

Interpretive Plan



Capitol History Gateway



CAPITOL HISTORY
GATEWAY



January 10, 2014

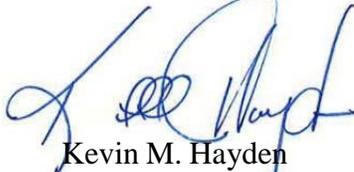
This report, the *Interpretive Plan for the Capitol History Gateway*, is a continuation and refinement of the determined efforts of numerous groups and individuals that have worked since 2005 to use the unique opportunities that exist at the Capitol to connect Oregonians with their history and encourage their participation in the future of our great state.

In September of 2012, the Oregon State Capitol Foundation laid the cornerstone of these efforts with delivery of their *Strategic Plan for Oregon's History Gateway at the State Capitol*. Following the Legislative Administration Committee's approval of the strategic plan, we immediately embarked on a process to develop this interpretive plan, which engaged staff and volunteers from all elements of the Legislative Branch, stakeholders from Oregon's history and heritage organizations, and of course the members of the Oregon State Capitol Foundation. Whether participating in formal focus groups, workshops, one on one conversation, or by providing feedback on ideas and drafts along the way I cannot thank our partners enough for the passion and commitment that were continually demonstrated as this interpretive plan was developed.

Building on the mission and goals outlined in the strategic plan, this document plots the course we intend to steer as we move to implementation. A great deal of work remains to be done; however, this report provides *primary* and *secondary interpretive goals* with associated messages that will allow us to put in place a framework of strategies designed to shape the visitor experience and achieve those goals.

Notwithstanding distractions made up of daily operations, legislative schedule, and the Capitol Master Plan Renovation Project, I am determined to stay focused on the Capitol History Gateway, seeing it through to full implementation. I hope that we continue to have your commitment and support.

Looking to our future and ever mindful of our past,



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Executive Summary

Introduction

The framework for the Capitol History Gateway was developed in the overall *Strategic Plan for the Capitol History Gateway at the State Capitol*, which was completed in 2012. Phase 1 of that framework called for an Interpretive Plan to be developed that would guide the remainder of the project.

An interpretive planning specialist, contracted with by the Legislative Administration, worked extensively throughout the entire process with an internal Project Planning team and stakeholders through meetings, submittals and presentations to develop the plan. The process began with identifying the interpretive program goals and key messages that would drive the remainder of the process. The next step focused on developing the Context Report, which contained profiles of the target audiences, the parameters (constraints) under which the network must be developed and under which it must function, and opportunities afforded by the features in the State Capitol building. The final step focused on developing the plan for a network of interpretive opportunities that would effectively attract and hold target audiences long enough to communicate the key messages, and wayfinding strategies to facilitate the visitor experience.

The Capitol History Gateway Interpretive Experience

The new Capitol History Gateway Interpretive and wayfinding networks focus on providing and facilitating the entire visitor experience from pre-to post-trip, beginning with the **Capitol History Gateway Web Site**. The site contains an array of interpretive, orientation and wayfinding strategies designed to pique interest, provide a basic understanding of the stories and guide potential visitors to the state capitol building. It also contains downloadable versions of all trip planning and interpretive publications.

Upon arrival, wayfinding elements of the new information network will guide visitors to the hub of the Capitol History Gateway, which occupies the east end of the Galleria and Room 148. In the Galleria section they can use a **Self-Serve Orientation Area** provides basic orientation and wayfinding information, publications associated with the Capitol History Gateway and an opportunity to sign of for any tours open to the public on that day. Associated exhibits focus on highlighting the self-guided walking tours to motivate visitors to spend time exploring the visitor areas of the building and the surrounding grounds.

Visitors move from the Self-Serve Orientation Area to view exhibits focused on achieving the Primary Interpretive Goal of the Capitol History Gateway, derived from the Purpose, Core Values, Mission and Goals for the Gateway established in the Strategic Plan, which is to:

Increase participation in Oregon's democracy

To that end, the exhibits focus on communicating the following key messages:

Message 1. The quality of my life has been and continues to be shaped by what happens in Oregon's government.

Message 2. It is people [like me] that make a difference by shaping history in ways that make a difference in the quality of life we [I] enjoy.

Message 3. It is easy to get involved in Oregon's democracy.

With the exception of the exhibits in the window cases along the hallway adjacent to the Galleria, all exhibits are movable to maintain flexibility for using that space periodically for other functions, and to move the exhibits to other locations if and when the building is closed for remodeling.

Exhibits adjacent to the doorway to Room 148 will be designed to motivate visitors to engage in the interpretive opportunities located in that room. Those exhibits focus on achieving the secondary goal of the Capitol History Gateway, also derived from the Strategic Plan, which is to:

Increase interest in Oregon's history, and especially in the history of government

To that end, the exhibits focus on communicating the following key messages:

Message 4: Oregon has long been a fertile ground for ideas and innovation, resulting in groundbreaking achievements that affect people within and outside the state.

Message 5: It is important and of value for you [me] to know Oregon's history.

Message 6: You can discover stories of the past by 'reading' it in the world around you.

As the 'Gateway' to other attractions involved in preserving and communicating Oregon's history, Room 148 will also provide opportunities for visitors to find historical attractions in the part of Oregon in which they live. Hopefully, increased interest in Oregon's history will result in an increase in motivation to participate in Oregon's democracy.

Self-guided tours begin at the Capitol History Gateway and encompass all the primary visitor areas within the building, Capitol Park and Willson Park. The Tower Tour remains a guided tour opportunity.

To upgrade the experience for school groups on field trips, the Legislative Administration will seek to develop partnerships with educators to develop strategies that focus on better preparation of students prior to arrival, and a tour that is more consistent with the needs of the educators and the goals of the Capitol History Gateway.

Next Step

Development of the Capitol History Gateway web site and the new exhibits for the window cases were initiated prior to completion of the plan, and will be completed in 2014. Following approval of the plan, a designer will be retained to design additional high priority elements of the Capitol History Gateway.

Introduction

Project Background

The Oregon State Capitol is one of Oregon's premier tourism destinations, attracting nearly 200,000 visitors annually, from school tours and special interest groups to international travelers. The State Capitol Building is also a significant historical site. History has been and continues to be made in this building, and its architecture, public art and historical artifacts and spaces can be used to make that history come to life and to tell the story of democracy in Oregon. To that end, the State Legislature passed bills to authorize and provide the funds to develop a History 'Center' in the building with its primary mission to "*ignite belief and stimulate involvement in Oregon's democracy.*" The 'center,' as envisioned, is not intended to tell the story of the history of Oregon in detail. Rather it is envisioned as a *Gateway* to pique interest in Oregon's history with the intent of motivating visitors to learn more about our government while in the building, and to send them to visit other sites that tell other chapters of the Oregon Story when they leave. Although a physical space may be dedicated to the Capitol History Gateway, it is not envisioned as a single space, but rather as the entire building and what it contains.

The framework for the Capitol History Gateway was developed in the overall *Strategic Plan for the Capitol History Gateway at the State Capitol*, which was completed in 2012. Phase 1 of that framework called for an Interpretive Plan to be developed that would guide the remainder of the project.

Information Network Approach

In today's world people have a very limited amount of time and virtually unlimited options for spending that time, which makes it a highly valued currency. Interpretive opportunities are market products, with the cost measured in time. To compete successfully for a visitor's attention requires offering information that is of value to that person at as low a 'cost' as possible, with cost measured in time and effort. That is why the number of people reading interpretive panels increases with the use of visuals (higher promise of benefit at lower cost), limited text (reduces perception of and actual 'cost' in terms of time and effort), and application of a myriad of other factors that contribute to the perception of a good benefit to cost ratio.

In general, people prefer to make choices on engaging and staying engaged in interpretive opportunities in small increments (if I like this sign I will read the next one; if I like this exhibit I will look at the next one; and so on). A commitment at the beginning of an interpretive experience to stay engaged throughout, such as to read *all* the signs or view *all* the exhibits, is rare. We have all experienced this when reading books. We choose them based on an expectation that we will find a particular benefit we seek (entertainment, mental stimulation, etc.) at a particular 'cost' related to difficulty. If the book does not provide the desired benefit, or it is too hard to read (higher cost) we often quit reading.

Successfully communicating a multi-faceted extensive story or set of stories, which is the case in this project, usually requires a series of opportunities arranged in a network, beginning with

ones that are highly visible, attract attention and do not require a significant amount of time and effort, and then moving to opportunities that provide more detail on different aspects of the story. A book is a good example of an information network approach . The story that the author wants people to engage in is contained in the chapters, but to motivate people to start reading the book designers use a cover to attract attention so people see and pick up the book, a back cover to entice them to open the book, excerpts and other information on flyleaves to motivate them to start reading chapter one, and so on. Books are designed this way because it matches the process people use to choose and use information.

An interpretive network should be designed the same way, especially when competing with a vast array of other opportunities. Highly visible, low effort and interesting strategies, such as interpretive panels, in or adjacent to areas already frequented by the target audiences (so additional cost in time to access the panel is minimized) should be used to hook people into the story and motivate the reader to want more. Successive levels of information, providing more detail and requiring more time and effort such as a set of exhibits, should build off the first level. Additional levels would offer the option of more detail. This is the approach used in developing the Interpretive Network Concept for the Capitol History Gateway. In this situation, the exhibits in the Visitor Center and window cases will comprise the initial level of information. The self-guided and guided tours, which take more time (cost), are they key strategies in the next level of information. Additional detail will be offered on the web site.

Interpretive Goals and Messages

Background

The goals and associated messages that will guide development of the interpretive network were derived directly from the Strategic Plan. Specifically, they were derived from the approved Purpose, Core Values, Mission and Goals presented in that plan:

Purpose (from Strategic Plan)

“Oregon’s History Gateway at the State Capitol will serve as a lens through which thousands and thousands of visitors can examine and clarify their understanding of the relationship of the State Capitol to The Oregon Story.”

Core Values (from Strategic Plan)

- Feature our State Capitol as “The People’s Building”
- Educate people
- Preserve the past
- Showcase individuals and events
- Reflect our diversity
- Demonstrate the worth of remembering what has gone before

Mission (from Strategic Plan)

“Ignite belief and stimulate involvement in Oregon’s democracy.”

State Capitol History Gateway (SCHG) Goals (from Strategic Plan)

SCHG Goal One: Visitors will be welcomed by easy access to exceptional historical interpretation and programming that connect the Oregon State Capitol to the Oregon Story.

SCHG Goal Two: Oregon’s History Gateway will connect citizens to compelling history resources that can illuminate their State Capitol experience and the Oregon Story.

SCHG Goal Three: Oregon’s History Gateway at the State Capitol will have strong, solid operating agreements with clearly defined roles and responsibilities.

Primary Interpretive Goal and Associated Messages

Working from the mandates of the Strategic Plan, the following was identified as the primary goal for the interpretive network:

Increase participation in Oregon's democracy

The range of involvement of in Oregon's democracy for those visiting the capitol will include every level from running for office to those who don't vote. Rather than identifying a specific level of involvement to be achieved, the program will focus on motivating each visitor to increase his or her level of participation.

Associated messages to communicate in the interpretive program

For people to be willing to participate in Oregon's democracy they have to believe the following key points:

Message 1. The quality of my life has been and continues to be shaped by what happens in Oregon's government.

Message 2. It is people [like me] that make a difference by shaping history in ways that make a difference in the quality of life we [I] enjoy.

Message 3. It is easy to get involved in Oregon's democracy.

Discussion

Basically, if people do not value government and what government is doing according to their value system (which should be reflected in their lifestyle), they are not likely to take any action. They also have to believe that their actions can have impact.

To foster the belief in impact, the interpretive program must show how people from *all* walks of life and cultural backgrounds have made a difference in Oregon's past, present and future through involvement in Oregon's democracy so every visitor will find someone represented that he or she can identify with. To create the perception that the impact will be of value to that person, the interpretive program must connect in some way with the beliefs, values and goals of people from differing backgrounds and cultural heritage. Finally, the easier it seems to get involved, the more likely someone will do so.

Desired Outcomes

Specific quantifiable Desired Outcomes associated with this goal include, but are not limited to, the following:

1. An increase in the percentage of visitors who know their State Representative and Senator (facilitates involvement).
2. An increase in the percentage of visitors who are aware of the role they can play in getting a bill in front of the legislature.

3. *An increase in the willingness of visitors to increase their level of involvement in Oregon's democracy. (This would be measured using a Likert-type scale on a pre- and post-implementation survey).
4. An increase in the percentage of visitors who perceive that they can have an impact through the democratic process.
5. An increase in the percentage of visitors who can identify 3 ways in which government has directly influenced their quality of life.

**We actually want an increase in participation, but that is difficult to test and so is not as useful as a desired outcome.*

Secondary Interpretive Goal and Associated Messages

As an important state historical site with significant attraction power located in the center of Salem, the Capitol History Gateway can function as a hub of a network of interpretive opportunities focused on Oregon's history, especially as it relates to government. In other words, it can function as a 'gateway' to Oregon's history by capitalizing on interest generated through telling the story of the history of Oregon's government to send people to other sites in Salem area to learn more. The additional effort in developing the interpretive program for the State Capitol is minimal, but the return could be significant. It could strengthen partnerships with other organizations involved in interpreting Oregon's history and help foster an interest in preserving that history, which could lead to support for preserving evidence (artifacts) of our history, including the State Capitol Building and many of the artifacts it contains. With that in mind the following has been identified as a secondary goal for the interpretive network:

***Increase interest in Oregon's history, and especially
in the history of government***

The range of interest for those visiting the capitol will include every level from those who have no interest and are not coming to learn anything to those who are already an enthusiast. Rather than identifying a specific level of interest to be achieved or a minimum of additional actions related to history, the program will focus on motivating each visitor to go beyond what they were planning or willing to do in regards to learning about Oregon's government or history when they entered the doors.

Messages to communicate in the interpretive program

One way to increase interest is to increase the pride in the state. To that end, the interpretive program will communicate the following message:

Message 4: Oregon has long been a fertile ground for ideas and innovation, resulting in groundbreaking achievements that affect people within and outside the state.

Another approach to generating interest is to foster the belief that knowing their history is of value in their lives. To that end the interpretive program will communicate the following message:

Message 5: It is important and of value for you [me] to know Oregon's history.

A good approach for generating interest by children in any aspect of their world is for them to understand the following point:

Message 6: You can discover stories of the past by 'reading' it in the world around you.

Discussion

Communicating **Message 4**, focused on the groundbreaking achievements of the state, will foster a geocentric view that is a basis for taking pride in Oregon, which may lead to an increased sense of value for the state and consequently more interest in the government. It may also cause people to re-consider ideas that they may have discarded as being far-fetched. Good storylines include passing the Bottle Bill and establishing the beach as belonging to the public.

Communicating **Message 5**, on the importance of valuing history, should increase a sense of value in preserving history and its artifacts, such as the Capitol Building. Ideally, the supporting stories would answer the questions: "Why is it important for a resident to know the history of the state?" "Why would it be valuable for visitors to continue their education into Oregon's history by visiting other historic sites?" and "What is valuable about knowing your cultural heritage?" The answers must reflect the value system of the target audiences.

Message 6, focusing on the connection between what we see and experience in our daily lives and past events, is often a focal point for getting children interested in history by making them 'detectives of the landscape.' Good storylines include the architecture of the Capitol Building reflecting the social context of the time in which it was built; the old promenade to the West reflecting the original orientation of the Capitol building, and reflecting a time period when the river was the major highway; and the seam in the concrete reflecting the reinforcing of the dome after an earthquake.

Desired Outcomes

Specific quantifiable Desired Outcomes associated with this secondary goal include, but are not limited to, the following:

1. An increase in the percentage of visitors expressing significant interest in the Oregon Story (this will require a pre-implementation survey to use as a baseline).
2. An increase in the number of visitors taking part in multiple interpretive opportunities in the Capitol building within a single visit.
3. An increase in the percentage of visitors who engage in interpretive opportunities within State Capitol State Park during or as a result of a trip to the Capitol.
4. An increase in the number of people who return, and/or bring family and friends specifically to participate in the interpretive opportunities.

Additional desired outcomes associated with this interpretive goal will be identified during this phase of the planning process through soliciting additional input from stakeholders and others involved with developing the plan.

Note: *It is likely that if we are successful in achieving this goal, other organizations and historic sites will experience positive impacts in terms of more visitation and support in the form of memberships, donations and volunteers.*

Information Network

Introduction

The proposed information network is based on accomplishing two tasks:

1. Providing wayfinding and orientation information necessary to facilitate a positive visitor experience at the Capitol History Gateway
2. Communicate the key messages as a means of achieving the goals identified for the Capitol History Gateway.

The network is tailored to the characteristics of the key audiences that need to be reached to achieve those goals and the context in which the interpretation must. That context includes the parameters (constraints) imposed by the situation, infrastructure, and other factors, and the opportunities created by visible features. Relevant information on target audiences, parameters and opportunities can be found in Appendix A.

This section is organized into the following key parts:

- An overview of the concept
- The basic experience for independent travelers following implementation of the recommended interpretive strategies
- A summary of the strategies necessary to support that experience
- The basic experience for students on field trips
- A summary of the strategies necessary to support that experience
- Changes to infrastructure and use patterns necessary to support the recommended experiences
- Priority for implementation
- Cost Range Estimates

Overview of Interpretive Network Concept

Independent Travelers

The concept has three major components, reflecting the three major stages of a visit - pre visit, on-site experience and post-visit. Strategies associated with the pre-trip experience are located on-line, or, in the case of field trips, in a Teacher's Packet (which can also be accessed on-line). The pre-visit strategies are designed to both inspire a visit to the State Capitol building and to facilitate such a trip. For the independent traveler, the inspiration or motivation has to come from visuals, 'didjacks' and other information immediately available when opening the Capitol History Gateway Web Site. Trip planning information, downloadable guides and interpretive strategies that provide an overview of the experience and the key stories will be a click away through links. For those who can't come, a Virtual Tour and other opportunities will be available. For teachers, the motivation to take their class on a field trip has to come from recognizing an experience that meshes with and supports their goal of achieving state standards established for children in the grade level they teach.

With the exception of the Tower Tour, the future on-site experience for everyone takes place on the 1st and 2nd floors of the building. Visitor opportunities are concentrated primarily in the Galleria and adjacent areas, with the physical part of the Capitol History Gateway as the hub of those experiences. Visitors also have the opportunity to take a guided Tower Tour and to explore the first and second floor of the old building and the surrounding grounds on a Self-Guided Walking Tour or by simply engaging in interpretive opportunities offered primarily through electronic and print media. Interpretive opportunities within the network are offered using an array of different media, including exhibits, print media, video, digital, and personal strategies such as living history, guided tours and a roving interpreter.

The desired post-visit experience for independent travelers includes visits to other attractions related to Oregon history and/or government and additional information gathering regarding Oregon's democracy. To that end, information will be offered within the on-site experience to make people aware of other attractions and inspire and facilitate visits to those sites. Although visitors who used the web site prior to a visit may already be aware of the additional links on the site to other sources of information, multiple opportunities within the network will suggest going back to the web site for additional information.

School Groups

The on-site experience for school groups will still consist primarily of Guided Tours, but with a pre-visit experience that will provide an overview of the stories and a reminder of the rules of conduct. To that end, the Teacher's Packet will include the Field Trip Introductory Video and pre-trip activities - tied to the curriculum - that will help students understand what they see when on-site. The tours themselves will be modified to focus on communicating the key messages identified for the interpretive network and to incorporate the use of social media. The Teacher's Packet will also contain post-trip activities designed to reinforce the key messages. The Teacher's Packet and tours, which will be developed in partnership with educators, will initially target 4th grade students. If that proves successful, similar strategies for other grade levels will be considered.

Overview of Wayfinding Network Concept

The Capitol History Gateway will provide visitor experience's in the Galleria section of the new building and in the 1st and 2nd floors of the old building. This area does not present significant wayfinding challenges other than the following:

- Directing arriving visitors to restrooms, orientation and wayfinding information, and the Capitol History Gateway;
- Directing visitors to the Cafeteria.
- Ensuring that visitors know their general location within Visitor Areas in the old part of the building.
- Directing visitors to the area behind the Senate Chamber on the second floor and back to the main visitor areas. This will be especially important when the Legislature is in session if visitors cannot go back through the Senate Chambers.

1. Initial direction to restrooms, orientation information and the Capitol History Gateway.

The initial task of guiding visitors to these areas will be accomplished using directional signage, visible to the arriving visitor before reading that Information Kiosk, indicating the location of the restrooms in the Galleria, the Visitor Center/Capitol History Gateway and the **Self-Serve Orientation Area**. This directional information will most likely be suspended from the ceiling of the Galleria, hanging low enough to be visible to visitors entering through the north doors.

2. Directing visitors to the cafeteria.

No additional signage is recommended at this time to direct visitors to the cafeteria. It will be a major destination noted on the simple Visitor Map.

3. Orienting visitors to location within the building.

Visitors are not likely to have much trouble finding their way in the Visitor areas of the old building. However, it may be advantageous to provide information that helps them understand their location relative to interpretive opportunities. This will be addressed in part in the design of the strategies for the Walking Tours. Electronic versions can be designed with a locator map. Publications can address the issue by providing images of the surroundings reflecting each major section of the Visitor Area. For example, the section for the House Chambers and lobby would have an image of the area with the note that "If you can see these features, you are in the House Chambers lobby." Also, interpretive information associated with each feature will include an inset map showing its location. As an option, to be considered if these strategies are not successful, is to develop small panels with maps indicating a visitor's location ("You are Here") and put one in the Senate Lobby, House Lobby, and in the area just outside the hallway that accesses the memorial rooms behind the Senate Chambers. They could also be added to the Galleria and Room 148 to help visitors orient themselves within the building.

4. Wayfinding associated with the area behind the Senate Chambers.

This will be addressed in the electronic and written strategies associated with the Walking Tours and on the Visitor Map. No additional signage is anticipated. Fixed wayfinding information will be necessary in the landing at the south end of the hallway accessing the memorial rooms to help visitors find their way back to the main visitor areas.

Basic Experience: Independent Traveler

The description of the basic experience for independent travelers is organized by the stage of the experience - pre-visit, arrival, primary experience, departure and post-visit. The interpretive strategies used within each stage include a brief description. The full design concept is in a separate section.

Pre-Visit

Potential visitors to the State Capitol will access the **Capitol History Gateway Website** where they can download the following:

- A simple **Visitor Map** that includes the visitor areas of the building and the surrounding grounds.
- **Self-Guided Walking Tours Guide.** This publication provides orientation, wayfinding, and interpretive information for the self-guided walking tours.
- **Walking Tours Application.** This is a download for mobile electronic devices, such as cell phones and Ipads.
- **Audio Tour.** The same tour in an audio format for use on an Ipad or similar device. It would include an associated map.
- **State Capitol Discovery Guide.** This publication, geared to children and families, encourages users to 'detect' the stories of the cultural landscape by answering questions that require finding and viewing a feature.
- **State Capitol Visit Trip Planner.** This publication contains suggested itineraries that include a menu of suggestions for experiencing the State Capitol, expanded itineraries that include local associated experiences and information on upcoming events.
- **Special Events.** The web site would market and provide information on upcoming events independent of including such information in the Trip Planner.
- **Introductory Video.** This short video provides an overview of the key stories told within the interpretive network, using features within the building and grounds as vehicles to tell the stories.
- **Virtual Tour.** This tour is more extensive than the Introductory Video. It offers a series of short programs focused on different areas/features of the capitol and grounds to communicate the key stories and messages.

In addition, links on the home page will access the websites of attractions listed in the suggested itineraries in the State Capitol Visit Trip Planner so visitors can get additional information about those sites to help them plan a visit to Salem. Links on the home page also access more detailed information for visitors to expand their understanding of Oregon's democracy and how to get involved.

Arrival Experience

Current Experience

The focus of an arrival experience is on:

1. answering the typical immediate visitor questions , such as, "Where are the restrooms?" "Where can I get a map?" "Where is the cafeteria?" and "What can I do here?"
2. Making it easy for visitors to take care of basic needs - finding and using the restroom and planning their visit, which includes scheduling a Guided Tour if so inclined.

The current orientation maps on podiums at each entrance are not effective and detract from the overall experience, especially the experience of those entering from the north. In general, fixed orientation maps are not effective because people cannot remember specific aspects of the map upon leaving. The best (and essentially only) option at this time for information is the Information Kiosk, which functions effectively when visitors can see and approach the counter and when the visitor load does not require standing in line. However, this area can become quite congested, obscuring the kiosk from view and making it difficult to move through the passageway. In addition, restroom signs are not clearly visible from any vantage point on the approach to the Information Kiosk or when standing at the counter to ask questions, which significantly increases the number of people who must ask a question to find the location of the restrooms or wander around until they find the facilities.

New Experience

The following actions will reduce congestion:

- Remove the existing podiums at each entry, which opens up the sight lines to the Information Kiosk and enhances the initial rotunda experience;
- Change the words above the Information Kiosk from 'Information,' to '*Visitor Information.*'
- Add clearly visible signs directing visitors to the restrooms in the Galleria (it is the closest location where the Men's and Women's restroom are in the same location). This is addressed in this plan with a sign of some sort located in the Galleria so it can be seen above the Information Kiosk from either direction.
- Offer an opportunity for visitors to *easily* access orientation information without a stop at the Information Kiosk. This is accomplished with the Self-Serve Orientation area.
- Use movable stanchions with a rope between to create short barriers at the front and back of the kiosk to designate an area for people with questions. This will help keep the front and back of the kiosk free from people who gather in groups to talk, blocking the view and increasing the difficulty to access to the kiosk.
- Move the entry to the Gift Store to the Galleria side and enclose the existing entry and associated wall in glass. This will provide display opportunities while eliminating congestion due to traffic flow in and out of the gift store.
- Do not allow displays of any kind in the main traffic corridors on either side of the Information Kiosk.

With those changes, visitors entering the State Capitol from the north immediately feel the grandeur of the old building as they stand at the edge of the rotunda, surrounded by awe-inspiring elements - the inside of the dome, the seal, the murals, and the classic architectural

features in marble and travertine. Looking for restrooms, a map, and/or where to go next, they immediately see and are drawn to the **Information Kiosk** because it is clearly within their field of vision. As they near the kiosk they have visual access to directional signage indicating the location of the restrooms in the Galleria and to a banner or similar strategy that indicates that the Visitor Center/Capitol History Gateway is located in the east part of the space. The view also includes a component that clearly indicates a **Self-Serve Orientation Area**, which gives visitors the option of proceeding to that area rather than engaging with the Visitor Services staff / volunteer, helping to alleviate congestion and the need to wait in line on days when the area is crowded with visitors.

Visitors accessing the building through the south entry will have immediate visual access to the **Information Kiosk**, directional signage for the restrooms associated with the Galleria and the banner identifying the Visitor Center/Capitol History Gateway. The **Self-Serve Orientation Area** will be immediately accessible as they move into the Galleria.

The following strategies are located in the Self-Serve Orientation Area:

- A **Guided Tour Information Board**, or some other easily updatable strategy, with information on the guided tours for the day, including the schedule, whether a tour is full, where to go to sign up, and where to gather for the tour. Ideally, this would be electronic so it could be updated remotely.
- Information on upcoming **Special Events**.
- An opportunity to access the **Capitol History Gateway Website** using a personal mobile device.
- A simple **Visitor Map** of the visitor areas of the building and the surrounding grounds.
- **Pathway of Discovery Exhibit**. This exhibit is designed to pique interest in taking a self-guided walking tour.
- **Can You Find Me?** exhibit. This exhibit, associated with or integrated into the Pathway of Discovery exhibit, is designed to pique a child's or family's interest in finding intriguing features and learning their stories through the State Capitol Discovery Guide.

Figure 1 on the following page depicts one possible layout of exhibits in the Capitol History Gateway. Figures, 2, 3 and 4 provide different perspective views of how the Galleria section of the Capitol History Gateway could look. The sketches depict the general location of the Self-Service Orientation area in the center of the visitor section, a close view of one type of exhibit that could be used, how a historic voting booth might look within the exhibits, and the location of the large monitor adjacent to the entry to Room 148 that will contain donor information as well as content related to the Capitol History Gateway.

Note: *Additional directional elements and a Self Serve Orientation Area are not a replacement for the Information Kiosk. Due to the constraints imposed by the layout of the building, this is the most effective location for a visitor information station. If visible, it immediately identifies an information source. The staff immediately makes it more welcoming than a sign with an arrow indicating that information is somewhere else. The intent of adding those elements is to make it easier for all visitors, regardless of the level of congestion, and regardless of their inclination to interact with staff or volunteers (or lack thereof), to easily obtain what they need at the beginning of their experience.*

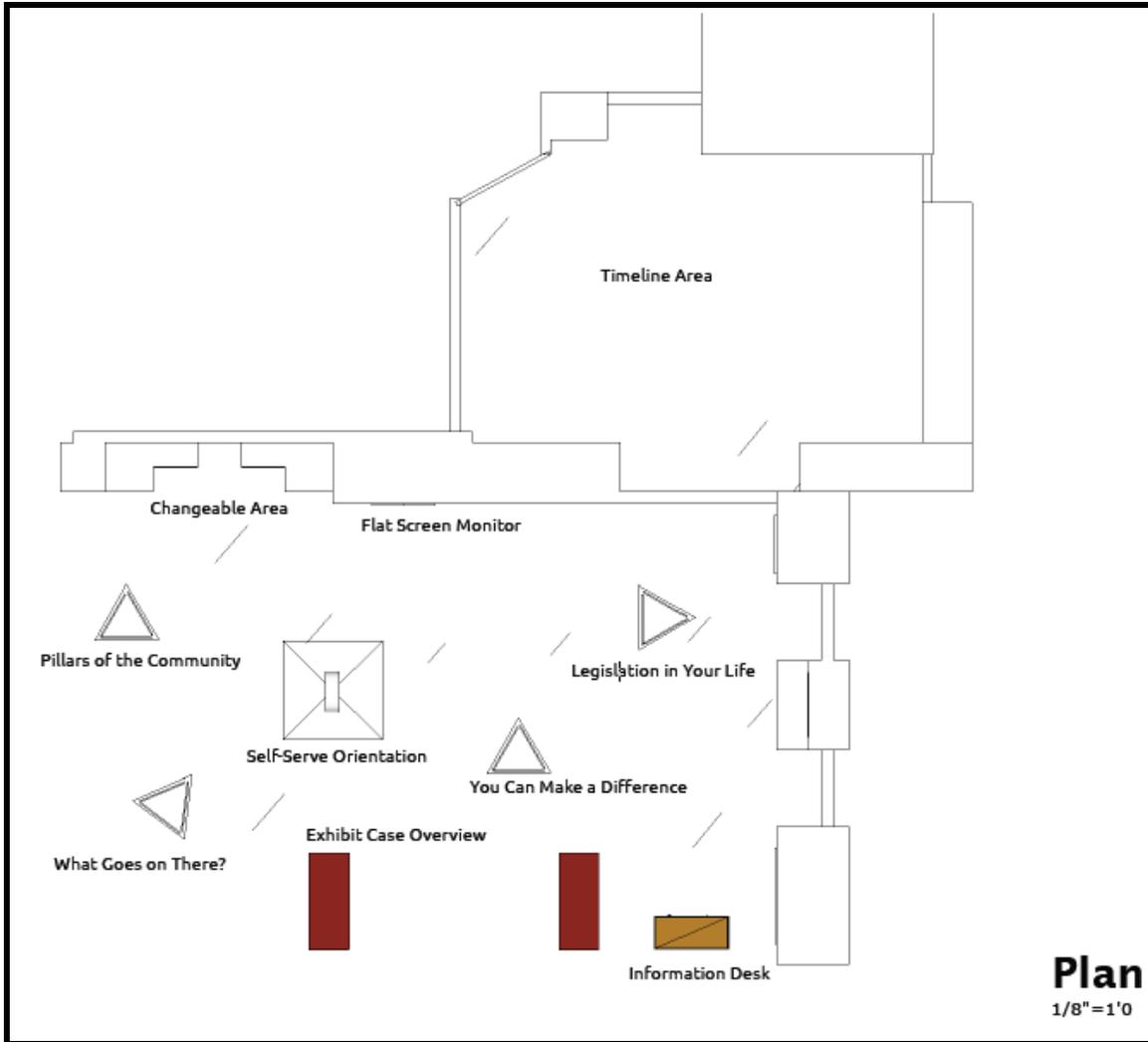


Figure 1: One possible layout of exhibits in the Capitol History Gateway. The brown shaded areas represent the pillars. The Exhibit Case Overview is an optional element, located on the pillars, which would draw attention to the Window Case Exhibits if necessary.

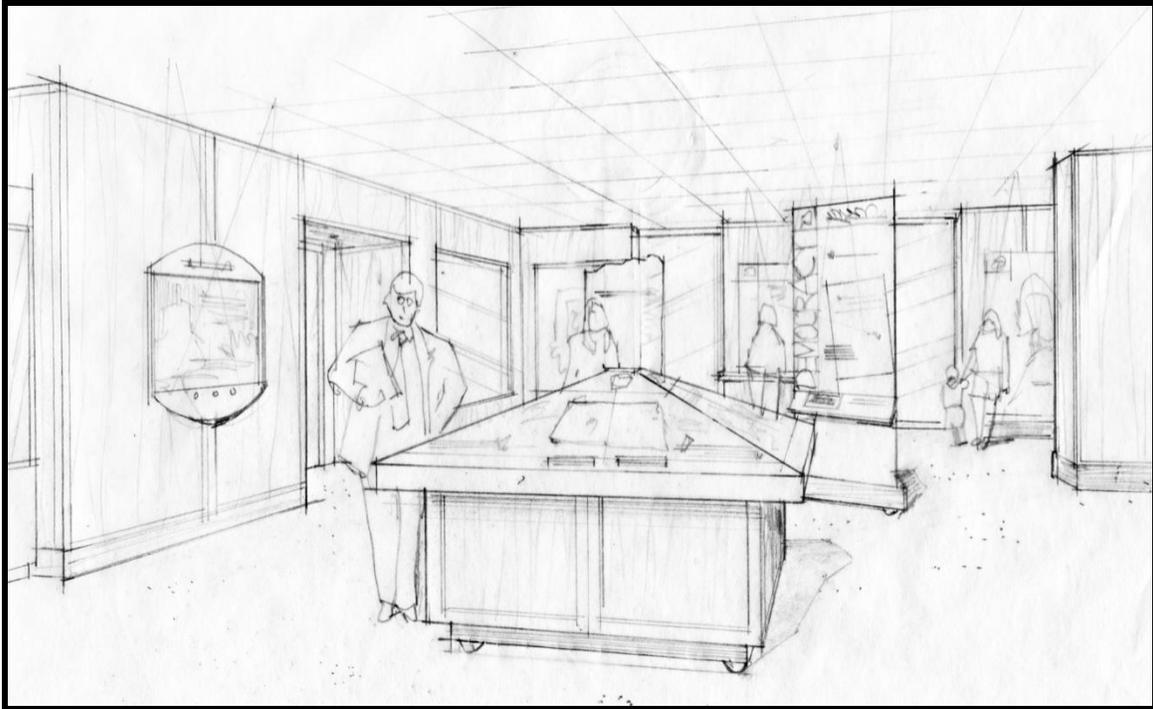


Figure 2: Galleria section of the Capitol History Gateway showing Self-Serve Orientation Area and monitor next to Room 148 doorway.

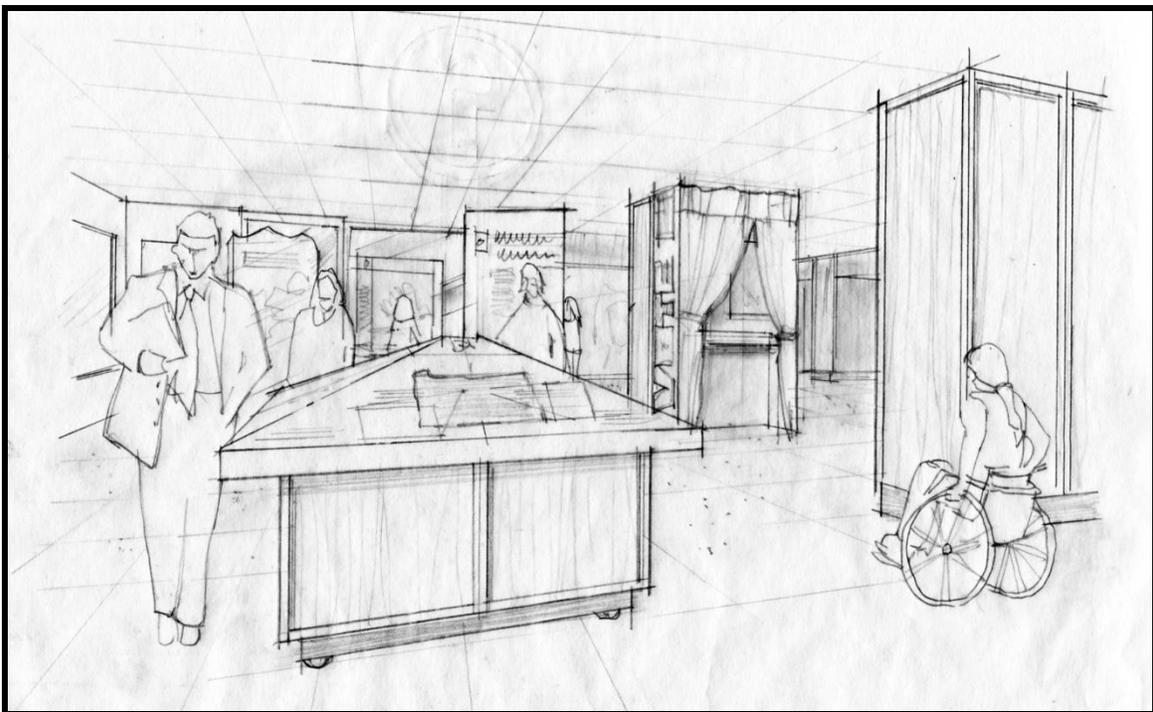


Figure 3: Galleria section of the Capitol History Gateway showing Self-Serve Orientation Area with historical voting booth as part of an exhibit.

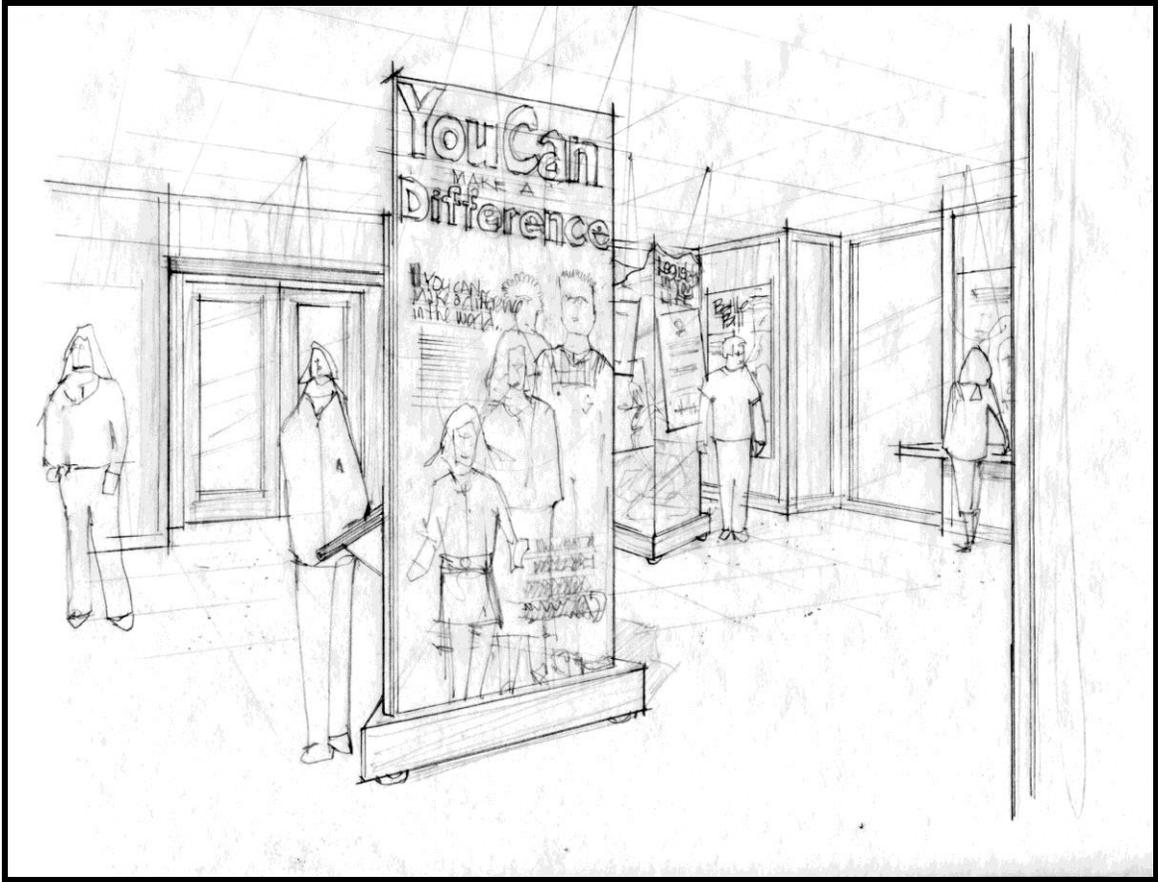


Figure 4: Galleria section of the Capitol History Gateway

Interpretive Experience Overall

Current Experience

Easily accessible interpretive opportunities are currently limited to the following:

- Exhibits in the window cases
- Exhibits hanging on the pillars in the Galleria
- An assortment of objects in glass cases
- Pictures on the wall of the Galleria.

Visitors also have the option of taking the Tower Tour, which includes the following exhibits located on the fifth floor:

- An image of the golden pioneer welcoming them to the tour.
- A pictorial presentation of the building of the golden pioneer
- A pictorial presentation of the process of putting the statue in place and gilding it.
- A 2-D section of the Golden Pioneer (foot to knee), to scale, to help visitors understand the size of the statue.

Some of the existing opportunities in the Galleria are not always easily accessible when the legislature is in session because the space is filled with people. Visitors do have the option of a self-guided walking tour, organized by area and supported by a walking tour brochure that is more informational than interpretive.

The lack of a museum, the limited number of interpretive opportunities, the lack of prominence in terms of exhibit location, the antiquated type of medium of the major interpretive element (objects and text panels behind glass) and other factors contribute to the impression that visitors are not a high priority. Many office and other working buildings have information kiosks very similar in size, location and appearance to the one in the capitol. Consequently, that visual does not counteract the overall impression that visitors are not a high priority. That will change with the addition of the Capitol History Gateway.

New Experience - Galleria

In the future, after using the restrooms, obtaining a map and having questions answered either at the **Visitor Information Kiosk** or **Self-Serve Orientation Area**, visitors begin their primary interpretive experience in the section of the Capitol History Gateway in the east side of the Galleria. The space itself has an open feeling, but is separated from the south hallway and major north-south transit corridor by rope barriers hanging between moveable stanchions. This helps prevent people cutting through the area on their way somewhere else. The help desk could be moved to the west side of the Galleria to free up more space, but it is not a necessity. If it remains, it should be moved closer to the south passageway, and roped off with the same type of barrier used to delineate the Visitor Center. The overflow viewing area and the copy area in the corner have been eliminated with the result that the entire space is dedicated to serving visitors. The wall and doors between the Galleria and Room 148, the other part of the Capitol History Gateway, are glass, providing an enticing view of the interpretive opportunities in that room. The exhibits in the Galleria are designed and arranged so those with tall elements are primarily along the east wall and those with short elements are nearer the main corridors. The

goal is for people traversing the corridors to catch a glimpse of most of the exhibits rather than looking at the back of exhibits. All exhibits are movable so the space can be altered to accommodate large gatherings at events.

Exhibits in the Galleria focus on communicating the key messages associated with the Primary Goal of motivating Oregonians to get involved in Oregon's democracy, and encouraging visitors to explore the capitol building and grounds. To that end, the exhibits reflect how legislation has affected quality of life in Oregon, that regular people (not just career politicians) can have significant impact on what happens in government by getting involved in Oregon's Democracy, and that it is easy to get involved. The following potential exhibits reflect the focus of this area. Not all are necessary or can fit. The final set of exhibits recommended for this space will depend on future decisions regarding other uses of this area, and on decisions affecting opportunities in other parts of the network.

- **The Face of Oregon Today.** This set of clearly visible graphic panels that are of the same type of design as the murals in the rotunda, but they are smaller and reflect the cultural diversity of Oregon today.
- **Pillars of the Community.** These are life size images of people, mounted on the pillars facing the Galleria, with an intriguing heading and a caption identifying the role of that person in a piece of legislation that improved the quality of life for Oregonians.
- **Legislation in Your Life.** This exhibit uses existing legislation to communicate the idea that what happens in this building affects the quality of life of Oregonians.
- **You can Make a Difference.** This exhibit would focus on people from different walks of life who had an impact by getting involved in Oregon's democracy.
- **Getting Involved.** This exhibit highlights the array of possible ways people can get involved in Oregon's democracy.
- **Changeable/Traveling Exhibit.** This space would be used for an exhibit developed by other history related attractions, such as the Willamette Heritage Center at the Mill, and for traveling exhibits associated with the key stories.
- **Roving Interpreter.** This is a trained interpreter who would engage visitors in conversation regarding particular exhibits, answer questions, etc.
- **Living History.** During special events, a person dressed in period costume would be engaging in an activity associated with Oregon's democracy.
- **Window Case Exhibits.** The focus of this changeable exhibit will always be on communicating the key messages. An associated element, located in the Galleria, would pique a visitor's interest in the window case exhibits.

The exhibit(s) on the wall to the left of the entry to Room 148 would be designed to attract visitors into that area and to transition from a focus on legislation to a focus on history. The following are possible exhibits.

- **Oregon - land of Innovation.** This is an overview exhibit of ideas that were born in Oregon and spread to other parts of the United States and the world.
- **Why Salem? Why This Design? And other Cool Facts about your State Capitol.** This is an overview exhibit that uses images and didjacks to pique interest.

New Experience: Capitol History Gateway Room (Room 148)

At any point during their experience in the Galleria, visitors can enter the Room 148, which is visible from the Galleria through a glass wall and door. An electronic display outside the room indicates the schedule for the day, including times it is reserved for school groups. The focus of the exhibits in this room is on the secondary goal for the Capitol History Gateway - to increase interest in Oregon's history. The room will contain the following exhibits:

- **Oregon: Ever-changing and Moving Forward.** This exhibit, covering the walls of the room, is a Time Line Exhibit and the Capitol Building Exhibit combined. One approach to that exhibit is depicted in figure 5.
- **Where Can I Find Out More?** The primary part of this exhibit is a computer or similar device where visitors can enter where they live in Oregon (or are visiting), and call up a listing with visuals of Oregon history attractions in that area.
- **Capitol History Gateway Introductory Video.** This is the same video available on the website.

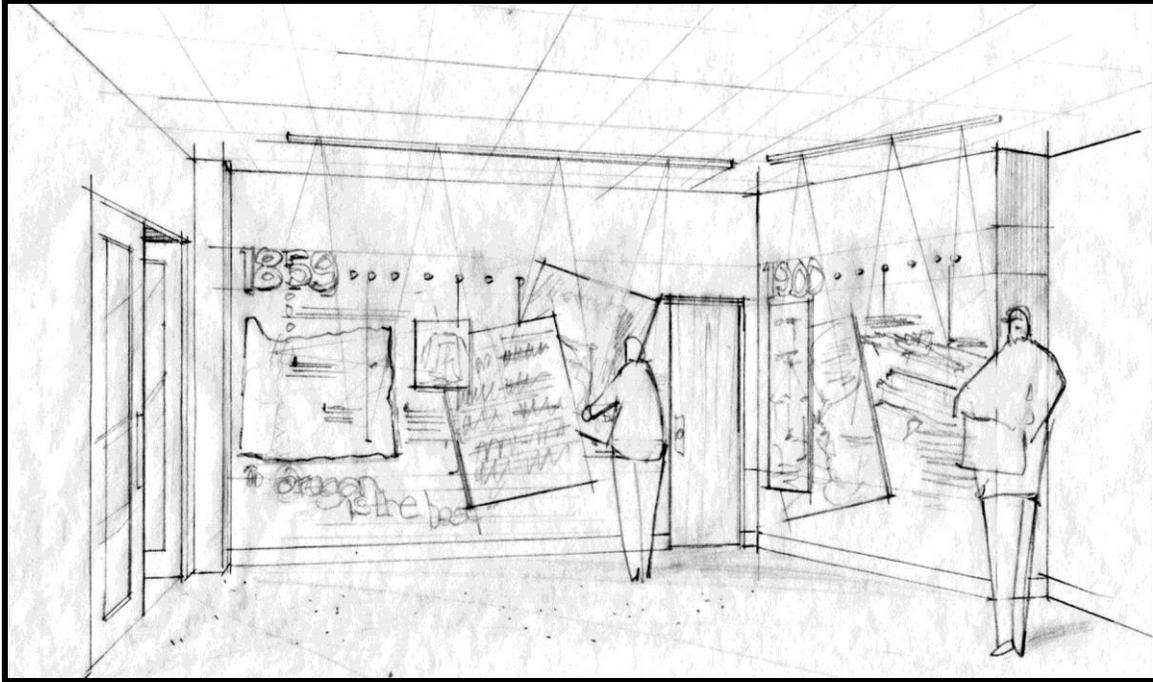


Figure 5: A possible design for the Time line exhibit in Room 148

New Experience: Guided Tours (for independent travelers)

The tours will be re-designed to communicate the key messages and concepts identified for the Capitol History Gateway. This would be accomplished by developing an **Information Sourcebook for Tour Guides** that lists all potential features that could be included on the tour and examples of stories that could be told using that feature that communicate the key messages.

New Experience: Self-Guided Walking Tours

All Self-Guided Walking Tours originate in the Capitol History Gateway area. The basic tour would include interpretive features in the most accessible sections of the first and second floor of the original building. Longer tours include the visitor areas behind the Senate chamber and interpretive features within State Capitol State Park. The information will be offered in the following strategies:

- Self-Guided Walking Tours Guide
- Walking Tours Application
- Audio Tour
- State Capitol Discovery Guide
- QR codes, Voiceye codes or similar strategy

In addition to items interpreted in those strategies, the following exhibits and opportunities will be located along the route:

- **Senate Exhibit.** This exhibit focuses on the Senate's role in our government and provides an opportunity for visitors to send a message to their senator. Since this was the location of the teletype machines that were indispensable at one point in history, an exhibit focusing on the evolution of the use of technology in maintaining open lines of communication could be included.
- **House Exhibit.** This would be the same type of exhibit as the one for the Senate, but focusing on members of the House. The teletype machine element could be used in either location.
- **Exhibits in the three memorial spaces behind the Senate Chamber.** These already exist, but ideally could be modified, perhaps by the addition of interpretive materials, to better communicate the key messages.
- **Debate Exhibit.** An electronic digital device, located in the space adjacent to the north side of the first floor of the Senate Chamber when the legislature is not in session, would allow visitors to view short videos focusing on specific pieces of legislation.
- **Photo Opportunity.** The actual nature of the opportunity will need to be determined, but creating an opportunity for a picture standing next to a replica of the Golden Pioneer, and one standing next to the Governor, should be considered. The technique could involve an actual scale model of the Golden Pioneer and/or a hologram or some other device that supplies the image of the pioneer or governor.

Note: The current rock and mineral display space will continue to be used for that purpose.

Existing and New Experience: Special Events

Some events already mesh with the intent of the Capitol History Gateway, such as the unveiling of the Window Case exhibits and celebration of the building's 75th birthday. Temporary exhibits, presentations and other such strategies should be added to such events to create opportunities to communicate the key messages. In addition, new events should be considered, such as historical reenactments, a celebration/honoring of the passage of a particular bill, etc. Criteria for evaluating potential special events will be developed to ensure that the events sponsored by the Capitol History Gateway help achieve its Mission and Goals.

Departure Experience

Ideally visitors will come back by the Gift Shop and purchase items that facilitate extended interpretation of the key stories, such as books and other publications, and/or mementos of their visit.

Post Visit

Ideally, after departing, the visitor will visit other attractions that focus on a chapter of Oregon history, especially ones in their area. At home they can go to the Capitol History Gateway Website to access links to additional information regarding what might have piqued their interest. This should include a link to connect with their representative or senator.

Changes to Infrastructure and Use Patterns

The following changes to infrastructure and use patterns are necessary to create the visitor experiences described:

1. Remove the podiums with orientation maps and directories at both main entries.
2. Designate Room 148 exclusively as part of the new Capitol History Gateway. It may occasionally be used as one of the staging areas for school groups when the legislature is in session.
3. Designate the east side of the Galleria as part of the new Capitol History Gateway. Enclose the Gateway area with some type of barrier that is easily movable and not visually intrusive. Ideally this would be a visitor area whether the legislature is in session or not. However, future decisions may necessitate using this space for other purposes when the legislature is in session. If that is the case, exhibits would be moved to other locations in the building, sent out as traveling exhibits, or stored during that time.
4. Remove the copy area (machines and walls) and overflow viewing area from the east side of the Galleria.
5. Either move the help desk to the west side of the Galleria or locate it closer to the south passageway and rope off that area.
6. When the legislature is in session, create a designated space for visitors approaching either end of the Information Kiosk using movable stanchions and barriers that are not visually intrusive.
7. Demarcate the walkway to the restrooms in the Galleria, when the legislature is in session, with some type of barrier that is easily movable and not visually intrusive.
8. Replace the existing wall and door between the Galleria and Room 148 with a glass wall and door.
9. Designate the space behind the roll-up windows on the second floor lobbies associated with Rooms 243 and 257 for Capitol History Gateway exhibits and remodel those spaces for appropriate exhibit lighting and a medium level of security for artifacts.
10. Establish staging areas as a high priority for Rooms 257 and 243 when the legislature is in session for use by students on field trips.
11. Move the entry to the Gift Store to the south wall of the store so it is accessed through the west end of the Galleria, and replace the west wall with glass.

Note: *A gift shop can be an asset to an interpretive experience if it sells items that allow for extended learning or mementos of a visit help call up information about the capitol and recollections of a positive experience, which helps with social selling. Visitors to an attraction like the State Capitol building expect an opportunity to purchase a memento. It is also part of a*

classic experience for families and a tool for parents to motivate kids to behave. As long as it does not sell items that parents don't want their kids to buy and has items that support the visitor experience in some way, there really are no down sides to a gift shop from an interpretive perspective. As for location, to be an integral part of the experience (and maximize profit) a gift store has to be located along the exit path. The current location is as close to the exit path as possible given the layout of the building.

Strategies and Design Concepts

This section contains a summary list and design concepts for the recommended strategies. They are concepts, not designs, and are included only to provide a starting place for a designer. The section is organized by the type of information delivery strategy used.

Summary of Strategies: Independent Traveler Experience

The experience described for independent travelers will include the following strategies:

Publications

- Self-Guided Walking Tours Guide
- State Capitol Discovery Guide
- State Capitol Visit Trip Planner
- Simple Visitor Map of the visitor areas of the State Capitol building

Audiovisual elements

- Introductory Video
- Virtual Tour

Electronic / digital media

- Website
- Walking Tours Application
- QR codes or similar strategy for accessing electronic information
- Audio Tour
- 'Where Can I Find Out More?' Interactive
- Digital screen outside the Senate Chamber

Possible Exhibits

- **The Face of Oregon Today.** A set of graphic panels, arranged around the Galleria, reflecting the cultural diversity of Oregon today.
- **Pillars of the Community.** Life size images of people on the pillars (historic photos) with focusing on the role of that person in a piece of legislation that improved the quality of life for Oregonians.
- **Legislation in Your Life.** An exhibit focusing on legislation that affects most Oregonians to communicate the idea that what happens in this building affects the quality of life of Oregonians.
- **You can Make a Difference.** An exhibit focusing on people from different walks of life who had an impact by getting involved in Oregon's democracy.
- **Getting Involved.** An exhibit highlighting visible evidence of people getting involved in Oregon's democracy.
- **Changeable/Traveling Exhibit.** An exhibit developed by other history related attractions.
- **Window Case Exhibits.**
- **Oregon - land of Innovation.** An overview of exhibit of ideas that were born in Oregon and spread to other parts of the United States and the world.

- **Why Salem? Why This Design? And other Cool Facts about your State Capitol.** An overview exhibit featuring images and didjacks to pique a visitor's interest to attract them into Room 148.
- **Oregon: Ever-changing and Moving Forward.** An exhibit, covering the walls of the Room 148, that uses a time line to chronicle Oregon's history, with an element that highlights the history of the capitol building and one that highlights innovations from Oregon.
- **Senate Exhibit.** An exhibit located in the Senate Gallery lobby focusing on the workings of the Senate. It includes an element that depicts where the Senate plays a role in the pathway from idea to law.
- **House Exhibit.** An exhibit located in the House Gallery lobby focusing on the workings of the House. It includes an element that depicts where the House plays a role in the pathway from idea to law.
- **Exhibits in the rooms behind the Senate Chambers.**
- **Golden Pioneer Exhibits.** These are sets of visuals focusing primarily on the creation of the sculpture and putting it in place.

Personal Interpretation

- **Living History.** Historic figure engaged in activities associated with a particular piece of legislation.
- **Special Events.** These would likely include presentations as well as temporary exhibits.
- **Roving Interpreter.**
- **Guided tours.**

Other Opportunities

- Photo opportunity
- Items from the Gift Store related to the visitor experience

Design Concepts: Publications

This section contains design concepts for the Self-Guided Walking Tours Guide, the Discovery Guide, the Trip Planning Guide and the simple Visitor Map.

Self-Guided Walking Tour Guide, Audio Tour and Application

Objectives

After taking part in the tour, visitors will:

- Be inspired to get involved in Oregon's democracy
- Be inspired to learn more about Oregon's history
- Know the key messages

Key Messages

- All the key messages should be included.

The Tours

This set of tours are laid out in part based on time required and allowances for weather, and in part on a logical progression through the building. The longest tour encompasses the entire History Pathway called for in the Strategic Plan. The basic tour starts from the Capitol History Gateway (the Galleria and Room 148) and proceeds to the Rotunda, up the west stairs to the House Chambers Lobby, along the walkway past the Governor's Ceremonial Office to the Senate Chambers Lobby and back to the Rotunda. The extended tour would continue out the front door and proceed in either a clockwise or counterclockwise loop around the capitol building. Side trips include the following:

- A loop beginning and ending in the Rotunda that takes in the Rock and Mineral Display and the State Treasurer's Office
- A loop beginning and ending in the Senate Chambers Lobby that takes a visitor to the areas behind the Senate Chambers
- A loop beginning and ending in the front of the building taking in the Capitol Mall

The route and interpretive information will be available in a publication, a Walking Tour Application, and an Audio Tour. The following are design concepts for the individual strategies.

Design Concept: Publication

The Guide should be organized to follow specific routes through specific sections, and the sections should be in the logical order for people to take the tour. Features highlighted in each area will either be used to help communicate the key messages or answer questions likely to be asked due to the prominence of the feature regardless of whether they have a strong tie to stories that communicate the messages. The challenge is to find a way to tell the stories to reinforce one or more of the key messages. However, just sending the message that "the Capitol Building is a fun place to visit" is acceptable because it adds to the attraction power through social selling, which in turn creates opportunities to reach more people.

Examples of features to include, by area:

Rotunda

- Each of the murals

- The seal, including all the individual symbols
- The dome and associated symbols
- The contrast between new and old (it is important to present the old part of the capitol building as 'historic' and reflective of a past era because it is not particularly warm and friendly, and the murals do not reflect the diversity of cultures in present day Oregon.

House Lobby

- House Chambers
- Mural in the House Chambers
- Names around the top of the House Chambers (focusing on individuals who made a difference by getting involved in Oregon's democracy)
- Portrait of Governor McCall and symbolic images
- House exhibit

Walkway

- Governor's Ceremonial office
- Portraits of Governors (focusing on how they began their careers in politics)
- Mail chute
- Elevator doors
- Historic phone booth

Senate Lobby

- Senate Chambers
- Mural in the Senate Chambers
- Names around the top of the Senate Chambers (focusing on individuals who made a difference by getting involved in Oregon's democracy)
- Senate exhibit
- Area for viewing Hearings (focusing on public involvement)

Outdoors: Front

- Friezes
- Public gathering area in the Capitol Mall (focusing on public involvement)
- Design and layout of the Capitol Mall (patterned after Washington D.C.)
- Golden Pioneer

Capitol Park

- Statue of McLaughlin
- Statue of Circuit Rider
- Remains of columns from previous capitol building
- Memorial to Jason Lee

Outdoors: back of building

- Willamette University (origins of Salem and influence on location of state capital)

Willson Park

- Walk of flags

- Flags of the Indian Nations
- Replica Liberty Bell (focus on the idea that people of this country have fought for the right to be involved in government)

Design Concept: Walking Tours Application

The Walking Tour Application is a download for mobile electronic devices, such as cell phones and Ipads. The basic approach to such tours is to provide a map showing the tour route with pins identifying locations with interpretive information. A person viewing the map can see their location in relation to interpretive features and can click on the symbol to access the information, which is located on a website (rather than a stand-alone application). That information can be presented in a variety of formats including narration, oral histories, videos, historic photos, illustrations and anything else that can be put on a website. Note that QR codes or a similar strategy will also be used to access the same web pages from the same sites, so the only additional investment is the time to create and put up the QR codes. The redundancy simply provides another opportunity to capture viewers.

***Note:** The current Oral History Project could be used to gather information for the tour by asking specific questions that relate to the features / stories being interpreted.*

Design Concept: Audio Tour

The audio tour is a download for an Ipod or similar device. The 'play list' would be organized by area, such as the Rotunda 'album,' with a track for each item interpreted. The accompanying map would identify the area and the features to be interpreted using a numbering system corresponding to the tracks. For example, R-1 would be feature #1 in the Rotunda.

State Capitol Discovery Guide (Including electronic version)

Objectives

After taking part in this opportunity, visitors will:

- Be inspired to get involved in Oregon's democracy
- Be inspired to learn more about Oregon's history
- Know the key messages

Key Messages

All the key messages should be included. However, it should highlight:

Message 6: You can discover stories of the past by 'reading' it in the world around you.

Design Concept: Publication

This publication, geared to children and families, encourages users to 'detect' the stories of the cultural landscape by answering questions that require viewing a feature. It is essentially a visual scavenger hunt. For example, a question could be posed requiring looking at a specific mural. The question would be followed by a hint on where to look. Answers would be in another section of the guide along with a tidbit of interesting information associated with the key messages to be communicated. The content would have to be organized by the main visitor areas - Rotunda, Senate Lobby, House Lobby, walkway past the Governor's Ceremonial Office (it could include the office), and the surrounding grounds. The clues would have to be visual. One

option is to provide a check list with two columns. The user can put a check in one column if they find the feature in the exhibits and the second column when they find it in the building or on the grounds. This might encourage the user to view the exhibits.

Design Concept: Electronic Version

This version is used on cell phones or similar devices. It simply depicts the image along with a location (area) finder in a corner. A QR code or some other type of signal located at the feature can congratulate the user and provide the interpretive story. This version can include videos, images, graphics, and any other audio or visual strategies to bring the story to life.

State Capitol Trip Planner

Objectives

After taking part in this opportunity, visitors will:

- Be inspired to visit the State Capitol
- Feel comfortable in their ability to plan a trip
- Know what opportunities are fully accessible
- Have contact information
- Be aware that Salem contains a lot of related historical attractions
- Be motivated to include at least one other historical attraction in their visit

Design Concept

This publication contains basic trip planning information such as hours of operation, contact information, where to park and other useful trip planning information. It also contains a menu of suggested itineraries for experiencing the State Capitol based on time available and weather, and a menu of possible itineraries encompassing other historical sites and attractions in the Salem area, especially the Willamette Heritage Center.

Visitor Map

Objectives

After taking part in this opportunity, visitors will:

- Feel comfortable in their ability to navigate the visitor areas of the State Capitol building and the surrounding grounds, to find the restrooms and the cafeteria, and to find the interpretive opportunities.

Design Concept

This should be a simple map covering just the visitor areas. Features that are key parts of a visitor experience should be highlighted, including restrooms, visitor information, cafeteria, gift shop and the Capitol History Gateway.

Design Concepts: Digital, Electronic and Audiovisual Strategies

This section contains design concepts for the Capitol History Gateway Website, the Introductory Video and the Virtual Tour. The Audio Tour and Walking Tour Application are simply electronic versions of the walking tour, which is described under publications.

Capitol History Gateway Website

Objectives

After visitors initially interact with this opportunity they will:

- Be inspired to get involved in Oregon's democracy
- Be inspired to learn more about Oregon's history
- Be inspired to visit the State Capitol building
- Be aware of the information available on the site for facilitating a visit and for follow up information
- Be able to plan a trip
- Be aware of ADA access and opportunities for those with impairments.

Design Concept

The site will be located on the main Legislative Administration site, so the basic structure of the site has already been determined. Some users may already be planning a trip to the Capitol building or the Capitol History Gateway and simply want trip planning information. However, the site should be designed under the assumption that a visitor to the website is simply thinking about a possible trip. With that in mind, the success of the site will be based on first marketing the experience and then facilitating that experience. Specifically, it must accomplish the following:

1. A visitor immediately getting information that increases his or her interest in making a visit.
2. A visitor having immediate and easy access to probable questions, such as, "What is there to do there?" "How do I get there?" "How long does it take?" and "When is the best time to visit?" In other words, navigation must be simple and links should be labeled as a visitor would label them.

Anything not associated with a visit should only appear on the home page as a link. The following key elements should be considered:

- Images on the home page of visitors to the State Capitol having a good time, such as enjoying the view from the terrace below the Golden Pioneer.
- A link, entitled "What you can do at the capitol " or something similar, located very close to that image. It should access a visual array of visitors enjoying different aspects of a visit.
- Another link, also accessible from the array of images, accessing suggested itineraries for a trip to the capitol and one to the Salem area focusing on historical attractions (a 'gateway' link).
- A link to downloadable versions of the Trip Planning Guide, Discovery Guide and Self-Guided Walking Tours Guide.

- A link to contact information.
- The Virtual Tour and Capitol History Gateway Introductory Video both easily accessible.

In addition, links on the home page will access the websites of attractions listed in the suggested itineraries in the State Capitol Visit Trip Planner so visitors can get additional information about those sites to help them plan a visit to Salem. Additional links will access detailed information on different aspects of government or Oregon history. Those should be restricted primarily to links to avoid detracting from highlighting information that will motivate viewers to visit and facilitating such a trip.

History Gateway Introductory Video

Objectives

After interacting with this opportunity, visitors will:

- Be inspired to get involved in Oregon's democracy
- Be inspired to learn more about Oregon's history
- Be inspired to visit the capitol building.
- Have an overview of the key stories related to the capitol and Oregon's democracy.

Key Messages

- All the key messages should be woven into the video.

Design Concept

This is not an orientation to the building, but rather functions as an Executive Summary of the stories being told in the interpretive network. It differs from the Virtual Tour both in depth and length. The Virtual Tour is designed for people who may not be able to visit the capitol. The Introductory Video is designed to provide a framework for understanding the stories and to whet a potential visitor's appetite for a visit. Given the key messages, it has to focus on the importance of people getting involved in Oregon's democracy, while at the same time providing teasers regarding interesting facets of the building to encourage visitors to visit the Capitol History Gateway and take a self-guided and/or guided tour. The video should be no longer than 3 minutes, preferably around 2 minutes. One possible concept is to start with the men who got involved by voting for which country Oregon would belong to, introducing the idea that Oregonians decide what Oregon is going to do. That could be followed by stories of people getting involved that are also connected to a feature at the capitol building or grounds.

Virtual Tour

Objectives

After interacting with this opportunity, visitors will:

- Be inspired to get involved in Oregon's democracy
- Be inspired to learn more about Oregon's history
- Be inspired to visit the capitol building

Key Messages

- All the key messages should be woven into the video.

Design Concept

This tour is more extensive than the Introductory Video. It offers a series of short programs focused on different areas/features of the capitol and grounds to communicate the key stories and messages. The short segments avoid requiring the visitor to commit a long chunk of time to watching the entire video in one sitting. Although anyone can use the Virtual Tour, it is especially useful for people who cannot come to the building and for 'armchair travelers.' The intent of the video is not to tour the capitol building and grounds, but rather to use such a tour to communicate the key messages. It can and should have historical information intertwined, but with the intent of answering likely visitor questions in such a way as to inspire viewers to visit. It should not duplicate the guided tour, but should follow the same general template.

Design Concepts: Exhibits

Note: This does not contain design concepts for the following exhibits that can be accessed while on the Tower Tour because they already exist:

- *An image of the golden pioneer welcoming visitors to the tour.*
- *A pictorial presentation of the building of the golden pioneer*
- *A pictorial presentation of the process of putting the statue in place and gilding it.*
- *A 2-D section of the Golden Pioneer (foot to knee), to scale, to help visitors understand the size of the statue.*

Pathway of Discovery

Location

Galleria section of the Capitol History Gateway, in the Self-Serve Orientation Area

Objectives

After taking part in this opportunity, visitors will:

- Be inspired to take the Walking Tour

Key Messages

The purpose of the exhibit is primarily to motivate visitors to take the walking tour and does not have to be driven by the Capitol History Gateway Messages. It should be driven by the message "The Walking Tour is really interesting and a lot of fun!"

Design Concept

This exhibit is designed to pique interest in taking The Self-Guided Walking Tour. It uses floor plans as backdrops for images highlighting stops along the tour routes. The images show visitors engaging in an opportunity, such as standing on the floor of the Senate looking up at the mural in front; standing on the terrace at the base of the Golden Pioneer and looking out over the Capitol Mall; taking a break in the cafe; checking out the statue of the Circuit Rider on the grounds; etc. The Self-Guided Walking Tours Guide would be dispensed near this exhibit.

Can You Find Me?

Location

Galleria section of the Capitol History Gateway, in the Self-Serve Orientation Area

Objectives

After taking part in this opportunity, visitors will:

- Be inspired to explore the visitor sections of the Capitol building

Key Messages

The purpose of the exhibit is primarily to motivate families with children to explore the capitol building and does not have to be driven by the Capitol History Gateway Messages. It should be driven by the message "The capitol building has a lot of interesting features!" However, it should highlight:

Message 6: You can discover stories of the past by 'reading' it in the world around you.

Design Concept

This exhibit, associated with or integrated into the Pathway of Discovery exhibit, is designed to pique interest in 'discovering' intriguing features and learning the stories they tell through the State Capitol Discovery Guide. The visuals associated with this exhibit would have a caption such as: "Do you know what I am?" "Can you find me?" or something similar. The associated State Capitol Discovery Guide would be dispensed near this exhibit.

The Face of Oregon Today

Location

On the walls in various visible locations in the Galleria

Objectives

After viewing this exhibit, visitors will:

- Know that people from a lot of different cultures make up the population of Oregon

Design Concept

These sets of clearly visible graphic panels are of the same type of design as the murals in the Rotunda, but they are smaller and reflect the cultural diversity of Oregon today. The subjects could be similar, such as significant recent events and current industries, or something completely different. The key is to reflect Oregon *today* to contrast with the murals in the Rotunda and clearly establish those murals as historic, reflecting a view of Oregon's population in 1937. Actual locations would depend on other elements included in this area, but two good possibilities are the side walls of the south entry and the wall section along the main hallway where the south entryway meets the corridor. This would necessitate relocating a piece of art and the 'sewer logo'.

Pillars of the Community

Location

On the pillars in the Galleria - side to be determined based on other exhibits

Objectives

After taking part in this opportunity, visitors will:

- Be inspired to get involved in Oregon's democracy

Key Messages

Message 2. It is people [like me] that make a difference by shaping history in ways that make a difference in the quality of life we [I] enjoy.

Design Concept

These are life size images of people who had a significant impact on the quality of life we enjoy in Oregon by getting involved in Oregon's democracy. They are mounted on the pillars and can face any direction. They should have an intriguing heading and a caption identifying the role of that person in the specific piece of legislation. The exhibit could include a brief text block providing detail. This exhibit should be changed out periodically.

Legislation in Your Life

Location

Galleria section of the Capitol History Gateway

Objectives

After taking part in this opportunity, visitors will:

- Be inspired to get involved in Oregon's democracy
- Be more aware of the role of government in the lifestyle we enjoy

Key Messages

Message 1. The quality of my life has been and continues to be shaped by what happens in Oregon's government.

Design Concept

This exhibit uses legislation that has been passed to communicate the idea that what happens in this building affects the quality of life of Oregonians. One possible approach is to use a series of images with the question "Have you ever experienced this?" as a lead-in to explaining how that particular experience is due to legislation. For example, an image of a family playing on the beach could be used to introduce the Beach Bill; enjoying the green (and clean) Willamette can be linked to the Bottle Bill and/or the bill that created the Willamette Greenway. Other images could include putting on a seat belt, putting on a bicycle helmet, having your gas pumped by an attendant, enjoying the green of Oregon due to replanting after logging, etc. This exhibit could also be organized based on category, such as bills that affect your health, bills that affect

Oregon's forests, etc. Ideally, this exhibit would have a changeable element so it could be updated periodically to include at least one recently passed piece of legislation.

You Can Make a Difference

Location

Galleria section of the Capitol History Gateway

Objectives

After taking part in this opportunity, visitors will:

- Be inspired to get involved in Oregon's democracy

Key Messages

Message 2. It is people [like me] that make a difference by shaping history in ways that make a difference in the quality of life we [I] enjoy.

Design Concept

This exhibit could be a stand-alone or integrated into the Legislation in Your Life exhibit. It would focus on people from different walks of life who had an impact by getting involved in Oregon's democracy. The exhibit would include an opportunity to access a data base where a visitor can find out about people from their community who got involved and made a difference. It could also include a place where visitors could record an idea for legislation. Depending on the story, it could also help communicate the messages:

Message 1. The quality of my life has been and continues to be shaped by what happens in Oregon's government.

Message 3. It is easy to get involved in Oregon's democracy.

Getting Involved

Location

Galleria section of the Capitol History Gateway

Objectives

After taking part in this opportunity, visitors will:

- Be inspired to get involved in Oregon's democracy
- Be aware of the different ways that they can get involved

Key Messages

Message 3. It is easy to get involved in Oregon's democracy.

Design Concept

This exhibit highlights visible evidence of people getting involved in Oregon's democracy. It would use images reflecting various ways people have got involved, such as images or footage

of people gathering to protest in the gathering space in front of the capitol building, a letter written by someone that led to legislation, and perhaps a collage of images of groups using the lobby. The reason for a collage is to avoid the impression that the capitol endorses a particular viewpoint. It should also include images of people voting to reinforce the message that simply voting is a means of involvement. A historic voting booth could be used as part of the exhibit.

Changeable/Traveling Exhibit

Location

In the galleria section of the Capitol History Gateway

Objectives

It depends on the exhibit, but ideally, after taking part in this opportunity, visitors will:

- Be inspired to visit the historical attraction featured in the exhibit

Key Messages

Depends on the exhibit, but ideally it would communicate one or more of the key messages established for the Capitol History Gateway.

Description

This would be an exhibit developed by other history related attractions, such as the Willamette Heritage Center at the Mill, or traveling exhibits associated with the key stories. Any exhibit developed by others would have to in some way tie to the Mission and Goals for the Capitol History Gateway.

Window Case Exhibits

Location

Window cases in the hallway adjacent to the Galleria

Objectives

It depends on the exhibits, which will change on an annual or bi-annual basis. Ideally, at a minimum, after taking part in this opportunity, visitors will:

- Be inspired to visit to learn more about Oregon's history
- Be inspired to get involved in Oregon's democracy

Key messages

Depends on the exhibit. Since the initial set of exhibits will be the first major component of the Capitol History Gateway, they will focus on the primary messages:

Message 1. The quality of my life has been and continues to be shaped by what happens in Oregon's government.

Message 2. It is people [like me] that make a difference by shaping history in ways that make a difference in the quality of life we [I] enjoy.

Message 3. It is easy to get involved in Oregon's democracy.

Design Concept

The actual exhibits will change periodically, but the focus will always be on communicating one or more of the key messages. An associated element, located in the Galleria, would pique a visitor's interest in the cases by asking questions that could only be answered by viewing the exhibits.

The first set of exhibits will use the following pieces of legislation to highlight individuals and groups that made a difference by getting involved in Oregon's democracy:

- The 1967 Beach Bill
- The 1971 Bottle Bill
- The 1987 Watershed Restoration Act
- The 1993 Bicycle Helmet Bill

Oregon - Land of Innovation.

Location

On the wall adjacent to the door connecting the galleria section of the Capitol History Gateway with Room 148.

Objectives

After taking part in this opportunity, visitors will:

- Be inspired to engage in the exhibits in Room 148
- Be inspired to learn more about Oregon's history
- Feel proud to be an Oregonian

Key Messages

Message 4: Oregon has long been a fertile ground for ideas and innovation, resulting in groundbreaking achievements that affect people within and outside the state.

Design Concept

This is an overview exhibit highlighting ideas that were born in Oregon and spread to other parts of the United States and the world, or that set Oregon apart as being innovative. This particular exhibit would be highly visual. Examples include:

- Thomas Edison's First Commercial Order for Generation Equipment (by PGE)
- The First Long Distance DC Power Transmission in the United States
- The First Long Distance AC Power Transmission in the World
- The Columbia River Gorge Highway was considered an engineering marvel when built
- Portland is considered an outstanding example of urban planning
- Oregon had the first University west of the Rockies (Willamette)
- Oregon had the first public university west of the Rockies (Western Oregon)

Why Salem? Why This Design? Cool Facts about your State Capitol

Location

On the wall, adjacent to the door connecting the galleria section of the Capitol History Gateway with Room 148.

Objectives

After taking part in this opportunity, visitors will:

- Be inspired to engage in the exhibits in Room 148
- Be inspired to learn more about Oregon's history

Key Messages

Message 5: It is important and of value for you [me] to know Oregon's history.

Design Concept

This is an overview exhibit that uses images and 'didjacks' to pique interest in the exhibits in Room 148. It would include the reason that the State Capitol is located in Salem, the inspiration for the design, and other interesting facts. The method for presenting the exhibit(s) in this location is likely to be a large monitor so donor recognition information can be incorporated within the display.

Oregon: Ever-changing and Moving Forward

Location

Room 148

Objectives

After taking part in this opportunity, visitors will:

- Be inspired to learn more about Oregon history
- Want to visit historical attractions in their area
- Be aware of and interested in other museums and historical attractions that focus on one or more of the stories.

Key Messages

Message 1. The quality of my life has been and continues to be shaped by what happens in Oregon's government.

Message 2. It is people [like me] that make a difference by shaping history in ways that make a difference in the quality of life we [I] enjoy.

Message 4: Oregon has long been a fertile ground for ideas and innovation, resulting in groundbreaking achievements that affect people within and outside the state.

Message 5: It is important and of value for you [me] to know Oregon's history.

Design Concept

This exhibit, covering the walls of the room, is a Time Line Exhibit and the Capitol Building Exhibit combined. The time line starts in the southwest corner of the room with the pre-contact era, and runs along the west and north walls to end somewhere along the south wall, leaving

space so it can be expanded. Images below specific dates on the timeline reflect a particular important event, with brief supporting text (preferably in the form of a 'didjaknow') tying it to the Oregon we know today. Events that involve the history of Oregon's capital and capitol building would be highlighted by a specific vertical band of color or some other graphic device so a visitor can easily just follow that story. Oregon 'firsts' could also be highlighted with a similar type of graphic device so visitors looking at the timeline as a whole, and knowing the significance of that graphic device, would get the impression that Oregon is and always has been a particularly innovative place that has had far-reaching impact. The current era would be presented in a way that allows for easy modification to add elements. It would also take a slightly different approach because we don't know the impact a specific event or piece of legislation will have in the future.

Where Can I Find Out More?

Location

Room 148

Objectives

After taking part in this opportunity, visitors will:

- Be inspired to learn more about Oregon history
- Want to visit historical attractions in their area
- Be aware of and interested in other museums and historical attractions that focus on one or more of the stories.

Key Messages

This exhibit is intended to inspire and facilitate visits to other historical attractions in the state rather than communicate any of the key messages.

Design Concept

The primary part of this exhibit is a computer or similar device where visitors can enter where they live in Oregon (or are visiting), and call up visuals of Oregon history attractions in that area. This should include any museums and interpretive centers, but also should include significant features and a few 'didjacks' selected to get people interested in finding out more about where they live. Brochures for museums could be distributed at this location. It should also include, in the backdrop, a visual element marketing what other resources people can use to follow up their interests in Oregon history, such as what might be available at the State Archives and in the State Library. This exhibit could also have a component associated with the time line that uses the question "**Where Can I Find Out More?**" associated with specific events on the timeline to market a key attraction in Oregon that would be a good location for finding out more about that story.

Senate Exhibit

Location

In the space behind the roll-up window on the north end of the lobby adjacent to the Senate Chamber.

Objectives

After taking part in this opportunity, visitors will:

- Be inspired to contact their senator
- Be inspired to get involved in Oregon's democracy

Key Messages

Message 1. The quality of my life has been and continues to be shaped by what happens in Oregon's government.

Message 2. It is people [like me] that make a difference by shaping history in ways that make a difference in the quality of life we [I] enjoy.

Message 3. It is easy to get involved in Oregon's democracy.

Design Concept

The exhibit will provide an opportunity for visitors to find out the name of their senator, and, if possible, to send a brief message. Information on the senator could include a brief bio, but with a focus on aspects that people can connect to, such as interests, experiences growing up, etc. Since this was the location of the teletype machines that were indispensable at one point in history, an exhibit focusing on the evolution of the use of technology in maintaining open lines of communication could be included, with emphasis on the transparency of government.

House Exhibit

Location

In the space behind the roll-up window on the north end of the lobby adjacent to the House Chamber.

Objectives

After taking part in this opportunity, visitors will:

- Be inspired to contact their representative
- Be inspired to get involved in Oregon's democracy

Key Messages

Message 1. The quality of my life has been and continues to be shaped by what happens in Oregon's government.

Message 2. It is people [like me] that make a difference by shaping history in ways that make a difference in the quality of life we [I] enjoy.

Message 3. It is easy to get involved in Oregon's democracy.

Design Concept

This would be the same type of exhibit as the one for the Senate, but focusing on members of the house. The teletype machine element could be used in either location.

Memorial spaces behind the Senate Chamber

Location

In the rooms immediately east of the Senate Chamber

Note: Exhibits already exist in these areas. We suggest modifications to emphasize how the people being honored got into politics.

Debate Exhibits

Location

This could be located in the Senate Exhibit when the legislature is in session, and in the Senate Chamber Lobby when it is not in session. A similar exhibit could be located in the House Chamber Lobby.

Objectives

After taking part in this opportunity, visitors will:

- Be inspired to get involved in Oregon's democracy
- Be inspired to learn more about the particular pieces of legislation being debated.

Key Messages

Message 1. The quality of my life has been and continues to be shaped by what happens in Oregon's government.

Design Concept

An electronic digital device would allow visitors to view short videos focusing on specific pieces of legislation that are typically associated with the quality of life we enjoy. The videos would be narrated, but would be designed to feature clips of actual footage of debates that took place in the Chamber associated with the location of the exhibit.

Design Concepts: Personal Interpretation

This includes Roving Interpreter, Living History and Tower Tours

Guided Tower Tours

Location

Tours to the terrace below the Golden Pioneer

Objectives

After taking part in this opportunity, visitors will:

- Be inspired to learn more about Oregon's history

Key Messages

Message 6: You can discover stories of the past by 'reading' it in the world around you.

Design Concept

The tours will be re-designed to communicate the key messages and concepts identified for the Capitol History Gateway. One of the key stories would be to use the view from the terrace to 'read' the story of Salem. Tours would be supported by holding training sessions and by developing an **Information Sourcebook for Tour Guides** that lists all potential features that could be included on the tour and examples of stories that could be told using that feature that

communicate the key messages. Features used for the guided tours should be selected based on ability to communicate the key messages rather than just that they are 'interesting,' and the stories told at those locations should focus on communicating those messages.

In addition, visitors on a Guided Tower Tour will have access to the following 4 wall exhibits within the 5th floor entry hall:

- An image of the golden pioneer welcoming them to the tour.
- A pictorial presentation of the building of the golden pioneer
- A pictorial presentation of the process of putting the statue in place and gilding it.
- A 2-D section of the Golden Pioneer (foot to knee), to scale, to help visitors understand the size of the statue.

To offset the starkness of the 5th floor space, consideration will also be given to painting a graphic element along each wall, such as a wavy band of one or more colors.

Roving Interpreter

Location

Visitor areas

Objectives

After taking part in this opportunity, visitors will:

- Feel welcome at the State Capitol
- Be motivated to learn more about Oregon's democracy and history

Key Messages

Depends on the situation

Design Concept

This is a trained interpreter who would engage visitors in conversation regarding particular exhibits, answer questions, etc. At a minimum a roving interpreter should be used during events and peak visitation periods.

Living History

Location

Depends on situation, but usually in the Galleria

Objectives

Depends on the character being portrayed, but at a minimum, after taking part in this opportunity, visitors will:

- Be inspired to learn more about Oregon's democracy and history

Key Messages

Any of the key messages

Description / Design Concept

This is not likely to be a regular opportunity due to the cost and effort involved, but it should be considered for special events, especially one honoring a historical event. The concept is to have a person in period costume engaging in some activity associated with Oregon's government. For example, a 'legislator' in period costume could be working on a particular piece of legislation on a historic desk (or replica). A similar desk next to the person could be used by visitors for a photo opportunity, which also provides a good opportunity for the person to engage the visitor in conversation about the particular bill, and from there, about the importance of people getting involved in government.

Special Events**Description / Design Concept**

Some events already mesh with the intent of the Capitol History Gateway, such as the unveiling of the Window Case exhibits and celebration of the building's 75th birthday. Temporary exhibits, presentations and other such strategies should be added to such events to help communicate the key messages. In addition, new events should be considered, such as historical reenactments, a celebration/honoring of the passage of a particular bill, etc. Criteria for evaluating potential special events will be developed to ensure that the events sponsored by the Capitol History Gateway help achieve its Mission and Goals.

Basic Experience: Student Field Trips

Introduction

The following pertains specifically to students in the 4th grade. Students from other grades do visit, especially from grade levels that focus on government as a part of the curriculum in Oregon school). However, due to significant issues with field trips and the amount of investment of time and resources to upgrade the tours, primarily through development of pre-visit materials, the Capitol History Gateway will focus initially on 4th graders. Currently teachers at specific grade levels are focused on achieving state standards. The more the field trip materials and associated activities align with those standards, the more likely a teacher will be to use them. It is unlikely that effective materials could be developed without significant input and assistance from teachers. In addition, the Legislative Administration is willing to invest resources only if teachers and other educational professionals are significantly involved. If such a partnership develops, and if the efforts to upgrade the tours are successful, the programs for other grades will be evaluated for potential upgrades.

Current Situation

Visitor Services staff currently send out a packet of information to teachers following sign up for a field trip. However, the information does not appear to be used. Most 4th grade classes show up with little or no preparation for their visit. They do not know what they are going to do, what they are going to see, and most importantly, what it all means. This adds to the difficulty experienced by tour guides in engaging the students during a tour and in communicating basic concepts. When the legislature is in session the building is congested and noisy, further increasing the difficulty of commanding the attention of the students. Children are also distracted by their cell phones, which, if taken away, would prevent them from taking pictures. In short, providing effective guided tours under the current set of conditions with the current set of tools available is quite difficult, especially when the legislature is in session. However, as future voters, local politicians and legislators, children are a key audience to reach.

Reaching students can be accomplished in part through outreach by offering resources to teachers specifically tailored to the standards they must achieve for the class level. But that is not a substitute for an on-site visit. Guided tours for school groups can be a powerful strategy, but the conditions have to be modified to the extent possible and resources available for the tour guide program have to be expanded to help tour guides. Those changes are noted in the description of the future experience.

Pre-Visit Experience

Current Experience

Most teachers do not appear to be using information that is sent out from Visitor Services staff and may or may not provide any preparation for a visit. Even with preparation, because the key messages and concepts for the Capitol History Gateway have just been identified, it is unlikely that any school group currently gets an introduction to those concepts before coming.

New Experience

Prior to arriving teachers will download a **Teacher's Packet** that contains the following:

- **Logistics Information.** This includes how to schedule a trip, when to arrive, where to unload and load, where to park and other relevant information.
- **Field Trip Introductory Video.** This video introduces the students to the key stories told within the interpretive network using the features they will see on their tour. It will be designed specifically to support the curricula and standards established by the State of Oregon for the 4th grade level. (This is not a duplication of a tour guide's presentation, but rather an introduction to key features and the stories behind those features as a strategy for coping with the noise and distraction issues affecting tours when the legislature is in session.) The video will also include rules of conduct. Teachers would be expected to show this video prior to a visit, with an exclusion from future guided tours as a potential consequence of bringing an unprepared or ill-behaved class.
- **Pre-trip activities.** These activities, geared to the 4th grade level, would reinforce key concepts covered during the tour. At least one activity would be associated with the Field Trip Introductory Video.
- **Suggestions for trip projects.** These should involve use of cell phones. For example, a project could involve students using cell phones to work on specific projects geared to what will be offered on the tour. For example, they might be required to develop an illustrated story of key aspects of our government, after returning, using pictures taken on the trip. These projects would have to be carefully designed, with significant input by teachers, to mesh with the curricula.
- **Post-trip activities.** These activities would reinforce key concepts covered during the tour.
- A listing of what is included in the **Resource Center** on the Web.

In addition to showing the video and using the pre-trip activities, teachers would organize their classes into small groups so that every group has at least one cell phone among them. This will create an option for a tour guide to have students use cell phones to look up answers to questions or engage in some other way during the tour.

Arrival Experience

Current Experience

The groups usually stage either outside, weather permitting, or in the Rotunda. During session, the noise levels in the Rotunda increases the difficulty of managing the school groups and in reaching them through personal communication. Difficulty is also increased by the large size of each group (25-30 typically).

New Experience

School groups will be led to a specific room that will be used as a staging area for pre-tour preparation and post-trip wrap-up. When the legislature is not in session, hearing rooms can be used for that purpose. During session. Rooms 243, 257 and 148 will be used for that purpose, with Room 148 being used only if necessary to maintain availability for visitors. If for some

reason the rooms are not available, the group will have to stage in the Rotunda or somewhere else that is not within a specific room.

The short pre-tour session in the room will include a brief introduction by the tour guide to reinforce the code of conduct, highlight the key stories and features and answer questions. The teacher could use the opportunity to remind students of the Trip Project, if one has been assigned.

Primary Experience

Current Experience

The experience varies depending on weather, what spaces/features are available and the specific tour guide. The tours seem to focus on providing interesting facts regarding features in the building, such as the State Seal, and information on the government and how it functions. Noise and other factors often create issues with hearing the tour guide.

New Experience

The tours will be modified so the stories provided by the tour guide communicate the recently approved key messages and concepts. Current state standards focus on children understanding concepts rather than being able to recall specific facts so the resulting tours will be more in-line with what the teacher is trying to accomplish. Features used for the guided tours will be selected based on ability to communicate the key messages rather than just that they are 'interesting,' and the stories told at those locations will focus on communicating those messages.

Children engage better when they can do something rather than just listening to someone talk, so the new tours will - to the extent possible - incorporate student use of cell phones and/or other social media, such as to look up answers to questions posed by the tour guide, take pictures as part of a class assignment, vote on a specific issue, etc. Finally, if possible, students will have the opportunity to connect with the legislators from their area at the end of their visit (possibly as a post-trip activity) to capitalize on their tour experience.

Although the modification of the tours can be facilitated by someone outside of Visitor Services, guided tours are much better if they are 'owned' by those giving the tours, so Visitor Services staff must be integrally involved in that process and the tours should be structured to allow individual guides to personalize their tours within the guidelines of communicating the key messages and concepts, tailoring it to mesh with the curricula for that grade level, and using social media. An **Information Sourcebook for Tour Guides** and associated **Tour Guide Training Program** will be developed to help guides - especially new guides - understand the key messages to be communicated, identify potential stories that will communicate those messages, identify possible ways to incorporate social media, review effective strategies for presentations and, ultimately, put together a tour of their own. The Sourcebook will include a list of features that could be included on a tour and examples of stories that could be told at that feature that would communicate key concepts.

Departure Experience

Current Experience

The groups meet back in the Rotunda area prior to getting on a bus. Although tour guides do ask if the children have questions, the noise levels when the legislature is in session combined with the acoustics make conversation difficult. Legislators sometimes take this opportunity to speak briefly to the group before they get back on the bus, but communication is difficult due to noise levels.

New Experience

At the end of their tour the group will meet back in the room in which they staged to go over the key points and have any questions answered. They could also eat lunch in this space if necessary and meet their legislator under conditions that are more conducive to listening to what the legislator says and interacting with him or her.

***Note:** At this point the feasibility of a take home publication of some sort that reflects the key messages and concepts, yet is still a desirable souvenir, is still being discussed. The benefit of such a publication is being weighed against costs, including printing, distribution, storage and the appearance of not being 'green.' The final decision will be made by the working group of educators and Legislative Administration staff.*

Post Trip

New Experience

Upon returning to the classroom, teachers can use post-trip activities included in the Teacher's Packet and/or access additional materials from the on-line Resource Center that is a part of the Capitol History Gateway.

Strategies to Support Student Experience

The experience described for field tips includes the following strategies:

Publications

- Logistics Information Sheet
- Pre-trip activities
- Suggestions for Trip Projects
- Post-trip activities
- Information Sourcebook for Tour Guides

Note: All elements of the Teacher's Packet will also be available on-line.

Audiovisual elements

- Field Trip Introductory Video geared specifically for the 4th grade

Electronic / digital Media

- Resource Center for Teachers

Exhibits

No additional exhibits are recommended

Personal

- Guided tours
- Training Program for Tour Guides

Next Steps

A partnership will be developed with educators to engage in the process of determining specific elements and design concepts for the strategies and materials necessary to facilitate the desired experience. The initial focus will be on 4th grade students. If the new materials prove effective, consideration will be given to developing materials for students in other grades.

Priorities for Implementation

Introduction

The following criteria were used to determine the priority for each strategy:

- Wayfinding is a need while interpretation is an option. Consequently, basic orientation and wayfinding strategies are a higher priority than interpretive strategies.
- The Primary Goal for the Capitol History Gateway, which is to motivate Oregonians to get involved in Oregon's democracy, is a higher priority than the secondary goal of inspiring an interest in Oregon history. That means the key exhibits recommended for the Galleria have a higher priority than the exhibits in Room 148 and the exhibits adjacent to the entry to Room 148 that provide a transition between the two areas.
- Strategies that will work regardless of changes to the infrastructure caused by implementing the Master Plan are higher priority than those that are affected.
- Because of the need to provide big picture before detail, the highest priority interpretive strategies are those that provide a quick 'big picture' that can be made available to a significant percentage of target audiences, such as the Capitol History Gateway Introductory Video. The second highest priority is those strategies that provide basic detail, like an executive summary. Strategies that provide detail on one element of the story are the lowest priority.
- Strategies with a lower cost per person reached have a high priority.

***Note:** The following priority focuses on interpretive strategies rather than modifications to the infrastructure because the latter is contingent on how the Master Plan affects the interpretive network.*

***Note:** Roving Interpreter is not included because this strategy depends on adding personnel and the interpretive network must be able to function regardless of staffing levels. However, it can be a highly effective strategy because of the potential for reaching a lot of people with information tailored to their needs.*

Priority Level 1

The following strategies, listed in no particular order, are the highest priority for implementation:

Visitor Map: People are not receptive to interpretive information if they don't feel comfortable being able to navigate an unfamiliar environment.

Highly visible sign indicating location of restrooms in Galleria: The key is for the directional information to be visible before visitors reach the Information Kiosk so they can make the choice to proceed directly to the restrooms.

Capitol History Gateway Website: So many travelers use the web to decide where to go and plan their excursion that it is vital to have a good web presence.

Window Case Exhibits: The infrastructure is in place and is in a good location to capture attention from visitors.

Capitol History Gateway Introductory Video: This is a 'big picture' strategy providing an overview of all key messages and can easily be distributed by putting it on the website and all digital devices in the building. It can be shown on the donor board while other exhibits are being developed.

Develop the Information Sourcebook for Tour Guides and Training Program for Tour Guides: Tours will continue to be a key element of the interpretive network, are already in place, and are not likely to be affected by changes to the architecture.

Self-guided Walking Tours Guide (including printed form, audio tour, QR codes and Application): This has the potential to reach a significant number of people relatively quickly, before exhibits for the Capitol History Gateway are ready. The audio tour also makes it accessible to those with visual impairments.

State Capitol Discovery Guide: This is an important component for reaching families with children.

Begin efforts to develop a partnership with local educators with the intent of upgrading the school tours. This is the first step in the process and one that does not call for a significant investment of resources. It would be best if this working group had input on priority for implementation of the strategies focused on school groups.

Priority Level 2

The following are secondary priorities:

Exhibit Elements for the Self-Guided Orientation Area. This includes:

- Guided Tour Information Board
- Pathway of Discovery exhibit
- Can You Find Me exhibit.

The first should increase the number of visitors taking tours and the latter two support the Self-Guided Walking Tour and the State Capitol Discovery Guide so they increase the effectiveness of those two strategies.

State Capitol Visit Trip Planner

Priority Level 3

The previous strategies improve the orientation network and focus on providing a 'big picture' overview of the key messages and stories. The following strategies provide an 'executive summary' of the key messages associated with the Primary Goal:

Legislation in Your Life Exhibit: This exhibit focuses on communicating one of the key messages associated with the Primary Goal.

Getting Involved Exhibit: This exhibit focuses on communicating one of the key messages associated with the Primary Goal.

You Can Make a Difference Exhibit: This exhibit focuses on communicating one of the key messages associated with the Primary Goal.

Priority Level 4

The following strategies focus on messages and stories associated with the Secondary Goal for the Capitol History Gateway.

Oregon - Ever Changing and Moving Forward Exhibit: This is the primary exhibit for Room 148 and focuses on communicating messages associated with the secondary goal of the Capitol History Gateway.

Oregon - land of Innovation and/or Why Salem? Why This Design and Other Cool Facts About Your State Capitol Exhibits. The exhibit outside Room 148 will attract more people to visit Room 148, thus increasing the effectiveness of the exhibit in that space.

Lower Priority

The following interpretive opportunities are not as high priority of those that have been listed:

- Senate Exhibit
- House Exhibit
- Living History
- Virtual Tour
- 'Where Can I Find Out More?' Interactive
- The Face of Oregon Today
- Pillars of the Community
- Changeable/Traveling Exhibit
- Special Events

Note: *The priority for strategies associated with school groups will be determined by the working group.*

Cost Range Estimates

Introduction

As with construction of anything from an exhibit to a house, accuracy of an estimate is relative to the accuracy and detail of the design. An interpretive plan does not include designs, but rather design concepts, and those are limited to the interpretive strategies rather than infrastructure. Consequently, it is not possible to develop specific estimates with any meaningful degree of accuracy. However, it is possible to make some basic assumptions for interpretive panels, exhibits and other strategies in order to develop cost range estimates that can be useful for budgeting.

This section contains the following:

1. List of all recommended strategies with cost range estimates and/or comments
2. Cost range estimates just for Phase 1 strategies
3. Estimate of costs associated with Phase 1 implementation

Note: The cost range estimates for any strategy not included in Phase 1, especially one including technology, should be re-assessed immediately prior to anticipated implementation.

1. Cost range estimates by strategy

The following cost range estimates are based on the information available at this time. They include design development and fabrication. However, they do not contain costs for submittals and site visits/meetings. Those would have to be added on to calculate the cost of a project. A significant economy of scale exists with those items as the number of submittals and meetings does not change whether the project involves 1 exhibit or 10. The complexity of the submittal and time required for each meeting do increase.

Exhibits: Capitol History Gateway (Room 148 and Galleria)		
Strategy	Cost Range	Comment
Legislation in your life	\$11,500 - \$15,500	
You can make a difference	\$11,500 - \$15,500	
Getting Involved	\$11,500 - \$15,500	
Pillars of the Community	\$12,400 - \$16,750	
Self-Serve Orientation	\$27,000 - \$36,500	This contains two exhibits, a significantly more expensive structure and multiple additional elements.
The Face of Oregon Today (graphic panels)	\$6000-\$8000	The term 'mural' is not used because it is often interpreted as a large piece of artwork covering a good portion of a wall. These are simply graphic panels in a similar style to the ones in the rotunda.
Window Case Exhibits	\$55,000 - \$65,000	Based on the quality of the exhibits now being produced
Oregon - Land of Innovation	\$11,500 - \$15,500	If the glass wall is constructed, this exhibit could go on the east wall of the Galleria.
Why Salem? Why This Design? And Other Cool Facts about your State Capitol	\$3000-\$5000 for a basic program (see comment)	The monitor has already been purchased. Additional work involves development of additional programs on the monitor, which would involve research, storyboard and programming at a minimum. The actual program can be anything from a 'PowerPoint' type presentation with static slides to a narrated video.
Oregon: Every Changing and Moving Forward (Time Line Exhibit - Rm. 148)	\$32,250 - \$43,150	
Where Can I Find Out More (interactive)	See comment	The program as envisioned would allow a visitor to access information about the historic attractions in the place they live, such as by touching a screen with a map of Oregon that would trigger a photo page of the

		attractions in that area. Touching the image of one of those attractions should access a web-site with basic information, but not the website for the entity (you want to control what can be accessed). Such a program would work in any location, thus it is one that should be developed by the group of partners and stakeholders, not just the Capitol History Gateway. The Gateway could take the responsibility for creating the basic program and template, which would involve a programmer's time. The amount would depend on the number of levels to be accessed. The cost of the hardware is minimal relative to the cost of the programmer.
Exhibits: Other		
Senate Exhibit	\$12,400 - \$16,750	
House Exhibit	\$12,400 - \$16,750	
Golden Pioneer Exhibits (5th Floor)	\$1800-\$2200	
Digital Screen outside Senate Chambers	NA	Not part of Gateway
Exhibits behind Senate Chambers	NA	Not part of Gateway
Directional elements in Galleria	\$1000 - \$2000	These are the banners or other graphic device suspended from the ceiling identifying the location of the restrooms, Self-Serve Orientation Area and the Capitol History Gateway.
Publications		
Simple Visitor Map	\$1500-\$2500	Cost is for basic design, layout and writing. Assumes a simple tri-fold with map from an existing source and basic information. Note that the Strategic Plan contains an estimate of \$25,000 for this strategy with printing.
State Capitol Visit Trip Planner	See Comment	Variables, such as length, size, color, etc., need to be identified in before a useful cost range can be established.
Self-Guided Walking Tours Guide	See Comment	Variables, such as length, size, color, etc., need to be identified in before a useful cost range can be established.
State Capitol Discovery Guide	See Comment	Variables, such as length, size, color, etc., need to be identified in before a useful cost range can be established.
Information Sourcebook for Guides	See Comment	Variables, such as length, size, color, etc., need to be identified in before a useful cost range can be established.

Electronic and Audiovisual		
Website	\$45,000	Estimate taken from Strategic Plan. It includes development and ongoing management.
Introductory Video	\$10,000 - \$25,000	Assumes 2:30 length. Cost is based on length and design. A basic program (one that is essentially a series of shots of still photos or graphics), with a good narrator might cost \$4000 per finished minute. One with all the bells and whistles could run to \$10,000 a finished minute.
Virtual Tour	See comment	Cost is based on length and design. A basic program (one that is essentially a series of shots of still photos or graphics), with a good narrator might cost \$4000 per finished minute. One with bells and whistles could run to \$10,000 a finished minute. A cost range estimate has not been identified because the length of this tour is not known.
Walking Tours Application	Initial plus monthly fee - varies by company and changes frequently	Companies like MyTours handle all the set-up, formatting and management of a basic walking tour application. They charge \$1500 for a basic program and \$100 a month. However, labor is still required to research and supply the information. (It is the same information as for the Walking Tours Guide, so the additional cost should be minimal if the Walking Tours Guide was completed first). Narration would be an additional cost.
Audio Tour	See comment	Many companies can help with audio tours. The cost is based on the length, voice quality (professional versus amateur) and technology. With technology changing frequently, cost range information should be obtained as close to the implementation window as possible.
QR Codes	See comment	Anyone can create a QR code or a similar type of access code. The cost is in developing the websites with the information and depends heavily on the type of information presented (narration, text, video clips, oral histories, etc.)
Photo Opportunity	See comment	Depends on the technology used. Apps can be created for inserting a specific image into a photo. At the other end of the spectrum, a hologram could be used.

2. Cost range estimates for Phase I strategies

History Gateway - Galleria section: Basic			
Strategy	Cost Range	Totals	Comments
Legislation in your life	\$11,500 - \$15,500		
You can make a difference	\$11,500 - \$15,500		
Getting Involved	\$11,500 - \$15,500		
Self-Serve Orientation	\$27,000 - \$36,500		
Oregon - Land of Innovation	\$11,500 - \$15,500		
Why Salem? Why This Design? And Other Cool Facts about your State Capitol	\$3000-\$5000		Assumes monitor is already purchased and installed.
Directional Signage	\$1000 - \$2000		
Miscellaneous (Stanchions, etc.)	\$1000 - \$2000		
History Gateway - Room 148			
Oregon: Every Changing and Moving Forward (Time Line Exhibit - Rm. 148)	\$32,250 - \$43,150		
Additional Exhibit Costs			
Design and fabrication submittals	\$4,500		
Meetings - time and expense	\$7,000		
Installation	\$12,000		
Contingency at 10%	\$2,350		
Sub-total for basic set of exhibits		\$145- 175,000	
Additional Phase 1 strategies			
Website	\$45,000		Estimate from Strategic Plan
Introductory Video	\$10,000 - \$25,000		Assumes 2:30 length
Simple Visitor Map	\$25,000		Cost estimated in Strategic Plan at \$25,000 including printing.
Self-Guided Walking Tours Guide and associated	\$65,000		Estimate from SP

application (40-100 items grouped by area)			Includes launch and number manufacture and installation
State Capitol Discovery Guide	TBD		
State Capitol Visitor Trip Planner	TBD		

3. Cost range estimate for implementing Phase 1

Already committed/spent				
Strategy	Cost	Subtotal	Running total	Comment
Interpretive Plan	\$55,000			
Branding contract	\$20,000			
Subtotal		\$75,000	\$75,000	
Estimates from Strategic Plan				
Curator /developer	\$40,000			Strategic Plan estimated a curator at \$25,000 plus 6 months of an interpretive developer at \$2,500/month. That total would be \$40,000. The curator is not necessary. However, an interpretive developer should be retained for the entire period in which Phase 1 is being implemented, including the time for developing RFPs, etc.
Build out - architects fee plus construction	\$172,000			
Website	\$45,000			
Walking Tours delivery strategies	\$65,000			
Subtotal		\$332,000	\$407,000	
Strategies with estimates				
Basic Set of Exhibits	\$175,000			
Video	\$25,000			
Subtotal		\$200,000	\$607,000	
Additional cost				
Project contingency at 10%	\$53,200	\$53,200	\$660,200	Does not include the interpretive plan or branding plan.
Implementing Phase 1			\$660,200	

Appendix A: Context

Profiles of Key Visitor Groups

Introduction

People have to "buy" interpretive opportunities with their time - for most, their most valued currency. Consequently, it is important to know what type and level of interpretive opportunities different target audiences are willing to spend time with. The goal of the audience analysis is to identify the key groups of visitors to be reached, and then to build profiles of those different visitor groups to determine the type of interpretive experiences they are *willing* to "buy" with their time, and the level at which the information must be presented so they are *able* to process given their knowledge and background.

In general, experiences that visitors are willing to buy can generally be described as ones that:

- Meet their **needs**;
- Meet their **expectations**;
- Are within their **limitations** of time, money, energy, and other such personal resources;
- Are **opportunities** that compete successfully with other options for spending time, usually through association with interests that were the reason for the visit in the first place.

The Needs include such basic amenities as food, shelter, and restrooms. The key information-related need is information associated with orientation and wayfinding, which in the case of the State Capitol includes locations of amenities, interpretive opportunities and activities associated with the political process, such as locations of hearing rooms and offices. Interpretation is an option. Consequently, orientation and wayfinding must be addressed at the beginning of the visitor experience. Given the difficulty in wayfinding due to the layout of the building, it will be important to continue to offer orientation and wayfinding information throughout the visitor experience, not only guiding visitors to basic amenities and interpretive opportunities, but also to hearing room locations and executive offices.

Expectations are more variable because they are created by previous experience, what people hear and what they read. For example, on a visit to the State Capitol, visitors are likely to expect a certain level of service, a certain type of experience, and certain information based on what they've heard and seen regarding the facility. As another example, in terms of interpretation, visitors will expect the opportunities to be high quality, that the interpretation will relate to Oregon's history and government, and that every person who *appears* to be connected with the building will be able to answer questions, especially orientation questions.

Limitations are factors that prevent someone from engaging in an interpretive opportunity, such as not knowing the language in which they are presented, and factors that tend to offset the reward for engaging in an experience and can therefore cause a potential user to bypass an opportunity. For example, visitors are often on vacation and do not want to 'work'—either physically or mentally—at their recreation unless the reward is worth the effort required. This

has important implications in the selection and design of interpretive strategies and programs. Limitations can be related to physical ability, language, education level and other characteristics.

Opportunities that can compete for a person's time typically relate to a visitor's interests. Those interests can exist prior to arrival, such as is the case with cultural heritage travelers, or they can be generated by activities on-site, such as what they see or hear on a guided tour, or features they encounter, such as the Golden Pioneer. On-site features are of key importance because they represent one of the best opportunities to capture the interest of a visitor and begin the communication process.

Since needs, expectations, limitations and opportunities are directly related to, determined by, and vary according to the user, it is important to identify key visitor groups for the interpretive network and then build profiles of those groups.

Key Visitor Groups

The visitors to the Capitol can be roughly divided into the following major groups:

- **Oregonians** coming as independent travelers
- **Students** on school field trips
- **Legislature-oriented visitors** who are coming to participate in the democratic process taking place in the building
- **Out-of-state visitors** coming as independent travelers.

Each of the visitor groups can be further divided into segments based on a variety of characteristics, such as physical capability, interests, level of knowledge and understanding, and learning styles, but for the purposes of this plan most of what will be relevant can be identified within general characteristics of each group.

***Note:** We assume that every visitor group has members with physical impairments and that all preferred learning styles will be represented within any group. Consequently, the plan will address how to reach these sub-groups within all Visitor Groups.*

Given the mission of the Capitol History Gateway, which is to increase participation in Oregon's democracy, Oregonians coming to visit and students on school field trips are the primary target visitor groups for the interpretive network. Note that the target audience for *marketing* a visit to the State Capitol Building is adults since they are the decision makers in a family. However, the target audience for the interpretive network includes both adults and children within that family group.

Oregonians coming to the capitol in order to take part in the political process (other than political 'professionals such as lobbyists), may not be as amenable to interpretive opportunities when focused on their reason for coming. However, they may be more receptive afterwards, Out-of-state visitors will be able to take advantage of the interpretive opportunities and those opportunities will enrich their experience, but the interpretive network will not be developed based on the characteristics of this visitor group.

Profile of Oregonians (Independent Travelers)

Introduction

The following are key characteristics of Oregonians coming as independent travelers for a visit to the state capitol, and associated implications that have bearing on the information offered and delivery strategies.

Note: *Inclusion of a specific action under 'implications' does not mean that it is not already being done, such as providing information to nearby attractions. Including current actions in this document simply reinforces the importance of that action should questions be raised about whether it should be continued.*

Characteristics related to Information Desired

Characteristic: Typical visitor questions at the Information Kiosk upon arrival focus on orientation to the restrooms, cafe, hearing room and office locations and visitor opportunities.

Implication: Although personnel at the Information Kiosk are adept at answering most if not all orientation questions, it does indicate a need for a user-friendly map highlighting visitor opportunities and amenities, and/or directional signage that can serve visitors to take part of the load off of staff at the Information Kiosk.

Characteristic: Typical visitor questions of an interpretive nature asked at the Information Kiosk include "why is Salem the capitol?;" "Why doesn't the building have a museum?; and, "Why isn't the legislature in session all the time?"

Implication: These questions would be effective for a "Were you wondering . . . ?" exhibit at the beginning of the visitor experience as a hook to attract visitors into the interpretive network.

Note: *Answering questions foremost on a visitor's mind is a key to attraction power and helps make visitors feel as if the experience is designed for them.*

Characteristic: Many will expect orientation information to interpretive and recreational opportunities in the surrounding area, including opportunities with a similar focus, such as, "where else can I get information about the Oregon Story?"

Implication: Although the array of such information currently supplied and the location of the publication rack should be reviewed, Visitor Services should continue to supply this information.

Note: *This type of information is critical if the Capitol History Gateway is to function as a hub.*

Characteristic: Oregonians are likely to be more familiar with issues and legislation specific to Oregon and with the geography of the state.

Implication: They may prefer access to more in-depth material if about the area, and/or can handle more in-depth material because of familiarity with issues.

***Note:** This does not mean providing detail within exhibits and signage, strategies that typically function better as 'hooks' rather than 'lessons.' It means providing additional opportunities to get more information, such as in publications.*

Characteristics related to Information Delivery Strategies (Media)

Characteristic: Visitors will expect anyone they perceive to be associated with the building to be able to answer basic questions regarding basic orientation and interpretation.

Implication: If the intent is to offer a user-friendly experience and to make visitors feel welcome in their capitol, it is important that every staff person, not just Visitor Services, knows answers to basic orientation questions and is aware that each of them is a host.

Characteristic: This audience contains a significant segment that prefers to gather information using traditional media such as signs, publications and tours, and a significant segment that tends to prefer using social media such as Twitter, blogs and Facebook, and is comfortable using new technologies such as vodcasts, podcasts and GPS-based tours.

Implication: Reaching all members of this target audience is likely to require communicating the same information using a variety of different media, including traditional methods and newer technology.

Characteristic: Many visitors prefer to plan part of their trip, including itinerary, prior to arriving. Many will use the INTERNET to access information in order to plan their excursion. They may also be seeking information on additional activities available in the area.

Implication: The web site should provide user-friendly planning information, including suggested itineraries. If the 'Capitol History Gateway' is to function as a hub, those itineraries should focus on ones geared to Oregon history.

Characteristic: Staff at museums and similar facilities note that living history and events are popular with local residents.

Implication: Such opportunities should be considered for inclusion in the interpretive program.

Characteristic: Members of this target audience, particularly those in the younger generations, tend to use the latest information delivery technology.

Implications: To continue reaching all sub-groups, especially the younger generation, will require a constant revision of the interpretive network to offer interpretive opportunities that take advantage of the newest technologies.

Characteristics related to specific audience segments

Characteristic: Independent visitors tend to come in groups, typically family or friends.

Implication: Interpretive opportunities such as signs and exhibits should be designed to accommodate at least small groups.

Characteristic: Many Oregonians visit in a family group, which usually has members with differing educational levels.

Implications: The interpretive program should provide opportunities that allow all members of a family or group to be involved at the same time and place, despite having different educational or experiential backgrounds. This can be accomplished by providing several opportunities, each catering to a different educational level, in one location, or a single strategy, such as an exhibit, that is designed in such a way that everyone in the group has an entry point into that exhibit. Finally, the interpretive network should include strategies that provide opportunities for families that facilitate interaction with each other.

Characteristic: This group includes a significant number of seniors.

Implication: Frequent and well-placed opportunities to sit and rest will enhance the experience for many visitors. If possible, the interpretive network should include opportunities that allow a visitor to engage in interpretive opportunities while seated, such as a video program shown in a room with chairs, or a tour brochure with stops geared to the location that offers viewing from benches.

Characteristic: Because a significant part of the population of Oregon lives within a 100-mile radius and because most Oregonians from all over the state pass through the Willamette Valley at least occasionally, the potential for repeat visitation is high (although it is not known at this time if a significant number of visitors are repeats).

Implication: New material and programs need to be developed continuously to take advantage of the opportunity for repeat visitation from this group.

Characteristic: Residents living within a few hours' drive of an attraction have the potential for visiting in time slots in non-vacation periods. In other words, they would visit in the evenings and on weekends if given the opportunity. Vacation time is often reserved for trips further from home.

Implication: Opening the building on Saturdays is likely to attract a significant increase in use by Oregonians during the school year. Opening periodically in the evening for

interpretive events may increase visitation by residents living nearby. However, this could potentially require additional staffing and building operation expense.

Characteristic: Because members of this group all live in the state, all are affected by legislation passed within the building's walls, which brings with it good opportunities to provide relevant information. However, not all are affected equally by legislation. For example, legislation relating to the timber industry affects residents of some counties far more than others. As another example, current legislation affecting water rights in southern Oregon affects residents of that area far more than residents in other parts of the state.

Implication: Relating information to every visitor from this group is likely to require an array of supporting stories that, as a whole, include legislation relating to every part of the state.

Other Characteristics

Characteristic: Typical complaints heard by personnel staffing the Information Kiosk include that security is lacking, the tower is not open year round, and that the Capitol Building is not open on weekends.

Implication: Although the Information Kiosk personnel are adept at answering these questions, to the extent possible they should not be put in a position of responding to complaints regarding situations or operational decisions over which they have no control. Complaints are often related to unmet expectations, so one strategy is to change expectations before visitors arrive. Answering the questions "Why does security seem to be lacking?" and "Why isn't the tower open year round?" in a 'trip planning information' section on the website could help create correct expectations and reduce complaints. As for closure on the weekends, keeping the Capitol Building open at least on Saturdays should be a high priority. Closure on the weekends makes a visit significantly harder if not impossible for many Oregonians due to work schedules.

Characteristic: Because the State Capitol is marketed as a tourism destination, it will not occur to many visitors that it is a working building, which may cause issues.

Implication: This fact needs to be communicated to as many visitors as possible prior to them entering the building in such a way that it is not easy to overlook this fact.

Profile of Visitors in Organized Groups

Introduction

During certain parts of the year, notably January through May, this visitor group is made up primarily of students on school field trips. Other organized groups do visit the capitol, but they do not fit into specific categories. To address the characteristics of both school groups and others, general characteristics of tour groups have been included along with the characteristics of students on school field trips.

The following are key characteristics of this target audience and associated implications that have bearing on the information offered and delivery strategies.

***Note:** Inclusion of a specific action under 'implications' does not mean that it is not already being done, such as providing information to nearby attractions. Including current actions in this document simply reinforces the importance of that action should questions be raised about whether it should be continued.*

Characteristics of Organized Groups in General

Characteristic: Group size often exceeds the capacity of any single interpretive opportunity within the Capitol Building, thus reducing the effectiveness of that opportunity.

Implication: Visitor Services should continue splitting large groups into small ones and pulsing those groups through the building. This requires having a large body of volunteers to call on to lead tours and multiple tour routes.

Characteristic: Groups need a staging area out of inclement weather as a focal point for organizing and orienting members prior to a visit and for gathering at the end of a visit.

Implication: The interpretive plan should address the need for a staging area within the building that is not in typically congested areas, such as the rotunda. Note that the situation and opportunities will change drastically between when the Legislature is in session and when they are not, so this may require different approaches and solutions tied to different sets of circumstances.

Characteristic: Organizing a group tour typically involves a person, entity or agency who coordinates the trip ahead of time..

Implication: Organized groups can often be reached prior to a visit with pre-trip orientation and thematic overview information.

***Note:** Visitor Services already sends out a packet of information to a group coordinator who will be bringing a group for a tour.*

Characteristics of Educational Groups (K-12)

Visitor Services currently offers well organized tours. Those tours are scheduled ahead of time and teachers are sent pre-trip packets of information that includes information on expected decorum and general information. However, not all groups sign up, but rather simply show up. When possible, such tour groups are accommodated, but if no tour guides are available, the group will not be able to take advantage of this opportunity. In addition, although tours are scheduled, groups do not always show up at their assigned times, requiring on-the-spot adjustment by the Visitor Services staff.

Tour guides are given a general Building Tour Outline, but are free to personalize their tour by choosing what stories to tell and facts to include.

***Note:** Since guided tours are already the cornerstone of an interpretive program serving school groups the following characteristics are not included to guide establishment of such an opportunity, but rather to substantiate what is already occurring and to guide any refinements of that program.*

Characteristic: Teachers want resource materials for their classes, and they want tours and associated information to be related to what they are teaching. Although a significant segment of school tours are made up of 4th graders because Oregon History is part of the 4th grade curriculum in Oregon schools, not all school groups are from that grade level. The State Capitol attracts middle school groups who are often more focused on government and high school groups who may be focused on both history and government.

Implication: To serve all groups effectively, the Capitol History Gateway needs to offer information on both Oregon history and government, and geared to a variety of grade levels.

***Note:** Interviews conducted during the Strategic Planning process indicate that teachers would like to have additional materials available to support what they are teaching.*

Characteristic: Group size varies but can reach as many as 100 students, which is too large for a single tour.

Implication: Large tour groups must be split into smaller groups and pulsed through the tour, which requires multiple tour guides and multiple routes. Consequently, typical tours cannot be developed using a set sequence.

***Note:** Several tour routes have already been mapped out to accommodate multiple tour groups moving through the building at the same time. Given the number of tours requested by school groups and the limited number of Visitor Services staff, volunteers are crucial to the ability to offer quality tours.*

Characteristic: Although large groups need to be divided into smaller ones for tours, programs that include everyone in a large group could be offered when the legislature is not in session

because large rooms are available. However, large rooms are not available for such a purpose on a regular basis when the legislature is in session.

Implication: The interpretive plan should develop approaches for both in-session and out-of-session periods.

Characteristic: When possible, tour guides leading school groups typically meet their groups on the capitol steps. However, in inclement weather the rotunda serves as the staging area. It also serves as the lunch room for school tour groups during such days. When the legislature is in session and the weather is inclement, the rotunda can become quite noisy and crowded, making it difficult for groups to hear tour guides and for groups to get organized.

Implication: The situation should be assessed to determine if alternative interior staging and eating areas are available. As noted previously, the availability of spaces changes markedly between in-session and out-of-session so addressing this issue may have different solutions tied to different situations.

Note: *Charter companies can make reservation through the restaurant and/or Building Use Coordinator. Rooms may be reserved for this purpose for as little as \$25.00.*

Characteristic: Budgets are limited and the cost of transportation is a factor, which may make a visit impossible for some school groups.

Implication: Outreach materials for teachers should be considered for the network. In addition, traveling exhibits should be a key part of the network.

Characteristic: As noted in the Strategic Plan, teachers are looking for information that school children can relate to.

Implication: Recent research indicates that the key characteristic that determines whether a visitor pays attention to interpretive information is relevance. Although school children all live in Oregon, it does not mean that they all necessarily relate to what happens in Government or to statewide impacts of specific legislation. Consequently, it is important to create a 'library' of interpretive stories that, as a whole, contains ones relevant to different parts of the state and different age groups.

Characteristic: As noted in the Strategic Plan, teachers are very interested in any resources that can also help them teach civics.

Implication: The Capitol History Gateway could include a resources library and materials for teachers focusing on civics and government as well as Oregon History. It could also work with existing potential partners to develop a set of complementary opportunities rather than duplicating existing efforts. Such partners include the YMCA Youth in Government, Girls/Boys All State, Classroom Law Project, and the Oregon Historical Society that has a section on their website focusing on the passing of the Beach Bill.

Note: *The Classroom Law Project has recently been revised and will be available in 2014.*

Characteristic: Legislators often want to meet with school groups from their constituency in person, but the spaces currently used for such meetings when the legislature is in session (the rotunda for example) are not ideal.

Implication: The current infrastructure and use patterns should be assessed to determine if different spaces or organization could better accommodate this activity.

Note: *Legislators are not always available for meeting with school groups from their area due to schedule conflicts. Since creating connections between the public and government is a high priority, opportunities for delivering pre-recorded greetings and/or invitations from legislators should be considered.*

Profile of Legislature-Oriented Visitors

Introduction

As noted previously, people in this visitor group are not coming to the Capitol for a leisure experience, but rather to participate in some way in something happening associated with our democratic process. Consequently, they are not likely to be as receptive to interpretive opportunities. However, those who are not professionals engaged in the legislative process (such as lobbyists), but rather are members of the public wanting to participate in a hearing or engage in the political process in some other way, may be interested in interpretation focusing on the process of government. In addition, piquing their interest in the stories told within the interpretive network may motivate them to take advantage of such opportunities during breaks or to return on their leisure time. Consequently, key characteristics of this group have been included.

Characteristics and Implications

Characteristic: People in this group tend to be heading to and gathering near hearing rooms or legislator's offices.

Implication: Interpretive opportunities visible from those locations, such as the glass window exhibit cases furthest removed from the Galleria, the recessed area outside the hearing room in the lower hall and waiting areas in the Senate and House wings could be used to hook this audience.

Characteristic: This group of people is already involved in Oregon's democracy.

Implication: With visitors in this group focusing on hooking them into the Oregon Story may be a more appropriate goal. In other words, the 'Capitol History Gateway' as a hub may be a better focus for this group.

Characteristic: Organized groups representing different special interests set up displays and information opportunities in the Galleria and tend to spend most of their time there.

Implication: Interpretive opportunities in this area could be used as a hook for this group, although such opportunities would have to have significant attraction power and be able to be absorbed quickly given the nature of this particular group of people to focus on the reason for their presence and on others within their group.

Parameters

Introduction

Parameters are those conditions under which an interpretive program must be developed, such as monetary constraints, and under which it must function, such as noise. Identifying parameters ensures selection and development of interpretive and wayfinding strategies and infrastructure that are effective and realistic, not idealistic. The following section contains key parameters that could affect the interpretive network for the Capitol Building. In reviewing the parameters, it is important to remember that they represent what is, not what should be or what is desired.

Key Parameters

Physical Infrastructure and Layout

PI-1: The primary entryways both have immediate visual access to the Information Kiosk in its existing location. Visual access is important because first-time visitors will be seeking functional orientation information when they enter the building.

PI-2: The building has two major parts - the old section and the new section. Access between the sections is limited primarily to the main passageway on the first floor, which contains the Information Kiosk.

PI-3: In addition to the Information Kiosk, the primary connecting passage between the old and new sections contains the entry to the Gift Store and the entry to the Visitor Services office, which can create congestion.

PI-4: The 16 exhibit spaces behind windows are located along the south end of the Galleria in the new section of the building. Since these exhibit spaces are currently the primary interpretive spaces immediately adjacent to the entryway and main corridor on the first floor, they are highly suited for use as 'hooks' and to provide thematic overview (big picture). If they are used in that way, it would be ideal to have as many visitors as possible pass by this point during the initial part of their visit.

PI-5: The House and Senate Chambers and the Governor's Ceremonial office are primarily accessed from the rotunda and not from the new section of the building.

PI-6: The design and layout of the building creates wayfinding issues.

PI-7: Plans call for elevating the front plaza on the north side and replacing some of the entry doors with ones that are fully accessible.

PI-8: The 2009 Master Plan calls for remodeling the main floor to include two staircases connecting the Galleria with the Lower Floor. This would eliminate the space currently used for the Gift Shop and Visitor Services staff offices. It also appears to reduce the size of Room 148.

PI-9: A small museum space with exhibits, the Kathryn Clark Cloak Room, is located in the east end of the old building on the second floor. However, it is currently difficult for visitors to find their way to this space.

PI-10: The State Capitol Art Collection, the “Art of the People” , is displayed throughout the building, including in the wings. Currently programming does not tie into the collection. Information is only available in hard copy and it is difficult for visitors to find the collection.

Infrastructure potentially available for use for interpretive opportunities

IF-1: Four sets of glass window exhibit cases, each with 4 spaces, are located in the south hallway of the first floor adjacent to the Galleria. The cases have LED lights and could have electrical service. They also have motion detectors. However, they are not climate controlled and do not offer camera security coverage. These are currently the primary fixed interpretive space in the building.

IF-2: The pillars in the Galleria have hangers for temporary exhibits.

IF-3: The Galleria contains small exhibit cases that currently contain artifacts.

IF-4: The lobby areas in front of both Chambers on the second floor have a recessed space on the north wall that could be used for an exhibit.

IF-5: Both sections of the building contain telephone cubicles no longer used for telephones. These could be used for visitors to access an audio recording or some other interpretive opportunity. However, these spaces are currently used frequently by people involved in the legislative process.

IF-6: The north side of the hall outside the central Hearing Room on the lower level contains a wide recessed area that could be used for an exhibit.

IF-7: The Strategic Plan calls for a physical space to be used as a Welcome Center. However, the spaces that have been preliminarily identified for the Welcome Center are not immediately adjacent to the main passageway connecting the old and new sections, which is the primary route for visitors entering the building. However, room 148 is immediately adjacent to the Galleria.

IF-8: The Master Plan calls for accessible terraces on either side of the Galleria. These would be desirable locations for interpretive opportunities given their proximity to the Galleria.

IF-9: Digital Information Kiosks outside the Senate and House Chambers and near the Information Kiosk provide information related to the workings of the government when the Legislature is in session, but are used for interpretive videos at other times.

IF-10: From an interpretive perspective, the wall space in the Galleria is highly desirable for exhibit components related to the Capitol History Gateway because it is the only available wall space adjacent to the primary traffic corridor in the building, and thus represents one of the few good locations to grab the attention of visitors.

Budget

B-1: Funds for implementation and ongoing operation and maintenance of interpretive opportunities are likely to be somewhat limited. This has several implications:

- A phased approach to developing the interpretive network will be important.
- Low maintenance opportunities should be prime components of the basic program.
- Partnership opportunities relating to programming and weekend hours and annual display case exhibits need to be explored as an option.

B-2: The State Capitol Foundation is currently planning on funding the exhibits in the window display cases and has developed a process for overseeing the selection of topics and design of exhibits.

Staffing

S-1: Since Visitor Services staff is limited in numbers, volunteers under the direction of Visitor Services are critical resources for leading tours and staffing the Information Kiosk. Regularly scheduled guided tours, reserved through Visitor Services staff, would not be possible without a volunteer pool.

S-2: Limited event management staffing is provided by the Facility Services Department.

S-3: Currently staffing is limited relating to programming, marketing and web content management. Extending hours or evening programming may require expanding/restructuring and/or adding to existing staffing responsibilities, which may require additional staff.

Vandalism and Theft

V-1: Vandalism and theft are potential issues.

Environmental Conditions

EC-1: The acoustics combined with activity in the rotunda make it difficult for tour participants to hear their guide when the legislature is in session. Although the acoustics do not improve when the legislature is not in session, the lack of activity diminishes the noise levels, which improves the ability to hear tour guides.

EC-2: The main lobby of the new section is used for events put on by special interest groups (and as overflow space where people can watch hearings when the hearing rooms are full. As a consequence, this space can be quite noisy and congested when the Legislature is in session.

EC-3: Although the window cases have LED lighting and motion sensors, the building does not contain any display spaces that are climate controlled or with high security, which limits the type of artifacts that can be displayed.

EC-4: Visitors, including school groups, are not allowed access to the tower below the Golden Pioneer during inclement weather. **Note:** *The Tower Tour is one of the highlights of a visit by school groups and the best place to use the environment surrounding the Capitol Building as an interpretive opportunity focusing on the development of Oregon and its government.*

Policy and Legal Issues

PL-1: It is not likely that attaching anything to the walls in the old section will be allowed, in part because it would require drilling into marble, which is difficult to patch, and in part because of the desire for walls to be relatively free from 'clutter.'

PL-2: It is not likely that use of the Galleria by groups will be eliminated. However, the space used by those groups can be reduced. **Note:** *This creates the potential for an interpretive opportunity focusing on how people can get involved. Consequently, it is a desirable activity from an interpretive perspective.*

PI-3: Visitors are rarely if ever allowed access to the floor of the Senate or House. Also, space is limited during floor sessions with limited opportunity for discussion by visitors while in those areas.

PI-4: The building is on the National Register of Historic Places, which places limitations on alterations.

PI-5: The interpretive network needs to reflect sustainability, such as by limiting the number of publications, using recycled paper, and using recycled materials for exhibits.

PI-6: Visitors can access the public viewing areas on the 3rd floor to view the Senate and House in action.

PI-7: Not all areas accessed by tours, notably the tower, are ADA compliant. This requires offering the information that can be obtained from visiting such areas in other ways that are accessible.

PI-8: The Governor's reception area remains open during business hours, however the Governor's Ceremonial Office, a feature that tour groups would like to access, is often closed during tour hours.

PI-9: All future interpretive opportunities associated with the Capitol History Gateway, including those exhibits for the window display cases, should reflect the goals and messages established in the Interpretive Plan. A process for assessing potential topics and designs has been developed. It is likely that the Capitol History Gateway Council, referenced in the Strategic Plan, will facilitate the approval process.

PL-10: No donor recognition information will be allowed in the exhibit cases.

PL-11: An Oregon State Police Officer will be stationed adjacent to the major north-south traffic corridor through the building so he or she is visible to the majority of visitors.

Safety

S-1: Visitors accessing the tower can only do so with a tour guide.

S-2: The floors can be slippery when wet.

S-3: The grand staircases leading to and from the rotunda do not have handrails.

Use and Pedestrian Traffic Patterns

TP-1: Most people enter the building from the north, with immediate access to the rotunda. The next highest percentage of visitors enter from the south, with immediate access to the lobby space for the new building. The Information Kiosk is in direct line-of-sight from both of these entryways.

TP-2: Those in wheelchairs cannot use either of the two main entrances. The only access is through the east door.

TP-3: People often congregate in the main entryways, obscuring visual access to the information kiosk.

TP-4: The Galleria is used by groups for displaying products and materials, which often causes a significant amount of noise and congestion in that space. The groups also set up tables and a banner in such a way that access to view the temporary exhibits hanging on the pillars is impeded.

TP-5: As noted previously, school groups use the rotunda for staging and for eating lunch in inclement weather, adding to an already high level of noise and congestion.

TP-6: During session the Capitol is a major working building with a lot of activity related to the functioning of Oregon's Democracy, which supports the key messages by showing government at work. That makes the task of focusing on the key stories much easier than when the legislature is not in session. During those times the building is essentially empty, which create an entirely different feel to the overall experience, as if the government does not really exist.

TP-7: People, usually those in the building for legislature related business, often have impromptu meetings around the Information Kiosk, using the kiosk surfaces as 'shelves' or 'tables'. This not only obscures the Information Kiosk from view of arriving visitors, but it also can make it appear as if the Visitor Services staff or volunteer in the kiosk is engaged with others.

TP-8: The Senate, House and Governor's Ceremonial Office, three key locations on a guided tour, are not always open to the public when the legislature is in session. The Ceremonial Office is also not always open to tours when the legislature is not in session. With no space for showing a virtual tour of any of these spaces, the participant misses key visuals associated with the story of the democratic process in Oregon.

TP-9: The building has a cafeteria where visitors can eat lunch. This creates the opportunity to use a table-based interpretive opportunity, such as 'Table Teasers' to pique interest.

Existing interpretive opportunities

To the extent possible, and when appropriate, existing interpretive opportunities should be incorporated into the overall network.

EO-1: Guided tours are already established within the building.

EO-2: The exhibit window cases currently contain exhibits focusing on several Oregon history related topics. They are due to be changed out in January of 2014. The tours and exhibit cases are the two primary interpretive opportunities available to visitors.

EO-3: An exhibit case containing a Rocks and Minerals exhibit is located on the main floor of the old building.

EO-4: The pillars in the Galleria currently contain temporary poster board exhibits focusing on the building of the capitol building in 1937.

EO-5: A small museum is located in the Kathryn Clark Cloak Room on the 2nd floor. It currently houses artifacts relating to the Oregon government at the time Kathryn Clark served as a legislator.

EO-6: The video "A Virtual tour of the State Capitol" is available on the web.

EO-7: The video "Virtual Tour of the Tower Tour" is available on the web and is made available for viewing onsite (Galleria TV). This focuses on the story of creating and placing the Golden Pioneer. It does not include other interpretive opportunities associated with a Tower Tour.

EO-8: Digital Signage kiosks located at entry to Senate and House Chambers and in the Galleria near the Information Kiosk could be used to show videos related to the Oregon Story when the legislature is not in session. However, content is managed by the department in charge of the particular kiosk. (Some departments who manage a kiosk already show such videos.)

EO-9: The following relevant publications are currently available:

- How an Idea becomes a Law - single page diagram.
- Capitol Sculpture Tour - This brochure, put out by the Salem Art Association using a Ford Family grant, focuses on providing information on exterior sculptures and reliefs. It is geared toward children.
- Walking Tour of the State of Oregon Capitol Grounds - This brochure, put out by the Department of General Services, provides identification and a brief note on plants, sculptures, fountains and memorials on the grounds. It is outdated but OPRD is planning on updating this publication.
- Oregon State Capitol - This brochure, put out by Visitor Services, contains a brief history of the capitol and information on key elements of the building. It does not include a map with a tour route.
- Visiting Oregon's State Capitol - This brochure, prepared by Visitors Services,, is intended to provide all the information necessary for planning a field trip to the Capitol Building.
- A line map of the Capitol Building as a handout. The nature of the design and layout create wayfinding issues even when using this map.
- State Capitol Art Collection brochure
- Oregon State Capitol Foundation's brochure detailing interpretive opportunities.

Surrounding related attractions

RA-1: The following attractions within the Salem area relate in some way to the history of Oregon or tell part of the Oregon Story. Consequently, they have the potential to be part of the larger interpretive network for which the State Capitol will be a 'gateway.'

- **Willamette Heritage Center at the Mill:** This is possibly the most extensive nearby opportunity focusing on Oregon History. Given the presence of the Jason Lee House and the Thomas Kay Woolen Mills, two of the key focal points for their interpretive program are the impact of missionaries and the industrialization of Oregon. They also have changing exhibits.
- **Bush House Museum:** This is the official home of the Salem Art Association. Interpretation focuses on the Victorian Era.
- **Historic Deepwood Estate:** The focus for interpretation at this site is also the Victorian era.
- **Oregon State Library:** The current exhibit is "Early Exploration of the Pacific Northwest." The exhibit contains historical maps, journals, log books and other documents associated with early exploration by EuroAmericans.

- **City of Salem Historic Walking Tour:** This tour, one of 6 historic walking tours highlighted on the Salem Heritage Network (SHINE) website, focuses on the historic structures in downtown Salem. This tour could be linked to a tour of the State Capitol Building and Grounds to create an extended tour.
- **Hallie Ford Museum:** Although focused on art, it does have exhibits periodically related to history.
- **Keizer Heritage Museum.**

RA-2: The grounds surrounding the building are the State Capitol State Park, which is managed by the Oregon Parks and Recreation Department. Visitors to the Capitol may also be interested in the grounds surrounding the Capitol. Currently there is no formal programming tying the inside to the outside. Because of the proximity of the two attractions (capitol and park) and the fact that stories supporting the key messages could be communicated in the park, interpretive opportunities that span both attractions, such as a walking tour, should be developed. An interpretive plan, recently created for that park, identifies an array of interpretive opportunities to be developed in this space.

RA-3: The State has numerous attractions related to Oregon History and Government, such as Champoeg State Park Interpretive Center, the Oregon Historical Society, the University of Oregon Museum, the Museum at Warm Springs and countless others. These should all be a part of the network of opportunities for which the Gateway will function as a hub.

Other

O-1: A web site is being developed within which the Capitol History Gateway will have a presence.

O-2: A brand for the Capitol History Gateway is being developed.

O-3: The name "Welcome Center" is already associated with facilities operated by the State so it should not be used by itself to identify a space within the capitol building.

O-4: The 75th anniversary of the building is October 1st of 2013. If possible, the new Capitol History Gateway should have a presence at this event.

O-5: The contract calls for a History Pathway.

O-6: The Master Plan recommendations call for the building to be closed for remodel at the end of the 2015 Legislative Session and remain closed until the beginning of the 2019 Legislative Session. This represents a major interruption to the interpretive program in the building and may require a heavy focus on outreach opportunities for that time period. If that is the case, development of those opportunities needs to begin as soon as possible.

O-7: Western Oregon University is compiling information on the Governors that could be put onto the Capitol History Gateway website and used elsewhere.

O-8: The State Library is currently putting together a Capitol Construction website. The site contains documents relating to the construction of the current State Capitol Building. They hope to have it available for the 75th anniversary on October 1st.

O-9: The Capitol Building has the capability to stream video.

O-10: The State Archives produces the Oregon Blue Book which includes extensive background on the legislative process, all legislative proceeding records and legislator's histories and is a primary resource for electronic resources. State Archives houses the State Constitution.

O-11: The Oregon State Capitol Foundation is planning on funding the exhibits in the display case exhibit.

O-12: The State Capitol State Park developed a park Master Plan in 2009 which has not been implemented.

O-13: City of Salem received the Heritage All-Star City designation by the State Historic Preservation Office.

O-14: Media Services houses unedited Oral Histories and other footage relating to the legislative process and events.

O-15: The Oregon Cultural Trust manages a program that displays art of Oregon artists in the Governor's reception room. Displays are changed on a regular basis.

O-16: Given the proximity of the State Capitol to the State Capitol State Park and the opportunities to provide visitor experiences that use both areas, it is important that the messages associated with the interpretive plan for each area mesh. **Note:** *The messages developed for the State Capitol State Park. Those messages are included in Appendix B.*

O-17: The Oregon State Library has a Genealogical Research Center that is open one Saturday a month for people to work on genealogy. This Center is a source of information on Oregon history and an opportunity for visitors to follow up their visit by delving into their own history.

O-18: The Foundation will be using a digital screen for donor recognition and content related to the Capitol History Gateway. They prefer to have that screen in a location accessed by the majority of visitors.

Interpretive Inventory

Introduction

In general, people become more interested in a subject when they can see something related to it, and they are more likely to believe what they can see than what they only hear or read. Therefore, the more an interpretive opportunity connects with and uses actual artifacts or features in conveying information, the more effective it will be. Consequently, the interpretive inventory focuses on features of the State Capitol Building that could be used as focal points for telling stories associated with the Oregon Story or Oregon's democracy.

These features, along with artifacts that can be brought in, help determine what stories can be told most effectively by identifying the physical 'evidence' supporting those stories. For that reason, interpretive inventories often include a listing of key artifacts and specimens that could be obtained and brought to a site to help tell interpretive stories. However, because potential partners include the Oregon State Historical Society, the University of Oregon Museum (state repository for artifacts), Portland State, the State Library, State Archives and other entities with significant collections of artifacts and other items related to the Oregon Story, the list of potential artifacts that could be obtained is too vast to list. For example, the Oregon State Historical Society alone has the following *categories* of resources, each with hundreds of items:

- Photographs of the Capitol in all its various incarnations
- Photographs of governors and legislators
- Printed government documents going back to Territorial days
- Papers of various governors, legislators, and state officials -- e.g., Rudi Wilhelm, Charles Sprague, George E. Chamberlain, Hillman Lueddeman (head of the Commerce Dept.)
- Moving images (film/video) of events relating to the Capitol
- Oral history recordings of governors, legislators, and others involved in government
- Maps (such as Sanborn Fire Insurance maps showing the Capitol and grounds)
- Architectural plans (including proposals for the 1936 design competition)

Consequently, we suggest that instead of trying to list every item and then developing ideas for designs, the design process for any exhibits in the Capitol Building begins with an identification of potential topics. The potential topics along with the key messages can then be used to query various partners as to artifacts, photographs, video footage, film and other objects that could be used to help tell a specific story.

Key Visuals

The following is a listing of features within or visible from the building that can be used as props in telling the story or Oregon's Democracy or introducing visitors to Oregon's history. A lot of artifacts and features were not included in the list because it was not apparent how they could be used to tell stories that supported the key messages. This includes such artifacts as the array of plaques on the walls on the ground floor, the historic desks and chairs in the House and Senate or the assortment of artifacts in the Governor's office. This does not mean that such artifacts don't have stories to tell; rather it means that the stories do not support or communicate the key messages.

Murals visible from Rotunda

The 4 murals on the corners depict key events early in the EuroAmerican era of history in Oregon, including the 'discovery' by Robert Gray, the arrival of the Lewis and Clark expedition, the arrival of the first white women to cross land and arrive in the Oregon Territory and the arrival of the first wagon train. However, the murals do not reflect the diversity of Oregon's current population.

The 4 murals nearest the top of the steps reflect key industries in Oregon's EuroAmerican history - agriculture, forestry, mining, cattle ranching, and sheep herding.

Mural in the Senate Chamber

This mural focuses on the arrival of the news, at the capitol, that Oregon had received statehood.

Mural in House Chamber

This mural focuses on the legendary predator meeting (there is debate as to whether it was cougar or wolf) at Champoeg at which the decision was made to form a Provisional Government associated with the United States rather than with England.

Oregon seal in Rotunda

The seal has a number of different elements that could be used to tell some aspect of the Oregon Story and/or government. Those elements and the associated stories are noted in the Building Tour Outline.

Architecture of original building

The architecture reflects a specific style that was in vogue during the 1930s. The grandeur of the building reflects the respect for the state government at that time. The sense of pride is reflected in the choice of marble, the presence of the Golden Pioneer, the size and location of the State Seal and other aspects of the original building.

Orientation of new building compared to old

The view from the terrace below the Golden Pioneer is the best place to 'see' this story, which reflects changes in transportation networks and development. The first two capitol buildings faced the river, which was the major transit corridor in the state at the time each building was constructed. By the time the current building was constructed in 1937, river travel was no longer the dominant mode of transit.

New promenade and old promenade

The location of each promenade supports the story of the orientation of the old buildings compared to the new. The design of the new promenade and organization of government buildings, which is patterned after the one at the Nation's Capitol reflects centralization of government.

Golden Pioneer

Several aspects and features associated with this sculpture can be used to help tell stories, including the subject (pioneer), the fact that it is looking West and that it is holding an axe. In addition, the story of the school children in Oregon raising money to re-gild the statue in 1984 supports key messages for the interpretive program. As another example, the choice not to light the statute during the 2002 energy crisis and the subsequent installation of solar panels to power the floodlights that light the statue at night support the message that the state is 'green.'

Names around top of Senate and House Chambers

These names represent people who had significant impact in Oregon's history, from the local to the National level. Several could be used to support the idea that people from all walks of life and cultural backgrounds have helped shape the quality of life we enjoy in this state.

Vault in State Treasurer office

Because the vault is not used anymore it can be used to take people back to the era when the building was built to tell the story of the functions of the building at that time and how it has evolved.

Space where a safe was located in room 148

Although the safe is gone, the space still exists, which is a potential opportunity if room 148 is used as a Welcome Center.

Portraits of Past Governors

Individually these portraits could be used to highlight aspects of a specific governor's history that help support key messages. For example, Governor McCall was instrumental in passing the Beach Bill. As another example, Barbara Roberts first came to the capitol as a concerned mother. Collectively, the portraits cause some issues in telling the story of Oregon's democracy and those who play key roles. Specifically, the presence of the portraits combined with the central location and availability of the Ceremonial Office for tours supports the idea that the Governor is the key figure in the building and in Oregon's government, significantly overshadowing the Senate and House of Representatives. This situation is reinforced by the lack of large portraits of past Senators and Representatives. In addition, not all Governors have portraits, leading to the possible assumption that the Governors with portraits were 'better' than those without portraits.

Photos of Governors

These are on display in the Governor's Ceremonial Office. However that space is not always accessible.

Carpet in House Chamber

The carpet features a Douglas-fir tree, reflecting the state tree and the primary industry of the state at the time the building was constructed.

Carpet in Senate Chamber

The carpet features salmon and a sheaf of wheat, reflecting that agriculture was the second industry and fishing the third industry at the time of construction. The salmon (Chinook) is now the State fish.

Seam in exterior wall of rotunda

This seam, which can be viewed from the stairs leading to the Golden Pioneer, reflects the need for reinforcing after the Scotts Mill Earthquake.

Voting Buttons and voting boards in the House and Senate Chamber

These features tie closely to the process of government.

Press Room and Media Services Area

These are both associated with the transparency of our governmental process (Media Services records all hearings and other functions and has that information available).

Hearing Rooms (dais and witness stand)

These features are also associated with the process of government.

Willamette University

Although not in the Project Area, the campus is visible from the terrace under the Golden Pioneer. The university is part of the story of the impact of the Methodists on the development of Salem and the location of the capitol in this city.

Walk of Flags

This is technically not in the Project Area, but is visible from the terrace beneath the Golden Pioneer. In addition, it is likely that many people who visit the capitol will at least see this feature when entering or leaving the capitol. The parade of flags includes flags of the Native American tribes in Oregon and thus reflects the relationship with those governments and the concept that this is a government of all the people in the state.

Friezes on the front of the building. These reflect an array of different historical events and a desire to have a Capitol that reflects Oregon specifically.

Contrast between the old and new sections of the building

The feeling evoked by standing in the rotunda, surrounded by cold marble and various symbols of our state and its history, with wide grand staircases rising up, is very different from the feeling evoked by standing in the Galleria, surrounded by warm wood. The contrast can be used to help tell the story of the evolution of government from that era to now. Given that the murals in the old section do not represent the cultural mix of Oregonians today, nor the history Native American tribes, it is good to highlight the concept that the old building represents a different era.

Juxtaposition of the Senate, House and Governor's Office

The House and Senate on opposite sides of the building with the Governor's office in the middle can be used to tell the story of how our government is organized.

State Treasurer Office

This is related to taxes, which is a key political issue to many Oregonians.

Secretary of State Office

The Secretary of State office is a focal point of citizen involvement in Oregon's democracy because it oversees all elections, is involved in registration of voters, and oversees the very

important referral process to the ballot. The Secretary of State is also the next in line in terms of leadership if anything happens to the governor, which reflects how our government works.

Medal of Honor plaque

The memorial is located around the base of both flags and honors Medal of Honor recipients.

Hearing Room 50

This was the original hearing room in the present capitol building and is also the location of the flag that was partially burned in the fire that destroyed the previous building.

Number of desks in the Senate compared to the House

This can be used to help tell the story of the organization of our government.

Arrangement of desks at the front of the House and of the Senate

This can be used to tell the story of the organization of each of those bodies of legislators.

Public viewing galleries

This feature can be used to reinforce the idea that our government is of and by the people and is open to their scrutiny.

Lobbies and other overflow areas with televisions

These are often used as overflow spaces when hearing rooms are full. As such, these features help reinforce the idea that people are and should be involved in what happens in government. The image of people viewing hearings is a particularly good visual to show how people are involved.

Events in the Galleria

The daily events and displays are a good visuals showing how people from all walk of life are involved in government. It also shows an easy way for people to get involved.

Appendix B: Summary of Key Differences - In-session Compared to Interim

A key parameter significantly affecting the interpretive opportunities offered within the state capitol is the fact that the situation is very different when the legislature is in-session compared to when it is out of session. Those differences will result in very different experiences at different times. The following summary highlights the key differences and implications.

1. Noise levels

The noise levels in the Galleria and Rotunda can be quite high during session but are often low when the legislature is not in session. Consequently, it may be necessary to avoid trying to speak to tour groups in these spaces during session.

2. Space availability

Meeting space is extremely limited during session and not available on a consistent basis while during the times when the legislature is not in session, large spaces that could accommodate a tour group of 100 are available. As a consequence, staging areas are not likely to occur in rooms during session. Presentations are a possibility, but the space available is not likely to accommodate large groups, which means that a small space could be used for offering a presentation as part of guided tours.

3. Visuals associated with 'active' government

During session the capitol as a place of active government is apparent due to the amount and type of activity in the main public areas (Galleria and Rotunda). However, when the legislature is not in session the building is virtually empty and the work that is happening is either happening behind closed doors or within districts. Consequently, providing an image of 'active' government will require a different approach during those times.

4. Congestion

During session virtually everyone enters into the building passes through the connection passage way between the old and new building. In addition, a lot of people use the Galleria and Rotunda for a variety of activities. Not only does this increase the noise levels, it increases congestion. Alleviating this issue during session may require a different arrangement of tours and strategies designed to pull visitors out of those areas as soon as possible in their visit.

5. Key spaces available for interpretation

During session several key areas that could help support telling the story of government are not accessible, such as the Governor's Ceremonial Office, the floor of the Senate and the floor of the House. Consequently, different strategies may be necessary to help tell the stories. In addition, it is not likely that legislators will be there to talk with groups from their district.

6. Information Delivery Strategies

The following are key differences in strategies available for delivering information.

- **Electronic information kiosks:** These contain information on activities associated with the business of government when legislature is in session. When not in session, they could be used for showing videos or providing other opportunities for visitors.
- **Old telephone booths:** When the legislature is in-session these are often used by people who have come to the capitol building for reasons associated with the business of government. When it is not in session they are likely to be empty and could be used to provide interpretive opportunities.
- **Tours:** As noted previously, speaking to groups in the Rotunda and Galleria may not be effective during session because of noise levels, but would not have the same problem when the legislature is not in session.
- **Videos and presentations:** When the legislature is not in session, large rooms that could accommodate tour groups of 100 could be used for presentations, either by a speaker, in audiovisual format or using other media. Such spaces are not available during session.

Appendix C: Themes from State Capitol State Park Interpretive Plan (OPRD)

The following are the Primary Theme, Themes, Sub-themes and Supporting Stories from the State Capitol State Park Interpretive Plan prepared by OPRD in 2009.

Primary Theme

The buildings, features and layout of Oregon's State Capitol reflect the ongoing evolution of Oregon's capitol in response to the changing needs, values and influences of Oregonians.

Discussion: The primary theme ties together the two major forces that have influenced the changes in our state capitol – the people of the state, which results in basic changes to the structure and extent of the place where the government convenes, and influential people, which results in more cosmetic changes to the visual scene. It also includes the basic concept that the State Capitol is continuing to evolve in response to those same forces.

Themes

Theme 1: Every iteration of the State Capitol and grounds – as a whole – reflects the social, political and historical context of the era in which it was developed.

Sub-theme 1-1: The State Capitol is in Salem in this location due to the political power in the state at the time Oregon became a state.

Examples of supporting stories

- The land for the Capitol was donated by a group of lay Methodists who also started Willamette University and started the town of Salem.
- Groups with interest in having the Capitol located in Salem were powerful enough to have the Territorial Government moved from Oregon City.

Sub-Theme 1-2: The capitol building and mall you see today are the result of major changes from past landscape designs, reflecting a desire for a modern public space.

Examples of supporting stories:

- The changes in the physical size of the State Capitol building.

- The addition and size of specific buildings along the mall to allow the State Government to do its business.
- The array of changes made after the burning of the State Capitol in the 1930s, including the change in orientation of the State Capitol Building and development of the Capitol Mall to create a plaza, in part, for public gatherings.

Sub-theme 1-3: The design of the primary building and grounds reflected the time during which it was designed and built.

Examples of supporting stories:

- The initial Territorial Statehouse was built in a conventional style for statehouses of the day – Greek revival in a rectangular shape.
- The second building for housing the seat of Oregon’s government was also built in a style conventional for a statehouse of the day. It was Italian Renaissance with the two houses of government on opposite ends.
- The re-design of the Capitol and grounds in 1935 broke from the past but was still influenced heavily by the historical context of the time. The ceremonial approach to the new capitol entrance within a formal grouping of flanking buildings was an approach introduced at the Columbia Exposition in Chicago in 1893, and was known as the Beaux Arts Style or City Beautiful Movement. The national capitol and mall are also based on this style of building and street placement.

Theme 2: The Capitol grounds retain elements reflecting different influences that affected Oregon and the Capitol over time.

Supporting stories use different features and characteristics to focus on specific influences of the past. Features could include the following:

- Location in Salem and at this site in Salem due to influence of Methodists
- Orientation of the first two buildings to the west due to the importance of the river as a major travel corridor and the relationship to the city of Salem.
- The circuit rider, Jason Lee statue and Dr. John McLaughlin statues reflecting how they were regarded in Oregon history by people in power at the time they were commissioned.
- Dominating statue of the Pioneer reflecting the dominant beliefs at the time it was designed.
- The subjects on the friezes on the front façade and the carved wooden panels on the interior reflecting the dominant beliefs at the time the current building was designed.
- The various landscaping schemes reflecting an evolving view of the best landscape for a state Capitol.
- The development of the Capitol Mall and change in building orientation.

- The ceremonial approach consisting of a formal building group with an open vista reflects the City Beautiful Movement launched by the Columbian Exposition in Chicago in 1893.
- The artwork reflects a desire by the Planning Group for a “distinctively Oregon capitol.” This includes the subject of the friezes and the carved wood murals and the Golden Pioneer atop the dome.
- The State Capitol is the foremost community planning and architectural development project carried out in Oregon by the PWA, a federal work program overseen jointly by the state and federal governments.
- The flags of the nine sovereign nations.
- The fact the capitol is now a state park changes its nature from merely a gathering place with a few historical accessories into a more full-bodied experience, created by people to tell a story.