Director’s Note
By Dr. Peter H. Welsh

This has been a great year. It was the first year of our new program, designed to give students the flexibility to choose classes that complement their career aspirations. In this first year we have learned a lot about where it has succeeded, as well as where we need to make some adjustments.

This spring, thirteen students defended their research projects, and all passed with flying colors. One of the things that has really impressed me is the range and quality of their research. Topics ranged from serving populations with memory loss to confronting slavery in museums. Many of the projects have real potential to contribute to conversations in the field. We look forward to seeing what this amazing group will achieve in the coming years. Plus, our first year students are already making waves as they prepare for amazing summer internships and fall conference presentations. We expect great things from all of them.

Looking forward, our biggest news is that Dr. Sandra Olsen will be joining our faculty in the fall. Dr. Olsen’s extraordinary experience as Curator and Anthropology Department Chair at the Carnegie Museum of Natural History in Pittsburgh will significantly strengthen our program’s ability to guide students in research and teaching. In the office, Ashley Tso has ably stepped into the role of Museum Studies and Indigenous Studies Program Coordinator. Among her many duties will be to explore ways to raise the program's national profile.

Finally, I am extremely pleased that Museum Studies now has a graduate certificate option. This 15-hour program is aimed primarily at students in PhD programs who are looking for ways to enhance their portfolios and resumes. I expect that this new dimension will give Museum Studies expanded reach across the university and beyond.

To learn more about these and other developments, take a moment to check out our newly renovated website or follow us on Facebook.
Once again, the students in the Exhibit Design course have created amazing exhibits that will be featured around Lawrence.

**KU CONNECTIONS: AN EXHIBIT FOR KU’S 150TH ANNIVERSARY**  
**TYLER HABIGER, EMILY GRIGONE, JILLIENE JAEGER, JOJO PALKO**

This is a theoretical exhibit created for KU’s sesquicentennial anniversary. The traveling exhibit, KU Connections, highlights KU alumni who have made an impact on their field, Kansas, and the global community. It is broken down into three themes: Place, Transformation, and Triumph. Each theme features four to five stories on either an innovation or a specific person.

**BRINGING THE EAST TO THE WEST: OPENING LAWRENCE TO LIFE ON THE RAILS**  
**ELLEN LYNCH, JENNIE ASHTON, WESLEY GIBSON, ALI FISHER**

Discover how railroads helped transform Lawrence into the city it is today! Bringing entrepreneurs, immigrants, and visitors to Lawrence railroads turned this once small frontier town into a diverse and prosperous city. The journey begins Thursday, May 15th at the Watkins Museum of History. The exhibit will remain open through the summer of 2014.

**LEGACY OF THE WHITE CITY: REVISITING THE WORLD’S COLUMBIAN EXPOSITION OF 1893**  
**MEG SCHWEND, RACHEL GIBSON, ALISSA MEEHAN, SABRINA SHAFIQUE**

This exhibit, which opened May 8th, focuses on the legacy of the World’s Columbian Exposition of 1893. Its themes include the changing attitudes towards women, African Americans, diversity, new technology, and architecture. This exhibit, located at the Spencer Research Library, will remain open through the summer of 2014.
The summer of 2013, I began my time at the Kansas Museum of History as the education intern. The idea was I would bring a youthful flare to the museum’s newly adopted public program plan. After the summer had passed, the museum gave me the reigns to design an adult-themed event targeted at those aged between 21-35. By using offsite audience research conducted by me, the Kansas Museum of History team and I developed Museum After Hours: A Night at Gatsby’s. This event celebrated the style and history of the 1920s. Food, drink, dance, and activities such as headband and bowtie making and crossword puzzles took people back to the time of flappers, jazz, and prohibition. Not only did my time at the Kansas Museum of History provide me with ample job training in museum education, my work on Museum After Hours ended up being the basis for my final Master thesis on millennial audience development.

OUR FIRST YEARS’ SUMMER PLANS

Alissa Meehan is working for Glen Canyon NRA as a GS-05 park ranger in the aquatic invasive species program.

Erik Radowski is interning at the Gerald R. Ford Presidential Museum in Grand Rapids, Michigan.

Jilliene Jaeger is interning in Visitor Services at the Smithsonian National Air and Space Museum.

Jojo Palko is interning with the KU Spencer Research Library, assisting in the creation of the KU 150th Anniversary Book.

Katie Manley is undecided.

Meg Schwend is working at Staab Studios full time, making four giant fish for a traveling exhibit.

Rachel Gibson is interning at the KU Biodiversity Institute in the entomology collection.
THE PANORAMA CONSERVATION PROJECT
BY BREANNE WASINGER ’14

I jumped at the chance to be part of this project. The Panorama (with some mounts over 120 years old) is my favorite part of the Natural History Museum and is an important part of KU’s history. We [Jennie Ashton ’14 and I] were lucky to work for a great conservator, Ron Harvey. He helped conserve the Lucy fossil, so he’s kind of a big deal! We wore protective gear because of the arsenic leaching from split hides. It was challenging to move carefully around the mounts in our suits while carrying tools – HEPA vacs and brushes. The Panorama was full of surprises – a cigar, 4 live bats, and many signatures. I’ll miss being able to go inside!

MUSEUM ADVOCACY DAY
EUDORA AREA HISTORICAL SOCIETY
BY ALISSA MEEHAN ’15

Ten students from KU’s Museum Studies Organization traveled to the Eudora Area Historical Society Museum on Saturday, March 1, 2014, for Museum Advocacy Day. Working alongside Ben Terwilliger, the EAHS director, the students consolidated four different historical file collections into one. Society members were very grateful for the student’s hard work, as the updated collection now allows researchers easier access to local history. Afterwards, students enjoyed pizza and soft drinks.
This spring break, the Museum Student Organization traveled to St. Louis for four days. Despite such a short trip, students managed to go on a whirlwind tour of ten museums and historic sites! Each site proved to be quite unique and provided each of us with an interesting perspective on various departments and functions within each of these sites.

After arriving in Saint Louis on Saturday March 15th, we met with a staff member from the education department of the Saint Louis Zoo and she happily sat with us and discussed some of aspects of her job and some of the challenges and surprises that come with working with animals! After a walk around the very busy zoo, we made our way to the City Museum for a special behind-the-scenes tour given by one of the facilities managers. We climbed our way through the labyrinth of material and received special roof access!

Monday was by far our busiest day, beginning at the Saint Louis Science Center, where a conference table of eight staff members from various departments greeted us ready to answer our questions. We received a behind-the-scenes tour in their exhibits department and got to test out a few of the prototypes. We viewed several of the exhibits on display and were granted access to their special exhibit, “Dinosaurs in Motion.” Next on our list was the World Chess Hall of Fame, a fairly new museum with some very exciting exhibitions. We met with staff in their lovely meeting room and then checked out “The Queen Within” exhibition featuring some spectacular fashion designs.

Our last day in St. Louis began with a visit to the Saint Louis Art Museum (SLAM) where we split into groups to follow several members of the education staff lead a school tour. After observing the school tour, we made our way over to the Missouri History Museum to meet with the museum educator to ask her questions about their educational programming. They were very busy planning for a TED Talk that afternoon! After viewing the museum, we got back on the road, and said our goodbyes to St. Louis. MSO Spring Break 2014 was a great success!
This semester a new special topics course was offered that focused on audience development. Steve Nowak, the director of the Watkins Museum of History, taught the class, which met every week at the Watkins. I asked Steve a few questions about why he chose to teach this class and how it benefits MUSE students.

Why did you decide to teach this course?
Mostly because Lauren Taylor asked me. She suggested doing an audience research project and I thought it might be a good way to apply a variety of research methods toward developing audience.

Why do you think it is important to offer a course in Visitor Development?
Increasing public engagement is frequently a concern in museums—it is seen as a sign that a museum fulfilling its public mission, making the most of grants, and/or creating successful programs and exhibits. This course offered an opportunity to undertake a project that delved into techniques a museum might use to plan and implement an effort to develop new audiences from identifying opportunities for growth to planning and evaluating efforts to attract target audiences.

What did the students work on during the semester?
The class approached the project as if they were consultants asked to find a way to increase attendance at the Watkins Museum. They began by analyzing the Watkins Museum’s current audience from information already available. They also researched to Lawrence population to identify audiences currently underserved by the Watkins. After identifying these opportunities for growth, the students selected university students as a target audience. To gather more information about the target audience, they refined their definition to focus on undergraduate history majors and graduate students in the humanities. They developed several information gathering approaches, including surveys and focus groups. They tabulated and analyzed the results of their research and, based on these findings, formulated recommendations for further research, marketing/outreach, exhibits/interpretation, and programming. Due to the time constraints of the semester, the project ended here, without an opportunity to plan, implement, and evaluate an audience development program; however, the work that was completed laid the groundwork for future programs, communications efforts, and more.

What do you think the students learned? And in turn did you learn anything from the experience?
The students learned what it takes to structure an audience development initiative, what it is like to develop and implement audience research efforts, how to compile and interpret research results and draw conclusions/base recommendations on that research. In addition, they learned how to work as a team to outline and bring a research project to completion. I learned much about the capabilities of the students involved and discovered some very enlightening things about how KU history students perceive the museum and engage with history. I am already putting some of these new understandings to use.

Do you think you will teach a course like this in the future?
I thought this project-based class was very successful, both as a way to teach “real-world” topics in museums and as a way to create real value for the Watkins Museum. I would very much like to repeat this format to address other administrative, audience development, or collections issues.
ALUMNI HIGHLIGHTS

BEN TERWILLIGER

Since 2011 I have served as the first Executive Director of the Eudora Area Historical Society (EAHS) in Eudora, KS. During my tenure as Executive Director, we have significantly expanded the operations of the EAHS and our interaction with the community. I am currently supervising efforts to rehabilitate an historic building in Eudora’s downtown, which will serve as the first permanent home for the museum the EAHS manages, the Eudora Community Museum.

ALEXIS FEKETE

In November 2013, I started working as Grant Writer/Editor at the Spencer Museum of Art at KU. Being a grant writer can be stressful at times but it is an amazing first job, because it allows me to work closely with really talented staff members in every department at the Museum.

KATIE SPARKS

From October-April, I had a Curatorial Assistantship at the Missouri State Museum in Jefferson City, MO. I got to work extensively with souvenirs from the 1904 St. Louis World’s Fair. I also had the opportunity to meet the last remaining model from the Capitol Building’s Thomas Hart Benton Mural.
SAY HELLO TO OUR NEW PROGRAM ASSISTANT, ASHLEY TSO

Ashley received her Bachelor of Arts Degree in Indigenous and American Indian Studies from the Haskell Indian Nations University and is a soon to be graduate from the Higher Education Administration Program at KU.

DATES TO REMEMBER

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