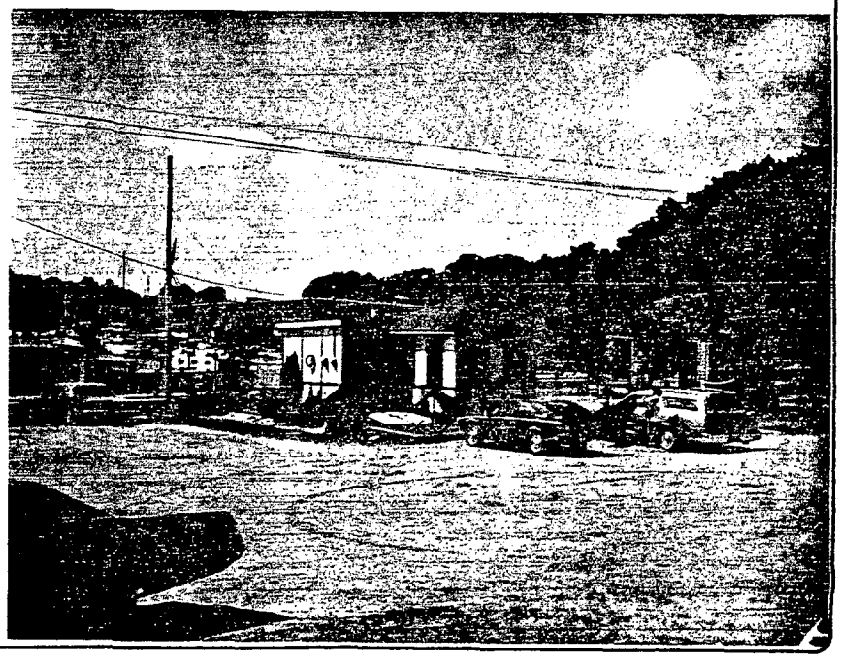
NA

Seasonal Accessibility:

Year-round

Interpretive Significance:

While not commonly thought of as having interpretive significance, gift shops do play an important role in interpretation... that of follow up. Having reference materials, books, etc. for sale that reflect the museum's theme and educational objectives is a significant component of the overall interpretive program.



The museum gift shop (the white building in the center of the photograph).

Story Development–Form A	The Maritime Museum	Page 2 of 3

Site Index No: F-8	Site Name: Gift Shop

Interpretive Theme:

NA

Site Objectives:

- To provide visitors with a location to purchase resource materials (books, etc.) and souvenirs associated with the theme of the Maritime Museum.
- To help provide significant additional revenue to help support the Maritime Museum.
- To produce a direct mail catalog covering materials (and emphasizing Michigan artists providing work on consignment) relating to the museum theme.

Interpretive Program Objectives:

While not directly related to interpretive programs/services, the gift shop would serve several functions as part of the overall site interpretation. These would include: having materials available related to museum programs (like boat-building), providing any educational materials for sale such as interpretive brochures, slide programs, slides of the museum, museum publications, etc.

(Note: it is one of the museum's stated goals to publish and sell various museum publications. These would be sold through the gift shop.)

Story Development – Form C	The Maritime Museum	Page 3 of 3

Site Index No: F-8	Site Name: Gift Shop

Justification:

A gift shop plays an important role in a museum visitor's experience, that of providing educational materials and souvenirs of their visit. The gift shop can provide educational materials (books, magazines, special interest publications) which might not be easily available to museum visitors in their own home towns. Additionally, the gift shop could serve as a key source of revenue to the museum.

Planner's Comments:

Based on projected visitation numbers for the future, the gift shop as it currently functions may need to be moved and/or enlarged sometime in the future to be able to handle the increased number of visitors who may wish to shop there.

Interpretive Site Inventory	The Maritime Museum	Page 1 of 4

Site Index No: F-9	Site Name: Boardwalk

Site Location:

See site index map.

Site Description:

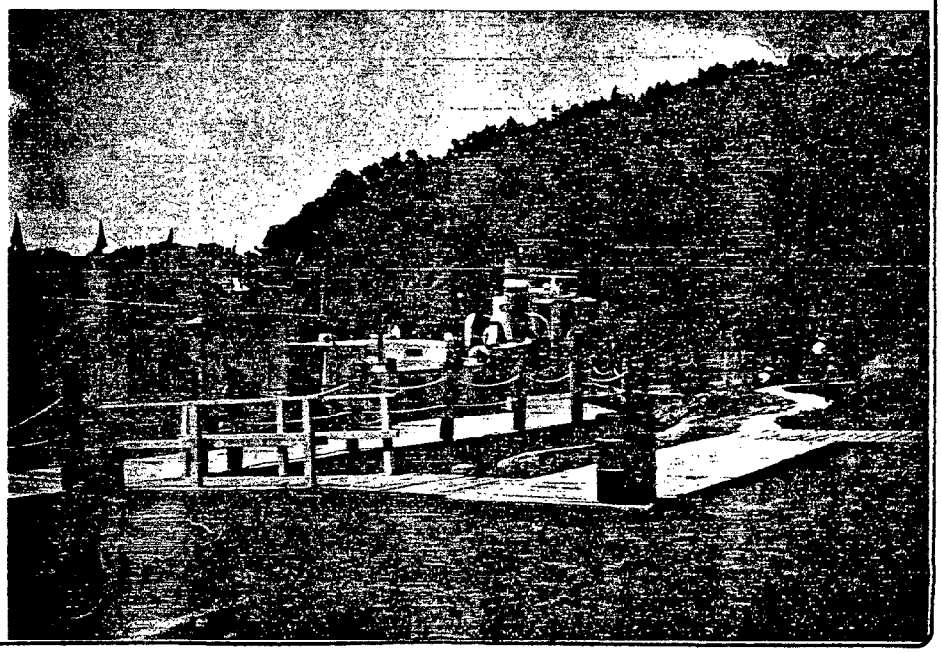
This is a new boardwalk along the bay/museum property.

Seasonal Accessibility:

The boardwalk is accessible to visitors free of charge year-round. It provides access to the attractive waterfront area where numerous waterfront activities and educational programs are conducted as well.

Interpretive Significance:

While not directly utilized for programs, the boardwalk has been used to facilitate numerous educational programs and special events like the "Work Boat Rally", "Small Wooden Boat Gathering", and others. It is also a natural draw/attraction to the waterfront.



A portion of the boardwalk with several water-craft tied up to it (including the existing museum houseboat and the Evelyn S.).

Story Development–Form A	The Maritime Museum	Page 2 of 4

Site Index No: F-9	Site Name: Boardwalk

Interpretive Theme:

Given that the use of the boardwalk is primarily recreational in nature, it could be utilized to interpret the recreational aspects of watercraft (types of craft, etc.).

Site Objectives:

To provide a passive (and sometimes active) recreational experience for visitors.

To provide a location for events relating to the museum's purpose and theme.

Interpretive Program Objectives:

Interpretive program objectives for this facility would focus on interpreting different types of recreational watercraft to visitors, as well as other recreational watercraft topics.

Another program objective would be to provide an environment for sensory experiences and simple enjoyment of the waterfront environment and activities.

Story Development -Form B	The Maritime Museum	Page 3 of 4

Site Index No: F-9	Site Name: Boardwalk

Interpretive Mode(s):

The best modes for interpretation from/at this facility include:

- Use of interpretive signs or exhibit panels.
- Use of interpretor/docent conducted programs or tours on recreational watercraft topics.
- Special events/programs like the "Work Boat Rally" and the "Wooden Boat Gathering".
- Living history interpretation (perhaps associated with special programs, etc.).

Story Development – Form C	The Maritime Museum	Page 4 of 4

Site Index No: F-9	Site Name: Boardwalk

Justification:

The boardwalk is an important feature of the museum complex, allowing for passive (and some active) interpretation and recreational uses such as simply walking along the water's edge and enjoying the environment and setting. It also is an important attraction in itself, as well as serving as a link to other parts of the museum complex and exhibit areas.

The Maritime Museum is also able to sell/rent dockage space off of the boardwalk. Thus, the boardwalk also serves a revenue producing function.

Planner's Comments:

The boardwalk is a real asset to the museum complex. The real attraction is simply in being able to sit and enjoy observing the activities of the bay area. Additional seating should be developed along selected portions of the boardwalk area to facilitate this use.

The attractive location also helps draw in visitors to more active functions such as special programs as mentioned earlier.

Interpretive Site Inventory	The Maritime Museum	Page 1 of 4

Site Index No: F-10	Site Name: Drawbridge

Site Location:

See site location map.

Site Description:

This is a Rolling Leaf Bascule (French for seesaw) bridge, and is the shortest one of its kind in the world.

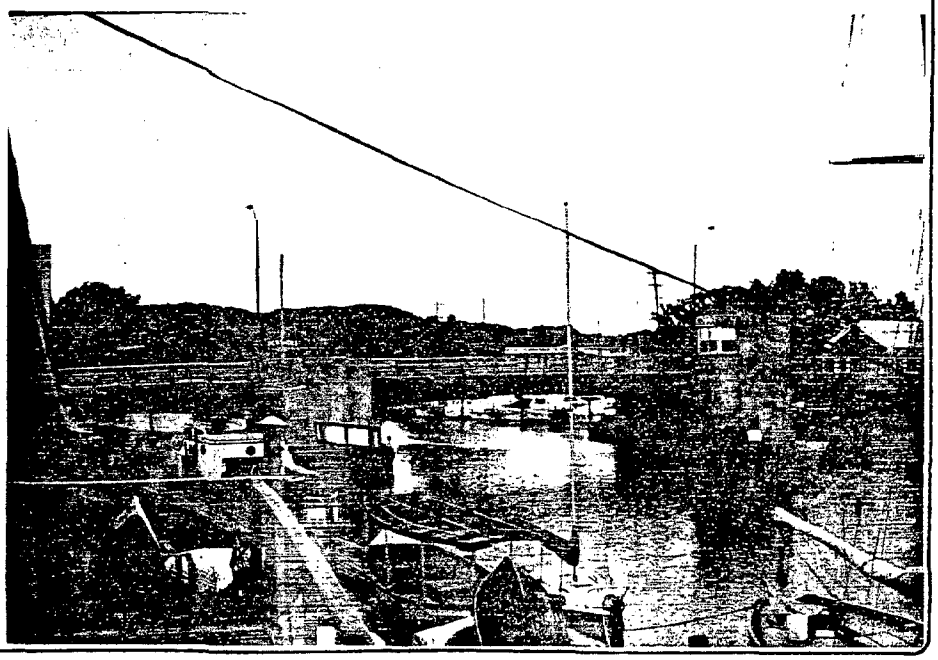
Seasonal Accessibility:

Year-round

Interpretive Significance:

The drawbridge is one of the oldest operating drawbridges of its kind still in operation today.

The Rolling Leaf Bascule Bridge.



Story Development–Form A	The Maritime Museum	Page 2 of 4

Site Index No: F-10	Site Name: Drawbridge

Interpretive Theme:

Interpretation here could focus on the role of the river as a transportation corridor, and the need to allow access to industrial/commercial/recrational sites.

Site Objectives:

NA

Interpretive Program Objectives:

While the drawbridge is not owned by the Maritime Museum, the location of the museum so close to this attraction is a real asset. Program objectives could focus on the evolution of watercraft, both recreational and commercial, their functions as part of the commerce/industry of the region as well as the need to adapt bridges to allow river access of watercraft to various industrial and recreational sites located along the river, as well as access out to Lake Michigan.

Story Development - Form B	The Maritime Museum	Page 3 of 4

Site Index No: F-10	Site Name: Drawbridge

Interpretive Mode(s):

Several modes for interpreting this facility could be considered:

- The use of interpretive signage or exhibit panels.
- The use of interpretive leaflets or brochure.
- Having special programs (planned or impromptu) on the drawbridge topic including a demonstration of the drawbridge in action.

Story Development – Form C	The Maritime Museum	Page 4 of 4

Site Index No: F-10	Site Name: Drawbridge

Justification:

The drawbridge is a important attraction, especially for tourists who may not have seen one in operation. Additionally, it ties in very well to the sub-theme of commerce/industrial development and uses of watercraft. It is sure to generate interest and questions and should be interpreted to visitors in some manner.

Planner's Comments:

INTERPRETIVE PROGRAM

PLANNING MATRIX

Interpretive Program Planning Matrix

While the actual planning of interpretive programs was not part of this initial planning document, it may prove useful for the future to present some ideas on planning and recording interpretive programs for the Maritime Museum. The HOW,WHEN, WHERE Matrix sample is provided on the following page.

Each target group is dealt with separately and taken through the following programming decisions: program theme, specific program objectives, location for the program, modes to be utilized in conducting the program, and program schedule. Using the matrix format, it becomes easy to keep track of current or past programs, as well as note any types of programs that may be overused, or if any target audiences are being left out of program plans.

It is intended that this be just a tool, and the matrix could be modified in any way to make it more useful to museum staff involved in planning programs. It could even be used for scheduling staff/docents to conduct programs, etc.

Finally, the matrix forms can be used as a permanent record over the year(s) of the kinds of programs offered (or attempted), with notations as to the success of that program, recommendations for continued use, modifications, etc.

Sample HOW,WHEN and WHERE Matrix for The Maritime Museum's Programs and Services

Target Group	Program Theme/Topic	Program Objective	Program Location	Program Mode	Program Schedule
General Public	Coast Guard Interpretation	To have the majority of the visitors understand the role of the Coast Guard in the evolution of Great Lakes Watercraft.	Tour from museum to the Coast Guard interpretation area (site F-7)	Conducted by museum staff/ docents.	Every Saturday afternoon at 1:00 pm, or by appointment.
General Public	Wooden Boatbuilding Shop	To teach basic boatbuilding through actual construction of a 10'6" round bottom lapstrake yacht tender.	The Blue Train Station.	Class instruction	Mon-Wed, 6:30pm to 9:30pm, Sep. 13-Nov 17.

INTERPRETIVE SERVICES AND PROGRAMMING EVALUATION

Evaluation of Interpretive Services

Flexibility and quality of the total interpretive program of the Maritime Museum should be maintained in order to maximize visitor understanding and enjoyment while meeting management goals. The creation of clear, concise objectives will facilitate the evaluation of the effectiveness of the total interpretive program, individual interpretive services, and the interpretive/museum staff.

According to Veverka et al. (1977) and Benedict et al. (1978), the critical questions to be asked and answered are:

1. Are the objectives of the total interpretive program being met?

2. Are the objectives of the individual interpretive services being met?

3. Are the interpretors/docents/staff fulfilling the objectives for their position?

4. Are the visitors satisfied with their experience(s)?

A list of several evaluative techniques for interpretive services is provided as Table 1 (after Wagar, 1976; Benedict et al., 1978). Included are explanations of some of the methods which can be utilized in evaluating the effectiveness of interpretive services with respect to the primary beneficiaries, the visitors. These techniques can be used to evaluate the effectiveness of the interpretive services recommended for the Maritime Museum in this plan.

All of the elements which contribute to the effectiveness of the total program should undergo evaluative analysis. It is beneficial to evaluate not only the individual interpretive services, but the interpretors themselves as well as the total interpretive program. The objectives set down for the overall program, individual services and interpretors should be clearly stated and evaluated with respect to:

1. The visitor's psychological experience or overt behavior;

2. The number of visitors contacted per year;

3. Cost/effectiveness.

A matrix outlining the scope of such evaluation for The Maritime Museum's interpretive services is provided as Table 2.

Table 1. Evaluative Techniques for Interpretive Services (after Wagar, 1976; Benedict et al, 1978).

EVALUATIVE TECHNIQUE	DESCRIPTION	PROS	CONS	COMMENTS
Direct Audience Feedback	Interpretor's ongoing analysis of audience response in face-to-face situations.	Useful feedback technique during actual presentation to determine visitors' reactions to interpretor and and service. Allows for immediate alteration of interpretor's approach to achieve program goals.	Subjective nature of technique can yield misleading interpretations of audience reaction to interpretor/ service.	Levels of enjoyment, boredom, understanding, interest, etc. can be approximated by analyzing visitors' facial expressions, amount of restlessness, number of questions asked, etc. See also Boulanger and Smith (1973).
Auditing by an Expert	An experienced interpretor observes and critiques an interpretive presentation.	Promotes analysis by experienced professionals as input into interpretive programing.	Subjective, with attention focused on presentation as opposed to audience. Expert judges how he/she thinks presentation will affect audience.	Video-taping equipment can be utilized both on location and in training situations (Wagar, 1976).
Suggestion Boxes	A locked box to serve as the depository for visitors' comments and/or suggestions.	Assures anonymity, inexpensive. Specific comments and suggestions likely to be genuine--a wide range of opinion may be identified.	Comments will probably represent extremes of visitor opinion (both positive and negative). Congeniality bias may result.	Could be placed in the proposed Interpretive Center/ Museum to serve as a general guide for improving interpretive services. Additional information may be found in Wagar, Lovelady and Falkin (1976).

Table 1. cont.

EVALUATIVE TECHNIQUE	DESCRIPTION	PROS	CONS	COMMENTS
Questionnaires	A written set of questions is administered to a visitor sample to determine demographic, behavioral and experiencial data.	Well-designed questionnaires can yield a large amount of information concerning visitors. Specific questions dealing with the park's interpretive services can be asked.	Design must consider written response bias. Technique involves a great deal of time to design properly, administer and statistically evaluate.	Objectivity of design is imperative. If not created with care, the questionnaire will yield results the researcher wants and not elicit accurate responses from the visitor. See also Berdie(1974) and Van Dalen (1973).
*Interviews	A totally oral version of the questionnaire technique.	Pros as listed for questionnaire. May be preferable, since "many people are more willing to communicate orally than in writing" (Van Dalen, 1973).	Objectivity of the interview design (questions) is the key problem (Van Dalen, 1973).	Refer to Van Dalen (1973) and Bousquet (1976).
Self-Testing Devices	Mechanical devices allowing direct visitor-device interaction to uncover interpretive information and answer questions.	Visitors participate in the activity actively. Responses may be measured to evaluate enjoyment/understanding levels of the visitors.	Must be monitored for mechanical breakdown. Vandalism, repeat playing and a predominance of young visitor use are problems.	Further details may be found in Wagar (1972).
Panel of Outsiders	Thoughtful outsiders (not closely associated with interpretation/have no specialized knowledge of the information presented) evaluate a presentation.	Can be used before a presentation is in its final form because it does not depend upon public reactions.	Comments on presentation's strengths, shortcomings and opportunities for improvement depend upon level of objectivity of panel members.	Use of a checklist may be helpful (Wagar, 1976; Wagar, Lovelady and Fulkin, 1976).

*Evaluative technique added to Wagar (1976) list by the authors. Two of Wagar's techniques were not included.

(from Benedict et al, 1978)

Table 1. cont.

EVALUATIVE TECHNIQUE	DESCRIPTION	PROS	CONS	COMMENTS
Direct Measures of Behavior	Behavioral measures of interpretive effectiveness based on visitors' choices of options (e.g., hike vs. slide show)	Identifies visitor preferences for interpretive services.	Does not provide information on visitor expectations or motivations for attending specific programs.	Includes use of visitor program attendance figures, etc. Supplemental information from questionnaires or interviews may be incorporated to assess visitor motivations, etc.
Observation of Audience Attention	One or more observers scan the audience, at regular intervals to record the number of people watching/not watching the interpretor/screen/focal object.	May permit identification of reasons for high or low audience attention.	Assumes attention levels to be good indicators of enjoyment, interest, rapport and other factors	Consult Dick, et al. (1975) and Wagar, Lovelady and Folkin (1976) for more details.
Length of Viewing or Listening Time	Compare length of time visitors view or listen to the presentation with amount of time required to completely read or hear it.	Provides feedback on whether or not people spend enough time with exhibit, sign, etc. to receive entire message.	Does not evaluate message quality in terms of visitor understanding, enjoyment or interest. Judgments on message length in relation to quality cannot be made.	According to Shiner and Shafer (1975), "visitors looked at displays only 15 to 64% of the total time required to read or listen to the total message presented... the longer the printed or recorded message a display contained, the shorter the viewing time".

Table 1. cont.

EVALUATIVE TECHNIQUE	DESCRIPTION	PROS	CONS	COMMENTS
Time-lapse Photography	A system for recording visitor response to a presentation with camera equipment.	Creates a permanent record for future examination, can record with minimal personnel involvement and condense a great deal of information into a few minutes of viewing time.	Initial investment may be high, though technology advances may reduce costs of such a system. May reflect invasion of privacy in secluded settings.	For further reference, see Wagar, Lovelady and Falkin (1976).
*Other Indirect Measures of Visitor Behavior	Note abundance of fingerprints and noseprints on glass; worn areas (footwear), litter, etc. as well as evidence of depreciative behavior (vandalism, graffitti, etc.).	Serve as clues to areas of heavy use or problems with design/flow pattern	No details can be surmised as to why the areas are subject to excessive use--does not pinpoint the specific design problem.	Notes from Interp. Center and observations of maintenance personnel are useful. See also Bousquet (1976) and Webb (1966).
*Interpretive Activity Inventory	A systematic methodology based on attendance figures that may be used to plan and evaluate current program content and scheduling. Comparative analysis involves computer processing.	Can fulfill the role of a user survey; allows interpretors to record variations in patterns of visitor use across individual programs. "Where interpretation is considered a tool for influencing visitor behavior in a protected area, visitor profile data from this technique may be useful" (Field and Gramann, 1976).	Cannot define characteristics of visitors not attending an interpretive event. Data gathering must be consistent with standardized methods.	Useful to both the interpretor and managers. Identifies visitor characteristics, patterns of use and visitation fluctuations (Field and Gramann, 1976).

*Evaluative Techniques added to the Wagar (1976) list by the authors. (from Benedict et al, 1978)

Table 2. Evaluation of Interpretive Services Matrix (after Wagar, 1976; Veverka et al, 1977; Benedict et al, 1978).

	Total Program Objectives
EXPERIENCE/ BEHAVIOR	The primary objective of the interpretive program is to provide for an enjoyable learning experience of high quality for visitors to The Museum Complex. The visitors should leave with an increased awareness and understanding of the area's resources and themes. Evaluation: Visitorship surveys should be conducted to assess visitor demographic and behavioral characteristics, visitor satisfaction with their visit, and understanding of the concepts interpreted.
NUMBERS/ YEARS	One objective of the interpretive program is to initiate increased visitorship and to cater to the needs and demands of local and nonlocal visitors. Visitorship during all seasons should be compatible with the physical and psychological carrying capacity of the area. Evaluation: Various attendance survey records can be kept (e.g., traffic counter could be utilized, group reservation information recorded, etc.).
COST/ EFFECTIVENESS	Initial costs of instituting interpretive services will be high due to facility development, equipment needs, advertising, and staffing costs. These costs are necessary to fulfill the area's function and to promote a positive image of the area and agency to the public. Evaluation: Determination of the cost of the total interpretive program vs. the extent to which all objectives of all services are being met can be evaluated. A cost per visitor figure can be arrived at by comparing the total interpretive program cost with the total number of visitors contacted. $\frac{\text{total interpretive program cost}}{\text{total number of visitors contacted}} = \frac{\text{cost}}{\text{visitor}}$

Table 2. cont.

	Individual Services Objectives
EXPERIENCE/ BEHAVIOR	Each service will integrate an aspect of the major area theme or sub-theme of the appropriate interpretive unit. The diversity of visitor wants and needs will be served by offering a wide variety of interpretive services. Evaluation: The effectiveness of interpretive services can be evaluated through the use of one or more evaluative techniques listed in Table 1.
NUMBERS/ YEAR	Individual services should promote maximum attendance consonant with the carrying capacity of the area (Lime, 1975). Optimum interpretive quality and conservation of the area's integrity should be taken into account. Evaluation: The responsibility for evaluation and control of the number of visitors appropriate to each service will be that of the interpretor(s). Other staff members may be consulted regarding specific guidelines.
COST/ EFFECTIVENESS	Initial investment in equipment and materials for interpretive services (including exhibit materials, audio-visual aids, graphics materials, leaflets, etc.) will be relatively high. The cost of the investment in quality equipment/supplies can be offset by proper care and preventive maintenance. Evaluation: For each successive biennium, the total interpretive services expenses (less staffing costs) could be compared to total program costs. $\frac{\text{service expenses (less staffing costs)}}{\text{total program expenses}}$ It will be up to the administration to use this figure to determine the benefit to cost ratio.

Table 2. cont.

	Interpretor Objectives
EXPERIENCE/ BEHAVIOR	Interpretive staff should be well trained and qualified to design and conduct interpretive services to maximize the visitor's experience at the museum. The interpretor(s) should exhibit the characteristics of a professional at all times. Evaluation: The interpretor(s) should determine the specific objectives for the position he/she holds. Evaluation of each interpretor's effectiveness should be based on those objectives listed in the job description.
NUMBERS/ YEAR	The interpretor(s) should be aware of the capacity of individual services to support visitation in order to maximize interpretive program/service quality. The interpretor(s) should encourage visitation by diverse groups, and should strive to meet the changing needs and demands of the visiting public. Evaluation: Visitor group size should be adjusted in relation to program effectiveness. The interpretor(s) should be sensitive to visitor response (verbal and non-verbal) during programing, and should modify their interpretive techniques accordingly to maximize effectiveness.
COST/ EFFECTIVENESS	According to Peart (1978), "personal approaches are of higher quality and usually more positively received by the public". Also, "personal services are considered the ideal interpretive medium for reasons of their warmth and flexibility" (Sharpe, 1976). Evaluation: For each biennium, the total staffing costs can be measured against total program costs. $\frac{\text{staffing costs}}{\text{total program costs}}$ The administration will have the responsibility of determining the cost/benefit ratio using this figure.

IMPLEMENTATION AND OPERATIONS

As a component of this interpretive plan for the Maritime Museum complex, some additional operation considerations which have not yet been considered should be noted at this time. Several major items to be taken into account are:

Parking

Based on the projected increase in visitation to the Maritime Museum, it was noted that the existing parking on the museum property would not be sufficient to handle increased visitation and additional parking locations needed to be considered. This is a major concern and should be addressed by the Museum staff and the City of South Haven prior to the development of the new museum building.

A Development Strategy report prepared for the city of South Haven by Real Estate Research Corporation in April 1981 indicated locations for public parking. A copy of the map prepared by RERC showing the proposed parking areas is shown on the next page.

Boat Tours

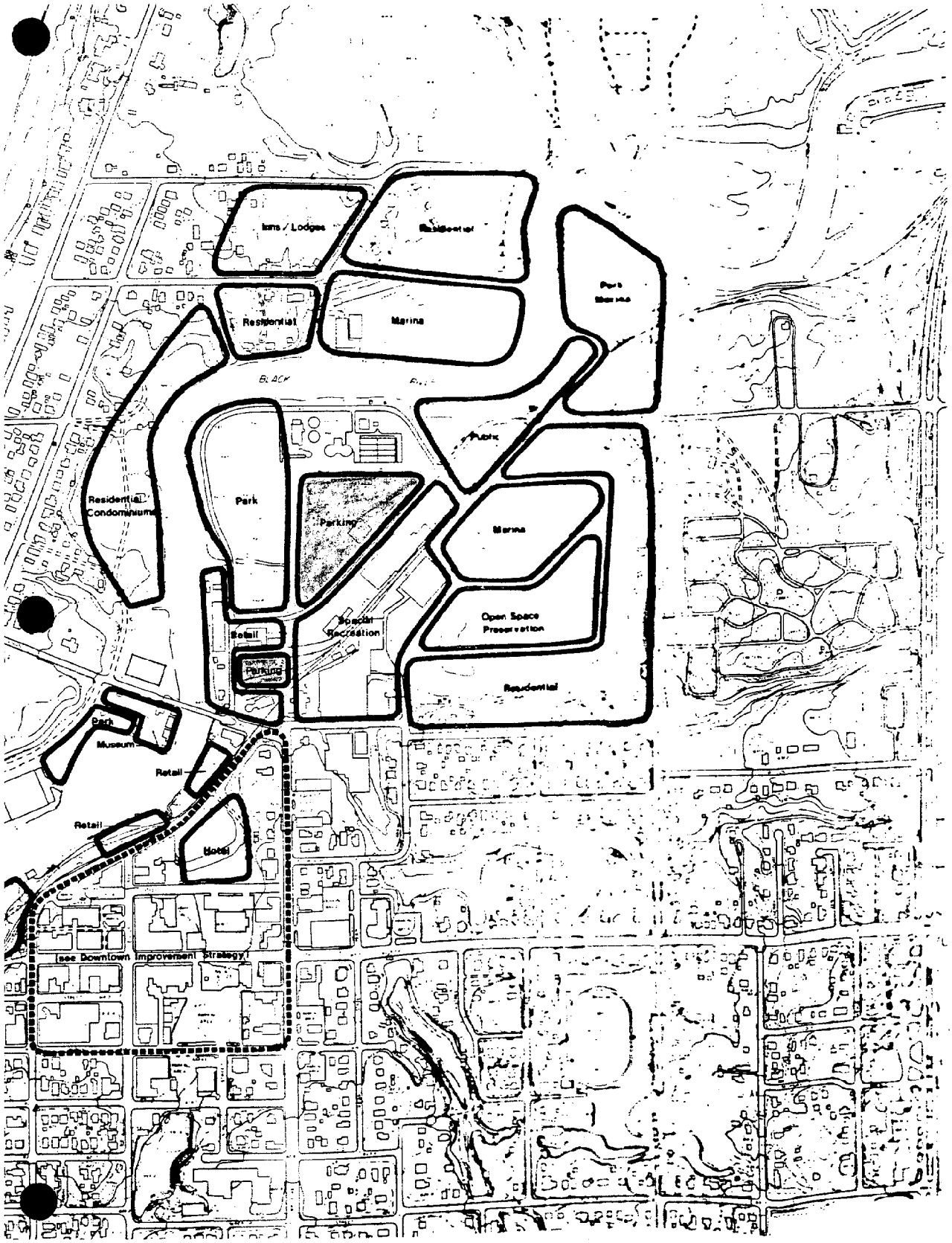
One additional source of revenue for the Maritime Museum could be that of operating boat tours during peak summer months and weekends, using the Pond Net Boat. The actual operation of this boat could be concessioned out to a private operator who could run the tours, paying a percentage of the revenue back to the Maritime Museum (including rental of the museum's boat for the tours). This could bring in several hundred dollars a month in additional funds.

Bus Tours

The Maritime Museum should also investigate working cooperatively with bus tour companies in regard to having bus tours stop at the Maritime Museum complex as part of regular routes/tours. Tour group members could visit the museum at a reduced entrance fee, and potential revenue of about $500-1000 a week could be realized (depending on marketing, willingness of bus tour companies to go to the museum complex, etc.). In addition, arrangements could be made for bus tour groups to eat at local restaurants, and visit other local attractions.

Museum Admission Fee

The museum currently asks for donations for visiting the museum exhibit area. After the new museum is built, it will be desirable to establish some admission fee policy. This could be in association with using a hand stamp, for visitors to pay one fee and visit all of the facilities that are a part of the museum complex.



DEVELOPMENT STRATEGY: Riverfront and Adjacent Areas
City of South Haven, Michigan

Museum Store/Gift Shop

The services of the gift shop can be expanded to include a direct mail catalog, and offer for sale art work from Michigan artists (on consignment) relating to the Maritime Museum theme. The store could also sell a variety of educational materials, museum publications, etc. Revenue from the gift shop could be quite substantial, and it may be worthwhile to have a development/management plan just for the gift shop, to help monitor and direct its growth and role.

Museum Courses

Additional sources of revenue lie in the various courses that the museum offers to the public, such as the boat-building course. The largest part of the revenue generated comes from the actual sale of craft built as a part of the course.

Staff

With the development of new museum facilities, the need for more staff to operate the museum and its programs/services must also be addressed. The Lake Michigan Maritime Museum Administrative Structure flow chart which appears on the next page was developed by museum staff to reflect their staffing needs. More formal job descriptions for each position are provided as Appendix E.

Operating Costs

The operating costs of the new museum complex will greatly increase the museum's budget needs. Expenses could well run over $250,000 per year or higher. This increase in expenses will have to be carefully considered when planning for the development of new facilities, new staffing provisions, and so on. It will become quite necessary to market and promote the museum to increase visitors to the site, and increase revenue. Additional funding sources should be investigated, including exploring and writing for various kinds of development and operational grants. The Maritime Museum may want to consider proposing a bond levy to provide some continued financial support from the city of South Haven as well.

A breakdown of the Maritime Museum's current Capital Assets 1981-82, 1982-83 operating budget, and development plan are presented as Appendix F to this plan.

Implementation Schedule (Recommended)

Based on the new facilities recommended for the new museum complex, and the priorities noted by the Maritime Museum staff, Table 3 is provided showing a suggested implementation schedule. This schedule is easily flexible and can be modified as needed.

LAKE MICHIGAN MARITIME MUSEUM

ADMINISTRATIVE STRUCTURE

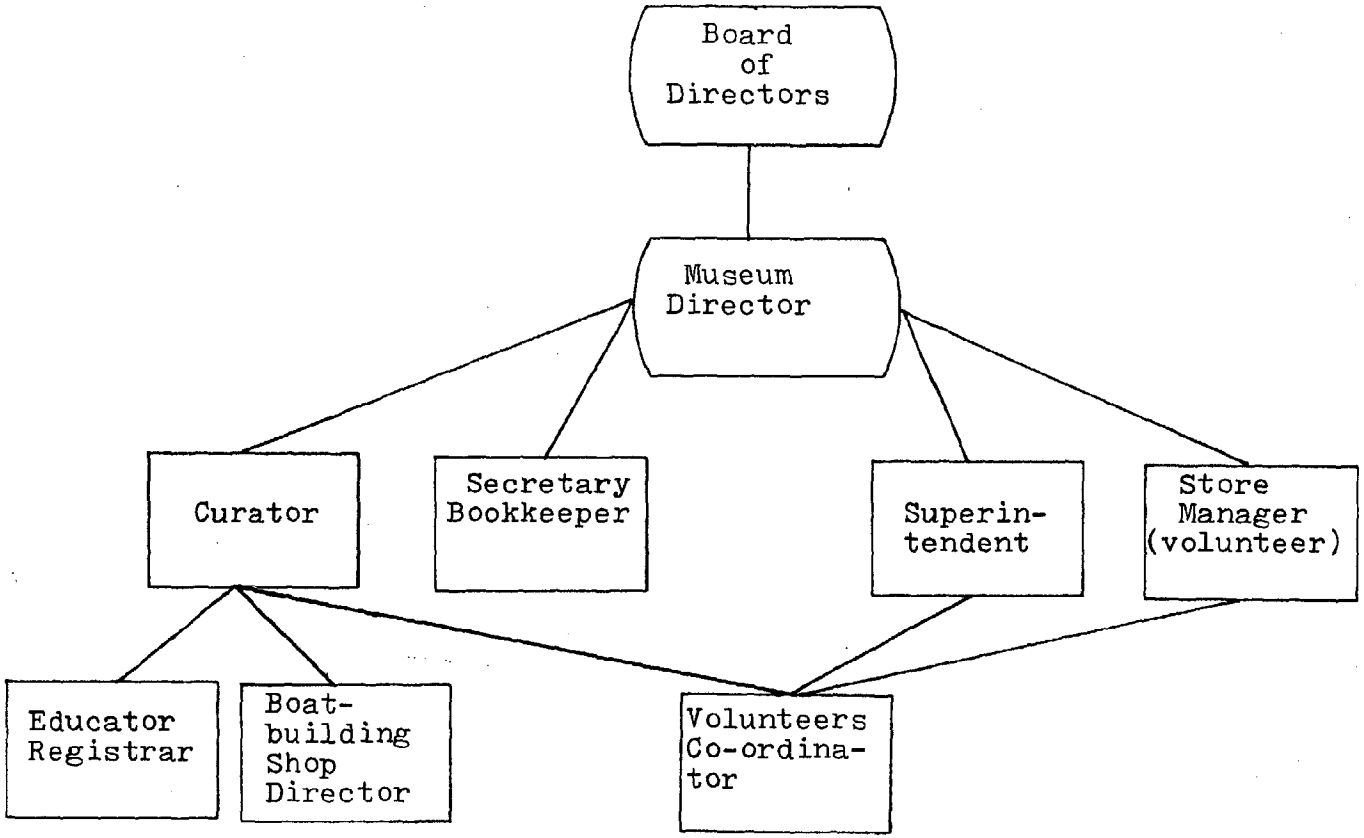


Table 3
Implementation Schedule (Recommended)

	1983	1984	1985
1. Develop a master plan for the new Maritime Museum building.	x		
2. Develop architectural blueprints/ design for the new Museum building.	x	x	
3. Construct new Maritime Museum.		x	x
4. Renovate Jensen Shop Building for use for boatbuilding.	x	x	
5. Explore the use of the train station building as a depository.	x		
6. Explore the use of the McGuire building (second floor) as a library and archive.	x		
7. Develop the Coast Guard interpretation area with the Lifesaving Station building, Watch Tower, etc., including exhibits and building renovation.	x	x	
8. Develop interpretive signage for the boardwalk, and for any artifacts on display on the museum grounds.		x	x
9. Conduct a feasibility study for the development of a depository/ conservation lab facility.	x		

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Additional references and background materials pertaining to maritime heritage and the Maritime Museum were supplied by Lake Michigan Maritime Museum staff during the preparation of this plan.

APPENDICES

APPENDIX A

LAKE MICHIGAN MARITIME MUSEUM ACQUISITIONS POLICY

AND

THE MARITIME MUSEUM GOALS AND OBJECTIVES

APPENDIX B

"INTERPRETATION FOR HANDICAPPED PERSONS"

APPENDIX E

Maritime Museum Staff
Job Descriptions

Duties of the Director

1. To aid the governing board in establishing policy and funding procedures.

2. To plan, organize and staff the Museum.

3. To supervise and/or coordinate (directly or indirectly) the activities of the Museum.

4. To oversee all professional practices of the Museum including; acquisition, preservation, research, interpretation and presentation.

5. To manage the Museum's finances including, budgeting, accounting, purchasing, personnel procedures, salary and fringe benefits, insurance, operation of physical plant, security contracts, taxes, membership, endowment and fund-raising records.

6. To oversee the management of the Museum Store (and perhaps of a food facility in the future).

7. To supervise the maintenance and security of the Museum's collections, buildings,vessels and grounds.

8. To keep informed on all legal aspects of Museum operations and on legislation affecting museums.

9. To oversee all public relations affairs of the Museum: In establishing useful relationships between the public's needs and interests within the context of the Museum's substance and goals.

Duties of the Curator

1. To care for and interpret the Museum's objects and materials.
2. To recommend acquisitions, deaccessions, attributions and authentications.
3. To conduct research on the Museum's collections and to publish material relating to this research.
4. To oversee the activities of the Educator/Registrar.
5. To oversee the planning and construction of the Museum's exhibits.
6. To participate in the writing and publication of the Museum's monthly newsletter.
7. To supervise the direction of the Wooden Boatbuilding Shop.
8. To assist in grant writing and other fund raising activities of the Museum.
9. To aid in the planning and implementation of special Museum activities and events.

Duties of the Volunteers Coordinator

1. To aid in the establishment of a strong Volunteers Association.
2. To oversee all activities undertaken by the Volunteers Association.

Duties of the Educator/Registrar

1. To develop, implement, evaluate and supervise the Museum's educational programs, which may include special exhibitions, demonstrations, classes, tours, films, workshops, school or other outreach programs.

2. To aid in docent/guide training.

3. To research articles for the monthly newsletter.

4. To maintain the Museum's library.

5. To create, orgainize and maintain orderly forms, legal documents, files, and retrieval systems associated with: acquisitions, accessioning, cataloging, loans, insurance and storage pursuant to the care, custody and control of the Museum's collections.

Duties of the Store Manager

1. To oversee all purchasing for the store, within price and item type guidelines set by the governing board.

2. To search for consigned items from area artists and craftsmen.

3. To properly display items for maximum selling potential and maintain regular hours for selling.

4. To advertise (within budget guidelines) during peak activity months and for special events.

5. To maintain complete and proper records of the store's activities i.e. daily ledger, checkbook and to pay all bills and taxes.

Duties of the Secretary/Bookkeeper

1. To maintain orderly files of the records of the Museum's business affairs including: minutes of governing board meetings and correspondence, purchasing, salary and fringe benefits, taxes, contracts,membership and fund raising.
2. To maintain all records of the Museum's fiscal transactions i.e. daily ledgers,checkbooks, and payroll.
3. To prepare monthly financial reports.
4. To type all correspondence reports, minutes, forms and research articles.

Duties of the Superintendent

1. To oversee the maintenance, cleanliness and safety of the Museum's buildings, grounds and vessels.
2. To aid in traffic flow and special security problems during

Duties of the Boatbuilding Shop Director

1. To aid in the planning and implementation of all Shop programming.
2. To supervise all shop personnel.
3. To work with the Volunteer's Coordinator to train docents for public Shop tours.

APPENDIX F

The Maritime Museum
Capital Assets
and
1981-82 and 1982-83 Operating Budget

Capital Assets

Houseboat Museum	$15,000
Evelyn S. Fishtug (floating exhibit)	15,000
River launch Swan	3,000
Trawler Jacoba	10,000
Compromise Stern Boat (under restoration)	1,500
Artifact Collections	8,000
Brass an Teak Building	10,000
Museum Store Inventory	3,000
600 ft. dockage and riverfront property	41,000
U.S. Coast Guard Building (under restoration)	4,000
Total	$105,500

1981-82 Operating Budget
Lake Michigan Maritime Museum

SUPPORT AND REVENUE	Cash	In Kind
Grants	$23,000	$
C.E.T.A.	15,000	
Donations	20,000	
Memberships	10,000	
Admissions	5,000	
Auxiliary Activities	13,000	
Other	2,000	17,000
Total	$ 88,000	$17,000

EXPENSES		
Wages - regular	$ 25,000	$
C.E.T.A. wages	15,000	
Rent	1,000	4,000
Utilities	3,000	0
Management and General		1,000
Membership	1,000	
Printing	1,000	
Postage	1,000	
Promotion	1,000	
Office	2,000	
Legal/accounting	1,000	
Curatorial Activities		
Collections management, research, exhibits		
Professional Services	5,000	5,000
Repairs/maintenance	6,000	5,000
Projects/travel	4,000	
Auxiliary Activities	13,000	2,000
Insurance	4,000	
Interest	1,000	
Capital	3,000	
Total	$ 88,000	$17,000

Development Plan for the Next 12 Months

1982-1983

Capital Developments

1. Complete restoration of the Coast Guard Building and install its exhibits.
2. Install boardwalk and gazebo.
3. Complete landscaping on the Black River Street side.

Financial Development

1. Produce our first Museum Store catalog.
2. Develop private and corporate support.
3. Encourage membership

Education Projects

1. Expand the Wooden Boatbuilding Shop.
2. Present the collection to area schools through an outreach program.
3. Develop direct participation with regard to Festivals.

Acquisitions

1. Program the construction of a Native American Bark canoe as a major addition to the Museum's collections.
2. Encourage individual donations of artifacts.

Community Support

1. Encourage Museum membership.
2. Develop direct participation through our programs, festivals and other activities.
3. Expand volunteerism

Budget for 1982-1983 next page . . .

1982-83 Operating Budget
Lake Michigan Maritime Museum

SUPPORT AND REVENUE	Cash	In Kind
Grants	$28,000	$
C.E.T.A.	16,000	
Donations	30,000	
Memberships	12,000	
Admissions	9,000	
Auxiliary Activities	16,000	
Other	4,000	20,000
Total	$115,000	$20,000

EXPENSES		
Wages - regular	$ 26,000	$
C.E.T.A. wages	16,000	
Rent	1,000	4,000
Utilities	3,000	0
Management and General		1,000
Membership	2,000	1,000
Printing	1,000	
Postage	1,000	
Promotion	2,000	
Office	3,000	
Legal/accounting	2,000	
Curatorial Activities		
Collections management, research, exhibits		
Professional Services	8,000	5,000
Repairs/maintenance	10,000	3,000
Projects/travel	15,000	3,000
Auxiliary Acitvities	13,000	3,000
Insurance	5,000	
Interest	1,000	
Capital	6,000	
Total	$115,000	$20,000

Three Year Development Plan

1983-1986

Capital Development

Buildings - our main focus will be in two areas.

1. To move additional small historic structures onto the grounds to house various sections of the collections.
2. Construction of public restroom facilities.

Grounds -

1. Construct a play area in the section on Black River Street consisting of a boat deck, ship's wheel, anchor, lifeboat etc.
2. Complete the landscaping and parking facilities including: paving of both parking lots and the planting of sizable trees along the bermes.

Education

1. Develop the regional scope of the area we serve.
2. Publish interpretive materials.
3. Include audio-visual materials in the displays and for use in outreach programs.

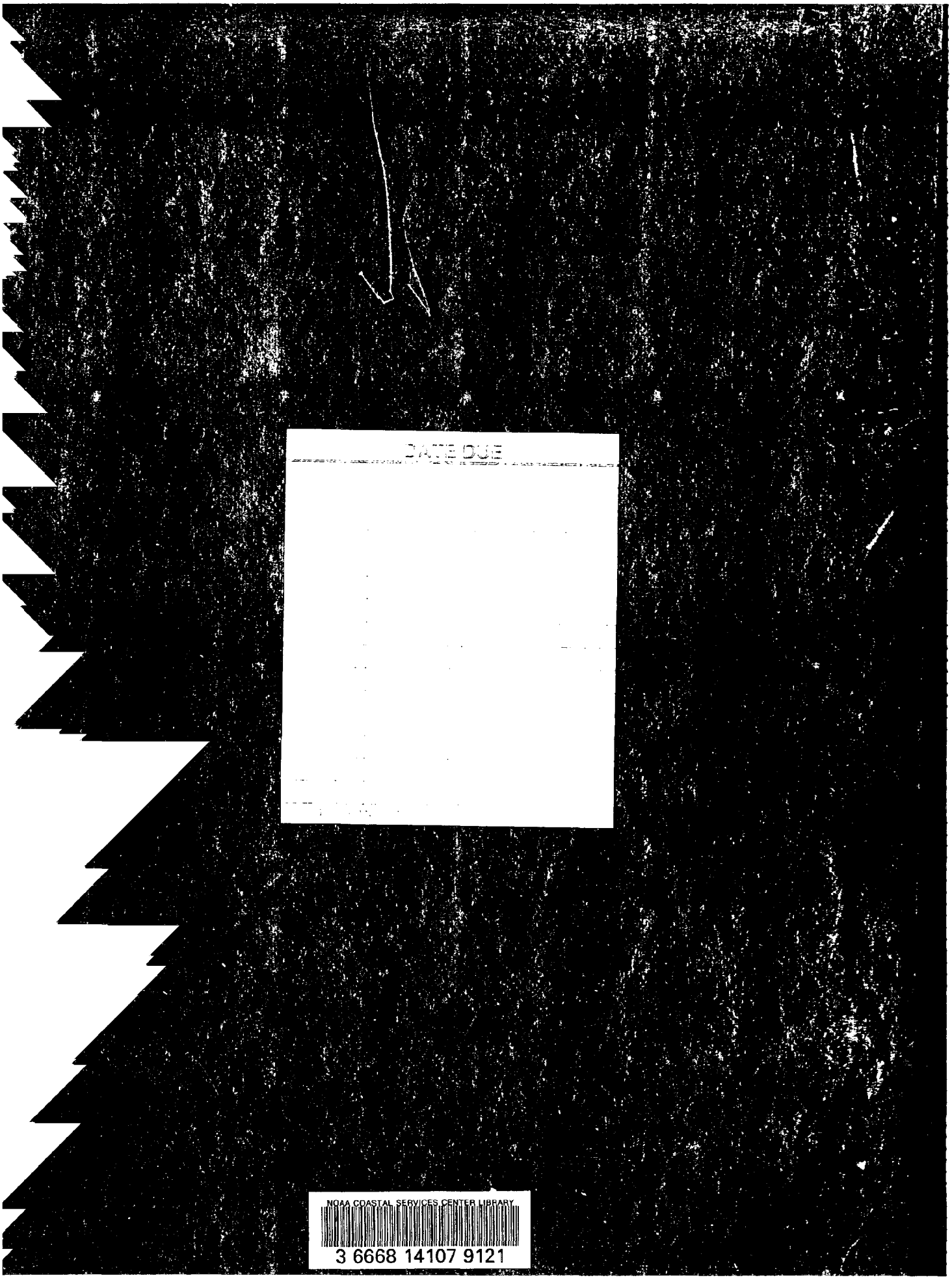
Acquisitions

1. Identify sections within the collections where needed artifacts are missing.
2. Publicize these needs to encourage donations to the collections.
3. Establish an acquisitions fund.
4. Continue to obtain examples of watercraft which depict maritime evolution in the Great Lakes.

Financial Development

1. Establish an endowment fund.
2. Expand the Museum Store facilities.
3. Expand the catalog sales division.
4. Continue always to develop private and corporate funding.

Budgets for 1983-1986 next several pages . . .



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