

UWSP Museum of Natural History Program Review Goals

Given the recent retirement of Ed Marks, the increasing needs for added student learning and faculty space, and student demand for classes in key academic programs, the Museum of Natural History Program Review Workgroup is to prepare a brief report on facts surrounding the Museum of Natural History located in Albertson Center for Learning Resources.

The facts gathered will be used to make a decision about next steps for the UWSP Museum of Natural History.

Goals of the Process:

1. Gather data in regard to the use of the Museum of Natural History,
 - a. Attendance by non-UWSP persons, cost to operate, exhibit maintenance, etc.
 - b. Use by UWSP faculty and staff
 - c. Impact on UWSP Student Learning
 - d. Impact on elementary and secondary school visitors
 - e. Role in Community Relations
 - f. Individual Visits over the past 3 years (school groups, university classes, community groups)
 - g. Past hours of operation
 - h. Budget and sources of funds
 - i. Space occupied, including museum preparation space
2. Describe the history of the Museum
3. Describe how the Museum supports the mission of UWSP and VISION 2015
4. Describe availability of similar museum experiences in Wisconsin or online
5. Suggest ways to expand the potential of the museum to increase its usefulness as an educational tool
 - a. For the community, including public and private
 - b. For the campus
6. Investigate alternatives to the current physical location of the Museum, its exhibits, and artifacts
7. Investigate alternatives to the current fiscal support of the Museum
8. Identify current and potential community partners to support the Museum goals
9. Other possible and most effective uses of current Museum space

Co-Chairs: Mark Nook and Stephen Ward

Members: Catherine Glennon, Helen Godfrey, Kevin Hefferan, Caren Heft, MaryJo Lechner, Rob Manzke, Mike Marksteiner, Patricia Williams, Marilyn Worth, Ron Zimmerman.

The Natural History Museum Taskforce

The following summary covers all aspects of the investigation asked for in the original charge to the committee. The Committee commends Ed Marks, former museum director and Ray Reser, part-time interim director, for providing extensive information on museum history, holdings, and attendance

EXECUTIVE SUMMARY OF RECOMMENDATIONS with supporting Documentation following:

1. The central campus setting of the Learning Resource Center makes this an ideal location for the continuation—and expansion—of the museum. The public, K-12 system, UWSP students and faculty overwhelmingly support the continuation of the Museum in its current location. The LRC is convenient for UWSP students, as well as for K-12 student visiting the planetarium. Expansion could occur into the café so that more exhibits are publicly available for display. *(See Documentation Part 2, 4, 9)*
2. Space concerns related to LRC handicapped access for the advising center should consider utilizing the Reference area directly opposite the café, largely underutilized due to the conversion to electronic data access. *(See Documentation Part 3)*
3. The museum requires at least one full-time, permanent director to oversee the collections, allow access to exhibits, maintain and update collections and to coordinate K-12 and public access to the museum. Ray Reser has done an excellent job as interim director and would be an outstanding full-time permanent director. *(See Documentation Part 3)*
4. UWSP should pursue accreditation via the American Association of Museums. The Association has indicated that they would be willing to begin this process at no cost to UWSP. Accreditation allows for access to grants that are otherwise inaccessible. Various organizations and government agencies recognize the importance of museums and have provided generous funds for their modernization and maintenance. Upon accreditation, the UWSP Natural History Museum would be able to not only pursue grants but also receive traveling exhibits that would greatly enhance the UWSP environmental mission. Although there is a push for a more business-focused image, UWSP is already renowned for its 'green' image and nationally-known Natural Resources and environmental programs. *(See Documentation Part 1, 3, 6)*
5. There is broad support for improved advertising and public signs indicating the location and mission of the Museum. Because of this lack, many UWSP students reported that they did not know it existed. However, significant segments of the faculty, staff, and general public support the museum's value as a teaching and learning tool. *(See Documentation Part 2, 4, 9)*
6. Ancillary Museum exhibits for educational and publicity purposes are possible in a downtown Stevens Point Children's Museum. The Committee views improved interaction with the Stevens Point community and the Children's Museum in particular as a positive development to improving town-gown

relations. Mayor Halverson favorably views such possible interaction. (See *Documentation Part 5*)

7. Should the UWSP administration wish to pursue new funds to construct a Science/Museum building on campus, the Committee would view this as a potential long-term development, completed over a 10-25 year period. However, the LRC remains the prime location for the Museum over the next 10-25 years and all efforts should be to maintain and improve the existing Museum.
8. The Committee agrees with the American Association of Museums statement: *“Museums in the United States are grounded in the tradition of public service. They are organized as public trusts, holding their collections and information a benefit for those they were established to serve. Members of their governing authority, employees, and volunteers are committed to the interests of these beneficiaries. The law provides the basic framework for museum operations. As nonprofit institutions, museums comply with applicable local, state, and federal laws and international conventions, as well as with the specific legal standards governing trust responsibilities. But legal standards are a minimum. Museums and those responsible for them must do more than avoid legal liability; they must take affirmative steps to maintain their integrity so as to warrant public confidence. They must act not only legally but also ethically.”*
9. The Committee does not recommend Museum closure or relocation for reasons stated below:
 - The exhibit portion of the museum (arguably less than 5% of the total collection holdings), only recently completed after twenty years of upgrading and new construction, and valued at a minimum of \$800,000, are immovable without destroying a significant portion of their value. (See *Documentation Part 1, 7, 8*)
 - Student surveys strongly suggest (99% support) that the current central location within the LRC provides the most accessible and functional location for visitation and course-related research. It is centrally located for campus tours, with incoming freshman, potential students, and their parents viewing the museum weekly. (See *Documentation Part 2, 4, 9*)
 - The current LRC location reinforces the concept of the museum as an integral part of UWSP research and scholarship, a connection that does not go unnoticed by faculty, school groups and potential future students. Its location adjacent to the newly opened Dreyfus Center allows for significantly increased casual visitation by students and the local community. (See *Documentation Part 2, 4, 9*)
 - There is adequate space for exhibit expansion within the LRC lobby and café, and the Director of the LRC supports such expansion. (See *Documentation Part 3*)

- A museum needs adequate *adjacent* space for exhibit-building and maintenance, collections management, collections research, accessioning and infrastructure repair and enhancement. Such allocated space currently exists immediately below the existing museum, including a complete workshop and external loading dock. Replicating such space elsewhere is a cost-intensive option. (See *Documentation Part 7*)
- Leaving the museum in its current location offers the least cost, least destructive option for the near future. Should an alternate, adequately constructed facility with museum-specific attributes become available within the central campus locality, movement of the museum proper should take place at that time.
- Loss of funding and/or public and institutional support causes museum closures. Public, student and faculty support for the retention of this museum remain overwhelming. In addition to refining the museum's mission, the situation warrants exploration of the substantial state and federal grants available for inventorying and accrediting collections. (See *Documentation Part 1, 2, 4, 5, 6, 9*)
- There are significant legal and ethical hurdles to closing and de-accessioning a museum and related collections. Signed agreements between UWSP and private donors, Native American Tribal governments, the State of Wisconsin, and several Federal agencies such as Fish and Wildlife and the Department of the Interior need to be examined and honored. (See *Documentation Part 1, 7, 8*)
- Natural history museums, and certainly this facility, assembled over many years, represent a cross section of environmental and climatic information that is not reproducible. They also provide an extensive and unique regional database. Closing a museum ultimately means removing many exhibits and collections from their most meaningful regional contexts. (See *Documentation Part 1, 7, 8*)
- Should UWSP decide to close and de-accession its museum, it is, as an institution, making an irreversible decision. Creating a natural history museum 'from scratch' is simply no longer possible. At a time when museum funding is high and local and national museums are flourishing, why would UWSP consider such an option? The Marathon County museum is currently undergoing a two-million dollar upgrade, the Wood County museum is expanding, the Denver museum has a bill before Congress to become '*The Scientific Curation Facility of the Rocky Mountains*', and is a recent recipient of millions of federal dollars to upgrade its anthropological collections. In such a climate, should not UWSP be celebrating its unique and valued collections rather than looking to downsize or eliminate an irreplaceable UW-System and community resource?

DOCUMENTATION for UWSP NATURAL HISTORY MUSEUM PROGRAM REVIEW REPORT

This material, compiled from diverse sources between November 2007 and April 2008 through 'cut and paste' methods, may differ in format from original documents received by the committee. It covers all aspects of the investigation asked for in the original charge to the committee.

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PART 1: EXTERNAL SUPPORT LETTERS

State Representative Louis J. Molepske, Jr., 71st Assembly District



WISCONSIN STATE REPRESENTATIVE
Louis J. Molepske, Jr.
71ST ASSEMBLY DISTRICT

October 31, 2007

Chancellor Linda Bunnell
2100 Main Street
Room 213 Old Main
Stevens Point, WI 54481

Dean Lance Grahn
130 Collins Classroom Center
Stevens Point, WI 54481

Dear Chancellor Bunnell and Dean Grahn,

It is my understanding that the Natural History Museum in the Learning Resource at UWSP is currently under review. As such, I am writing this letter to encourage both of you to support its continued operation.

In my opinion the Museum is a local treasure. It presents a tremendous opportunity for residents of Central Wisconsin to learn about natural history, wildlife and local culture. In addition, the Museum is a particularly valuable tool for school-aged children to learn and explore the world around them. On a personal level, I have a number of fond memories of visiting the Museum as a child, and I certainly hope that future generations will have the opportunity to share in those same wonderful experiences. In addition, I am aware that Ray P. Reser, the current director of the Natural History Museum, has a number of plans to make the Museum better than ever. I believe that with adequate support, the Museum can continue to be an important educational resource for years to come.

Again, I would encourage both of you to do everything in your power to continue support for the Natural History Museum. Thank you very much for your time and attention to this matter. If you have any questions, or should you require any additional information, please feel free to contact me at the telephone number listed below.

Sincerely,

A handwritten signature in black ink that reads "Louis J. Molepske, Jr." in a cursive style.

Louis Molepske, Jr.
State Representative
71st Assembly District

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**Christian Cold; Bureau of Wildlife Management
Wisconsin Department of Natural Resources**

December 19, 2007

Administration, Faculty and Supporters
University of Wisconsin Stevens Point:

It is my understanding that your Administration is considering the closure of the UWSP Museum of Natural History in the near future. Being uninformed of the fiscal considerations responsible for bringing this issue forward, I can only surmise that the decision to consider this action was based on fiscal budget concerns and/or the perceived value or function of the facility being in question.

As a graduate of UWSP and a parent of two students currently enrolled in the system, I wish to go on record as one opposed to any such closure of the Museum for the following reasons:

- * The Museum is valued as a high quality (and accessible) scientific and cultural resource of natural history collections to your student body and the Steven's Point community at large.
- * To myself and my colleagues, the University of Wisconsin Stevens Point has a long and sound reputation for producing quality graduates in the disciplines of science, natural resources and environmental education/interpretation. I strongly believe that closure of the Museum would deny your students access to an outstanding visual/tangible resource (and place of contemplation and inspiration) at a critical time in their development as competent (and imaginative) science and natural resource professionals.
- * I believe that the collections in the custody of the Museum serve (or should serve) as an official repository for cultural items, artifacts and natural history specimens in the region. If the Museum is not currently accredited in this capacity, I would strongly advise the administration and faculty to proceed in this direction, and abort any further considerations to close and dispose of this valuable resource.

Respectfully,

 *Christian W. Cold*

**Bureau of Wildlife Management
Wisconsin Department of Natural Resources**
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**Karen Dostal, Environmental Education Coordinator, Boston School Forest
Stevens Point Area Public Schools**

Dear Mr, Nook and Museum Committee members,

Our local natural history museum is an important resource for our community. It is important to preserve the museum as an educational resource not only for UWSP students but also for elementary, middle and high school students and families.

As an elementary teacher for many years for the Stevens Point Area Public School District I planned a field trip to the Natural History Museum and the Planetarium for my students every year. There are many students in our community who would never have the enriching opportunity of visiting and learning at a museum without The UWSP Natural History Museum. There is just no other experience that gives students an up-close and hands-on experience with such a diversity of knowledge offered in one place. It gives them a wider view of the natural world.

Many parents in our community also value the UWSP Natural History Museum. They often make the museum a destination for a family excursion that is nearby. There are many families that don't have the opportunity to go to Madison, Milwaukee or Chicago to visit museums. The UWSP Natural History Museum enriches family ties in our community also.

Of additional importance to our local learning community are the mammal, bird and herbarium collections. These are valuable resources that need to be maintained and preserved for current and future use. The Boston School Forest has developed an herbarium specifically for our 80 acres. The Freckmann Herbarium was a valuable reference resource to us during that process. The Freckmann Herbarium will continue to be needed as we add plant samples to our herbarium.

As the Environmental Education Coordinator for the Stevens Point Area Public School District, I hope that the opportunity for children and adults to learn about our natural history in a museum setting with its diversity of information will continue to be available as a local resource.

Sincerely,
Karen Dostal
Environmental Education Coordinator
Boston School Forest
Stevens Point Area Public Schools
kdostal@wisp.k12.wi.us
345-7383

**Stevens Point Area Convention and Visitors Center
(Received by Marilyn Worth)**

Dear Marilyn,

Please accept this letter of support for the UWSP Museum of Natural History.

The presence of the University of Wisconsin - Stevens Point, enhances our community in many ways. Through events, exhibits, and galleries, the cultural fabric in our area enhances the lives of all it touches.

One of the most unique exhibits the University contributes to our area is the UWSP Museum of Natural History. This hands-on, family friendly destination gives residents and visitors in our community a great educational opportunity to enjoy. No other communities, comparable to the size of Stevens Point, have a resource such as the UWSP Museum of Natural History.

However, the appeal and uniqueness of the UWSP Museum of Natural History extend past the local communities. In the past year the museum was included in two feature stories, published in the November/December 2007 issue of AAA Living magazine as well as the March/April 2007 issue of Wisconsin Trails magazine.

It may be easy to overlook its significance on campus - however its presence is not lost outside the campus boundaries and beyond. Please ensure the UWSP Museum of History exists for future generations.

Sincerely,

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Chief Preparator, New Mexico Museum of Natural History and Petrified National Forest Park -Retired

I spent several days during Thanksgiving week looking over your museum and some of its collections with my brother, current interim director, Ray Reser. Noting that connection, you will doubtless weigh what I am about to say by your own criteria. Even so, as a retired museums employee, I would like to provide some informal feedback. You have an intriguing gem there with interesting possibilities. Let me first explain a little about myself so you'll understand my perspective.

I was Chief Preparator at The New Mexico Museum of Natural History and Science for fifteen years where I did about sixty days of fieldwork a year mostly in New Mexico and surrounding states but also conducted museum fieldwork in Kazakhstan, China, and Mexico. During my tenure, I constructed three fossil preparation labs, numerous exhibits, trained and maintained a crew of volunteers that fluctuated in number from thirty to fifty, supervised and performed conservation protocols for fossil material, helped prepare for two AAM Accreditation Reviews, produced a modest publication record, and served as a member of the Preparator's Committee of The Society of Vertebrate Paleontology (SVP) for several years before I retired in February of 2006. Nineteen months before retirement I became the first Staff Preparator at Petrified Forest National Park, Arizona where I established yet another lab and instituted fossil preparation protocols.

Long- winded and self- promoting as this is, each point has relevance to what I'm saying about your museum. Ray and I spent several hours a day for three days going over the museum. We inventoried all the fossil material on exhibit, observed visitors, and spent some time in the small collections room in the museum proper and in the fossil plant and fossil fish collections currently held in Science D007. We also spent time looking over the exhibit fabrication area. My initial impression is that you have in place most of the elements to organize an excellent accredited regional museum and what you have, has to date been undervalued.

EXHIBITS

There are some technical and interpretive problems with the fossil and mineral exhibits but nothing really detrimental. One surprise was the under-representation of regional fossil material and another was the *Allosaurus fragilis* mount, albeit with a slight anatomical problem. The ethnographical exhibits feature some outstanding regional material but there is a serious condition problem in the case just to the right of the entrance (Indigenous Alaskan hand held drum).

The dioramas are far beyond expectation for a museum of this size. Far larger museums – the Field, Denver, the American Museum – have maintained these for generations because they have a curious bi-polar hold on visitors and museum administration alike. Both groups find themselves about evenly divided between the fascinated and the appalled. But moving or removing them is an enormously costly process. The mounts themselves are full of toxic compounds applied to prevent insect infestation and decay. The older ones will most certainly contain arsenic compounds. All of these pose several levels of hazard in the open air and in handling. The painted backgrounds and landscape components are usually impossible to move without destroying them. Today's costs of reproducing these dioramas, in whole or in part are astronomical. I suspect the university is not fully aware of the replacement value for insurance purposes. Judging from the small amount of visitor behavior I observed, they also have a high iconic value in the community. Like them, or hate them, they add a curious depth to the museum.

EXHIBITS FABRICATION AREA

Every museum has to have this sort of technical space that is separate from the exhibits, collections, and laboratories. This space also needs to have forklift access to the loading dock as yours does. Should the museum consider contracting traveling exhibits in the future this would become critical. The present arrangement is adequate but would require expansion for more ambitious exhibit projects. Should the museum consider building a fossil preparation lab, a space like this is what would be required although it would have to have a secure wall partition between its activities and exhibits fabrication.

COLLECTIONS

I spent time in the small collections area to the right of the museum entrance and in the fossil plant and fossil fish collections. There are some conservation issues in the storage of ethnographic material in the museum's small collections area. The fossil plant/fish collections are currently actively being curated and cataloged. The basement location is probably the most practical to reduce the fluctuation in humidity and temperature to which these specimens in shale are particularly susceptible. However it should be borne in mind that basement flooding is one of the leading causes of collection disasters. I am not completely qualified to judge the scientific importance of this collection but my impression is that it is about average to the size of the campus.

I did not see the modern fish, mammal, herpetology, bird, mineral or herbarium collections but I think this is where the true regional importance of the museum lies. Based on conversations and on specimen printouts, these collections appear to be in a significantly more advanced state of curation. They are also an extensive and unique regional database, given their temporal and spatial provenience. The research value of these specimens could do nothing but increase as climate change is investigated. As a corollary of this sentiment, I feel the museum has failed to utilize its unique placement to pursue Quaternary paleontology because it should have a regional fossil collection of a corresponding caliber.

Collections are the heart and soul of a museum. It is the obtaining and maintaining of these three-dimensional data banks that allow research, the accumulation of knowledge, and, in a way, civilization to proceed. If Newton stood on the shoulders of giants, the ground those giants stood on were collections. Most people only see the interpretive side of a museum, the exhibits. But without collections they are mere storefronts having no validity or authority. Here you have, in various places, reservoirs of that validity and authority.

There is a legal aspect of these collections that I suspect has not been articulated in an organized way. A significant part of all the holdings are likely to be the property of the people of The United States. In total, the possession of these objects implies that there is a public trust repository obligation on the part of University. I suspect that some of these legal obligations have been met by existing collecting permit stipulations that have been fulfilled and held by various departments, but that others have not. In very general terms, the obligation to obtain specific permits, adhere to certain object conservation and record keeping protocols, provide required reports, and provide public access to material is enforced by various divisions of The Department Of The Interior, and the Department of Agriculture such as The Bureau Of Land Management, Fish And Wildlife, National Forests, Park Service, Bureau Of Reclamation, N.A.G.P.R.A., and so on. The legal status of all objects in all collections should be reviewed, collected, and corrected where needed, by a central entity where the information is readily available. It is inconvenient

not to be able to produce such documentation should it be requested. This is a traditional role of museums.

ACCREDITATION

The American Association of Museums (The UWSP Natural History Museum is a former member) accreditation would require a rigorous system of records as mentioned above as well as standards of object conservation, storage, safety, documentation of every sort, etc. Obtaining accreditation conveys a myriad of benefits in terms of research destination desirability, obtaining grants, donations, loans of specimens, citing of held specimens in scientific publications, ability to obtain permits, ability to book traveling exhibits, and recognition as a certifiably competent institution. I strongly recommend planning to pursue it. I believe you have the collections depth but require a refined mode of organization so all collections are a subset of museum collections. Records for specimens on exhibit are practically non-existent and this is distressing. I do understand that there is hope that portions of them can be reconstructed or discovered. I also understand that the records of the collections I did not see are in good order. The AAM has a procedure for granting provisional accreditation and is user-friendly in assisting organizations in meeting their criteria.

COMMUNITY INVOLVEMENT

I lack formal local experience to draw from in gauging this potential for central Wisconsin, but I have had extensive experience in the Albuquerque region in managing and utilizing volunteers in an area that has high volunteer participation in the community. I also have experience in rural Arizona where there is almost no volunteer participation. I think Stevens Point is somewhere between these and suspect there would be a small but steady population of volunteers should you start a program. Volunteers are an effective way to integrate the museum into the community and they form a nexus of support that includes lobbying the State Legislature in my experience. But they can also be two-edged sword and create potential policy problems if the program is not carefully thought out and consistently managed. In the short time I was there I got the distinct sense from visitors that they had real affection for the place.

CONCLUSION

The UWSP museum embodies a readily apparent collections depth and already contains many of the hard to assemble components of an outstanding regional museum. It merely needs the administrative will to manage and organize it into the flagship institution it could become. It is remarkable and telling, that it persists with such a skeleton staff. I do have the sense though that benign neglect has a tipping point approaching in terms of many of the objects on exhibit and in collections. They have maintained a fairly steady state of preservation so far, but once deterioration starts in earnest it will snowball and become very difficult to manage. A little pro-active attention and intervention soon could prevent major problems down the road. Thank You for reviewing my comments.

Peter K. Reser, Chief Preparator, New Mexico Museum of Natural History and Petrified National Forest Park -Retired
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PART 2: UWSP TEACHING AND LEARNING ISSUES

University courses using Museum space in the LRC as part of instruction

Course Name and Number	Students per sem.	Instructor
Anthropology 339 <i>Native North American Cultures</i>	25	Tom Johnson, Professor
Anthropology 371 <i>Contem. Native American Cultures</i>	25	Tom Johnson, Professor
Art 103 <i>Basic Drawing</i>	60	Diane Bywaters, Prof.
Art 104 <i>Advanced Drawing</i>	20	Diane Bywaters, Prof.
Art 390 WE <i>Am. Art from Colonial through 1865</i>	20	Larry Ball, Professor
Art 398 <i>Special Topics in Landscape and Figure</i>	20	Diane Bywaters, Prof.
Biology 101 <i>Introduction</i>	25	Meredith Seiler, Professor
Biology 160 <i>Lab</i>	30	Betsie Graham, Lab Man.
Biology 322/522 <i>Museum Methods</i>	25	Eric Wild, Professor
ComD 495	30 – 45 contacts in the total of 5 ComD courses	Supervisor of Stu. Clin.
ComD 791		
ComD 792		
ComD 793		
ComD 794		
Ed 305/505 ?	10	Sharon Cloud, Instructor
Ed 325 <i>Teaching in the Elem. Schl: Science</i>	50	Perry Cook, Professor
Ed 325 <i>Teach. in the E. Child. Setting: Science</i>	25	Perry Cook, Professor
Ed 337 <i>Teach. in the Second. Schl: Science</i>	20	Perry Cook, Professor
Eng 101`` <i>Freshman Comp</i>	25	Barbara Dixson, Prof.
Eng 150 <i>Adv. Fresh Comp</i>	20	Barbara Dixson, Prof.
Geography 100 <i>Introduction</i>	250	Samantha Kaplan, Inst.
Geography 101	35	Eric Larson, Assoc. Prof.

Introduction

Geol 106 <i>Mineralogy/Petrology</i>	25	K. Hefferan, Assoc Prof
Geol 200 <i>Earth History</i>	15	K Hefferan, Assoc Prof
IA 101 <i>Design and Color</i>	30	Kathe Julin, Professor
IA 160 <i>Design US Minority Cultures</i>	60 to over 120	Kathe Julin, Professor
IA 216 <i>Materials and Technology</i>	35	Kathe Julin, Professor

Independent research projects and capstone research projects on Paleozoic fossils on display in the museum are supervised by *Kevin Hefferan, Geology*.

The Museum Exhibits in the LRC provide valuable volunteer experience for the Museum Techniques Minors, which is anticipated to be required in the future as the minor is revised. *Eric Wild, Biology*

Courses and Research using Museum special collections not presently on display

The museum collections are extensively used in teaching and outreach; numerous former and current students conduct research with museum collections of birds and mammals. These include museum methods of preparing mounts and voucher specimens, and conducting scientific investigations of animal anatomy. Currently a student and instructor are radiocarbon dating a fossil moose collected near Stevens Point. This research will be presented at seminars and hopefully published in both popular and scientific journals. *Christopher J. Yahnke, Chairman, Department of Biology*

Bio 322/522 *Museum Methods* 25 students a semester; Erik Wild, Professor
Bio 498/698 *Biological Illustration* 25 students a semester; Erik Wild, Professor
The Herbarium, Ichthyology, Herpetology, Mammals & Birds, and Insect Collections are essential components of these courses

Biology 101 *General Biology* 90 students a semester; Erik Wild, Professor
Biology 160 *Animal Biology* 30 students a semester; Erik Wild, Professor
Biology 376/576 *Herpetology* 45 students a semester; Erik Wild, Professor
Biology 399 *Independent Research* 5 students a semester; Erik Wild, Professor
The Herpetology Collection includes about 5000 specimens (probably the 3rd or fourth largest herpetology collection in the state) including alcohol preserved, skeletons, tissues, and all the associated data. The collection includes material from 11 countries but is especially important in the upper Midwest, and includes voucher specimens for several past and current research projects. It is essential for Biology 376/576.

Approximately 10 students a semester borrow specimens from the herpetology collection for presentations; Approximately 5 tours of the herpetology collection are

given to groups of prospective students each semester; Professor Erik Wild uses collections in several areas of research; Approximately 5 requests a semester are received for data, specimens, or tissues from researchers world-wide.

University programs using the Museum for recruiting, student employment, and campus service

Destination ImagiNation State Tournament includes the museum in a “Scavenger Hunt” (find something in the museum) as a way to help teams “tour” the campus. 10,000 people are on campus for tournament day. While not all 280 teams do the Scavenger Hunt, quite a few do. *Patricia F. Schoonover, School of Education; Director, Wisconsin Creative Problem Solving Programs.*

Helen R. Godfrey University Child Learning and Care Center provides care for the young children of students. Three-year old group (14-18 children at a time) visits the museum. *Dixie Mau – Lead Teacher*

Magdeburg, Germany Program tours the Museum in summer with presentations by museum staff on cultural and historical features of Central Wisconsin. 18 students each summer.

Dorothy Snyder, Small Business Dev. Center

Student Involvement and Employment Office provides work study experience in the museum; these students are classified differently than regular Work Study students on campus because they work with the public (public speaking, customer service, problem solving, etc.) It is a small number, 2 – 4 semester. *Susan LeBow, Assistant Director.*

Student Service Center Tour Guide Program takes thousands of visitors on a walking tour of the campus throughout the year. Part of the tour includes the Natural History Museum. *Laura J. Rosenfield, Admissions Counselor.*

Wisconsin Youth Conference summer program sponsored by Native American Center uses the Menominee Clan Exhibit for 25 students age range from 14 – 17; *Sharon Cloud, Director of Native American Center.*

Native American Center hosts student tours every semester which always include the Museum. *Sharon Cloud, Director of Native American Center.*

Detailed commentary from faculty and staff of Preceding Courses and Programs

I have used the museum in the past for Art 390, *American Art from the Colonial period through 1865* (21 students, Writing Emphasis). Our museum is a perfect example of what Charles Willson (sic) Peale intended when he created his museum in Independence Hall, in Philadelphia, right after the revolutionary war. It was a crucial step in creating an "art world" in America, which before Peale's entrepreneurial machinations essentially didn't exist. He even had a mastodon skeleton, as one of the attractions that lured curious people in, at which point he'd get them to look at some paintings too. So I'm glad for a small museum of variegated curiosities, not least the

allosaur skeleton. The museum's combination of interest/curiosity and the goal of being educational is valuable to me.

Larry Ball, Professor of Art History

I use the museum most every semester, sometimes several times in a semester. I've use it regularly in my ART 103 Basic Drawing Class, there are few choices of interesting drawing subject in town, and the museum is delightful with its displays. I use it also in the second level drawing class ART 104, a class emphasizing color and the mood of differing color within the dioramas is exceptional. I just used it two weeks ago with my ART 398: Special Topics in Landscape and Figure painting class. Most art class have twenty students in them. Many of my regular assignments have been adapted with the museum in mind. The native American figure/animal display is topnotch, exceptional. The newly acquired Alaskan art collection is amazing. I understand there is more in storage, so I would like the museum too:

Expand (and continue changing displays—I suspect there is a huge collection of native American pieces that have yet to be seen). Have expanded hours and more teaching room. Involve itself with the Service Learning Committee to bring more involvement to the community and outreach to schools. A larger “teaching” room, a hands-on facility, so faculty could use to teach in would be nice. With modern technology available, ideally even a computer lab for research. Lots of tables that could be used for art projects, for instance I could see using the facility to create hand-made sketch books, then turning to the display to use them, as part of a service learning outreach to the elementary schools within my classes. I'm teaching a Boy Scouts group an art project in the evening of Tuesday and this facility, if it would be open, would be my number one choice. I would have them painting the subjects in the dioramas. The location is fine, if expansion is possible, it certainly is centrally located to many colleges on campus. The on-going changing exhibitions over the years have delighted me.

Jefferson elementary school typically has field trips to this museum (I've emailed your information to the PTO in hopes to get your questions out to them). I'm certain others too, and I think I see lots of home-schoolers using the facility. When I was a Big Sister I would take my little sister to the facility (I think many in Big Brothers/Big Sisters do this). I believe university's daycare program uses it lots too. I know I used it as a parent, and probably went there when my child was a tot, six times a year. In fact, I had to avoid walking by the library or we HAD to go in. We probably go at least twice a year now with Mya. Even the little store, is exceptionally nice, with things you just can't find in town other places. The museum has a wide appeal, it is a jewel in the community, the limitation it has is the crowding of even a small group—there just isn't enough room. I have ALWAYS wanted to see what is in storage too. I would be happy to donate my time to paint a landscape if there is a need too, if a diorama needs changing.

I want to see this museum continue, in a viable and exciting way. It is essential in this town that has limited “museums.” I cannot tell you how much I have used it, for my personal satisfaction, over the years. With the new café, I have stopped over to quickly bring a smile to my face, before buying a cup of coffee. It seems many people don't know of its' existence, many times my students have never been there before I take them over there. But in this cold climate having a place of greenery or an Africa savanna, or seeing the difference of one or another animal (still think the Grizzly is mislabeled with the Brown Bear) I think it is essential. It is a great learning tool and a way to “travel” without going out of town—many of the students (young and old) have

never been out of central Wisconsin. It would be great to increase the size of the exhibitions and offer space on a regular way to area schools for exhibitions. I think there would be grant money to be had with many of these ideas, if you find a dynamic director. A weakness is: there is not enough light to effectively see in some of the areas (some hall spots are needed). The hallways are tight, and more room is needed. As far as numbers, when I teach three sections of 103 (basic drawing) sometimes in the fall, the museum is important for at least 60 students for just my load in one semester.

Please contact people such as the elementary schools, the daycares in the area (including Noel and University Daycare), because this facility is heavily used by the community. I feel so strongly about the museum that I would actually consider the job, if at all possible, in fact as I write this I'm becoming SO excited about the possibilities. But it is essential to connect with Service Learning, the reptile facility with area clubs, and the native American emphasis is a jewel to be explored more fully to open the doors of UWSP to the minorities in this community. A regular changing exhibition of student art work, Hmong art, interesting exhibits of the storage items, and on-going art-related and science-related activities is needed.

Diane Canfield Bywaters, Professor of Art & Design

With all the Native American collections now housed at the museum, there is a possibility for Wisconsin Tribal officials to visit a few times a year to preview the items on our inventory for possible repatriation via the NAGPRA law. We are in compliance at this point and have not had any requests for repatriation so far. The Native American Center hosts tours of the museum a few times each semester for high school or college groups as part of their campus tour. They are particularly interested in the two displays in the lobby. Education 305/505 is taught by myself and Andy Gokee in the summer. We refer the students to the Menominee Kiosk for further research on any of their Menominee related research papers. The Wisconsin Youth Conference is sponsored by the Native American Center in June. 25 students ranging in age from 14 - 17 attend and get to visit the museum during their free times.

Sharon Cloud, Director, Native American Center

I wanted you to know that I find the UWSP Museum of Natural History to be a valuable asset to my students. Every semester, with every science methods class (nearly 75 students each semester) we go on a field trip to the Museum. We meet in the tiny meeting room on the bleachers just like elementary children to discuss just what a good field trip and a bad field trip looks like. My students in the Fall include two sections of elementary pre-service teachers and one of secondary science educators and in the Spring include two sections of elementary pre-service teachers and one of early childhood educators. Having the ability to just walk across campus to such an incredible collection and display of science themed exhibits has enriched the preparation of future teachers for years. I would estimate over the past fifteen years I have personally visited the museum over fifty times with close to 2,000 pre-service educators. My students have written countless lesson plans for these fieldtrips, many of which Ed Marks placed on the Museum's website for use by other educators who visit the various exhibits. I have been extremely pleased with the overall quality of the collections and presentations of the various and wide ranging exhibits. Sadly, many UWSP and Central Wisconsin area public and private K-12 students have never stepped foot in the Museum. I would like to see the meeting room expanded and modernized with better seating, a computer, Elmo and smart board available. I would like to see the Museum advertised more frequently and in different venues. Clearly, the Museum is a GREAT asset to UWSP

and the surrounding community. *Education 325 Teaching in the Elementary School: Science* generally has 20-27 students in each section and we have two sections each semester for a total of approximately 100 students per year. *Education 325 Teaching in the Early Childhood Setting: Science* has 25 students in one section offered each spring semester and *Education 337 Teaching in the Secondary School: Science* has another 20 every fall semester for a total of approx 45 per year. 145 students per year X 15 years = approx 2000 students give or take a class here or there. We usually spend a whole class period for each section of science methods around the third week of each semester. Thanks for your hard work on this report. Hope that helps!

Perry Cook, Professor, Education

With some of the children that we see in our speech and hearing clinic student clinicians will take them to the museum on a field trip. When students take their clients over to the museum there is usually a speech and language goal that they are working on. Going outside of the clinic with clients is a wonderful experience to see if the client can use their communication behavior outside a structured clinic setting.

Gary D. Cumley, Associate Dean/Chair School of Communicative Disorders

The museum has been of use to me in two ways. One, my kids visited with their public school classes and were thereby invited into anthropology and the history of our region. Two, I have brought my freshman writing classes there to visit and to write, which has inspired some freshman essays, further research, and perhaps ongoing interest. It was English 101 and also English 150, with 23 or 24 students. I did it twice. It was fun!

Barbara Dixson, Professor, English

I am very concerned about the FATE of the Museum - - I use the museum for my Biology 160 laboratory field trips to see the "Animals of Wisconsin" and of course the live snakes since we only have snakes in jars in the laboratory. My student employee is the one who is feeding the snakes at the museum and the set up for snakes could not be better as Ed Marks created a beautiful environment for them their and safe cages that they cannot escape from as many snakes tend to get out of any type of cage. I have also taken my Biology 100 classes to the museum with an exercise of things to find (however I no longer teach Biology 100, although I do encourage others who teach it to utilize the museum). Regarding numbers: Lets say 32 students per semester (1 lab section - - so it varies - - this semester there were only 22 - - last year about 24 and 32 and next semester I believe there are 32 scheduled. I have also taken other people's classes through the museum from time to time. I also always take candidates for positions in biology through the museum if I am giving them a tour of "biology".

Betsie Graham, Biology Lab Manager

I am the clinic director for the communicative disorders. I just wanted to let you know that we have student clinicians in COMD 495, 791, 792, 793 and 794 who take clients (children and some adult community members) to the museum to practice generalization of their communication skills in a non-therapeutic environment. I do not have actual numbers but I could estimate that this is done an average of 1-3 clients per week. This has been very motivating and helpful in our intervention practices.

Tami Gumz, Clinic Director; Communicative Disorders

At present I make no assignments specific to the museum at any course level. This is not out of disinterest, but rather that my course content already strains the calendar. Certainly I regard the Museum as a valuable institutional asset, and I do make standard

instructional mention of it (e.g., “go see a passenger pigeon, as you’ll never get to see one alive,”) when I present extinction in 101 and 358. For my Winterim field course I make some use of the Sci D007 fossil collection. For SoTL research, some of D007 uses (e.g., habitat, endangerment, and field experiences) have influenced publications. Museum exhibits are *not* influences.

I’ve seen little academic feedback before present, but an apparently widespread lack of awareness (that UWSP even has a Museum) exists among my 100-level students, and astonishes me—much as students’ consistent revelation that they know nothing of Schmeekle Reserve until my class makes them walk into it. Publicity is an issue; the Museum’s presence ought be more visible on-campus, in addition to the many visiting teachers and school groups. ‘Tain’t happening.

Neil Haywood, Assoc. Professor, Geography

I direct students to the Menominee Clans project and dioramas every semester, and ask them to write a short paper on it when we study the Menominee. This exhibit is so valuable, that the Smithsonian and other museums would give their eye-teeth for it, yet it is not projected adequately. Bullet-proof glass should be installed, at a minimum, and lighting needs to be improved. UWSP doesn’t realize what an absolutely priceless exhibit this is. I usually assign 25-30 students per semester to see it and report on it.

However, the display is within easy access to anyone who uses the library, and I’m sure many students see it, study and learn from it without us having any idea of the total number involved, so I would say that the impact on our students is very large – but not easily estimated. Two courses, Anth 371 – Contemporary Native American Cultures, and Anth 339 Native North American Cultures. I think many people, including students, may not realize that the Menominee Clans and the other aboriginal Native American diorama in the LRC are part of the Museum. Could you somehow mention these along with the museum proper, which many have probably NOT seen ? Almost all our students must have been past the Clans project, however, even though – sadly – it is not lighted unless someone chooses to press the button. I use the museum’s invaluable collection of Indian artifacts, and especially the Menominee Clans project, for all my students in anthropology. Thus I am especially concerned that no anthropologist or biologist is appointed to the committee. Much of the collection is paleontological and contains rare examples of animal fauna, in addition to the Menominee Clans project. I am also concerned that the museum remain open for at least several hours during the week, and that school tours continue unabated. This is a valuable asset, and so its proper use and needs a director that has at least a Master’s level in one of the major fields represented in the collection – geology, biology, and anthropology, and has experience and training in museum curatorial work.

Thomas H. (Tom) Johnson, Professor of Anthropology, Department of Philosophy

I have used both the Natural History Museum and the Native American Displays, especially the Menominee Clan exhibit. The main course that I have used this for is IA 160 Minority Design in the United States and for IA 101 Design and Color. The number of students involved in IA 160 has varied between 60 students a semester to over 120. I have also used the museum and as example of exhibit design in the beginning design class and use it for students to critique as a environment for viewing cultural and natural history design. The experience has been good for the design students. I have about 30 students this semester that have used the space. I intend to use it again next semester with the Materials and Technology course where students will examine a variety of ways that materials can be used for displays and how cultural artifacts and natural history is

displayed. That course is IA 216 Materials and Technology and will have 39 students in it. Please let me know if you need any other information.

Kathe Julin, Professor, Interior Architecture

Please find attached a copy of the Geography 100 "lab" exercise that requires students to visit the Natural History Museum. There are a total of 200 students in my sections of Geography 100 this semester and there will be 260 next semester (and thereafter). This assignment is in addition to the extra credit essays I already submitted to the museum committee. Next semester, in addition to the lab, my students will be visiting the museum a second time to look at examples of rocks for the course segment on mineral resources.

Samantha W. Kaplan, Department of Geography and Geology

I have used the museum in the past as an assignment for my Geography 101 class, during the chapters on world biomes and their study of relationships between fauna and flora. My section of Geography 101 is 35 students.

Eric Larsen, Assoc. Professor, Geography and Geology

My involvement with the Museum is in a different area. The Museum hires (or has in the past) a variety of Work Study students. These students are classified differently than regular Work Study students on campus because they work with the public. This is an important differentiation as we need to account for a certain percentage of students who work in a community service setting. Additionally, the skills that students learn in this setting (public speaking, customer service, problem solving, etc.) are very important as they move from student status to alumni/employee status. It is a relatively small number... perhaps 2 – 4. Thanks for asking for input!

Susan LeBow, Assistant Director, Student Involvement and Employment Office

We very much enjoy the experiences we have had at the museum. We like the hands on experience we can get in the dinosaur and rock areas, as you walk in. The different types of animal displays are very intriguing to my students. The snake area is definitely one of their favorites...thank you. 3-year old group (14-18 children at a time).

Dixie Mau - Lead Teacher at HRG UCLCC

While my students and I do not directly use the museum for class, in my capacity as Planetarium Director the presence of the museum is very important.

The Planetarium receives roughly 7000-9000 visitors who are here on school field trips. Probably $\frac{1}{2}$ to $\frac{3}{4}$ of the school groups attending the Planetarium also visit the Museum. In many cases the only economical way to have a field trip is to combine two or three classes which amount to a group of about 80-90. Because of limited seating these groups usually split with half going to the planetarium and the other half attending the museum. The next hour they switch. Due to shrinking budgets fewer of our K-12 students are able to have the enriching experience of a field trip and probably almost half of the teachers that attend pay the planetarium fee out of their own pocket, as I suspect they do with the museum fee as well.

In the past I have worked with Ed Marks on displays that have been in the museum at different times. This facility is a wonderful resource for the campus and a draw for K-12 school visits. This and the planetarium are some of the first introductions that younger students have with UW-SP. Hopefully positive experience(s) at UW-SP in their earlier

years will cause them to think about attending UW-SP when it is time for them to graduate on to their college work.

Randy Olson Professor; Physics, Astronomy, Planetarium/Observatory Director

There are two points I would like to make regarding the UWSP Natural History Museum:

1) I coordinate the tour guide program on campus. My guides take thousands of visitors on a walking tour of the campus throughout the year. Part of the tour includes the LRC, and of course, the highlights that can be found in that building. One highlight is the Natural History Museum.

2) I have a 2 ½ -year-old daughter at the HRG-UCLCC daycare on campus. I know this facility takes the kids to the Natural History Museum frequently, and this is a particular area of interest for my daughter. She is always talking about what she saw at the museum. My husband and I have even taken her there on a few occasions.

Laura J. Rosenfield, Admissions Counselor, Student Service Center

We have always included the museum as an important part of the university for our teams who come to our state tournament for Destination ImagiNation. We always do a "Scavenger Hunt" on that day and usually include something to find in the museum. The Scavenger Hunt is a series of questions that help our teams "tour" the campus in a way they might not if they stayed in the buildings where the tournament events were taking place. The teams look for answers to the questions and it takes a bit of looking around.

We try to get the teams and their adults to get around campus as much as possible so they essentially fall in love with our institution. We usually always include a question or two involving the museum so they can see what an interesting place it is. We have at least 10,000 people on campus for the tournament day. While not all of the 280 (plus or minus) teams do the Scavenger Hunt, we do get quite a few who do.

We are very aware that the time to begin to recruit students is at least middle school age. That is the age of the students most likely to do the Scavenger Hunt. On the tournament evaluation forms they often mention the museum as a "neat place" to visit.

Patricia F. Schoonover, School of Education; Director, Wisconsin Creative Problem Solving Programs

I took my Biology 101 class (24 students) to the Natural History Museum to illustrate animal diversity, observational skills, practice their biological drawing skills and to introduce them to a great teaching resource that we have here on campus (all my students have declared Elem. Educ. teaching intent). Many of the students had never been there and some were not aware of its existence. This is the first semester I have been here...I do plan on doing this every semester. Please let me know if I can be of any further help.

Meredith B. Seiler, Professor of Biology Education, Department of Biology

Although I am not faculty and do not use the Museum for credit classes, I have used the facilities for the group of students from Magdeburg, Germany, who visit the campus for three weeks each summer. I've been involved with the program for the past 5 years and coordinated the last 2. We generally plan a tour of the Museum with presentations by museum staff on cultural and historical features of Central Wisconsin. I don't know if that helps, but I thought I'd share my experience. There are 18 students each summer, plus their leader from Germany. I am not sure how long the program has been going, but Richard Ruppel of Foreign Languages should have that data.

Dorothy Snyder, Continuing Education/Small Business Dev. Center

I have used the Natural History Museum this semester during speech therapy. Two of the COMD students that I supervise in the speech clinic took one of their clients to the museum as a "field trip." This particular client was working on being able to describe things in great detail and give detailed directions. Both of these goals were addressed during the time in the museum. This is my first semester at UWSP. I do plan to use the museum in therapy again as it is very interesting to children, provides a different therapeutic context for carryover of skills, and there is a lot to see and talk about.

Pamela Terrell, Assistant Professor, Dept. of Communicative Disorders

I greatly appreciate your efforts on behalf of the museum, but it troubles me when people speak of the museum as being in the LRC. The LRC does not house the museum, it simply houses the exhibits of a larger museum...at least as it has always been conceived on this campus...including abundant valuable collections in biology and elsewhere. I emphasize this because in museum parlance there is always an internal museum and an external museum with neither able to function as a museum independently. This distinction is critically important for many reasons but especially here at UWSP because much of what we are dealing with regarding the museum now is a result of decision makers of the past not understanding this concept. I surely hope that the museum concept in use by the program review is broader than just the future of the exhibits in the LRC. Here you go. As thorough and quantitative as I can make it at this point.

MUSEUM EXHIBITS: I use the museum exhibits for my course Bio 322/522 Museum Methods and plan to continue in the future. The course enrolls 25 students from various majors. The Museum Exhibits in the LRC will provide valuable volunteer experience for the Museum Techniques Minors, which is anticipated to be required in the future as the minor is revised.

MUSEUM COLLECTIONS: The Herbarium, Ichthyology, Herpetology, Mammals & Birds, and Insect Collections are essential components of my course Bio 322/522 Museum Methods, and they will continue to be into the future. The course enrolls 25 students a semester. These collections are also essential for my course Bio 498/698 Biological Illustration with 25 students a semester as they all have provided students objects to draw.

The herpetology collection includes about 5000 specimens (probably the 3rd or fourth largest herpetology collection in the state) including alcohol preserved, skeletons, tissues, and all the associated data. The collection includes material from 11 countries but is especially important in the upper Midwest, and includes voucher specimens for several past and current research projects. The herpetology collection has been , and will continue to be, used in the following courses that I teach:

Biology 101 General Biology 90 students a semester

Biology 160 Animal Biology 30 students a semester

Biology 376/576 Herpetology (Biology of reptiles and amphibians) 45 students a semester. The herpetology collection is essential for this course.

During any given semester there are at least five undergraduate students who depend the collection for their Bio. 399 Independent Research projects. These have, and will continue to, include: -Training in specimen preparation & cataloging, and curation of collection.-Studies of parasites of reptiles and amphibians-Training in clearing-and-staining specimens for research and teaching-Field research with specimen collection.

Approximately 10 students a semester borrow specimens from the herpetology collection for presentations. These have included for:-Biology courses-Art courses
-Schmeekle programs-UWSP Wildlife Society-UWSP Herpetology Society.
Approximately 5 tours of the herpetology collection are given to groups of prospective students each semester.

Faculty research use of the collection includes: Erik Wild
-Survey of reptiles and amphibians of Wisconsin
-Survey of reptiles and amphibians of a site in Paraguay
-Ontogeny and phylogeny of ceratophryne frogs
-Reptiles and amphibians of UW-System Pigeon Lake Field Station
-Skeletal development of frogs
-A new species of frog from Peru

Other researchers:

Approximately 5 requests a semester for data, specimens, or tissues from researchers world-wide.

Additional Commentary to Kevin Hefferan:

I am excited that we have such interest in the museum now and that things are happening. One correction that I continue to tell the dean and everyone else about the institution that we refer to as the museum. The LRC does not house the museum, it simply houses the exhibits of a larger museum...at least as it has always been conceived on this campus...including abundant valuable collections in biology and elsewhere. I emphasize this because in museum parlance there is always an internal museum and an external museum with neither able to function as a museum independently. This distinction is critically important for many reasons but especially here at UWSP; much of what we are dealing with now is a result of decision makers of the past not understanding this concept. I am assuming you are discussing the larger Museum concept and not just the future of the exhibits in the LRC, please correct me if I am in error. Having said that, I really appreciate your offer to put forward any of my ideas.

However, I really am troubled that there is not a biologist on the Museum committee given the large, valuable, and broadly recognized collections that are housed in that department and that have long been components of the museum. So I guess my idea is that there needs to be one of the curators of a biological collection on the museum committee (I am assuming this is not the Museum Advisory Committee). Excellent candidates would include Emmet Judziewicz, Chris Yahnke, Bill Legrande, Virginia Freire or my self although I am on sabbatical and not on campus. At least it would be important that you address the Department of Biology during one of it's meetings so that all can have feedback. Lastly, I thank you in advance for your efforts to the museum.

This is something we in biology have wanted for a long time.

Erik Wild, Department of Biology

I'd like to reiterate an exchange between myself, Kevin, and Erik Wild that the museum is more than just the space in the LRC, but includes university collections (Ray Reser is compiling information on those) and human capital (curators and those affiliated with the museum). The future improvement and possible expansion of facilities would ideally address the connection of the public education arm of the museum (LRC) with the research arm of the museum (collection that include some of the cool material that should be displayed like the fossil palm frond (paleontology collection) or a titanother tooth (mammalogy collection) or historical items). Those of us with museum affiliations (myself with the Field Museum in Chicago, Emmet Judzeiwicz with the Smithsonian)

generally include as part of our affiliation *The Museum of Natural History* on our professional and outreach writings to promote the museum to professionals and to the public (I'll send you an example). That said, to answer your specific questions:

1) I don't use the LRC in my classroom exercises presently but do use the museum collections extensively in my teaching and outreach.

2) I have had numerous former and current students conduct research with museum collections of birds and mammals. These include museum methods of preparing mounts and voucher specimens, conducting scientific investigations of anatomy on animals in the collection, and currently a student and I are radiocarbon dating a fossil moose collected near Bevent. We plan on presenting this research at seminars and hopefully publishing both popular and scientific articles on this specimen. The specimen itself is an example of something that could be displayed in the LRC - a good example of the link between research and education.

Christopher J. Yahnke , Chairman, Department of Biology

LETTERS FROM FORMER STUDENT EMPLOYEES OF THE MUSEUM

I attended UWSP from 1982-1986 and was fortunate to hold a work/study position at the museum working for Ed Marks. The work/study job was part of my overall financial aid package for about three of my academic years. However, the benefits of this position went far beyond financial in nature. My employment at the museum allowed me to work on building a resume to accompany my degree upon graduation. Relevant work experience was something that my earliest employers looked at when I found myself in the job market after graduation.

One of my primary functions at the museum was as a student interpreter. The museum offered many interpretive programs for students from K-12th grade. I must say, the communication skills I acquired during this time have proven very valuable to me, even to this day. I am presently employed by the City of Eau Claire as City Forester. While a primary function of mine is to manage the communities' urban forest, I would find my job extremely difficult if I were not an effective communicator. A goal I had for myself at an early age was to have a career that would have me actively involved in natural resource management. Upon graduation I quickly realized my years of employment would include a human element far beyond just managing forests, parks and trees.

My career choice has been very rewarding, and I expect it to continue. I firmly believe my opportunity to work for Ed Marks and The Museum of Natural History specifically, has had much to do with the success I have experienced. During my college years I found that I was able to learn the "science", but if I would have been unable to share, and reconvey this message, I would have been at a loss personally and professionally.
Respectfully;

Todd Chwala , City of Eau Claire; City Forester/Cemetery Mgr

My name is Annie Blaha and I am an alum of UW-Stevens Point ('00) and a former student worker at the Museum of Natural History in the UWSP library.

I would like to begin by saying that my experience at the Museum as a worker as well as a student was very important to my academic education. I majored in both Biology and Physical Geography and found the displays and information throughout the museum

both pertinent and supportive of the topics I studied in many of my classes. For example, I had two biology classes that required me to identify a good number of animals (on one test) and plants (on the other test). I studied the specimens throughout the museum in order to better appreciate their characteristics as “living” animals (animals preserved in jars simply do not hold such integrity). I know that my classmates made use of the museum at that time for the same purpose.

The museum is an incredible asset, not only to the university, but to the city of Stevens Point. It certainly serves students in grade and high school, but also brings forth a culture that is often reserved for bigger cities. I have also worked at the Milwaukee Public Museum and found the integrity of the displays in both museums to be very similar to one another. The museum provides meaningful entertainment for people, not to mention the educational component.

Students, families, and all citizens of central Wisconsin may not be aware of the enormous amount of information and educational benefit the museum provides to all who come to see it. However, it may be the starting point for a person who is considering a career in science or the environment, inspiring that person to proceed into a career pertaining to the natural world. I remember many students coming through the museum for a break from their studies but a time to learn in a more interactive way.

UW-Stevens Point has always held a firm tradition as being environmentally mindful. It is certainly one reason why I chose UWSP. The Museum of Natural History helps embody that tradition and gives the university, as well as the city, the opportunity to grow in its understanding and appreciation for our past, present and future environmental realities.

Sincerely,
Annie Blaha

OTHER GENERAL INPUT FROM FACULTY AND STAFF

I don't use the museum, but Information Technology does have to go through the museum workroom to get our stuff in from and out to the loading dock at the LRC. We sure could use that workroom space for our operations should it no longer be needed by the museum. Just thought you might include this topic in your report about the museum.
Colleen Andrews, Student Technology Coordinator, Information Technology - LRC

I am writing in response to your e-mail request for input regarding the LRC Museum. The decisions your committee are facing and the importance of the Museum require more than a quick e-mail response. However, after explaining my participation in this vital part of our community, I will address your specific concerns. I have been involved with the Museum as a parent, as a member of the community and as UWSP faculty member. Each year I earmark part of my contribution to the UWSP Foundation to support the museum at the “Sponsor” level. In short, I care about this resource. When my children were small we made frequent visits to the Museum. The various exhibits were part of their introduction to the world of nature and science. Years later they recall these visits with fondness and clarity and the fact that my son chose to attend and graduate from UWSP was influenced in some small yet significant way by these experiences. Recently, my daughter told me of how she looks forward to replicating her Museum experiences with my grandson.

The LRC Museum provides a unique link between the University and the larger community. Local school systems have "Field Days" to our campus as an integral part of their social science curriculum. In addition to providing natural science and museum experience, these trips provide early exposure to our institution. UWSP prides itself on its high quality CNR programs and its various learning opportunities. The Museum provides a perfect complement to those programs. For years the Anthropology program was part of my department. "Our" Archeology and Anthropology students were often engaged in the Museum and several Anthropology courses were part of the Museum Techniques program offered on this campus. This was a unique offering that should be revisited if and when there are more resources available to this campus.

In 1998 my son and I made a donation of several specimens of birds and animals collected in South Africa. At the time I wanted to give even more. My son wanted to keep more things for our own private enjoyment. I argued that while it would be nice to have temporary control over our collection, the Museum would be able to display our contributions for generations to come. I would hate to discover that in less than 10 years my son's predictions proved correct.

Wisconsin continues to be primarily a rural state with much of its formal "cultural" offerings located in the southern quadrant. The LRC is perhaps the only museum of its kind north of Milwaukee, an accessible natural history museum of high quality. As a world community, we have reached a point of serious discussion about the state of natural resources. Our children's lives are increasingly composed of bleeps and e-things. In order to obtain and retain balance, they much have continued opportunities to experience the natural world in various ways. The museum provides a place of quiet respite and review of wilder places.

The Museum has many strengths. It is centrally located in our LRC making it accessible to students and visitors to our campus. It can be used for teachable moments for young children as well as professional training for advanced undergraduates. It offers a quiet respite for students taking a short break from the stressors of college life. In short it is central, multigenerational, unique and available. It needs our continuing support. If the museum has a weakness it is its modesty. It doesn't promote itself. Visiting a museum is not like going to a sporting event or a rock concert. There are no cheering crowds or adoring paparazzi. But if the mission of our university includes exposure to learning experiences, appreciation of the natural world and the opportunity for quiet reflection, then having a quality museum should be part of our academic community.

The museum should stay on campus. The very fact that your committee is asking your questions indicates there hasn't been enough self-promotion. With diminishing resources it seems that once again the principle that "The squeaky wheel gets the grease" is operating here. If that is the case it is time for the supporters of the museum to lend their voices in defense of this fine resource. As you can tell from my letter, I am strongly in favor of retaining the Museum in its current state. I offer my services to your review committee as a representative of the faculty or as a member of the community.

E. S. "Woody" Bishop, Ph.D. Department of Sociology

I have enjoyed having the museum on campus for when school age children come to visit me personally or to recommend to the many families that visit campus in the summer months. I walk on campus everyday and meet many visiting families in the summer months. I frequently encourage them to visit the museum and they are happy to learn about something new within walking distance for the children to enjoy. I would

encourage the museum to create a bookmark or card that could be given to families coming to campus (as part of their camp registration packet) in the summer for Special Olympics or Suzuki or whatever camp of the week to increase visitor awareness and use. Sincerely,

Nancy Bozek, Wood Lab

As Costume Shop Manager I do not use the Museum for classes or research nor do I send students there. However, I have been to the Museum many times as a Stevens Point resident. When my daughters were young we lived just down the street and went to the Museum at least weekly. We have many memories of our trips there. I felt it was a wonderful opportunity for me and my children. I go to the LRC once or twice a year to see the displays and check to see if the Museum is open. Thanks for listening!

Wendy Berg Dolan, Costume Shop Manager; Theater and Dance

As a home schooling Mom and a Mom of kids previously in the Stevens Point private schools, I have always appreciated the use of the Museum as a great field trip. Would the committee have specific questions for this population that I could send out to our home schooling group that might provide helpful feedback?

Jane Dumke, Email Infrastructure Support; Information Technology

I know many schools and preschools visit the Museum often throughout the year. You should ask the community schools and preschools about the impact the museum has. My daughters classes took advantage of this great community resource.

Lisa Ebert, Associate Health Promotion and Human Development

I replied to this request about 2 semesters ago for my Ethnobotany course through Diane Caporale. My proposal should be around. I would have to look for it and it will take me a while. Do you still have it? The museum could be used to set exhibits about plants used by native cultures. This as part of the Ethnobotany minor run by Biology-Anthropology. Ethnobotany 353 could have this as a project (25 students per semester).

Virginia Freire, Assistant Professor, Department of Biology

I feel the Museum is one of our great resources on campus and I talk to my students about museum methods and types dioramas that were used by Ed Marks during his long tenure on this campus as Curator of the Museum. I feel the museum is at its peak now after all the years it has been present on campus - - I would hate to see it moved or destroyed. The museum store really needs to be open it is one of the few places on campus where certain field guides can be purchased. It is also a place children look forward to visiting as they visit the museum. Ed Marks also created a number of "lesson plans" for the teachers who would be bringing their students to visit the museum from off campus, and several of the students from my biology 160 class had been to visit the museum as "children". The dioramas that Ed has created for the various animal ecosystems is so outstanding - - again I am worried about the FATE of the museum as I have heard various rumors on campus about what might happen to it!

PLEASE DO WHAT YOU CAN TO SAVE THE MUSEUM ON THIS CAMPUS. THE LOCATION FOR BIOLOGY FIELD TRIPS IS EXCELLENT - - I WOULD PROBABLY NOT WALK MY STUDENTS DOWN TOWN IF THE MUSEUM WERE DISMANTLED AND MOVED TO ANOTHER LOCATION!!!!!!

I was just planning to write a letter to the dean concerning this matter as I just took my students to the museum on Tuesday. IT seems strange to me that there are no biologists on this committee. In the past years it was always biologists who were in

charge of the museum such as Charles Long and Bill LeGrande and of course Ed Marks. My husband, Ted Roeder, who had applied for the museum director position at one time; suggested lining up docents to help with the museum work as they do in other museums. Ed Marks took this suggestion and found docents to work in the museum. Docents could still be utilized to provide students with more information and to open the bookstore which I believed helps to support the museum. He also got a number of people to contribute money to the museum for its renovation. One of my student employees has used the museum as a reference for various papers for her classes based on the information available on various animals. Thanks for listening! Please take into consideration what I have said!

Betsie Graham, Biology Lab Manager

I have used the NHM in the past for my Wildlife of North America Class (WLD 372/572), though I haven't done so in a couple of years. I found that this generation of students glaze over when looking at static mounts. Still, I'd hate to see the place go away.

Robert H. Holsman, Assistant Professor of Wildlife

While we do not use the Natural History Museum as part of our program, my sons greatly enjoyed their experiences when visiting as part of the Helen Godfrey Daycare Center on campus last summer. Have a great day and good luck!

Scott Johnson, Director, Central Wisconsin Environmental Station

I am pleased that there will be some discussion about the future of the Museum. I think it "curious" to think that the Museum does not belong on our campus. If we are interested in outreach to the community, the Museum is a beautiful way to do this (both to children and adults). Lance Grahn has some excellent ideas for the Museum and I hope that they will be implemented.

Robert J. Knowlton, donor, Retired Professor of History

I've never been inside the museum yet. I do use the library. And I really like that giant globe on the main floor, I tell my world history students (Hist 101) to go and play with it, to get a better sense of how the world is put together.

Arnold Lejis

We took our kids a couple of times years ago and enjoyed it, but that's about it for me.

Brian Martz, Associate Professor, Department of Music

I worked twice with Ed et al on the Frechette initiatives...both wonderful stories.

Thomas M. Miller, Senior University Relations Specialist & Legislative Liaison

This isn't exactly what you asked for, but just in case it's useful: I don't use the museum in my teaching, but I always take visitors to the museum (academic visitors and guest speakers, as well as friends and family). It always makes a strong positive impression; people find it one of the most interesting features of the campus. Personally, I love the museum, and spend time there whenever I have a chance.

Lorri Nandrea

Working as the LRC Building Manager and the Coordinator of the University Library's Main Circulation Desk for the past seven years, I have had the opportunity to observe the comings and goings of museum visitors, the development of the Menominee Clans Exhibit, the changes and the development of museum displays, and uniquely, I have fielded thousands of student, faculty/staff and general public questions, comments and

observations about the operations and the quality and importance of this integral part of not only the LRC and the UWSP Campus, but also of the greater Central Wisconsin Community.

My first experience at the University of Wisconsin Stevens Point was a trip to the Museum of Natural History in 1976. I was in fourth grade and I remember the visit quite vividly. I even have some old photographs from the trip. It's important to note that many, many residents of Central Wisconsin have made or will be making these same school field trips, and to realize that these trips have left a positive and enduring image of our University in minds of these visitors. When talking to people from our community, it is astounding to me that the image most likely associated with our University is that of the Museum of Natural History and this seems to almost always be a very positive image. The museum is one of the few direct and special connections the University has with the community in which it is located; to sever that tie would end a tradition which belongs and is cherished by both the University and Central Wisconsin.

Since working at the University Library, I've seen students come and go from the museum: some working on art projects, some working on science projects and still others just unwinding from the busy and stressful life of a college student. All their comments are for the most part positive and they always seem to bring their parents, brothers, sisters or visiting friends by to see the museum. I also see the many public school groups visiting the museum. The children are usually very excited and awed by their visit and are always well-behaved and a welcome addition to our library patrons.

It is hard for me to imagine the University Library without the Museum of Natural History. It seems to me as reasons for people to come into the LRC are shrinking as technology and remote access replace books and study halls, the museum and its vast and important collection should keep its "public window" here in our building. Increased collaborations between the museum and the library would enhance the viability of both entities. There are vast underutilized and dead areas in the LRC and I cannot imagine that the space being utilized by the museum could be better used. Most importantly, the largely untapped and unexamined collections of the museum are a huge opportunity for our campus and our library. Removing this unique resource and tradition from our campus would be a great mistake. Actually, the museum need not be moved or removed, it needs to be promoted and enhanced through programs and outreach.

Andy Pech, Coordinator of Main Circulation; LRC Building Manager

I've never had a professional use for the museum, but when our children were young, we'd stop in once a year to visit. They grew tired of it by the time they were six.

Randy Peelen, Information Technology

I have visited the museum many, many times because I love the dinosaur fossil exhibit and the rocks. I have done this out of personal interest and have taken family and friends there also. There are a couple of weaknesses that I have encountered when there. First, it was always under construction and I wasn't able to get to some areas. Second, when I have been there the little store has never been open. Third, some of the mounts are pretty worn and pieces broken off of them. Strengths include the expansion of the fossil collection, love that they are open weekends, and the museum has been extremely cared for and the exhibits just keep growing. I like where the museum is, but I very seldom get to the LRC. As a student I am using a laptop and accessing the library through the internet. If you are seeking to draw more people to the museum moving

downtown may be a good thing. BUT, in order to get people there, whether it is downtown or remains in the same spot, you need to advertise more. I did not know that it even existed when I first moved here until Ed Marks called me for some reason. Once I visited the museum I started taking friends there. I would love to see the museum expand to include more dinosaur fossils and more interactive displays. Good luck!

Wendy L. Peterson, Environmental Health and Safety Specialist

Thank you for giving us (homeschoolers?) the opportunity to respond to your questions. I have utilized the museum for 25 years and would hate to see it go under. We really need a good museum in central Wisconsin and I think it can be done and you will see a huge increase in people visiting it daily. My family visited recently about two months ago. It was locked, so I went to the Librarian and asked what the hours the museum is opened, and she said that the museum is going through some changes. She found someone to allow us to go through, and we were able to tour it. We visit it about once a year.

How has this museum helped you in educating your children? I think just being able to really see and touch and do some of the things we are studying in our books, is so helpful. It really opens up into great discussions. The last time we were there the displays were of great interest. They really like the hands-on things, would like to see more hands-on science exhibits. They love seeing the bird display with the eggs. They found that to be very interesting.

The native American display is very well done. We like to see costumes of different cultures and tools. The bird and egg display is so neat because it shows very small eggs all the way up to some very large eggs. Then to see some of the birds that go with these eggs is so neat. We enjoyed the various natural wildlife displays. I think they really help kids see nature from a much broader perspective. There are so many animals we don't see at all, do to living in such a populated area. It is so nice to go some where and see displays of it. Zoos around here don't really do a good job of showing enough natural habitat. The overall layout of the museum is nice. There is plenty of room to stand and see everything. We have gone with school groups and even though it gets a little close in there, it is always easy to see everything. The rock window with the light up rocks is very eye catching and we love just seeing the different rocks we study about. Very nice display. Would love to see more hands-on displays. Some of the ones in the museum are kind of outdated. Kids are still interested, but could do new things that would catch their attention better and possibly utilize the space better. Would like to see cultural displays and Historical displays as well as scientific displays.

If moved to Schmeekle, it would have to have plenty of room and the displays would have to be set up for groups to go through and easily be able to see everything. The little museum at Schmeekle is very crowded and hard to move through when you have a group of kids. The lay out needs to be greatly improved there, allowing more flow from one area to another without backtracking to get to another display. I could see the museum there, but the building would have to be designed to adequately. I think that would be a great place for the museum, if the money is there to build it well. If it stays where it is, expanding it and adding more displays would be great.

What suggestions would you make to integrate the museum into the University and the Stevens Point Community with special reference to home schooling? No real opinion about that. I am not sure that is something we need. I think homeschoolers and public schools are learning much of the same information, just different styles of teaching and

different books. I think we have to have a museum that helps all kids and adults learn. From young to old. Kids love hands-on and they are very visual and auditory. If the people involved in upgrading the museum considers how kids learn best and brings that into the overall set up of the different displays we will have a museum that will meet everyone's needs.

Marlene Plank

(1) The Museum would be great PR - it's true that in the past it's mostly been used by visits from local school systems, but if you expanded the materials and changed the room environment it could be a showcase for the University and Community. I believe (check with Ray) that there is a huge amount of archived specimens and materials that have been stored for decades without being shown - think of the potential array of exhibits that could be shown. The attraction of the Museum would draw many tourists during the summer months - as long as we have a distinctive and unique collection showcasing the state of Wisconsin.

(2) Cost Factors - it would seem that beyond the floor space of the Museum and the Director's position - that expertise from Departments like Geography/Geology, Biology, Education and even a College (CNR) could be tapped. If you started to charge adults (but not school kids) admission - how much revenue could be generated?

(3) Student Interns could be used to help run the Museum on a day-to-day basis. Revenue from admissions could be eventually used to pay the interns. The students would gain valuable experience and with enough interest couldn't UWSP even develop a minor in Museum Techniques (shared through several departments)?

(4) There might be many student undergraduate research projects that center on field work within central Wisconsin every year - some of these projects could be showcased in the Museum.

Keith Rice, Chair Geography and Geology

Children in the Helen Godfrey Day Care visit the Museum....how often I'm not sure and urge you, if you haven't done so already, to contact HGDC (Susie Sprouse).

Bob Rosenfield, Professor of Biology

We don't use the museum for the two items listed, but we have promoted it in the past during Homecoming.

Laura Gehrman Rottier

I have not used the museum except as educational entertainment for my grandchildren so I can't help you there. However, it is a wonderful facility and hope it remains and is supported. One thought - have you considered adding human representation in any of your displays? That would seem like a nice addition to what you have.

Tom Rowe, Professor, Psychology

I don't use the Museum as part of my coursework (human physiology, immunology, endocrinology, electron microscopy workshops), but I enjoy the daylight out of it as a scientist and as a campus tourist. I consider it a major feature of the UWSP for community interaction and campus recruiting. It has rare specimens of larger mammals, some dinosaur (replicas), some unusual anthropological displays, and beautiful examples of animal skeletons that are fascinating for kids, large and small, to study. It

gives Biology, Anthropology, Geology and several disciplines in the Natural Resources a literal window to the public through the Museum's engrossing displays. It would be an excellent resource to introduce students and recruits to some of our newer collaborative programs. Ethnobotany, with its emphasis on using natural materials for creating utensils, tools, art and pharmacologicals is one of our newest which would fit the Museum's mission.

Sol Sepsenwol, Professor; Department of Biology

I have not used the Natural History Museum in any way related to my chemistry teaching. But I have visited and enjoyed it by myself during free moments while working on campus. I have visited the museum with my entire family at least twice. When I was a cubmaster in Port Edwards our dens visited the museum on several occasions. The Natural History Museum is a significant asset to our campus and to our community. And I think it must be valuable to students in certain disciplines. I hope it can be grown and made more available to the community. Regarding suggestions that the museum could be moved downtown or to Schmeeckle, I like the current location. However, I suspect that expansion might be stifled by competition for space within the LRC. Further I suspect the museum is somewhat hidden from public view and goes unnoticed by much of the public because it is lost within the LRC. It needs to be easily accessible to the public and to the campus. It would not be very accessible to the campus if it were moved downtown. Further, it would lose some identity with our institution if it were moved off campus. My location preferences in order are: 1. central campus, probably the current location; 2. Schmeeckle; 3 downtown

Dave Thiel, Ph.D. Lecturer, Chemistry Department

I do not utilize it in any of my Human Development courses. However, you mentioned possible expansion. This may be pushing it, but, if that means expansion beyond natural history, such as a museum of popular cultures, or museum of cultural history (anthropology?) then I think we could utilize something like that very well.

Sterling Wall, Asst. Prof; Health Promotion and Human Development

I don't use the museum with my students but I know my son who goes to the HRG-UCLCC visits there with his class occasionally. He likes it so much that when we walk to or from the daycare and go through the LRC he will want to see if it is open.

Thomas J. Wetter, PhD, Assistant Professor, Coordinator of Health Promotion

For what is it worth -- it was a very great asset for my kids when they were young, they had many trips over there and stimulated a lot of discussions and I was always impressed with the quality of displays. It's a great place for early childhood tours.

Jim Zach MD; Student Health Service

PART 3: MUSEUM AND LIBRARY DIRECTORS INPUT

Arne Arneson, Director Emeritus, University Library

December 20, 2007

Dear Dr. Hefferan,

I am writing a letter of response to your request to fill out the Museum Committee's survey regarding the UWSP Museum of Natural History. I hope that my response and the issues I address will speak to most of the survey's questions.

First of all, let me say that I am disappointed in what the survey implies. Frankly, it implies that the museum is unimportant and that it can easily or should be relocated. That is my unfortunate reading of this very limited survey instrument. Nor does it appear to address the wide audience necessary to make such decisions.

I first arrived on campus in 1987, as a candidate for the position of Library Director (I was Director from 1987 until I retired in 2005). When I toured the LRC, I was absolutely delighted to see that UWSP had the wisdom to house a museum in the same building as the University Library. It left a strong impression on me, the same good impression that I believe has been left in the minds of thousands of regional school children and visitors over the years. It is one of the icons of the UWSP campus as far as the community is concerned.

The LRC is the cultural and learning resource hub of UWSP. It receives the second largest volume of traffic per year on the entire campus, second only to the Dreyfus University Center. The structure houses collections, services, and exhibits that not only reflect the academic nature of the university, but also serve as a venue for campus art and community and regional history. In the last two decades, academic libraries have migrated from book warehouses to institutions focusing on learning, culture, and intellectual community, to becoming centers housing what we now like to call "learning commons." A quotation from a 2005 Report from the Council of Libraries and Information Resources sums up this trend quite nicely:

The design of ... academic libraries is beginning to embody an egalitarian renaissance of the ideal of the *Museum* at Alexandria. Generally remembered as the Library of Alexandria, the *Museum* was indeed a great synoptic collection. However, its larger purpose is lost from popular memory and is indeed largely missing from our conception of the library in higher education today. The "temple of the muses" was a research center, a museum, and a venue for celebrating the arts, inquiry, and scholarship. Until recently, this ancient ideal of libraries as ecumenical centers of art, culture, research, and learning was preserved primarily in the great, freestanding national libraries and private research libraries of the world. Within the academy, by contrast, libraries became dry, technical, and isolated shadows of their legendary progenitor. (Demas, Sam, "From the ashes of Alexandria: What's happening in the College Library?" in Freeman, G. T., *Library as Place: Rethinking Roles, Rethinking Space*, CLIR, Washington, <http://www.clir.org/pubs/reports/pub129/pub129.pdf>, pp.25-41).

I would argue that UWSP's Learning Resources Center has begun that migration, and there is probably no more logical or appropriate location for the Museum. In discussions with former colleagues about this issue, I have learned that community locations as well as other campus facilities are being explored as possible alternative locations if the Museum is to remain open. If this issue is so important, why is there no mention of the Museum in UWSP's Master Plan? As to locations outside the university, what better solution exists than to bring the community to the university, and to the LRC? It is also my unfortunate understanding that the University Library may be seeking additional space. I can see no reasonable need for collection (warehouse) space or other library needs that should be accommodated by vacating learning and exhibit space such as that represented by the Museum. The University Library should be university-centric, not library centric, and its need for additional space must be measured against the greater good of the university community.

The possible relocation of the Museum to other facilities gives rise to my other major concern, and that is the possible dispersal---and likely deterioration and loss---of major collections. It is likely that no other venue will accept the Museum and its services as a whole, and thus it becomes equally likely that important collections will be discarded. One of the most significant is that of the Menominee Clans. To me, the survey implies that UWSP is willing to rethink its promise and commitment to curate, preserve, and display the Menominee Clans Story figures. The Clans Story provides a unique opportunity to celebrate and preserve the cultural heritage and traditions of a people whose society has been irrevocably altered. The university is contemplating violating and abandoning its commitment to the Menominee Indian Tribe and the family and memory of James F. Frechette, Jr. Historical realities cannot be eliminated by pragmatic program shifts reflective of academic or economic trends. It is the university's responsibility to nurture these cultural icons that are unique to us and our region. It is not the responsibility of any other university or community. The university must not negate the trust that has been placed in by the Menominee Indian Tribe or the Frechette Family.

The Museum, the Clans Story, and the University Library have been engaged for over twenty years in a partnership that should be celebrated and nurtured long into the future. The Museum and its collections represent an intellectual and cultural heritage that can never be replaced at any cost.

Thank you for listening.

Arne J. Arneson
Retired Library Director (1987-2005)
UWSP Associate Professor Emeritus

Kathy Davis, Director, University Library and TLR

To: Museum Program Review Committee
Subject: Input regarding the Natural History Museum
Date: 12/11/07

Ray Reser asked that I write to the committee and share my thoughts about the Natural History Museum and its role in the LRC. First, let me say that I appreciate the craftsmanship and artistry that has gone into creating the museum we have today. Ed put many years into building this facility and its collections. It would indeed be a shame to see all his work disassembled.

Libraries have evolved from warehouses of resources to interactive instructional support over the last ten years. It's important to design a library to meet these new challenges and to promote the library as a place to do research, find help with assignments, develop interests, and collaborate intellectually. The LRC's guiding mission is to provide access to the world of information, facilitate the use of the tools to interpret and use information in an instruction setting, and collaborate with other instruction units to integrate library programs and services into teaching and learning. The current museum program does not actively support the goals of the library and therefore, I find it difficult to justify their placement and square footage on the first floor.

If the museum is to stay in the LRC, I would like to see an instructional role developed for the museum that the library can participate and partner with. Ray and I have talked about some exciting opportunities for dual projects that highlight the museum collections and at the same time market related library collections. I feel strongly that the library should have a vital role in supporting the instructional mission of the museum through collaboration. If this kind of a program is not possible, I also feel strongly that the museum should be relocated.

Along with these mission and role issues, there are logistical issues that involve the museum's role in the community and the lack of facilities to support that role. In the past, there has been limited planning involved in hosting school groups. During the semester, it is not unusual to have 60-90 school age children coming into the building with no warning or plan. The LRC currently only has two restrooms (2 stools each) on the first floor. The log jam created when teachers try to cycle large groups of children through very small bathrooms is loud, disruptive and frustrating for our students. Now that the LRC has a café, the situation with school groups is even more problematic because our students and faculty resent the noise and disruption. To accommodate the children last winter, we had to take them up to the third floor and have them picnic in the IMC. Part of this issue will be alleviated with the UC opening, but it is still a problem.

Regardless of the fate of the museum, I offer my assistance to Ray and the committee in developing the best museum program possible.

Ray P. Reser, Interim Director Museum of Natural History

Dear Committee,

It has come to my attention in conversations with Ron Zimmerman that I may be asked to come before the committee to offer comments and information related to the Natural History Museum. I would enthusiastically embrace this opportunity to share the information and input I have received to date from interested in-house and external sources. If needed, I am more than happy to appear several times during the review process to discuss various external grant funding options, the American Association of Museum's 'Museum Assessment Program' (currently available gratis) and eventual accreditation issues that may prove difficult to cover in a single meeting.

I imagine most of the committee members are fairly familiar with the current exhibits in the LRC-housed portion of the Museum. However, there are a number of other potential collaborative projects between the N. H. Museum and the LRC that have recently been discussed utilizing space beyond that now occupied, that may be of pertinent interest.

A walk-through of the existing museum and a review of potential external exhibit space within the LRC lobby and adjacent areas might highlight several very cost effective venues for expanded rotating exhibits of in-house materials currently stored or rarely accessed (as well as externally available exhibits). A second related but perhaps more pressing suggestion would be a tour of our current varied collections such as the Geologic, Archaeological and Paleo-Fossil collections housed in the Science building, and the Floral, Herpetological, Mammal, Ornithological and Fisheries collections held in the CNR building. A quick on-site review of these extensive holdings would demonstrate not only the depth and breadth of our natural science/museum collections and our ongoing active exchange and research collaborations, but also attest to the student and faculty research potential of the collections that UWSP has steadily accrued over the past forty-plus years.

Much of the faunal and floral collection currently held by UWSP was assembled during a window that is now closed. Many regional (and global) biotic communities have changed dramatically over the past fifty years and a significant portion of these curated specimens are either no longer extant in this (or other) regions, or no longer available for collection. Continuing urban and rural development has also erased much of the finite Archaeological record in Central Wisconsin. The combined natural science teaching and research collections curated within various UWSP departments are some of the best, and in some cases the only, available research materials relevant to Central Wisconsin and the Western Great Lakes Region. As such, they and their supporting field-notes represent a rare and invaluable resource held in public trust. A physical data bank as critical for future research, as it is for illuminating the recent and deep past of our region and beyond.

As Bill Le Grande, Former Museum Director and Emeritus Professor has noted: "There is no way to really place values on the collections in terms of dollars. To try to do so is an exercise in futility since the specimens represent not simply dimensions of synoptic diversity and spatial distribution, but also a temporal sampling of localities over the years that could never be replaced. The cost of transportation and environmental regulation have caused the cost to obtain and curate specimens today to skyrocket

beyond the capability of most smaller institutions to maintain the types of collections we have available as resources."

Please allow me to introduce the committee to a small portion of these collections and discuss options for expanded and rotating exhibits and research collaborations that might showcase past and current UWSP research, as well as vital accreditation and funding options currently available.

Ray P. Reser
Interim Director Museum of Natural History

Biography and Curriculum Vita for Ray P. Reser, Interim Director, UWSP Natural History Museum

My association with the 'Archaeology Center' at UWSP began in 1973 with courses then taught by John Moore and related archaeological analysis work performed in the old lab location in the CCC. Although I was at the time considering a major in Psychology with a minor in Philosophy, the allure of archaeology was eventually too compelling.

I worked sporadically between 1978 and 2004 as Research Assistant and public liaison for first the UWSP Archaeology Center and after 1986, the State Regional Archaeology Center Four, and as a 'Archaeological Site Recorder' for the State of Wisconsin's 'ASI' (Archaeological Sites Index- database) for inclusion with the State Historical Societies' restricted WHPD (Wisconsin Historic Preservation Database). I conducted numerous excavations in association with UWSP and UW-Oshkosh in Portage, Waupaca, Wood, Marathon and Winnebago Counties. I also performed archaeological salvage work on several disturbed First Nation burial sites located at the Bell Site near Oshkosh and the Robinson Mound Group near Tomahawk. During this period I also completed voluntary paleontological/ paleobotanical fieldwork on four separate field expeditions for the New Mexico Museum of Natural History.

Non-academic achievements of this era included the creation, ownership and operation of one of the State's most highly awarded, 'green', energy efficient/alternative fuels construction firms; Gimme Shelter Construction, located in Amherst Wisconsin. During this period I also had academic association as a Certified Journeyman Carpenter with North Central Technical College, instructing the three-year Carpenters Apprenticeship Program at the Carpentry Training Center located in Weston.

I eventually returned to UWSP to formalize my relationship with the then 'Central Wisconsin Archaeology Center' in the late 1990's and completed a multi-disciplinary degree in Geoarchaeology, with minors in Anthropology, Geology and Earth Sciences. During this period I was inducted into Lambda Alpha, the National Anthropological Honor

Society, Gamma Theta Upsilon, the International Geography Honor society and the State of Wisconsin's Professional Register for Archaeologists, the Wisconsin Archaeological Survey. Related awards from that period include:

UWSP Distinguished Graduating Senior in Anthropology, 2003

UWSP Academy of Letters and Science, inducted 2002

UWSP Academy of Letters and Science Distinguished Achievement award, 1998-1999-2002

UWSP Certificate of Accomplishment- College of letters and Science Undergraduate research Symposium, 2002

UWSP-College of Letters and Science Deans Distinguished Achievement award, 1999-2001-2002

UWSP Gamma Theta Upsilon Academic Scholarship, 2000

UWSP Certificate of Scholastic Achievement Highest honors, 1998

Dissertation research

After completing studies at UWSP, I canvassed several graduate schools in Wisconsin, New Mexico and Australia. I compiled an ambitious graduate research project involving the mapping and comprehensive recording of previously unrecorded Aboriginal Rock Art sites in Gregory National Park, a large new National Park located in the remote Northern Territory of Australia. Due to a rare and vanishing continuation of traditional cosmologies in remote areas of Australia, this region provided perhaps one of the very last places on the planet where oral histories offer direct interpretation of rock art motifs. Eventually, work with senior Aboriginal custodians from four major language groups on adjacent Australian Department of Defense projects, as well as my main research project, allowed a building of trust and rapport eventually affording an intimate exchange of traditional knowledge associated with specific sites and artistic conventions. This project was submitted and accepted by; James Cook University, Charles Darwin University and the Australian National University (ANU). As the ANU offered the best infrastructure, supervision and resources, I accepted an offer to study there. The logistics of implementing such a project are daunting, but eventually all permits, ethical clearances and Indigenous community supports, were obtained. Exterior funding for such projects is critical and all grant applications submitted to a range of various agencies were accepted:

Recipient, Australian Institute of Aboriginal and Torres Strait Islander Studies
Archaeological Research and Dating Grant: Gregory Park Rock-Art Survey, September 2006- \$16,500.

Recipient, Australian Institute of Nuclear Science and Engineering AMS Dating Grant:
Trade, Transformation and Dangerous Places in Victoria River Rock-Art, December 2005- \$7,500.00.

Recipient, Center for Archaeological Research/Australian National University Dating
Research Grant: Victoria River Rock-Art Dating 2005- \$2000.00.

Recipient, Australian Institute of Aboriginal and Torres Strait Islander Studies
Archaeological Research Grant: Gregory Park Rock-Art Survey 2004-2005- \$17,500.00.

Additionally significant in-kind support was provided by the Parks and Wildlife Commission-Northern Territory in the form of boats, jeeps, extended research permitting and field equipment.

Twenty-nine months of fieldwork and a year of post-field work image analysis, electronic mapping, dissertation writing and site-access consultations with Parks and Wildlife-NT and the Australian Aboriginal Areas Protection Authority, have recently been completed.

Current Wisconsin archaeological research projects

A survey for unreported, altered or destroyed Native American mound groups in Portage and Waupaca Counties. A grant application has been lodged with the Wisconsin Archaeological Society to offset field expenses.

Investigation and listing of a private property parcel for tax exemption due to the location of a Woodland-Era linear mound and a Red-Ochre burial site.

Investigation and listing of a previously undisclosed Euro-American child's grave on DNR property in Wood County.

Investigation and assessment of two reported Pleistocene megafauna' sites within Portage County.

Re-mapping (GPS) and re-measuring of Lake Emily Mound groups, Portage County. Site assessment of Old Copper Complex materials recently recovered from a private site, Waupaca County.

Site assessment/ reclamation, consultation and review of archaeological materials collected from a gravel extraction site associated with the Highway 10 expansion for the Town of New Hope board, Portage County, WI.

Current positions and related activities

I currently serve as the Director of the Central Wisconsin Archaeology Center, Interim Director of the UWSP Natural History Museum, and Associate Lecturer in Archaeology for the Department of Philosophy, Religious Studies, and Anthropology. Additionally, I head the Building Committee for the 'Rising Star Mill' (a historic civil war-era timber framed mill owned by the Portage County Historical Society, and used seasonally as a museum, art gallery and community center), and served as former chair for the acquisition and restoration of this building.

I have recently completed a comprehensive inventory of all archaeological collections held at UWSP. Collections procedures including Federal and State regulations pertaining to accessioning and curation have changed over the twenty-eight years UWSP has been actively excavating and amassing archaeological materials. Sadly UWSP had not kept completely abreast of these legislative and statutory changes as related to its archaeological collections. Much of our material was poorly organized; records were incomplete or missing, and specific object locations inaccurate or unknown. Our archaeological collections are now organized, inventory records up to date, and materials accessible for internal and external student and faculty research. The physical storage and collections files were reviewed onsite by the State Archaeologists Office in early September 2007. Currently much of the collection needs additional analysis and identification, but this presents more of an opportunity for student research, than a deficiency in cataloging or accessioning records.

I am currently conducting an assessment and inventory of all natural science and geologic collections held at UWSP, a process that to my knowledge has not been attempted since 1964 or earlier. I have researched and received a grant for museum cataloging and online research access software programming to bring UWSP collections in line with other UW-System facilities State-wide as well as providing online data to the larger external research community.

Academic interests and areas of specialization pertinent to museum position

Prehistoric Amerindian occupation, subsistence and environmental interactions in the upper Great Lakes region/ Lithic (stone) tool sourcing and trade routes in the central region of North America/ Paleo Indian site distribution and faunal exploitation in Wisconsin/ Glacial and fluvial geomorphology of central Wisconsin landforms and its reflection in the prehistoric Amerindian archaeological record/ Glacial geology of Wisconsin/Past and present faunal and floral communities represented in the geologic and archaeological record in the upper Great Lakes/ Amerindian ceramic, lithic and mound-building traditions and other material culture markers evidenced in the cultural and environmental 'transitional zone' of central Wisconsin/Collections management and curation/ Paleontological, geological and archaeological fieldwork digital/GPS/GIS mapping, and recording expertise.

Ed Marks, Curator, Retired, UWSP Museum of Natural History

I appreciate the opportunity to reply to your museum survey. Even though I retired last August, I still love the museum and want it to be even more successful in the future. For obvious reasons I will skip your first three questions pertaining to how often I visited the museum and what I think are its strengths and weaknesses. However, I believe I can provide an insider's perspective regarding the questions of museum location and how the museum is and could be further integrated with university and community.

Quality: Why and how it was built as it was

After surviving severe budget cuts in 1996, I sat down with then Associate Dean of L+S Bill Johnson to discuss what would be the best use of my time before I retire. We agreed that with the financial support of Friends of the Museum we, Dean Justus Paul and the Dean's Advisory Board, would build the finest museum we could and then afterwards promote it locally, regionally, statewide and beyond. Additional programs would follow once construction was completed. Our Museum Assessment Program II of 1996 includes pages of suggested in-house and outreach programs that we might incorporate. – MAP II can be reviewed in the 1996 museum files located in university archives.

Working with students, I used my lifetime of experience to design and build a museum that met professional standards. Here is a sampling of some of the detail incorporated into the exhibits:

1. Goal: Make the exhibits attractive and comfortable:
 - Coordinate colors within exhibits and from exterior to interior.
 - Use colors symbolically wherever practical. Reds and oranges were used in the African Savanna with deep blues in the Arctic Tundra. Greens dominated the Tropical Rain Forest and Northern Wisconsin Forest. Yellow ochre and brown accompanied the dry western prairie and mountains.
 - Vary exhibit types (diorama, interactive, flat work, objects and specimens) to create more interest.
 - Use larger label print and set labels at right angles to the visitor's line of sight for easier reading.
 - Divide labels up into smaller units for easier viewer consumption (e.g. National Geographic magazine uses titles, subtitles, introductory, captions, group, and identification).
 - Include seating within the exhibit area (Carpeted benches, padded chairs, and a carpeted riser in the museum study room)
 - Set some exhibits in alcoves to create personal areas.
 - Create dramatic settings so visitors take notice as they round corners and are drawn further in.
 - Design wider aisles especially in front of larger dioramas to allow visiting groups to sit for a talk without disrupting the flow of other visitors.
 - Install adjustable halogen MR16 fixtures that allow for focused or diffused beams of various wattages as used throughout the Leigh Yawkey Woodson Art Museum. MR16 bulbs last up to 9000 hours and are inexpensive to buy at \$3.50 each on state contract. All lighting was vented to eliminate heat buildup.

- Save energy in lighting. MR12 bulbs used in the dinosaur alcove draw only 20 watts each. Most lighted areas are controlled by motion sensors so they turn off in a few minutes after a visitor leaves to save energy and bulb life,
 - Create visual and emotional interest through contrast, variation, grouping, mood flow and use of open space. Examples include: Bright and dark areas; Objects and materials were positioned to contrast smooth and course texture; Areas of focus range from high to low; Materials are arranged in groupings to oppose open areas. Groupings move through the foreground into the paintings encouraging the eye to move and engage the visitor.
 - Setup small tables and chairs so kids and adults can sit together, discuss the exhibit, read stories in nature related books set out on the tables.
 - Eliminate nearly all reflections on exhibit glass that otherwise can diminish any esthetic or illusionary effects one creates to the point that the visitor has a hard time seeing the exhibits.
2. Comply with building and disability codes.
 3. Design exhibits for easy maintenance for light bulb replacement (small access doors above the glass are present in many exhibits), pest control and the changing and cleaning of exhibits.
 4. Install state-of-the-art electronic security for the Menominee Clans, Celebrate exhibits and the storage area for Native American collections. Provide winter and summer humidity control.
 5. Consider special concerns for Native American exhibits.
 - All Native American exhibits are authentic and appropriate since written content, use of symbols, position and placement of objects were reviewed, generated and approved by Native American committees.
 - Some objects were deemed inappropriate for public display for religious reasons.
 - The storage area is necessary for this university to meet requirements of the federal Native American Graves Protection and Repatriation Act of 1990.
 6. Create murals using 100% cotton canvas to be stretched and primed with Gesso for long-term stability.
 7. Paint foreground soils to appear natural under artificial light and apply soil over terrain made of wire, burlap and plaster.
 8. Collect, preserve and paint real mosses for wetland areas.
 9. Mold real rocks with latex, cast in plaster, assemble assorted pieces to form a rock outcropping and paint by hand.
 10. Make sure labels are accurate and presentations authentic.
 11. Relate all habitat and fossil exhibits back to our main exhibit theme, "Habitat variety sustains species diversity". This big idea has worldwide significance and is easy to understand. Visitors can sense the theme visually using a minimum of words.
 12. Museums of natural history, including ours, interpret world geology and natural history. We have exhibits on Africa and feature ocean-dwelling birds and fishes. Fossils, rocks, and minerals originate from around the world habitats from all over North America. The visitor's center at Schmeckle Reserve interprets Wisconsin's history of natural resources and Wisconsin natural history. Would moving our museum of natural history to Schmeckle Reserve fit with the Reserve's mission to focus on Wisconsin?

Moving the museum would destroy detailed exhibit work that took thousands of hours to plan and build.

Cost

Not considering the value of objects and specimens, I would expect that a professional exhibit designer and builder would appraise the commercial value of the exhibits to be worth hundreds of thousand of dollars. A lower estimate could be made, but still in the hundreds of thousands of dollars range, by multiplying my salary (and benefits) by the number of years I worked on the exhibits. Costs for materials were covered mostly by funds generated by Friends of the Museum.

I can't say how the public would feel, although I can guess, if they learned that hundreds of thousands of dollars worth of state funded labor and donor purchased materials were discarded just when the museum was completed.

Centrality: Convenient for all

The LRC is the natural crossroads of the university. Students, faculty, staff, prospective students and their families and administrative and faculty job applicants all pass through or around the LRC on their way to Old Main, the University Center, and surrounding academic buildings. Faculty, while visiting the LRC, often stop in at the museum to survey and then plan a class visit. Art, geology, biology, science education and natural resources visit each semester. The Museum Methods course has used the museum for exhibit and visitor study. Students, coming from all directions on campus, can easily and quickly get to the museum by walking. Visiting elementary school groups take just five minutes to walk from the planetarium to the museum. Alumni attending homecoming receptions in the university center stop over for a visit.

Moving the museum a half mile either north to Schmeckle or west into downtown would be an inconvenience for most people. They would probably drive vehicles which in turn costs money, adds to global warming and would be inconsistent with the concept of becoming an increasingly green campus. Would moving this university's museum of natural history downtown or Schmecke make it more or less accessible to students and faculty?

The Menominee Clans Story exhibit, the Menominee portrait exhibit and the Native American Celebrate exhibit, all cared for by the museum, exist in perhaps the highest profile, most central setting we have on campus. These Native American exhibits represent the only significant, visual, public acknowledgement of our commitment to this university's mission statement regarding the promotion of cultural diversity. Before one reads even a single word, these exhibits symbolically tell Native Americans and the general public that UWSP cares.

James Frechette Sr. was Menominee tribal chair during a time of great turbulence when the federal government's plan for termination hit native people hard. His papers along with numerous other books and documents are located in documents on the 6th floor of the LRC. Some would argue that keeping historical paper records and related Native American exhibits in the same building is a natural fit.

It was never intended that Native American objects kept in museum storage would never be seen or used. Contrary, we hoped that someday classes in art, art history and anthropology meet at the museum in a museum instruction room for lecture and lab. Native American objects were to be placed on a cart and gently rolled to an adjoining room for study. Moving the objects out of the building would put the objects at risk due to improper handling, questionable security, vibration and sudden temperature and

humidity change. Therefore, using the objects to teach in the vicinity of their storage in a museum instruction room would create a central resource that protected the objects while making them available for educational purposes.

There is a healthy interest in administratively connecting departmental scientific collections with the Museum of Natural History. Moving the museum a half-mile north or west would only further separate the collections and exhibits from faculty and staff. Keeping collections and exhibits in a central cluster enhances physical interaction and promotes better communication between faculty and staff.

I spent years working with Dr. Helen Godfrey of University Relations. We discussed how the museum, being centrally located in the LRC had a high profile and was a natural attraction that draws people from all ages and backgrounds to the center of campus. Visitors had an opportunity to tour the library and discover they had access to its resources. Afterwards some strolled over to the University Center for a bite to eat. Building relations with the community was a top priority. Again, moving the museum a half mile north or west does not bring the community into the campus.

What some people have said

- The museum does not belong in the library.
- LRC space is in short supply.
- We need the space for other things.
- The kids are noisy and overwhelm the bathrooms.

I have recently heard these statements and would like to offer another perspective. Museums, libraries, archives and universities have “belonged together” since 290 B.C when Ptolemy I created the Mouseion in Alexandria, Egypt. The Mouseion included a library, stellar observatory, anatomical institute, a zoo, a botanical park, statues, elephant trunks and animal hides. The tradition has continued through the centuries to the present. At UWSP our museum, library and archives preserve collections, document information, are used for research and serve and educate the public. Future curators, librarians and archivists might work together on cataloguing and preservation projects as well as teaching library, archival and museology courses.

The LRC is short on space? About ten years ago I overheard two reference librarians discussing how if the stacks were gone over that so many duplicate and obsolete books could be removed that a full floor of the library could be opened up. Also, one sees a lot of open shelving and generously spaced study tables that are mostly empty. We have all heard how computerization is reducing the need for paper-based materials thereby freeing up space formerly needed to house books and catalogues. Is even more open space becoming available in the LRC? Also, it will be interesting to see if attendance holds up in the LRC café once the University Center opens. Will the café need all that space? Will we need the café at all considering that it is situated between the CPS café and U.C.? Perhaps some or all of the LRC café space could be offered to the museum to build a larger instruction space, gift shop and office. Maybe the computer lab could be reconfigured to make space for a larger restroom or improve elevator access to the basement for those with disabilities. Maybe the computer lab could be moved to another floor once old and obsolete books are culled. Do we really need to move the museum out to create more space?

Kids can be noisy but they can also be quiet. No one had complained to me that visiting school groups were too noisy for over ten years. In fact, several faculty and staff told me that they enjoyed hearing the children. If noise was a problem, people only had to come forward and share their concern. We could have managed the situation and eliminated the problem. The same is true with the rest rooms. No one complained to me. Sometimes we took especially large groups to the Lower Level where restroom space is adequate. Again, congestion, if it was a problem could have been considered and dealt with.

I hope these statements ring true with you and that you find it useful to incorporate these ideas in your final report to the Chancellor.

Sincerely,

Ed Marks, Curator, Retired, UWSP Museum of Natural History

PART 4: COMMUNITY ISSUES

Mary Jo Lechner, Principal of James Madison Elementary School

January 7, 2008

RE: UWSP Museum of Natural History
Submitted by: Mary Jo Lechner, Principal
James Madison Elementary School
Stevens Point, WI 54481

Impact on elementary and secondary school visitors:

Stevens Point School District

Three elementary schools in the district reported visiting the museum and planetarium on a continual basis. Curriculums connected to this field trip include animal classes, habitats, rocks/minerals and dinosaurs.

Madison Elementary: Students in 3rd grade visit the museum in conjunction with the planetarium.

McKinley Elementary: Kindergarten students visit the museum on a yearly basis.

Kennedy Elementary: All grade levels visit the museum on an every-other-year basis.

Charles F. Fernandez Center for Alternative Learning: The alternative school is the only secondary school that reports utilizes the museum. Students at the alternative school have been visiting the museum every other year.

Schools outside the Stevens Point District

(Three schools outside the district responded)

Waupaca Elementary School: Visits to the museum are made in conjunction with a field trip to the planetarium and Schmeekle Reserve. Field trips to the museum have been on a less frequent basis the last couple years.

Tricounty Elementary School: Students in 3rd grade visit both the museum and planetarium, generally in the Spring. Teachers are required to base field trips that enrich curriculum for their specific grade levels.

Weyauwega and Fremont Elementary Schools: Students in 5th grade tour the campus and take in exhibits at the planetarium, library and Museum of Natural History. These field trips typically take place in April or early May. Field trips are based on curricular standards in all subject areas.

Conclusion:

- It would appear that public school visits to the museum are primarily made with scheduled visits to the planetarium.
- Curriculum in Grades K, 3 and 5 that address animal classes, habitats, rocks/minerals and dinosaurs are directly impacted by field trips to the museum.

Newspaper notices and responses concerning the UWSP Museum of Natural History collected by Marilyn Worth

George Rogers, who writes an outdoor column for The Portage County Gazette, included this item in his column on December 14. A computer separated the e-mail address, so he corrected it in his column the following week.

WOODS AND WATER
By George Rogers

Comments sought on future of UW-SP museum

WHEN SCHOOL groups visit the University of Wisconsin-Stevens Point (UW-SP), one thing they're sure to see is the planetarium. Another is the Museum of Natural History in the Albertson Learning Resources Center, which is visited by townspeople, too.

Why am I writing about the museum in an outdoor column? Because its exhibits are, in one way or another, linked to the environment—the impressive birds' egg collection, the animal mounts, the Menominee clans exhibit and more, even the dinosaurs.

But what's the future of the museum? Curator Ed Marks has retired and his position hasn't been filled. A committee from the university and the community is gathering facts and will present them to Chancellor Linda Bunnell by Feb. 1.

One of the committee's citizen members, Marilyn Worth, wants to know what the museum means to you as a member of the community. You can send your thoughts to her in writing at 4209 Ridge Court, Stevens Point, or you can e-mail them to museumcomments@charter.net.

THE WISCONSIN Department of Natu-

December 21, 2007

a hunting and/or trapping season would reduce the population to tolerable levels. Also, making them game animals would raise their status.

Anderson's comments came during a LIFE class, a university continuing education program.

IN LAST WEEK'S column I wrote that Marilyn Worth is looking for comments on what the Museum of Natural History at University of Wisconsin-Stevens Point means to you, as a member of the community.

And I said you could e-mail your thoughts to her. The trouble was The Gazette's computer put a hyphen in the e-mail address, so if you sent her a message it didn't go through. Here's the right e-mail address: museumcomments@charter.net.

Nathan Vine, city editor of the Stevens Point Journal wrote an item for the column labeled **Briefs** and it was published in several issues beginning December 22.

Briefs

Weather forces rinks, toboggan runs to close

The Stevens Point Parks and Recreation Department has announced that because of recent warm weather, the Goerke Park ice skating rink and hockey rink, and the Iverson Park toboggan runs and ice skating rink are closed until further notice.

The sled hills will remain open unless their condition deteriorates further.

Museum seeks community input

A committee has been formed to gather information regarding the future of the University of Wisconsin-Stevens Point Museum of Natural History. The committee will submit a report to the chancellor Feb. 1.

Marilyn Worth, a member of the committee, has set up an e-mail address for members of the public who wish to share comments on the issue. Anyone interested should e-mail museumcomments@charter.net.

Letter received by Marilyn Worth from Michael Joy, former area resident:

Michael W. Joy
1222 North Front Street
Marquette, MI 49855

Dear Ms. Worth:

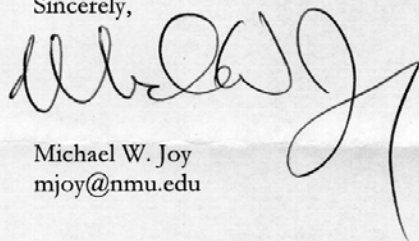
The December 14, 2007 edition of the *Portage County Gazette* reported that your committee is considering the future of the Museum of Natural History at UWSP. I am happy to write this brief letter of support for the museum's mission.

Although I no longer live in the Stevens Point area, I grew up in Rosholt and frequently visit my parents, who live near the UWSP campus. As a child, I made countless visits to the natural history museum—with school groups, with my family, and by myself. I was a rather precocious little kid, and my parents would often drop me off at UWSP while they went shopping or took classes at the university. I would make the rounds of campus, visiting the student center, the planetarium, the natural resources building, and (of course), the university library and the natural history museum. I have vivid memories of the dinosaurs, the egg collection, and all the thrilling displays of animal and bird life. I have no doubt that those hours spent at the museum enhanced my knowledge of the natural world and encouraged my natural inquisitiveness and curiosity.

I had not been to the museum for a number of years, but this fall, during a visit to my parents' home, I took my two-year old son to see the dinosaurs and the animals. As I expected, he loved it! It was early on a Saturday morning, and we were the only visitors at the time. It was a magical moment as Liam examined the different scenes of animal life and gasped at the "big dinosaur." I am sure that we will be making return visits over the coming years, and I certainly hope that the community continues to support this wonderful educational resource.




Thank you very much.

Sincerely,



Michael W. Joy
mjoy@nmu.edu

The following responses were sent to museumcomments@charter.net.




Date: Monday, December 10, 2007 5:49 AM
From: george rogers <rogersg@dwave.net>  
To: museumcomments@charter.net 
Subject: museum
Size: 2 KB

Marilyn -

My thinking is that the UWSP Museum of Natural History isn't just a place to spend an entertaining afternoon. That's OK, but I also see it as an integral part of the learning process, both for university students and townspeople.

I also see it as a recruiting tool. There's nothing like it in this part of the state, and if the university wants to attract students who are looking for something different, this is a big asset. Some features of the museum are unique. A couple of examples are the birds egg collection and the Menominee clans exhibit. Without the museum, where would they be? Who would see them?





George Rogers
1032 Ridge Road
Stevens Point

Date: Saturday, December 15, 2007 1:19 AM
From: Jim Mansavage <jmans@charter.net>  
To: museumcomments@charter.net 
Subject: You asked
Size: 4 KB

I stopped by your updated museum last spring and saw how it has been updated. It was the first time I had been in there in quite a while; but I used to visit often.

In the early 1990's I was a single parent with two young sons and very little expedible income. The museum was one of the "Free" places I took them regularly. Their four year old minds had their minds engaged and each trip was exciting. They especially enjoyed the snakes and being scared by the bear and wolf howls. Maybe I'm just getting old, maybe it's the times, but the University seems to be more business minded than it was when I was there.

Thank you for asking.
Jim Mansavage




Date: Monday, December 17, 2007 8:20 AM
From: milo harpstead <milohrp@voyager.net>  
To: museumcomments@charter.net 
Cc: christine thomas <cthomas@uwsp.edu> 
Subject: thoughts

Marilyn,




I hope that a solution can be found to the UWSP museum alive and well. It is a valuable window to the community.

Several years ago I donated a few giant oysters from the Eocene period. I included a note describing things about them and from where I found them. So far as I know, they were never displayed but I was once told that they were in storage.

Perhaps a cooperative arrangement could be worked out with the CNR whereby students could earn college credits by working with the museum by contributing in a variety of ways. Similarly, this might apply to certain classes in Biology. There are several retired faculty who are very knowledgeable about Natural History, but I don't know if it would they could be involved in some way.
Milo Harpstead

Date: Friday, December 21, 2007 10:57 AM
From: Dan Giles <dgiles@charter.net>  
To: museumcomments@charter.net 
Subject: Museum
Size: 1 KB

Have not been there since my kids were younger, but it is great little museum. Hopefully it will continue to be available to the public. I think many people do not know of it's existence. A bit of promotion would likely generate more community interest.
Dan Giles

Date: Sunday, December 23, 2007 8:49 AM
From: Santha Bickford <sbickford5501@charter.net>  
To: museumcomments@charter.net 
Subject: museum
Size: 4 KB

I am writing as a grandma, retired teacher, and new neighbor of the museum, and I would love to see the museum continued and enhanced for my great grandchildren! Throughout the years that I lived in Almond and taught in Point I have made use of and thoroughly enjoyed the museum. Now I live in Point and to be honest, the museum and other wonderful features of UWSP were a huge factor in my deciding to buy my house and make the move to Point. If there is now a problem with staffing or funds, I would like to suggest tapping the retired teachers of the community. I would love to see various programs developed with themes relating to museum exhibits. I would like to see these advertised and offered to local elementary schools, summer programs, etc. Almost all of the retired teachers in Point are alumni of grad programs here, and I feel this would be a meaningful way for us to give back and also make good use of our talents. I personally would be happy to help in any way-as a volunteer presenter or docent, cleaner-pickerupper, or whatever except that I don't enjoy attending meetings! The museum is such an asset to our community, and Mr. Marks devoted so many years to developing the program! I vote to honor him by continuing the tradition.

From: "Hedy Telfer" <portia2@charter.net>
To: "Marilyn Worth" <bobworth@charter.net>
Sent: Thursday, January 03, 2008 11:59 AM
Subject: U. museum

The University museum is a local treasure. It is a delightful, full-of-surprises place for individuals and families, as well as school classes. The museum and it's contents have not been promoted. They may be unknown to families new in town the last twenty years. If the University is serious about it's constant concern, how to connect with the community, they have only to look at their

wonderful museum. What better way for an institution to connect with people? And a community is it's people.

Sincerely,
Hedy Telfer

Date: Sunday, December 30, 2007 8:46 AM

From: Kent <kentsue@charter.net>  

To: museumcomments@charter.net 

Subject: Your contact about the UW-SP Museum of Natural History

Size: 6 KB

Hello, Marilyn:

The Museum of Natural History at UW-SP was started and operated for years by Dr. Charles Long, Mammalogist in the Biology Department. He started the Museum because of the influence he received while pursuing a Ph.D. at the University of Kansas (I should know--I graduated from there myself). The Museum of Natural History at KU is one of the most outstanding in the nation and Charles thought he could establish a "mini-version" here at UW-SP.

Personally, I am all for Museums of Natural History because of the educational value they can have for the general public. However, I have thrown my "hat in the ring" with facilities like the Mead Center at the Mead State Wildlife Area because they have the opportunity to discuss natural history and educate children about why plants and animals are likely to disappear in the future if we do not change the way we live on this planet. Our solar power and wind power are living symbols of what we will have to do to protect our natural history.

So, in so far as the UW-SP Museum of Natural History fails to address what the "real environmental problems are in preserving our natural heritage", I find fault with it. I am not aware of how many students are passing through the Museum each year, but this is where the emphasis should be.

If the Museum personnel decide to produce an exhibit on Global Climate Change and how it is harming wildlife, I will contribute to it--after reviewing the overall plans. Until that time, Sue and I will continue to contribute to the Mead Center (\$20,000 in the past two years). Do contact me, Marilyn, if any such exhibit is planned (also let me know how many students are passing through the Museum each year).

Kent Hall

Date: Wednesday, January 2, 2008 8:10 AM

From: tlachac <tlachac@g2a.net>  

To: museumcomments@charter.net 

Subject:

Size: 49 KB

I sent a email but it may not have reached its target. This is an open letter I sent to the newspapers but I had much more to say. I would be happy to offer a small challenge to some of the donors and other business in the area. I do know that you are only at the fact finding stage. But as a educator for the museum I do remember some days that several school groups would show up unannounced and we would do programs. School groups not only were local but from far away. As a business owner in relation to tourism I send many groups there and other places I even have the museum on my web site www.naturetrekrentals.net and www.naturesniche.org which averages 100-300 visitors daily. Many of these visitors are planning a trip with their family and look for other things to do. As I have stated in my letter the museum is small but it is all we

have like that and we should promote it more I also feel that to remove the animals would be a mistake and more should be done to add and use them for programs. I own a business related to humane animal education and it has become an important fund raiser to help maintain the work I do with animals both native and exotic. One of the biggest sellers at the museum was shed skin from "Beauregard" the snake. We would offer a 1.5 inch square for .50 and always didn't have enough. I later developed more user friendly educational bookmarks and other items for my own programs that sell like hotcakes and we offered a classroom kind of adoption program which the class paid \$20-\$30 for each live animal and they got something in return for their classroom. Many other cost saving ideas come to mind like creating a docent program, creating a active friends group that could bring in special speakers. Offering special trips to go to rainforest, dino digs, and other educational trips put on by other departments in the university. One program that I was able to begin while working at the Portage County Jordan Nature Center but was unable to complete was a "Tales-for-Tails" program. Due to our limited budget of \$500.00 a year to be spent on equipment I asked special conservation groups such as White Tail Unlimited to begin a challenge starting with a \$1000.00 they gave us an in one month raised \$4000.00 from other groups such as the Trappers Assoc., 12 Apostals Muskie club and the Izaak Walton. I would have kept on going but the Parks Board at the time didn't want to give the community the wrong impression that they had no money? I also had experience working with the Central Wisconsin Wildlife Center as their education coordinator and accedit my development of animal assembly education programs from my eperience as a museum staff member. I also know that being an artist is part of what Ed Marks did and that is very important for putting together mounts and exhibits. Alot of skull duggery and biology is needed to maintain museum collections the person needed to maintain all of these thing also has to promote and understand the museum as if it were a small business. It is no easy task but as a graduate of the UW I felt the classes he offered were essential to any one taking the field I did in Envirnomental Education or had to work as a naturalist, museum intern, interp center and other related field. Sorry, for the long read but I would really hate to see it closed and think we need to look outside the box which may even mean inviting the Central Wisconsin Children Museum to relocate to the LRC lower southwest corner would help enhance both places and bring more tourist from the outside to Stevens Point.

Thanks, Dino @ Nature's Niche & Nature Treks 715-341-7149

*I (Marilyn) also received a lengthy **telephone call from Burdette Eagan, retired Dean of Education at UWSP**. He described the museum as a very valuable asset, especially to the teacher education program. He said there should be an outreach to area schools and a scholarship for museum interns. He hoped the museum could be used as a parent-child occasion. He feels the museum should have a much bigger role on the campus and in the community. He suggested increased signage and publicity. He also said the museum should be used by both the anthropology students and the local historical society. He described the value of the museum and the Menomonee Clans exhibit as a very good combination.*

'Walk-In' MUSEUM VISITORS SURVEY SUMMARY 1/3/2008

Note that this was compiled during semester break, so is not significantly affected by university student visits for class work

33 surveys were collected from visitors to the museum of varying ages, professions, and associations; 25 of the visitors had been to the museum previously and 8 were on their first trip to the museum.

Of the individuals surveyed the vast majority visited out of personal interest (18), while five reported the reason of their visit to be class or research related.

Others commented that they enjoyed the museum as a quiet space to study in, or that they came to the museum simply because they were in the library and happened to see the museum and entered. (Not all visitors answered all of the questions, accounting for the discrepancy in numbers).

When questioned about where they would like to see the museum in the future, visitors were given four choices; remain where it is, expanded in its current location, moved to Schmeekle, or moved downtown.

The vast majority voiced that they would like to see it expanded (or made more high profile) in its current location (25) or simply remain in its current location. No one thought the museum should be moved to Schmeekle, and of the five people who considered moving the museum moved downtown, they all indicated that they would like to see it remain in the library or moved downtown.

Museum visitors were asked to identify strengths, weaknesses and suggestions they had for the museum.

Numerous visitors saw the same strengths in the museum: diversity represented (both in the environments represented as a whole and in the specimens within individual exhibits), and the quality of the dioramas (with many mentions of quality of specimen presentation and artwork).

Many commented on the quality of habitat depiction, both of the local and non-local displays. Many agreed that the museum is great for kids and is a unique local resource with impressive quality for a small, local museum.

Some people also mentioned the great opportunity for fieldtrips, the helpful staff, and the appreciation of the Native American exhibits, especially those branching out into the library. Several nods were made specifically to the egg exhibit, the dinosaur exhibit, and the Africa exhibit.

A few common themes were identified as weaknesses of the museum. Fourteen negative comments were made about the lighting (including statements

that many thought the low lighting meant the museum was closed or that people were not allowed to go in).

Another common theme was that the museum is not advertised.

Many comments were made that the museum would benefit from being more interactive and from having more sounds or recorded audio information at individual exhibits available at the push of a button.

A few comments were made that the layout could be improved.

Poor quality or poor upkeep of a few individual specimens was noted, as well as occasional mislabeling or labeling that was hard to interpret.

More written information at exhibits was requested.

Short hours were also mentioned as a weakness.

Suggestions

In terms of suggestions, there was a resounding consensus that the museum needs to be more highly publicized/promoted/or advertised. 23 of 33 visitors commented to this effect. 28 comments were also made suggesting more public programming and interaction with the community. Suggestions included increasing field trips or tours for everyone from daycares, K-12 schools, increased integration with college classes, and advertised adult tours for the community. Workshops, speakers, presentations, and guest lecturers were recommended many times over. In general it was repeatedly suggested that the museum get more info out into the community and encourage more community involvement with the museum. Specific suggestions mentioned repeatedly included having traveling exhibits from other museums or rotating the exhibits within the UWSP collection, and increasing the museum's staff time and open hours. One person suggested creating a small display on the museum's history. Again, several people suggested making the museum more interactive.

School/ church/ community group visitation list – from Ray Reser

I've also just received a school/ church/ community group visitation list to the museum up to 2000 and perhaps beyond (see attachment). I will continue my search for more recent visitation logs for the museum, and forward my growing stack of completed surveys. I recently spoke with Karen Dostal, Director of the Boston School Forest who was very supportive and will be sending a letter shortly.

ID	Name	Affiliation	City	TalkType
1	Mary Liebau	PJ Jacobs	Stevens Point	snake
2	Flores Gumz	John F. Kennedy	Junction City	snake
3	Scott Johnson	Merrill Trinity Lutheran	Merrill	snake
4	Dan Green	Necedah Area Schools	Necedah	snake
5	John Rush	Alexander Middle School	Nekoosa	adaptation

6	Janice	Stashek	Auburndale Elementary	Auburndale	dinosaurs/fossils
7	Doug	Hurlbutt	Rhineland High School	Rhineland	dinosaurs/fossils
8	Connie	Malveg	Marion Elementary	Marion	adaptation
9	Susan	Hunsicker	Hawthorne Hills	Wausau	adaptation and snake
10	Peg	Wasshausen	Our Lady Queen	Wisconsin Rapids	snake and stone
11	Kay	Parise	Spring Valley/River Girls	Antigo	snake
12	Paul	Jacobson	John F. Kennedy El.	Junction City	adaptation and snake
13	Traci	Moe-Harried	YMCA Preschool	Stevens Point	
14	Barb	Buehler	Jackson Elementary	Stevens Point	adapataion and snake
15	Pat	Bradbury	Community Christian Aca.	Wisconsin Rapids	dinosaurs/fossils
16	Judy	Goligoski	Bannach Elementary	Stevens Point	
17	Judy	McGowan	Woodsite Elementary	Wisconsin Rapids	adaptation
18	Lynelle	Martens	Madison Elementary	Stevens Point	snake
19	Jeff	Voss	Abbotsford Elementary	Abbotsford	adaptation and snake
20	Jan	Hiles	Pittsville Elementary	Pittsville	adaptation
21	Anne	Judge	Head Start Family	Stevens Point	snake
22	Iris	Brandenburg	Head Start; Mount Calvary	Rothschild	adaptation
23	Jill	Schroufnagel	Jackson Elementary	Stevens Point	dinosaurs/fossils
24	Phil	Literski	St. Mary's	Auburndale	
25	Deb	Lazarski	St. Paul Lutheran	Stevens Point	snake
26	Cathy	Sanderson	Kiddie College Preschool	Stevens Point	adaptation and snake
27	Todd	Peterson	Grove School	Wisconsin Rapids	adaptation and snake
28	Andrea	Speers	Plover Whiting Elementary	Plover	adaptation and snake
29	Penny	Schmitt	Gasell Institute	Stevens Point	snake
30	Beth	Schild	St. Paul Lutheran	Stevens Point	African savanna
31	Linda	Worden	St. Mark's	Rothschild	snake
32	Julie	Vargas	Tri County Schools	Plainfield	snake
33	Lois	Graper	Bear Creek Elementary	Bear Creek	dinosaurs
34	Chris	Young	West Elementary	Rhineland	adaptation and snake
35	Mary	Kastern	St. John's	Marshfield	snake
36	Amy	Formella	Community Church	Plover	adaptation
37	Colleen	Kruzicki	St. Stan's	Stevens Point	dinosaurs
38	Janet	Schmitt	Grant School	Marshfield	adaptation
39	Mary	Ostertag	Riverview Elementary	Wausau	snake
40	Lori	Grusecki	Cub Scout Troop 297	Stevens Point	
41	Kristie	Strebig	Madison View Head Start	Stevens Point	snake
42	Linda	Dalhberg	Waupaca Learning Center	Waupaca	snake
43	Marsha	Fitzgerald	Franklin School	Wausau	adaptation
44	Lynn	Martin	Evergreen Elementary	Mosinee	adaptation and snake
45	Nancy	Kelly	Adams-Friendship El.	Friendship	snake
46	Diane	Bauer	Kiddie Kollege	Stevens Point	snake
47	Louise	Pease	Chain of Lakes El.	Waupaca	snake
48	Chris	Meinholz	Bannach Elementary	Stevens Point	adaptation
49	Joyce	Kasperski	Castle Rock Elementary	Adams	snake
50	Kathy	Weyenberg	St. Stan's Elementary	Stevens Point	dinosaurs
51	Cheryl	Eisberner	Grant Elementary	Marshfield	adaptation
52	Heather	Larson	YMCA	Stevens Point	

53	Anne	Smith	Bowler Elementary	Bowler	snake
54	Jan	Thompson	Elderon Elementary	Elderon	snake
55	Traci	Moe-Harried	YMCA Preschool	Stevens Point	
56	Phil	Literski	St. Mary's	Auburndale	
58	Kimi	Orton	Headstart	Stevens Point	snake
59	Brenda	Bauer	Lincoln Elementary	Marshfield	adaptation
60	Julie	Schlagenhaft	Wood County Headstart	Marshfield	adaptation and snake
61	Jean	Swinson	Washington Elementary	Marshfield	adaptation
62	Kraig	Underwood	McDill Elementary	Stevens Point	dinosaur
63	Jill	Neville	Neilsville Elementary	Neilsville	adaptation
64	Stephanie	Dewitz	South Mountain Elem.	Wausau	snake
65	Susan	Koehler	Jefferson Elementary	Stevens Point	snake
66	Tami	Anderson	Edgar Public School	Edgar	
67	Nancy	Augustine	Birnamwood Elementary	Birnamwood	snake
68	Brenda	Gauthier	Tigerton Elementary	Tigerton	snake
69	Joyce	Schneider	Mosinee Elementary	Mosinee	snake
70	Mary Ann	Gleisner	Weston Elementary	Schofield	adaptation and snake
71	Debbie	Rupar	St. Mark's Elementary	Rothschild	dinosaurs
72	Joyce	Schneider	Mosinee Elementary	Mosinee	snake
73	Sue	Hamm	Howe Elementary	Wisconsin Rapids	snake
74	Sharon	Oja	Faith Christian Academy	Schofield	adaptation and snake
75	Susan	Karacke	Stratford Elementary	Stratford	adaptation
76	Susan	Fox	Rosholt Elementary	Rosholt	snake
77	Deb	Kirsch	G.D. Jones Elementary	Wausau	snake
78	Mary	Ladick	St. Joseph Elementary	Stevens Point	snake
79	Kristine	Alston	Mosinee Public Schools	Mosinee	snake
80	Marie	Eckdahol	Greenwood Elementary	Greenwood	snake
81	Karen	Thompson	East Fremont	Chili	adaptation
82	Kristine	Alston	Mosinee Public Schools	Mosinee	snake
83	Betsey	Graham	UWSP Biology 100	Stevens Point	
85			Friendship Congregational	Friendship	
86			Community Childcare	Stevens Point	
87			Commission on Aging	Wausau	
88			Jefferson School	Marshfield	
89	Elaine	Bunczak		Rosholt	
90			First Baptist School	Waupaca	
91			Carefree Travel	New Franken	
92			Sunrise Daycare	Stevens Point	
93	Al and	Glodowski		Plover	
94	Dick and	Okray		Plover	
95	Joe and	Okray		Plover	
96	Pat and	Okray		Plover	
97	Steven	Regnier		Plover	
98	Bruce and	Daczyk		Stevens Point	
99	Heidi and	Okray		Stevens Point	
100	Tim and	Schierl		Stevens Point	
101	Rusty and	Mitch		Stevens Point	

102	Dave and	Rosenthal		Stevens Point	
103	Hans and	Hofmeister		Stevens Point	
104	Eric and	Hofmeister		Junction City	
105	Marty and	Loy		Stevens Point	
106	Chris and	Henning		Stevens Point	
107	Dr. Randal	Wojciehoski		Stevens Point	
108	Dr. Todd	Rave		Plover	
109	Dr. and	Rusick		Stevens Point	
110	Mr. and	Hlavac		Stevens Point	
111	Bill and	Hlavac		Stevens Point	
112	Dick and	Hofmeister		Stevens Point	
113	Dr. and	O'Malley		Stevens Point	
114	Mr. and	Mendyke		Stevens Point	
115	Paul and	Koehl		Stevens Point	
116	David	Schuler & Fam	St. Point Sup. Office, 1900	Stevens Point	
117	J. G.	Rosholt & Fam		Stevens Point	
118	Boyd	Williams &		Stevens Point	
119	Vic and	Akemann		Amherst Junction	
121	Jim &	Cooper		Stevens Point	
122	Fred &	Copps		Stevens Point	
123	Dr & Mrs	Cooper		Stevens Point	
124	Bob &	Taylor		Stevens Point	
125	John &	Prais		Stevens Point	
126	Mr & Mrs	Skrenes		Plover	
127	John &	Noel		Stevens Point	
128	Mr & Mrs	Martin		Stevens Point	
129	Don &	Peters		Stevens Point	
130	Bob &	Schmidt		Plover	
131	Dr & Mrs	DeWeerd		Stevens Point	
132	Tim	Schirel		Stevens Point	
133	John &	Fin & Molepski		Stevens Point	
134	David	Marie		Plover	
135	Dr & Mrs	Jean		Stevens Point	
136	Bob & Liz	Kammer		Plover	
137	Dr & Mrs.	Fuller		Plover	

AREA MUSEUM INFORMATION

MUSEUM	HOURS AND ADMISSION	GENERAL INFORMATION
Kenosha Public Museum 5500 First Avenue Kenosha, WI 53140 Telephone: (262) 653-4140 Fax: (262) 653-4437	HOURS: Sunday – Monday Noon – 5 PM Tuesday – Saturday 9 AM – 5 PM ADMISSION:	<ul style="list-style-type: none"> ♦ Group programs offered: orientation, souvenir bookmark. ♦ Streetcar ♦ Field Station ♦ Lunch space ♦ Exhibits: The Wisconsin

	Free to general public Per person fee for groups	story; Mammoth and Man; Fine & Decorative Arts Gallery ♦ Schaefer Mammoth bones on display
Logan Museum of Anthropology Beloit College Beloit, Wisconsin Telephone: (608) 363-2677	HOURS: Tuesday – Sunday 11 AM – 4 PM ADMISSION: Not listed – probably free	♦ Museum shop ♦ A teaching museum ♦ Collections and exhibits ♦ Grants access to its collections and archives to faculty, students, researchers and members of groups whose culture is represented by the collections
Milwaukee Public Museum 800 West Wells Street Milwaukee, WI 53233 Telephone: (414) 278-2702	HOURS: Monday – Saturday 9 AM – 5 PM Sunday Noon – 5 PM ADMISSION: Children 2 and under Free Museum Members Free Adults \$11 Seniors (ages 62 and over) \$9 College students \$7 Children (ages 3-15) \$7 Free admission on Mondays	♦ Comprehensive museum ♦ Stroller and wheelchair rental available. ♦ 6 million specimens ♦ 150,000 square feet of exhibit space ♦ World's largest-known dinosaur skull ♦ Planetarium ♦ IMAX Theater ♦ 500,000 visitors per year ♦ Catered events ♦ Group tours available ♦ Online store ♦ Educational programs
Neville Public Museum 210 Museum Place Green Bay, WI 54303 Telephone: (920)448-4460 Fax: (920) 448-4458 A museum of science, art and history	HOURS: Sunday: Noon – 5 PM M, T, F, S: 9 AM – 5 PM W, R: 9 AM – 8 PM ADMISSION: Friends of the Neville Free Ages 5 and under Free Thursdays 6:00-8:00 PM Free Adults \$4 Ages 6-15 \$2 School/Youth Groups \$1/person	♦ 58,000 square foot building ♦ Free parking ♦ Public lunchroom area/theatre/meeting rooms ♦ Coat room ♦ Restrooms ♦ Room rentals ♦ Photo Reproduction Service ♦ Gift Shop ♦ Featured Exhibits ♦ Special events/Public programs ♦ Discover Zone for Kids ♦ Studio 210
New London Public Museum 406 South Pearl Street New London, WI 54961 Telephone: (920) 982-8520	HOURS: <u>Memorial Day - Labor Day</u> Tues 10 AM – 8 PM Wed – Fri 10 AM – 5 PM <u>Labor Day - Memorial Day</u> Tues 10 AM – 8 PM	♦ Located in lower level of New London Public Library ♦ Permanent collection includes a wide range of artifacts, documents and rare books; a collection of Native American objects, a military collection of

<p>A museum of natural history, local history, Native American culture, world cultures and more</p>	<p>Wed - Fri 10 AM – 5 PM Sat 10 AM – 1 PM</p> <p>ADMISSION: Free</p>	<p>uniforms and arms, and a selection of mounted birds.</p> <ul style="list-style-type: none"> ♦ Objects from around the world include Inuit tools, South American pottery, rocks and minerals, and shells. ♦ Extensive documentation of local history, including photos, journals, and other records, is available to researchers. ♦ The book collection features rare volumes on birds, along with community history resources. 																		
<p>Richter Museum of Natural History</p> <p>UW-Green Bay Dept of Natural & Applied Sciences Green Bay, WI 54311 Telephone: (920) 465-2713 Fax: (920) 465-2143 Email: erdmant@uwgb.edu</p>	<p>HOURS: Generally not open to the public</p> <p>ADMISSION: Not open to the public. Free to researchers.</p>	<ul style="list-style-type: none"> ♦ Research museum ♦ Significant collection of animal specimens ♦ Ranks among the 10 largest oological (egg) collections in North America. ♦ Available to researchers and UW Green Bay students in certain classes. ♦ Nearly complete collection of western Great Lakes vertebrates. ♦ Conduct tours for groups such as civic clubs, college and k-12 classes, etc. ♦ Some display cases for viewing 																		
<p>Weiss Earth Science Museum</p> <p>UW-Fox Valley 1478 Midway Road Menasha, WI 54952 Telephone: (920) 832-2925</p>	<p>HOURS:</p> <table border="0"> <tr> <td>Wed - Thursday</td> <td>Noon – 4 PM</td> </tr> <tr> <td>Friday</td> <td>Noon – 7 PM</td> </tr> <tr> <td>Saturday</td> <td>10 AM – 5 PM</td> </tr> <tr> <td>Sunday</td> <td>1 – 5 PM</td> </tr> </table> <p>ADMISSION:</p> <table border="0"> <tr> <td>Under age 3</td> <td>Free</td> </tr> <tr> <td>Students, staff</td> <td>Free</td> </tr> <tr> <td>Adults</td> <td>\$2.00</td> </tr> <tr> <td>Seniors (65+)</td> <td>\$1.50</td> </tr> <tr> <td>Juniors (13-17)</td> <td>\$1.00</td> </tr> </table>	Wed - Thursday	Noon – 4 PM	Friday	Noon – 7 PM	Saturday	10 AM – 5 PM	Sunday	1 – 5 PM	Under age 3	Free	Students, staff	Free	Adults	\$2.00	Seniors (65+)	\$1.50	Juniors (13-17)	\$1.00	<ul style="list-style-type: none"> ♦ Official State Mineralogical Museum of Wisconsin ♦ 5,500 square-feet ♦ Interactive and hands-on exhibits ♦ Video displays ♦ Specimens of fossils, minerals and rocks ♦ A Walk through Geologic Time ♦ 19th century lead mine tunnel ♦ Mineral Gallery ♦ School tours/Scout programs – nominal scheduling fee ♦ Summer Camp ♦ Stones & Stars Shop
Wed - Thursday	Noon – 4 PM																			
Friday	Noon – 7 PM																			
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Juniors (13-17)	\$1.00																			

<p>UW-Madison</p> <p>Geology Museum The Department of Geology & Geophysics UW-Madison 1215 West Dayton Street Madison, WI 53706</p>	<p>HOURS:</p> <table border="0"> <tr> <td>Monday – Friday</td> <td>8:30 AM – 4:30 PM</td> </tr> <tr> <td>Saturday</td> <td>9:00 AM – 1:00 PM</td> </tr> </table> <p>ADMISSION:</p>	Monday – Friday	8:30 AM – 4:30 PM	Saturday	9:00 AM – 1:00 PM	<ul style="list-style-type: none"> ♦ Mineral, rock and fossil collections ♦ Meteorites ♦ Fluorescent display ♦ Dinosaurs ♦ Special events
Monday – Friday	8:30 AM – 4:30 PM					
Saturday	9:00 AM – 1:00 PM					

<p>Telephone: (608) 262-2399 Fax: (608) 262-0693</p>	<p>Free Guided tours suggest donation of \$15 (or \$1/person for groups with > 15 people)</p>	<ul style="list-style-type: none"> ♦ Self-guided and guided tours available
<p>Insect Research Collection Department of Entomology</p>	<p>HOURS: Not listed</p> <p>ADMISSION: Free</p>	<ul style="list-style-type: none"> ♦ 1 main collection room and 3 adjoining rooms. ♦ 24,000 microscopic slides ♦ Wet collection of specimens stored in alcohol ♦ Collection of pinned insects ♦ Loans available to qualified specialists ♦ Educational displays for precollege students of all ages. ♦ Literature collection available
<p>Zoological Museum L.E. Noland Zoological Building 250 North Mills Street Madison, WI 53706 Telephone: (608) 262-3766 Fax: (608) 262-5395 Email: uwzm@mailplus.wisc.edu</p>	<p>HOURS: <u>Gallery</u> Monday – Friday 10 AM – 3 PM <u>Collections</u> Monday – Friday 8:30 AM – Noon 1:00 PM – 4:30 PM Closed in July and August</p> <p>ADMISSION: Gallery open to public - Free</p> <p>HOURS: Not listed</p>	<ul style="list-style-type: none"> ♦ 10,000 square feet ♦ Storage and research facility ♦ To support education and research ♦ Small exhibits gallery ♦ Galapagos Connection - exhibit
<p>Wisconsin State Herbarium 160 Birge Hall 430 Lincoln Drive Madison, WI 53706 Telephone: (608) 262-2792 Fax: (608) 262-75-0</p>	<p>ADMISSION: Access to collections is free.</p>	<ul style="list-style-type: none"> ♦ Museum collection of dried, labeled plants ♦ World's largest collection of Wisconsin plants ♦ 1,000,000 specimens ♦ Taxonomic and ecological research ♦ Teaching and public service

Other Wisconsin Museums:

- Bergstrom-Mahler Museum, Neenah
- Cambridge Historic Museum, Cambridge
- Cedarburg Cultural Center, Cedarburg
- Chippewa Falls Museum of Industry and Technology, Chippewa Falls
- Chippewa Valley Museum, Eau Claire
- Door County Maritime Museum, Sturgeon Bay, Gills Rock and Cana Island
- EAA AirVenture Museum, Oshkosh
- Ephraim Village Museums, Ephraim
- Fort Winnebago Surgeons' Quarters, Portage
- George W. Brown Jr., Ojibwe Museum and Cultural Center, Lac du Flambeau
- Hazelwood Historical House Museum, Green Bay
- Hearthstone Historic House Museum, Appleton
- Heritage Center, New Richmond
- Heritage Museum, Menomonie
- Historic Indian Agency House, Portage

Hoard Historical Museum, Fort Atkinson
 Kenosha History Center, Kenosha
 Langlade County Museum, Antigo
 Marinette County Historical Museum, Marinette
 Merrill Historical Museum, Merrill
 Military Veterans Museum, Inc, Oshkosh
 Milton House Museum, Milton
 Mishicot Historical Museum, Mishicot
 Mitchell Gallery of Flight, Milwaukee
 Monroe County Local History Room and Museum, Sparta
 National Railroad Museum, Green Bay
 Olbrich Botanical Gardens, Madison
 Oshkosh Public Museum, Oshkosh
 Paper Discovery Center, Appleton
 Paul Bunyan Logging Camp, Eau Claire
 Riverside Museum, La Crosse
 Rollo Jamison Museum, Platteville
 Schumacher Farm Park, Waunakee
 South Wood County Historical Museum, Wisconsin Rapids
 Sun Prairie Historical Museum, Sun Prairie
 Swarthout Museum, La Crosse
 The Captain Frederick Pabst Mansion, Milwaukee
 The Eisner: American Museum of Advertising and Design, Milwaukee
 The History Museum at the Castle, Appleton
 The Mining Museum, Platteville
 Wade House, Greenbush
 Waukesha County Museum, Waukesha
 Wisconsin Automotive Museum, Hartford
 Wisconsin Cranberry Discovery Center, Warrens
 Wisconsin Historical Museum, Madison
 Wisconsin Maritime Museum, Manitowoc
 Wisconsin Museum of Quilts & Fiber Arts, Cedarburg
 Wisconsin Veterans Museum, Madison

Natural History Museums in Nearby States

Burpee Museum of Natural History, Rockford, Illinois
 Exhibit Museum of Natural History, University of Michigan, Ann Arbor, Michigan
 Field Museum of Natural History, Chicago, Illinois
 Headwaters Science Center, Bemidji, Minnesota
 Illinois State Museum, Springfield, Illinois
 James Ford Bell Museum of Natural History, University of Minnesota, Minneapolis, Minnesota
 Kingman Museum of Natural History, Battle Creek, Michigan
 Koochiching County Historical Museum, International Falls, Minnesota
 Michigan State University Museum, East Lansing, Michigan
 Museum of Natural History, University of Illinois-Urbana Champaign, Illinois
 Muskegon County Museum, Muskegon, Michigan
 Natural History Museum, Southwest Minnesota State University, Marshall, Minnesota
 Public Museum of Grand Rapids, Grand Rapids, Michigan
 Putnam Museum of History and Natural Science, Davenport, Iowa
 Sanford Museum and Planetarium, Cherokee, Iowa
 Science Museum of Minnesota, St. Paul, Minnesota
 University of Northern Iowa Museum, Cedar Falls, Iowa
 Wayne State University Museum of Natural History, Detroit, Michigan

PART 5: THE MISSION OF UWSP and VISION 2015

HOW DOES THE MUSEUM SUPPORT THE UW-STEVENSON POINT MISSION STATEMENTS?

Mission Statements

UW-Stevens Point shares in the mission of the University of Wisconsin System.

The mission of this system is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

As an institution in the "University Cluster" of the University of Wisconsin System, UW-Stevens Point shares the following core mission with other universities of the cluster. Each university in the cluster shall:

- a. Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
- b. Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and through university-sponsored cultural, recreational, and extracurricular programs.
- c. Offer a core of liberal studies that supports university degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.
- d. Offer a program of pre-professional curricular offerings consistent with the university's mission.
- e. Expect scholarly activity, including research, scholarship, and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its approved mission statement.
- f. Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
- g. Participate in inter-institutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.
- h. Serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.
- i. Support activities designed to promote the economic development of the state.

The select goals and responsibilities of UW-Stevens Point are to:

- a. Provide a broad foundation of liberal studies and selected degree programs in the fine arts, humanities, natural sciences, and social sciences, imparting the heritage of human

civilization, critical intelligence, and the skills necessary for a lifetime of learning and upon which education in the professional fields may be built.

b. Provide undergraduate professional programs in communicative disorders, teacher education, home economics*, the visual and performing arts, paper science, and natural resources with emphasis on the management of resources.

c. Provide graduate programs in teacher education, communicative disorders, natural resources, home economics*, communication and other select areas clearly associated with this university's undergraduate emphases and strengths.

d. Provide programs in wellness and health promotion.

e. Provide quality undergraduate and graduate instruction through innovative methods using print and non-print library resources, computing, communication technology, and direct student assistance.

f. Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its special mission.

g. Cooperate with UW-Extension in the development and coordination of statewide outreach programming, integration of the extension function into the institution, and appropriate and adequate recognition of those involved in outreach activities.

*The former home economics programs are now offered as child and family studies, dietetics, early childhood education, family and consumer education, human development, nutrition and interior architecture.

Vision 2015 - "UWSP: Connecting to the Future"

Building on traditions of excellence and service to Central Wisconsin, UWSP will
CONNECT TO THE FUTURE

by:

Providing challenging learning and leadership experiences that prepare students to be
GLOBAL CITIZENS

Projecting our history and values in the
LIFE AND LOOK OF THE CAMPUS
Experience of the liberal arts and sciences
Responsibility of personal and community wellness
Stewardship of natural resources
The power of communication and the arts

Partnering with others for a VIBRANT ECONOMY

How the Museum supports the mission of UWSP and VISION 2015

From Neil Heywood:

Vision 2015: With its emphasis upon economy, and its tacit de-emphasis of a broader concept of community, Vision 2015 remains at best only partially supported by the

community and Museum factions. A Museum ought preserve opportunities for reflections upon non-viable economic catalysts. Perhaps the decline of our Museum reflects a growing institutional disinterest in heritage preservation, while infatuation with economic growth and development supersedes heritage valuation.

How the Museum Supports the Mission of UWSP? The Mission remains in transition, although many dedicated personnel devote very considerable effort to its modernization and upgrade. Thus, it seems more appropriate that we might consider how the Museum could function to affect the future, rather than gage its utility to the past. Indeed, there seem to me MANY opportunities where the Museum might enhance future learning and benefit. To suggest a few concepts...

1. Might we enhance *global awareness* (environmental, social) with broader exhibits and programs. As but one example, what outcomes could the public and our own internal constituencies witness regarding the Thailand Project and the socio-economic effects of global warming for that society?
2. Might we integrate ancillary *excursion* (field extension) opportunities, such as through Continuing Education, for constituents to experience for themselves the social and physical environments from which our displays emanate? Might this broaden the opportunities for international and domestic experiences beyond our current 14%, and thereby assist attainment of our own stated goal of 25% by 2015?
3. What might UWSP do further to render formal *academic recognition* of Museum activities, and enable its feasibility for both UWSP students and faculty? What support and assistance programs might we enact that would enable greater Museum utilization and contribution?
4. How might we devise programs beneficial not only to UWSP, but also to an acknowledging public, through presence and *service* of the Museum?

From Ray Reser

Several questions for the committee have been funneled through me and perhaps these have already been, or could possibly be considered:

A, What is the main charge of the committee if the administration (Mark Nook) has already stated the museum will not be eliminated?

B, Will the Museum continue to be under the oversight of L&S?

C, Is it better served (e.g. have easier access to funding/position options) if controlled by the provost, rather than a particular college?

D, Will the director and/or board of directors report to L&S or the Provost? (related to B)

E, Can a museum board composed of associated/interested faculty stakeholders be assembled (faculty suggestions included: Geology, Anthropology and Biology)?

F, Who will such a board report to?

G, Does Mark Nook realize (has this issue been raised or adequately discussed) that the main thrust of museum accreditation has to do with expanded student and faculty

research opportunities, an area he has stated as one of his main missions in his current VC position?

From Patricia Williams

A Museum that contains world-class collections should have high visibility ON CAMPUS. Such a resource is testament to the long history of excellence and innovation in our programs. It is a visible symbol of the educational values and community outreach of this institution and its programs.

Systematic study of the natural and designed worlds leads to an understanding of the ideas, values, technologies, and experience of people. The Museum can thus help students and community members to recognize not only the natural world but how we deal with it. Far from being restricted to the sciences, insightful instructors help students learn about social issues and the humanities through this facility. Using a museum as a resource for subjects in drawing classes is a time-honored activity, but it is also used at UWSP in unanticipated and creative ways. (See remarks by, Art Dept., Interior Architecture; ComD , English, etc.)

Many Wisconsinites have had little exposure to the type of resources found in large urban centers; thus, the need for expanded information that fosters an understanding of natural and cultural relativity is especially strong here. An opportunity to experience the 'real thing' is crucial for encouraging inquiry into and appreciation of unfamiliar forms. *The 'global stage', often defined in economic or political terms as an increase in international trade and investment, and evaluated in terms of the effects of the world market is, in fact, much more. The academy needs resources that approach globalization from a more intimate view that helps people become sensitive to the broad set of issues defined by a liberal education.*

PART 6: GRANT INFORMATION

provided by Samantha Kaplan, Geography

(museum improvement, program development, technology integration,

collections enhancement)

It was recently brought to my attention that the UWSP Museum of Natural History houses well-recognized and scientifically important collections of butterflies and bird eggs. It is also one of only two accredited mammal collections in the state and one of only 62 in the country (along with the like of the Field Museum and the American Museum of Natural History). Wow, who knew?! While I am not a zoologist, I am a field scientist who relies upon reference collections of biological and geological specimens for my work, so I understand how important and scarce such cataloged voucher materials are. At the same time it is clear that the Museum is an underused resource and perhaps not serving the needs of the university and community to its full potential.

What I envision as a first step, and perhaps this has already been done, is to assess what the University community and the larger Stevens Point community want and value in a Natural History Museum. Some surveys and/or telephone calls to local schools is a possible approach. At the moment it appears (at least as a relative newcomer) that the primary users of the museum are k-8 students and educators studying biological science. Unless there is more to the museum than I am aware, it seems to adhere to a very classical late-19th-to-mid-20th-century model of a natural history museum - namely a vehicle or repository to collect, catalog, and display natural objects (primarily plants and animals, but also mineral and human artifacts) for observational study. Indeed, the emergence of professional biological disciplines and our systems of taxonomy owe greatly to these types of collections; nevertheless, scientific and scholastic approaches to the study of the natural sciences have evolved away from the reductionist and descriptive and towards the integrative and experiential. I suspect that k-8, or for that matter k-16 educators such as ourselves, would benefit more from a museum that provides a hands-on learning resource and a linked-earth-systems approach to the study of natural and human history.

I agree with Kevin that the museum is an excellent avenue to showcase student and faculty research and inform the public and the rest of the university community about UWSP offerings in the natural history disciplines. In addition, given the apparent deficiency in the earth sciences among teachers, and the overall move away from sciences by future teachers, a museum that makes these disciplines accessible and inviting is critically important at this time. Part of making a topic appealing is making it relevant to the lives and backgrounds of the audience. Towards this end, the museum should aim part of its focus on topics of local or regional interest, including the geology, ecology and archaeology of central Wisconsin and its surrounds.

Such a vast restructuring of a museum and its collections is not without financial consideration. And while I believe it would behoove the University to be a steward of the natural history of the places and people it serves, budgetary confinements are a reality and may force the issue of extramural support. A number of granting institutions provide monies specifically aimed at helping museums (including university museums) better serve their communities. One of these is the Museums for America program of the Institute of Museum and Library Services. NSF and the National Endowment for the Humanities also have grants for museum improvements, program development, technology integration, and collections enhancement. A concerted effort to explore these and other opportunities in tandem with evaluating the long-term goals and objectives of the Natural History museum may make its future more secure. A few grants to look at are below. Sorry for the long-winded comments!

Institute of Museum and Library Services:

<http://www.imls.gov/applicants/grants/forAmerica.shtm>

<http://www.imls.gov/applicants/grants/nationalLeadership.shtm>

<http://www.imls.gov/applicants/grants/21centuryMuseums.shtm>

Miscellaneous:

http://foundationcenter.org/findfunders/statistics/pdf/04_fund_sub/2005/50_found_sub/sub_a50_05.pdf

<http://www.getty.edu/grants/conservation/>

http://www.history.com/minisite.do?content_type=Minisite_Generic&display_order=1&content_type_id=52925&mini_id=51103

<http://www.nps.gov/history/hps/treasures/>

National Endowment for the Humanities:

<http://www.neh.gov/grants/guidelines/stabilization.html>

<http://www.neh.gov/grants/guidelines/pag.html>

<http://www.neh.gov/grants/guidelines/teachinglearning.html>

NSF:

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5362&org=GEO&sel_org=GEO&from=fund

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5505&org=GEO&sel_org=GEO&from=fund

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5567&org=GEO&sel_org=GEO&from=fund

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5361

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5448

Changes in Museum Status: the American Association of Museums (AAM)

Museums in Non-Museum Parent Organizations

Museums that are part of a college or university or organized under municipal, county, or state government have additional factors that affect their response to a financial crisis. When parent organizations need to make financial cuts the museum may bear a disproportionate portion of the burden. Many museums within larger parent organizations have increased their financial stability by:

Cultivating diverse sources of income.

This is particularly important to museums in parent organizations. Museums that derive significant portions of their income from outside sources are less dependent on funding from their parent organizations. This minimizes the impact of funding cuts from the parent, and the likelihood that the parent will see eliminating the museum as an attractive financial strategy.

Developing a separately incorporated “friends” organization.

A separate 501(c)3 support group can provide significant income, serve as an advocate for the museum, and buffer it against sudden organizational changes. A formal memorandum of agreement between the parent and the friends group can ensure that the support organization has a voice in any decisions concerning the museum’s future.

Embedding the museum in the parent organization’s operations.

A museum that is an integral part of its parent organization is less likely to be an immediate target for financial reductions by the parent. By being strongly connected to the community served by the parent, reaching out to a broad constituency, attracting new sources of funding, garnering positive publicity, and, most of all, being valued by a large number of people, a museum makes itself less vulnerable to cutbacks. An active and engaged constituency will encourage the parent organization to continue its support. Museums are a part of an institution’s long-term strategy of civic engagement. Any decisions regarding the future of museums operated by a parent organization should take into account their long-term role in serving the broader public good. While in the short run, cutbacks to a museum may result in financial savings, in the long run they may damage the parent organization’s ability to serve its community and reach out to a broad audience.

Museums operate in the public interest and hold their collections as a public trust. If a parent organization is considering downsizing or closing a museum, it has an ethical obligation to do so in a manner that safeguards the public’s interest. The fate of the collections must be carefully considered. Having taken on the obligation of caring for collections, the parent must plan to transfer this stewardship to another suitable caretaker in an orderly manner that safeguards the collections and their documentation. The new caretaker should be carefully chosen with attention to its ability to care for the collections and to continue to provide public and scholarly access. As discussed earlier in this document, this process may require additional resources in the short term and may not be a useful strategy for immediate cost savings.

A museum’s collections are valuable only insofar as they are accessible to the public and to scholars, and the information inherent in them is preserved through documentation and the knowledge of those who care for them. “Mothballing” collections, i.e., putting them in storage and eliminating or minimizing curation and use, may seem a desirable short-term strategy for cost reductions, but it carries measurable risks. Many kinds of collections are not stable in storage without constant monitoring and attention. Often, collections can be made accessible in a meaningful way only through the mediation of an experienced, knowledgeable staff that, once dismantled, may not easily be rebuilt.

PART 7: COLLECTION INVENTORIES

Information Request from Kevin Hefferan regarding number of campus collections, level of funding, FTE appointments, floor space:

Replies from Christine Thomas, CNR Dean and Jerry Kummer, TNR Building Manager;
Ray Reser, Interim Museum Director; Bill LeGrande, Biology

From: Hefferan, Kevin

Sent: Wednesday, December 19, 2007 1:02 PM

To: Reser, Ray; Biology Department; Zimmerman, Ron; Rice, Keith

Cc: Clark, Charles; Grahn, Lance; Williams, Patricia

Subject: Museum Information

As a member of the Museum Committee, Mark Nook has asked that I seek information related to the following:

1. What Museum collections and other valuable items (e.g. Sculptures or other artwork) exist in the Museum Building (LRC), in Depts and in other locations on and off campus (e.g. Treehaven, CWES, etc)?
2. What is the level of funding to support Museum collections?
3. What FTE appointments exist to manage Museum collections in areas such as Biology, Archeology, Geog/Geol, etc.?
4. What is the present floor space for these collections?

Some of the above questions may be more relevant than others; all of these questions are directly from Mark Nook (correct me I am wrong Ron and Patricia). I would appreciate any information you may be able to provide related to these questions or other comments you may wish to express.

At our last meeting on Monday much of the discussion focused upon whether the Museum should be considered solely the LRC collection or the broader definition of the LRC collection and other valuable Museum collections stored on campus (and off campus if they exist). I did not hear anyone support the more limited definition. Other points related to the historical changes of the Museum, lack of support and whittling away of resources, particularly staffing (again correct me if I am wrong Ron and Patricia). Mark Nook has been taking some notes but meeting minutes have not been recorded at either of the first two meetings.

This email is intended to derive answers to the 4 questions posed above as well as to inform you of the general nature of the committee discussions. If you would like more information, please contact me, Patricia Williams or Ron Zimmerman or others on the committee.

Lastly, please note that the Museum committee meetings have been held over the last two weeks of the semester (Dec 3 and 17). Our next meeting is planned for Jan 7. A recommendation is due to the Chancellor Feb 1. Needless to say that the timing of all this is not conducive to faculty or student schedules. Nevertheless, our committee would appreciate whatever input you would be willing to provide. If there are others that should receive this email, please distribute at your discretion. Again the goal is to receive input within the limited time frame of this committee.

Cheers

Kevin

From: Thomas, Christine

Sent: Friday, December 21, 2007 6:57 AM

You asked about floor space (point 4): however, part of the memo below asks about staff (point 3). We do not have staff that support collections in CNR. The aquatic entomology work is entirely grant supported on a \$70,000 a year grant from WDNR and others who need the information derived by research that has been ongoing for more than 20 years. The professors in the other areas take care of their own collections...with help from students. We do have a staff person in soils...but her job is preparation of classroom setup and chemicals and teaching.

I would also like to make the point that staff and support for everything on the campus has been whittled away over the 28 years I have been here. Schmeekle, as an example has only one FTE and an assistantship that we compete for each year. I believe that CWES has only 2 FTE and they are a residential facility serving at least two colleges. They have a food service and a great deal of equipment to maintain. Everything else is revenue derived and there is rarely enough revenue to make ends meet.

The whittling at the Museum is a tragedy....just like the tragedy on the whole campus. Thanks for doing this important work and taking my input.

From: Reser, Ray
Sent: Wednesday, December 19, 2007 2:22 PM
To: LeGrande, Bill
Subject: FW: Museum Information

Hi Bill,
As interim director of the natural history museum I've been asked (along with those now additionally listed below) to complete a comprehensive inventory of ALL natural science-related collections (not just those currently housed at the museum), specimens, individual mounts, teaching collections and odd bits anywhere that could conceivably be associated with UWSP. I recently completed a fairly exhaustive inventory of all archaeological collections as well. Can you address the pertinent questions below and get some numbers back to me regarding total individual specimens (ID and un-ID) and collections and how much space they occupy and if you actually have anyone currently curating these items? I eventually need an inventory of the fluid and non-fluid fish collections for this project, but I can probably provide some help if we don't currently have an electronic (Excel etc.) listing. Also, and equally important is any record of institutional or research exchanges, access of collections for research, or research associated or teaching use of ANY of these collections. Square footage estimates should include archival space for all field documents, research notes and references.

Thanks in advance for any assistance you can provide! Time is sadly of the essence for compiling this information as the future of the museum and all its external collections is currently under review. I would really like to look over the collections when your schedule allows.

Ray P. Reser
Interim Director Museum of Natural History University of Wisconsin-Stevens Point

From: LeGrande, Bill
Sent: Wednesday, December 19, 2007 2:45 PM
To: Reser, Ray

Cc: Nook, Mark; Wild, Erik
Subject: RE: Museum Information

Ray,

I received a copy of the request for information from Erik Wild asking me to put together a response the other day. I have had several brief talks with Mark Nook and he indicated he wanted to meet with me to discuss the Museum. I will do my best to address the issues and, hopefully, since I am now completing my FINAL FINAL (I am retiring at the end of the semester and my wife had surgery on her right hand so I have had a very full plate. I am VERY INTERESTED in the Museum and glad that the message fwded to me from Erik did not mean, as it seemed to imply, that the view of the Museum was just the LRC exhibits. As former Director, I can say Ed Marks did a marvelous job as Curator of Exhibits, but like everything else the "do more with less" mantra has slowly eroded the support the Total Museum had. I have records that might be interesting and should be able to locate the on site report we got from a consultant brought in via a grant from the MAP (Museum Assessment Program) that made many recommendations about the teaching/research collections as well as exhibits. WE MUST MAKE SURE THAT EVERYONE REALIZES THAT THE MUSEUM IS A MULTIFACETED, DISTRIBUTED SERIES OF UNITS THAT HAVE FOR SOME TIME LACKED UNIFIED DIRECTION AND COORDINATION.

MARK,

LET ME KNOW WHEN YOU WOULD LIKE TO MEET. AFTER THIS WEEK I SHOULD BE FLEXIBLE AND WANT TO FIND SOME WAY TO CONTINUE TO WORK WITH THE FOUNDATION AND MUSEUM PROBLEMS IN WHATEVER WAY I CAN. THIS IS A LONG STANDING PROBLEM AND THE LEAST SEEN PARTS OF THE MUSEUM, THE COLLECTIONS, ARE THE MOST IMPORTANT IN TERMS OF THEIR IMPACT ON STUDENTS AND FACULTY SINCE THEY ARE CONSTANTLY USED FOR TEACHING, UG AND GRADUATE PROJECTS, FACULTY RESEARCH, INTERINSTITUTION EXCHANGES AND LOANS AND WOULD MAKE THE DIVERSITY OF COURSES WE HAVE ALMOST IMPOSSIBLE TO TEACH WITHOUT THEM.

Dr. William H. Le Grande
Professor of Biology, UWSP
wlgrand@uwsp.edu

From: Reser, Ray
Sent: Thu 12/20/2007 9:46 AM
To: LeGrande, Bill
Subject: RE: Museum Information

Bill, Very grateful for your reply and comments. We are certainly on the same page regarding the larger museum perspective and tremendous value of the collections. Members of the museum committee have asked that I pull together as much info as possible into an easily digested document by the 7th. If you can provide basic numbers for the fisheries and related collections I'm happy to stop by and work out square footages etc.

Ray P. Reser Interim Director Museum of Natural History

From: LeGrande, Bill
Sent: Wednesday, December 26, 2007 6:09 PM

To: Reser, Ray
Cc: Wild, Erik; Nook, Mark
Subject: RE: Museum Information

I assume you mean the 7th of January? I will do my best to get something to you regarding the lower vertebrates, but make sure that you point out that all our "ology" courses use these collections extensively and Chris Yahnke should be able to provide sections offered and enrollments. Ichthyology, e.g., is typically offered every semester with an enrollment of 24 per semester (typically closed). Materials in collections and/or exhibits are also relevant to courses in comparative anatomy, fw aquatic invertebrate, entomology, parasitology, herpetology, ornithology, mammalogy, phycology, plant taxonomy, bryology, aquatic vascular plants, mycology, bio 160 and 130, bio 100 and bio 101 just to name those that come to mind without looking at all our listings. Other courses such as organic evolution, biological illustration, museum methods, the museum methods Minor also depend to various extents on the museum. I have no way of estimating the value of the use of the collections/exhibits in support of the many courses in natural resources as well as their graduate program.

Its impact in the community is immeasurable as both a community resource and educational asset that is heavily used by the k-12 schools. When I took over as director there was a specific budget line item that included not only Ed Marks salary, but several thousand dollars for student help and additional allocations for S&E. The total budget allocation as best my memory serves me at the time I stepped down was near or slightly over \$40,000 (That did not include the 0.25 FTE for Director during the academic year and 0.5FTE during summer I believe, so the total support was significant and has been eroded over the years to virtually nil). That money simply dwindled away with nickel and dime cuts until little was left and the collections survived solely on the basis of support from the departments they were housed in.

There is no way to really place values on the collections in terms of dollars. To try to do so is an exercise in futility since the specimens represent not simply dimensions of synoptic diversity and spatial distribution, but also a temporal sampling of localities over the years that could never be replaced. The cost of transportation and environmental regulation have caused the cost to obtain and curate specimens today to skyrocket beyond the capability of most smaller institutions to maintain the types of collections we have available as resources.

Additionally, there is the value of the collections in terms of providing and receiving loans of material among other collections around the world.

The value of the lower vertebrate collections can be illustrated in two ways. First, designing structurally enhanced areas for the high weight loadings of the Lower Vertebrate and Herbarium collections (additional columns for support) were among the principal factors cited in justification of the addition to the CNR where these are now housed. I can tell you that the square footage occupied by the 4th floor of the CNR addition which included collection storage, preparation, teaching, research, and live room all related to the functions of the lower vertebrate collection amount to something slightly over 5000 sq. ft. in the CNR fourth floor addition. It also was designed under my direction to incorporate a completely isolated supplemental heavy duty ventilation system that can be used to rapidly clear fumes. Tests have shown this area to be among the best ventilated and to have the highest air quality of virtually any major area

in the CNR Bldg. We also received a 3 yr. grant of approximately \$40,000 to renovate the collection containers, replace substandard jar closures, replace easily broken large glass containers and replace any remnants of specimens preserved in formaldehyde to reduce environmental hazards.

Clearly these collections represent a value significant enough for the state to have invested in capital facilities to house them properly and mitigate potential environmental hazards to make them more easily used for their educational potential.

In terms of #'s, you must be careful to distinguish among the various types of collections and how they are cataloged and managed. Numbers can sometime be misleading. For example, in the lower vertebrate collection, the reptiles and amphibians are generally cataloged as individual specimens. Erik Wild will be able to give you an approximation of the size of that collection (currently growing due to his enormous efforts). The fish collection, however, is cataloged in "lots". There are approximately 7000 cataloged "lots" and a sizable amount of uncatalogued material either backlogged or stored as replacement and backup teaching material. The 7000 cataloged lots represent probably a minimum of 100,000 specimens up to as many as 250,000. It is difficult to determine the exact number since each lot cataloged prior to my arrival did not contain an entry indicating the number of specimens in the "lot". This is about 5000 of the "Lots" and determining exact numbers would require examining each jar and counting the individual specimens. For the record, a "Lot" is all the specimens of a particular species, from a specific locality, on a specific date and time of collection. So if a particular locality sampled at a particular time yielded 1000 specimens, those would be divided into "Lots" based on how many different species were identified after sorting and processing that collection. Depending on diversity that 1000 specimens might represent a single lot up to 20 or 30 distinct lots. I know this is probably obvious to you, but those unfamiliar with Museums often do not realize the complexity and specificity of the processing of material of different types of just biological specimens. You certainly could expound on the differences in how various archaeological and geological materials would be handled, processed and curated. People need to know that this is no a simple matter of counting jars or items and there are problems unique to the preparation, curation and maintenance of every different type of material found in collections.

I don't know if this is sufficient response for your inquiry, but please let me know if there is additional material that you need from me. I can't remember if I told you previously, but I am retiring at the end of this semester so my life is a bit topsy-turvy right now. I have talked briefly with Mark Nook regarding the museum question and know he is quite interested and I have offered to discuss it with him at his convenience. I know the committee working is trying to do the best they can and this is an area that they may not be as familiar with as they might like. Hopefully we can provide them with information that will allow them to see the great value of the many collections that extend their tentacles into areas of the curriculum we haven't even mentioned yet. These resources viewed in isolation often are misunderstood since each collection is a small part of a multifaceted whole that could be of even greater value if we could find a way to invest in integrating the management and development of these resources.

THE WHOLE IS MUCH GREATER THAN THE SUM OF ITS PARTS AND WE HAVE NEVER REALLY DETERMINED HOW MANY AND WHAT PARTS WE HAVE SCATTERED ACROSS THE MANY DEPARTMENTS OF THE CAMPUS!!! WHAT PEOPLE SEE OF "THE MUSEUM" IS SIMPLY THE OBVIOUS TIP OF THE PROVERBIAL ICEBERG. WE NEED TO DETERMINE JUST HOW BIG AND

VALUABLE THE WHOLE ICEBERG IS, NOT SIMPLY THE MOST VISIBLE PARTS IN THE EXHIBIT AREA, VALUABLE AS THAT IS.

Please feel free to call me at my home phone, 341-0024, if you need to talk since in my transition to retirement my schedule is constantly in flux.

I have spent my entire career (i.e., adult life) associated with museums. For more than 30 years I have tried to work with this one and even tried once to tackle the problem integrating the school's scattered "collections" into a single administrative unit, but lacked the resources or "clout" to accomplish it. This may be a pivotal moment in time when we can bring significant Administrative attention to a valuable resource that is often misunderstood, under supported and underestimated in its academic, intellectual and COMMUNITY RELATIONS value.

Thanks for asking for my input. let me know if I can do more. If I am able, I am more than willing to help!

Sincerely,

Bill Le Grande, Professor of Biology; UWSP

From: Kummer, Jerry

Sent: Thu 12/20/2007 3:13 PM

Kevin,

I'm the building manager at the TNR (CNR), and thought I might be able to give you some floor space information regarding collections (your question 4) associated with Biology and CNR, and housed in the TNR and Science buildings. Note that because I don't have information regarding which of our collections are, or have ever been, associated with the Museum, I will include information for all of them so that you can decide which are appropriate to your committees needs.

- Biology Collections:
 - Herbarium:
 - Room 300 @ 1094 sq.ft. - Taxonomy classroom, but also houses the Herbariums 2 large drying ovens.
 - Room 304 @ 1220 sq.ft. - Herbarium study and lab/prep area, also houses staff workstations.
 - Room 310 @ 1778 sq.ft. - Herbarium collection
 - Room 314 @ 276 sq.ft. - Herbarium lab/prep space.
 - Ichthyology:
 - Room 412 @ 440 sq.ft. - Ichthyology prep room
 - Room 414 @ 788 sq.ft. - Ichthyology collection.
 - Ornithology:
 - Room 459 @ 352 sq.ft. - Ornithology collection and prep room
 - Entomology:
 - Room 475 @ 99 sq.ft. - Entomology collection (moving to this space from room 469A, in January '08)
 - Mammalogy
 - Room 480A @ 784 sq.ft. - Mammalogy collection and prep room
 - Fossil:
 - Science Room 007 @ ~1020 sq.ft. - Fossil collection, shared with Biology field studies prep/work area.

- Science Room 007B @ ~532 sq.ft. - Fossil collection, fossil prep space, and Biology field studies prep/work area.
- CNR Collections (I don't believe any of these have ever been associated with the Museum):
 - Soils Monoliths:
 - Room 262 @ 998 sq.ft. - Classroom/Lab with monolith collection on the east and west walls.
 - Aquatic Entomology:
 - Room 331 @ 666 sq.ft. - Prep, research and faculty office space.
 - Room 333 @ 366 sq.ft. - Collection, prep and staff office space.
 - Wildlife:
 - Room 354 @ 1048 sq.ft. - A classroom housing the Labota bird/mammal collection @ 60 sq.ft.
 - Room 354A @ 262 sq.ft. - Prep & research space, housing the bird, bird wing, and pelt collections.
 - Forest Entomology:
 - Room 360 @ 1045 sq.ft. - Classroom with a few collection cabinets
 - Room 360C @ 130 sq.ft. - Collection, with prep space.

Miscellaneous valuable items related to question 1:

- We currently have 45 paintings and prints around the building that we have listed for insurance purposes with the Risk Management office. Some are valuable, some are not.
- We have the large tiled mural on the south side of the TNR building, and a very large painting inside that stretches from the 1st to the 4th floor in one of its stairwells (depicting an ecosystem from below ground, up through a forest, and on to the sky above the trees). There are also smaller murals painted on the upper walls of the center and west lobbies of the TNR.
- We have taxidermy displays in the TNR building, at CWES (not sure if they're still on display), and at Treehaven.
- We have an old electron microscope on display in our west lobby.

TNR Building Greenhouse Space:

(These greenhouse spaces are technically split spaces [50% CNR & 50% Biology], but are administered by Biology.)

- Room 500 @ 554 sq.ft. - Native Greenhouse
- Room 501 @ 615 sq.ft. - Temperate Greenhouse
- Room 502 @ 615 sq.ft. - Desert Greenhouse
- Room 503 @ 945 sq.ft. - Tropical Greenhouse
- Room 510 @ 889 sq.ft. - Greenhouse Prep & Storage
- Room 519 @ 100 sq.ft. - Greenhouse Prep & Storage

Science Building:

(Note that I do not have detailed area information for any space in the Science building, but Carl Rasmussen will. In my attached email to Kevin, I therefore estimated

square footage for all of the Biology D007 spaces by using the scale on available Science Building floor plans, and I have done that again here for the B405 greenhouse space)

- Room B405 @ ~570 sq.ft. - Greenhouse(a Biology space)

UW-Stevens Point Herbarium

We are the 3rd largest such collection in the state, the largest of any UW system campus, and may even be close to tied with the Milwaukee Public Museum since we have reason to believe that their estimates are inflated. I will try to get you some data on our loan activity soon. Emmet Judziewicz

Plant specimen holdings of UW-Stevens Point Herbarium as of 1 December 2007 (estimates "ca." based on spot checks)

Vascular plants (mounted permanent archival collections) –	144,108
Vascular plants (mounted for student use)	ca. 10,000
Vascular plants (unmounted; some to be mounted for permanent collection, others to be exchanged for other collections)	ca. 15,000
Vascular plants (liquid collections)	ca. 150
Bryophytes (including many unprocessed Bowers collections)	ca. 30,000
Fleshy fungi	ca. 2,500
Lichens	ca. 1,500
Algae	ca. 250
TOTAL	ca. 203,500

Compared with other Wisconsin herbaria (data from Index Herbariorum, 1 December 2007 (<http://sweetgum.nybg.org/ih/herbarium.php?irn=124196>):

UW-Madison	1,065,000
Milwaukee Public Museum (largely inactive)	250,000
UW-Stevens Point	203,500
UW-Oshkosh	105,000
UW-Milwaukee	90,000
UW-La Crosse	50,000
UW-Green Bay	35,000
UW-Eau Claire	15,000
Carthage College, Kenosha	13,000
Saint Norbert College, De Pere	10,000
UW-River Falls	10,000
UW-Superior	6,500
UW-Fond du Lac	2,200

+We have 27,596 records in the vascular plants and 4813 bryophytes. The data entry for the vascular plants is web based (ASP and Java through Madison) with the editing done in both Paradox and Access. The website is in MySQL using ASP scripting language. The bryophytes are entered and edited in Paradox and the website is MySQL and ASP.

You might want to mention the web stats since that shows the usage of the database. Last year 923,029 vascular plant specimen records (this included the UW-Superior and

Platteville records- about 9000) more were accessed. I don't have the bryophyte numbers since it is not directly accessible. I have been waiting for Virginia to clear up the nomenclature. But using the ratio of visits to the detail pages of the vascular plants to the bryophyte it would come out to about 63,000 bryophytes.

Emmet J. Judziewicz, Associate Professor of Biology; Curator of Vascular Plants, Robert W. Freckmann Herbarium CNR (College of Natural Resources) Room 301 Department of Biology and Museum of Natural History

Clan Figures Inventory (incomplete) from Ray Reser

I recently received a museum capitol inventory list for confirmation from the Purchasing office (see attachment). Though it is sadly very incomplete it does cover \$523,715.00 worth of the collections. If this figure is added to the case replacement estimate from Split Rock Studios (from \$1,800,000 to \$2,100,000), we are talking a serious investment (beyond all the external collections) whose potential has gone largely untapped. I will try and have more complete figures before the committee meets again on the 7th.

*Ray Reser
D344 SCI*

UW-STEVENS POINT DEPARTMENTAL INVENTORY LIST

CINV0016 DATE: 11-21-07
TIME: 11:02:39 AM

DEPT NAME -- ID	BLDG NUM	ROOM #	TAG NUM	DESCRIPTION	ORIG COST	MANUFACTURER	MODEL	SERIAL NUM	PURCH NUM	ACQ YR
Museum Nat Hist -- 1020										
0008	0101E	27193		NATIVE AMERICAN ARTIFA	40,000.00	Mrs. Linda Sherwood Collecti	Originals	NONE		95
0008	0101E	33372		MENOMINEE GENESIS FIG	20,000.00	J FRECHETTE JR	Original	NONE		89
0008	0101E	36730		BEAR CLAN FIGURE	7,500.00	James F. Frechette, Jr.	Native Amer	NONE		88
0008	0101E	36731		WINTER HAWK CLAN FIGU	7,500.00	James F. Frechette, Jr	Native Amer	NONE		88
0008	0101E	36732		RACCOON CLAN FIGURE	7,500.00	James F. Frechette, Jr	Native Amer	NONE		88
0008	0101E	36733		ELK CLAN FIGURE	7,500.00	James F. Frechette, Jr	Native Amer	NONE		88
0008	0101E	36734		MOOSE CLAN FIGURE	7,500.00	James F. Frechette, Jr	Native Amer	NONE		89
0008	0101E	36735		GOLDEN EAGLE CLAN FIG	7,500.00	James F. Frechette, Jr	Native Amer	NONE		89
0008	0101E	36736		WOLF CLAN FIGURE	7,500.00	James F. Frechette, Jr	Native Amer	NONE		89
0008	0101E	36737		FISHER CLAN FIGURE	7,500.00	James F. Frechette, Jr	Native Amer	NONE		89
0008	0101E	36738		MARTEN CLAN FIGURE	7,500.00	James F. Frechette, Jr	Native Amer	NONE		89
0008	0101E	36739		CRANE CLAN FIGURE	7,500.00	James F. Frechette, Jr	Native Amer	NONE		89
0008	0101E	36740		DOG CLAN FIGURE	7,500.00	James F. Frechette, Jr	Native Amer	NONE		90
0008	0101E	36741		WHITE TAIL DEER CLAN FI	7,500.00	James F. Frechette, Jr	Native Amer	NONE		90
0008	0101E	36742		GREY FOX CLAN FIGURE	7,500.00	James F. Frechette, Jr	Native Amer	NONE		90
0008	0101E	36743		PINE SQUIRREL CLAN FIGU	7,500.00	James F. Frechette, Jr	Native Amer	NONE		91
0008	0101E	36744		GREAT BLUE HERON CLAN	7,500.00	James F. Frechette, Jr	Native Amer	NONE		91
0008	0101E	36745		BEAVER WOMAN CLAN FIG	7,500.00	James F. Frechette, Jr	Native Amer	NONE		91
0008	0101E	36746		LOON CANOE MAKER FIGU	7,500.00	James F. Frechette, Jr	Native Amer	NONE		93
0008	0101E	36747		OLD SQUAW DUCK-TRAP B	7,500.00	James F. Frechette, Jr	Native Amer	NONE		94
0008	0101E	52105		MUD TURTLE CLAN FIGURE	9,200.00	JAMES F FRECHETTE JR	NATIVE AME	N/A	N/A	00
0008	0101E	52106		MUSKRAT CLAN FIGURE	9,100.00	JAMES F FRECHETTE JR	NATIVE AME	N/A	N/A	00
0008	0101E	52162		BALD EAGLE CLAN CARVIN	8,000.00	JAMES FRECHETTE	EAGLE	N/A	N/A	01
0008	0101E	52828		OSPREY CLAN FIGURE	9,200.00	N/A	N/A	N/A	N/A	02
0008	0101E	52829		RED TAIL HAWK CLAN FIG	9,200.00	N/A	N/A	N/A	N/A	02
0008	0101E	52831		RAVEN CLAN FIGURE	9,200.00	N/A	N/A	N/A	N/A	02
0008	0101E	54581		THE OTTER	7,500.00	JAMES F. FRECHETTE	NATIVE AME	NONE		96
0008	0101E	54616		TURKEY BUZZARD	7,500.00	JAMES F. FRECHETTE	NATIVE AM	N/A		97
0008	0101	36761		TURNING SONG SCULPTU	18,500.00	James F. Frechette, Jr	Native Amer	NONE		94
0008	0106	33388		ROCK & MINERAL COLLEC	10,000.00	Mother Earth	Original	NONE		89
0008	0106	35730		MOUNTED ANIMAL Specime	99,815.00	Michael Okray, Donor	Various	19 PIECES		96
0008	0106	36874		LRG ANIMAL MOUNTS/SKU	122,600.00	Mother Nature	Various	NONE		95
0008	0106	52902		MOOSE MOUNT	8,900.00	Mayes Taxidermy	N/A	N/A	258108	05
33	Total Items				523,715.00					

AUTHORIZATION: *Ray P. Reser* DATE *12/18/2009* Page:

Preliminary Collections Estimates
Ray P. Reser, January 6th 2008

Questions posed by Provost Mark Nook:

- What Museum collections and other valuable items (e.g. Sculptures or other artwork) exist in the Museum Building (LRC), in Depts. and in other locations on and off campus (e.g. Treehaven, CWES, etc)?
- What is the level of funding to support Museum collections?
- What FTE appointments exist to manage Museum collections in areas such as Biology, Archaeology, Geog/Geol, etc.?
- What is the present floor space for these collections?

The following data does not include ‘Sculptures or other artwork’ beyond the Menominee Clans Exhibit currently displayed as a contiguous and integral portion of the Natural History Museum’s Anthropological ethnographic collection.

UWSP-Held Natural Science Collections and Associated Floor Space

ARCHAEOLOGICAL COLLECTIONS (Central Wisc. Archaeology Center)

Total site locations excavated (1969-present) by UWSP:	107
Excavated archaeological specimens:	ca 15,500
Excavated 1-gallon soil/ micro-botanical samples:	ca 125
Teaching artifact collection totals:	370
Teaching faunal collection element totals:	ca 600
Total specimens:	16,595

Total utilized floor space

D314A Archaeology Center/ teaching collection:	522 square feet
D006 Archaeology collections Storage:	320 square feet
D007B Archaeology collections Storage:	48 square feet
Total:	890 square feet
Allocated FTE appointment/s.....	½ of .25

PALEOBOTANICAL/PALEONTOLOGICAL COLLECTIONS (Biology)

Paleontological fossils:	ca 1,200
Paleobotanical fossils:	ca 2,800
Total specimens:	ca 4,000

Total utilized floor space

D007 Paleontology collections storage/per lab:	1,120 square feet
D007B Paleontology collections storage/per lab:	532 square feet
Total:	1,552 square feet
Allocated FTE appointment/s.....	-0-?

GEOLOGIC COLLECTIONS (Geography/Geology)

Research/Teaching collection:	ca 2,500
Display/Teaching collection:	ca 225
Total Specimens:	ca 2,725

Total utilized floor space

D-wing Hallway displays:	76 square feet
D322 Geologic collections storage:	261 square feet
D324 Teaching collections:	200 square feet
Total:	537 square feet

Allocated FTE appointment..... -0-?

SCHMEEKLE VISITORS CENTER (CNR)

Display/Teaching collections: Total Specimens: 22
Total utilized floor space
Exhibits/Displays: ca 700 sq. ft. Total: ca 700 square feet
Allocated FTE appointment..... -0-?

CENTRAL WISCONSIN ENVIRONMENTAL STATION (CNR)

Display/Teaching specimens: Total Specimens: 7
Total utilized floor space
Display mounts: ca 100 sq. ft. Total: ca 100 square feet
Allocated FTE appointment/s..... -0-?

SOILS MONOLITHS COLLECTION (CNR)

Collections total: Total Specimens: ?
Total utilized floor space
Room 262 998 square feet
Total: 998 square feet

AQUATIC ENTOMOLOGY COLLECTION (CNR)

Collections total: Total Specimens: ?
Total utilized floor space
Room 331 666 square feet
Room 333 366 square feet
Total: 1,002square feet

WILDLIFE (CNR)

Collections total: Total Specimens: ?
Total utilized floor space
Room 354 (Labota bird/mammal collection cabinets) 60 square feet
Room 354A (collections) 262 square feet
Total: 322 square feet

FOREST ENTOMOLOGY COLLECTION (CNR)

Collections total: Total Specimens: ?
Total utilized floor space
Room 360 ca 45 square feet
Room 360C 130 square feet
CNR Total: ca 2,397 square feet

Allocated FTE appointment/s (CNR)..... -0-?

External curation/collections research funding (DNR) \$70,000/annum?

HERBARIUM (Biology) (see individual inventory pages___)

Vascular plant collection:

Bryophyte collections:

Total Specimens:
Total utilized floor space
Room 300 (drying ovens and taxonomy) 1094 square feet
Room 304 (Herbarium study and lab/prep area) 1220 square feet
Room 310 (Herbarium collection) 1778 square feet
Room 314 (Herbarium lab/prep space) 276 square feet
Total: 4,905 square feet

ICHTHYOLOGY (Biology)

Ichthyology collections:	Total Specimens:	?
<u>Total utilized floor space</u>		
Room 412 (Ichthyology prep room)		440 square feet
Room 414 (Ichthyology collection)		788 square feet
	Total:	1,228square feet

ORNITHOLOGY (Biology)

Ornithology collections:	Total Specimens:	2,667
<u>Total utilized floor space</u>		
Room 459 (Ornithology collection and prep room)		352 square feet
	Total:	352 square feet

ENTOMOLOGY (Biology)

Entomology collections:	Total Specimens:	ca 800
<u>Total utilized floor space</u>		
Room 475 (Entomology collection)		479 square feet
(Moving to this space from room 469A, in January '08)		
	Total:	479 square feet

MAMMALOGY (Biology)

Mammal collections:	Total Specimens:	99,338
<u>Total utilized floor space</u>		
Room 480A (Mammalogy collection and prep room)		784 square feet
	Total:	784 square feet

Allocated FTE appointment/s (Biology).....poss. 0.5
 (From: Biology Chair Chris Yahnke)

NATURAL HISTORY MUSEUM

Paleontological collections:	197
Mounted mammal collections:	ca 545
Mounted ornithological collections:	ca 325
Mounted Ichthyologic collections:	ca 200
Bird egg collection:	ca 1,200
Geologic/Gem collection:	115
Stored collections:	ca 235
Native American/ international Indigenous collections:	ca 425
	Total Specimens: ca 3,242

<u>Total utilized floor space</u>	
Exhibits space:	6,010 square feet
D005 (Museum exhibit prep/ storage):	387 square feet
Museum exhibits workshop:	336 square feet
Museum collections prep/ exhibit assembly:	700 square feet
	Total: 7,433 square feet

Total UWSP collections associated floor space: 23,679 square feet

Current replacement costs of selected LRC building N.H. Museum exhibits

- Estimated cost of exhibit case only replacement: ca \$2,000,000.00
 (Split Rock Studios Minneapolis Minn. 12/04/2007)

- Estimated cost of exhibited specimen mounts: ca \$900,000.00
(Average cost \$3000.00 X ca 300 mounts)
 - Estimated cost of geology exhibit replacement: \$12,000.00
(Actual replacement cost)
 - Estimated cost of Allosaurus cast replacement: \$26,000.00
(Actual replacement cost)
 - Estimated cost of diorama backdrop replacements: ca \$350,000.00
(Average \$100/ square foot of painting)
- Partial replacement totals: ca \$3,288,000.00**

PART 8: UWSP MUSEUM HISTORY

**For Us and Our Children: A History of the University of Wisconsin Stevens Point
History of the Museum of Natural from 1968 – 2007
by Edward C. Marks, Curator, Retired**

Introduction

Museums work like enormous recording machines. They collect, document and store objects and data in secure buildings. Museums educate by exposing people to cultures, habitats, objects and specimens they would otherwise not have access to. Varied personalities learn in different ways and can benefit from object based interpretation, in some cases, more than in traditional academic settings.

UWSP is so fortunate to have a tradition where people have supported the Museum of Natural History for forty years. How many other universities and cities in the State of Wisconsin have what we have? Natural History Museums are typically associated with large universities or cities. We have a precious resource with a golden opportunity to grow in the future.

Yet, our University has reached a crossroads. To move the Museum would be to destroy hundreds of thousands of dollars of work and set us back a decade or more. A move downtown or to Schmeckle Reserve would isolate it. The present location is most convenient for students, faculty and staff and serves as a destination point bringing visitors into the heart of our campus.

What better use of space is there than to have the Museum of Natural History located alongside the Library and Archives. All three maintain records and collections, support academic programs and help educate the students and general public. Universities, libraries, archives and museums started with Mouseion founded in Alexandria, Egypt in 230 B.C. and have continued their close association down through the centuries to the present day.

I offer the University a history that outlines the basic progress of the Museum over time giving some detail to demonstrate the complexity of the operation. All contributors whether mentioned or not in this history believed in a museum tradition whereby we create a cultural resource for those living today, for our children tomorrow and for generations to come.

Edward C. Marks, All Rights Reserved, January 15, 2008

The UWSP Museum of Natural History began operations in 1968 under the direction of a steering committee appointed by the museum's founder, Charles A. Long, a mammalogist in the Department of Biology*. The Museum was located in a lecture room on the second floor of the Science Building. Early exhibits included a live Boa Constrictor and a skeleton of a Native American which has since been properly and legally reinterred. Biologist Robert Searles served as the first volunteer director for a year*. Upon his departure from the university, Long became Museum Director. The Director organized museum scientific publications, taught the Museum Techniques Course and served as advisor for the Museum Methods Minor. Long hired student Ed Marks in 1969 to paint geological time periods from Cambrian to Quaternary. The paintings would remain in the museum for nearly 20 years. The Museum moved into the Albertson Learning Resources Center in the early 1970's. It continued to function under the direction of a faculty steering committee until 1971 when Dean Joe Woodka officially appointed the director on a quarter-time basis*. Steering committee members

continuing on into the 1980's, included George Becker (ichthyology), Phil Bjork (paleontology), Robert Freckmann (plant taxonomy), Vince Heig (ornithology), Garry Knopf (herpetology), John Moore (anthropology) and Marshall Parry (geology). The Sisters of Saint Joseph donated the August Schoenebeck bird egg collection and mounted bird and mammal collections in the early 1970's. Other highlights in the 1970's included a traveling exhibition showing a moon rock, the acquisition of a large marine fishes collection, the University's first reptile show and the donation of 750 pound male Big Brown Bear taxidermy mount. Exhibits were housed in older upright cases with sliding glass doors.

The Curator of Education (a.k.a. Museum Curator or Curator), Ed Marks was hired in 1973 replacing the first curator who left after three months. Marks' first project was to construct the Allosaurus skeleton under the supervision of paleontologist Dr. Phil Bjork. The project took four months. Marks would consult with other steering committee members when preparing exhibit and program content to ensure accuracy and authenticity. He created a series of five habitat scenes and later constructed a living wall featuring live turtles, fishes, snakes and salamanders. Betsie Graham, Biology Department, would supply the Museum with mice and rats for its snakes for the next 30 years. All materials were ordered through Robert Kilcoyne, Building Coordinator for the CNR. He contacted vendors for price quotes and wrote up purchase orders for the Museum until 1996. The Curator gave presentations to visiting school groups and assisted Charles Long in teaching the Museum Techniques Course through 1982. The Curator, with funding from Dr. Helen Godfrey, partnered with the Retired Senior Volunteer Program at the Lincoln Center in the late 1970's. He drove four senior volunteers each week from their home to the University to work with volunteer faculty curators in their collections. A twenty foot long enclosed case featuring marine fishes and fish sounds at the push of a button was completed about this time. Marks shared his position in 1977 returning full-time in 1980.

The museum was assigned to the Assistant Chancellor for University Relations, Dr. Helen Godfrey, after that administrative division was created by university reorganization in 1980*. Under this arrangement, the museum director reported to Helen Godfrey. In part, the museum was moved to University Relations in recognition of the museum's outreach potential.*

The museum director was a quarter-time teaching faculty member of the University of Wisconsin Stevens Point and was responsible for the museum's budget as well as overseeing major policy change or new exhibition plans*. Dr. William LeGrande, Biology Department, served as museum director and Museum Methods Minor advisor from 1983-1993. Dr. Frank Bowers, Biology, took over until 1996 when the position was abolished due to university budget cuts. The informal relationship linking academic departmental collections curated by volunteer faculty was officially severed at this time. The new arrangement defined the UWSP Museum of Natural History as the exhibit museum as it now exists in the Learning Resources Center. The few remaining faculty curators were very much in disagreement with this decision insisting that museum collections and volunteer curators should be part of the museum. They maintained that a university museum without its academic collections and curators could not be called a university museum of natural history. Volunteer faculty curators published research in the *Reports on the Fauna and Flora of Wisconsin* series, a UWSP Museum of Natural history publication. As of 1996, 42 issues had been published*. The museum's publication series began in 1969 with a list of the fishes of Portage County, Wisconsin*.

Reports would be published every few years after 1996 under the UWSP Museum of Natural History banner with volunteer faculty curators identifying themselves as curators of the UWSP Museum of Natural History. This discrepancy between administrative reality and tradition would create problems and confusion for years to come.

Beginning in 1980 the Museum Curator was able to expand his role due to the Museum's move to University Relations under Helen Godfrey. Godfrey and Marks discussed how the museum, being centrally located in the LRC had a high profile and was a natural attraction drawing people from all ages and backgrounds to the center of campus. Museum visitors had an opportunity to tour the library and discover that they had access to its resources. Marks worked with Dr. Carol Huettig, a Physical Education faculty member, and Godfrey to bring Special Olympians to the Museum for hands-on shows using student volunteers, real objects and live animals. This Museum program continued on for ten years. Ed Marks set up rotating exhibitions in the LRC where real objects on several occasions were borrowed from the Milwaukee Public Museum. Charles Long resigned as Museum Director in 1983. Marks then began teaching the Museum Techniques course in 1983 with Dr. Robert Freckmann of biology. Enrollment rose to about 25 students per semester and was taught once each year. Students visited behind-the-scenes at the Milwaukee Public Museum, Neville Museum, Heritage Hill Living History Museum, Marathon County Historical Museum and The Leigh Yawkey Woodson Art Museum. Students worked in teams researching and creating their own exhibits for public showing at various sites over the years including: The Portage County Historical Society, Jordan Park Nature Center, Amherst Mill, Central Wisconsin Wildlife Center, a Department of Natural Resources visitor center, and the UWSP Museum of Natural History gallery. Marks and Freckmann would team teach the Museum Techniques Course for the next 20 years. Freckmann also served as volunteer exhibit advisor to Marks for the same time period. From 1983 to 1985 the curator drove to schools within a 50 mile radius of Stevens Point offering five different shows including a program entitled "Indians are People Too". The Curator learned about current Indian issues when meeting with Mary Tsoosie and Sharon Cloud of the Native American Center. Programs included slides, objects to touch, stories told and games played. In 1984, Mary Croft (Acting Library Dean) assigned room 08 in the LRC for Marks to teach the Museum Methods Course. Croft also added to Museum space upstairs enabling Marks to construct a meeting room to accommodate grade school groups so they would no longer have to sit on tile floors in the outer lobby when listening to presentations. The meeting room, then referred to as auditorium, also served as the Museum Gallery.

A number of object donations and purchases were made in the 1980's. The Curator learned firsthand how to care for a variety of collections by visiting museums while teaching the Museum Techniques Course. 1984 was the year that a passenger pigeon, extinct since the early 1900's, was donated to the Museum. A letter sent to the Museum offering the Passenger Pigeon was misdirected around campus before it reached Marks. The Curator was awestruck upon opening the letter knowing that this mount was and still is the single most significant specimen in the Museum. On another occasion a woman approached the Curator stating that she was cleaning house and wanted to know if he wanted some old statues, if not, she would throw them out. Walking to her car and looking in her trunk he was astonished to see grocery bags filled with Pre-Columbian Ceramics. Stating that he needed to consult with another curator before he could accept, the woman responded saying she did not have time for that. Marks accepted the antiquities on the spot. Curators have since stated that they believe the ceramics to be authentic. The Curator also recorded and numbered incoming fossils. The fossil record

can be found in the old fossil accession book kept on 4th floor CNR, Biology. The Curator's inventory of the George Haertel rock and mineral collection in 1989 is located in Archives along with a summary sheet of all donations from 1982 to about 2004. More information regarding donations and specimen purchases can be found in the minutes of the Dean's Advisory Committee Meetings from 1997 to 2005.

The Curator learned, in 1982, that the University had acquisition forms for incoming donations which were to be first approved on campus before being sent to the Board of Regents for their approval. From 1982 on all donations and Menominee Clans figures created by Mr. Jim Frechette after 1998 were legally acquired according to University acquisition protocol. Clans figures were both sold and donated simultaneously to the Museum. From the mid-90's to about 2002 the Curator went back to three people who had made donations before 1982 to see if they would sign university acquisition papers making their donations legal. As a result the Museum now legally owns the Bull Shark and also the gavel and base carved from Aldo Leopold's "Good Oak" as popularized in his "Sand County Almanac", a required reading for every Natural Resource student. The third retroactive donation was a collection of Native American objects accepted by the late Dean Schurter in the early 1990's and stored for several years in a closet. Discovering that the collection was never legally acquired through standard university protocol, the Curator worked with Jean Singh, secretary of Academic Support Programs, and made contact with the original donor who was willing to sign the proper forms making this collection legal. Internal Audit assigns acquisition numbers to all legal donations made to the University.

New exhibit construction began in 1985. Dr. Godfrey allocated \$4,000 of additional funding from 1986-1989 to bring additional electrical power into the museum for exhibit and track lighting. Unfortunately without tools or a shop, Marks had to carry stock material to the CNR basement shop, cut up the wood or Plexiglass and then carry the pieces back over to the Museum. He borrowed tools or used his own until 1989 when, with the support of Biology Department Chair Virgil Thiesfeld and Dean Schurter (Library), Museum Director LeGrande, and a representative of Facilities Services agreed that Marks could share the facilities repair shop in the LRC basement adjacent to room 08. The Biology Department purchased \$600 worth of electric hand-held tools for the Museum. The Curator designed and built, with student assistance, the museum store and museum gallery/meeting room. From 1986-1991 Marks arranged for and directed six shows/year in the museum gallery including a juried, state-wide Nature Photography Show. Meanwhile the curator and students removed old upright cases and built museum exhibits as limited funds and space permitted. This early phase of construction was completed in 1995 when the bird egg collection was moved from original unstable flattop cases to a secure modern upright presentation. Ed Marks and students constructed the bird egg exhibit and updated scientific nomenclature at that time. The museum was open seven days a week during fall and spring academic semesters and usually five days a week during the balance of the year.

In the mid-80's UWSP students were sent out to schools to present programs, but was quickly doomed due to the lack of funds. Marks took another approach to connect with schools by starting up the "Adopt a Snake" program. School groups sent in a fee and in return received a photo of all the live snakes, toads, frogs and salamanders with personal stories about each. The photo shoot proved interesting when the garter snake continually kept trying to eat the frog. "Adopt a Snake" lasted a few years until demands

on the curator's time ended the Museum's last outreach program. From then on all efforts would concentrate on in-house activities.

Marks worked with Dr. Perry Cook to arrange for his Science Education students to visit the Museum and devise their own lesson plans for publication. Lesson plans included pre-visit, on-site and post-visit activities in the classroom and covered a variety of topics for the elementary grades, including animal habitats, adaptations, feeding, animal homes, how animals are portrayed in the media, camouflage, animal classification, dinosaurs, classification of rocks, and planets of the solar system. Herb Sandman, Art Department, hand-delivered lesson packets to public schools in Stevens Point. Marks later included student prepared lesson plans on the first museum website in 1996 along with complete exhibit inventories, activities of the Museum Techniques Class, and other Museum information.

Museum student employees, trained and supervised by Marks, gave about 150 interpretive presentations each year to school groups in the Museum's meeting room. Presenters learned from scripts, but were allowed to develop their talk in creative ways to improve communication skills*. The museum lacked sufficient staffing to do special programs by request. On average about 5000 kids from about 450 schools visited the museum annually in formal school groups. Groups traveled from within a radius of 75 miles of Stevens Point. About 80% of the visiting groups were from outlying areas*.

University Native American collections were not cared for until later in the 1990's. In the early 80's the museum curator toured behind-the-scenes with curators at the Milwaukee Public Museum discussing strengths and weaknesses of their collection curation program. He would later use this perspective in evaluating the status of the University's Native American collections. In 1989 the curator met with Dr. Godfrey of University Relations explaining how the University's Native American collections were in peril. By 1994 the curator was coordinating an ad hoc committee of individuals and department heads who were encouraging the Faculty Senate to adopt its Collection Management Policy for Native American Collections. Both the Senate and Chancellor Sanders approved the Policy. The curator then chaired a Faculty Senate Native American collections subcommittee which in 1995 published and distributed a report to administration in the form of a booklet entitled Annual Report to the Chancellor regarding the State of Native American Collections. This booklet is in Archives. In summer of 1995 Curator Marks met with Assistant Dean of Letters and Science, William Johnson who actively took on the collections project. By September Marks and Johnson along with other members of the committee had met with Acting Chancellor Thorye and Dean Schurter about assigning space in the LRC for the care and exhibition of Native American objects. Unfortunately, State mandated budget-cuts were looming and by October the Museum was struggling for its very existence. The issue of care for Native American collections would stall until 1998. The same ad hoc committee of people proposed a broadening of the Museum Minor from an emphasis on science to include students in art, interior architecture and history. They also proposed an umbrella museum structure that would link all collections and caretakers on campus for the purpose of improving communication, sharing resources and strengthening chances for successful grant writing. These efforts came to a halt during the 1996 budget cuts.

The Museum remained in University Relations until 1996 when it was administratively moved to the College of Letters and Science under Dean Justus Paul. From 1996 through 1997, Associate Dean Johnson, with the support of Dean Paul, led the effort to

save the Museum from deep budget cuts. In spring of 1996 Acting Chancellor Thorye, responding to advice from faculty committees and Line Officers, directed that the Museum:

1. Charge admission
2. Use volunteers to complete museum tasks
3. Write grants
4. Create a Dean's Museum Advisory Board

The Curator divided the main entrance into two walkways, one to collect admissions, the other to be used as an exit. The store was moved across the hall into what had been LRC space. Marks arranged to have members of Retired Senior Volunteer Program help operate the store. The first two mandates, collect admission fees and use volunteers were implemented for a year and a half but dropped when it was clear that neither was realistic and both created more problems than they solved. The Curator then wrote an IMLS grant but was rejected essentially because our Museum had no academic curators or collections, no director, no support staff and no common collection management policy adhered to by curators of collections. The Curator wrote a Museum Collection Management Policy in 2002 hoping that someday faculty volunteer curators would adopt a similar policy for themselves thereby taking a required step on the way to museum accreditation. Fortunately, the last mandate, the creation of a dean's advisory board led to a golden age for the Museum.

Dean Justus Paul, understanding the importance of connecting the Museum and community, assembled a diverse group Advisory board members included Robert Freckmann, Helen Godfrey, William Johnson (Chair), Marg Coker Nelson, Michael Okray, Eva Mae Regnier and Marilyn Worth with Marks functioning like an *ex officio* member. The Board met twice/year with subcommittees meeting at other times. Extensive meeting minutes are filed in University Archives. Working with the approval of the Dean, some of the Board's accomplishments include:

1. Writing a mission statement for the Museum.
2. Defining Friends of the Museum and publicly and personally acknowledging their contributions.
3. Setting collection acquisition goals and partaking in the writing of a collection management policy.
4. Investigating and recommending the acquisition of object storage space so the Museum could complete its exhibit rebuilding program. (Spearheaded by Bill Johnson)
5. Defining the scope for museum exhibits.
6. Setting fund-raising goals and supporting Friends of the Museum which, in turn, funded nearly the entire exhibit rebuilding program. Dr. Godfrey was the principal benefactor donating over \$10,000 with all board members being major contributors of \$1000 or more. Friends purchased fossils of international renown uncovered in Marathon County including a large jellyfish. Friends of the Museum also funded full-size taxidermy mounts of Black Bear, Wolverine and Moose. Godfrey made an additional \$3,000 challenge grant that was matched by donors to raise funds to purchase the Moose. A moose rack owned by the Museum but stored in the CNR was inadvertently

included with old deteriorating taxidermy mounts suspected of containing arsenic. Marks and Johnson discovered, on the very day they began looking for the rack, that landfill contractors had picked up the toxic cargo earlier that morning. The Curator, upon learning of the mix up, made several urgent calls and was able to reach the contractors just in time before the rack was to be broken-up and dumped at a landfill just north of Milwaukee. Marks and his wife Margaret retrieved the antler rack later in the week in their Honda Civic.

7. Originating, implementing and supporting public and Friends of the Museum events. Programs offered included: An afternoon with Menominee artist Jim Frechette; an evening for Kid's at the Museum; a display featuring the kangaroo at the public library; a recognition program for Mike Okray's taxidermy donations which included over a dozen full body mounts); dedications for Menominee Clans Story and a dedication for the Celebrate the Past, Present and Future of Native People's exhibit; and a Dino Dinner (Marilyn Worth and the Worth Company) in June of 1995 which turned out to be the biggest and last meeting of Friends.

8. Approval of the design for the Museum's window panels facing outward towards Reserve Street. (Dinosaur design was arranged through Marilyn Worth created by daughter Leslie)

9. Working with the Curator to finalize the concept for new exhibits and floor plan prepared by Marks and Johnson.

10. Adopting a four level approach for marketing the museum moving from Stevens Point, to Central Wisconsin, then to Wisconsin and lastly the United States and beyond. (Researched and promoted by William Johnson)

11. Approving of and arranging for the production of two color brochures (Marilyn Worth coordinated the brochure project involving her daughter who is a graphic designer, the Worth Company for donated graphic artist services and Spectra Print for donated paper and printing.)

12. Generating and approving a series of Museum post cards sent to community members to market the Museum (Marilyn Worth and Marg Coker Nelson)

13. Distributing brochures around town and to incoming freshmen

14. Production of large post cards of Museum savanna animals to be used for advertising and to be put up for sale in the store. (Marilyn Worth, The Worth Company, Spectra Print)

Dean Paul retired in summer of 2004 as Lance Grahn became Dean of Letters and Science. The Board met for the last time in spring of 2005.

William Johnson, in 1996 and 1997 met with University administration lobbying for the restoration of the museum budget. Sitting idle waiting for others to decide the Museum's fate made no sense to Johnson and Marks. Working with the support and approval of the Dean Paul, the Museum accepted major donations of African savanna animals from the William Bond Estate and Michael Okray of Stevens Point. The Museum needed to

grow, not be dismantled. The budget was restored in 1997 and the taking of admission was dropped.

Marks and Johnson considered suggested activities listed in the Museum Assessment Program II of 1996 but decided that the best use of the Curator's time before he retired would be to physically rebuild the Museum. Museum exhibits would continue on and become a destination for people while programs come and go leaving no physical trace after they expire. Also, Museum exhibits would form the foundation upon which new programs could be developed for decades to come. After negotiating with University administrators, Johnson used collection admission fees to build a Museum shop adjacent to room 08 to be shared with Facilities Services. Museum staff collected data recording how many library patrons used the LRC Reading Room adjacent to the Museum. Sparse attendance demonstrated that a portion of the room could be turned over to the Museum without impacting the Library. The space was transferred to the Museum after discussions with Chancellor Tom George, Michael Okray, Library Director Arne Arneson, Dean Paul, Associate Dean Johnson and Curator Marks. The Curator with student assistance constructed two African savanna dioramas in the new space. Marks and museum students would give dozens of programs interpreting the African savanna to University classes and visiting school groups. Animals from Okray and the Bond Estate with the addition of five mounts from Dr. Edwin "Woody" Bishop and his son would fill the new dioramas.

The Native American Graves Protection and Repatriation Act of 1990 required that any institution receiving federal funds including UWSP must become compliant or lose funding. Sharon Cloud, UWSP Native American Center, became the University's NAGPRA representative. Cloud began contacting tribes, attending national meetings, identifying human remains and writing up inventories of native collections which were to be distributed to tribes. Eventually a number of Native American skeletons and skeletal parts were legally reinterred. However, UWSP still needed to make its collections available to tribal members interested in seeing objects that may have originated with their ancestors with the possibility that certain objects might be returned. UWSP's Native American collections were scattered in a half dozen locations across campus without curatorial care.

James Frechette Jr, Menominee artist, with encouragement and support from history professor Dr. David Wrone, had arranged with the University in 1986, through the leadership of Foundation Director Len Gibb and Chancellor Phillip Marshall, to carve 36 Menominee Clans figures for the University. He had carved and presented the University with 16 figures by 1994. However, Frechette stopped carving after hearing a story from a reliable source that a University administrator had asked how much a figure could be sold. Apparently funds were being sought to enhance athletic facilities to attract the Jacksonville Jaguars to UWSP for summer camp.

After years of negotiation, in the fall of 1998, Vice Chancellor Bill Meyer after considerable deliberation with Associate Dean Johnson, set aside \$11,500 for the construction of a state-of-the-art storage area coupled with a public exhibit site for Native American collections. Associate Dean Johnson, in late 1988, led a discussion with Dean Paul, Library Director Arne Arneson and Curator Ed Marks, David Wrone and special guest James Frechette Jr., Menominee artist, who had already carved a number of Menominee Clans figures. Bill Johnson and others present showed Jim the space being set aside for the Menominee Clans exhibit and explained how the Museum and Curator

were to be involved. UWSP was committed to completing the Menominee Clans Project. Frechette was pleased with progress and agreed to participate completing another ten figures before his death in 2006.

The rationale for concentrating all campus Native American collections including the Menominee Clans figures in the LRC as part of the Museum was as follows:

1. Security All collections would receive basic modern care being protected by humidity control, electronic security, integrated pest management (Wil-Kil services the Museum 3x/year) and placement of stored objects on acid-free paper.

2. Accessibility Tribal members could come to one location to view objects of interest. Proper care would demonstrate the University's commitment and respect for these collections. Teaching faculty members and researchers would have access to the collections in a central location easily viewable on open shelves. The Curator would be available to supervise visitors in the collection area. Also, advocates of the storage area thought that someday classes in art, art history and anthropology would meet at the Museum in a Museum instruction room for lecture and lab. Native American objects would be placed on a cart and gently rolled to an adjoining room for study.

3. A legal requirement The Native American Graves Protection Repatriation Act required that institutions receiving federal funding offer native peoples access to its collections.

4. Public exhibition The area would feature an attractive, high-profile setting for Native American objects to be exhibited. The Menominee Clans figures could be placed in context in their natural environment.

5. Cost There was no additional cost beyond original construction dollars. The Curator was conveniently located adjacently to the Native American area and could easily take care of the collections.

6. Expectations of the Curator Administrators agreed that the Curator would not be expected to offer curate beyond providing secure housing. All contributors to the collection storage area were informed of this arrangement beforehand.

The Curator with his wife, daughter Amy and son Daniel interviewed Frechette on videotape in the Museum January 1999. Content from this interview formed a basis from the Curator would later develop exhibits for the Menominee Clans Project. Marks transcribed the tape and sent copies of the tape and transcription to Documents. The Curator related portions of the interview in eulogies given by Marks at Frechette's funeral in 2006. The eulogies are included in the updated Menominee Clans website.

Carpenters from Facilities Services rebuilt the exterior oak wall installing large glass panes for viewing the soon-to-be constructed Native American exhibits. The Curator with museum student assistance, located and setup shelving, researched and ordered lighting track lighting and secured funding for humidity and pest control. Marks met with the volunteer Menominee Clans Committee members Jim Frechette, Mike Hoffman, David Wrone and Richard Frechette in dozens of meetings and phone conversations over a seven year period at every step to insure authenticity. Jim Frechette shared oral traditions he learned as a child from his elders and of course carved the Menominee Clans figures. Hoffman, a Menominee, invested hundreds of volunteer hours planning exhibits and dedications and Jim's Memorial by sharing his expertise in the Menominee language and culture. Jim selected Mike to be in charge of making sure Menominee culture would be corrected depicted. Wrone shared his lifetime of research on the Menominee people writing down much of the Menominee history that appears in the Menominee Clans Story website. Richard Frechette worked closely with his father to

help make the Menominee Clans Story a reality. The Curator designed the exhibit, ordered and often picked up materials in his truck, molded boulders at a local gravel pit, cast artificial boulders in plaster and hand-painted them, built the curved background wall, painted two murals and drove to a swamp to gather live sphagnum moss, preserving and later painting it. The Curator constructed a large duct that travels 50 feet in length situated the beneath the rock outcroppings emptying out through three hidden vents in the Menominee Clans exhibit. Humidified or dehumidified air is forced by a fan into the collection area and through the duct, out the three vents returning via the exhibit space back to the fan through the half-door at the left of the Celebrate exhibit. The fan unit must be directed at the duct opening and needs routine service, including new humidifier grates every fall by the maintenance staff. The grates clog with mineral after a winter of use. Dozens of circular wooden pads that would hold Menominee Clans figures were located in precise positions according to Menominee mythology. Pad heights were adjusted so visitors easily view each Clans figure. To ensure visual authenticity, Marks visited and photographed the following Wisconsin sites to be painted in the background: Cathedral Pines (for the White Pine Forest); the Menominee River including Pemene Falls (for the fast-flowing river in the foreground and the rock outcropping over which the Menominee River flows); Green Bay as part of Lake Michigan as seen from the Marinette shoreline (for the shoreline and open water with Door County in the distance showing an extra tall white pine which relates to the Menominee Creation Story); the rice bed near Honey Island in the George W. Mead State Wildlife Area (for the Menominee rice bed depicted in the right of the painting); and, five early morning trips to Jordan Park looking over the pond at first light before sunrise (for the mural behind the Morning Song figure). The plaster rock outcropping was constructed around the pads ensuring proper positioning. Menominee Clans Committee members wrote all the content for the two Menominee Clans Story brochures for the exhibit and the Menominee Clans website designed by Arne Arneson with technical support from David Timm.

After completing construction, an art history faculty member transferred a collection of Pre-Columbian ceramics housed in the Art Department vault to the new Native American collections storage area. His inventory with photos is now in Archives. Tom Willems, director of the UWSP Archeology Lab, transferred objects from two Native Collections to the Native American storage area. He too provided an inventory now in Archives. These collections include Dean James Schurter's acquisition (documented and conserved by the Archeology Lab) and an older poorly documented Museum collection. Up until the early 1990's the museum displayed a small collection of Native American objects that had little to no provenance. This collection was moved to the Archeology Lab for conservation and storage. In about 1999 Provost Meyer transferred another \$4,500 to the Museum so the Curator could construct two kiosks, one located in front of the Menominee Clans Story, the other before the Celebrate exhibit. The Menominee kiosk would be essential in telling how the Clans figures fit into the Menominee Origin Story. According to Jim Frechette, the carved Clan figures by themselves are meaningless without understanding the mythology.

Two separate Foundation endowments were established in 2002-2004 for the long-term care and development of the Menominee Clans Story. George Kofron, friend of Jim Frechette, donated \$25,000 to the UWSP Foundation. George also donated a number of birds and fishes that he mounted to the Museum. Lillian Stone Weisberg, deceased friend of Dr. David Wrone, had asked David to donate \$32,000 from her estate towards a Native American program of his choosing. Wrone worked with the UWSP Foundation to

set up an endowment for the Menominee Clans Story. Wrone later notified the Menominee Clans Committee about the availability of historic paintings made available through the Smithsonian Institution. Using these designated funds, the Museum purchased eleven museum-quality portrait reproductions of Menominee painted by George Catlin in the 1830's at a cost of almost \$10,000. Jim Frechette, before his death in October 2006, left a detailed design for the Curator to use when carving a border to enclose the portraits situated on a prominent wall near the LRC lobby. Portraits of flesh and blood Menominee whose family are common today would help visitors more easily connect to the Menominee Origin Story featured carved Clan figures. Construction for the portrait exhibit began in December 2006 and was completed in March of 2007. The Curator rebuilt and refinished the frames for added security. A portrait dedication and memorial for Jim Frechette took place in the LRC lobby in April 2007. Hoffman and Wrone were principal planners for the event which lasted about one and a half hours. The event included a traditional Menominee, songs and ceremonies and was well-attended by Menominee, University and community people. Details of the Dedication and Memorial including presentations by friends and relatives of Jim can be found on the recently updated Menominee Clans Story website. Website redesign was also funded through the Menominee Clans endowments at a cost of \$3,000 and was completed in early July 2007. The Menominee kiosk situated in front of the Menominee Clans exhibit still needs to be updated with material from the new Menominee Clans website at the time of this writing. This kiosk is vital to the interpretation of the Menominee Clans Story and needs to be operational and up-to-date.

Concurrent with the development of the Native American program, the Curator having the approval of Dean Paul and the support of the Dean's Advisory Committee, started on a Museum exhibit rebuilding program running from about 1998 to 2007. Associate Dean Johnson proposed that the remaining exhibit area be renovated and brought up to the level of the new African savanna dioramas. Johnson and Marks agreed that the Curator and his students would build the finest museum possible and then afterwards promote it locally, regionally, statewide and beyond. Additional programs would follow once construction was completed. The project would be funded by dollars generated by Friends of the Museum. Some specimens would need to be moved out of the Museum to storage space to make way for new construction. Johnson successfully appealed to Dean Paul who in turn granted the needed space located in the basement of the Science Building.

After years of experience and observation and countless discussions with museum and exhibit professionals, the Curator established the following goals for himself regarding all new construction:

Goal 1: Design and build a classic museum of natural history. Feature real objects and specimens to interpret events and natural histories derived from the academic disciplines of geology, biology, paleontology, archeology and anthropology.

Goal 2: Make the exhibits attractive and comfortable:

- a. Coordinate colors within exhibits and from exterior to interior.
- b. Use colors symbolically wherever practical. Reds and oranges were used in the African Savanna with deep blues in the Arctic Tundra. Greens dominated the Tropical Rain Forest and Northern Wisconsin Forest. Yellow ochre and brown accompanied the dry western prairie and mountains.

- c. Vary exhibit types (diorama, interactive, flat work, objects and specimens) to create more interest. Personality types learn in different ways and respond accordingly to varied exhibit types. Taxonomic grouping (hawks, bird eggs, etc.) appeal amateur birders and people who like to compare specimens side by side in an orderly fashion. However, most people, but not all, relate well to dioramas because people feel comfortable with familiar settings. No one exhibit or exhibit will appeal to everyone.
- d. Use larger label print and set labels at right angles to the visitor's line of sight for easier reading.
- e. Divide labels up into smaller units for easier viewer consumption (e.g. National Geographic magazine information up into titles, subtitles, introductory, captions, group, text and identification).
- f. Include seating within the exhibit area (Carpeted benches, padded chairs, and a carpeted riser in the museum study room)
- g. Set some exhibits in alcoves to create personal areas.
- h. Create dramatic settings so visitors take notice as they round corners and are drawn further in.
- i. Design wider aisles especially in front of larger dioramas to allow visiting groups to sit for a talk without disrupting the flow of other visitors.
- j. Install adjustable halogen MR16 fixtures that allow for focused or diffused beams of various wattages as used throughout the Leigh Yawkey Woodson Art Museum. MR16 bulbs last up to 9000 hours and are inexpensive to buy at \$3.50 each on state contract. All lighting was vented to eliminate heat buildup.
- k. Save energy in lighting. MR16 bulbs used in the dinosaur alcove draw only 20 watts each. Most lighted areas are controlled by motion sensors so they turn off in a few minutes after a visitor leaves saving energy and extending bulb life.
- l. Create visual and emotional interest through contrast, variation, grouping, mood, design flow and use of open space. Examples include: Bright areas are opposed to dark; objects and materials are positioned to contrast smooth and coarse texture; focal points range from high to low; materials are arranged in groupings to oppose open areas. Groupings move through the foreground into the paintings encouraging the eye to move and engage the visitor.
- m. Setup small tables and chairs so kids and adults can sit together, discuss the exhibit and read stories from nature-related books set out on the tables.
- n. Eliminate nearly all reflections on exhibit glass that otherwise can diminish or destroy any esthetic or illusionary effects one creates to the point that the visitor has a hard time seeing the exhibits. Offer headlamps or other portable lighting devices to students requesting more light in aisles to work on their assignments.

Goal 3: Decide on one 'big idea' or theme for the exhibits – and stick to it.

"Habitat variety sustains species diversity". This big idea unites various habitats, the egg collection, taxonomic groupings of similar specimens and fossil history. It has worldwide significance, relates to global warming and is easy to understand. Visitors can sense the theme visually using a minimum of words or maybe no words at all.

Goal 4: Keep the presentation simple.

Interpretation

Passive

- a. Limit interpretation to the most essential – Be brief, be clear.
- b. Rely on written labels within the exhibit only for most basic information.
- c. Use brochures to present additional information to clarify what is viewed in an exhibit. Visitors can take printed material home for further study.

d. Add simple, flatwork panels opposite dioramas with high-contrast images and print. Panels will be lit by reflected light from brighter dioramas. Do not illuminate panels with added light since light will create distracting reflections on the glass which in turn can visually destroy an exhibit.

Active

- a. Interpreters offer the best interpretation possible. Live human interaction can be provided by paid museum students, class chaperones, teachers and faculty bringing groups and by museum volunteers (retired faculty, staff, teachers, community members).
- b. Provide study sheets, and scavenger hunts so visitors can interact with exhibits on a more personal basis.
- c. Avoid extensive use of interactive devices. Although the best designed interactive exhibits can offer the most stimulation to visitors, these types of exhibits can be expensive and often become overused from exhibit site to exhibit site. Some personality types or visitors with disabilities may not appreciate exhibits requiring manipulation. Interactive devices require constant maintenance and become completely useless whenever they are "out of order" which can be quite often. Also, the Museum has had no access to electronic technicians for design, construction and maintenance of these exhibits.

Goal 5: Do not include human images or forms in dioramas. The museum's dioramas are mostly generic being set neither in time nor place. Humans are pervasive affecting every part of every habitat. Introducing humans would overwhelm and complicate the exhibits. Relying on visitor imagination interpreters can place early humans (hominids) or modern people of any race, time period or geographic area in the dioramas through the stories they tell.

Goal 6: Construct dioramas according to professional standards.

- a. Create murals using 100% cotton canvas to be stretched and primed with Gesso for long-term stability.
- b. Paint foreground soils to appear natural under artificial light and apply soil over terrain made of wire, burlap and plaster.
- c. Collect, preserve and paint real mosses for wetland areas and dry, paint and anchor grasses in portable bases for prairies.
- d. Mold real rocks with latex, cast in plaster, assemble assorted pieces to form a rock outcropping and paint by hand.
- e. Make sure labels are accurate and presentations authentic.
- f. Make sure the background mural is an authentic representation. The Curator consulted with several people who had visited the African savanna and viewed photos, videos and slides of the savanna guarantee visual accuracy.

7. Goal: Comply with building and disability codes. Design exhibits and aisles around the existing sprinkler system. Altering the sprinkling system would cost many thousands of dollars. Aisles are wide and straightforward for easy access during an emergency. Emergency lights are positioned in critical areas. Fire alarms were placed according to the new exhibit plan. The Museum is laid out to be wheel chair accessible.

8. Goal: Design exhibits for access. Build small access doors above exhibit glass to change burned out light bulbs. Design interior for easy pest control and the changing and cleaning of exhibits.

9. Goal: Be aware of special concerns for Native American exhibits.

- a. Install state-of-the-art electronic security for the Menominee Clans and Celebrate exhibits and the storage area for Native American collections.
- b. Provide winter and summer humidity control.
- c. Ensure that Native American exhibits are authentic and appropriate. Written content, use of symbols, position and placement of objects were reviewed, generated and approved by Native American committees.
- d. Some objects were deemed inappropriate for public display for religious reasons. These objects should never be on public display.
- e. Inspect feathers and hide for insects and painted Clans figures for cracking due to humidity fluctuations.
- f. The Native American collections storage area is necessary for this University to meet requirements of the federal Native American Graves Protection and Repatriation Act of 1990.
- g. Do not alter, add or remove anything relating to the Menominee Clans Story exhibit, website or portrait exhibition without first consulting with the Menominee Clans Committee. Going forward without them would make it impossible to progress without unknowingly making serious mistakes. Richard Frechette, Dave Wrone, Mike Hoffman, Helen Godfrey, Arne Arneson, Bill Johnson and Ed Marks have a standing offer to the University to serve on a rejuvenated Menominee Clans Committee to ensure that any future development or marketing effort maintains accuracy, authenticity and respect.

The final stage of exhibit rebuilding began in May of 2003 when the Curator broke through a wall now used in the main entranceway. The strategy would be to demolish sections of the museum leaving at least 3/4 of the museum open to the public. The sequence of demolition/rebuilding went from the northern half of the museum east to west:

Meeting room/office/store

Comments: The egg collection was once again carefully relocated using a melon scoop for the smallest eggs; the procedure took 10 hours. The store's paned store window is actually one piece of recycled safety glass extending into a false wall below the window.

Zoo-quality snake enclosures

Comments: The curator used his own concrete mixer to build a reinforced concrete base with running water 24/7, drains and heated platforms. Walls were left unpainted so any mildew or water spotting from minerals would not show up on and eventually destroy a painting. All painted masonry located near water and paint begins peel over the years. Loose gravel, bark or soil was not added to the base because, according to a zookeeper at the Milwaukee County Zoo, parasitic mites can move in a set up home. Concrete rocks were cast in the same molds used for the Menominee Clans exhibit rock outcropping and cemented to the concrete base.

Earth history exhibits in the entryway

Comments: Flatwork exhibits with field stone bases made by the Curator in the 1980's were moved from inside the Museum to the outer entryway with some panels being removed and replaced by others which were sometime cut and reassembled. The Haertel rock and mineral exhibit and the Cambrian/Ordovician/Silurian exhibits were new.

The dinosaur alcove

Comments: The curator raised the tail of the Allosaurus to conform with a modern understanding of dinosaur behavior. The pubis bone was finally tilted forward in 2005 as advised by Dr. Bjork who realized the error shortly after the skeleton's completion in 1973. A person with advanced knowledge of bone structure would detect misfit bones due to the fact the this Allosaurus was put together from of number of Allosaurs found in a pit. The Curator had to carve away or add to many of the ribs and vertebrae which were never recovered but replaced with identical multiples of an adjacent bone. The plaster skeleton was repaired and repainted and carefully backlit with MR16 fixtures. The room remained half-completed until fall of 2006 when additional fossils were added. This was the first time the Museum had ever fit all geologic time periods and fossils in chronological order.

Demolition began in the southern half of the Museum in 2004. Museum student employees worked hard with the Curator breaking up old cases, salvaging safety glass and pulling nails. New exhibits would be made of recycled wood and glass wherever possible. The background painting of the Rocky Mountain snow glade was salvaged from an earlier diorama. Part of the curved painted Masonite was slowly flattened out, repaired and painted. Nearly all exterior and interior work including paintings on canvas, foreground terrain, rock outcroppings, electrical work and exhibit cases were new construction. Unseen space between the canvas for the Northern Forest diorama and the front window panels is vented to allow air to move upward to eliminate moisture accumulation and heat buildup. The same vented airspace exists behind all canvas or wood attached to outer walls. Exhibit construction ended in May of 2007.

The Curator announced his retirement in early April and retired on August 20, 2007.

*Reference: 1996 Museum Assessment Program II for the UWSP Museum of Natural History.

PART 9: STUDENT INPUT

Poll taken in an IA 150 class of 129 students from all majors: 20% had been to the Museum: 13% went out of curiosity and 7% for a class project in either Art, Biology, or Geography.

I am a **student employee in Continuing Education** and I saw your Faculty Message of the Day today regarding the Museum of Natural History. I think that it would be worthwhile for you to send your message out in the Student Message of the Day as well, rather than relying on professors to request input from their students. I certainly don't have any professors this semester who would find that information applicable, but I feel that I have valuable information to contribute to your committee.

I have been coming to the university for competitions since I was in the 8th grade. As a visitor to the campus from the Milwaukee area, my friends, family, and I always walked through the museum. It was a part of our trip to Stevens Point that we always looked forward to. As a student here, I have found myself visiting the Museum for an extended period of time (1 hour or more) at least once each year. I enjoy walking through and looking at the exhibits when I find I have a class cancelled or some extra time I did not expect. As a Student Ambassador (tour guide), I point the museum out to potential freshmen and their families as an example of the wide variety of experiences and facilities open to UWSP students. The families are always impressed with the museum and occasionally return to it after the tour.

The museum is a place that I find peaceful and secluded. I enjoy the exhibits as a way to experience places I myself have not and perhaps may never visit. Having the museum so centrally located gives a great impression of our campus to visitors. Some of the exhibits are beginning to look rather old and shoddy. I have never seen the museum used as a place of gathering for students on campus--I think it would be excellent to offer lectures to students in the rooms of the museum.

I think it is very important that the museum remain on campus. If it were to move to Schmeekle or downtown, I would never visit it, nor would I be able to show it off to prospective freshmen and their families. I think issues of expansion are best left to the professionals, but I personally feel that the museum is quite large--I never remember just how big it is until I'm in there and realize there is yet another room for me to walk through.

As I said, I have never seen any promotions to get people into the museum. Hosting speakers in some of the side rooms or offering tours of the museum would be a step in the right direction. Perhaps offering weekly trivia that requires entering the museum would attract some. Thank you for your time and efforts. I understand that being on a committee such as this is no easy task!

Kathryn Adams, 2006 Student Employee of the Year, UWSP Continuing Education

I just read the MOD and thought I would respond to your questions: I've been to the Museum at least a dozen times as a result of personal interest. The bird room is creepy, but well composed. I think that some more up keep of the animals would be good, they look abused. I enjoy the displays with the geologic timeline, but I think it is overlooked by most passers by. More information about exhibits would be great, even short handouts for people interested in certain topics. Strange layout, hard to tell where to enter and exit on first visit two years ago. I like where it is, I would not go to Schmeekle or downtown to see it, I go there almost monthly now. I would like to see it expand, but I think it is

already getting cramped. Have special monthly topics and advertise, make one exhibit a highlight, add extra information, develop an interactive web page with program guides, coloring pages for kids, or invitations to an special event.

Mandy Dercks, Student, UWSP

I am a present UWSP student, a long-term community member, and a past student of UWSP. While getting my first degree, in Biology, we had a class project for Zoology, where we had to find birds and other animals in the Museum. For its small size, we all had a great time roaming around in there. My daughter went there with her daycare once, and I have brought my children there. We enjoyed it immensely. I am not sure what the demand would be for a larger museum. But my vote would be to increase its size. Unless you would plan on some immense publicity stunts, such as traveling expeditions and regular plays and educational programs, I think that it may get forgotten out at Schmeckle. It would be great to spice up downtown with it, but you would lose the UWSP student class project element of the museum. For, I am sorry, but students do seem to be quite unwilling to go anywhere other than the square when they're off campus. I realize that there is limited space ON campus, so I would love to see UWSP vamp up the little unknown museum in the library.

Anne Sell, Literacy Program Manager

Portage County Literacy Council, Inc.

Tutor Learner Resource Center

1052 Main Street, Suite 104

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RESPONSES TO ASSIGNMENT GIVEN BY KEVIN HEFFERAN AND NEIL HEYWOOD TO THEIR STUDENTS

Visit the LRC Museum on the first floor of the library and answer the following questions:

- 1. Have you ever visited this museum before and if so under what circumstances (personal interest, class assignment, etc)*
- 2. Identify 5 strengths of the museum with specific reference to exhibits or information that you learned.*
- 3. Identify 5 weaknesses of the museum with specific references to how the museum could be improved.*
- 4. Would you like to see the museum a) remain where it is, b) expanded in its current location, c) moved to Schmeekle or d) moved downtown*
- 5. What suggestions would you make to integrate the museum into the University and the Stevens Point Community?*

Allen-Bannach, Stacey

I have visited the museum on a number of different occasions for personal interest. It is: Easily accessible with a semi-central location on campus; Really great Prehistoric exhibit with lots of wonderful displays as well as some interactive pieces; Lots of different areas for interaction such as the piece of buffalo hide and the different lights that light up the underground creatures; The bird display with the different mounts in the egg room is very well put together with lots of great bird mounts; The rock display is great when you enter the museum; Lots of hands on stuff with lots of great information. But: Not enough visibility. Many people know that there is a museum on campus but aren't sure where it is. This could be easily improved through more signage on the doors of the library,

outside the library and on the exhibit glass outside of the museum. I have also stopped by a few times when the doors are closed and I thought it was closed but after trying them they were open. Maybe having a student or someone on a semi-regular basis there as well to assist if needed. I am not sure in all the times that I have been there that I have seen one person even in the gift shop. There could be maps or guides at the door so that none of the displays are missed. The main exhibit on time periods when you enter the doors is not functioning. (should light up I think) This should either be removed, or the interactive piece should be removed or try to get it fixed. Some of the stuffed mounts are looking like they might have seen their last days. Either remove the mounts, touch them up or replace if possible. The snake exhibit looks like it could be really great but hardly ever do I see snakes in there. The egg exhibit could have additional pictures of the birds next to the eggs that they produce for more visual effect. Also the passenger pigeon would be a great display for the room with the other birds and eggs vs being on its own. I think the museum should remain where it is and expand. It has a lot of great exhibits but really needs more signage. Maybe some tracks from the library doors leading to the entrance. I would hate to see it moved away from the heart of campus because I really think it is something unique. Definitely more signage is needed so that people can find the museum easier. Possibly an open house for the community to come in. I think lots of schools make use of the function but there may be more publicity needed for elementary schools if they are looking for more foot traffic. My daughter attends Plover Whiting and they were only to the planetarium on campus before so I was surprised that they didn't go to the library and after asking realized that they weren't aware at the time that a museum was on campus.

Backhaus, Debra

No prior visits. The different rocks that were on display and how they were not just pictures of them. Also the unidentified fossil from Utah. These type of things help make it more hands on and easier to remember. The T-Rex head was very neat. Also some of the information on the exhibits was interesting. The exhibits are rather crammed in there, more space to walk would be nice. The overall layout of it seem a bit awkward to move around in. It seems tailored to a younger audience than a college audience. In the dinosaur exhibit there could be some more information there general life style. I would like for it to expand, have more room and have more exhibits but stay on campus. It seems more tailored to younger people, maybe have some more in-depth material on some topics. By doing something like that you could have classes come in there and get more hands on learning.

Bloechl, Alexandria J.

I have visited both out of personal interest and as a field trip for the museum methods course taught through the Bio department. Quality of the taxidermy in the animals is great. Labels are very informative. The backdrops in each exhibit are done well. The student that talked to us about the birds and snakes was also very informative. I especially enjoyed the fossil exhibit and thought the information was highly educational. It is very small and could do well from more space. I would like to see the museum expanded; I don't much mind where the location is though. I would have liked if the museum methods course was taught within the museum giving more hands on experience.

Blomberg, Benjamin A.

This was my first time in the museum. I really thought that all the full body mounts of the animals and how they were displayed was almost in a real life setting. That was really

cool. The geology section had very different rocks and minerals. They were labeled very well put together in nice displays. I thought that the bone structure of the dinosaur was really cool; I have never really seen that before. I like how the structure of it is laid out. I almost felt like I was in a zoo for a while. I like how interactive it was in the beginning with the time game and how you could touch and feel the different texture of the rocks. I think that the animals could have been labeled slightly better. The labels are in a line on the ledge of the display window. There could have been a larger geology and Jurassic section in the museum. I thought that there should be arrows that led you around the museum starting with more current times and heading into later times. I don't like the lighting in the museum; the halls were very dark when I went down them. I don't know if there were any lights above or not but I couldn't find a light switch. I think it is kind of hard to find in the library or I should say that there should be a bigger sign straight ahead of the doors when you walk in because I have never seen that there before today. I think it is nice where it is, if it could be advertised a little better I think it could expand in its current location. Advertise it in the newspaper a little bit, have college kids tour it to tell their families and friends because I know I will tell my family and friends about it now. Post it on our website so a normal person can find it.

Boehm, Elise M

I've visited the museum twice out of personal interest. It's a good museum for such a small town. I like the ecosystem displays and the little fact blurbs. It is apparent that some of the mounts are a little old, but that doesn't detract from the experience. I would like to see better labels. For example, in the 'Wisconsin-type' exhibit I was curious about the identification of a couple species, but couldn't find their names. Also, updating the hours would be a good idea. There've been times when the doors were locked during the posted 'open' hours. I like the museum where it is. I think it's cool to have a museum right on campus, and I wouldn't have visited it if it had been elsewhere. Perhaps advertisement of open hours in the local newspapers, contacting schools (especially elementary) or hosting programs (which would also need to be advertised).

Braunschweig, Rebecca

I have not been to the museum before, but wanted to. 5 strengths: 1) Lots of good information in the exhibits dealing with rocks, beginning of the earth, and dinosaurs. 2) The T-Rex skull and the other full skeleton dinosaur were impressive. 3) The bird/egg room was well organized. 4) The Passenger Pigeon exhibit had some really good information. 5) The stuffed animals looked good, but the dead zebra in one of the African exhibit grossed my roommate and me out a little... 5 weaknesses 1) Could use more information about the different animals. 2) Some exhibits it was hard to tell what sign went with that animal. 3) The bison hanging on the wall was a bit scary. I was afraid to walk by it, because I thought it might fall. 4) By the Arctic Tundra exhibit we had a hard time getting the lights on. 5) In the snake exhibit there was only one snake. So, I would either get rid of the exhibit or do something different or get some snakes.

I would like to see the museum expanded in its current location. There are good things happening, but needs some more work put into it to keep it going and to make it more exciting. More information about the animals would help. Also perhaps getting other fields of studies to add to it also (like the mathematics, history, art departments).

I didn't even know we had a museum on campus until about 2nd semester of my freshman year. They didn't mention any of it at orientation or the website or any of the other college information. To get the community involved perhaps put something in the newspaper or get little flag type things dealing with the museum (not sure what they are

called) to put on light poles down the busy streets. Or maybe even brochures as advertisement to put in restaurants or gas stations.

Brandt, Cherelynn E

I have only recently moved into the community and it is my first semester on campus. I have moved from the Kenosha area where they have recently built a new free museum and created a dinosaur museum and are currently working on a Civil War museum. I visited their museums quite a bit since I worked with younger children. I would also take visiting family to visit the museum since it was a beautiful building on the waterfront and the displays were very well done; interesting on the child and adult levels. I have visited our campus museum and have liked what I saw but I thought improvements could be made. I like a smaller museum because it is not overwhelming and it's free. I like the location and would not suggest moving it. I think it keeps a certain status when children visit the 'college campus.' I liked the extensiveness of the rock and egg displays but I would like to see more temporary displays (maybe class assignments?) and art work. I have also brought a young niece and nephew to the museum. I would have liked brighter lights in the back hallways, it seemed we were in a haunted house. and I would have liked to see more child interactive learning tools with the displays and/or demonstrations. I am surprised we don't have more of these with instructors overseeing projects. They loved the moose and the dinosaur bones. I appreciated the children's books on the table. To create more interest in the community I would think "brochures" to schools and creating hands-on programs for children individually or for school programs would spark an interest in the "little treasure" we have on campus.

Bretl, Kyle

No I have not been to the museum. This was my first time. *Strengths:* The diversity of the rock and mineral collection and the sign that explains how geologists use chemical analysis to break down rocks and determine how they were formed. Great habitat diversity exhibit and why certain animals exhibit certain places. I like the half eaten zebra. African safari, the plexi-glass boards which show maps of range of different species and their diet. Great amount of detail put into each habitat type/biome. The children's books and tables for them to explore. Very nice exhibit with the dinosaurs, I like the fossils on the wall. *Weaknesses:* Better lighting in walkways/hallways; More hands on exhibits, touch and feel, or possibly a few more computerized interactive stations; More rainforest exhibits; More fish specimens/exhibits: freshwater, saltwater, etc.; Possibly an ice age exhibit/glacial exhibit. *Stay at its current location*, although if funding was available it might be appropriate to move it to Schmeckle but it will mean building a new building on preserved land, so probably just stay where it is. More advertising, possibly aimed at different age ground, like the elderly, and maybe advertise more during certain events, such as the special Olympics and wellness conference, etc.

Buza, Samantha M

-No I have not visited the museum before. *Strengths* :a) I liked the interactive part in the beginning with the rock feelings and the wooden flaps. b) I thought the animal exhibits were put together really well. The animals looked real and the settings looked nice and well constructed c) I liked the pamphlets and pieces of paper where you can go through the museum and do a mark off of the animals that you see. I think appeals well to the young kids that go through it, and also some of the college students. d) The museum was really clean. The exhibits were clean, the windows, the floor, everything was nice and neat and very presentable. e) The rock exhibits were really interesting and the variety and kinds were really interesting to look at. *Weaknesses:* a) Only the rock part of

the museum was interactive. I would have liked to see more of that throughout the museum. There could be more wooden flaps throughout pertaining to the animals, or maybe adding some audio to the exhibits. b) I noticed many of the animals were casts, and I think if there are more real fossils or something like that, it may appeal more to the audience. c) The beginning rooms were filled with information and things to read and look at, when the animal exhibits come around, there's not much to the walls. Maybe adding more information on the walls could add more to the experience. d) I think putting lights on the floor like track lighting may be helpful. Some spots are too dark to see where you're going. e) The front entrance was sunken in compared to the rest of the wall in the lobby, and I think that it should extended outward more or make it more noticeable. I think it should be expanded in its current location. I think that if more people knew about it and if it was a little bigger it could create more attention and bring in more groups or others to campus. I think advertising it more will bring more people in. I have noticed that people walk right by it and don't even notice that the museum is there. I didn't know it was there until late last year.

Camlek, Brian

I have visited the museum a few times. I grew up here so I've gone for school field trips as well as with my family. It had a lot of diversity of animal mounts from all over the world which I thought was neat instead of having just Wisconsin or even North American animals. The tags and question boxes by the exhibits were very interesting. It kept us involved and not only got to enjoy the beauty of the displays but also learned about them. I thought it was neat to have living animals like the snakes there, even though I couldn't find one of them. I really liked the fossils in the museum. I had forgotten about them and it was neat to see some of the dinosaurs that lived millions of years ago. Even with all these great features I must say that the geology was by far the most fascinating. I've never seen such a glorious sight as those rocks. The museum could have been larger it seemed very pushed together. It would be beneficial to have twice the size for each one of the exhibits. I would also like to see more living animals. Although there are a couple snakes, it really doesn't seem to give much justice to the museum. I would like to see more aquatic displays in the museum, there really many. It would be neat to see a couple computers in there with programs that have to do with the displays to enhance interaction. Bring in more rocks. As great as that exhibit is, there is more rocks outside the lab class room in the glass case. Since the rocks are the greatest part about the museum I could go for more. I don't think it should be moved but defiantly expanded. The museum has many interesting features but it seems extremely crowded. I would let people know it even exists. I grew up here and had visited several times so I knew we had a museum but I was shocked to learn how many people had no clue. This is my junior year here and I can't remember the last time I even heard or saw anything about it except for the sign hanging at the entrance. But in order to do that I still believe it has to be in a bigger place

Cankar, Andrew M

Yes. I visited the museum when I was on my recruiting visit at UWSP. The assistant coach took me and another recruit through the museum. Strengths: The museum has exhibits with real snakes. The gift shop has some cool things. The animals are very detailed and look almost real. It looks like a lot of time was put into them. The fluorescent rocks that light up in the front. The dinosaur exhibit was really cool.

Weaknesses There are some interesting exhibits hidden in the back of the museum. – Move some of the animals to the windows that can be seen in the lobby of the library. Not many people know about the museum. –Put more flyers up and advertise the

museum more. Some exhibits are really crammed together. –Make some exhibits smaller (African Savanna) and move some of the middle exhibits that are really jammed in small spaces out, or out into lobby windows. A new exhibit. –Most exhibits look like they have been there. Put a new exhibit in like a polar exhibit.

The museum could be bigger. Expand the museum in its current location. I like its location in the library but I think it could be made bigger. I think maybe more events could be planned at the museum. Also, have more classes go into the museum for class. All the science classes could go in for a day in a semester and just look around. It would be a good break from class and get use out of museum. An activity worksheet could be planned on these days as well, and could be a fun break from class.

Christianson, Alex A

I visited the museum in my biology 101 course last semester. We were given a short presentation on the history of the museum by a student tour guide. I thought the live snake was cool. The taxidermy was all really interesting as well. I really enjoyed the bird egg collection. I remember from my tour during bio 101 that it is one of the largest collections of bird eggs in the world or something. Everything is organized well. It is also in a pretty convenient location being on campus. It was kind of small. It had a limited amount of information considering the wide scope of natural science. Seemed cramped in areas with small hallways that were dead ends. Could use more exhibits. I personally think that expanding its current location would be best. It is a convenient location, but it needs to be a little bigger so it could incorporate more stuff. It does the best it can with the limited space it is given, and it would be pretty interesting to see what they could do with a little more space. Advertise it more. I am a junior and I wasn't aware that there was a natural history museum until I had to go during my bio 101 course. The museum is a really great resource and I think it is a shame that most students aren't aware that it even exists or that it is so close to where they live (on campus).

Coopman, Drew A

No prior visits. 5 strengths 1. Mineral and rock exhibit put together well with lots of information. 2. African Savannah is very big and spacious...encompasses everything well. 3. The bird room is also very big and has a very nice layout because you can see all the birds nicely and the eggs also. 4. Most exhibits have a very good way of interacting with people and children. An example is when they ask you how the Passenger Pigeon went extinct and you had to flip a thing to find out. (Over hunting)

5. Alpine Exhibit has a variety of animals in an open space so it is easier to see how those animals interact. Also there is a lot of good information no it.

5 weaknesses 1. You need more signs and more ways of people finding out that there is a museum in the Library. 2. The dinosaur skeleton room needs to be bigger. There are very good skeletons of large reptiles but the space is too confined. It is too small of a room for something that big. 3. The Northern Forrest Exhibit hallway where the museum is located is too dark. There is light from the museum and the rest is dark and it is repelling because of the darkness. 4. There could be pictures or other facts on the walls by the Northern Forrest Museum because there is a lot of wasted empty space.

5. Bigger signs above the exhibits would make it easier to navigate and figure out what you are looking at. And maybe a museum map that shows where everything is. (I didn't see one and if there is one, it should be easier to find)

I would like to see the museum remain where it is. Have more posters about the museum and make it known that this is a very good museum to take children to to learn about our natural world. There should be more events planned around the museum.

Courchaine, Lisa B

NO, I haven't previously visited the museum. First off, I liked the crystal exhibit. It's right there when you enter, and is eye catching. It gives you an opportunity to both touch and see beautiful crystals. It is a rare opportunity to do so, and is a great aspect of the museum. Second, I loved the Arctic Tundra, Forest and Lakes, Snow Glade, and African Savanna exhibits. They were all very lifelike, and gave you a good feel of how it would be, if you were exposed to that particular environment. Third, I thought the Bison on the wall was excellent. It jumps out at you, and is (too!) lifelike. It is good for visitors to be exposed to the reality of how big and intimidating wildlife can actually be. Fourth, I liked the Australian exhibit. It was good to learn that the Red Kangaroo and Wallaby, were once legally hunted. It was informative, to learn about one of my favorite animals. Fifth, I think that the Passenger Pigeon exhibit is a strength of the museum. I found it fascinating to learn that it was found shot in the 1900's, and kept in a glass case, until anonymously donated. I also liked that it had a question and answer display.

First, I was disappointed that the snakes were not present in their respected exhibits. Second, I would have liked to see more Australian displays. There was only a small section, and would have enjoyed more information. Third, I loved the "Beginning of life exhibit" and would have liked more information on it. Possibly, other viewpoints or theories on the beginnings of life. Fourth, I was disappointed that the gift shop wasn't opened. I think it would be beneficial to get volunteers to work during the afternoon and evening shifts. Fifth, in the room with the birds, eggs, and red carpet steps....it might be cool to have a continuous video playing on various subjects contained in the museum.

I would like to see the museum expanded in its current location. I suggest that you make announcements on the radio(89.9) to inform listeners about the museum, and what it has to offer. Also, to offer tours with explanations about the exhibits, and to elaborate a bit on the topics of discussion.

Cox, Jacob A

Yes prior visit for personal interest. Strengths: The northern forest and lakes exhibit is set up very nicely and represents all kinds of wildlife very well. The labeling of all the animals is very helpful in learning and identifying animals. It helped that the animals were in their natural habitat in learning their habitat and climate they are found in. The African Savanna is very realistic with the half eaten zebra and bird feces. I liked the bird egg display it is a good representation of all the different bird egg sizes and gives good comparisons to other birds. Weaknesses: Some of the exhibits seem very tight for space and crammed together. There could be more information on the plants in different ecosystems. The grizzly bear in the snow glad exhibit doesn't give a good representation of the species. The dinosaur exhibit isn't very extensive as in showing different types of dinosaurs. Cleanliness in general could be better.

Expand the museum in its current location. Make it more visible, advertise it more. In its current location it is kind of off in the corner of the LRC out of the way.

Danczyk, Nicholas J

I walked through the museum, for the first time since I was like 10-years-old, just last week. I had done a print of an Allosaurus skeleton, and a friend mentioned that there was a full skeleton at the museum, and I decided to check it out. I was blown away by the collection. Before that, it was almost like the museum's existence was rumored. In the back of my head, I knew it was there, but almost didn't believe that there was this whole other section to the library that housed all these animals. It also felt kind of sad, though, at the same time. The whole place felt kind of abandoned. I think the problem is that students don't know it's even there, and also students don't want to go out of their

way to check it out. I mentioned it to two of my friends, who I knew would get a lot out of it, and they said they never even heard of it. Aside from students not even knowing about it, I'd say that students in general are pretty lazy. They don't want to take those extra 10 steps past the front entrance of the library to the entrance of the museum (most take an abrupt right, from the entrance, straight into the computer lab or to the stairs/elevator; the museum is out of sight, and in turn, out of mind). I'm writing now because I believe that the museum is massively under-appreciated and under-utilized. I was shocked to see the amazing displays and the sheer amount of mounted exotic animals. I thought to myself that all those animals must equal a small fortune, and they're sitting off to the side and no one seems to know they exist. That collection easily surpasses many of the children's museums I've seen w/ my nephews. It just seems like image and advertisement is a problem. If more people knew what an impressive collection was housed there, more would visit. I'm not sure what I think about moving the museum. If it's decided that relocating it would get more interest/visitors, then I guess I couldn't argue w/ that. I hope this helps, and if there is to be an open forum/discussion about the future of the museum, I'd love to sit in and listen.

Decker, John M

I have visited the museum before when I first came to Stevens Point two years ago. I walked in from the library when I was exploring the campus. It was a very short visit on the first trip in the museum.

Strengths: -The museum had the largest collection of bird eggs on display than I have seen in any other museum. -The diarams were very life like and looked to be very well prepared. -The paleontology collection had some very well preped fish and a full size dinosaur on display. -The store was very well planned out and had some great books and gifts.-The staff was very friendly and more than willing to answer all questions.

Weaknesses: -The lighting in the museum was very dim and made the museum appear to be smaller than in actual was.

-The displays could really use a picture and description of what each animal was. - There was a lot of wall space that could be used for posters or additional information. -I would like to see more variety in the palo section and less of the large specimenes. -The museum really needs to have a proper entrance so that it does not feel like it is a closet museum. I would like to see the museum remain where it is. It needs to have a more "flashy" entrance so that people actually know where it is. The only problem with its current location is that it is to small for the large exhibits. The first floor in the library is a great location for passing traffic with students. I would like to see less large exhibits and more smaller ones. It would be really interesting to have student involvement make short term exhibits. I would also like to see more involvement with the local schools in the area to promote the museum that we have.

I am currently working with Pat Zellmer (biology) and Ray (museum) on the Paleontology collection. I have helped unpack and organize the paleo collection from the CNR to the basement of the Science building. It has been a very large project to move the entire museum. It involved about 6500 numbered pieces and another 6500 unassessed pieces. After finding out which pieces we have and which pieces we have loaned out (or lost), my job is to put everything on to the computer. It includes the accession number, finders name, identification, location, and other important information. This is not a small task when you figure that we have 6500 already to be inputted into the computer. Eventually I would like to put pictures from each of these fossils into the data base. Some of my smaller projects included cleaning out the back storage room. I received special thanks from Dr Heywood for reorganizing supplies for his Big Bend trip. I am

also trying to work with Ray on fixing up the museum. I am planning on continuing this work over winterim. Working with both Biology and Geography/Geology has really helped me tie the two together and meet a variety of helpful people. P.S. I have also been running the animal care facility this entire time and will continue so over winter and spring. If you would ever like a tour just let me know. It may surprise you at the number of animals that we care for.

Degenhardt, Jennifer L

I had never visited this museum or the collection before. I really liked the Allosaurus and Tyrannosaurus Rex skull. I also really liked some of the fossil looking things, especially the Carniverous Primitive Reptile because I could easily see what it used to be. The Snow Glade, Northern Forest and Lakes and the Tropical Rainforest displays were all really nice. The timeline Dating Game was both interesting and informative I was surprised that it had such a wide variety. I think that it could be more kid friendly, with some of the interactive stuff lower to the ground and add more than just two little tables with some books on them. I would like to see all the fossils have pictures next to them of what the animal looked like because the ones that did were much more interesting to look at. It would be nice if there were some kind of numbering system connecting the names to the animals in the African Savanna display because everything's more spread out and less familiar in that one. The Arctic Tundra display seemed kind of boring compared to the rest. I get that it's supposed to be treeless and desolate, but even extending the water from the back wall onto the floor would help. I think if it was lit better, had some soft music playing or better signs it would be more inviting. The only reason I knew I was allowed to go in it was because of this questionnaire. I think that depends on what the main target audience is. If it's for the students it should be left and possible expanded where it is. If you want to have more of a public draw it should be moved downtown or to Schmeekle, which would bring more people there as well. I don't really know what's already done so I'm not sure. Do a lot of classes include it? Do the schools around this area know about it? I've always seen kids going to the planetarium but never in the library. Are the posters up around town?

DeWitt, Andrew

I have not visited before today. Strengths: Nice diversity among all the mounted animals and ecosystems. The information that is provided with the mounts is good. Having the live snakes as an attraction is nice. The display cases are maintained very well and the ecosystems are set up nicely. The rock and mineral collection was impressive and they had a lot of interesting pieces. Weaknesses: Some of the animals mounted you can't figure out which piece of information fits with them, so maybe show a picture next to the name. Maybe having some more information on a lot of the displays would be nice so you know a little more about what your looking at. Some of the mounted animals are old and not mounted very well, perhaps an update would help. The location in the library is a big weakness I think. You should have signs on the walls telling you where to go for what displays. In Schmeekle would be nice, but downtown as a second option. I think if the museum was moved to either Schmeekle or downtown, it would receive a lot more use. I think the community as a whole would visit it more often if it wasn't right on campus. Also I think it would be nice for students to get off campus and have a nice spot to go relax and visit. If you move it off campus I think it will get more recognition by the community which will then provide more money for the museum to keep updated.

Dickman, Laura A

I have visited the museum many times just for personal pleasure and interest

Strengths: a good collection of life local to Wisconsin and other parts of the world

Weaknesses: could use more explanations of animals and just a general history through the use of signs. Also, maybe some more interaction stuff. I would like to see the museum stay where it is. The library is the one of the only buildings visited by almost all students and even community members.

Dilley, Kyle

I have visited the museum on a number of occasions. My first visit to the museum was in my Biology 160 course (Zoology) freshman year. I must say I was quite impressed by it. I did not even visit Stevens Point before I enrolled in school year, so I was unaware that the museum even existed. The wild game mounts were very useful in learning different species required for the class. My other two occasions were with my parents. They visit Stevens Point various times throughout the year and the first time they came I chose to take them to the museum. They, too, were very impressed with it. Strengths:

- Accessibility – the museum has very flexible hours where it is easy for someone to come and check it out almost anytime throughout the day. It is also easily accessible for anyone, whether it is senior citizens, disabled people, etc.
- Lighting – the exhibits are very well lit. Although the hallways are darker, I think it “sets the mood” for people walking through it.
- Detail – the detail of the exhibits is awesome. The mounts are very professionally done, thus portraying a very accurate display of different species throughout the world.
- 3-D rock displays – these displays at the beginning of the museum are pretty neat. It’s helpful to have a 3-D example of rocks and minerals in order to learn.
- Organization – the museum is really well organized. It has many different regions of species all spread out accordingly.
- Labeling – the identification/labeling of all of the different species is very easy to understand. Very helpful to know what exactly it is that you’re looking at.
- Rooms – the various rooms available for presentations is definitely an asset. I remember this was utilized in my Biology course freshman year – our professor gave short talks in the rooms in order to speak to the class.

Although it was difficult to find things I didn’t like about the museum, I jotted down a few.

- Tours – there might be more attraction to the museum if there was staff available to give tours and possibly *explain* the exhibits to visitors.
- Music – maybe some softer (low volume) music would enhance the atmosphere of the museum.
- Information – more detailed information on all of the different species would be appealing to the public.

Personally, I’d like to see the museum stay right where it is. It is right in the heart of campus and very accessible to anyone who wishes to utilize it. If it were going to be moved, I would move it to the University Center where it would gain a lot more attendance perhaps. I think making an attempt at advertising the museum, period. If it weren’t for my Biology course, I would have never known the museum existed. If I, a junior at UWSP, wouldn’t know it existed, how do you expect the community of Portage County be aware? In my opinion, it is an asset of the University that does not have enough light shed upon it, whether it is through campus tours, orientation, or classes.

Doro, Jacob M

I have never been in the museum before today! I really didn't know it was there! I liked all

the specific collections---eggs, rocks, all the different kinds of birds next to each other! I liked the dead zebra--many places don't show the real truth of the wild---the dead zebra shows real wildlife! I thought the animal diversity was very good---soo many species in there to look at--with different habitats. The information that went along with the species was good--the mounts are really good too. The size of the museum was really good--with all the different rooms and compartments--starting out I thought it was going to be small! The location is good (in college library)--but needs to stick out more to attract more people! I think the museum could have noise in it--like a little waterfall--with trickling water sounds and animal noises--that would be cool and interesting. The animal sounds I think should be added to the information sheets--could have a botton to press to hear the species mating call, etc.--could have head phones so it wouldn't be disturbing others! I think the museum has to be advertised more---outside, etc.--because I didn't even know it was there--kind of hidden in the corner! I think the museum could have more themes to it--like jungles, deserts---walking into them and not just seeing them---it would be very interesting and it's a lot more understandable if you can touch and feel something. I know it's a lot more electricity and stuff--but if you could also have videos going--to show real life interactions with animals in their specific habitats--it would help the understanding and be more information to soak in! I like the location---needs to expand in its location though!---it's an important place to learn. Advertise it more---the more the better!---specially outside of the library! Could even have species alive in the museum--fish tanks, turtles, etc. I enjoyed the look around in there--and found out that we do have a good museum on campus!!

Dzekute, Katherine A

Until today I had not gone to the museum. Strengths: 1. Having different environments and the animals that live there -very interesting 2. Wide variety of large and small animals 3. Interactive activities 4. Having the tags telling what each animal is 5. Wide variety of exhibits. Weaknesses: 1. Until this assignment I didn't even know this museum was even there -some how promote it either by word of mouth or with posters/signs/etc. 2. If the museum is for most ages (children included) there could be a few more interactive games/activities 3. Quality of some of the mounts aren't that great 4. The lighting in some of the areas could be better 5. On at least one of the tags it said possible _____. I think if the animals isn't know for sure it looks better if it is just left without a tag. I'm not sure how often the museum is used if there is a problem with people using it then I do think that it should be moved. I think that downtown would probably be the best place for it where more people would see it and take advantage of it. I think if there were signs/posters about it around the community more people would know about it and probably check it out.

Eigenbrodt, Zach

I have not visited this museum before but have seen signs for it when I was at the library. I always thought it was closed just because the lights were off, making it seem like the museum was closed. The habitat displays was the first thing that caught my eye. I was able to learn how many of the habitats looked and what animals actually lived there. It is a great place for little kids to go and experience many different looking habitats. The animals in the habitats seemed to be very life like. Many of them actually being full mounts adds to reality of the habitats. This helps kids comprehend the actual size of many animals they might have heard of but never actually seen. Dinosaurs are always a kids favorite and having a full dinosaur and a T-Rex head on display is a great way to get kids involved in geology. When I was there, I had a kid who was looking around with his mom and absolutely refused to leave the fossil/dinosaur room. He

couldn't stop talking about the T-Rex and he even tried teaching me about the dinosaur. The fossils that were present in the room were very interesting. Granted I have seen many of them they were still nice to look at and actually see. The actual dinosaur is a great add in which makes things interesting to think about, just how massive these animals were. The rocks and minerals shown right away when you walk in were very interesting. The crystal process and the magnification of the rocks were awesome to see. Having close ups of the rocks will always get people interested. The thing that I think could be done better is either, the habitats become less of a focus and cut out many of the focuses of the different animals. That's the first thing that catches your eye is the lion and I'm sure that many people miss or don't pay much attention to the rock section. Another thing that I found to be lacking is the rocks in general. They were all small rocks that were locked away behind glass. If the point is to try and teach people about rocks and minerals, then maybe a more up close experience would be better. Also maybe a big chunk of rock that resembles a cliff, which could show layering and how that works. That was one of the things I found the most interesting in Geology. The dinosaur "room" was my favorite exhibit but that's all it was, a room. Kids love dinosaurs and fossils but they only enjoy one room of it while walking through eight or nine different habitats. If possible, maybe get more dinosaur bones and even full body dinosaurs. I figured the full scale dinosaur bones are replica's but people seem to enjoy that room. The fossils that were on display were great, but I believe that maybe spreading them out in order would seem to be more organized. They seemed that they were all just thrown in a display case and then put on the wall. Maybe putting them on display cases that we look down on would be better, and put them in some kind of order, either time or type. The other thing that I did not see is any flyers or e-mails about the museum. The e-mails could have been in the MOD's but I'm fairly positive many people don't actually look at them. So maybe send an individual e-mail would get more participation. Also, there should be shows and hands on experiences to help people get to know how rocks and fossils are identified or just be informed.

I think the museum's location is very good but I also think that it should be expanded greatly. I don't know how much room there is in the library, so if that is restricted maybe expanding it in Schmeekle would be the way to go.

More tours and shows would be the way to go. The museum seems to be more kid orientated so, having hands on shows would be great. If you are looking for more of a adult group to participate, then bring in speakers and have them speak on just one habitat or a specific part of the museum. Get the people involved. The young kids really liked it when I walked through it.

Elandt, Virginia M.

I was unaware that the museum had ever existed! Strengths: 1. Different Biomes – Sahara, tundra, etc...2. Hands on learning – the rock exhibit is great for the kids. Weaknesses: 1. Visibility – Someone would have to stumble in or be told where to go because there are no other indicators that the museum is there and it has so much to offer 2. Access – the space inside the museum is not adequate, some areas are confined while others are very spacious, the larger rooms are great for kids, but if you get more than two or three people in some of those rooms it gets crowded 3. Flow – the museum doesn't go from one exhibit to another nicely, there is back tracking and it seems a little awkward and uninviting. I would like to see the museum moved downtown inside the public library. I feel it would be more visible and it's a short walk from the Children's Museum. Perhaps the public would feel more welcome at a place like that instead of coming to the university. It's comparable to people eating at 'The Restaurant' inside the Sentry building. Even though dining is open to the public, the rest of the

building is not and it seems a little uninviting in that respect. Move that museum somewhere else. The students could use that space as a study area or make it an addition of the Café. I feel it would benefit the community more if it were in an open, visible, public, highly trafficked area.

Engleman, Elise J

After a viewpoint day I visited the museum with my parents. *I found the display immediately on the right when you walk in the door very interesting and helpful. The display showed different types of rocks and I found this to be helpful since we are learning about this in my geography class.*I thought the boxes with questions that you then lift up for the answer very interesting. The facts given were very fun and informative. Also, since these boxes had their answers hidden I think children would find them fun.*I think the scavenger hunt and study sheets would be very good for children and students that visit the museum for the first time. These sheets would make visits fun and easy for classes or parents with children.*I liked that there were live snakes in the museum along with the many amazing mounted animals. I also found it neat that all of the mounted animals were in their natural habitat settings. All of these habitats seemed to be very complete too.*I was also surprised at the size of the museum and the cleanliness.*I think there should be more advertisement about the museum and the gift shop. I think that there is a large population of university students that do not even know that the museum is there. Perhaps if professors integrated the museum into their classes or there were programs held at the museum that were advertised. For example, many of the rocks that we have spend time talking about in my geography class are displayed in the museum. Perhaps if our professor would have told the class students would be interested in visiting. *It would be nice if there were more interactive aspects of the museum such as listening devices or videos. The interactive parts of the museum were fun, however they should be marked better. The buttons in the museum are not marked and that makes it hard for people to know if they are suppose to touch them or what might happen if they do. *There were some walls in the museum that had lots of empty space such as across from the African Savanna. Maybe more pictures or information could be displayed here.*I would have liked there to be more information about the animal mounts. For example, the water buffalo did not have any information about it at all. It would be helpful for visitors, especially students, to have some basic facts about the animals.*The dating game near the entrance looked like it would be fun and challenging for students; however, we could not get the game to work. I would like to see the museum expanded in its current location. I think it is a very practice location for university students and easy for the community to access. I think it would be helpful if there were an outside entrance to the museum. Although there is a sign on the outside of the building it would be a great form of advertising for there to be an private entrance to the museum with a sign. To integrate the museum I think the museum should hold special programs on the weekends for families to come to. I think that kids would find the museum fun to visit and they would really enjoy the animal mounts. Also, I think it would help if professors would integrate the museum into there classes or suggest visiting the museum. Another thing to integrate the museum into the community would be to have field trip opportunities for local teachers to bring their classes to visit the museum.

Evraets, Bradly J.

I have visited the museum on multiple occasions out of personal interest.

The fossils and casts in the paleontology part are very impressive, the allosaurus is very awesome, as is the archaeopteryx. The fossils of the early multicellular life are stunning

to have and I was excited when I saw them. The Birds of paradise that we have are very neat. I didn't know we had specimens of such hard to get to birds. The snow glade exhibit is nice, especially the background the mountains are very well done. The geology exhibit was very nicely laid out as well and the large number of rocks and minerals was very nice to see. The live snakes that are in the museum seem slightly out of place but are very cool to look at. The lighting could use some work especially by the Northern Forests and Lakes and Tundra exhibits it was hard to read some of the identification cards. The whole museum seemed kind of dead, maybe some sound would liven it up a bit, maybe some birds or if it would be possible different sounds for each exhibit. It would be really nice to see some stuff from our own fossil collection in the fossil area of the museum, we have so many nice specimens that would great for displays. Some videos would be very informative and more exciting as well (maybe even parts of the Planet Earth series from the Discovery Channel). Some of the exhibits like the Tropical rainforest, Fossil area, and Temperate rainforest seem to have too many specimens in too small of an area.

I would definitely like to see it expanded at its current location. I think it would be quite difficult to move the dioramas without destroying them. Also some of the areas seemed very cramped together and more space would make for better viewing. I would like to see areas for rotating exhibits and things from different areas of study such as archeology and maybe even astronomy. The museum could definitely use some programs and advertisement. Maybe an actual museum staff would be nice that could give tours and give more information on the museum itself and its exhibits. I also think rotating or changing exhibits would help more people come to the museum because if it doesn't change if you seen it once you don't need to come back, but if we bring in new things that will draw people in it will definitely help bring in people from the community and more students.

Felbab, Emily E.

I have never been to the museum, I was completely unaware that there was even a museum in the library. Strengths: -the moving dino skeleton was cool -the fluorescent rocks -the biome displays were very realistic -the passenger pigeon display was a neat thing to see. Weaknesses: -some of the mounts were disintegrating -the university could make the student body more aware of the museums existence -the snake exhibits could use some touch ups by making the displays easier to see the snakes -the layout of the entire museum is difficult to maneuver through. I would like to see the museum stay where it is and make the entrance more noticeable and rearrange the layout so it is easier to walk through. Put up posters, make entrance more bold, basically make the students more aware that there is a museum here.

Fischer, Erin M

I am a first semester freshman here at UWSP and so far this year I have been to the museum of Natural History four times. Twice I went with my roommate just as something to do and as a place to go when we were bored. Once I took my family to visit the museum on Family Day, as they were extremely interested to see the museum and fascinated by the time and effort that was put into it. Finally, my Biology 160 professor took my class on a field trip to the museum just last week because she is afraid of what will happen to the museum. If the museum is moved somewhere else, the students at UWSP will not have the opportunities that they do now to visit it. The museum holds many strengths as it is now. It is in an ideal location and clearly depicts the natural habitat of animals in the wild. As far as I can tell, the museum holds no weaknesses. It clearly shows the time and dedication that the person who created it, put

into this museum. I feel it would be an insult to this person if we tore down all this work, just because someone thinks the museum would be better served somewhere else. In my opinion, the museum should stay where it is. It adds character to UWSP's library and gives students a chance to take a break and learn something new from the museum. It is also an example of persistence. If one man can make something as beautiful as that museum, what can stop us from doing just the same? In order to better integrate the museum, perhaps the university should put a sign out front saying that the museum of natural history is inside. Or even flyers around town, e-mails, or mentions at town meetings that this museum is amazing and a great place for elementary/middle school students to take field trips and it is a great place to go when you need a break. I hope the museum is able to stay where it is.

Flood, Steven J

No I have not visited prior to today. 5 strengths: -The displays were amazing! I enjoyed the rainforest and the African ones the most! -The Fossils of the dinosaurs were very cool especially the one of T-Rex which was amazing! -The birds and the egg collection were well organized and very informative. -The live snakes were fun to watch because at the time i went they were moving around! -The museum seemed to have a kid friendly atmosphere as well as an intellectual approach for adults. 5 weaknesses: -The museum at first seemed like a maze at first and i didnt know if i was in the same spot as before or not. -When i was there there were small childrens tables placed randomly around right at tripping level, all cluttered with books. -The low light of the place seemed to work at times but also added to my confusion as to where i was in the museum. -The museum is not publicized well at all and could use more advertisements promoting it. - IT could also use a new location i think. I would like to see it either expanded or moved downtown, its a great start but it could use a little help and i think expanding it or moving it would do that. Make it more know to the students as well as the community, advertize like crazy for awhile to gain some publicity. Put an article in the newspaper, radio adds, small tours or shows say with the birds available to anyone! Or make it part of a course, say the LR class or with a science class.

Giese, Casey C

No I have never visited the museum before, I knew it existed but it always looked closed. The little field guide stations were really neat and helpful to describe anything I wanted to study more into. The museum store was really cool and interesting. It was kind of nice so if you seen something in the museum you liked you could buy a little replica or a book about it. The desert display was also another strength of the museum due to the question and answer part were the light lit up on the correct answer. Another strength of the museum was the live snake display. I have been in college for four years and in my lifetime I haven't even seen some of those snakes. I also liked the African Savanna and the Northern Forests and lakes display because they have little cards describing every little detail about the animals that were displayed. The museum was too dark for me, I would fix this by putting a few more lights in the hall ways leading to the displays. There also was no one at the door, being my first time there I didn't know if I could just walk in or what. Maybe have a student walk through the museum and be a guide. There was also no signs on what was each way or what even was in the whole museum. I would try and put signs up to direct visitors. The Australia and the Grassland/wetland displays didn't have all the information on the animals in the displays they just had the names. I would try to fill in more information like they did in the African Savanna display. Expand in its current location. I would advertise more on campus and even in the Stevens Point area so more people would learn that we have a museum on

campus that is open to the public at no cost. I would also try to have professors take classes into the museums and teach the students about the museum. For example being in geography right now and learning about the different biomes we could have taken a trip to the museum and learned about the animals that live in each area. I would try to advertise more to the public and college students so everyone knows that its there and open.

Grant, Carly E

This was my first time ever visiting the museum. My visit to the museum was for a class assignment. Before i went i did not even know what the museum was about, just know that there was one in the library. Strengths- Has a timeline flow to the museum. Starts with rocks then dinosaurs then on to the other animals- Had good interactions. Had to press bottons or lift a flap to get answers or information- Good displays. Had the total environment for each exhibit- The gift stor was nice. Weaknesses: - Getting the public interest- have more posters or a better sign outside of the library about the museum - Location- the UWSP library might not be the best place for the whole community. Either moved to Schmeekle or downtown would work better I think for the entire community. More people would be able to see it. Getting the community to understand what the museum is actually about

Guay, Taylor

I have always seen the museum but i had never been in it before. I think that the live snakes were really cool. The rock exhibit was very well organized Each of the different animal exhibits were fun to look at. It was cool that they had lions and bears in there I never new they had that kind of stuff. It did surprise me that it was bigger and cooler than I was expecting. It seems a little outdated. Just seems like no one really goes in there to often feels dusty. The entrance is kind of hidden. I think a little more advertising. I think that the museum is in a great spot right now in the library. I don't believe it would get the same attention it gets now if it were moved downtown or to schmeekle. I think that if the museum were to maybe change the layout of the museum it would make it flow a little better. Another thing is that if they changed it up every so often to try to bring more people from the community in. if they could try to bring in new exhibits to keep the public guessing.

Havitz, Diana M

When I first began attending UWSP in Fall '06, I visited the museum out of interest. Last semester (Spring '07), I went to do a biological drawing for Biology 101. The various displays of stuffed animals in environments are really interesting to look at. I particularly liked the savannah environment. The amount of interactive and touchable exhibits, such as the pelts and bones, add another element to connecting to the museum's contents. The buffalo head's my favorite.

The live snakes are very fun to look at. The animal displays, such as the stuffed birds and the eggs, are impressive. The gift shop is a great place to purchase fun, educational materials. (I have several younger relatives that I'm always looking to buy educational things for.)

One big weakness is the limited space available to the museum. There's almost no room for expansion. A large amount of the museum is dedicated to the displays of stuffed animals in their own enviroments. Although these are all very well done, it means there's not a lot of variety in the types of exhibits available. An outdoor entrance to the museum, without needing to go through the library lobby, could possibly improve attendance. Some people might not be aware of how to get to the museum from the

outside. In fact, I don't see a lot of advertisement for the museum in general. A good ad campaign for a fun and (more importantly to many people) free educational opportunity could draw in more people. Some more material on less animal-oriented displays, such as something to do with flora, would be nice. However, it might overlap with Schmeekle. Although the present location is very nice, with such proximity to the library and the new university center, there simply doesn't seem to be any room to expand significantly, without taking out the cafe or parts of the library. Therefore, I would suggest the museum be moved to Schmeekle, or another location on campus. I would be very against it moving off campus, though. We need more interactive experiences like this on campus.

As a Business/Accounting major, the best thing I can suggest is to advertise. I really haven't seen much for advertisement, and I think it would really help to increase public awareness of the museum. It might also be interesting to hold 'open houses' of sorts, perhaps picking important historical days for the history of natural science and offering snacks, speeches and information about the events. If the museum does move to Schmeekle, then the museum and Schmeekle's information center could combine to offer a more varied display of exhibits.

Heth, Daniel

I have visited the museum previously just to walk through and see what was going on. It is a good place to a break in and enjoy yourself. Strengths:

-There is a large amount of children's material including books and diagrams that I am sure get a lot of use.-The study sheets that are available keep the focus of the person walking through. Also is a good teaching tool for kids.-The live snakes is very cool, although they don't do much it is still cool to be able to see them first hand and not 30 year old mounts.-The visitor shop had many things of interest including books and other gifts.....except it wasn't open!-The African scene is by far the stand out exhibit of the museum. If they all looked like this it would be one heck of a museum! Weaknesses-Many of the exhibits are crowded and need more space. -Many of the mounts are getting old and look very bad. i.e. the lion that looks as though he has had a very bad day.-The arctic tundra scene in particular looks like someone took about 5min. to plan the scene and 5 more to put everything in it. No fill in things like the African scene. No offense but it looks like this exhibit is being remodeled. -In a few exhibits there are specimens underneath the viewing area of anyone that walks through, move them higher and bring em out!- There is one scene with a bear in it, and the bear is turned away from the viewer. Isn't the point to be able to see them?

If there is significant room elsewhere for the museum that would be great. But I do like the fact that it is on campus and you can take time to walk through whenever you want to. But, if there is somewhere with available room to make the exhibits better the university should do so. I think the best thing that comes out of this is the presence of all the young kids that get to go through the museum. I'm sure they get the most out of it and therefore we should tailor the museum to the needs of the children.

Hinzpeter, Sean

I have never visited the museum in the library before. There are tables for kids to sit, and some diagrams specifically for children, to keep them interested. It is not just a children's museum, there are diagrams and displays for adults as well. All of the displays are professionally put together and organized too. There is a great variety in displays such as the bird eggs. Liked the variety of animals from the area as well as places like Canada and Africa. Museum seems to be in close quarters, a little unorganized with the layout. Maybe a map would help. I seemed to just wander to find new things. I did not

know our campus had an extensive museum like this. I figured that the room was just about Wisconsin Indians from the displays viewed from the commons in the library. I have not seen much advertising about the museum either. Things like on My Point emails would possibly inform us. Some of the animal mounts were within reach of people. This could be dangerous if one was hit, and fell. Plus, I almost missed some of the ones high above my head. Not really much hands on features available. I realize this is hard to do, but more than just the rocks. I would like to see the museum expanded in its current location. The library is a very central place, and gets more student visitors from campus than say downtown or Schmeekle. Maybe have a one credit course, or an informational weekend for people to sign up, where they could go in depth to learn and even possibly research more during this period. I also believe schools from Stevens Point Community would be interested in coming to the museum, because it is closer and still very extensive.

Jaimes, Marisha C.

I visited it on personal interest and also did a presentation there for a class on some of the animals. Weaknesses: lighting in some areas is very poor, the African exhibits are far apart, in general seems to be lacking in over all theme with the current set up, exhibits don't all flow well together as they are set up right now, facts not provided for all exhibits. Strengths: easily accessible for students, good information provided at some of the exhibits, variety of spp. represented. Location: expanded in its current location Advertise better on campus and through out the community, I didn't even know it was there until my junior year. More signs in the library near its location would be good since it currently just blends in. Also offer programs for the community

Janecke, Matthew R

No, I have never visited the museum before. I know this a weakness too but the museum does cover a lot for how small it is. It provides info outside of North America and during different time periods. The egg display is specifically good, I have never seen one like this before. The nature displays are good because they show what animal coexist; an example being the African Safari scene showing the hyena and lion (even though it looks pretty sad). The live snakes help out the museum too, then not everything is dead.

I think the fact that the entrance is in the corner and not some where noticeable hurts museum attendance. I do think it could be advertised more in the library, there is only one sign that says it is a museum. I know I have walked by it quite a bit not really noticing the sign. The museum does cover a lot of stuff but not a whole lot of information is presented on all of the stuff. Some of the animal mounts look pretty ratty and uninviting. Take for example the lion mount, not what I picture as a fierce animal. I think some kind of video monitor or moving screen could liven the place up some because it is kind of plain.

I like that the museum is on campus because it encompasses the community. UWSP campus is a fairly central position for the city of Stevens Point making easily accessible for the community. Also many of the grade schools are within walking distance which makes it a great resource for them. The best way is to advertise a little more with the university, I'm going on my last semester and barely knew it existed. Maybe put articles or advertisements in the city paper and the Pointer. Just make it noticeable to people, they shouldn't have to search to find info.

Janssen, Margaret

I have never visited the museum before. This was my first time for an class extra credit assignment.

5 strengths:-The flip up tabs in the geology section had some really interesting information underneath.-All of the rocks and minerals were really cool, I was amazed to see all of the different colors and crystals. At first I thought it was going to be just boring rocks, but it was actually really neat.-I really liked the stuffed animals in all of the different glass cases. It was really nice how we got to see the animals how they are in real life along with their actual habitats. It looked really life like. -The live snakes were very cool too. I liked that there was something actually living in the museum. It was kind of fun to try to look for the snakes in thier habitat.-The dinosaur room was probably my favorite because it just amazed me that those actual creatures roamed the earth before. I also thought it was neat that they had an actual dinosaur bone that visitors are able to touch.

5 weaknesses:-With the motion lights, I understand that it saves electricity but, I actually was not sure if those sections not lit were actually open and part of the museum.-Maybe to have signs leading to different parts. For example a small sign out side the bird room would have been nice beause I didn't even know that it was part of the museum.-It got kind of creepy while walking through the part with all the suffed animals so maybe some music or even some of the sounds from their habitats playing to get a better sense of what it is like to live there.

-Expand the area of the musume. Parts seemed kind of small and I think that a lot more habitats could be presented. -I was really interested in the ocean animals so if the museum did end up getting expanded there should be more ocean life in it. I think it would be a good idea to expand it in its current location to maybe make it possible to take an elementary class on a small feildtrip there. If it was needed moving it the downtown to do this then I would say go for it. That would be a great addition to out city. I would start to advertise it to the community letting them know that it is there, free, and open to the public to view. Also maybe putting in a section about the history and some facts about the city of Stevens Point and the surrounding areas.

Johnson, Tracy M

I visited the museum out of personal interest. The collections are just amazing. I like how it is attached to the library because otherwise I might not have known it was there, as I hadn't heard about it before coming to Stevens Point.

Only one weakness that I could see ... I never observed the gift shop open at all! I think it would make a good addition to Schmeekle since they have a museum there as it is.

Downtown would be less practical, though more people would be likely to encounter it by accident. I really like it attached to the university; I think it has the potential to bring more people to the university and it is a really unique thing to have on our campus. It would be preferable to expand it in its current location.

Advertise it more; I don't think people know it's there. Offer more programs for students at the university and schoolchildren; you could have university students teach programs there or do lectures like they do at the Planetarium.

Kiesow, Micah S

I have visited the museum once before just out of curiosity, but I didn't walk around the entire museum. Should have interactive items such as the button you can push for the giant dinosaur's mouth to move and you can hear the sounds of roaring. The live snakes in the museum are pretty cool to see, I enjoyed the little variety of them that are available. The touch a real fossil and the animal fur would seem to attract younger kids, I even enjoyed them. All the different bird eggs is a fun exhibit because you can

compare different species and actually see the realistic size of birds eggs, something that many people don't get to see or are not aware of. The matching game where you can match a certain time period to certain animals is a great idea and a fun way to learn, but I think it might need to be updated a little bit with pictures of the animals or a better way to display it than just a big blue box with a light that shines when you are correct. I think the museum should have more interactive buttons to push and animals that move around a little bit more. Real animal sounds walking in and out of the museum might attract more people. The sounds could set the mood in the different exhibits. I think there should be some TV monitors in the museum showing or just talking about some of the key points about that specific exhibit or showing different video clips of different species in action. I think more live animals would also attract more people or make it a little bit more interesting. Just seeing the stuffed animals is cool, but when you see real animals moving around it makes for a different experience. This idea could be a little expensive, but if you could have motion sensors for when people walk into a certain room where the animals start moving around or a voice starts explaining what happened during this time period, what animals were alive, and what is happening in that exhibit, such as the one where the cheetah looks like it is stalking its prey. I would like to see the museum expanded in its current location. I think an expansion on the dinosaur exhibit and the rocks exhibit would be in order. I like that it is right on campus, but I don't know if that makes it easier for other people to come see it. I would maybe have a day where free food and drinks are served while a person gives a guided tour of the museum and talks a little bit about each of the exhibits that the museum has to offer. I would also think about letting the grade school kids come and have field trips to the museum, it seems like it would be an exciting place for the younger kids. Maybe a little more advertisement around the community would help. I don't know how much you do now, but I think if more people knew about it more people would use it.

Kirk, Dylan J

Yes, I have visited the museum before during orientation I went through it and often when friends visit I like to show it to them when they ask to see the campus. 5 strengths: 1. The moving T Rex skull is awesome 2. There are many taxodermic modules 3. The rock collection is extensive 4. The egg collection is something I have never seen in a museum before 5. The fossilized fish and plants in rocks cool to see. 5 weaknesses: 1. Taxodermic models look old and could use an update 2. There is not enough attention drawn to the museum it is sort of hidden in the corner 3. In the collection of eggs it would be nice to see pictures of the birds along side each egg otherwise its just a wall of eggs 4. The lighting is very dark and I understand that the lights should be off when the museum is not in use but the area always seems to be closed when the lights are off 5. Some of the taxodermic collections just seem boring maybe they could arrange the modules to make them more interesting I would like to see the museum expanded in its current area and made more inviting. Target Schools in the area to attend field trips to the museum, Incorporate more of the history of Stevens point into the museum, Create events to celebrate the great collections in the museum.

Kitzman, Dustin T

I went to the museum for bio 101 to study the different animals. 5 strengths of the museum 1. variety 2. clean 3. informative 4. interesting 5. close to students 5 weaknesses of the museum 1. many don't know about place 2. lighting 3. guide? 4. better directions around museum (1 way) 5. statement of purpose. Location: downtown would be wrong in so many ways. I believe that it should stay on campus, possibly a big building at the start of Schmeekle should be made and a parking lot for visitors.

Advertise! local schools (private and public) maybe handicap or elderly???? many possibilities.

Klusmeyer, Hannah B

No. This was my first time at the museum. Strengths: I really liked seeing all the different animals in their habitats and seeing what other species also live in that area. I thought the egg collection and bird room was really neat. I could see the different sizes and colors of the eggs that the different birds lay. Sometimes you don't realize how small or large a creature is, but you could see how small a shrew really was or how large a moose is. In the Arctic Tundra exhibit there was a tuft of fur that you could feel to see what the creature's fur would have been like. The dating game was pretty neat at the beginning of the museum. Weaknesses: The animals in the exhibit are all crunched together. For people who don't know what many of these animals look like it could be very confusing to try to figure out which name goes to which animal. There could be more information on the animals in the exhibit, such as what kinds of food they eat, where they sleep whether it is in a nest, den, or burrow. A lot of the exhibits were of North American biomes except for the African savanna exhibits. It would be cool to have exhibits from Asia or more marine creatures. Instead of having the exit be the same door you came in, there could be a room where you rediscover all the things you just saw in the museum in a different way. The Grizzly Bear in the museum was not even the size of the black bear. Grizzly bears are huge. I know it is probably hard to find a full grown bear for the exhibit though. moved downtown I would like to see it expand. Make the museum more interactive. Kids would probably like to go more if there are things they can do and things they can touch instead of just looking at the exhibits.

Knoedler, Thomas J

I have been to the museum. I went out of curiosity - walked by it in library, wanted to check it out. I think it is really cool. Lot of cool animals. I like the different bio environment groups. I would definitely keep it in the library. Keep it accessible.

Knoop, Cody T

I visited the museum by personal interest. I liked how the animals were set in background settings that were their natural habitat. It was also nice to finally see a Passenger Pigeon, even though it was stuffed. I really enjoyed the background paintings, they helped each scene a lot. The African exhibit really let me see just how big the Cape Buffalo really was, it was just nice to see a full size specimen. The specimens seemed to be a little crowded together. Some of the mounts seemed a little unrealistic, maybe some new updated mounts could be added, with better taxidermy. Maybe showing some more inter-species relationships could be shown, i.e. like predation or something to that effect. Adding another environment or biome would help. I would like to see the museum expanded in its current location. Or if it is moved downtown there could expand it more, where more people would have a chance to view it. Maybe have some classes tour it during a class time and have the instructors mention the different interactions and species, this way more students can understand what's going on instead of just looking at the animals.

Koss, Karrah B

I have never been to the museum before. Overall, many of the animals seemed lifelike. This is a museum for people of all ages. I thought that the Dinosaur exhibit had the most interesting facts. The wall that has how life begins was really neat. I also enjoyed the real animals that the museum has to offer. The Arctic Tundra exhibit should look more

artic/cold, add snow. The Tropical Rainforest didn't seem that tropical, it seemed like a forest you would find in Wisconsin with what plants were in there. The Australia exhibit was very blah and lacked background and excitement. The rock and mineral display was not that fun to look at. In the African Savanna exhibit, the dead zebra looks out of place (not being eaten by an animal). I would like to museum moved to Schmeekle, because in the moving process you could expand it more and add more to each exhibit. Also it would be nice if it was bigger because then it could be used for students to come on field trips to. I would suggest that they advertise it more. I had no idea that this museum was there until my professor brought it to our attention.

Kozlowski, Jay

I have been to the Museum once before. I was there for a open house event with my mom for Parents Day. I have also just peered in there once or twice for personal interest, but it was only for a couple of minutes.

I particularly enjoyed the fossil and rock collections, specifically on trilobites. I really thought this was a well lit and illustrated display. I also found the information on Leopold somewhat intriguing. This display can be found in the back of the auditorium room. I loved the life-like mounts at the arctic tundra, forest and lakes, and savanna. You can clearly read the common and scientific names. The last thing I enjoyed about the museum was dinosaur interactions and the information provided.

I found that the museum was somewhat cluttered with the cadence or transition between exhibits. I also found that much of the museum was very dark, it made it somewhat eerie and hard to read some of the information. I also found that many of the displays only showed the names and scientific names of the animals. It really gave no additional information, which was somewhat disappointing. This was especially true from the Forest and Lakes display where they only told names on the animals and nothing else. Generally, more information for all of the displays would be helpful. There was some good interactions in the beginning of the museum but I found that died out the further you walked into the place. More interaction would be helpful.

I don't think that the library at UWSP is the best spot for the museum. I find that many of the students don't take advantage of it and people not from the University are somewhat excluded to it. If you move it downtown then you are cutting the students off all together. I believe that if it was moved to Schmeekle you could satisfy the needs and wants of both parties in a neutral environment. The one main thing that the museum needs is more promotion. I have talked to several people that didn't even know we had a museum, shocking, I know. More promotions for the museum is needed if it even has a chance to survive. I would also like to see more classroom interaction to actually go to the museum. We have this wonderful museum and professors sometimes don't take advantage of it either. Offering more guide tours would also people helpful. Guided tours enhance the learning experience. Personally, I've only been there once when even the gift shop was open, let alone a guided tour. The museum has a lot to offer, but I don't think it is at its full potential.

Kramer, Jessica L

Have never visited this museum before. All the different rocks at the entrance was a great idea, that way kids can guess what kind of rock it is and then also use the flip boxes to learn more. I also liked how the fossils were divided by geologic time period. The dinosaur exhibit was great, especially for kids to see how big prehistoric animals were. I also liked all the different habitat exhibits; it was a great way to show how life varies from place to place. I also thought that the rooms with the steps where you could actually present information to a group were strengths. I do think that it would be

beneficial for people who are going through the museum for the habitat exhibits to be larger. It seemed like the animals were a little crowded together in some of the exhibits, especially ones with large animals like the moose. I also thought that there could have been more hands on things throughout the habitats, specifically for kids, like having more of the animal fur outside of the glass for the kids to touch. I think the museum isn't too bad now, but it may be better if it were to be expanded in its current location. Put more information into the schools with flyers or posters to get the teachers in schools involved. Teachers could use this museum as a before or after activity for certain lessons, and it would be a great way to get students to see some of the things they are talking about in their classroom. I think it would be good to have programs available where someone could speak in of the rooms or give tours or something like that.

Krueger, Andrew

Yes, I have visited the museum on many occasions for personal reasons, but mainly because I enjoy history and I like to look at the museum exhibits, the dinosaurs are my favorites. I think the dinosaur exhibit is wonderful with the fossils and the skeleton of the allosaurus, and the tyrannosaurus skull. The geology exhibit is cool too, because of all the different crystals and the rocks. I also like how the museum has all kinds of various animals and birds on display for everyone to see. I also think the museum is well rounded in all the exhibits that it features, taking a broad look in many areas. I also like how the animal exhibits are set up, because you also get a glimpse at the climate they inhabit. I think that the museum could broaden each exhibit more; more information on the subject would appeal to the viewers, add that with more plaques or such. Another would be the placement of the animals, in some scenes they are hard to view, like the red fox behind the musk ox in the arctic tundra. The name and identification need to be more accessible to the eyes, I know I found some birds that I could not find the names for. Reorganize the exhibits for more space, and open it up more for room and a larger museum. Change things up a little bit to make the museum more interesting, put some in storage, get new attractions, liven it up, that way more people will come to see the new stuff. I would not build the museum in schmeekle or downtown, because no one will go there from campus. They should just expand it were it is. If they want to draw people to the campus, then keep it on campus. Advertise more and have tours and special days. Also a history of the University and the history of Stevens Point could also be included. This would add a uniqueness to our museum and bring the community in.

Kunst, Steven

I have attended a tour of the LRC Museum in one other instance, however that was many years ago when I was still attending grade school. This was a class field trip. Some of the strengths I feel that this museum has include: Species Diversity, Information on all of the major biomes, The fact that it is located in a Library, Many of the organisms displayed relate to directly to topics covered in courses campus wide, and finally the questions found on many of the displays give the onlooker some interaction, which I feel adds to the enjoyment.

This museum does do a good job of giving it's viewers a wide variety of organisms to look at. These animals date all the way back to the Jurassic age and even further. Also, the organization of the different biomes and the animals found in them is a strength. I think the systematic progression works well. The fact that almost all of these animals found in the museum correlate directly to courses on campus is also a plus. Particularly natural resource majors have had many lecture based on many of the same animals found here. This could be another learning tool to them. The last strength I found were

the interactive question and answer blocks found on many of the displays. I think this adds a lot of interaction to the museum helping its overall ability to teach others. Five weaknesses include the overall size. The museum itself is quite cramped inside. Another weakness is the fact that it is getting old. Many of the displays are showing signs of aging. Also, many of the displays talk about examples that are just painted on the wall. I found these tough to distinguish at times, I feel that there should be a specimen on display or nothing. Also, the fact that there is nobody in there hurts the effectiveness of the museum. I think if there was a knowledgeable employee on site the museum would benefit. Finally I had a hard time following along with the time periods. There was nothing to tell the viewer that the labels above the first few displays represented a time period. This should be more prevalent. After seeing what this museum has to offer I feel that I would be better off downtown. Many of the displays were for a much younger crowd. The fact that there was small play- tables shows that the majority of the visitors are not college students. And considering that this was my first visit since elementary school; it shows that the college does not take full advantage of the museum. One way I think the museum could be integrated better would be to move it downtown. I know it is expensive, however the move would create publicity in itself.

Lang, Sarah M

I have never visited the museum before, though I did know there was one in the library. A strength of the Earth formation exhibit is that it is highly interactive. For example, there are rocks that are touchable, like sandstone and iron meteorites. There are also flaps that could be lifted to reveal answers to questions. An example is that scientists know the Earth had 30% oxygen in its atmosphere during the cretaceous period, and that now it contains 22%. The dinosaur exhibit's strength is that it contains a wide variety of fossils, as well as informative about some of the species. For instance, I learned that the Tyrannosaurus swallowed its food whole rather than chewing, so it didn't need cheeks or lips to hold food in its mouth. A strength of the museum in general is that it displays a variety of habitats, such as tropical rainforest, safari, and wetlands. This makes it easy for little kids or people who haven't personally experienced the habitat to understand what conditions there may be like. Additionally, some habitats are intermixed with the mounts, such as ducks displayed in grass in the wetland exhibit, further allowing the viewer to understand what the specimens looked like in their natural settings. The African safari display had the strength that some of the animals were interacting, not just standing there. This made it more realistic and interesting. For instance, the crocodile was attacking the Impala. For the Arctic tundra exhibit, a strength is that there was a sample of buffalo hair to touch. I therefore learned that buffalo hair feels thick and wooly, which I could not have understood merely by looking at the mount. This also makes the display more interesting for young children. WEAKNESSES: With the crystal exhibit, it would be good to have labels for each rock explaining how it was specifically formed, what composes it, where it would be found, etc, rather than a general overview of crystals in general. In the majority of the exhibits, such as the African one and the Arctic tundra one, I could not tell which name label went with what mount. Perhaps by putting name plates on or near all the mounts, it would be easier to tell what was being referred to. In the dinosaur exhibit, it would be nice to have pictures for all the fossils showing what the specimen may have looked like alive. In the snake exhibit, it would be interesting to have posters saying where the snakes are naturally found and what they eat. Also, samples of shed snake skin and more natural looking vegetation would improve the quality of the exhibit. Overall, with the exhibits displaying mounts, it would be good to have placards explaining the relationships of the species

found in the case, what the animals eat, where they are found, etc., rather than just having a card saying who donated the mount.

I'd like to see the museum moved to downtown because it could use a larger display area. As only part of its exhibits relate specifically to Schmeekle, I feel downtown is a more appropriate location. I would suggest the museum host "discovery" days, where extra activities tailored towards kids are offered to promote the museum and to make it more interesting for the kids. Also, if the museum were moved off campus, more people may be willing to visit it because it's not on university property (the public may think you have to be a member of the campus to view it). Also, if the museum were to host traveling exhibits, such as a mummy exhibit or Lewis and Clark exhibit, more people may be drawn in by the diversity or "limited time" opportunities

Lepak, Michael T.

No, I have never been to the museum before. The first strength would be the interactive function with the rocks, especially the reaction of the rock to ultraviolet light. The second strength would be the life-like representation of the animals within the museum, this was especially true of the bison and the moose. Another strength would be how the rooms light up when entering each area of the museum, it creates an inviting atmosphere. A fourth strength would be the scavenger hunt, in which participants can look for certain animals and learn more about them as well. A final strength would be the depiction of each climate and how each animal interacts and lives within each climate. This realistic depiction was done extremely well. The first weakness would be the lack of authentic items. An example of this is the bones and how the majority of them are casted. Also there are only three living creatures within the museum, which is a poor representation of real wildlife. Another weakness is the layout of the museum, there is no direction in which way to go, there doesn't seem to be a natural flow to the museum. A third weakness is the placement of the information. The museum seems to be directed somewhat towards children, evident by the small tables and chairs and the children's books. However, many of the information and interactive aspects that would be intriguing to children are too high for them to be able to reach. A fourth weakness would be the location of the pamphlets for the scavenger hunt and visitor information, I think it would be better if this information were present at the beginning of the museum, not in the middle. A fifth weakness is the lack of audio, it would be really interesting to push a button and listen to what some of the animals sound like, it gives the opportunity to learn on another level. A final weakness would have to be the entrance, typically the museum looks closed with all of the lights off, it is not inviting at all. I would like the museum to be moved downtown. Downtown has a lot of foot traffic and can gain a lot of attention in that area. The only people who would currently go to the museum is university students because it is in the university library. Also, with the museum moved, they could expand the library lobby. Moving the museum downtown would automatically integrate it into the community. It shows that anyone is welcome and it provides a positive response to the University. It would show that the university is not so segregated from the community and it would benefit downtown, which is currently struggling.

Levine, Rebecca L

This is the first time I have been to the museum and it is for a class. really cool exhibits in general. Very interesting and exotic. the interaction buttons were kinda neat. Especially the underground animals. I liked how everything was separated by biomes. I liked how the animals are actually real and shows the real size and shape of them all. I really liked the moose. I have seen them before but not that close so it was interesting to see the size. I liked the bird room, and I thought all the egg displays were really neat.

The ostrich egg was interesting to me because it was so big. And then to see all of the sizes in between. I think the dinosaur speaker was blown and that didn't sound very good. I thought it was kind of confusing, almost like a maze to get around. I didn't even know this place existed until I was told about it as a requirement. I think it needs to be advertised better. I thought there should be some sort of gentle music or the music of that particular biome. For example. The birds, maybe what those birds sound like or whatnot. The exhibits are amazing, I just thought outside the exhibits were a little bland. And the random animals out of the cases didn't combined well. I would say expanded in its current location. I think it should get remodeled. I don't think it should get moved to Schmeekle because that is kind of far out and in the winter; who honestly wants to walk all the way over there for fun. I think that it needs to attract not only people required to see it but for people in general as well. Better advertising.

Lieven, Samuel

No I have never been here before. A nice collection of Wisconsin's native bird eggs, the bear exhibit was awesome comparing bear sizes, the native american models were a nice touch, the small mammals were interesting, and see what animals were abundant then and now was interesting. I also include the egg collection as a weakness because they are bird eggs, I would you like to see the museum remain where it is. Advertise it you never heard anything about it till you enter the library

Lietz, Richard

Personally I have never visited the museum before this assignment. To tell the truth I had heard that our campus had a museum but I did not know where it was.

After visiting the museum there are numerous strengths of the museum. I really enjoyed all the animal exhibits. It was cool to see what animals live in each different type of climate. For example in the North American climate, it was neat to see the deer and all the different little animals like the muskrat and pine fisher that live around us that we don't see in everyday life. Another strong point of the museum is the dinosaur exhibit. This exhibit provides a detailed timeline to show which dinosaurs were the top predators or herbivores during each time period. The fossils taken from Kurkowski Quarry were also neat to look at because my home town is right in that area and it was cool to see what lived in that area before I did. The bird exhibit was interesting to view for there were a wide variety of birds to look at. Mostly though it was nice to look at each one and be able to identify it with bird that I have seen in the wild. I also really enjoyed the realism of the terrain of each animal and climate exhibit. For example, the African safari room has what looks like real mud and puddles. Even some of the animal mounts have mud spots on them to make them look like they came from that exact spot. Every exhibit has tremendous detail in them that a person must take time to find all the little items. The fifth point that is present in the museum is the rock and mineral exhibit. There are wide varieties of different types of rocks containing metamorphic, igneous and sedimentary rocks. Some of the examples are really neat looking, like some of the gypsum crystals. There are many weaknesses to the museum but the main one that I pick out is that the museum is not well advertised and not well spoken about. I have been here two years as a student and I did not even know we had a museum on campus. To fix this, maybe have the tour guides on view point day mention the museum. Also put up banners showing information about the different exhibits. Another weakness of the museum is that it is hard to navigate through to each exhibit. There are many small rooms and nooks and crannies that have exhibits in them that you could walk right by them and you would even know it. For example, the snake exhibits are in a small hallway. Not many people can fit in that room to look at the snakes. A third weakness of the museum is how

the museum always has the same exhibits. It would be nice to see a different theme each month or an emphasis or presentation on some animal or time period. We have many different professors that could use this as an assignment for students to come up with a presentation on a topic for the museum. Like people in the wood products could show how to make paper, or the history of forestry in Wisconsin. A fourth weakness to the museum, is how old some of the animal mounts look in the museum. The lion for example, looks ratty and like the hide is coming apart. Maybe a little upkeep of these exhibits and mounts would make the exhibits look better and more appealing to people. The last problem is that there are no curators of the museum or students that know a little about the exhibits to possibly answer questions that people might have about the museum. It might take some volunteer, but professors might be able to offer extra credit to students that want to do something like that. Personally, I would like to see it stay on campus because it is in a great location and students will be able to use it for their classes. I would have professors use the museum more in their classes. The museum has a beautiful rock and mineral collection and that could be used in geology classes. Another way to integrate the museum into the community would be to have students from Natural Resource Departments and Science Departments give presentation at the museum, using some of the exhibits to children from the Stevens Point area schools. These are all ways that the museum could be better incorporated into the community.

Lor, Teng

I have never been to the museum before. I never even knew it was there. - I liked the Dating Game, it was fun and I learned a lot, although it took me a while to figure out how to play since I kept getting things wrong. - Many of the Exhibits were very interactive, where you had to do things and got you involved for example the Dating Game and questions asked and you flip something to see the answer. - For most of the Exhibits, they had lots of information about itself. Such as dates, place, and information about what was in the exhibits like the Minerals and Dinosaur Exhibits. - I think a big strength for the Museum is the Dinosaur exhibit. It was very cool and I think that people like dinosaurs and stuff. I was pretty amazed by the Allosaurus skeleton they had displayed because it was big and very eye catching. - The lighting for the exhibits was ok. They brightened the exhibits to give more of an eye catching feeling to it.

The lighting was also strength but a weakness as well. They need to improve the lighting because it was still kind of dark. The more light the more it stands out. The museum either needs to be moved out of its current location or get some better advertisements because it is not very noticeable unless told by someone. It needs better Safety protocols because it seems very easy to take things from the museum and there didn't seem to be any way to help yourself if something happened. It needs better organization than it already has. For example a bison head was just on the wall not relating to any other of the exhibits. Could improve with the interaction because in the later part of the museum they didn't seem to be many or any interactive stuff like they had in the first part.

I am sorry to say that I really can't make a decision on location as I am not that familiar with Stevens Point. Although, I am not familiar with Stevens Point, it would be a good spot to put the museum where it is noticeable and where a lot of people go by because it is a nice place visit and take time to look around. The best suggestion I think would be to make it a lot more noticeable. Maybe have a sign or advertise it somewhere so that people know that it is there.

Loritz, Jamie D

I have never been there before. I didn't even know it was there.

I was surprised by the huge amount of eggs. Having live snakes is fun. The fossil area had a lot of interesting things, I liked the dinosaur and evolution but it needs more room. I liked how they tied in local areas to the exhibits. The question flaps in the rock part were nice to have and to keep you interested. Some exhibits had a lot of artwork like the savanna but some exhibits were very plain like Australia. The museum needs to have more of a sign in front to let people that it is there. The museum needs more room because some exhibits make it seem like a taxidermy shop (the birds). It would be nice to be able to touch more things like some of the fossils. Needs add more things from the ocean. It should be moved to the new University Center. Maybe have kids in school draw pictures of a dinosaur or their favorite animals and have the museum hang them for a while. Then they can take a field trip for a couple hours to check out the museum. That should get their parents to come and take a look too.

Ludkey, Jared M.

Yeah, I visited the museum for school when I believe I was in 5th grade with my science teacher and we visited the Dells up by Wausau and the Kettle Moraine Lakes south of that. I liked the mineral display due to the fact that it looked very professional and the minerals were very eye catching. I did like the Dinosaur bones that were present. I've always been fascinated with them and to be able to touch actual dino. bone and see what an Alligator's bone structure looked like was sweet. I liked the African animal mounts. It showed the variation of size of the animals of the African Plains and some species that aren't commonly recognized with African Great Plains. The snakes were pretty interesting. It gave the museum life which it was lacking everywhere else. I liked the start of the world as we know it. Being able to push the button and see the electricity was cool and a good attention grabber to want to understand what it was all about. The conversion of gases into biological media. It needs new technologies. There was only one push button that gave some sort of stimulation or involvement. Get some video feeds or audio hooked up to buttons. If you're going to show the process of evolution or the start you might as well get some sort of order to the whole museum. (this could be due to limited space) But you could rearrange the museum. Small and confined. The African scenes had a lot of space, where the North American habitat types were kind of small and really condensed. Recreate some scenes or use space differently. The bird mounts. They were kind of disappointing. The birds of prey looked awesome but they were way in the back and I wonder if some people even looked at them. A lot of the ducks that were there looked like crap and they were lumped in with the fish or tucked behind some weeds. They neglected some of the really important ones also. Where was the Canvasback and the Pintail. The two most idolized waterfowl and human affected waterfowl and they weren't even there. Try getting a taxidermy school somewhere in the state to donate. Or ask the hunters or something to donate a mount I'm assuming they could get tax deductions for something of this sort. The Place needs life, we have these great student organizations in the CNR and I know the museums not a zoo but why not have an aquarium that the Fisheries Society could take care of and so forth showing the fish instead of having mounts. I'd like to see it be moved actually. Access to it is kind of hard, There is no parking, It's not advertised really, and it's tucked away in the library limiting space. It's kind of a tough issue. Moving it and all. It needs a new face lift. I've seen waysides look like the museum does. It's really the only type of museum of this type in Central Wisconsin. So to help improve points downtown I'd say move it there. Leave Smeekle as a natural area. Like, I stated in Numbers 4 and 5 in weaknesses these things would greatly increase involvement from the University and the

Stevens Point Community. Try to get the city involved by sending out a survey to see what they think could be done.

Mannikko, David R

I in fact did not even know it was there - Very nice rock and mineral displays (nicely lighted and displayed in a very informative manner.-Good looking African savannah for how small it is. Good to see an opposite side with more animals in it. (nice to know the diets of animals as well.)-Awesome Bison! One of my favorite animals and made well. -Snow glade looks very similar to Wisconsin. Very cool.-The museum is very nice, and well put together. There are many nice things and artifacts in the museum that many people are not really familiar with. Which is an extremely good thing! It would be a great thing for anyone to view and to teach younger children with. -Location, public may not be able to easily view the beautiful museum.-Some showcases could have been bigger, could use bigger rooms and spread animals out a little bit more.-Some animals look unproportional and somewhat fake in their habitats.-Biggest drawback would be the condensity in each room, they need to be spread out some more.-Could use other artifacts in showcases also, using more grasslands and whatnot with the other animals. I would expand it where it is, and do advertising to get more people to realize it is there. I had no idea that it was even there until I got this extra credit opportunity. Advertising, run programs, and regular guided tours. Also, have elementary and middle school field trips to the museum.

Markle, Greg S

I have never visited the museum before. I thought the dinosaur section was really good with a lot of information, I never new that Allosaurus moved in packs. Really good detail in the exhibits, especially the dinosaur exhibits. Nice verity of examples, especially the rocks. Like how there is rare exhibits like the passenger pigeon, which was really cool. Loved the North American exhibit, was set up really nice including some really good animal mounts. The Australia exhibit could have been bigger. The museum could have flowed better. More lighting, it was really dark in there. The artic tundra exhibit was not labeled that well. Fish exhibit could have maybe had a big fish tank with real fish in it. I feel that the museum should remain on the UWSP grounds but should be bigger in size. I am not sure where it would go but it was nice seeing it for the first time and I will more than likely be back. Making it bigger for one would help. Also promoting the museum would help a lot, I new it was there, but I have never seen anything about it, or how cool and how much I learned in it. Also having elementary school coming to look at it with a student as a tour guide would be another good suggestion.

Mathes, Crystal M

I have visited the museum before because I was curious as to what was all in it. I also went a second time with my friends just to look at it again because it was interesting. Strengths : 1) There were a lot of goof rocks and fossils in the first exhibit. It was neat that you were able to touch them and get an idea about what their textures are and the different rocks in different groups and classifies them. I also though the fluorescent minerals part was really neat that you could press that button and see them light up. 2) There was really good diagrams in the dinosaur exhibit. I thought they were really neat and helpful. 3) The bird room was a really neat idea. It was great to be able to see all the different birds and see the different types of eggs that the birds can lay. Especially when you can see how big an ostrich egg is compared to a hummingbird's egg. 4) I thought it was really neat that it tries to give kids things to do as well and help them learn more and get involved. The tables with books are a really good idea and having book

that are really relevant to the topics in that area was really neat. Especially the desert books by the African exhibit and the dinosaur books by the dinosaur exhibit.5) I thought the question boxes by some of the exhibits such as the rocks and minerals was really neat as well. You are able to test your knowledge on things and then find out if you knew what the answer was. It gets people involved more. Along with this, I thought the scavenger hunt sheets were a really neat idea as well, it will help make the experience more fun and interesting and helps people get involved more as well. 6) I thought the Northwood's exhibit was really great. There was a lot of scenery and animals and a lot of neat things to look at. I thought it was very well done.

Weaknesses: 1) I felt as if a lot of the museum had very confined spaces and very narrow walkways. It would definitely help if it was a little more open and had more room around. 2) Something I noticed was that some of the animals had really good descriptions but there was a majority that had no description or information cards about them. I think it would be a good idea to have more information on all of the animals rather than just a few, particularly in the Northwood's exhibit. Along with this it would be helpful to have pictures of the animals on the cards. This is because sometimes it's hard to pick out what animal is what if you don't know what they are already. I noticed this in the African exhibit the most because some of the animals I didn't know what they were and it was hard to figure it out just from the description. Also some cards would be on one half of the exhibit and then the animal for that card was in the other half so it was hard to locate them. 3) Another thing I think may be helpful is to have more lighting, especially in the walkways. Maybe having track lighting could help so you can know where to walk. In general though, in some spots it is pretty dark in there.4) I thought the aquatic part was lacking. I noticed there was some hanging on the ceiling, but other than that there wasn't much. I was told there used to be an aquarium section and I think that would be a really neat addition to the museum. It is an important part of our environment and would be cool to have its own section. 5) There was the rainforest exhibit that had some tags as unidentified birds which I thought was kind of odd. Maybe could figure out what types of bird they are or at least a general species they are. 6) The timeline at the beginning also didn't work which I think would be a really neat activity if it would work.

I would like to see the museum stay somewhere on campus. It would be a good idea to keep in the library because it is a central point on campus as well as in the community. I definitely think it should be expanded though. I think you could help integrate it more by just keeping it on campus. If you take it off campus students of the university are more than likely not going to travel downtown just to look at it. What would help is if there was better parking around it because I'm pretty sure the only parking lots on campus around it are permit required until 7 pm and during the day the ones that have meters are usually taken up by students. There should also be more community awareness and advertising. It took me a full year to even realize it was there and then I still didn't even know what it really was until I went through it. I think a lot of students don't realize it's there and that it's free to walk through.

Mau, Carrie A

I've visited the museum twice now out of personal interest and I really enjoy walking through it, the problem is though, that the consensus around campus is that most of the students don't really know it's there. I would have to say the location is a weakness. I love the mounts and all the natural scenes and I especially like the live snakes. Our school took us to the museum while I was an elementary student and we really enjoyed it. If the museum was relocated I think that it may get more attention because although

the university library is open to the public, I really don't think a lot of people are aware of its location let alone its existence.

McCarthy, Richard

I usually stop by the museum once a week just to take a walk around and check out the exhibits. Mainly just the animal exhibits. The animal exhibits are extremely interesting and aesthetically pleasing. Learning about different animals in ecosystems and which animals co-exist is a rare opportunity. The egg exhibit is amazing, I've never seen so many different species and sizes, it was pretty amazing. I thought it was pretty interesting seeing the difference between some small eggs and large birds or larger eggs and small birds. I really enjoy the solidarity of the exhibits, the lighting is pretty good at letting you focus solely on the display you're looking at, and not being distracted by other things. The quiet is also very nice, being able to just get away from school for awhile and relax is an extremely valuable thing. The set up of the displays, the way each one is packed with different animals doing different things in different poses is pretty fascinating. Each exhibit can be enjoyed for long periods of time while not losing interest.

There's not a whole lot of areas to stop and take a break, rest, or sit down. A couple more benches or something would really be a nice improvement. More information on the different species in the exhibit would be really great. Not just knowing their names and ecosystems, but what makes them interesting. More live animal exhibits, instead of just the snakes. I'm not really sure many people know about the museum. I walked past that opening for almost a whole year and never realized that the lion I saw out of the corner of my eye every time I walked in was an actual lion and not a picture. More interactive things for kids to do when you bring them along.

I'd really like for it to remain where it is. I understand the attraction for moving it to Schmeekle, but I'm not sure it would get any visitors at all during the winter months. If it was downtown I'd never really get to visit there. I would not mind seeing it expanded though. Integrate the museum into the University and the Stevens Point Community through just more awareness I suppose. Most of the reasons why I enjoy the museum so much, is that I get to get away from everyone. I can't really answer this question without taking away from it what I love most. If I had to say something though, it would be to have one rotating exhibit. What I mean by that is that each major has the chance to rent it for a month, and put up some sort of exhibit that teaches people something about their passion.

McElroy, Patrick

Yes, I have visited the museum before just for personal interest. Museum strengths are: Its FREE, the Tyrannosaurus Rex Skull, African Savanna's, all the various animals including the spotted skunk and the Big Brown Bear mount. The Beaks and Claws exhibit showing a lot of the various predatory birds. Good selection of rocks (people always seem to be most interested by the shiny rare ones. Museum Weaknesses: Could be more spread out. It's a maze. The entrance with the references to the life of the Earth, is kind-of confusing and it could be made lower and more interactive if the museum space was larger. Also, I think it would be a lot more interesting if our area (Stevens Point or even Wisconsin) was shown (estimated) throughout time. For example, Stevens Point was once located near the equator, Wisconsin (Rib Mountain) once was volcanic and had earthquakes, and Stevens Point was once under water and later a beach. At least I know I would like to see something like that!! T-Rex speakers had a lot of static. Possible improvements include: More sceneries like the main African

Savanna. Is it possible to have a Wisconsin throughout time animal exhibit? The live snake exhibits are nice but could they make them nicer or add more snakes? It would be nice to see the museum expanded or moved to a bigger location. It is really nice that the museum is free, but it has got to cost money to get the good stuff and people will come to see more good stuff. It doesn't have to be expensive, just reasonable. This is the only museum of this kind north of Madison, so if it was bigger and better people who live up to an hour away would come and Pay, especially anyone with kids who just needs something to do on in Wisconsin on a cold winter day. Not sure how to integrate it. Maybe just by having the students help arrange the exhibits and even the business students could be involved in marketing and running it. The community will probably embrace it more if: a.) It was bigger and in a more centralized area b.) Advertising. I'd be willing to bet that less than half the population in the area (including Wausau) knows the museum even exists.

Meloney, Kimberly A

I have never visited the museum until now. I didn't know we had one here until I took this geology class! The dinosaur exhibit was very interesting. I was surprised at how many fossils were in it. I enjoyed looking at the wide array of minerals available to see. I especially was interested in the fluorescent mineral. The scenic displays were very realistic and fun to look at. The gift store is cute, not too big. I liked that there were extra books here and there in case some of the descriptions didn't satisfy my questions about some particular thing. I really enjoyed the displays. But I think if I were to bring a young child to the museum, some of the displays would be a bit too graphic. Some of the animal IDs are difficult to understand which ID goes to which animal. I would have like to see more plant IDs in there. There were some very cool plants, but I couldn't figure out what they were. The displays don't seem to flow very well. For example, there are two African safaris, but they are on separate parts of the museum, one at the beginning, and one at the end. The museum is a difficult place to find! I like its current location, but it could expand a bit more, and/or get some renovations. I would say the museum needs to be advertised more. A lot of people don't know about it. Also, if it had a larger, more colorful sign, and maybe even a sign for it outdoors, it would be easier to find and would appeal to more people.

Meyer, Douglas W

Never have visited in my 4 ½ years of school at UWSP. Very nice photos supporting the animal mounts; Good labeling of all the different information and pictures; I like the interactive buttons and how you can touch the dinosaur bone; I like the regional theme the mounts are in and the info about the time; Thought the books were great for the kids in the dinosaur section. The place looks old throughout (wall colors and the displays); Some of the animal mounts are old and rough looking; Need more lighting in the section displaying the caribou; Hallway walls are too bare, need some pictures or something; There is really no specific order to the displays (could be good or bad?). I would like to see the museum either stay where it is or move to Schmeckle Reserve. I think that it is in a good place but that most people are unaware it is even there and it may get more exposure at the reserve. There are problems to overcome at each however, I worked at Schmeckle and I really don't know where they would have room for it. Either way people need to be made more aware of it and what it entails. Again I think that in order to integrate this museum into the community people just need to be made aware that it exists. Schools in the area should be made aware and invited to come and see everything that it has to offer. Not only schools but maybe other groups of kids, say boy scouts or girl scouts, whatever it takes to show off these great displays. A secondary

suggestion that I have is to create a game or sheet that is kind of like a scavenger hunt within the displays. This would be a fun exercise that would make the user look at all the displays, read them, and learn! Could even offer them a small prize for successful completion of this activity.

Minervini, Frank

Yes, I have been to the library before. I once visited as a field trip in middle school. The museum does have some good strength. Such as: The museum is in a decent location on campus. It has good exhibits and is very interactive. Each area has lots of detail in the subject. Such as in the bird room with the bird eggs. There are lots of hands-on displays. Such as in the rock room in the entrance.. The museum is full of great information on the areas/rooms. The museum also has its own negatives or cons about it. Such as: It is a great area for students, but not for the general public. It's in a rather small area in the library. Some displays are outdated and seem old The animal mounts are very interesting and cool, but they are very old, and should get touched up a bit. No signs displaying that we have a museum at all. Get some information out to the public. I think the area is a decent spot. It is not generally accessible to the general public. I know that grade and middle schools tour the museum, but otherwise I don't believe much of the public visits the museum. Putting up signs would help the public to learn that the museum is there. Opening up and expanding the area would be good. Updating old information would be a good idea. But overall it's a good museum in a decent spot. Its pretty good.

Mitchell, Lynnette K

Yes, I have visited the museum several times. Once for one of my classes, once on a field trip with my daughter's class, and several additional times with my children on my own. Strengths: factual, realistic displays; the egg collection is GREAT; being located in the library I was able to go from the museum to additional sources and references immediately; My kids liked being able to look up more information about the animals in the exhibit. Weaknesses: Not all of the technical aspects of the museum were working at the time of my last visit (light ups didn't all light up); the size is small (however, what is there is very good quality) Seeing the museum expanded at its current location would be wonderful!! Perhaps making the museum more widely known in the community or running programs in conjunction with other resources on campus (perhaps the planetarium?) to draw people's attention to the museum.

Mittelstadt, Kallie

I have visited this museum before as a requirement from a Biology course I took. We were studying Eons, Eras, Periods, and Epochs and what types of animals existed during those periods. At this time, in the museum we were looking at the timeline that is located above the entrance doors. The only other time I was in the Museum was for an art class. The professor brought us in there to sketch interior spaces and/or still-life's. This, I believe, is not a valid reason for visiting the museum. The exhibits are related to WI – this shows what the University's emphasis is. It also is great from children to see and learn about the regions in WI; also what types of environments existed such as the glaciers. Sound effects are always interesting (especially in the dinosaur exhibit) – so, I think more sound effects should be incorporated in the other exhibits. Real life exhibits, such as the three reptiles displays – It is always interesting to see real live animals interact with their surroundings. The displays with the rocks and minerals are exhibited very well – The lighting, content, and information given, is appropriate and not overwhelming. This is the best display, in my opinion. I think the other exhibits/displays

should be designed similar to this. The one and only hands-on piece, which is the Musk Ox piece of fur – This is probably my favorite part of the exhibit because I could get a hands-on experience. Most of the displays are plastic-like and hung high on the wall so people cannot touch. This Musk Ox fur was really neat! There is too much information and too great of a variety of information at the entrance – I think the entrance should be designed to me more spacious. When I went there today, there was a large group of children and the entrance was too congested. I also think the displays near the entrance are the best and if they were spread out throughout the space, this would draw people in more. The remainder of the museum is very dark and enclosed – For such a small space, I constantly felt like I would get lost. The space is also too dark; I think if the light levels came up just a bit, this would help illuminate the entire space, drawing people to all displays as well. Most of the exhibits look unrealistic – I the process of mounting animals is costly, but to improve the surroundings of the life-displays would help a lot. I do not feel a lot of time was taken in setting up the exhibits. The gift shop need much improvement – The gift shop is very small and dark. I actually could not even find the door. Also, if there were more souvenirs inside this would draw people in and also make money for future exhibits or other causes. The overall spaces look very dated, including the window displays outside of the museum (near the lounge area of the LRC) – From my observations, the window displays out in the lobby of the LRC do not seem to change very often. Also, the contents displayed are not very interesting to me. Perhaps if larger, more unique pieces were displayed, this would also draw people into the museum. I would like to see this museum moved downtown because this will hopefully provide more space and will draw more attention. I also think this will add to the Stevens Point downtown experience. Now it seems the museum was just shoved in the corner of the LRC because there was no other place to view it. The museum should also create a lot of interaction, and with its location in the library, visitors may feel restrained. To integrate the museum into the University and the Stevens Point community, I would first move the location to downtown. Adding a larger variety of exhibits would also attract a greater variety of people. Suggestions include, art, furniture, historic pieces, interesting facts about the history of Stevens Point authority figures and people who have made a difference in the community. In addition, keeping many of the exhibits Wisconsin wildlife related is great for the image of the University and what the focus of study is here.

Mohr, Karissa L

I have not, but I have always wanted to before, but I haven't had the time until now. Today I did it mostly because of personal interest, and a little because of a class. Everything was set up well. The small space was used efficiently. It was wonderful to see a representation of all the species of animals I've learned about. The numbering system worked well in the antique songbird collection. Everything was very thorough. Each major region was represented. The labels were hard to match up with some of the creatures in the Northern Forests and Lakes exhibit. It was too dim in certain areas, it would be easier to see if it were brighter. (especially in the N. Forests and Lakes exhibit) The Aldo Leopold memorial was lovely, but he was such an important man that a more pronounced larger exhibit would be even better for him. The Northern Forests and Lakes exhibit was a little too crowded. There was a lot going on, and if expansion is possible it should be made larger. Even though it represents the area in which we live, many people never experience much outside the city and it is a great way for people to see what this region is like. If the main audience is supposed to be the UWSP students then it should be expanded where it is, but if the intent is to get the community involved, it would be a great idea to move it to an area near Schmeekle. The exhibit could lead to an outdoors experience if it were located near Schmeekle. I wouldn't have know that the

museum even existed if I wouldn't go to the LRC everyday. Perhaps if there were more advertisement people would know about it. There are a lot of very interesting things within the museum, and people would like to see them if they knew about it. Moving the museum near Schmeekle could get the community to use it more, because some people don't like to be near the hustle and bustle of campuses. To be truthful, if I weren't going to college I would do everything I could to stay away from campus areas.

Moses, Matt P

I have never visited the LRC Museum before and to be honest I didn't even know that it existed. I have been to the library a lot and walked past that area to get in the library many times. I was amazed when I went inside it though. There were many animal replicas that were quite lifelike and gave us a good look at how the animal lives in its habitat. The animals were separated by habitats and their names were placed next to them. This helped me to understand everything a lot better. For example the grassland/wetland environment had coyotes and pronghorns while the temperate/rainforest had red squirrels and big brown bears. The half-eaten zebra added effect to the habitat as well with the lion overlooking it. The exhibit also teaches evidence about the earliest life 4.6 billion years ago about lightning bolts transformed gases into amino acids which saturated them forming a non living molecular soup (ocean), and diagrams on these theories. Eukaryotes were evolution evidence 3.9 billion years old. There were other examples about how earth and life began on display as well. Very information based to help students learn in this area. This museum showed fossils from periods like Devonian and Tertiary periods. It showed Dinosaur fossils and other very important fossils from the past. The exhibit is not very hands-on but rather just to look at. It should have more close up and personal ways to learn. The museum is rather small and should be expanded upon. Many things were hard to see and some were rather fake looking. I guess it does cost a lot of money for these things. I would like to see the museum expanded in its current location since it already has a good look to it. There is no sense in wasting money taking it out of there and moving it while you could expand upon what you already have. I would suggest getting advertisements out to show that there is an LRC Museum on campus. There should be showings schedule to bring people to it and show them what its all about. Also there should be classes going through there with assignments on the museum. This will bring more attention to the museum and word of mouth spreads quick.

Mroczenski, Ryan M

I have visited this museum numerous times in the past. I visited during a school field trip in middle school and just recently while taking a campus tour. Very Child friendly. Many neat and interesting things to look at. Great location. Information about minerals & rocks was very dry and boring. The display cases with the boa constrictor didn't actually have a boa constrictor in it! The exhibit with the bird eggs could have had each birds eggs in a replica of its nest. The African savannah Lion looks like it could be spruced up. The king of the savannah looks a bit sickly. The museum could have maybe a audio tour that could be played at each exhibit with the press of a button? I think that the museum should stay where it is. It's a nice quite atmosphere and it will give future generations a glimpse at the campus and hopefully persuade them to attend UWSP when it comes time for them to go to college. A little more publicity would help! Maybe one section in the museum that could have a traveling attraction? I don't even know if that's a possibility but it would be neat if it could work!

Neeb, Corinna

yes, twice, once for personal interest and once for Geology 106 as a class trip. Strengths: I like the "hands on" rock and mineral display when you first enter the museum. The dating game provides good interaction but I just happened to notice it (kind of tucked away). the dinosaur bone that anyone can touch is really important because it drives home the reality of the fossils age. And the dinosaur fossil room is really geared toward children-- I like how the displays are just about "floor to ceiling". The study sheets will enable anyone to be more involved in the exhibits. The passenger pigeon is really a gem-- there are not many specimens of them around so we are really privileged to have one. Weaknesses : The immediate exhibit to the right when you walk in (rocks) is a little too high for children to be able to interact with it. The Australia exhibit should have more scenery/fauna. The birds in the Arctic/Tundra display should be placed more naturally in the environment. A sign should direct people into the room with the birds and eggs otherwise it could be easily missed or someone may think that it is not part of the tour. A donations box should be located in the main area when you enter. Sound could also be used sparingly to drive home the feeling of each of the areas. I would like to see it remain where it is. I think that the public needs to become more aware that the museum is there and of the value it has for public instruction. Perhaps more advertising or promotion of the museum in all the schools in the area should be done.

Neuman, Stephanie M.

No, this was the first time I have been to the museum. A lot of the mineral and rock exhibits interested me just because we learned about all of that in the course. The exhibits were also hands on which helps learning. I like that there were live snake exhibits. You can see how they interact with their environment. There were lots of different animals shown for each exhibit. They even showed the different birds and little rodents that lived in the area. The room with all of the eggs was very different. I've never been to a museum that actually had an exhibit like that. It was very interesting. A lot of the backgrounds for the exhibits were very detailed and showed more of what the area would look like in reality.

There should be a lot more hands on exhibits. There were in the rocks and minerals, but there should be hands on for all of them. There should be more live animal exhibits than just the snakes. They should have maybe birds and rodents. They're fun to watch. The museum in general should be more advertised around campus and the community so more people know it's there. There needs to be expansion of the museum with more exhibits and bigger exhibits. Some of the ways the animals are set up were interesting and I just wonder if that's how they would be standing in real life. I would like to see the museum moved downtown, that way more people outside of the university will realize there's a museum and they would feel more comfortable going into it. If the museum were to be moved downtown that would help to integrate the community of Stevens Point. To integrate the University, professors should have more assignments that deal with the museum.

Ohman, Russell D

I have been to the museum before a few times on my own. I think that the magnifying glasses by the rocks and minerals are very helpful, as well as the timeline above all displays. The mineral case has many labeled samples, obviously a good thing. The nameplates by all exhibits with animals in them were good at giving a brief description and habitat. I think the stuffed animals in general are also a strength, most examples are in excellent condition. I think for the space that they have they have done a pretty good

job. The speaker by the T-Rex was in pretty rough shape. Sometimes if you did not already know the names of the animals, you might not be able to match up the animals with the nameplates, maybe they could get a picture of the animal on them. Some of the animal examples were not great examples, such as the grizzly bear. If I see a grizzly bear in a museum I expect to see a big one. I thought a few of the bones by the dinosaurs could have had longer descriptions about them, some had only names. The fluorescent light by the minerals did not work that great. I would like it to stay where it is. I don't think there is space to expand. If it is moved to Schmeekle, I have no idea where it would be put. If it was moved downtown, there might be larger turnouts, but it would not be as accessible to UWSP students. Advertise more, the only reason I ever found out about it was because I walked by it, I wondered what it was so I went in for a look.

Penn, Mitchell

No I have not, this assignment is the first time I have visited the museum. 5 strengths: Well layed out, exhibits were realistic; -Nice lighting; -Not too big, not too small; -Good variety of species; -Lots of information, I never knew that the Bison was nearly as big as it really is!. 5 weaknesses: -Some of the species labeling is difficult to follow; -Where are the snakes (I only saw one); More interactive kiosks would be nice (such as the ones when you walk in); -Specific species information would be good; -Advertisement! I had not Idea that all of this was here, I thought the museum was just the exhibits outside the museum

I think the museum should, A, remain where it is, schmeekle might be too far out of the way and downtown might be ok, but I still think it should remain where it is. I think doing some kind of advertising would be good. To be honest, I didn't know about the museum until I needed to do research elsewhere in the library; getting the word out would be helpful in integrating into the UWSP and the community.

Piazza, Tony P

Yes, I have previously visited the museum on personal interest. I noticed it while studying one day and decided to check it out.

5 strengths -1.The museum is FREE! That is a big strength, all those exhibits couldn't have been cheap.-2. The exhibit of rocks and minerals is really a great collection -3. I liked seeing the passenger pigeon, that has to be pretty rare.-4.The collections of animals are all, for the most part, good collections of common animals that many people may not have seen before. For instance, I had no idea what a grayling looked like however I have read about them in rules and regulations manuals.-5. The fact that there are a few live snakes in the museum is great, and a bald eagle mount.

5 weaknesses: -1. Within some of the exhibits it is really hard to tell which names go with what animals. Pictures would help this a lot -2. In the rainforest bird exhibit there were a few unidentified parrots, they must have names I'm sure we don't have the one and only specimen of any species in the museum.-3.Its freezing in there. Turn the heat on a little bit.-4. Some of the mounts are getting kind of bad, for example, some of the rodents are almost unidentifiable.-5. Some of the names of animals on at the window correspond with animals that are painted on the wall and barely even visible, this seems kind of pointless.

I like having the museum on campus. It's a really cool addition to our library, it would be great if they expanded it in its current location. I think that moving it downtown would cost too much money, and if it were moved to schmeekle I think it would get a lot of traffic from people screwing around. Have field trips from local schools to the museum to get the word out, or maybe even like a turn off the T.V. night at the elementary schools that comes to the museum and does certain activities that correspond to the exhibits.

Polanek, James M

i have never visited the museum at in the library. i thought the museum was very well organized, i also thought that there was lots of different material with every exhibit to learn, the whole museum looked to be kept very well and clean, a whole variety different exhibits, and ell lite, i thought the museum was very professional, it looked like the real deal. it looked comparable to museums that i had been to in chicago. i couldnt think of any weaknesses that stuck out in my mind. i was very impressed. i think it would be nice to keep in the same place but expand it a little so it will still be acessable to students, they wont have to travel to see it. i think it would greatly add to the museum if you were to include some audio/visual material to some of the exhibits to maybe spice things up a little.

Ravey, Melanie M

I have noticed the museum and thought it looked intriguing, but i have never visited before. 5 strengths:1. The murals and paintings on the back walls were really cool and added a lot to the museum's exhibits. 2. The idea of each exhibit representing a different environment and the information about each (where they are located, what they are like, the animals that live there and their diets, ect..) was creative and nicely represented i thought. 3. The museum had a lot of hands on features, like the little doors and have questions with answers under them, and the buttons that light up the correct answer to questions about the exhibits. 4. The museum is very informative in an understandable way and is very organized. 5. The exhibits are very active and realistic, like the african savanna having the half eaten zebra, and off in the corner there is a cat in action eating some of it. 5 weaknesses:1. It might be more interesting if there were more living things in the museum. 2. The gift shop could include some more things, like maybe hats, gloves, t-shirts, ect... 3. Including sounds of the environments and animals would be interesting to see in the museum. 4. It doesn't include enough for children, like coloring books or other activities. 5. The museum explains a lot about animals, but not as much about the plants in each environment.

I think the museum could be expanded where it is, but i also think it might get more attraction if it was moved to schmeekle. It would make schmeekle more interesting as well. Advertise the museum more to the public, and offer tours for students and the public. Also relocating the museum to schmeekle.

Rehwinkel, Jesus F

No prior visits. Strengths: Good idea to start with the beginning of time as you enter the museum. Every exhibit was clearly labeled with plenty of information. I liked the minerals and rocks, they were also clearly labeled. Weaknesses:

Flyers in each exhibit with typical wildlife pictures to help identify the animals in the exhibit. More real dinosaur bones and fossils of early man, maybe a caveman exhibit. I didn't notice any snakes in the cages, they would have been nice to see. Museum could be a lot bigger.

I would like to see it expanded in its current location. If there isn't enough space to make it bigger move it downtown. Post flyers around campus and around town.

Riordan, Emily C

I have actually never visited the museum prior to this visit. Strengths: 1. It is very children orientated. 2. Hands on 3. Informational 4. Exciting place to have on campus 5. Conveniently located. Weaknesses: 1. Small 2. Dark 3. Hard to get around 4. Covers only a few topics 5. Should make it more interesting for older

people. I would like to continue to see the museum where it is. I say that because it is an easy location for kids that live on and off campus and I like how it brings the community into our college setting. I also like how it is in a library. I feel that since it is in a library people will respect it more, rather than it being downtown. I would have better advertising so people would know more about it.

Rockweiler, Benny M.

Yes, I have visited the museum for both a class assignment and personal interest. The Geology exhibit is very informative and explains the geologic processes very well. The Temporal Rainforest was very interesting and showed in detail the wildlife that exists there. The African Savannah didn't have very many natural displays of animals, but the mural on the back wall depicted the wildlife very well. You can learn about the area in which we live and the specific wildlife that exists here. The taxidermy of the animals was amazing and it was appalling to witness the real life size of the animals.

Some of the displays could have had better lighting to see some aspects of exhibits. Labeling of species could have been better. It was tough to pick out which and where each species were located in the exhibits. Some of the exhibits had push button demonstrations that didn't work. I would like to see the museum to remain where it is because it is convenient for students, but it would be better for the public if it were to be move downtown or Schmeekle because the museum is virtually unknown at its current location. If the museum were to remain I would integrate a tour during orientation for incoming freshman. I would also give the museum more publicity to let people know that it is there because I didn't know it existed until this year which is my third year attending UWSP. The LRC could have better signs that jump out at the public letting them know that there is a cool museum on location because it is very easy to walk by and not even know the museum is even there.

Rossbach, John P

Yes, It was of some personal interest, and I also showed it to some family members when they visited the campus once. 5 strengths of the museum with specific reference to exhibits or information that you learned. 1) I enjoyed the variety there is, with many different types of biomes and other areas in the world. It gives a sort of quick reference to all of the world. 2) I appreciate the variety of animals collected. It can be very difficult to find a person who has a dead moose sitting in his living room. and also no longer wants it but is willing to donate it to the school. 3) The dinosaur exhibit was good, I enjoyed the allosaurus fossil, also the t-rex skull is neat. It should be a little lower though so it is more in the line of view of the normal person, because now they have to look up in order to see it. 4) In the side classroom, all of the different types of bird eggs is really cool along with the different types of birds. That area should almost be more accessible. But if you are going to do a bird area there should be a section dedicated to the different types of species. i.e. birds, fish, reptiles, amphibians, mammals (monotremes, marsupials). 5) To me it seemed that the most amount of work was put into the making of the northern forest and lakes area. maybe its because we all live in that area, but some of the other areas kinda looked bare compared to it. its almost too good to fault.

Identify weaknesses: 1) One of the first things seen when walking into the museum is the lion, and thats not a good thing. Whoever did the taxidermy on it isn't very good, the lion looks sickly. Either a new lion needs to be found or the positioning of it needs to change, hide its body a little more. I mean its ribs are showing. 2) The Australian exhibit is really small, almost too small. There are only two native species of animals from the austrailian exhibit. There are so many other animals that are being neglected. A koala, a

platypus, the tasmanian devil. Another animal that could be shown is the thylacine (tasmanian tiger) that's a really famous animal and the lesson could be not to over hunt one species. Also the main theme there is introduced species and yet you don't have a dingo there. The dingo is one of the best known animals of australia and yet its not there. 3) In the Northern Forests and Lakes section there are several big sheets with all sorts of specimens names on them. It is really hard to pinpoint which name goes with what specimen. The names need to be closer to the specimen, because if you don't know the animal you won't be able to identify it. Also a nit-picky detail the porcupine looks like it is standing on its tail, it needs to be repositioned. 4) The Arctic Tundra. In the tundra you have a red fox that is hidden behind the musk ox. I don't know why, but also there is no name tag for it, so i am just guessing that it is out of place, but the fox deserves some love, and either put in its rightful place for people to actually see it or also to just get a specimen tag. 5) The tropical rainforest. There are a couple of birds that have the tag associated with them that says "Unidentified". That cannot happen. If you put a specimen in the museum there must be an identification for it. If there isn't an identification for it, then don't put it in there, all it would take is to call up a few ornithologist (a bird specialist, i'm not sure how to spell it) 6) I can't remember what the area was called but it has the Puma/Mountain Lion/Cougar with the brown bear. But the real point is that you have a card for a bighorn sheep but there is not bighorn sheep, the only thing is on the back wall painting you can make out a bighorn sheep. I disagree with that if you are going to mention it with a card, I think you should actually have a specimen. This also happened in the last african river area. many animals are on the cards by the window but they only appear on the mural in the back ground. To me that's misleading. 7) In the fish area, you have a label on a greenish yellow fish, but the label says "Dolphin, *Stenella Clymene*" So that needs to be changed. 8) Lastly, I'm not saying I am anti-native american but that area weather or not its part of the museum, should go. It doesn't really belong. Everything else has to do with natural history, or the biological aspects of it. It just seems out of place, and it isn't that interesting. In my opinion it could be displayed some place else.

Sandley, Nissa

No, I never visited the museum before. Strengths: There are a lot of samples to look at and a lot of information posted, especially with the beginning about the eras and periods. The mineral collection is nicely organized for people to understand where they come from. The children's sections are a good idea. With so much information posted on the walls it could be boring to children, but plenty of books with pictures and additional information could help them learn.

As I would have thought with the limited space that the amount of species would also be limited, but there are plenty of different species available to view. I also noticed how everything was spaced out. Mostly everything seemed perfectly spaced where it wasn't too crowded with objects and it wasn't too spread out to make it seem like there could be more in there. Weaknesses: The game at the start of the museum wasn't working and seemed confusing to play. I'd like to see it explained a bit more clearly. It seemed like there was too much to read. Audio, television programs and interactive would help the information be more exciting to learn. The geological timescale was at the beginning, but while you walk through you have nothing to follow. It is a bit easy to get lost in time and be unsure where you are. I suggest having a pamphlet just for that section to help follow along. In that same section, it is a bit confusing where to go once you walk through the doorway. I suggest putting arrows up along the wall. For the animal sections, it is impossible to connect the label with the animal in a few crowded areas. A new labeling system would be essential. The museum should remain where it is. It seems that

everything fits nicely into the space that is provided. If there was more to be added then it would be best to move to another area. Also, the location is nice because of students being nearby and being in town, close enough for a field trip from nearby schools. I suggest that they add more of an anthropologic feel to it. Include history of Stevens Point and important people from a century ago. It's always more interesting to be possibly connected to it by our ancestors

Schanke, Ashlee E

No prior visits. 5 strengths: Display of rocks, so you could actually touch them. Having the rocks displayed neatly with the names clearly placed next to them.

African Savannah- it is about the same as Wisconsin! Actual seeing a life like model of the animals I have never seen before. The actual size of a mountain goat, it was way bigger than expected. In the Temperate rain forest the temperature varies greatly. 5 weaknesses: There was little sound; I think that background music would make the experience more inviting. Names weren't always easy to decide which animal it went with. Guided tour times would be helpful. Empty cages, real life would add some excitement. The lighting was very dim; I could barely see where I was going. When leaving the museum I noticed I missed a section, if arrows were provided it would be helpful. Expand museum in current area. Advertise, advertise!!! Put up poster around town. Do guided tours.

Schmitt, Derek

I have never visited the museum of natural history before this. I was actually surprised by how large of an area it was. I guess I hadn't expected much from it.

I think that the best strength in the museum would have to be the hands on exhibits.

This is a great idea for children since they learn best with hands on activities which creates a fun, adventurous environment for the kids. The thing sticking out in my head the most for this is the touch a dinosaur bone display, I am sure that children love this. The other thing I really like is that there is information for children and adults of all ages. Displays vary from the more difficult captions to just some small activities for older children and dinosaur books for the younger children to look at. I think anyone can come out of the museum with a good experience. The third strength about the museum is the egg collection. I found it really neat. I have not seen such a collection before so I thought that was cool. Yet strength is how professional the museum looked inside. The lighting and coloring of walls and everything made it as a legitimate museum. I guess I expected it to be a little tacky but it was really nice inside. I wouldn't change a thing in that respect. I especially liked the setups of all the different biomes with the animals.

They were very realistic and fun to look at. The final strength of the museum that I have to offer is the live snake cages. I am sure the children take a real liking to those. A live specimen has to be more attractive than a dead one, right? I thought it was properly incorporated. Well I believe that since it is a museum in Wisconsin it should have a Wisconsin display like the other biomes. I think a great addition to it would be the prairie chicken since its population is hurting and that could have a great message to present to the onlooker. It could then be surrounded by other animals of Wisconsin that are particular to the area. I think another weakness is size of the museum. I mean of course there can never be a big enough area. There is always something that can't fit or find a place for but even though it is bigger than I expected there just is so much that can be added and there just won't be the room for it. I would also like to see more Native American artifacts from the area. I feel that with all our technology in our economic age that we forget about older civilization. I am not sure how others feel about this but when I see these things it takes me to a simpler place, it makes me relax and the artifacts of

tribes are very unique and interesting. Another issue is the quality of the specimens located within the museum. Some of the mounted animals, such as the kangaroo are looking a little nappy. I know these mounts aren't cheap whatsoever but a couple should be replaced. The final thing is that the museum needs a bigger rock room for the black light. That little box just doesn't cut it with like 5 rocks in there. There needs to be some room that you can walk in or a bigger display and more towards the back where there is less light so kids can see the rocks and minerals light up and be awestricken. I believe that the museum should definitely be increased in size. I also, would like to say that the location is great at the campus but I think it would be more fitting to be located at Schmeekle. This way people can get both the museum and the outdoor experience at once. Programs could then be organized to relate one to another and kids would get a great experience. The goal of the museum is to get people interested in science, especially kids, and I believe this is the optimal way to get them interested. This way it could still be close to campus so students could still check it out and families and senior citizens would use this as a time to educate and exercise in nature at the same time. I know Schmeekle is the right place for the museum. To integrate it into the community if rebuilt in Schmeekle it would be in the newspaper so it would get publicity. Plus if it is larger and nicer more elementary schools will tour it making it used more. Also, if rebuilt it would impress more people than the small area in the library. There would be more options for the displays and they would be breathtaking making people want to share the experience. Basically a new place with bigger and better things inside will provide its own advertisement. I would also say that an area with old timber practices and other old ways of life would be an interesting addition to the museum to integrate it with the community. Maybe, also like a model of the city in its early stages or pictures would work also in comparison to now. Then a message of urban sprawl could also be included.

Schuelke, Rebecca L

No, I never even knew it was there. The rock collection is really good.....the black fabric makes the rocks pop out from their surroundings. The dinosaur room.....I love the fossil room especial where pictures are next to fossils when you first walk in to the right. The pictures help me to "see" the animal and not just cool bones. The big black dinosaur rocks. I really like the old curio displays in the bird room. It not only is cool but brings in rich museum history of original ways of how museums displayed things. The tropical bird display is beautifully done...its warm and inviting and keeps eyes moving with lots to see. The back display with the black bear is pretty good too. The interactive button display where you are playing with a chemistry set for beginning life is cool. I think the large the displays areas are the best means to display artifacts. These are what I love to go to a museum to see. They give more meaning to what I am seeing that something stuck in a case in rows. I like the swan swooping down at you. On the same note, I like the sharks swimming above the fish wall displays. All the bird eggs are neat.

The one display that you push buttons that light up the areas under the ground is nice to make a better correlation with what you are reading about by highlighting the artifact with light. The new director interacts with visitors and really is interested in your thoughts and knows his stuff giving you a more interesting and insightful visit.

Generally the museum needs more light for reading, studying displays and if you need to take notes or in some cases like the swan, I would like see it. Another general idea is color. Color would be an improvement to make displays pop. At the moment, the museum has an uninviting feel and boring look and several displays just blend into the background. Labels of the artifacts of the displays are bad – very confusing at times to

figure out what is describing. What's up with the unidentified birds in the tropical display? Centralized picture keys on the sides of the displays would be great for helping people know what they are looking at in the displays plus then relate useful information. Interactive elements could be connected through this key to animals. One example would be the tropical bird display, red buttons could be added next to the bird pictures on this picture key and when pushed the bird selected would be illuminated and its song would start playing. This could be used effectively for several displays and in an easy location to find for all to play with. Realistic displays would be great of how animals interact or even animals are relevant. Artic Tundraside display box is wacky. Complete surrounding murals. The mural needs snow. Even snow on the ground with the animals would help too. Not sure if all the animals in the display on side of tundra are in the tundra or at least information where else they inhabit would be relevant. If animals heads are going to be in the area where people are walking they should be lowered to see and grouped with displays instead of looking like thrown in that spot to break of wall space. The bird room is physically cool – need to up the thermostat there. Another thing that would really help in the bird egg display is to put the picture of the bird that the egg belongs to next to the egg nest. Sorry I don't know all the birds by name and kids really don't. It would make it more interesting that just a bunch of eggs. There would be a connection to visual of the bird. I would love to see an underwater habitat big display. It easily could replace the kangaroo display that really isn't a display. We have a well known marine program.....it would be a great way to promote that as well if you even did a display of Wisconsin species. A saltwater display would be great with the sharks in it and the kids would be able to see them better too. The dinosaur room has great artifacts. The only sound is a bad tape with the Rex Head moving. I think it would be so awesome if you entered that room darkened ambience and sounds of different dinosaurs then to be greeted by an animated dinosaur. Okay a little scary for the kids but it would be interactive. The lights after could be raised to show the displays. The walls could be painted in representation of the time period instead of so much white. More pictures need to be put with the different bones for the bones to make connections to the actual dinosaur they come from would be great and less confusing. The key on the wall is too small and hard to pick out the dinosaurs in the pictures. More things to touch would be great for kids. The display to the right of the chemical beginning life push button is really confusing. The pictures that surround the rocks there looks like you should be looking for the early life forms not the layers of mud. Have no clue how the blue box with buttons for time or plant, animal life works. The space could be used for displaying stuff or a real interactive area grouping. One suggestion is letting kids have a chance of playing with different minerals like graphite and see its streak or hematite. Here a guide could even do the test with acid for younger kids or older ones could have a chance to do themselves. The lion needs help in the African display. More mane fur or something. It looks terribly anorexic. Keep the labels to the animals in the displays not murals. Comments can be made on extra animals would inhabit the same area. In the case with the butterflies need picture references. Why are the bulk of the animals so far back? It makes it appear like a dead space between the The very back display, the croc in the back display is way too shiny. Can he be matted and mudded up? More things in display appear the foreground which is good labeling again needs work. A little thought (is general for all displays) to be given to the positioning of stuffed creatures. The brown bear display is quite evident needing help for this, the bear is positioned with the head not facing the window, the sitting deer inches away looking at a spot behind the bear uncaring and not scared. The snakes. As much as I have a true phobia to snakes, I think a fake snake in full view would be nice and signs telling you where to look to see the real ones. I thought the cages were empty and truthfully I was afraid they had gotten

out. I was a bit freaked. Walking into different areas change the lighting and the sounds to fitted the display will give the visitor a feel of entering that space.....new dimension to just looking at area cut off from you through glass. No connection thus its nice and keep walking.

I would love to see the museum expanded in its current location. Put out displays into the library lounge area to attract visitor to see more, signs at both main entrances. During new student orientations talk about it so people know it is there. If someone comes for a tour, make the guide points it out maybe even getting into the front area for later reminder for student when they get on campus to come back to see, or spark parents interest in maybe bringing other family members to see later. Can maybe put department pamphlets by displays or entry in case someone is really interested in learning more about that department. Have a display maybe showing the different disciplines of science and how it relates

Schuett, Chelsea L

Yes, I have visited the museum 3 times - once for class, once when my extended family came to visit me in the dorms and I gave them a tour of the campus, and once just for fun. The information presented is good, the staff are knowledgeable about the snakes, etc. and the collections (such as the egg collection) are amazing. The only downside to the museum is that it's really small and it gets really uncomfortable when even a small group of people are all in there looking at things at once. I would like it to be expanded in its current location. Maybe freshman groups (such as ViewPoint) can stop in briefly during campus tours because not many students know that the museum actually exists

Schulte, Laell

Yes, I have visited the museum a few times, just out of personal interest. I worked at the library main circulation desk for three years. After being there a few weeks I was curious about what the museum had so I went through. I went back another time or two just to look at the exhibits – mammals and birds mostly. 5 strengths 1.) I like the way the exhibits are set up in almost a maze-like format. It makes you feel like you are entering something mysterious and exciting. 2.) I like the gift shop, it's a great place for kids (and Christmas shopping) and has lots of educational toys and books. 3.) I like that the doors are now kept unlocked. It was brought to my attention several times while working at the library that it wasn't open enough hours. It's great that it can be open to be available to more schedules.4.) I love that the museum is free. I think it encourages people to come in who would not visit if they had to pay. I hope the museum can continue to stay open free of charge in the future.5.) I like the lighting system. Like the maze format, it adds to the allure and mystery of what you're about to see. It makes every room seem like a new discovery.

1.) I don't like that people who come to see the museum have to pay for parking or walk in from a distance. I think more people would come if they didn't have to pay a meter or risk getting a ticket in the university lot. 2.) FUNDING! As with most things, the museum could use more funding for updates and improvements. There should be a fundraiser. I would definitely go. 3.) The exhibits could be a little clearer. Just today I was looking at the African exhibit that had two ungulates in it... there were plaques near the window saying the name of the animal, but nothing to say which mount fit which name. 4.) I would be nice to see some of the mounts/ exhibits being improved. I worked with least terns all summer and was very disappointed in the least tern mount. It barley even looks like a tern anymore. It would be nice to see some of those updated (on the up side, seeing least tern eggs again completely made my day. It's nice to see such a good egg collection.)5.) I would like to see more programs go on in the museum. Right now some

school groups come in, but for the most part it goes unused by large groups. I think it could be linked more to school and church groups.

I like that it is at the University since the school is such a focal point of the town, but it's also kind of hidden among everything else that is going on. If it were moved downtown it is possible it would be more visible to the public as well as having more parking availability. I think more advertising and public programs would be helpful. The word needs to get out about the museum. Students and/ or educators could do more natural history programs for children and families.

Shore, Andrew E

I have not ever visited this museum. 5 Strengths: 1- Good all around feel. 2- Live snake exhibits. 3- Good source of information with all the exhibits. 4- The African exhibits were really cool. 5- Different kinds of exhibits from around the world. 5 Weaknesses: 1- Rock exhibit a little boring. 2- Maybe play some music inside, for a better feel. 3- Electronic boxes giving information would be cool. 4- Native American exhibit needs more to it. 5- Suggest a better underwater exhibit. Museum should remain where it is. I would suggest maybe trying to get some more live exhibits that would attract more people.

Shurts, Theresa

I have visited this museum before. I came with a friend when she had to do a class assignment. The museum is in a good location (although it could use better signage in the entrance to make it more noticeable). There is a good mix of animals and rocks represented in the museum. The scenes and painted murals are nice. They display the animals in an interesting way. The interactive parts of the museum make it more interesting, but there needs to be more things for people to do. Even children's activities and guessing games are fun for adults. The museum is a pretty good size. It's not too large that you can't just pass through leisurely, but there is definitely enough exhibits to be displayed. I think if younger children are to use the museum, none of the facts and activities are going to be interesting to them. The facts are too wordy. The lack of colors is boring. The font is small. The activities (magnifying glass, etc.) are at heights that some children could not access. This museum also has dead-end hallways and a confusing layout. The bird room isn't really noticed as part of the museum, because you think it's a presentation room. The gift shop is rather hidden and has a limit to the number of children that can be in the space. I also think the eras need to be better represented (with colors on the wall or headings). If the halls are supposed to have sensors to turn lights on, they really don't work and that leaves the museum as being very dark. Also, some of the labels in the scenes are not easy to tell which belongs to what creature. I think the museum could remain where it is or expand in its current location. If it's moved downtown or to Schmeekle, I don't think you'll get any college students just passing through. The library is a good central location. I think there needs to be better signage and maybe events or presentations held in the museum. Many students do not know that this museum exists simply because there is no obvious signage or "press" about the museum. More community events could be held in this space. The university could set up a partnership with the public schools to hold activities for the children.

Simler, Darren E

Yes, have visited for personal interest.

Identify 5 strengths

1. Very neat and orderly especially the Mineral exhibit.

2. Very realistic animals in their natural environments.
3. Great that there are live snakes.
4. The Interactive Desert display is a very cool exhibit
5. Great diversity of animals and places

5 weaknesses

1. Most of the museum is low tech.
2. There is an extreme lack of space.
3. Also a lack of aquatic animals in their natural environment.
4. Some displays are lacking accurate labels and descriptions.
5. Some animals are hidden in cramped exhibits.

Expanded in its current location. It is a great benefit to the library.

Raise Awareness by having an "open house" and inviting members of the community in for guided tours and question and answer segments.

Smallwood, Travis W

I've visited for my own interest and for assigned visits. One strength I found was that it was interactive, like being able to touch the rocks. Another was the wide variety of animals that were on display whether it was a birds or mammals. Another was how the display really showed you what the habitats looked like. Then there was the actual animals on display which really surprised me and I was glad to see that. Lastly I thought it was cool having the dinosaur fossils in there. It was a very good specimen. One weakness I saw was that a couple of the displays looked rather cramped for space. I believe it was a grassland exhibit that looked especially cramped and maybe some of the birds could have been made to look like they were flying. Another weakness was how the museum had no real flow to it, it felt kind of like a maze. I was expecting to see some more exhibits that show human history other than the displays outside the museum. The museum seemed almost hidden from the library and it could help to have more "advertisement" outside in the library. Finally the live animals on displays should be easier to see. I would like to see the museum expand in its current location because that's where it is easiest to get to for all the students I believe. I would have more classes use it in their curriculum and I would have it be more educational in vocal sense or written text so that students could use it as a resource for class assignments.

Sohrweide, David J

I have visited this museum before at least twice. I visited it the first time when I first went to the library and the second time was this past semester when I took a friend to show him what the museum was like. Strengths: Variety- there was anything from a geologic rock exhibit to the reptile enclosures. Information- plenty of information was supplied for certain exhibits (others needed more. Interactivity- (self-explanatory). Bird display- this was probably the most-in depth and coolest part of my last visit. Easy access- it is really easy to take 10 or 15 minutes if you are on campus and just browse through the different displays

Weaknesses: Lighting- it is way to dark in most of the museum. Knowledge- More information for some of the displays like the prehistoric display. Reptile area- the reptile area, while very neat, needs to be expanded or given a facelift so that the reptiles are more visible. Maintenance- the museum seems to be a little shabby and in a state of disrepair in some areas. (main walkways etc.). Entrance- in my opinion the entrance could be "jazzed up" a little, making the museum a more desirable stop for students. I would like to see it, not necessarily expanded, but improved in the aforementioned areas. The only reason I say that I would not want it expanded is because of the extra

financial burden on students that these improvements may require. Well, the improvements might help somewhat by making the museum more inviting as well as better advertisement of the museum. I have heard people who are in their second year at UWSP say that they never knew that we had a museum in the library. Maybe a special display that had a different theme each month would get more people excited as well.

Sonnenberg, Dianna

A long time ago, probably 20 years ago, I visited the museum with my mother when I was 11 years old. It was just for personal interest.

There were many strengths like: Good examples of rocks and fossils and you can touch almost all of them.

Kids can do a lot and get involved with the little tables and books they have set up for them. (Scavenger hunt) Pamphlets and books were left out for adults to read and look through. Fluorescent minerals were cool to look at. Live snake exhibit was cool.

Northwoods exhibit was neat.

Some weaknesses or improvements would be:

Dating game for rocks didn't work. Space was very confined.

Unidentified birds, they should find out what they are before exhibiting. More lighting and get track lighting to walk.

Better descriptions of exhibits on cards, maybe have a podium in front describing everything and where exactly they were.

More organized like above. Maybe have pictures of the animals listed next to the card so you could find them and identify them in the exhibit. Ex. African exhibit (Ostrich was missing)

Museum should remain where it is or definitely stay on campus. Expand it a little! Bring back the Aquarium!!! Have more public awareness of the museum. Pamphlets out there at certain locations!

Sonnentag, Justin

This is my first semester here in Stevens Point and I was not aware that the museum was even there. After I was told about it I had to go check it out just out of personal interest. I could have been informed on the initial school tour and forgot about it, I was taking in a lot of information as it was. Strengths include the Dinosaur room had good lighting, everything was easy to see and read; there was also a lot of good information in the Dinosaur exhibit; a variety of specimens in the Northern Lakes and Forest display; a good variety of Shark and Fish specimens for the amount of space provided; live snakes, awesome! Weaknesses: 1) Early life wall, lights in cubby holes to see samples. 2) Africa Exhibit (-Lion looks sick and starving should look a little healthier; Hard to identify some animals; More general info). 3) Australia--Everything! I understand that the specimens were probably a donation and we feel obligated to use them but it is a waste of space. 4) Tropical Rain Forest -For the variety of life that the tropical rain forest actually has it could use a larger display area. More information, the diversity of life in the rain forest requires a lot more information in the display. Snow Glade- More info, why is it important? Grassland Wetland -Birds and Waterfowl are hard to identify and seem crammed into a small area. Sometimes less is more; provide more animal info. What is with the cactus? It seems out of place in the wetland/grassland. Temperate Rainforest--Again animal info is lacking. Oceans--The ocean covers the majority of the earth's surface and yet it is only represented by a small walkway between exhibits. Looks like my uncle's basement wall displaying fishing trophies. (Tacky). Books I found were on a rack in the other room. Northern Lakes and Forest. 5) Needs better lighting, very dark

and hard to see. I question whether we need such a large display in the museum when the real thing is located right here in Wisconsin. (our backyards) The entire display should be taken out to make more room for other biomes: Tundra, Animal info, -More info in general, this is a really boring display.

I believe that the museum should stay where it is. The amount of money it would take to build at Schmeekle or move downtown could be used to update the current facility. Expanding the Museum at its current location would probably be the best solution. It keeps it connected with the campus and saves money, moving the facility downtown would require some sort of yearly property tax, where is that money going to come from? I propose a complete remodel of the Museum. Expanding vertically if necessary (I think it is) and creating an interactive experience with foreign worlds. Short narrative movies are needed, giving an overview to create initial interest in the subject matter. Followed by additional reading material (yes reading material, people are not reading enough these days and soon English as a language will die). Getting rid of the wooden block question and answer displays and updating with flat touch screen monitors quizzing guests and provoking additional interest. More lighting and brighter mentally stimulating displays that challenge the visitors mind. I also noticed that there is a lot of unused wall space in the museum, especially walls across from displays. This space could be used more efficiently. It is my understanding that local grade schools frequent the museum in conjunction with the planetarium on daily field trips. A newly remodeled museum will only be new for so long before the community loses interest (assuming they were interested in the first place). However with enough updates making the museum a must see, would draw people from greater distances and contribute to the reputation of the school.

In the event of a remodel or location change, there should be a large gathering area incorporated into the design. Ideally this would provide a lecture or medium sized gathering area where student events could be held. Guest speakers and others would be exposed to part of the museum and possibly draw more attention to it and provide a relaxing natural atmosphere of sorts.

By making a technologically advanced museum of Natural History we could also incorporate students for maintenance and programming of activities, keeping fresh and new ideas.

Soroko, Briana R

While studying for the sedimentary rocks lab test of Geology 104, I needed a break. As such, I decided to indulge in one of my favorite pastimes: visit a museum. Ironically, when I got there, the first thing I saw was sedimentary rocks! Viewing other samples really helped me to identify which was which, and to do well on the test. I was pleased by how the museum conserves electricity. The layout of going from rocks, to fossils, to animals living today was clever. It's like watching the planet grow. Having a kid's corner with activities is a nice touch. The bright colors for the walls are nice. Nice rocks! It was cold! Better heating could definitely be used. Both times I came to visit, the store was closed. Needs More activities/interaction. The wall colors are nice, but very bare. Why not use all that blank wall space and display some gripping data? I would like it to remain at the university. It should be accessible to the students enrolled. Let the public come to us! If at all possible, having a monthly feature would be nice, to keep people coming. More publicity of course, and days where you give away gifts.

Stangler, Christopher J

No, I've not visited the museum prior to this. Museum strengths:a). Great interaction:

scavenger hunt, check list, a lot of buttons, and samples you can touch. b). I loved the live snakes. Nice mix up with all the stuffed animals. c). Broad spectrum of information. Related different ecosystems to Wisconsin's climate. A lot of different animals from all ecosystems. d). Included area fossils from the Mosinee mine and had a lot samples of minerals. It also included a nice history of the earth and dinosaurs. e)The moose was the best animal in the exhibits because it was a large specimen and it was right up to the glass. Museum weaknesses include: a). Speaker system for the T-Rex was not good. It was poor sound quality. b). It was real dark when I was there. I'm sure during large groups that they would be lit better than it was on a Monday afternoon. c). It was hard to identify animals for example, in the African savannah exhibit, the hyenas tag was nowhere near the label. d). The snow habitat with the grizzly bear was kinda of weak. I think that the bear should have been a lot bigger. The brown bear was a good size. All the exhibits except the African Savannahs did not have name tags that explained their diet or the animal. e). The arrangement of animals in the exhibits were sometimes questionable. In the tundra, you could not see the red fox until you moved past the ox.

I believe it is somewhat hidden at its current location, but Schmeekle would be more isolated. If the museum needs to be expanded, I think it should in its current location. It is cramped at places (especially 3 fully grown men with backpacks). I would not like it to move off campus because the campus can provide resources to it.

I would hold tours of it for local schools. A natural history week would be cool. It would involve the local residents to and be fun for all children in the local schools. I don't know how they use the room with all the eggs but that room could be used to bring bird shows.

Steiger, Matt

I have not visited it before. Museum strengths: 1) The amount of animal mounts is amazing. 2) The detail of small mammal/bird mounts in many of the habitat exhibits is very nice. 3) The egg collection is remarkable. 4) The live snakes are a great part of the museum. 5) Study sheets are available to help understand and remember the information.

Museum weaknesses: 1) Some birds were not identified. 2) Some animal mounts need restoration...lion, porcupine...etc. 3) I think that more explanation or information should be presented with some of the larger categories of exhibits. 4) I think it was kind of a maze, not organized into a circle or at least one way to go through it. 5) The location is not very good, because many of the students that come to the library just come to study or get something done and don't have free time to look at the museum.

I think that the museum would go nicely with the current museum at the Schmeekle Reserve visitor center. However there would need to be much more space added on to fit it all. Downtown may also be a good place for it if it were not just put into the library again. I think that the museum has a lot of great info, but not enough college level information that it should be on campus. If the community had it in a place that more children/families were aware of it then it may have more visitors. Many college students already have had opportunities to go to much larger museums and are not really interested in it.

Stremkowski, Brandon F

I have visited it when I was in grade school and another time for a biology course. Strengths: The first would be the fish. Not only is it cool to see fish I've already seen, but better that there are ones that I haven't. The second would be the rare collection of all the eggs in the back. It is really neat and I can't imagine that there are many like it. I also like the fact that you can touch like actual bones and such of the dinosaurs.

Another good characteristic would be the snakes. It is charming to see them alive, and not just have everything stuffed. The final good characteristic would have to be size. I honestly think that it is a very good sized museum when you take into account that it is located in a library on a University campus. Weaknesses: It is deceiving that the lights are turned off because of the energy issue. I actually had some free time and thought it was closed until I had gotten further up and read the sign. Another downfall is that there always seems to be "construction" going on where in one display there are things out of wack. A third would be the strict hours of the store. My mom actually took my niece there one day and the shop was closed and it was disappointing. A fourth weakness would be the hours that someone is working the museum. This is a consequence of it not being busy, so less staff is available. But it would be cool to have someone working where they could take the snake out and show you up close. The final downfall would have to be the location. Not many people in the public, I think, are comfortable walking in and around a college campus. I would definitely liked it moved to smeele. Then it would give the mood of the museum before your even in it. Also people could enjoy a walk and stop in to see it. I would put adds in the stevens point journal about tours once a day on saturday or something and say that there are going to be live snakes and other descriptions. Also try to get more elementary kids to go more often. Then when they get older, they can remember what fun they had and go back to it.

Stuchlak, Samual J

I think I may have visited the museum when I was in Elementary school. I went to school in the Adams-Friendship district so it's not too far away. However I have never gone in the museum during my college education at all. I've thought about it but never actually got around to doing it. Strengths: Good variety of exhibits. Dinosaurs (awesome!!!), rocks and minerals (awesome of course!!!), African Savanna, Temperate rainforest, Wetlands, etc. Chance to somewhat interact with the exhibits. Making the T-rex jaw open and hearing it roar, the fluorescent rocks, little flip over facts and answers to questions. There is a room for demonstrations or possibly small "audienced" guest speakers. Exhibits, animal mounts, minerals/rocks, fossils are all well labeled. It wasn't confused figuring out what was what. The gift shop. In what way could this not be a strength of a museum? Children get a chance to "take a piece of the museum" home with them. The store had figurines and books for all learning types.

Weaknesses: Flow of the museum. I think if the museum were remodeled to flow better that may help. Make it have a beginning and an end so that we can make sure visitors see every exhibit. There is a chance that some one may walk right past the dinosaur section or miss out on the African Savanna on the south side of the museum.

Revamped or fix current interactions with the exhibits. Interacting with the exhibits was awesome but they seemed somewhat dysfunctional. The T-rex roar was very crackled sounding, the flouescent rocks were somewhat difficult to light up, and the flip up facts should be presented in different ways(maybe sliding door type or improved, better looking flip ups). Make an attempt to get new mounts or fix current ones. Some of the stuffed animals are just too old or just look cartoon-ish. Maybe we can raise money towards new ones are see if we can get donations? I think there need to be demonstrations or speakers or maybe more (if there are any currently I don't know) in the room that was meant for them. Maybe we could invite the local elementary schools in for demonstrations. Maybe have CNR majors do them demonstrations as a sort of class (for a credit or two), showing children different things about dinosaurs, current living animals, our environment, or how children can make our earth a better place. People need to know the museum is there!!! Advertise it more, try to have professors teach a class meeting or two in there, have some type of demonstration or informative

meeting there. Many people do not know that the museum is even there. Have a "Natural History Museum Day" it may sound kind of cheesy but it may get student's attention that it is there! Also, I really think that the college should try to invite schools within an hour of driving to the museum for a tour and a demonstration. I think that would really help.

The museum should really remain on campus. I think staying in the LRC and being expanded is the best option. I really think this is where the maximum use of the museum will be. Downtown, it will be deserted, plus there is already a children's museum downtown, why compete? Schmeekle is not centered in the campus and kind of isolates the museum. Bring in students from surrounding elementary schools!!! Have them take a tour guided by someone in possibly a CNR major, or a volunteer. Offer a one credit class to give tours of the museum. Get speakers or demonstrators in the museum for children, students, other community members to view. To get them there advertise in papers, on the radio, and just invite the schools to come in once or twice a year. I know that alone will greatly help people know that the museum is there.

Swanson, Blake, M.

No, I have never visited the museum before the other day for this class. The bird egg display was very interesting a wide variety of eggs were on display. This display will help in the future to reference from while in the field. As well as the egg display the avian predators display will also fine tune my avian birds of prey. The rock and mineral displays were very informative and I could relate to the information after taking GEOL 104. I really enjoyed the animals of Wisconsin display, I was a great reflection to the great of doors Wisconsin promotes. I actually have never seen a porcupine before then either. The live reptiles were an added bonus to the museum I would have never guessed a snake exhibit would be located in the library. The general location is not very accessible to the public. A different location along with advertising of the museum could completely change interest level in the museum. A few more hands on exhibits would be nice for smaller children to interact with. The different wilderness settings are great from an observers standpoint but are a little morbid and depressing if you're there for too long. More live animal displays to go with the few reptiles would be a nice addition. For hopes of possible expansion through attendance I would like to see it moved to Schmeekle. Advertise the great resource the museum has to offer everyone I have asked about the museum has never even heard about and could definitely not tell you the location. I had great things to say about the museum which enlightened others and sparked their curiosity. Schmeekle would be a great fit for the museum as long as all the exhibits can go along to the same place. As well as Schmeekle it could be a great asset to Stevens Point downtown businesses as long as the word could be spread and advertised.

Sweeney, Evan

This was my first time visiting the museum. I was very impressed with it and thought that it was very cool and unique. I think it is nice to have right in the library where you can just walk right in and explore. I thought it was very diverse and covered a lot of information. I liked how it had bits of information on all the displays. I also thought it covered many different environments and showed displays from these areas. It also was helpful in showing the different time ages and periods of time in the one section. I also thought it was beneficial to a geology student like myself because it displayed a lot of rocks that were cool. There were a few weaknesses that I found. I think the location is good but it seemed hidden to me and something should make it stand out more. I think

the lighting was also poor in some areas such as the snake section. Some of the displays also looked smaller and cramped. There were also a few displays that looked older than others and could be touched up a little bit. Personally I would like to see it stay here. I think it would be hard to expand but it definitely could. I don't think it would be a good idea to move it to schmeekle because not as many people would be able to see it even though it would probably fit that area the best. I think the word about this museum definitely needs to get out. There is a lot of very good information and great displays. I've probably walked by this place a hundred times and have never even noticed it.

Thorne, Ashley A.

Yes, I have visited the museum before with the Biology 101 Lab section that I am a TA for this semester (Fall 2007). We visited the museum to have the students look at the different common names of the animals and also the scientific names of the animals (as they were learning about the different Phylla). I also visited the museum when I was in elementary school for a class trip. We visited the planetarium and the museum all in one day. 5 strengths of the museum with specific reference to exhibits or information that you learned.

-The extensive egg exhibit in the red stairs room was very interesting and eye catching. I thought it was neat that the eggs were originally from a private collection which was then willed to the nuns here in Stevens Point and then given to the University to display.

-The live exhibits with the different types of snakes such as the Ball Python were quite interesting. I found that having something live, really gets the students attention, especially when we brought the Biology 101 students there.

-I like the fact that the museum is open anytime that the library is and the lights turn on as you walk around the museum. I remember my freshman year when students were trying to go to the museum and they could never find a perfect time to go because it only had certain hours of operation. So having the museum open when the library is open is a wonderful idea.

-I also really enjoyed the different habitats that are set up as exhibits. For example, the Snow Glade exhibit was quite interesting and if students were learning about the different habitats in the classes (elementary through college) they would be able to see those habitats depicted in real life, giving the students another supplemental way of learning about a specific habitat.

-The exhibits are also nice because they are labeled with the common name of each species and also has their scientific name. This is very resourceful for college students in science classes which learn about different phyllums, classes, and orders.

5 weaknesses:

-The first weakness that I found was that the museum starts off with a rock collection. Even though the rocks are very pretty to look at (don't get me wrong), younger and older students might be bored by this because it doesn't start the museum off with a "bang". I would put maybe a live exhibit in the entrance to really get the viewers attention.

-The museum is not very child/student friendly (especially younger children). I feel there should be more interactive centers, such as having the students walk through a hut and be able to sit in it while looking through a window at the exhibit. Making the exhibit a part of their imagination.

-The dimmed lighting of the museum may cause viewers to become more tired and subdued. The viewers then may miss an important part of the museum/exhibits. The lighting might also scare younger children, because it is so dark in certain areas of the museum.

-The museum does not really have a real direction to follow from one exhibit to the next. I feel the displays didn't really flow together. There are rooms off of certain exhibits that some students might miss all together.

-Maybe the museum could switch up some of the exhibits and have a featured exhibit of the semester and activities to go along with that specific exhibit.

If I were to put the museum in a different location I would move the museum downtown Stevens Point, because there is more available parking for the viewers of the museum. If the museum were downtown I also feel the public would feel more welcome to visit the museum instead of having it tucked away in the Universities library. This would also be a prime location for school groups to come, because they could easily go to the museum, into the children's museum, and eat and look at shops downtown.

The suggestions I have to integrate the museum into the University and the Stevens Point Community is to:

-Have live exhibits and invite the University and the community to the exhibits. What I mean by live exhibits is bring in live snakes or animals which are already located within the museum.

-Have book readings at the museum, in the red stairs room or even make a room where community and university members would be able to sit down and discuss the museum and all that it entails.

-Have Professors promote the museum in their classes and go to the museum for mini field trips for the classes.

-Have art work displayed throughout the museum as exhibits from University and community members. Maybe have a showcase to go along with an exhibit or a theme of the museum.

Towle, Meagan M

I have never visited the museum. In the Africa Savanna exhibit I thought the visualization of the circle of life was great. In the Australia exhibit I learned that people ate kangaroos, and that is a animal that I have never associated with people eating. In the Northern Forest and Lakes exhibit I really liked the placement of the animals, especially the deer that was running. In the artic tundra exhibit I liked how it had an explanation of the environment that the animals lived in. In the front of the museum I liked the rocks display, because in my geography course we are learning about rocks and it was cool to see how they looked. In the Northern Forests and Lakes exhibit it was hard to differentiate hat each animal was, because the tags were not placed near them. I think that if you could have tour guides that would be helpful, or even a brochure telling you where the different exhibits were located. In the African Savannah exhibit I think that it was kind of empty, you should either put more animals in it or move it to a smaller location. In the Tropical rainforest exhibit I think that it was a little overcrowded so I think that you should maybe have it in a bigger display. In the desert exhibit I think that it was overcrowded and it was hard to know what animal was what. It should expand in its current location, I think that you could do a lot of things to integrate the museum to the community. I think that you could advertise in the local newspaper about "museum nights" and invite the community to come to the museum free of charge. I think that you could let the local elementary schools take field trips to the museum. I hope that you find this input helpful!

Tyznik, Jordan M

Yes, It was in high school when we came to the library. It was personal interest.

Strengths: It shows the different types of animals in their habitat. Differnt time periods like the dinosaurs. I like how there is live animals like the snakes How the habitats are

interactive with the animals. I liked how it is spread out through a small location. Weaknesses: Move some exhibits around to fit better in cases. Actually have the animal in the cage if the picture is shown. (snake) I didn't like the Buffalo that was in the hallway. The gift shop isn't very big. Didn't like the little play area. I think that it should move to Schmeekle. I think that it should be expanded and should be in a building by itself in Schmeekle.

VandeWettering, Cody

Yes, I have visited the museum for a lab. I would have never known it was there if I didn't go there for a class. Strengths: I learned about the egg collection which was very interesting and pretty big. Very nice displays with the deer (set up nicely. I like the (lecture) room to listen to workers about collections. The variety of displays is pretty cool. Unique displays for example the egg and white-tailed deer display

Weaknesses: Hidden in the corner of the building, could have a better entrance.-Not many people know about it. Better displays, like the egg collection have a nicer looking cabinet (glass & wood) for display.

The room with the benches is kind of small and boring, I would either expand that room or make more displays with the room. Change back drops so they don't look so old. No advertising, more appealing.

I would like to see the museum moved to Schmeekle.

I would advertise, or remodel to make more appealing to individuals. Also, talk to schools around Stevens Point and set up field trips to see the museum.

Vendon, Abigail G.

No, I have not visited the museum before, but I had fun walking through it and seeing everything. Strengths: The exhibits are very life like and I liked how they had the different habitats. For such a small area they had a lot to show which made it worth my time. I was expecting something a lot smaller. The information that was provided was extremely helpful. I liked how they asked questions and then had the flip tabs that gave you the answer. I thought it was cool that they had the different sections with rocks, and dinosaurs and then moved into different biomes throughout the museum. I never knew that there were such different variations in bird eggs and it was pretty cool to see how some are so tiny like a mocking bird and then you get to the ostrich and it's huge!

Weaknesses: There wasn't anyone around when we were walking through the museum and it would have been nice just in case we had any questions. I thought that maybe as you traveled to the different habitats there could be some sounds that make you feel more like you're in that type of place. There could have also been some audio of a person talking and maybe explaining about the habitat and what's going on. I definitely think that they need more room. It would be a great place to take children on a field trip, however there's not a whole lot of room and they would be too noisy for a library.

I would like to see the museum in a bigger facility. If that means moving it downtown to a larger place then yes I think that it should be moved and expanded!

Vincent, April A

I visited the museum for a project I did for my biology 101 class. After my project was done, I continued to visit the museum just for fun. I told my friends about it because I thought it was interesting and we went to it together. Some strengths of the museum are that it is quiet, peaceful, and there are a variety of animals to look at. I also really enjoyed the egg collection. Some weaknesses are that there is not much info on the animals that are there and not all the animals are identified. I would like to see the museum remain where it is. However, it would be nice if it were expanded. I think maybe

the gift shop hours could be extended and maybe a tour of the museum could be held sometime.

Voss, Erica L

I hadn't visited the museum before!! At the very beginning of the museum I liked the various interactive activities. The lighting throughout the museum was very interesting. I liked how the hallways were dark and the displays were lit up to capture your attention. The little chairs with tables and children books are a great idea. I liked seeing them among the various displays. The hair sample outside the arctic tundra case was another good hands on additive. I found the Northern Forest and Lakes display phenomenal! The realistic view was outstanding, very well put together. The location and existence of the museum is not well known I had known about the museum but I had no idea what was really in it. It needs better public representation. The cases for the snakes and turtle were empty. It would be better to put something else in their place rather than an awkward picture outside the case. Maybe do a display of them preserved. The hallways being dark works well except for in the case of the Dall Sheep, Bison and Tundra Swan. It was hard to see their details. Maybe a spot light on them somehow would work well. The store was not open while I was there. If it is for convenience it would be good to have the store open after school or work hours so people have the chance to make it there. I want it to remain where it is! I think the word needs to get out there better. Many people don't know what the museum is all about. Maybe have a annual, biannual overturn of a spotlight showcase and have a grand opening for it. Invite community and students to join the opening and have refreshments or something. I hope this helps the museum.

Vue, Dang

No, I can't say that I have. I never realized that the museum was there. 5 strengths: 1. The time periods were well organized and the Dating Game was interesting. 2. Rocks/Minerals were well organized and informative. 3. The museum had a lot of interactive trivial questions with detailed answers, such as the crystal question about how big a crystal can form. 4. The Tyrannosaurus Rex skull was splendid, especially when it roars. 5. The section about the first sign of life was nicely done keeping it informative and unbiased/neutral. 5 weaknesses: 1. The entrance needs to be more appealing. 2. It was a little dark in the museum and some areas needed more lighting. 3. The setting for the animals/location was a little unorganized. Some settings didn't specify sufficient detail on their location. 4. Brochures may need to be updated. 5. More advertisement to campus and to the community.

I think that the museum should stay in its current location. It is what makes the UWSP Library one of a kind and keeps museum right on campus. Until the museum has more to offer, I think that the museum is fine inside the Library. If the plan is to make the museum bigger, I would suggest the museum to be moved somewhere on campus.

Maybe host a couple events or celebrations for the museum and advertise it out to the Stevens Point community, such as the Stevens Point Journal. Hold more surveys and see where to go from there.

Waechter, Katie

First of all, I would like to start out by saying that this museum is awesome! Honestly, I never knew about it until this extra credit assignment, but now that I do know about it, I will definitely talk about it to my fellow UWSP students. I was absolutely amazed at how detailed some of the scenes were, and how neat and organized many of the displays were. Awesome! As I stated, I had never been to the museum before for any reason. It

was a great experience to go and browse at all it has to offer. There are many strengths in this museum, and it's hard to pick just five, but my top five favorite things are as follows: The first would be the great organization of the mineral and rock display. Many visitors might not know what all of them are so it was great how there was a number by each display and then on the side there was a slate identifying what they were looking at. Secondly, the displays were well thought out. The position in the museum made sense. The labels that gave a little paragraph about what the display was discussing were very helpful. For example, one label was "Evidence of the Earliest Life" and then it went on to give a little write up about the topic at hand. Thirdly, I thought it was very unique how they incorporated little smiley figures into the explanation process. I thought it was a really great way to have fun with learning and it does make it easier to understand, especially in the "Measuring Millions and Billions of years" display. Fourthly, all of the habitat displays were extremely real life and well put together. It obviously took a long time to do those displays. I thought it was really neat that they went into a lot of detail to even show a kitten playing with a piece of yarn! It definitely showed diversity of habitats as well as many other important aspects. Lastly, the Geologic Time Scale was really fun. I thought it was neat how they called it the "dating game". That just makes things a lot more fun and educational. Many students my age need to have an analogy in order to understand, and that is one we can definitely relate to. My favorite part of the entire museum was the Northern Forest and Lakes Habitat scene.

As for the weaknesses, there weren't many so it was a struggle to even come up with five of them. First of all, I thought that in the dinosaur section there wasn't as many explanation note cards. There were not many clear headings as to what the info was about. It's important to keep in mind that not everyone who visits has background information on dinosaurs, or for that matter, any topic. Secondly, the section with the kangaroo, wallaby, wild hog, and water buffalo was very vague and a little boring. I didn't understand what they were trying to explain in that display. The area with the snakes was not labeled well at all. It was very sloppy with just note cards scribbled on. Thirdly, some of the labels in the Arctic Tundra habitat were placed so they were hard to read. Some of them were hidden behind props and others were just in areas when the lighting wasn't so great. And lastly, It would be very informative to know how all of the animals in each different habitat scene fit together. Let us know what each animal's role is. Like I said, I really had to pry to come up with five weaknesses because I think this museum is tremendous! My first choice in the placement of the museum would be to see it stay where it is. But, along with that, I would like there to be more advertising done so that people actually know it's there. I've been here for three years, and I had absolutely no idea about it at all. I think it would be a great idea if any class that pertained to its displays walked through it at least once in the semester. But, if it has to move, I would say that it should be moved downtown so that more of the public can access it. Maybe some middle and elementary schools would take advantage of it, as well as just regular citizens for enjoyment. In order to incorporate this museum into the University and the Stevens Point Community, I honestly think that we need to advertise it more. I feel as though people don't know about it. It is an awesome museum and a lot of hard work and effort went into it, so why not show it off. Maybe there could be tours through there or make it mandatory for some classes to visit it, so that at least it's getting used. It would be a shame to see such a nice display never be acknowledged. It would be easy just to put a small ad in the local newspaper. Another idea could be do an actual show, kind of like the Wausau Rock Show that we went to. Invite people and schools from all around to come see it over a two day period. Overall, I am very happy that I decided to do this extra credit because I really enjoyed walking through the museum. It was very neat to see the different habitats and actually realize the diversity in each one. I think it's very

well put together and I hope that many people take advantage of such a wonderful display.

Walleser, Hans

I visited the museum on November 2, 2007, which happened to be family day. I took my family on a tour of the university, and decided to show them the museum that I had heard about. I especially enjoyed the bird wing with the birds separated from their eggs. It was interesting to compare the sizes of the different eggs. I thought the museum offered a wide range of exhibits, from the ecosystem found in Wisconsin, to the plains of Africa, and North to the Arctic. The wide species range allows visitors to see something they wouldn't normally get to see. The dinosaur collection is practically real. I had to look twice to realize the bones were only replicas of the originals. The live snakes are an added bonus to the exhibits. They add some real life to the stuffed animals. The mounted heads around the middle hallway give the museum a cool feeling like something is watching you. The same goes for the Canadian Goose hanging as well. I thought some of the taxidermy is out of date. Especially the male lion could use some restoration if not replacement. Some of the animals (small rodents) in the northwoods collection were hard to see. They were labeled close to the front but were located elsewhere. Possibly the animals could be set in an offsetting background, or include a picture on the labels. The coyote, and raccoon were especially difficult to see given the larger animals blocking the view. At least I had trouble seeing them clearly. Just the movement of the a few mounts would make them easier to see. I noticed the hallways on the east side were pretty dark. Some hallway floor lights would increase visibility and create a warmer welcoming without jeopardizing the condition of the animal mounts. I was disappointed to see we had to walk all the way back to the front doors to get out. Another exit in the back by the second African exhibit would be useful. And, on the front doors, when we were leaving the doors say "Alarm will sound" and then in fine print the say the alarm is shut off. I think eliminating any writing from the backs of these doors would be helpful.

Wallschlaeger, Cory W

I had never visited the museum before. I was always under the impression it was a museum about Native American history due to the large Native American display outside of it. Many people I have mentioned the museum to were also under the same impression. The geology exhibit is great. Many different minerals the display with the black background is incredible. The fossil room is also very nice. Many different fossils and the T-Rex head is cool. I found the many different environments that were displayed neat to look at. Many different animals on display. The live reptiles were also very interesting. I would like to see the section expanded and have more and have the snakes more visible. The bird room is extraordinary and some day I would love to see a live show in there. The stereo that goes with the T-Rex head needs to be fixed and also I think the chronological scale game may have some mistakes. Blue game with the light inside the main entrance. The mineral identification chart could be much larger on the mineral and rock box, with the black back drop. I would like to see an expansion of the fluorescent minerals. The labeling on the animals could be better. The labels don't always line up with the animals location in the display. The labels could have an outline of what they look like so the reader knows what to look at. I also think that the labels that describe the animals in the back drops should be removed, its very confusing. A major concern for me was seeing some of the smaller animals in the cases were displayed behind larger animals, making them hard to find and hardly visible. Many of the mounted animals are starting to look old and worn out. It would be nice to see them revitalized. I

also thought many of the mounts were very small, when someone goes to a museum they want to see animals that are giant or at least a little above average in size (the wow factor) many of the animals in the displays were very small representations. (grizzly bear, caribou, black bear, fisher, whitetail deer, mule deer, lion, the mule deer looks more like Cous' Whitetail) The fish display was a little weak, the fish on average small and many looked very fake. I would like to see the museum expanded where it is or moved downtown. Not to Schmeekle that would be the death of it. No one would go to Schmeekle to see it and there is already a museum there. After having been in the museum I would love to see it expanded. More exhibits, more animals, bigger exhibits, more live animals (a live bird display, an aviary,) Lizard cages and fish tanks. I think live shows that charge a small admission would be a good way to raise the income and raise awareness. Get some of the university groups involved, like the herpetology society or the wild life clubs, I am sure they would probably put on shows for free so all the profit would go to the museum.

Weller, Charles

No prior museum visits. I thought the rock selection was very neat and also the examples of the different biomes. The biggest pull for me was the booth with the different types of rocks with the magnifying glass over them to really see what they look like.

I thought the lion in the first Savanna exhibit looked pretty sickly possibly because of the age of the mount but none the less the lion didn't look too good. Also when walking through the museum I thought music would be really nice. It was kinda of blah walking from exhibit to exhibit with no music. Do to the fact that im sure the museum doesn't get enough funding the booths seemed very small and the animals seemed to be just crammed into them. Didn't really give me the feel of the actual environment of those animals. I think the location that its in now is terrible. I don't think a lot of students know its even there plus it doesn't seem like theres very much room there to expand and further. Maybe put the museum in a more central location in the university if thats even possible or a central location in Point would work wonders wheres its very easily accessible.

Westberg, Carolyn S

I brought my children, nieces, nephews, and other kids to the museum numerous times for something interesting to do. The rock and mineral display is set up really well. It looks nice and generates questions to which the answers are provided. The museum is laid out in a way that makes it interesting as well as easy to get around in. The collection of bird eggs is amazing. The habitat displays really give you a feel of what the areas (tropical forest, Africa) are like. Having live snakes adds to the intrigue because they are interesting, but a little scary. Visual guides are needed, or should be made clearer as to what display you are entering. The answers behind the little doors on the displays could be livened up a little to make them more interesting. It would be nice if someone would ask at some point during the visit if visitors have any questions. I didn't see any snakes native to this area. It seemed more interesting when the dinosaur was in the window with natural lighting, it gave it more of a reality effect. I like the idea of moving the museum downtown because I think more people would be able to enjoy it there, but there might be problems with that for security reasons because of some of the types of crowds down there. Maybe Schmeekle would be a better choice; then people could make a day of it between Schmeekle and the museum. The museum could be offered as a gathering place for small events. I have heard of companies holding meetings etc. in unusual places in order to inspire creativity.

Westerbeke, Aimee A

No, this was my first time and my geology prof. recommended it. Also I had never been there and was interested in seeing it. I loved the fossils and time period part of the museum. Since I was learning about it in class it helped clear up some questions. The exhibit with all the different fish was great and easy to see all the different types. Good hands on activities like questions with answers under a wood flap throughout all the exhibits. Loved the minerals displayed and explanation of how crystals are formed. The diagram made it easy and clear. Liked the idea of separating types of animals to their specific regions of the world. Also how each animal was related to a map that told where in the world it is specifically found. I would like to see rocks and minerals displayed and clearly labeled in groups, like igneous, metamorphic, and sedimentary. I liked the geological timescale activity, but bring the timescale off the wall and do possibly a whole room dedicated to each period, era, and epochs. Elaborate more on the dinosaurs...people love them. Talk maybe about what they eat, where they lived, different types/species of them. Blank walls could be covered with paintings/murals of educational things. Sometimes the walks between exhibits is plain. Maybe add more hands on things near the exhibits with animals and their homes. Questions or even buttons that make the animals interact with the people.

Expanded in its current location. I absolutely love the idea of having a museum on campus where it is easy to get too and will help with classes and studying of specific things. I would like to see it expand more and add things so it is the top notch museum that it can be. I would have college classes do assignments requiring them to go to the museum. I would also have local schools be offered tours into the museum. Programs on the weekend could bring in families with children too. You could focus on one exhibit and run a special tour with activities relating to it on a weekend. If you make them seem like traveling tours people will want to get in right away and see them. Advertisement through the local elementary, junior high, and high schools will go a long way.

Ylitalo, Hanna

I have never visited this museum before. I did not even know that the museum was there. I had never heard of it before. Strengths: The exhibits were very informational. I learned a lot just walking around looking at the exhibits. The exhibits were very real. The exhibits portrayed actual animal life using real stuffed animals. I felt as though I was actually in the habitat that I was looking at. It had opportunities for people to be hands-on (feeling rocks and dinosaur bones). The museum was very kid-friendly. As a future teacher, I am glad I went to visit the museum because I would love to use it as a resource in my classroom some day. I think the museum is ideally located. It is in an area that is not too busy, but not fully secluded either. Also, it is wonderful that it is in the library. If anyone wants to learn more about something they see in an exhibit, the research materials are right there. Weaknesses: I couldn't tell if the snakes were alive or fake, so it might be best to post that they are live. Everything else is not alive, so at first I assumed that I was looking for a snake that was not alive. The museum could be advertised more. I had never heard of it before, but I am certainly glad I found out about it. I will definitely use it in the future. There is information for people to read, but it would be amazing if there were buttons people could push and be told some information. It would make it even more interactive. When I was at the museum, a friend and I were the only ones there. I was not sure if I had a question who I would ask. My suggestion would be to let people know who they can ask if they have any questions. When I visited the museum I noticed there was a gift store, but it was not open. I'm not sure what the hours normally are, or what is available in it, but I think it would be great if there were pamphlets available to people about the various things in the museum or about the

museum itself. I think the museum should stay where it is, and if anything, be expanded. It is very accessible to students on campus. Also, if others from the surrounding area would like to visit it, the campus is a location that would be easy to find. I would suggest that the museum be advertised more. I had never even heard of the museum until I received this email about it from my professor. Also, before visiting the museum, I had no idea what kind of museum it was. Dr. Heywood simply referred to the museum as the LRC Museum, and I think if more people knew what it had to offer and what it was about, more people would be inclined to visit it.

Museum Commentary Assignment given to Geography 100 students by Dr. Samantha Kaplan

David Kuhl

When asked what the future of the historic museum in the library should be it didn't take me long to come up with an answer. Nothing. That may sound harsh but as a student the only time that I have ever visited the museum was when the information held there was needed for an assignment. The majority of student I'm sure are in the same boat as me. Although the museum has relevance and is a fine exhibition, unless the money comes completely from outside sources, therefore not from the university budget or the student body, I am completely against an edition be added on to the museum. When at the museum there wasn't a whole lot that I disliked, it's a museum, and although I enjoyed my time there, once I had gotten my needed facts I left right away. Myself as well as the majority of the student body are too busy with their core classes as well as general degree requirements and work, as well as trying to have a social life. If I want to go to a museum I plan a weekend trip to a more established environment. Recently I went to Milwaukee and took in Museum of Modern Art. I understand that Stevens Point can't compete with a larger city but since we are in the center of the state we, the student, have quite a few close options available to us. Lastly I must reiterate that if this expansion should take place that the money and funds to keep it going should come completely from outside sources. As sad as it is the food for thought café gets ten times more traffic, I think that's saying something

Freye, Amanda

I visited the University of Stevens Point Natural History Museum a total of two times this semester, once for a geography lab and the second time for writing this paper. I found the scenes of the biomes in the museum very interesting but not very descriptive. I really enjoyed the museum but I think that it needs a bit more explanation of each segment. I would have liked to see an explanation of each biome. For instance, the latitude, climate, plant structures, and soil types of each biome. I believe that if an explanation of each biome was present that it would be more useful to the students in a Natural Resource major (and geography 100). I also found that the exhibit of the eggs was fascinating. I think that this exhibit could be useful to anyone seeing that it was so interesting. I believe that the museum should stay with the same theme that it currently has but, I do think that it could use some improvements. I also believe that maybe there should be some current environmental issues discussed in the museum. Since our environment has currently become a huge concern to our society that this issue should be covered in the museum as well. Students need to become more aware of human affects on the environment and it would be a great way to inform young people of that through this museum or through the use of our environmental impact on the biomes that

are listed in the museum. Please keep the museum here at UW Stevens Point I think that it is very useful to students and the community. Please do some improvements on the Natural History Museum though and make it more descriptive for students and maybe add a section on environmental wellness to make people more aware of human effects on the environment.

Andrew Hollenbeck

I, personally, would be sad to see the Natural History Museum on the campus of UW-SP be removed. When we were asked to visit it as an assignment for Geography 100, I had no idea we had such a museum on campus. It had just never been made aware to me in any other class. When I stepped inside, I didn't even feel like I was at school anymore. It felt like a miniature version of a museum I would be visiting in some bigger city. I was surprised by how many interesting things there were for me to look at and explore. I found the exhibits to be quite detailed and provided a nice visual for the information given. It made learning about the different biomes far more interesting than just a text book assignment and made it easier to remember the facts as well. I wish that there were more assignments in more classes that would allow us to explore something new and interesting on campus. I think to get rid of the museum altogether would be a shame. There are many great things to be taken from such an experience and eliminating it would not benefit the students in any way. I think the new proposed concept of a Natural History Museum/Archaeology Center is a good idea and could make the exhibit even more interesting. Then we would be able to use the space for more classes and assignments which I, personally, would enjoy greatly. The only thing I can think of that should be changed is the lack of advertisement for such a unique place on campus. I have now been here for three years and this is the first time I have ever even heard mention of a museum in the bottom level of the LRC. I think an update to the museum and more mention of it to the students would benefit the campus a great deal.

Westphal, Aimie

I have only been to the library's museum once and that was for a lab assignment. Quite honestly I would never have ventured into it on my own accord. When I did go, I thought the library's museum was rather dull. The displays are beautifully done and very detailed, but nothing grabbed my interest. Of course I am an art major and my general interests do not lie in the sciences. Since this campus has a majority of environmental based majors, it is fitting, but again I wouldn't go there for fun or to pass time. I think it would be really cool to have the museum become a mini art museum, where students could showcase their work or a place for professors and students to display their research. That way it would be something completely unique to UWSP and would be constantly changing. If there was a new exhibit each month I think it would draw more students, especially during those awkward thirty-minute breaks between classes, when there is nothing to do. I am very curious as to what my professors and fellow students are working on and I think it is important for the university to show support of its student and faculty work. In addition to drawing more students in, it would be a great way to show the community what UWSP students and faculty are working on. Also as an art student, the more places to display work the better because it is very difficult to find places willing to show it. This change could also give prospective students a more in depth look at what UWSP is about and what happens here on a personal, student level. At least, that is one of the things I wished I had seen when I visited last October, more student work. It makes a college seem less intimidating and more personal. Even if this committee disregards my advice I definitely think some form of an update is needed.

Wilhorn, Amanda

The Natural History Museum is a place that I never knew existed until this year. I do not feel that the museum is well advertised to bring in the public. In addition, I am assuming that many students may know that the museum exists but do not take the time to go visit the museum unless their teachers force them to. Let's face it students have very little time for extra curricular activities. I am one of these students that was forced to visit the museum to complete an assignment, which consisted of, answer a few questions about different biomes comparing and contrasting them to one another. However, after the assignment was completed I have visited the museum a few other times just for pleasure. I feel that the museum is a wonderful place. Being able to see the actual replication of the rainforest and the African Savanna really helped put things into perspective it brought the textbook to life. What really should be done with the museum? The museum should not be closed down but it should not stay the same either. The public should be invited more to visit the museum. Right now, the museum has books for children to read and some hands on exhibits, which is great for children. However, if I took my two kids to the museum they would be finished in about five minutes. Sure, they might look at the book and participate in the scavenger hunt that is provided. Although, if the museum is being considered being used for educational purposes for children K- 12 then the following changes would enhance their education. Make the existing buttons stand out more for instance, to make the minerals shine or the holes that animals live. Create a button to play realistic sound of the Rain forest or the African Savanna. Another idea is to have a recording describing the different exhibits, different animal sounds, or an interesting fact. By having the recordings, it is an easy way for children that cannot read or are not able to read the information given at hand because it is located above their eye line. Create activities for children to do in the museum such as build a dinosaur, or a skeleton puzzle of different animals. Have a day where families and the public can have their child make a dinosaur footprint or their own fossil. Have fur of different animals that children can feel or make replications of eggs of various sizes. This way child can feel first hand the difference between them and start asking questions. Not only will these activities spark questions but also gives the public a place to take their children in the area to learn in a fun environment. Furthermore, if adding the cultural history of Wisconsin and the Upper Great Lakes region the museum would need to expand to allow for these additional exhibits. I do not feel that the exhibits that already exist in the museum should be replaced by new ideas. Although moving off campus would draw in more individuals, thus the museum could be advertised better and individuals could access the museum easier. Currently in order for individuals to access the museum they have to park in a metered lot that is already full of college students or have a long walk just to get to the location of the museum. Finally, the recommendations would not only enhance the education of others. The museum could become a place for families to spend time together in a fun educational environment. If the museum were to close down its doors, it would be like having another animal become extinct. Reason being there are not many museums around the Stevens Point area. Money is always an issue when it comes to museums however; if a survey was conducted, I am sure you would find that many individuals did not know the museum existed. And, if you were to propose the different ideas of change to the museum in this survey, you would find that the public would be willing to spend a few dollars to keep a museum alive in our area.

Andrew Hollenbeck

I, personally, would be sad to see the Natural History Museum on the campus of UW-SP be removed. When we were asked to visit it as an assignment for Geography 100, I had no idea we had such a museum on campus. It had just never been made aware to me in any other class. When I stepped inside, I didn't even feel like I was at school anymore. It felt like a miniature version of a museum I would be visiting in some bigger city. I was surprised by how many interesting things there were for me to look at and explore. I found the exhibits to be quite detailed and provided a nice visual for the information given. It made learning about the different biomes far more interesting than just a text book assignment and made it easier to remember the facts as well. I wish that there were more assignments in more classes that would allow us to explore something new and interesting on campus. I think to get rid of the museum altogether would be a shame. There are many great things to be taken from such an experience and eliminating it would not benefit the students in any way. I think the new proposed concept of a Natural History Museum/Archaeology Center is a good idea and could make the exhibit even more interesting. Then we would be able to use the space for more classes and assignments which I, personally, would enjoy greatly. The only thing I can think of that should be changed is the lack of advertisement for such a unique place on campus. I have now been here for three years and this is the first time I have ever even heard mention of a museum in the bottom level of the LRC. I think an update to the museum and more mention of it to the students would benefit the campus a great deal.

Kudronowicz, Annie

Recently I have visited the UWSP Natural History Museum that is in the LMC, I found it to be interesting, especially since I had forgotten it was there. I think that more could be done with this museum to help not only university students but the community as well. Growing up in Stevens Point I can remember as a child coming to the natural history museum with my mother and sisters, as I grew older the trips became fewer and fewer and when I became a student here I had forgotten about the museum. For one of my classes we were assigned to go to the museum and complete a laboratory activity, going back now the museum seems a lot different. Considering the university is known for its work in the field of natural resources it seems that the museum is targeted a lot to children. I think that it would be nice to see something more done with the museum and gear the dioramas more to a college age group. I think that a Natural History Museum could be a great resource for all students to be able to use on campus. Currently the museum seems small and not easily navigable, there were times when I was walking around I was not sure where to go next. The museum seems like it has grown too much for the space that it is in, which gives it an unorganized feeling. I personally feel that there is so much potential for what could become of the Natural History Museum, I think that updating some of the dioramas and gearing the museum more toward college age students, more classes could make use of this resource to the university. This is why I would like to see an update and expansion, either remaining in the LMC or possibly moving to a new location that would allow for growth and benefit the community as a whole.

Benjamin Hedquist

The Natural History museum is a great source of information for not only the college students but elementary and junior high students as well. I have lived in Stevens Point my whole life and I went to that museum many times when I was in elementary school for school trips or when I was in junior high or high school for something to do. Every time we went as a class it was exciting because we have never really had an experience

like that since we were so young. Now that I am in College and hearing that they might get rid of the museum disappoints me. It's a great learning environment for the students not only at this school but also at all the schools in the Stevens Point area. Being a college student and having a lab there or an assignment that requires me to go there is nice. It takes me away from the books that my face is always stuck in. That gets boring and I know for a fact that most of the students here would like a break from that. It would be great for the museum to be expanded and made even better than it is. I think that would create a lot of interest in the school just as the expansion of the Fine Arts center has done for the music program. I have been involved in music for many years and have seen that department grow and I think the science departments will grow very much from having the museum around. Would I ever go back to the museum? Yes, I would. Even if I go there just to look around if I don't have anything to do I will get something out of the experience. I say the museum gets expanded for more interested in current students and prospecting students. I'm sure it will all be worth it in the end.

Ben Whitman

I remember when I was growing up I would come to town to visit my relatives and if we didn't have much to do some days we would decide to go and visit the Natural History Museum on the UWSP campus. I remember it being cool to go and see all of the different things that they had there and I remember it being an awesome experience. But, needless to say when I went through the museum recently I didn't get that same feeling I had when I was a youngster. Instead of seeing the museum as offering a bunch of different things to go and see, all I saw was some rundown taxidermy, that was interesting but really nothing to shake a stick at. To me I think it's sad that the museum is in its current state. The museum that we offer on campus is such a valuable part of who we are as a university. UWSP is known all over for our natural resources programs that we offer on campus and it would seem to be logical that they would have something that would showcase what is known about animals, plants and geologic history. I feel that the museum should stick around and possibly even expand on it to offer more for the public to come and experience. As a current student at UWSP I am pursuing a degree in the field of Graphic Design. In that field we are taught that to sell an idea it needs to be backed up in ways that will get people to notice it. The worst thing for a designer is to create something that no one cares to take notice of and will look right over. I feel that this is the main problem for the museum. In my opinion the staff that runs the museum doesn't do enough to promote the museum as a place that people should come to visit. I know people that go to the university and didn't even know that we had a natural history museum on campus. I don't know how well it is promoted to public schools in the area because occasionally I notice a group of young school age children going into the library, but I don't know for what reason. What I feel the museum needs is a promotion campaign that will sell the idea of going to the museum as a way of expanding what people know about the world around them. I don't think they need to go far in their search for someone to help them with it either. The Graphic Design Department of campus always has students that need experience designing and getting the opportunity to design something for a place that will be noticed by campus and the community. It will not only benefit the museum by getting people to take notice, but it will give the designer(s) something that they would be able to be proud of and put on a resume and in a portfolio to show future employers what they are able to do as a designer(s). I feel the museum is something that we should be proud of and celebrate as something that is a valuable resource. I don't think it should be closed, but just revamped in a way that would appeal to people's curiosities. The worst thing for a museum is to have it be empty of the people that it is there to inform.

Lemens, Cassandra

The UWSP Natural History Museum is located right on campus in the LRC. I believe that it is an important tool and integral aspect of education. It is important not only to the college students on campus, but also local youth and adults. On one of my first trips to the museum, I encountered a family with four young children who had just moved into the area. The family was looking for something to do on a Sunday afternoon, and they discovered the quaint museum on campus. These youngsters were very energetic and excited about the various exhibits and loved seeing all of the different type of animals. It is for this reason I feel that no matter what, the museum should remain open and in its current location. I came upon the museum as part of an assignment but it is certainly someplace that I would visit again. It was a nice atmosphere and had lots of interesting facts and things to look at. I really enjoyed the biome exhibits showing habitats of different places all around the world. The exhibits really were well put together and were great examples of the different species in the various habitats around the world. In order to improve the number of visitors to the museum, I think that it would be beneficial to create more programs that are aimed at the local youth. There is a room that has an egg collection in it and I feel that the space in that room could be put to good use as a program room. Perhaps in time, programs could be created that were more hands on and intended for youngsters. As different programs were established, perhaps the museum could begin to work closely with local schools in the area. This way it would be able to be seen and appreciated by more of the community members.

Wanta, Cody

I think the museum is a good thing. After visiting it I thought that it shows different kinds of lifestyles and other interesting details in the world today. As well as showing things that have occurred over the course of time. I thought the exhibits were visually very impressive. Although it did kind of bore me because for the most part nothing moves its all just stand still exhibits. I think that this museum is focus more in on the younger groups of kids such as (k-12). For the museum to be more for the college it should had more details as well as adding more facts and information to go along with the exhibits. So in my opinion there are a few options for the museum, one of the options would be to leave the museum the way it is now and have it be there for area k-12 students. Because it gives them a general background to all the information presented but that enough for younger students. I think another option for the museum would be to add on and get more exhibits and go more in depth with the information. And the last option I had would be a little far fetched idea but the museum could be moved close to downtown and made into a bigger complex that would apply to all age groups and would contain world wide information as well as information on the state of Wisconsin. If the museum is kept in Stevens Point it should also contain a lot of information on the background of Stevens Point. So no matter what is done I think the museum is a great part of the university but if it does leave it should not leave the city of Stevens Point so there is some where for people to learn about there history.

Drew Ward

UW-Stevens Point natural History Museum is under review by school personnel. Individuals are trying to decide what to do with the space? After walking through the museum from time to time and also for the sake of this class, I learned that many things are unique. I also wondered whether or not people even knew it was there and why? The museum has many different things to offer, it has all sorts of different rooms and interesting facts written next to all of the different animals and things. When you first

enter the museum you will see a bunch of different rocks and fossils and things. When you go further, on your left you will see snakes and in a small room with a seating area there are birds on display. Further in you will find all different kinds of mammals and amphibians. Within the museum you can pretty much find any kind of animal you want to and also some facts to go along with them. I believe that this museum is very unique in this manner. The university also just re-modeled everything within it just a few months ago. I think that the museum should most definitely stay where it is. I think that the university can think of something to use it for. In addition, I also believe that it does need to be used more. No matter if it is by university students or high school and elementary students. The university needs to get out in the community and advertise it more. This way people will actually know it is there. If enough people start to show interest in it, then maybe we could offer tours. But in regards to moving it, I don't think that should even be a question. I personally have been through the museum with my friends numerous times. Every time we see all the new things that they have added and we always address how "cool" the place is. Anyways, so as far as I am concerned I think the museum needs to stay. Advertise it more throughout the community and to local schools. Please don't move it.

Elaine Grishaber

The UW-Stevens Point Natural History Museum is an education and important establishment for both students and ordinary residents in the city of Stevens Point. It can be used as a tool to enhance the education of the students attending the University as well as younger students attending elementary and secondary schools in Stevens Point. It can also become a place for the recreation of the families living around the city. This is why the Museum should be moved into Schmeekle Reserve and expanded; in order to better service the people who visit the facility to learn about a natural history of Wisconsin and the Stevens Point area. Moving the Natural History Museum into Schmeekle Reserve has many benefits. First of all, a museum dealing with the geological, archeological, biological, and zoological history of a place would be greatly enhanced by existing inside a rural, forested environment. By building a facility to house the Museum inside Schmeekle would allow visitors to see the exhibits inside and then be introduced to a real-world exhibit. They would be able to tour the park and use the knowledge they gained from the Museum exhibits and apply them to their surroundings. In addition to this, the Museum and the Reserve coexisting together would help bring in more visitors—something both facilities would benefit from. Another important reason to move the Museum to this location is because it is still close to campus and residence halls and would be easily accessible for University students to use for educational and recreational experiences. Lastly, having a larger facility would make it more possible to add more jobs and increase the economy of the city. In conjunction with moving the Natural History Museum to Schmeekle Reserve, expanding the Museum to include other elements would also benefit it. By expanding the Museum to include exhibits on Archeology it would broaden the number of visitors it would receive and also be able to provide an element of study for students of Archeology at UW-Stevens Point. Expansion of the Museum would also mean adding to the existing exhibits and making some changes. I would first suggest making the Museum more interesting for elementary students. As an undergraduate preparing to be a teacher, I have learned that young children at an elementary level need to be actively engaged in what they are learning about. Walking around an exhibit with nothing to interact with isn't stimulating enough for them. Therefore I would suggest that the Museum add something children can interact with and learn from at the same time. I would also suggest that the general

space of the Museum be expanded, because presently it's very close-quartered inside and this can make some people uncomfortable. It would also allow for larger exhibits. Once in a while, even a resource as valuable as the Natural History Museum could use an update. Rebuilding the facility inside or near Schmeekle reserve would benefit not only those living on campus or attending the University, but everyone in the community. Expanding the Museum would allow for larger, more informative exhibits and also help the institute more interesting for all ages. By making these changes, the Natural History Museum will be more accessible and will be enhanced by its surroundings—which will greatly enhance the educational and recreational resources it offers the community.

Irving Barsjas

After visiting the museum, I personally believe that nothing should be changed about it I like it the way it is. I've been there a few times and it seems that every time I go there I learn something new about it. I liked all the biomes that they demonstrate they are very realistic. One thing that I would like to know is how much money goes into this museum every year. This would be an important part of my decision because I hope that our university is spending our money wisely. One of the things that I did not like was that there were not very many animals, however I know that it's not a zoo so that is totally fine with me. There are many things that they could work on they could make it more realistic however I know that it may cost too much money so that is why they are keeping it the way it is. I think we all could benefit from the museum we just have to visit more often there are many things that we take for granted and this is one thing that should not be taken for granted because there are many schools that would love to have such a nice museum. In the future I think that all the kids from the surrounding schools could benefit because I know that if I would have gone to a university that had a museum as a child I would have aspired to go on with school because I would have thought that college was so cool. I think that it should be kept just the way it is, or if anything make it a little bigger so I can learn a little more next time I stop by. All in all the students need the facts, how much money it takes to run it, at its capacity and how much money could be saved and maybe given as scholarships.

Jamie Law

I have now visited the UWSP Natural History Museum in the LCR twice, once for biology and once for geography. I was very surprised the first time with how detailed it was in animal and climate features. I thought it was very descriptive and it looks like a large amount of time and effort was put into these displays. The only downfall is that the majority of students do not know we have this museum and/or do not know where it is. There needs to be more publicizing about this exhibit around campus. It serves its purpose in giving valuable information on the many different biomes and animals in the world. It can be a very important and useful tool for students learning about these things.

I do, however, feel that the location of this museum is not good. It seems that too much is crammed into a small area and it could be much less confusing if it was more spread out. I also think that the area feels dungeon-like, so they definitely need better lighting (especially if you are trying to take notes for a class during your visit). It could be more organized, too. Better flow from display to display is needed. I sometimes got confused with all the different hallways inside. The displays are great in size and the variety of animals and plants are good. I really enjoyed the times I went to this museum and the material I was learning in class was relative to the exhibit, so I better understood it. It's always nice to see things firsthand to grasp the concepts.

This is an extremely valuable place on our campus that should not be removed. If more people knew about it, there would be much more visitation and it could benefit students greatly. I urge you not to close the museum but expand on it and make people aware of its existence.

Jen Lindstrand

Natural History. A subject that I personally believe is not taught enough in our society today. Children today seem to be relying so much on technology and computers that things every citizen should know, like natural history, seem to be going out the window. I am in a college level Geography class (Geography 100) and I'm learning most of the subject matter for the first time in my life. Not that I never paid attention in the past – it was just simply never taught to me. With that said, the things that I'm currently learning are so interesting it makes me wish I had learned them previously. If I had learned this subject matter before I could be expanding upon that knowledge now rather than learning it for the first time. When I visited the natural history museum it honestly fascinated me. Although the environment and habitats displayed seem very elementary, they truly are fascinating. The only problem I found with the natural history museum at UWSP was the lighting. We were there to complete a lab and I could barely see what I was writing. However, if this is one of the only complaints, it can't be all bad; as the old saying goes, "no news is good news". I personally think the Natural History museum should be kept here at UWSP, although some updates defiantly need to be made. I think it should be used as a learning tool for all ages- Children through adults. I also believe it should be made more interactive. This could be accomplished through sound clips and other interactive multimedia. It would also be very interesting I think if prehistoric time periods were included. How great would it be for a 1st grade class learning about dinosaurs to be able to come to the Natural History museum to get a hands-on look at an exhibit? How beneficial would it be for a 5th grade class to come to the Natural History Museum at UWSP to learn about the habitat of the Great Plains in Africa? I think the UWSP Natural History Museum is great. I also think there needs to be some major updates on it. Personally, I think it should have it's own entrance from outside so that way it would be open to the public. I think the Natural History museum is great on the UW campus, one reason being that when children come to look at it they are truly going on a field trip to somewhere they most likely have not experienced before – college. The Natural History museum should be kept just that- a Natural History museum. It'd be sad to see one more preservation of natural history be put to waste. Our society has already thrown enough education about Natural History out the window, so why don't we keep this one for a change?

Jenna Frey

The UWSP natural history museum located on the first floor of the LRC showed a great collection of rocks, fossils, and birds, as well as large dioramas representing different global biomes that live in each. I was impressed while being at this museum because I was not expecting it to be that immense along with a fairly large variety of species. I felt each biome was represented well because of the display of how the species related to their habitat. The biome, which had the most impact, was the African Savanna and the East side of Africa. It was the most impacting to me because the size of the diorama. I would like to see the other biomes, such as the Pacific Northwest, North America and Canada just as big as the African Savanna, East side of Africa and the Snow Glade. The size of the larger dioramas made it easier to get a better understanding of the different species interacting in their environment. I feel this museum would be a great benefit for someone in the future because it represented the different biomes well. It was interesting

how the appearance of the species were different due to their natural condition and environment. Some of the dioramas were a little small making it harder to depict certain areas of these biomes and how these species would relate, but the larger dioramas were put together well. A possible improvement to the museum could be speakers located by each biome consisting of either an explanation of the biome, or the different sounds of the animals. This would be a great way for people to interact with the dioramas, along with making them more interesting. Also I feel the readings located by each biome could be more detailed to get a better understanding. Overall I feel this museum is very important to keep around because it is a great way to visualize each biome as a 3D display, other than in a reading, or a video.

Jennifer LaMontagne

Museums are always very informative but not all are interesting and hands on. Also, people of all ages cannot enjoy all museums. The Natural History Museum that is located at the University of Wisconsin-Stevens Point is interesting, hands on, and people of all ages can enjoy seeing it. The fate of the Natural History Museum should either stay the same as it is right now or be expanded. I do not think that it should be torn down. If it is expanded, it should contain what it does now and also add the natural history and native cultural history of Wisconsin and the Upper Great Lakes region and leave room to showcase student/faculty research. The museum should stay on the UW-SP campus, that way college students and the community can use it. Maybe a sign should be put up or something else done to let the community know that they can use it and where it is located. I, personally, have visited the museum many times. I remember going there when I was little. My mother went to school here at UW-SP, and she took my brother and I to see the museum a couple of times. Then, when I started to go to school here, I remembered parts of the museum from when I was young, and I wanted to see it again, so I located it one day in the library. I had to visit the museum again when I had to do a lab for my Geography 100 class. I was still impressed with all of the exhibits. I really liked the details of everything. I felt as if I was really in the actual biome being displayed. During the time that I had to do a lab in the museum, I asked one of my friends if she wanted to go with me. She said that she had never been there, much less know that it existed. She decided to come and was very impressed with the museum. She liked it a lot and said that she wanted to visit it again. The Natural History Museum is definitely a place that I would like to visit again. I have already seen it a bunch of times and even then, I would still go back to see it. Every time I go, I am always amazed and learn new things. I am very interested in all of the different biomes that are displayed, and I like looking at what the museum has to offer. I like that there is not only biome exhibits but also dinosaur exhibits, rock exhibits, and even live snakes to look at. I like how real the animals look in the exhibits and that the biome exhibits are a mixture of paintings and stuffed dead animals. I also like that there are description of the exhibits. The scientific names of some of the animals is also helpful and interesting, especially when I went there to study for my Biology 160 class. Another thing that I enjoy, but did not get to see the last time that I visited, are the live snakes. One thing that I do not particularly like, is that some of the biome exhibits are too crowded. They are packed full of organisms. The Tropical Rain Forest biome is an example of organisms being packed too tightly together. Maybe making the exhibit bigger would help spread things out and not make it look so cluttered. Overall, I think that the museum and exhibits are well done. They are very realistic and descriptive. The exhibits of the biomes look very accurate and are filled with specific details. Right now, I think that the museum benefit's the college students at UW-SP and not so much the community or grades K-12. In the future, I would like the museum to be used by not only the college students but by everybody. It

is a very neat and informative experience that everyone should have. All of the exhibits at the museum are very informative and interesting. People of all ages in the community and college would benefit seeing the museum.

Jeremiah Kosmach

Museums are always very informative but not all are interesting and hands on. Also, people of all ages cannot enjoy all museums. The Natural History Museum that is located at the University of Wisconsin-Stevens Point is interesting, hands on, and people of all ages can enjoy seeing it. The fate of the Natural History Museum should either stay the same as it is right now or be expanded. I do not think that it should be torn down. If it is expanded, it should contain what it does now and also add the natural history and native cultural history of Wisconsin and the Upper Great Lakes region and leave room to showcase student/faculty research. The museum should stay on the UW-SP campus, that way college students and the community can use it. Maybe a sign should be put up or something else done to let the community know that they can use it and where it is located. I, personally, have visited the museum many times. I remember going there when I was little. My mother went to school here at UW-SP, and she took my brother and I to see the museum a couple of times. Then, when I started to go to school here, I remembered parts of the museum from when I was young, and I wanted to see it again, so I located it one day in the library. I had to visit the museum again when I had to do a lab for my Geography 100 class. I was still impressed with all of the exhibits. I really liked the details of everything. I felt as if I was really in the actual biome being displayed. During the time that I had to do a lab in the museum, I asked one of my friends if she wanted to go with me. She said that she had never been there, much less know that it existed. She decided to come and was very impressed with the museum. She liked it a lot and said that she wanted to visit it again. The Natural History Museum is definitely a place that I would like to visit again. I have already seen it a bunch of times and even then, I would still go back to see it. Every time I go, I am always amazed and learn new things. I am very interested in all of the different biomes that are displayed, and I like looking at what the museum has to offer. I like that there is not only biome exhibits but also dinosaur exhibits, rock exhibits, and even live snakes to look at. I like how real the animals look in the exhibits and that the biome exhibits are a mixture of paintings and stuffed dead animals. I also like that there are description of the exhibits. The scientific names of some of the animals is also helpful and interesting, especially when I went there to study for my Biology 160 class. Another thing that I enjoy, but did not get to see the last time that I visited, are the live snakes. One thing that I do not particularly like, is that some of the biome exhibits are too crowded. They are packed full of organisms. The Tropical Rain Forest biome is an example of organisms being packed too tightly together. Maybe making the exhibit bigger would help spread things out and not make it look so cluttered. Overall, I think that the museum and exhibits are well done. They are very realistic and descriptive. The exhibits of the biomes look very accurate and are filled with specific details. Right now, I think that the museum benefit's the college students at UW-SP and not so much the community or grades K-12. In the future, I would like the museum to be used by not only the college students but by everybody. It is a very neat and informative experience that everyone should have. All of the exhibits at the museum are very informative and interesting. People of all ages in the community and college would benefit seeing the museum.

Jessica Leach

The Natural History Museum is very low profile on campus. Until this year I did not even know it existed. It is quite a small museum located in the library, off to the side. Within

the museum there are models of the different Biomes in the area, birds of the country, and animals. It is an interesting museum but I would not visit it again unless I had another assignment for a class. I believe that the new curator, Ray Reser, has a great idea for the existing museum. I do not think that taking away the museum is an option. The children are still benefiting from it and so are some college students. If the museum was used in conjunction with archeology I believe it will be a better teaching facility. More areas of school could use the museum for teaching purposes. When I walked through the museum, the models were interesting but I believe they would be better suited for children. I do not know how often the museum is used for school aged children but I believe that would be a good idea. What better way for children to learn than by seeing it first hand. If the archeology was added to the museum, I think that the children would truly enjoy the experience of seeing the new exhibit. Much of the exhibit works well but I do believe it should focus more on our areas. It is good to learn about other areas of the country but most of the students do not even know much about the Midwestern part of the country. We are taught to focus on other areas but unless you take a course specifically focused on this area you may not learn much. It is a good museum and it should stick around for others to see. The whole point of going to school is to learn and if we can not do this it is useless. Many people are visual learners and I believe that the museum helps people picture what textbooks can not show.

Jill Engel

Before this assignment, I was not aware that UWSP had a Natural History Museum on campus. Upon walking through its doors, the biome facing me of the African Savannah was interesting and well done, though the animals did seem a bit shabby, most likely the effects of time.. I found the same to be true of the other biomes. However, I found the written descriptions to be quite elementary and was probably geared toward more of a middle school audience. This trend continued throughout the museum. I really had no interest in the bird egg collection, but that is more about personal taste, because I am sure it is an impressive compilation. I did not get a good sense of how the snakes fit into the overall theme of the collection. Greater interest in the museum could be achieved by focusing in on a few major themes and having part of the exhibit geared toward elementary and middle school children and the other part meeting the interest of high school, college students and adults in the community. Spark the interest of the younger students by keeping the biomes. If it were possible to restore some of the current animals or replace some animals to include some of those featured in the current animated movies like "The Lion King" or "The Wild" would help fantasy come to life and hold a child's interest while she is learning something about the real African Safari. If these displays could somehow be interactive instead of just viewing or reading the explanation, this would aid in holding a child's focus. As a person interested in current events, before taking this class I had heard a lot about global warming, but I did not really understand this concept; the process of it or the differing theories surrounding it. A display with the theme of global warming aimed toward older students and adults would be timely and of interest to the community. The exhibit should display all of the elements involved and the process, perhaps with models. It should be visual and then have the reading component of written explanations. A couple viewpoints of the theory should be represented backed up with scientific reasoning, allowing the visitor to make their own decisions about global warming. In class, we were taught that some plants that I just assumed were native to this area are really an alien species. An exhibit distinguishing Native and Non-Native plants of Wisconsin would be interesting. Including alien plants that are taking over native plants and the explanation of this would be educational.

Jill Schutts

I think that the UWSP Natural history museum is an important asset to the University and the Stevens Point Area. It is interesting and provides good visual aid to the different areas of the world. When we had to do the lab I will admit that it was the first time that I have ever been in there let alone really knew what it was but it is pretty impressive. I think that the animals and the accurate depictions of the areas around the world can help people young and old. One main thing that I disliked was the paintings in the background on the African Savannah. I thought it was hard to imagine the background like that and it really took away from the other cool stuff in the display. I also noticed it hard to figure out what animal was what. The labeling is hard to relate to the animals and other objects in the display. It was interesting to see all of the different environments around the world however I also think that it would be interesting to see some different natural history and native culture of Wisconsin too. I think that incorporating more things about Wisconsin would make the museum more universally used in the University and the Stevens Point Area. It would be cool to see all of the different interesting things about Wisconsin and our culture and traditions that are not often seen by most. Although the Natural History museum is an interesting reflection of the culture of the world I think that it might be more beneficial to see more aspects and history of Wisconsin for young and old to see our heritage and our state. I think that sticking to this line of history and display would really help in the understanding of the native culture and the Natural History Museum could become a tool for learning throughout Wisconsin.

Justin Wilder

I am currently a senior at UWSP and am writing about the UWSP Natural History Museum, located in the LRC. Until my senior year at UWSP, I had never once visited the Natural History Museum. I had never gone, because I had never been asked to go there for a class project until Geography 100. Unfortunately, I think this is the way it is for a lot of students at UWSP... Unless students are asked to go there for a class, students won't go there on their own. Although the artifacts are very well preserved and it is fun to look at, students are not going to go to the Natural History Museum unless they are "forced" too. Sometimes I wonder if the faculty are even aware of the Natural History Museum in the LRC... I think that faculty who are housed in the College of Natural Resources and the Science Building are probably very aware of the museum; however, as a student in the College of Fine Arts and Communication, I would be very surprised to hear that any the COFAC professors have ever visited the museum. With this being said, I do not think that the Natural History Museum should close. On the contrary, I think it should remain open; however, I do not believe it should remain the LRC. I think that the Natural History Museum should be re-located to a location off campus, simply because students do not utilize it in ways that they should. In fact, I would say that UWSP abuse the fact that it is in the LRC. I have heard plenty of people say it's a fun place to visit while intoxicated. This is NOT a proper use of a museum. If the museum were to be moved off campus, I think that students would be drawn to it, and they would not have an opportunity to abuse the fact that UWSP has a Natural History museum, and a fine collection of artifacts. I believe that UWSP is extremely lucky to have a very well-kept Natural History Museum and the past and current curators should be given a lot of credit for the work that they have done on it. However, I believe that the museum would be much more appreciated away from UWSP.

Katherine Buhr

The UWSP natural history museum is a great learning environment. Not only do the viewers read or hear the information, they can see it which helps the mind interpret what they are learning even better. I used this museum to learn about biomes, and from experience I believe it helped me understand what I was learning in a whole different way. It made school fun again. The problem with the museum is not very many people know about it. As a sophomore at UWSP, I had no clue there was a museum until we were assigned to go check it out during our lab in geography 100. As a member of the swim team, I was talking to several upper classmen of juniors and seniors, none of which knew there was a museum there either. I don't think there needs to be any change to the museum, just change to putting the museum out there. When I was working on my lab in the museum, the only other people I saw in there was a little boy and his mother. Though I think this museum is a great benefit for grade school kids as well, college students would also get a great deal of knowledge out of it if they only knew about it. More assignments through the museum from classes, more signs and advertising, and more activities involving the museum might help get the name out there. Once students know about it, I think the museum would be used more frequently and would be very useful. Once again, I believe the museum is great the way it is and would be very beneficial without changing a thing as long as people know about it. Getting the museum out there for the grade school kids, parents, public, and college students is a great way for everyone to learn and appreciate the natural history museum. The only change I believe the museum needs is more publicity. As long as people know about this great facility, it would be used much more often, and would be very useful to everyone.

Katy Karnosky

This historic museum so eloquently placed in the library is an asset to our university because of the biodiversity it has to offer. I find it therapeutic to wander through each eco-system and study what makes each one tick and will visit it more often as I find it very fascinating. However, what I didn't like about it was I felt that it was sort of lost in the shadows of the library. To be honest, I did not even know about the museum until this year, and I am a junior. If it was placed in possibly the College of Natural Resources or an area more suitable for students interested in these biomes, I think it would attract a lot more visitors—both in and out of the University of Wisconsin Stevens Point. I think it should be updated to perhaps make it more appealing to the human eye, as well. If the committee were to add some more real wildlife and exotic animals to the mix, perhaps more interest might spark. I enjoyed the African exhibit because that hits home with me—I have a brother in the Air Force and he was deployed to Africa, which is why I enjoyed reading through that biome. Right now, it is neat that there are live snakes to observe, but I have a feeling if more real wildlife were to be added, more students would be attracted to come and visit. In this area we do not have the luxury of a zoo like they do in Milwaukee, but if the natural history museum were to liven up their biomes, I think that would better the attraction even more. It is important that this museum does not close down because it comes in handy for many environmentally science based classes on campus and for the public. Having such a commodity at UWSP is one we cannot just let go to waste. I think we just need to do a little revamping here and there, make some adjustments, and advertise more with what it has to offer and where it is located. If we do all of these things, the museum would be a hit to students across campus, professors could utilize it more often, and the general public could come and learn from, as well.

Kristen Minster

One of the best ways to learn science education is experiencing the concepts visually. This is a superior method of interpreting information because people are capable of remembering certain items easier. A special part of campus that expresses this visual experience for students and the public is the UWSP Natural History Museum in the Learning Resource Center. The museum includes a variety of exhibits displaying life-like animals in their particular biomes. It has been made aware that the future of the displays is undecided due to the retirement of the museum's former curator. The museum is an important part of Stevens Point's education, and it should remain in its position for future learning services. While visiting the Natural History Museum for the first time, I was extremely impressed with the set up and various displays it offered. In a display case outside of the museum, there was an exhibit called "Celebrate." This set up is especially important to me because it shows great appreciation for racial diversity around the world. The African Savanna exhibit welcomed me as I opened the door to the museum, and I was blown away by the realistic detail used to define the setting. I enjoyed all of the exhibits' uses of preserved animals and other materials to make my experience as true as possible. My other favorite, in particular, was the Tropical Rainforest because of its organization of the complex artifacts and animals. This is my preferred biome to all the others. Additional displays included simple artifacts, such as fish and dinosaur fossils. The Natural History Museum is set up perfectly for true educational experiences. I believe the entire group of exhibits and displays should remain untouched and in its current position. UWSP students and the public have used this museum for several years now, and it should continue to be used for this educational purpose in the future.

Kyle Gorski

The UWSP Natural History Museum is a great learning resource and should at least be updated and/or expanded. The museum contains a lot of good information that is easy for everyone to understand. It is a good learning tool for K-12 and even college students.

I personally would revisit the museum if there were some more modern displays. When you first walk in, the different rocks are cool and interesting, but a more interactive way to learn would make it more fun and desirable to learn. I spent about 25 minutes walking through and reading the information about the exhibits. I was especially interested in the prehistoric exhibit and surprised that there were that many artifacts on our campus. The content of the different biomes was also very good. It was cool to see all the different animals each biome contains, but some of the labels of things inside were kind of hard to match with what animal it was showing. The reason for the difficulty in matching labels had a lot to do with there being a large number of animals in a very small glass case, so there are things right on top of each other. I am not a pro on my animals and species by any means, so I was confused on what was what in some places, especially when I was looking at the different birds and snakes. A cool addition to the museum would be a live fish tank so people could actually see the fish that Wisconsin's waters contain because they look different in the water than when mounted on a wall. The biggest problem with the museum is that it isn't advertised and it seems hidden in the LRC. I had no idea that it was even there. Now that I know and visited the museum, I think that it should be more of a focal point on campus. I would like to see an expanded museum that is advertised to the students. A new building would be great. Overall, the museum is a great learning tool. I believe that it should stay on the UWSP campus and be more utilized by the students. I didn't want to go because it's a museum, but I found myself actually spending time and interest on the exhibits, and most people that desire education would feel the same.

Laura Schults

I believe that the University of Stevens Point Natural History Museum in the LRC should be kept and improved upon. When I went to the LRC and walked through our miniature museum I was quite impressed at what I saw. I had no idea UWSP even had a museum little as it may be. For the limited space and resources, the displays were educational and extremely enjoyable to look at and learn about. If there was something to be done to our Natural History Museum I recommend that more be added onto it in terms of space and content. Each "exhibit" I looked at and took down information on, looked crowded and not spread out enough. If there were more room for placing and dispersing the figures and landscapes inside the displays, it may look a lot more professional and organized. When it comes to showcasing student/faculty research I believe that is a wonderful idea. It would give current students a chance to show off their talents and hard work just like art students in the Noel Fine Arts Center or music majors playing for an audience in Lower De Bot. It would also be a good place for teachers to display things for their classes that their students can go see for themselves and study. Theses are just some reasons on why I believe we should keep and/or expand on the UWSP Natural History Museum. If you look at it in the long run and with all of it's changes applied, this museum could really benefit UWSP as a whole and within just the science department. It is a good learning tool that anyone and everyone can use and learn from. Even if we did not expand on it, I think we should still keep it because of the easily accessed information already stored behind it's protective glass.

Lindsey Arnold

The first time I went to the History Museum in the Stevens Point Library was when I took the children I work with on a field trip for the Boys and Girls Club. Although the children were quite impressed and excited to be in the museum my perspective of the museum was slightly jaded. Being fortunate enough to visit various museums throughout the country and world I have a lot more to compare it to. And despite all the efforts of the University the Museum pales in comparison to various museums I have visited. When walking into the museum one of the problems is the lighting, even with the lights on there are parts of the museum that are dim and could be scary for younger children. I understand that maintenance in a museum is time consuming but some parts of the museum were unclean and unfit for visitors. In addition to the cleanliness aspect the museum could use some updates in it's content. Because history is an interest of mine, I think it would be to the museum's benefit to incorporate more of a historical background. In addition to the biomes, the museum could include people and the biomes that they lived in throughout time. It could begin with dinosaurs and cave dwellers and later on to ice age and those who lived in it. While I attended the University of Wisconsin Oshkosh, I visited the history museum there for a class assignment. The museum was comparable to our University museum, but what made it different was that every so often a special exhibit was promoted. When I went to the museum it's feature exhibit was The Titanic. Another aspect that the museum utilized was great promotional relations. Through banners, word of mouth, brochures, and other public relations tactics the museum was able to pull in students and keep their attention.

Lorri Campbell

Before I took Geography 100 the UWSP Museum of Natural History located in the library was something I'd simply just walk past. But after being assigned a lab requiring to visit the museum, was in a way an eye opener to what this place had to offer. After spending time at the museum it became clear that this was not just a place for the college level but

for the young and the old. As far as my own experience I certainly learned a lot. After learning about similar topics in class this displays helped as a secondary visual source to help enhance what we were learning in class. But as far as the future of the museum I think there is a lot to consider. I believe many things should change but to keep it as tasteful as the original creator would have intended if granted the same resources. I believe that the museum would certainly benefit if it could be expanded. Trying to get a group of people in that space takes away from everything there is to offer. Getting the best look at the displays crowded in a small space isn't always the best way to learn. Space is also an issue in the displays. One thing I noticed going from display to display was how much stuff they had put into one display. If the building was expanded the displays could be spaced out and viewers like myself might not feel as overwhelmed as they explore the museum. I also felt that trying to figure out which animal was which was sometimes a difficult task. I think labeling the animals and trees and plants in a more organized and easier readable way would also help to make the museum to its fullest potential. As far as subject matter that is covered there now is very appropriate. I think it covers a lot and is done very well. If you were to expand, then that is a reason to consider what else they could add and relate it to what is there now. But without knowing what the future of the museum holds I can only say that it is a wonderful resource to the community and students at the university. I think if anything it should be given more credit and hype to really give the museum the attention that it deserves. It is a great place to learn about natural history and bring it to central Wisconsin that is FREE of charge, now how many museums do that?

Malinda Shanklin

The UWSP Natural History Museum found in the LRC is a unique place to the university. Upon entering, my first impression of the displays and exhibits was astonishment. The biome diorama installations were so realistic and interesting to study that I spent a long time observing the differences between them. I feel the museum should not remove anything but possibly highlight the natural history for Wisconsin and Upper Great Lakes. This touch would add a lot of background knowledge that is important in understanding our history. Another suggestion would be to add more detailed word description to the biomes, for visitors who don't understand what they are observing. I enjoyed my experience at the museum and would love to visit again on my spare time. Having the museum so accessible to the students and public is great because we can learn much from these exhibits. This place is beneficial to everyone who wants to learn more about our surroundings. I hope the museum remains on the campus for both the students and public to enjoy. I am interested to see if any changes will be made in the future.

Mallory Leynse

On my visit to the Natural Resources Museum I saw things that I did like, and a few things that I wasn't so fond of. First off, I really liked that you had no idea what to expect around every corner. You didn't know what animal would be, hanging high on the wall looking down on you. I was startled numerous times by the large buffalo head mounted on the wall down on the halls. But I think they could have labeled things slightly better, because I honestly got a little turned around here and there when I needed to go back and re-examine some of the exhibits. I also, really liked the descriptions for each biome, and also there were so many types of animals displayed in each section, it was very interesting to look at. However, I do believe that there could be some improvements done to the museum. I mean there was so much emphasis on the biomes, that I don't know of any other reason to go in there other than the assignment we were supposed to do. It is

great to learn about our ecosystems, climates, and biomes in order to understand how it all works, but honestly I think it's slightly dull. I think they should make the dinosaur, and fossil exhibit larger, because I had more fun in that room with the Tyranosaurus rex skull, than merely looking at all of the animals. I think you would be able to draw more people into the museum if it were more interactive. I think it would be a good idea to open it up to K-12 children, as well as the community. If it were more interactive I believe that it would be easier to learn from, and more memorable. Honestly, the museums I remember the most about are the ones that I can have some hands on experience, and interact with actual people, as well as activities. To sum it up, I think that the museum would benefit if they made it more interactive, put more emphasis on other areas than the biomes, and open it up to the entire community. I do believe that this museum does have good qualities, I just think if they make a few minor improvements then they would turn into awesome qualities.

Matthew Fermanich

I must admit that I was surprised when I heard about a museum on campus. Furthermore after seeing what was all inside impressed me as well. I was rather impressed with what I found. Recently it was put out that the Museum might be closing. I think that would be a bad move for the University. Since I started my education at the University of Wisconsin Stevens Point I have seen many children on campus. Strange for me to understand at first and then later finding out they were on field trips to the campus to see the museum. Seeing how much fun they had walking through and seeing what it had to offer told me that this was a popular place. I personally think it would be a bad decision to close down the museum. I understand that money is always an issue, but how can you put a price on education? I believe education shouldn't be limited to a set price. Expanding the minds of our children is one of our most important goals in life. If we can't provide them with enough knowledge and tools for the future, we are setting them up for failure. With that being said, I think some updates could be made to the Museum. Even after what was said in the paragraph above, I am a realist and understand that moneys are limited. My idea's might be on a more expensive side, but we are a technologically advance society and should be using tools that have become a natural way of life for us and future generations. For the most part, the museum setup is good; I do believe that with keeping the old and adding some new it could even be better. I suggest adding screens/monitors to show clips of what nature looks like in that exhibit LIVE. Maybe purchasing some National Geographic tapes with clips for those types of environments.

Molly VanHoorn

I believe that the museum is a good asset to have in the UWSP system because it gives a chance for learning outside the classroom setting. It is also worth keeping up because it can be used in many different classes. The museum should be kept up and expanded in order to allow for a well-rounded learning experience for UWSP students and also for students and the community outside the college. Having the museum adds variety to the learning experience for the students here. As a student at UWSP, I can say from experience that learning in a classroom can become a tedious process. In my geography 100 class, we were given a lab to do, which required using the museum. I enjoyed exploring the museum and doing my research there. The variety in learning greatly enhances the whole learning experience. The museum makes it possible to have a hands-on experience by seeing first-hand the animals and their biomes. Another benefit of the museum is it can be used in a variety of classes. Professors should be encouraged to use the museum in future classes. It is possible that some

professors may forget about or overlook the opportunity to incorporate the museum into their curriculum. It can be used in many of the science classes as well as in others such as anthropology. It could be used to learn about culture as well as the animal side of things. This leads to my next point, that it would be useful if the museum were expanded. As of now, there are limited uses for the museum. From my experience there, it seemed that the content mainly focused on animals and their biomes. I believe the opportunities for learning could be expanded if the museum were also expanded. This would also allow for high school and elementary school to utilize the museum as a resource. I think it would be a shame to see the museum moved to a different location. I also think that expanding the museum would be the best utilization of it. Right now it has limited uses, but could easily be fixed. Even by adding more information to each exhibit, would allow for a broader learning experience. Overall, I think the museum is a good asset to assist in the learning experience here at UWSP.

Monika Borowski

I think that the UWSP Museum could use a facelift in the future. When I have visited it, it has been for class assignments. I found a lot of the information and models interesting but there were certain things that could make the appearance more appealing to a broader audience. Some things that I liked about the museum were the bird and egg display. More displays that are native to the state of Wisconsin may draw more people in. I think a larger display of fish, flowers, and other native plants would be a fun addition. I would also consider a smaller display of exotic plants and animals (not necessarily the ones from the different biomes in the museum). The biomes displayed are a great way to learn, but some lack reality. Some new paintings would help this (a great project for an art class). More information about the different biomes would be a good addition also. More real animals would also attract more people. I don't believe there were any displays about humans in the museum. I think that a section about how humans have evolved (even written information) could somehow be incorporated with the different biomes (for space saving). One more addition that would be interesting is the pattern of the stars that we can see from Wisconsin at certain times of the year. Even though there is a place to do this in the Science Building, I think people would be more likely to be able to find the information here easier. For the placement of the new Museum...I think the library is a good place, but it seems hidden. If it was more visible, I think more students and visitors would use it. Even an outside entrance may be helpful, especially for school field trips. For the younger audience, there should be more interactive activities. Activities where the kids have to guess what they're feeling, what they're looking at up close, who's fur is who's are all fun activities.

Nicole Wirth

When I visited the Museum I was very impressed with what it had to offer. Each exhibit provided the learner with some background on what it is displaying and what you would expect to see in that type of environment. The showcases themselves looked very realistic and overall, was a very informative and good learning experience for me. As far as the future of the museum goes, I think that it should be left well enough alone. The museum right now teaches students a lot about the different wildlife and areas of the world. It would be a great place for the elementary and middle schools around Stevens Point to come and look around for a field trip. I think those students as well as college students would benefit from the museum. Overall, I think the content of the museum was very good. The information provided was very informative, the area as soon as you enter was interactive, which is always a good thing, and it was awesome seeing some real animals, the snakes. Maybe a little something I would like to see improved would

be incorporating a few more real life animal cases around the museum itself. This may keep the visitor wondering what animal will be around the next corner. Another aspect to the museum that I think would be a neat addition is to add a voice command button at each display case. Instead of reading only the information on the small cards placed in front of the case, I would be nice to have a button, with a voice explaining what is happening inside the case, where it is taking place, the weather, what the animals eat, etc. It would be nice to get that extra bit of information then just what is on the cards. Most people are better off hearing something and learning that way. The museum, I think should be left as is, with few minor additions that I've stated above. These additions would only help the museum and will also not be a great deal of work in renovations, which always helps expenses.

Pamela Olson

In my opinion, I feel that the Natural History Museum should continue to stay open and also keep its current location. I do feel that some modifications should be made. I feel that there should be more of a variety of exhibits displaying more of the culture and history of Wisconsin. At the current time, I feel that the exhibits and displays are not very interesting. It's neat to see the work and creativity that was put into it but not enough information or variety of things to keep my attention or bring me back. I had come to the museum when I was in K-12 and the store was the most interesting part. I've also used the museum for IA drawings and also Art classes. Again, I think the museum should be more geared towards the culture and history of Wisconsin so that it will still keep the K-12 grades coming, I think it would create a visual education for them. I also feel the store should stay open to help with costs. I also agree that including a space to showcase student/faculty research would be a very good idea as I don't know of anywhere else on campus you can go for that. It would be convenient because of the general public and schools that visit. I asked my elementary school children what they thought about the museum and they liked the dinosaur bones and the store. They do like being able to see what the animals would look like in real life but I don't think the large amount of environment along with the animals is of interest to them. I also think that having different historical cultures would be of more interest. Like what the inside of an Egyptian tomb looked like or have a Teepee or mud huts showing how people lived. I think that all the majors at UWSP could also play an active role in redesigning and or adding their knowledge and crafts to the museum. That could even be a theme. What was "dance" like years ago in Wisconsin? What was the "art" like? What were the "foods" grown? What were the early "languages"? What types of "animals"? How did people "dress" How much did things "cost"? Just some thoughts.

Patricia Ryan

Honestly the first time that I noticed the Natural History Museum was when I was required to go visit it for a geography lab. I have been in the library many times but never actually noticed the museum entrance on the other side of the building. Once I actually entered the museum I was amazed that I had never heard about it and that I had not entered it until my sophomore year. I personally think that the museum is something that UWSP should keep. It holds such great information and great visuals. We were learning about biomes in my geography lecture when it was an assignment to tour the museum. I had just seen pictures and had to read about all the different biomes. I knew that when it came to the exam I was going to have a lot of memorizing to do. But the museum helped me visualize what each biome looked like and I could see distinct differences in them. Each area had such great detail. The animals were amazing! I felt like I was looking right into the Tropical Rainforest. The museum shouldn't just be passed by like I did for the

past year. There needs to be more advertisement. It really needs to be noticed. Students should want to enter it and see what it's all about. Maybe add more colors on the outside; have a fun path from the entrance of the library the museum entrance. Put one of the huge animals in the lobby to draw students in. The museum is full of great visuals but there should be more sounds to synchronize with the different biomes and animals. In the Neville Public Museum in my hometown Green Bay, there is this huge Woolly Mammoth at the beginning of the Ice Age Exhibit. It growls at you as you walk by and makes all the little kids yell and laugh. It's a great way to get everyone's attention and get them anxious for the exhibit. There could be more hands on things to do for kids. More fur to touch, more buttons to push. Maybe more live animals because that always draws attention. There are many ways that this already great museum could be improved to get the attention that it deserves. The museum can continue to be used for geography, biology, and natural resource classes. It's a great way to visualize what the boring lectures have been all about. The kids at the day care in Delzell Hall come and walk through the museum and all find it very cool to look at. Local elementary schools could walk through the museum to go along with whatever they are learning in class. There is so much that Natural History Museum can do for all kinds of students. We shouldn't be thinking about closing it, we should be thinking the opportunities it holds.

Sara Stack

Being a native of Stevens Point, I have had the opportunity to visit the museum many times. When I was in elementary at Jefferson school, I recall visiting the museum at least once every year. It was exciting, new, and different, yet only a single-filed walk away. When I think about the UWSP Natural History Museum, I rarely associate it with my college years, but rather reflect upon my youth and how I felt when my class and I would walk through the huge, dark halls, gazing at the things and places I had only seen in books or through television. During the babysitting period of my youth, I would take kids to explore and discover the strange and sometimes scary museum. Questions would pour from them and I would take pride in my knowledge of the place. Since the renovations, the museum has grown into a much more beautiful, structuralized museum. I believe that all children in the community should have the opportunity to explore the UWSP Natural History Museum for themselves, which is why I am in complete favor of having it a focal point for students; kindergarten through senior year high school. If we are inviting to the young students, it may also help bridge the gap between the college and community, but that's a different issue. Furthermore, I can envision students of the UWSP also enjoying company the young students by mentoring, tutoring, or just walking through with the children in groups of 4. In conclusion, having been a child of the Stevens Point community, I have fond memories with the UWSP Natural History Museum. I strongly believe that focusing on the children of the community would strengthen the bond between the community of Stevens Point and campus, bring excitement and interest to young children of the community, as well as the to the UWSP students that could accompany these children on their journey.

Sherri Timm

Thank-you for asking for input from students regarding the future of the UWSP Natural History Museum. I am an art student and a parent. I think the Natural History Museum is a very cool place. I have gone on field trips with both of my children's classes (Woodside School in WI Rapids). The children love visiting UWSP and the UWSP Natural History Museum. When I bring my children and friends to UWSP for informal tours, we always will go to the Natural History Museum, if it is open, (otherwise we see the displays in the Natural Resources building). I would be very disappointed if the

Natural History Museum would close or move off campus. Suggestions for improvement would be to add more chairs. Although there are many chairs in the museum, a few more may be added. Also, the gift shop is always a hit with the kids. I would keep the gift shop and perhaps add a few more items if possible. I like the items at the Madison City Zoo, and maybe UWSP could buy items from some of the same vendors that Madison Zoo has. Because I am an art student, I think that the UWSP Art and Design Department could be useful, if the Natural History Museum wanted to make further updates or show case UWSP student artwork. This could be used for an art class project, which would relate to the Natural History Museum. Also, I think it would be nice to include some form of sound. It could be interactive with young students (animal sounds) or background music (which could be played (and recorded) from the UWSP Music Department. I would suggest that the sounds or music be played quietly. I think all the displays are great. If any displays would be added, I would prefer displays that would show case our area (Central Wisconsin, Wisconsin, or the Mid-West). Since the Natural History Museum has limited hours, it would be nice if somehow additional displays could be near the museum area. I think we are lucky to have the UWSP Natural History Museum- it is fun, educational, great for all ages, and especially wonderful for visitors.

Stacy DeMorrow

The first time I visited the UWSP Natural History Museum in the LRC I was a freshman here in college. I am now a junior and I still find the museum interesting. I have told many of my friends about the museum and most of them didn't even know it existed. The biggest change I think the museum could make would be to advertise it more. The majority of the campus doesn't even know where it is or what it is and I think with advertizing the museum could be a great place on campus for students to go. I find the displays of the biomes very interesting especially with the life like display of animals and plant life.

However I would enjoy more explanations of the animals on display, for example their names, habitat, food source, and a fun fact. This I think would be an interesting and informative addition to the display. I definitely think the university should keep the museum. It is a great tool for university students such as myself to learn about biomes and to have a first hand opportunity to see what they look like. Also when I was in the museum I noticed a lot of small chairs and books that looked like they were used by very small children. I think this is a great institution for children to be able to go to and see these animals and be able to identify them, but also to start a love of museums and learning at a young age. Many children these days spend so much time with digital animation that it is great for them to see something real, and this museum gives the opportunity to do this. Over all I think the museum should be kept in the library and it would be a great loss if the museum was lost. I believe the museum could use some more advertisement and a few renovations but should be kept for students to enjoy for years to come.

Tammy Staszak

Right now, the museum on campus is geared toward younger kids, which doesn't make much sense since it is on a college campus. I think the museum should be updated. I think the idea to create an Archaeology Center/Natural History Museum is a good idea. For this to happen, the museum needs to be moved to a much larger space. There is only so much you can do with enclosed glass boxes. It should have a more open and realistic feel to it also. The spaces are so small and there are so many animals in them that they just seem fake. I realize the museum is just a representation but a little reality

wouldn't hurt. As for a new location, the current book store on Division Street would be a good location. It's a big open space that has a nice central location. Since it will be vacant starting in the spring, the university could move the current biomes over to that space and add to them. The extra space would mean more biomes and bigger biomes which would be more realistic and there could also be more species and different species in them. This would cost money but they could charge admission or even just ask for donations. The admission wouldn't have to be much; just a dollar or two but it would generate some profits for its up keep. I believe that a number of elementary schools take trips to the museum which, with it being in a new location and having more stuff; not just biomes but also ancient civilizations or Native American sets, kids could learn more and there would then be a reason to charge a fee. This museum could become a real part of Stevens Point, not just a little corner in the UWSP library.

Tiffany Baake

I like the idea of having the UWSP Natural History Museum in the LRC. It being on campus gives more people more opportunities to learn. It's also in a very good location in Stevens Point, making it more accessible to schools and organizations. I really enjoy all of the exhibits, and I think they are educational but interesting as well. You don't really feel like you're learning when you're looking around at everything. The only thing I dislike about the museum is how a lot of people don't know about its existence. I have lived in Point for years and didn't hear about the museum until I started going to college. A lot more people could benefit from it being there if it was advertised to the community more. I would also hope to see more schools tour the museum for class trips. I think schools could get a more hands on approach to the things they're learning at school if they came to visit, and it would be an overall good experience for the kids. I believe the Natural History Museum should be kept where it is. If anything should be done to it, I would hope that it would only be expanded to include more exhibits. I think in the future, many people of all ages will benefit from the museum. College students can go there since it's right on campus, school aged children can go to learn and get encouraged to learn, and the community overall can gain a lot from visiting this museum. There aren't many museums in the area for people to go to, and it would be a shame to close this one. The Natural History Museum at UWSP is definitely a place I would visit again. I would also encourage anyone to go there whenever they have a little bit of free time and learn something new and interesting.

Tracey Welch

I was absolutely stunned by the Natural History Museum here at UWSP. Until we had to do our lab for Geography 100, I did not even know that it existed, but was pleasantly surprised. I thought that the exhibits were very well done and were very life like. There were certain exhibits that were part of the lab, and that we were suppose to focus on, but I found myself looking at everything. I think that I would go again, even if there was no assignment involved. The future of the history museum is a simple one; I feel that it should stay right here on campus. I think with a little more advertisement, as to where it is and what it has to offer will get people interested. Like I said, I did not know it even existed. It is tucked in the corner of the library where you never really look when you walk in the doors. I am not sure if this already happens at the museum, but what about tours? There are a few elementary schools that are very close to the campus. I know for a fact (since I work at Jefferson elementary school), that they would think that it is pretty awesome, there just needs to be more publicity to help generate a buzz. I already talked about what I like about the museum. The displays were very real looking and do a good job of incorporating the specifics of the different habitats. As, for dislikes, I think

that something needs to be done about the lighting. When you first walk in there is a giant display that immediately catches your attention, but the rest of the museum is black because of the motion-sensor lights. I did not even know that there was more to the museum until I dropped my pencil and I had to walk and get it which triggered the lights. I think that there are better ways to make it more inviting and to lure people in by catching a glimpse of other things when they first walk in.

Trefor Jones

As I walked into the Natural History Museum, it brought back many memories. This sounds ridiculous, but I remember going there when I was younger. My grandparents live in point and when I was around the age of 10, they brought my sister and I to the museum. As a child, I was extremely fascinated with all of the exhibits. So does the museum deserve to stay? I believe it does. Looking at the museum at a “money” point of view is not the right way to do it. I believe that the university should keep it and possibly even improve it. The museum can be used by students in a class if they’re stuck on a subject, classes can use it for assignments, college students can go there to enjoy the exhibits, or like my grandparents did; you can take your family there. When I went back to the museum this year as a student, I was still amazed by all the things I saw. For some reason, museums are just exciting to me. It’s a fun way to learn about subjects and its more hands on. If the museum is thrown out, the university would be saving money by not having to upkeep it and by not brining in new exhibits. It would make space for something new and more useful to the whole student population. Of course it could do that but that’s also by looking at it in the money point of view. First of all, is it really that expensive to maintain the area and what else would they even put in there to replace it? In my view, I believe that they should keep it there and improve it or put it in a new building. I think it would be ridiculous to get rid of it completely. I think that the idea to split it up into age groups (K-12) and by student-faculty research is a great idea. That would make it more appealing to schools to bring their classes there and it would be interesting to see what the student-faculty is doing hands on. I believe that it will still be used later on by all ages for classes and just to visit. I would recommend visiting it and I would probably go back and visit it again. Overall, I think that the museum should stay and even be expanded. This way, it can still be used but by an even larger amount of people from all different age groups. I think that if it is expanded, it will get great reviews and will be a success. Everyone has been to a museum and can say they enjoyed it and even learned something from it. So why take away something like that from the student body? Let’s keep the museum and keep learning.

Yee Yiu Choi

The Natural History Museum has been here with UWSP for years. It has always been a popular place for school children, college students, community member and others while they are visiting Stevens Point. It has long been serving educational purpose in our area. Also the unique exhibition that it has made it unique around this area. So I think our Natural History Museum should be kept. The Natural History Museum has different exhibitions. The “Menominee Clans Story”, the “Celebrate”, the “African Savanna” and different biomes dioramas are exhibit in it. Besides, the museum holds a great variety and unique collection of eggs. Next to it there are also live snakes being exhibited. We can found the moving T-rex head jaw as well. The museum offers visitors insights into many aspects of natural and cultural history. It is not difficult for us to see there are school children visiting our museum almost every week. So I believe it is worth to keep our museum. Although the museum servers good purpose of education, I feel like there is not enough in-depth information about the research work of our students and faculties.

Our school is well-known for its natural resources and biology fields. I think adding something related to that particular area would be a great idea and that could probably attract more people to visit. Also the current exhibitions maybe too old and is better to rearrange or introduce some new element to it. I believe our Art department could definitely give us a hand if we trying to rebuild the museum. So the cost could bring down a bit. There are some other options that we can choose form, like closing the museum and expand the current computer lab. Although our campus is moving forward and we have to enlarge our facilities to meet our needs, I believe preserve what we have is our first priority.

Zachary Daul

Concerning the Natural History Museum, I think that there should be some changes with the project. It is a very small space that the museum gets to work with. It is a poorly planned area really. It could be vastly improved by increasing its size. It should take up a space that is big enough to actually display all of the things. It is so cramped in there that it takes little to no time to walk through. It is not worth a trip through, unless you are bored while at the library. I wouldn't personally take the time to come to the museum if I was off campus. It doesn't really have a practical use for the university, except to teach museum administration. I think that the museum should be either expanded or disbanded. It could cause some interest, if it was more spread out, and it actually had some exhibits in there except a biome. There is very little marketability there. If it is between shutting it down and expanding it, they should expand it, because it does bring something to the university if not much. I just think that in its current state, it just doesn't cut it. Something needs to be done. I would recommend an entirely new building. That would make an interesting project. There could be several exhibits that could be shown instead of the biomes that are presented. There is no return factor for that place. Once you have seen it, it really isn't necessary to see it again. It should be expanded into a spot on campus or just off campus. Some other small building could be used to house it, but it just isn't working in its current location. That is besides the fact that few people even know it exists. It is just not cutting it. It is taking up money to maintain, instead of bringing in an interested crowd. Another point is that it isn't very well planned out, it is just random backwards hallways. It needs a better layout. It also doesn't say a whole lot of interest. It should talk about all of the animals at length, especially since it is supposed to be an educational experience.

Aaron Wroblewski

When asked on assignment to visit the Natural History Museum to collect information about biomes, I questioned, "What is that?" and "Where is it?" I think other students had the same reaction to the task. I was never formally introduced to the museum, so a friend showed me the way. As I walked in, I saw some interesting rocks, and then moved on after about five minutes. I believe I did not spend much time with the rocks because I am not very interested in geology. My goal was to look at the biome exhibits and take note of certain things. After viewing all the dioramas (including the snakes and bird eggs), I was very joyful. I may have biased opinions because I loved viewing the animals, but I have never been exposed to animals, dead or alive, like this before. The memorable things were the moose, the bird exhibit, and the buffalo head reaching into the hallway. It is a shame I do not visit the museum ever, because I could learn some good general information. The best part about the animals was that I could see their actual relative size to humans. However, I did not like the lack of significant information about the biomes or the individual creatures. Along with additional information like the age of the animals, if possible, the adding of more animals would be superb (perhaps a

fish exhibit). Moreover, with slight improvements, more courses may assign data to be collected from the museum. In the near future, I think it would be prudent to advertise what the museum has to offer. The museum has the potential to offer great knowledge about many animals that would benefit not only the common public but also students with intent for biology type majors. Overall, I enjoyed the museum for its wonderful animal displays, but I was uneasy because the dioramas lacked good important information. I mustered up an idea to include more easily maintained live animals that might attract more people to visit. Since the DUC will open at the beginning of the spring semester, more students will be in the area to stop in the museum, and therefore proves this is the time to act. I hope that I will be able to visit the better Natural History Museum on-campus in the near future, and learn something every time.

Abby Bergeron

The UWSP Natural History Museum visit was a neat experience but there is always room for improvement. The location of the museum is most convenient for college students yet I believe they are not taking advantage of it. The museum should be placed in an area where more members of the community can appreciate it. Down Town Stevens Point would be a great place to put the museum. There are many vacant buildings and the museum would fit in with the library, older shops and the over all atmosphere. The dioramas of the museum were very interesting and I liked the variety of animals. Improvements that could be made would be adding more of a description to the models. I felt that I really didn't learn much from the small captions below the dioramas. I would also recommend lightening up the museum. It was very dark and not welcoming. Adding music or sounds of rain forest birds of migration whales would add create a more hospitable atmosphere. The new location should include windows that bring in more of a natural feeling. When I think museum I think history not just geography. I think that Stevens Point history should also be included in this museum. We live in a wonderful city and many people don't know the history behind how the city got started. The live animals were great but not very lively. If we were to add more animals like fish or birds it would add to all the other aspects of the museum. If the community were to take this museum seriously and really create a place of wonder and imagination I think it would add to the many attractions we have in our town.

Adam Steinke

What I believe is that in this day and age we need to keep on growing so that we can keep on learning new and interesting things. I am not going to lie, I am not really a big science person but I do realize that a good portion of UWSP are here for science reasons and with more resources or places to visit and see the easier it may be for students to learn. I have only been there once for my Biology 100 class. We needed to go there to do a lab. Like I said in the past previous paragraph I am not a big science person but I would like for people to be able to use available resources if needed. If I would be back in UWSP Museum of Natural History it would most likely be because I had to go there for a class that I was in. The people the benefit from these exhibits are people that need to see this for there classes they have a range from rocks and minerals collections to dioramas highlighting wildlife and ecosystems, and Native American cultures. From what I know these exhibits are for people to learn and maybe see something that maybe they never would have. If having these exhibits helps to further someone's education on a topic I think that they should keep the exhibits around. This may sound kind of dumb but any time you can make learning fun it's worth it. Sitting in a classroom every day is boring and getting out and seeing something that is setup to make learning easier is a big benefit. Instead of reading about an animal or a different

culture that you have never seen, you can go and actually see this without going to these places where these animals exist or where these cultures are dominant. I would like to see more of these exhibits for the simple fact that someone out there on campus will benefit by viewing these exhibits.

Alyssa Riegert

I think the museum would be really beneficial if it were expanded. It isn't bad the way it is, but if the possibility is out there for expansion I think that would be a great opportunity for the school. If it could benefit faculty, UW students, and K-12 year students as well it would prove to have a really positive effect. The museum right now is kind of bare. When you walk in it seems as if no one ever uses it or has even been inside in a long time. It could really use something more to help it stay alive. All of the animals in the exhibit are great. They look exceptionally real and help add a great appeal. The one thing that I think the exhibit could use though is larger areas to display each biome. That way maybe more animals and plants could be added to the mix. I also think that more information should be shown in front of the displays. There seems to be a very limited amount of information there currently. And for someone who is just learning about the biomes...etc. that really doesn't help much. This is the first geography class I have ever taken so I am really just starting out and when I went into the exhibit I had a really hard time learning as much as I would have liked about the different areas. Also, I think if the gift center was located at the front of the museum it would draw a bit more attention, instead of being in the back where it isn't seen until much later in the tour. Right now I'm really not sure who benefits from the museum. Our class did because we were assigned a lab there, but before that I didn't even know the museum existed. I happen to spend my fair share of time in the library so I was rather enthralled with the fact that an exhibit was inside there also. If it were updated and enlarged a bit I think it would bring more excitement. More students would go to visit it and it would be really great for younger students to get to use it also. I would have loved to have an exhibit close to where I grew up. I think the exhibit supplies matters that are appropriate. It would maybe be interesting to also include some of the Native American tribes of the U.S. also. Or at least the ones that settled in Wisconsin.

Amanda Reininger

As a second year student at the University of Stevens Point, a recent assignment in my geography class offered me the opportunity to observe some of the unique biome diorama installations in the Natural History Museum located on the first floor of the UWSP Library. The various displays featuring environments with their natural species, plant life, and historical information were very interesting and educationally beneficial. The Natural History Museum is a wonderful place to learn about the World's diverse biomes, and a true educational asset not only to the University and its students, but to all neighboring residents and students of all ages. Now with the retirement of the Museum's curator last year, the future existence and location of the Museum is uncertain. In my opinion, the Natural History Museum, as an integral part of the University, and a distinctive and interesting educational facility, should remain on campus and be further developed or expanded to include enhanced exhibits detailing the native trees, plants, and species, as well as the native cultural history relative to Wisconsin. Although the Museum offered insightful information relative to some of the snakes and birds native to Wisconsin, accompanied by visual displays, I believe the exhibits could be expanded to include more information about Wisconsin and the native cultural history. Some additional topics may include history and background information regarding Wisconsin's natural flowers and trees, prevalent plant and animal species,

including Wisconsin's state bird and flower, and information on the Native American tribes that once thrived in this area. In addition, the museum could offer more detailed information pertaining to the different biomes, such as the tropical rain forest, temperate forest, tundra, and boreal forest, to further enhance the educational experience. While the current exhibits are interesting and appealing, enhancement of existing displays accompanied by additional displays could spark new interest, and increase attendance by both students and visitors, interested in learning more about Wisconsin and its natural habitat. Moreover, through the use of newsletters and other advertisement, this virtually unknown attraction could become an educational highlight for the University. I believe it is imperative that the museum remain a part of the UWSP campus, as it offers a unique educational experience. As expanding and adding displays would require additional space, it is imperative that the new curator, as the leader, be creative and innovative in finding a suitable location on campus for the museum, whether it is to expand the area now occupied in the Library, or find another viable space on campus which could house the museum. As developing these new and enhanced exhibits would require both time and funding, it would be beneficial to seek support from University staff, students, alumni, local businesses and organizations, and the Wisconsin Tribal Historic Preservation Office to form a cooperative team dedicated to preserving and enhancing the UWSP Natural History Museum. Defining and acknowledging this cooperative, displays could showcase student and faculty research, as well as information and materials provided by the Archaeology Center and the Wisconsin Tribal Historic Preservation Office. The Natural History Museum, located in the UWSP Library is a good source of information for all ages. It is an important element to education, as well as a unique and notable part of the University of Stevens Point, which is well known for environmental studies. Therefore, I believe all efforts should be focused on preserving and expanding the Museum as a part of the University's heritage.

Amanda Schug

In my Geography 100 class, we recently had to research some information for a lab. It required visiting the Natural History Museum here on the UW-SP campus; recently after the research, we had learned that the former curator of the museum retired last year and the status and future of the museum is at stake. I believe that the museum is an asset to the campus and should definitely remain at the LRC location. This setting is a key aspect for the museum because it is a lot like the library itself. It is a great resource for learning and exploring many different types of information. It worked out really well for our Geography class and would probably be a benefit for many other classes in both the science and natural resource departments. Therefore, if the opportunity arises that I would need any of the resources offered at the history museum, I would be more than willing to trek over to the LRC and visit the displays. The museum has a pretty good overall set-up; however, I would make a few minor changes. Such changes may involve all the hallway's and indirect passages to get to a certain display. I would make the museum halls themselves loop around more so and possibly create a couple passages intersecting each other to allow faster access to certain areas, kind of like short cuts through the halls. The displays throughout the museum are set up an orderly and interesting fashion. For example, the bear with the trout in its mouth is extremely realistic. One way to improve on the displays could possibly be to make the information cards more noticeable and easier to read; a couple of the cards were hard to see in the lighting situations and the surroundings of the display. Another suggestion I have about the information in the displays would also be to perhaps make speaker boxes that one could push a button and hear a description of the information on the display. This would be helpful to students and others with learning or reading disabilities by giving them

more means of reaching the education offered in the museum. One final suggestion I have about the museum is to have more displays with more vast information. For example, there could be a display about different peoples (i.e. Native Americans) or even others from different parts of the world involving artifacts and such from the respective regions. Yet another example could revolve around the snake exhibit; why not put a couple other live animal exhibits in the museum? Things such as these attract students who may not be interested in the museum aspect, but are interested in somewhat exotic animals and would help the museum be used and visited more. Overall, I believe that the museum should stay at the Stevens Point campus and that with a few alterations it would be great.

Andrea Cisewski

In my opinion the Natural History Museum in the LRC has gotten lost in the shuffle of the busy library. I didn't even realize it was there, until we had to do our assignment. As I went in I remembered being there for a grade school field trip once and at that time it was more exciting. Now seeing it as an adult, it's not very welcoming. Even having it as an open concept like a glass wall and be able to see it from the library would help. As an adult, I know I learn better with more interaction and even though there is some attempt of interaction in the museum, it definitely needs more. I went with my husband and the first thing I said is "it is so quiet in here". I suggest using a button at each exhibit that you can press and it would surround you with the noise of the animals and birds or wind and rain that are in it. This would make you feel that you are right there in the jungle or desert and so on.

The "stuffed" animals in each exhibit also could use some dusting and the signage more clear and easy to read and see. Some exhibits, the animals seem crammed together as well. The cases that hold the snakes should stand alone so that you can walk around them and see where the snakes are. They're so curled up and small that at first I thought they were empty. If the museum stays the same and where it is, I feel it will only be used as what I used it for; small assignments for a class or young visitors on field trips. I don't feel the community utilizes it. I'm sure this isn't possible but I could totally envision the museum being expanded and looking almost like an art gallery with a buzz about it. It could have wide halls with seating areas where students could take a break or do some reading. Of course there would have to be more exhibits and the space for it and ultimately more money needed. I feel this would make it more interesting to tour for everyone young and old.

My last thought is what if you moved it to or by the conservation hall of fame in Scheemckle Reserve? Combining them would bring more awareness and more community involvement. It may be beneficial to tie it in with more Wisconsin and the Midwest's natural resources. It's sad to say but if there is no money to really improve or revamp the museum, then right now it seems like it's a waste of space. It's just not very exciting. Thank you for letting me comment on the museum, I wish the best for it in the future.

Andrea Laverenz

My experiences at the Natural History Museum located in the UW-SP library are always very positive. There are so many awesome displays for both adults and children. I think I learn something new every single time I go in there. While I do visit the museum alone often times, most of my visits have been with children. I believe that the way that the museum is currently set up is just an awesome place for children to learn about different aspects of natural history and have fun at the same time. All of the interactive activities are so much fun for children and adults as well. The little rest stops for the children with

the small tables and books even give adults a few minutes to look around and learn a little something new. I am just so impressed with the museum. I love all of the different biome examples with the various taxidermy animals. I think that my favorite one was the tropical rain forest. When I walked under the bison, I was a little caught off guard when I happened to look up at the huge thing looking down at me. But it was so fun. I also love the live snake displays. I truly did not expect those to be real. I had to double check a few times. I think that it is very neat how we are able to keep and take care of those live creatures in there. I also loved the interactive geological time scale game. I learned that I really didn't know as many of the time origins of many of the animals, plants, or geological features as I thought. Overall, I think that this museum is an awesome place. I love going in there to learn and to relax. While the museum is in a great state right now, I think that the idea of adding additional exhibits or ideas is a great proposal. I think that it would just add to the character and educational purposes of the museum. Thank you for taking such good care of this unique and notable museum!

Anna Peterson

When I went to the Natural History Museum, I was truly amazed at the amount of detail and effort that went in to each exhibit. When I was younger, I remember visiting the museum for a class field trip, but being that young I hadn't appreciated it as I do now. I think the museum is an important part to our university especially that UWSP focuses so much on the natural resource department. I really enjoy the different climate displays; the amount of detail is amazing. The mounted animals are neat to see close up too, it gives a whole different perspective, since most people only see those animals on television or in books, never in person. I haven't toured many other universities, but I don't think that many of them have a museum on campus. I find it convenient that we have one close by and very accessible. One thing that I think could be improved upon is the amount of information given. I remember going in there for a previous class and the information on the signs in front of exhibits weren't very helpful. The signs gave some information, but were pretty vague. I think that if there is going to be such an elaborate display of animals and their habitat, there should be more available information. An idea for improvement would be a live exhibit of an ocean habitat. I don't recall if there is an aquarium there or not, but a large tank with different ocean plants and animals would be neat. Or maybe some sort of projector that projects the ocean habitat on the ceiling as you walk through the museum. Overall I think the museum is a wonderful part of our university and I would be sad to see it go. I'm very interested in seeing what happens to it in the future, and I look forward to its' improvements.

Arwen Fonzen

If it had not been for my assignment in Geography, I would not have found such a wonderful asset on the UW-Stevens Point campus. The UWSP Natural History Museum is such a great asset to our campus and to members of the community. However, I doubt it is getting the use from the community because of its rather hidden location in the library and it's outdated information. Perhaps this time of transition is a great time to give the Natural History Museum a little extra attention and turn it into something that can benefit the community even more. As I said before, if it had not been for my Geography professor, I would have never taken the time to actually check the museum out. I think many students would be prompted to go and visit if it involved an assignment or receiving extra credit in a course. But working front desk at the library, I would see countless kids and their parents coming to the museum, excited about seeing the dinosaur. When I finally went in, I was very impressed. The exhibits were very detailed and I was surprised at the variety of animals. I was so impressed in fact, that I brought

my friends, who had come to tour the campus, to see the museum. It made for great discussions about animal kingdoms, climates, and travel. However, there are a couple things that the museum could benefit from, such as better and more reliable lighting. (I remember the first time entering some of the areas were dimly lit, making it hard to read information and the exhibits.) I also think that tour guides, or at least an audio-guide that you could pick up from the LRC front desk perhaps, would be a wonderful way to give visitors some information about the museum and the interesting collection of stuff. Another idea would be adding in a little section for children to learn hands on. (Touching rabbit fur and tortoise shells and what not). I truly do hope the museum will not just disappear, but gain more publicity in this time of transition. I hope the letters of encouragement to keep the museum will prompt someone to take charge and really make the UWSP Natural History Museum into something special, where students and members of the community can go to see some exotic things right in their own backyard.

Ashley Mueller

Recently, I revisited the Natural History Museum on campus. I came across many parts of the museum that I liked, some that I didn't like, parts that need to be improved, and some aspects of the museum that could be changed. Also, I took someone that is not a student at the university with me to visit the museum, and he gave some input also about what could make the museum better. I thought his opinion was very helpful because he viewed the museum like any other museum, whereas students may just view the museum as another part of campus. Some parts about the museum that I liked and should remain the same are the child reading areas. This gives kids the opportunity to look at pictures and learn about the biomes from the pictures instead of reading the captions. Also, we both thought the use of small details makes the museum very interesting and more realistic. For example, in the African Savanna, the zebra carcass has flies on it and there are bird dropping on the rock. Another detail that we liked was how the captions showed where the biomes were located around the world so people can get an idea of where these places exist and the animals that live in the area. Some changes and improvements that could be made to make the museum better are changing some of the animals in the exhibits. Some animals look unrealistic, and more realistic-looking animals would make the biomes and museum more interesting. Another improvement that could be made is to add pictures from real-life biomes as the backgrounds so visitors can get a real visual of what the biomes and landscapes look like. Another improvement that would draw a lot of visitors to the museum, in my opinion, is to have some animations to tell about the biomes and the museum. Right now, everything has to be read, but simple voice recordings about some of the biomes and a film would be very good ideas. Therefore, there are many parts that should remain the same in the museum, but also improvements that would make the museum better. With these improvements, I believe that there would be more student visitors and also more visitors from the public. Everyone, young and old, benefits from the museum. Making improvements would bring many more people to the museum to visit.

Chelsea Jerome

If the Natural History Museum is kept open, then UWSP campus should think about ways to improve the appeal of the museum. Money should be put into advertisement for the museum as well as improving the inside of the museum, by making it more appealing to the general public. People are unaware that we have a Natural History Museum, and do not know what it the museum is about. There should be flyers made to advertise the museum and explain what it is about, to make students aware of the museum. One of the biggest issues that I had with the museum is the lighting. It is fairly

dark inside the museum which makes it hard to see the exhibits and the information that the museum holds. I found it hard to read the information on the plaques and that was the whole reason I was in there. There should be more lighting installed, I think the lighting alone would make people more interested. I also thought it might be wise to consider rebuilding or revamping old exhibits to make them newer and more accurate. It is obvious by looking at some of the animals and artwork in the museum that the museum was put together a while ago. Even a fresh coat of paint on the backdrops would make a world of difference and would bring a new liveliness to the place. I know there are a lot of issues that need to be considered before a final decision is made, but I hope some of my suggestions may be of some help to you. I'm sure with my opinion and the opinions of other students and faculty, there are many matters to deal with, so the best of luck to you. I hope the museum sticks around for a little while longer, so future students have the opportunity to view one of the many interesting elements our campus holds.

Denise J. Conrad

When I first walked into the Natural History Museum in the Resource Learning Center, my first reaction was "Wow! I never knew this was here!" I have been a student at UWSP off and on for more than 3 years, and I never knew of the existence of this place. That, in itself, makes a fairly drastic statement. How many other students are unaware of this valuable learning tool? I only became aware of it because of a class that informed us of it and required we see it. I am sure there are science and natural resource classes that perhaps use it intermittently, but even taking that into consideration, I don't believe that this resource is used to its best advantage. When I initially started looking around the NHM, I thought "how boring." Walking through a labyrinth of fossils and rocks and taxidermy doesn't immediately scream fun. Perhaps it is somewhat different for people with a specific and high interest in natural resources, but personally for me, I found minimal excitement, and I believe that feeling to be true for much of the population, on campus or otherwise. So what could be done to change that? Well, a few ideas that came to mind were to make it more enjoyable by integrating games. Although there was one "game" right at the entry way, I found it confusing, and therefore it wasn't engaging. There were a few trivia questions here and there, but nothing very captivating. After experiencing this, I thought perhaps the best thing to do with the Natural History Museum is to leave it as it is, only making it more interactive and interesting. However, the more and more I thought about it, I came realize that there must be a better way to increase attraction and participation, and also make it more accessible, which brings me to my concept of making the Natural History Museum transportable. Making the exhibits portable might mean a minimal cost for the conversion, but it would also mean more interaction, and more access, for more people. Without giving diagrams, it's somewhat difficult to explain, but my theory is to design hinged boxes on rollers, which would contain the different habitats and animals, that could then be opened and lined up together to form the biomes. Of course the other exhibits such as the rocks and fossil formations would also be included. Most of the exhibits in the Natural History Museum could easily be converted to transportable storage containers, and even the largest animals could be adapted to be mobile and integrated into the traveling museum. They of course would be planned out so that the boxes would then link together to form the complete biome when set up. To make the experience much more realistic, the "ground" of the biome could be made like a dimensional carpet. This would allow for people to literally "walk through" the biome, and the dimensional carpet could then be rolled up for transport and storage. Some parts of the exhibit could even be left open so that they can be touched for even more

interaction. I believe converting the Natural History Museum to a moveable exhibit would not only increase interest, but it would also make it much more accessible. I believe this could be an amazing resource for students of all ages, both on campus and off, perhaps even through out the entire state of Wisconsin. Making the Natural History Museum transportable would offer availability for groups, such as boy scouts, and young students, particularly smaller schools that are unable to visit at the current location, and yet it would still be available to the college campus. In fact, the set up and presentation of the moveable museum could be incorporated into a class for UWSP students who are majoring in Natural Resources with a teaching intent. The small amount of cost to convert the Natural History museum would be far outweighed by the benefits it would provide if it was made to be portable, because it would be much more accessible for a larger number of people, and it would also be much more interactive and enjoyable. I believe this would be the best option for the future of the UWSP Natural History Museum!

Derek Schmelzer

The museum located in the University of Wisconsin Stevens Point I think is completely fine the way it is. Today was the first time that I toured the museum and I was surprised that the museum had exhibits the way they did and the museum store. I really like the exhibits and the way you can find out about them; also I checked on the internet and I really think its good the museum is on the web. Being on the web people can check the times and locations of the museum instantly which really helps. I do think that the museum could use however the cultural history of the Great lakes. I work as a charter fisherman on Lake Michigan and there are tons of information that could be useful in the museum. I deeply think that the way Stevens Point is an outdoors culture that a lot of sportsmen would be interested in this addition to the museum. In conclusion this would help more people be interested in the museum. I had asked a few of my friends in the dorms if they new about the museum and they didn't, so I believe that UWSP students should have to know about the museum for future classes. There is a lot of information valuable to students in the museum. I believe that if the museum would be moved that it wouldn't get as much attention because of a couple of reasons. One of those reasons is that it wouldn't be used by University of Wisconsin Stevens Point students. The students use the museum more than anyone in the city. Another reason is that the high school and middle school would maybe use it only once or twice in a year and it also really wouldn't get much use from the towns people. To me the museum should stay on campus and just add a couple of things to it.

Elizabeth Buttke

The UWSP Natural History Museum is a brilliant idea and is a great learning tool for students of all ages. I recently transferred to UWSP and I thought it was amazing that a college actually had a museum like this, I couldn't believe it. It has exotic animals from all over the world from different biomes and has them set in a scene that really makes you feel like they are real. Hearing that there is a chance the museum could be closed is sort of discouraging. I'm proud that my new campus had created such a great display. I believe that the campus needs to expand the museum and definitely leave it on campus! Maybe in the future, if they would decide to expand the museum and give it a facelift, it would be a great idea to make a main display focused solely on our areas' geography. I think it's good for people to know more about the area they come from and live in. When I first received our lab assignment, I have to admit, I was not enthused. But after going through the museum I have to say I was quite impressed. I thought the way they placed the animals and created the backgrounds was great. It really caught

my attention and made me excited to keep walking and see what biome was next. What really made me interested were the interactive displays. The T-Rex was jaw dropping and was also a little bit scary to see how enormous the creature was. It's a great idea having the jaw contract but it does need a little bit of work with the sound system that goes along with the display. I thought all the exhibits were put together skillfully. With a little renovation, I believe the future of the museum is nothing but positive. It would be a wonderful learning tool for not only students at UWSP but also for surrounding area schools to bring students in. Kids like seeing animals up close that they normally wouldn't get to see and that's exactly what they'll get when they visit the museum. It really would be a shame to see the museum be closed down and I hope that we are able to preserve it for the future. I know I will definitely be going back again!

Eric Miller

When I visited the Natural History Museum in the LRC I was shocked to find a museum in the library. I study in the library almost everyday for the past year and I never even knew that it existed. If it weren't for my geography class I would have probably went my entire four years here at UWSP without ever knowing that we had our own Natural History Museum. So basically what I am getting at is that we need to advertise this museum a little because I would bet that more than half of the students here on campus don't have a clue that this museum exists. I found the museum to be extremely interesting and it would definitely be a place that I would go again. Seeing as UWSP is such known as a natural resource college, it only seems fitting that we also have a museum relative to that. The one thing that I would definitely change would be to make the museum so that it only showed the different animals and environments in Wisconsin. I think that by focusing in on a specific area such as Wisconsin, that it would make the museum more interesting, because lets face it the museum is not huge, but by focusing on one and only one area it would make it feel bigger. I really liked the live snakes and other living creatures in the museum, but would definitely try to add more. The one idea that I had would be to try and add an aquarium with all the different fish species of Wisconsin inside of it. I think with some minor improvements you might be able to have certain CNR classes come in and do labs or outside work using the museum. You could also have the museum be a place for a high school environmental science class to come and take a field trip. Overall I think that advertising, focusing the museum only on Wisconsin and its environment, and adding more living creatures would make the Natural History Museum a well known and popular place.

Erin Berg

The Natural History Museum located in the Library, is a fascinating observation area that should not be put to waste. There are many things that can be done with the museum that would be beneficial to the Stevens Point area. As of right now, I believe the museum is a very well-put together facility. I would have never guessed that the staff was planning on changing/moving everything around. However, if it is going to be done, they should do it correctly. First, I believe the museum is in a very convenient location at the library seeing it is very easy to find, and students from every major visit the library often. However, if it were to move, I think it would make the most sense to find a place for it in the "Science Building". That way, if any of the science classes need to use it for a lab or teaching exercise, the museum is nice and close. Also, the "Science Building" is the most logical place to build a museum of science-related subjects anyway. Second, I definitely think the display that is put up now should stay. It looks amazing, it is very educational, and it seems that particular display was very costly to put up so why waste it? However, I think other sections should be added to help further educate all science-

related majors. There should be different rooms for each subject, and perhaps everyone would need to go through a door to get in the next room so it would feel like they are entering another world. For instance, they should keep the sections they already have on biomes and animals in one room. Then there should be another room where people would walk in and be surrounded by stars, planets, and other astronomy displays. There could even be a window looking outside with a telescope, so students can have assignments to look for specific stars and planets. Another room should include all living creatures that can be observed and researched. That includes putting the snakes that are in the old museum in this room. People can observe their different types of movement, eating habits, and much more. Another room can include plant-life. There could be many different types of plants from around the world along with flowers of every kind. Natural Resource and other such classes can observe growing rates, changes, and much more in this particular room. There should also be a room that includes displays of our environment in a polluted-state and a non-polluted-state so everyone can get the picture of what our planet should look like, as opposed to what it may look like in the future if we don't start to take care of it. There can be lists of things that cause bad air pollution on one wall and ways to prevent it on another wall. This room can teach everyone, young and old, about keeping our planet healthy. Finally, another room can include maps, culture, and other such related things so that all classes, including some geography courses, can get a better sense of some subject matter that has previously been discussed in class. All in all, these are just a few suggestions to make the museum a more-rounded display for all subjects. That way, a more diverse audience will pay a visit to the museum, which will make it become much more useful because, to be honest, if it weren't for our Lab #4 assignment in Geography 100, I may have never visited that museum. In fact, I didn't even know we had one. However, I would just make sure to be creative and do whatever is possible with the new museum that will attract more people for classes as well as because they want to see it. Good luck!

Jamie Decker

The University of Wisconsin- Stevens Point Natural History Museum was a worthwhile experience for me to visit. Before my lab assignment I had never heard of the museum. I found that the museum's sites were well put together and displayed nicely. Although I had an amazing experience at the museum and have recommended it to other people, I feel that there are some changes that could be made to improve the museum. The first aspect about the museum that I think could change is the advertisement about it. I'm not sure if it's the location but I don't know many people who even know the museum exists. I feel that most people find out about the museum due to it being part of a lab or assignment. I think the museum is not advertised enough and is put in a corner that is dark and unattractive. I feel that if more advertisement was done for the museum that more people would be interested to go. I thought the museum was put together very nicely overall. I enjoyed the sites of the different biomes and found them interesting. I think the creators did a nice job of putting different fauna and flora that were realistic. I think the museum's sites of real animals such as snakes were sort of misplaced. I went to the museum numerous times and couldn't see the snakes any of the times, I don't know if they weren't in there or if there is too many props for them to hide behind. I think the snakes didn't really have any relevance to the rest of the museum. For the museum I think something that would vastly improve it would be for there to be some human exhibits. I think that the museum should be expanded. Sites of different heritages from different biomes could easily be added to the museum. I think the museum could also have more on Wisconsin. I think a part dedicated to Wisconsin would be an interesting aspect to the museum. The site could contain different tribes of Native Americans or

different types of people in the different biomes. The museum could have a site that could consist of the four seasons and what they look like during those times. Also it could have the state soil and bird. I think the museum is a nice addition to campus. By altering small aspects I think it could be made even better. The advertisement of the museum would improve it greatly because it would attract students that don't know where or that the museum even exists. I don't think that moving it off campus would help much because many students would not be willing to go off campus to go the museum. I think by eliminating certain sites of real animals it would take out sites that take away from the other sites. I think some additions that would be useful would be adding human models and more sites on Wisconsin.

Jeff Kinnally

The Natural History Museum that is located in the Library on the campus of the University of Wisconsin-Stevens Point is a very interesting and beneficial facility that can provide many people with information that they are not aware of. Personally, I have traveled to this museum and I have enjoyed it. It is interesting to see all of the different types of animals that live in different biomes throughout the world. Most people will not be able to travel to all of these different places throughout the world and experience all of these different animals in real life. By going to the museum and witnessing these animals in real life size people can realize and relate to these animals that live throughout the world. Working at the University Day Care Center in Delzell Hall I have brought children to this museum and watched how they reacted to the different displays in the museum. Many of these kids were amazed with things like the lion and the other animals that are displayed that they have never actually seen before. While looking at the animals that are more likely to be in our area of the United States it was so interesting to see how these four year old kids were talking about how they have seen a deer like that before or many of the other animals that were on display. At the same time these kids were learning about what other animals are not only in our region but also in other parts of the world. This museum is very beneficial to all of these children. Having witnessed these kids in the museum it was very encouraging to see all of them take such interest and want to learn more about these things that they were not fully aware of before attending the museum. This museum is a very good and educational display not only for younger children but older people as well. The first time that I went in there I learned things that I did not even know before and continue to learn things every time that I walk through the exhibits. Something that I think that people would be a little more interested in learning about would be more of the history of Wisconsin and what it used to be like before people started inhabiting the places we live today. More information about what this would interest people including myself. This museum is something that I enjoy and I know many other people enjoy. For being a free facility it is amazing to see how many different animals from all across the world that ends up in this museum. I think that this museum should definitely stay open and stay somewhat of the way that it is. Going to this museum is a lot similar to going to a bigger type of museum that is rather expensive to visit. The Museum of Natural History is very beneficial to many people and is very enjoyable to walk through and learn about other types of the world or about things that are in the woods close to where we live.

Jeff Allison

I am writing an essay in response to the question of what to do or not to do with the Natural History Museum at the University of Wisconsin Steven's Point. My first experience with the museum came while taking Geography 100. I had never even set foot in the museum before we had a lab assignment that required information from our

own school museum. When I made my way into the museum I was surprised by the size and the amount of different information that the museum actually provided. I knew that this museum was a place that I was going to visit again and again. To answer the question of what to do or not to do, I definitely think that our university benefits from this museum and should not be downgraded whatsoever. I personally think that the university should invest more money into this museum by expanding it and providing more detailed information to its sites. With this said we need to employ our faculty to force students to take advantage of what a more elaborate museum can offer. I'm saying that assignments and lectures need to be integrated at this museum to make sure that proper use of the museum is being taken advantage of. I can't say that I disliked anything about our current museum. If we made the museum bigger we could actually integrate other topics into the museum, for example could include other aspects of history like non-western cultures. That is just an example of many that could be added to our current museum. I think if we spent the time and money to just add on to the museum we could actually gain a profit from it. We could open the new museum up to the public for tours and educational benefits. I read about two different ideas showcasing student/faculty research and opening it up to grade schools and high schools. I think these are both great ideas for the museum. The research that our students and faculty submit not only benefits UWSP, but other state schools could possibly access that research for learning as well. Students that are attending grades K-12 would greatly benefit because it would allow them the opportunity to learn through an out of classroom experience, which is definitely a great tool to inspire kids to learn. Personally the university can take great leaps forward in making our museum even better than it already is.

Jennifer Altman

My personal opinion on what should happen with the UWSP Natural History Museum comes from my personal experience with the museum back in grade school. I remember taking a field trip to UWSP to view the planetarium and also to see the Natural History Museum. We have taken many field trips through grade school, but this particular trip really sticks out in my mind for some reason. I do not believe that the museum should be taken away or moved from UWSP. I think with having the planetarium near by it's a great second half of a field trip. I am always seeing children on campus and I am assuming it's for the planetarium and possibly for the museum. I have not stepped foot into the museum for years until this semester for our lab assignment and I did not get the same feeling I once did. I practically remember a little gift store that I bought snake skin and other neat animal gifts. Not sure on this, but I don't think there is a gift shop at all. You can tell that nothing has been done to the museum for awhile and no one was in there to answer questions or to tour you around. I personally did not enjoy going to the museum because of the whole atmosphere of it, but the material contained in the museum is pretty neat. I think if it is advertised more and made more publicly known that the museum would be a great hit for families and for schools to visit. The Natural History Museum has a lot of potential and I believe it should stick around because of the fact the UWSP is known for their natural resources. It is and will continue to be a great asset for Stevens Point as well as the University. There is only good that can come out of this project and I truly believed it should not be left untouched and forgotten about.

Jennifer Latzig

Throughout the four and a half years I have been going to school at UWSP, I have been to the natural history museum on campus several times. I went in once on my own

because I was curious, another time I was assigned to go there for one of my sociology classes which focused on the Native American population, and then once again for my geography 100 lab. The museum has many displays that relate to all sorts of subjects and topics taught and learned on the UWSP campus, and I feel it is a good resource for all of our students, not just history, geography, sociology, ect... The museum shows many exhibits on Native American culture, the animals that inhabit or once inhabited the area, and helps students understand the history of the area that we call home. Even though the museum is an asset to your campus, I believe that it is rather dated. Also, when you first walk into the area, it feels sort of eerie and weird. Almost like walking into a wax museum or Ripley's Believe it or not. I know next to nothing about putting a museum together or coordinating plans to improve an existing resource, but I really like the idea of expanding the museum and relate it to students other than UWSP. Getting kids from high schools and elementary school involved and giving them the opportunity to experience the museum would be great. I know that it is open to the general public, but who really knows about the museum when it is tucked away in the back corner of the campus IMC. I believe the more people targeted and involved with the project the better and make sure to keep the information and exhibits local so students and faculty can relate.

Jessica Fisher

I think that the university library should be kept open for as long as possible. As a lifetime resident of Stevens Point I can sincerely say that I've been enjoying the library for as long as I can remember. I used to visit the library virtually every chance that I got, when I younger, and have still made it a point to recommending it to others when I hear that they've never been there before. I also visited the university on countless school field trips. Looking back, I realize that we were actually learning things during these field trips, but I mostly remember how fun they were.

If I had any suggestions as to how to improve the library I'd have to suggest more interactive displays, especially for children. I know that the library already has a few, and I've always really enjoyed them, which is what gave me the idea. I would guess that the people who get the most use from the library are us students or younger school children, or in other words, people who are going there specifically to learn something.

I've also noticed that children tend to learn better, and become more interested in a subject, when they can be directly involved in the lessons and a museum seems like an excellent place for this. I think that this idea could also benefit university students by involving them in the creations of interactive displays. After all, one has to thoroughly understand a subject before they can effectively teach it to others. It might also allow some of us to gain valuable teaching experience, especially with young children, which can otherwise be hard to find. I know that a few of the suggestions that I've made might be hard to achieve but in the end, I'd have to say that our museum is a entertaining and educationally valuable resource that I think we'd all regret losing.

Jessica Flachmeyer

In my opinion, the Natural History Museum in the UWSP Library should remain available for UWSP students as well as the public. It gives the community an opportunity to learn and view first hand about the fauna, flora and geology of the different regions of the world. Lots of people benefit from the museum, including surrounding elementary and secondary schools and their students. Students are able to make a connection between what is taught in the classroom along with the visit to the museum. I visited the Natural History Museum with my children and it was nice to see that the various topics caught

their attention. A few areas could use some improvement and updating. The UWSP Natural History Museum focuses mostly on animals and their habitats. I would add more interactive exhibits for hands-on learning and experiences. Another suggestion would be the inclusion of the topic of Anthropology, showing how humans develop and learning about different cultures in the world in early and present times. Another topic that could use some improvement was the Evolution area. Single-celled organism, fossils, dinosaurs and the human family should be part of this exhibit by following the geological time scale. Adding animated or educational videos to any of the exhibits would make the experience in the museum also more interesting and valuable. The same goes for books and any other reading material to the various topics in the museum. The extensive collection of bird eggs was very impressive and it was nice to see such a broad variety. Maybe the inclusion of a bird exhibit would teach about birds themselves, migration and their habitats. These are just a few suggestions that have come to my mind and would probably need additional room and an extension of the facility, but maybe some of these will be useful to use for the future of the museum. Natural History can only be taught when there is a collection of valuable and informative specimen at hand. This task becomes easier and more interesting with more material and that is why the museum should remain open.

Jessica McKenna

I felt that the natural history museum was really great. It was very educational and the interactive aspect of it made my visit very enjoyable. It was a surprise how much fun I had. I think that the museum is one of the more interesting attractions on campus. On the subject of the future of the museum, I think it would be great to combine it with the Archeology museum. I feel like there needs to be more publicity about the museum. This week I talked to my peers and asked them what they thought about the museum. Dismally, less than half knew that the museum even existed. There should be more publicity. We should be trying to get the public involved. It would be very nice if you could set up a team of volunteers to give free tours. I think also combining the museum would attract more attention from people with interests in archeology as well as natural history. I feel also that the museum could be used as various educational tools. It could be used by the area public schools for a very nice field trip. It could also be used as a teaching resource for the students who are perusing their degrees in the education field. I think we should be trying to make this museum an attraction on campus that people will want to visit. We could be inviting other UW schools to tour the museum as well. The main thing is letting people know it exists. Maybe you could print flyers and give out hand outs. You could give a small incentive for visiting. I think the museum is a great place. It just needs to see the light of day again. It needs to have a time in the spot light so people know where it is.

Jessica Ott

I believe that the future of the Natural History museum should progress on to being geared toward Wisconsin's Natural History more so than other parts of the world. I found the exhibit as it is now to be very interesting and actually really cool, but I think kids especially will benefit more from Wisconsin's Natural History than the rest of the world. I feel that the Milwaukee Zoo or other museums would supply that portion of knowledge. Also, with a focus on Wisconsin the museum could exert more energy on maintaining and adding to portions of the museum it already has. With the museum being more focused on Wisconsin, this would enable people to also gain knowledge of their own state that they might have not known before. I also think that by focusing on just one main topic it would enable more information to be presented and make the

museum seem more educational. While touring the museum, I learned things about our habitat that I had never known before and would be interested in learning more about our geographic location. I never knew that the museum had ever existed until a lab that I did in my Geography class. I think that if the museum advertised it more people would definitely come to view it and in turn this would increase donations to the museum that would enable it to further expand. I really found the bird room to be interesting. I thought that the real artifacts made the museum much more credible and interesting. For example I found the song bird tree information to be interesting as well as the gum boxes full of eggs and the story behind that. I find real life artifacts more interesting and more educational than just words and displays. I think that a live aquarium containing the different kinds of fish found in Wisconsin would be a neat addition to add to the museum as well. With a few little changes, the museum would continue to be a great addition to the UWSP Library.

Jill Roberts

As a lifetime Stevens Point resident, it came as a shock to hear that the Natural History Museum at UWSP was undergoing a transition, and could perhaps be closed or moved. The museum has been here on campus my entire life, and I have strong recollections of my visits there as a child. I feel that it offers a valuable contribution to the area and the campus, and also provides a positive experience for children, students, and adults. In my opinion, the museum should basically remain as it is now. It should stay in the library and should remain focused on flora, fauna, and geology. As a child, and even now, viewing the animals was the most intriguing part of the display. It was fascinating to stare at them and get sucked into their world. Although interesting, I feel that the addition of an Archaeology Center or a native cultural history display would downgrade the excitement. These types of displays would be directed towards a very select, limited group. If I were a kid, I probably wouldn't spare them a second glance. A space to showcase student/faulty work would also fall into this category. I do think that using the museum as a focal point for science and environmental education is an excellent plan, and would get more people to visit and increase awareness. This would not need any revisions to the current state of the museum. If I were to recommend any changes, the first would be to get an underwater display. It feels lacking in the ocean biota, an area of both fear and fascination. Also, it would be lovely to see the return of some long lost displays. Where did all the gross things in formaldehyde go? That was the most memorable part of my visit—the lamprey in a jar, and reaching into dark boxes to feel the different organisms. I have fond memories of the UWSP Natural History Museum, and I certainly hope it sticks around for a long time.

Katie Morimoto

The UWSP Natural History Museum, located at the learning research center, is filled with biome diorama installations. There are some things I like and dislike within the museum, some benefits I found, and envisions that come out of the museum currently and the in the future. However, there are topics and subject matters that should be covered that it does not focus on now; and topics that do not seem relevant but, are currently placed inside. To start, I am going to began with my likes and dislikes. Instantly when walking in the Natural History Museum I was welcomed by the very first biome. It was an enjoyable feeling because right away I got the sense of what the museum was mainly based on – biomes. Each furnished with life-like animals, plants, and landform sculptures. This gave the amazingly intense feeling of reality. I also enjoyed the platforms. Next to all the cases, there stands a platform with a name of most sculptures placed in the specific biomes. On the contrary, I did not like how the

descriptions on the platforms were scarce, there were no further details except for names. Furthermore, I did not enjoy the limitation of the whole museum. I believe there would be more of a variety of spectators coming in if there were more of a variety in items. Place something else besides biomes within the museum. Even though I have some dislikes, there are things that are a success inside the museum. One thing that was successful inside the museum is the attention grabber. When a spectator enters for the first time, he/she is greeted with such an extravagant display. This attracts viewers and leaves them with anticipation to see more. In addition, the lighting is significant. The lighting sets the mood so the displays look radiant and provides shadows for many sculptures – adding more to the reality of each biome. Though, the appearance and lighting were both put together nicely, there are some things that could be improved on. Such things should be improved on are the description platforms. I believe it would be far more interesting if it described in easier and more detailed text. Tell what each animal eats, the exact temperature, and location of each biome. Beside the detail, the creators of such museums should take a closer look at the layout. There should be a definite exit. This maze like layout is hard to follow. Spectators bump into each other trying get the next item. Though there are some improvements, some people reap the benefits of still coming. Many wonder who benefits from such a museum. Probably the biggest group this museum attracts is the biology majors. At the museum, biology major is able to get a feel of biomes and a certain number of specific items with out having to leave Stevens Point, let alone campus. Other groups make up only a small number of attendances, but they do count. Those small numbers include kids coming for field trips, students looking at future attendance to UWSP, and students who take General Degree Requirement (GDR) classes such as Geography 100. The UWSP Natural History Museum seems very attractive, especially to the naked eye. As a communication major I would have never thought to step forth into such museum - only for the lack of interest. However, now that I have experienced such a delight I will probably go again. I would love to commentate my knowledge that I have learned from geography 100 towards the biomes, in order for my guest(s) to learn and enjoy as much as I did.

Katie Paul

The natural history museum at the LRC needs some work. The content in the museum is not bad, but a little small. The plaques at each station are small and don't contain many facts. I would love to see a wall of information with big print and bright colors, rather than the small tan plaques in the front of the exhibits. The exhibits themselves are interesting; however the space that is involved is just too small. I felt cramped and constricted when I entered into the museum. I'm not usually claustrophobic, but I almost had a panic attack once I got past the first African Safari exhibit. I want more room to walk around and look at the exhibits without having to bump into another exhibit behind me. The part that freaked me out the most was that there was an exhibit in front of me and in back of me. I felt like there were just too many exhibits for such a small space. The exhibits took up more space than the museum-goers had to walk around. Also, the lighting was a little spare, which freaked me out even more. A bunch of stuffed animals in a small, contained area, with poor lighting, is not a good time in my book. I would love to see something that is a little more interactive and spacious. More colorful and well-lit would also be greatly appreciated. Maybe something that incorporated more aspects of the natural history of Wisconsin would be nice. Even if it was geared more towards a younger crowd, I think it could really be a valuable tool for the surrounding elementary, middle and high schools. I would have never gone into the museum if I didn't have an assignment, but if it was redone to be a little more contemporary, I would love to go back.

Kathryn Deneys

I believe that the UW-Stevens Point Natural History Museum should remain open to the public. I think that the museum has a lot to offer the University as well as the community of Stevens Point. The museum would work well at the university or an alternative facility near the university. I would focus on having the primary audience of the museum be Kindergarten through twelfth grade students. I think that the museum benefits students the most right now but some more activities could be added to appeal to students more. Interactive activities catch students attention and helps them to learn. I think that the museum would benefit many people but students would benefit the most. In my opinion, the museum has done a very nice job displaying the current subject matter however I would suggest possibly expanding the museum and adding a few more exhibits. The museum has many exhibits relevant to Wisconsin history and geography, this is nice because it informs people about the culture and land here. The museum is fairly small and adding some more exhibits could really add to the museum. I really enjoy the use of the dioramas to display the wildlife and biomes especially that of the African Savannah, I thought it was very well done. I liked the realistic use of the environment with footprints in the mud, realistic grass and water. The museum does a good job of displaying animals and the environments they live in. It would be nice to have larger more easy to read signs with pictures on the signs in the displays. The museum of natural history has a lot to add to the university I think that the closing it would be a great loss to the Stevens Point community. It allows students to learn about the natural history in visual way.

Katie Wichman

The UWSP Natural History Museum is a very interesting place to visit. I work at the campus daycare and made a trip with the students. They really enjoyed looking that the different exhibits that the museum has. I recently made a trip to the museum for one of my classes and I would defiantly go back again. The different biomes that are represented are very interesting. What I did not like was the fact that it did not say where else in the world this biome was located. I do not believe a lot of students are aware that there is a natural history museum right on campus or what the museum is all about. I think that making people aware of what the museum is about would draw students and other community members to the museum. I believe that the museum should be expanded and other biomes should be added. I believe that by expanding the existing biomes to show that variations exist throughout the world would enhance the learning of the museum. I would also like to see a few more hands on displays where such as opening a display to read about something interesting and answering questions about things. This would keep people interested and make learning and reading about things exciting. I also believe that by changing the set up the museum would be improved. The way the museum is set up now you can easily miss something. The dinosaur and bird displays seem to be just added on and do not flow together. You seem to get to the back and have to turn around. There also seems to be a lot of information in one place where you are bombarded with things to look at. I would like to see a museum that flows through and has a steady progress of displays. Overall, I really enjoy the museum and believe it is a valuable aspect of the UWSP campus. I would really like to see the museum expanded and possible relocated to a better location with more room to grow.

Kellie Barber

When I went to the University of Wisconsin Stevens Point Natural History Museum I thought it was well done and showed many different biomes but I thought there could be

more information written by the display each area. In all I think the museum should be left as is with just an update to the information. The museum had diverse biomes and interesting animals in each section. I think that it is an educational experience the way it is. I liked the areas of interaction where you could touch things and I especially liked the fossil footprint. If things like this were to go I think that would be very unfortunate. Since the information and materials are already in the museum why change a good thing. If there was more reading materials available to the visitor that would be the only thing I would change. Also I would add more objects to touch not just see. If there was something that needed to be removed I would have to say the bison head that hangs on the wall, not behind the glass showcase. It frightened me and should be placed somewhere behind the glass or taken out. It was just looked out of place but being put in a biome would give it relevance to that area. I think the people who benefit from the museum are anyone in a study of an aspect of the Earth or animals. I think it advanced my knowledge in my 100 level Geography class. I think if younger children, anyone from high school and younger were to come they would enjoy it a lot too. Right now it lacks information but for younger children this is a good idea. It will be more understanding through sight instead of read off a sign instead of a textbook. By adding just slight improvements to what is already a good museum would benefit the university. Sometimes less change is good.

Krista Riley

I believe the museum should stay. There are a few things in it that children can learn about but the schools and students in elementary schools, high schools, and even college students need to be aware of its existence if anyone is to benefit from it. It is not very well known to the public or to UWSP students. Therefore the museum should advertise. It doesn't have to be a big use expense, just making fliers and giving them to schools so teachers know they can go there and use it. I didn't even know it existed until my second semester of freshman year. This was only because I went there with the children from Helen's daycare center. Every time we go there they always want to go to the "egg room." This is definitely one aspect that should stay. They love to see all the different sizes of eggs and it simply fascinates them. They don't realize they are learning something but they do it because they ask questions about what egg belongs to which animals. When we go back 2 or 3 weeks later some of them can point out which eggs go with certain animals so they do learn something. Another exhibit they like is the one with the dinosaur that moves and roars. I think other things like this that are kid-friendly could be added to make the museum more interesting, especially to younger children. This could include things the children could touch and maybe a scavenger hunt for older children. On the scavenger hunt they could search for items or have to read through information in the exhibits to find the answer. Children are more prone to learn and pay attention if they can do something active and touch things (and that is what a field trip is all about!). This also makes the learning more fun. I thought most of the other exhibits were dull and boring. My attitude was reflected by the children, who lost interest after about 3 to 5 minutes. The only way to keep them interested was to point out certain things, ask them questions about animals and plants and ask them if they could see/find a certain animal or plant. I don't know how to make them more interesting, however. Sorry! That is a hard problem to fix.

Kyle Flynn

The UWSP Natural History Museum is a very nice and well kept place. It is a place that can be enjoyed and benefited from by all ages, not just college students. I visited the museum recently for an assignment I had to do. After seeing the exhibits and how nice

the museum is, I would definitely go back just for fun. I like the taxidermy very much. There is a very nice variety of wildlife portrayed in many different parts of the world. I believe that the museum is very helpful for college students who are learning about different climates and what kinds of life are in each climate. Although the information is brief and could be made a little more in depth for each example.

Most of the exhibits were very good, but some could have used a little more fine tuning. Like the North American grasslands exhibit. They have some parts but it is one of the smaller exhibits and could be made bigger and have more wildlife put into it. I liked the Pacific Northwest exhibit a lot, and also the "Snow Glade." This one caught my eye because it was so big. Overall the exhibits were good, but could use a little more information and maybe in a few cases some more detail as far as more wildlife examples. One great thing about this museum is that I think that younger students can benefit from visiting the museum also. The museum has a few things that definitely draw the attention of the younger students. Like the moving T-Rex jaw and live snakes. This is good because this can be a very beneficial place for students in grade school to visit and learn from. In the future I think the museum should be kept up the same way it has been in the past and used as a learning tool for both college and elementary / high school students. It is a very interesting place and should be kept in good shape for many years to come.

Lance Wolosek

I am a freshman at UWSP and have recently paid a very beneficial visit the Museum of Natural History in the LRC for a Geography 100 assignment. I can honestly say that I was amazed by the great attention to detail and mass quantity of information I walked out with on completing my assignment. The museum is a great way to help understand natural history by the use of 3-D representations and should be implemented, not only in the curriculums of college students but also to students residing in K-12.

In my opinion the best and most convenient or efficient way to pass the potential learning that the museum retains is to move it out of the LRC. Moving the museum out of the LRC does not necessarily mean that it has to move off the UWSP campus, but to a new location with more space. Ideally, to maximize the greatest potential of relocating the museum it should be placed in its own new building giving it the option to increase not only the physical size but also the content within the exhibits. The benefits of new relocated building for the museum are endless and include: adding displays like suggested (native cultural history of Wisconsin and Upper Great Lakes), increasing size areas of display, more space to accompany larger groups, more student intensive learning exhibits with presentations and making it more welcoming to guest beyond UWSP students. Although, I do not believe that the way the information is presented should be changed. Using not only life size but life like exhibits helped me to understand the concepts the displays are conveying. The live exhibits (i.e. snakes) are an attraction that also helps students learn about their own environments and those outside of their home area.

Lindsey Lewis

After visiting the Natural History Museum, I felt there was a lot of information provided in a very interesting way. I really liked how real the showcases looked and how there was such a variety, not only in different biomes, but also with sea creatures and different bird eggs. I think that the museum is an asset to the LRC and to the entire campus and community. I have been to the museum a few different times, and the first time I thought it looked interesting, so I actually walked through on my own just to see it. I feel that it is great to have not only college students able to see the different types of environments

around the world, but this is especially useful with younger children. I think that most children today learn better visually, and this museum works very effectively with them. It is easier for children to actually look and see what the animals and landscapes are like in different parts of the world, rather than read in a textbook. This can provide them with more knowledge to assist them with schoolwork, but also broadens their views on the world so they can see that there are different places that are very similar or very different from what they are used to. This is an essential idea for today's youth, especially with globalization and the dangers of pollution. We can see that pollution can affect areas in different ways, but first you have to know what different environments are like. One thing that the museum could change would be to provide more information on the dangers of pollution around the world. I think this is very important to explain to the youth because pollution is becoming such a big problem, and the youth of today will be the one's who will have to address the problems of pollution. Another change that would be beneficial to the museum would be to provide more information about each different showcase. After going through the museum myself, I did feel that I learned more about other areas, but felt that if there had been more detailed information describing the areas it would be even better. Another idea that I thought would be very neat would be to have information regarding the native people from the areas showcased. I thought the animals and wildlife portrayed was very effective and really enhanced the showcases. If there were people involved in the individual showcases I think that people would be able to look at each one very differently. It would get them thinking more of what it would actually be like to live there, and how people and animals can survive using very different techniques. Overall, I feel that the museum should stay on campus because it is a great asset and provides an outlook on different environments around the world. Not only college students, but also the entire community can benefit from the museum providing this information and viewpoint of our world we live in.

Lucas Skerven

As I walked through this museum in our library I reflected on how many times that I walked by it and said, "Hmm... this is strange," after the lab assignment that we had to do on the biomes that were in the museum I realized that this place is a great area of knowledge and interesting facts. I wish I had known what it was about sooner. The previous curator had definitely collected many different specimens for the museum. I wished that maybe instead of just having little placards that say what each creature is, that he would have put them close to where the said creature was. In some of the exhibits I had a hard time finding what it was that was being described below me; they were so well camouflaged that I couldn't find them. I also would have liked that maybe some of the descriptions of the areas of interest were a little more detailed and that maybe he could have gotten a few more specimens in such areas as African savannah and the desert display. I feel that while the museum is a great source of information, it could use some updating and include a little more information along with maybe some interactive materials to draw people into it. The location is good in some ways because it is in the library, and lots of students do frequently go into the library. By the same token its location isn't the greatest because it is hidden in a corner of the library right as you come in. Also there isn't any sort of catches or attention getting devices to draw people in. I do believe though that if the museum were to be put off campus it would more than likely hurt its inflow of spectators, unless it is put close to the University and other schools in the area.

Lydia Graboski-Bauer

As a child who grew up in Stevens Point I often remember visiting UWSP's natural history museum with my family. I remember being very fascinated with all of the displays, some of them even scared me like the T-Rex skull. With school groups I visited and attended lectures regarding the museum, these I found to be very interesting and they made for an easy field trip. I think that this little museum is an asset to our community. Although it is small it reflects the qualities of a bigger museum that might be found in Chicago or New York and it provides the community with the opportunity to visit a museum without traveling far. I also enjoy the emphasis on Native American culture that is present in the museum. I think it is a great thing to educate the community about a culture that is still very prevalent in our society. I think children defiantly enjoy the displays, they are interesting and educational. Perhaps some more information could be added to some of the exhibits. This information could target perhaps an older audience so that both children and parents could learn something upon their visit. I also think that many students on campus are not aware of the museum's existence. Perhaps more publicity could be used to bring in more visitors. Another suggestion to bring in people would be to maybe have changing exhibits that are only around for a limited time. This way people would visit multiple times. Some of the temporary exhibits could be presentations made by students or faculty. If this museum was shut down I truly believe the university and community would be loosing a little piece of culture. Instead of getting rid of it, perhaps the focus should be to improve and expand it. As a long time community member I have seen the benefits of this service first hand, I would be disappointed if future generations do not get the same opportunities that I had growing up.

Mattie Mason

As a previous visitor of the Natural History Museum in the Learning Resource Center, I have a couple different ideas about the future of the museum. I have only visited the Natural History Museum once before, and it was this year. I went there to complete a lab assignment for geography class. I thought the museum was very interesting and entertaining. Actually, this was the first time I have visited a museum itself in a long time.

One thing I enjoy most about museums, and this one in particular, is viewing all the different kinds of animals. The time I went, I was browsing around at all the exhibits and matching the animal with the name. It was a fun activity because some of the smaller animals were hard to spot. I think it is interesting that all of these animals are so real looking, and that some of the bigger ones are arranged so that they are almost looking right into your eyes when you look at them. It was interesting to know what animals lived in which types of biomes. The Natural History Museum in the library at UWSP is a place I would most definitely consider visiting again. One disadvantage about the museum is that it had fairly poor lighting. Also, it was very quiet. Some might find a quiet atmosphere somewhat boring. On the other hand, some might find it soothing and helpful when studying the exhibits. Another disadvantage to the museum is that it is located on campus; therefore most of the visitors are college students. This is not necessarily a bad thing. However, it would be nice to include more of the population of Stevens Point into the visitor category. Finally, it was hard to find some of the exhibits. I felt as though the snakes were somewhat hidden. Things to improve the atmosphere of the museum would be to make it brighter by possibly adding more light fixtures. Perhaps if it was brighter, the exhibits would be easier to see and enjoy. Also, maybe play musical tracks that included only animal sounds. For example, one track could be like the noises of the rainforest. This might make the atmosphere more enjoyable. It is nice that the museum is located on campus, but maybe moving it somewhere into the

community like downtown Stevens Point would attract more community members to visit the museum. Lastly, it would be helpful for there to be signs with possible arrows pointing the visitors in the right direction. This way they will not get lost, and they will be able to locate each exhibit easily. I hope my opinions on the Natural History Museum in the LRC help facilitate the decision making process for its future. Thank you for your time in reading this. I look forward to seeing the changes it may or may not undergo. Regardless, I for see another trip there in my future.

Melissa Knoblock

In going into the museum at the UWSP library I wasn't really sure what I was going to first expect. I thought it would be more fun, kind of like other museums are that you go to when you are a little kid. I always think that they should be fun and really interesting with a lot of information to take in and hopefully remember. I believe that the committee should think about more ways to make it more interactive. Take for example the dinosaur that makes the noise once the button is pressed. That is a really good feature but it would make it more realistic if they had the noise and opening of the mouth in relation to each other, as well as a new recording because it sounds like it is from the 1980's. Another thing to reconsider would have to be, making each of the rooms more realistic as well. I mean you have all of the animals and everything but once you get to looking towards the back you just have things painted up on the wall, you also have certain animals that are listed at the front of the display box but then are never shown inside of the case or are just painted in the back which I believe doesn't show a realistic point of view, would be great if you could get the real animal itself. Overall I believe that our museum in the library is a really great resource and is very interesting that our library would have that held in it. But I believe with a few minor adjustments and maybe even an enlargement of the different showcases it could be made even better and hold a lot more information that could also be really useful for different classes or research papers.

Melissa Rucker

My experience of the museum was not satisfactory. There is a great deal of important information, but needs to be presented in a different manor. Museums are not the most exciting place to most college age people, but there needs to be some kind of entertainment or enticing way to draw more people to see the museum. I think that the museum directors should take into account the following things to make the museum come back to life and make it an enjoyable learning experience for all of its visitors. First off, the lighting should be brighter, allowing people to better see the displays. This will also help give the atmosphere a more positive feel. Lighting emphasis should be well placed throughout the walk way and displays. The mood right now is drab and unfulfilling. Also, I think that there should be light music coming from the displays that is specific to music that can be found in the certain type of biome (culture). This will give the visitors more than just visual information, but will allow them to get an understanding of what the culture is about. On the aspect of culture, there should be artifact from the certain biomes on display. I think this would also help the visitor understand further the biome because it will allow them to see past the animals and landscape. Things such as typical clothing worn by people in these types of biomes would be useful. Also maybe religions practices that tie possibly tie into the climate there. Another way in which I think the museum could be changed would be to have more biomes and climate areas. Currently, there are biomes that are rather large in size, compared to the size of the entire museum. Maybe reconstruct the area to include more biomes to give visitor more insight to a larger variety of biomes. These are some of the suggestions that I have that may help the museum in the future.

Michael Botwinski

I recently attended the UWSP Natural History Museum for an assignment in Geography 100, the assignment was to basically observe example of biomes that we as a class have studied, I felt the Museum offered something completely unique. That being said I think there is truly a lot of room for improvement. First off I don't know that, in its current state, I would attend the museum again. While the biomes appeared quite complex there was vague written information and a lack of diversity. They needed more through facts and descriptions. The African Savanna dry and wet seemed quit large and left the other biomes quit small and lacking depth. I don't know that the room being allotted was truly used to its fullest potential, given that biomes tended to take up 90% of the space. I found the museum to be very unique for the area and having a place where K-12, College Students, and the community can get more visual identification of species and there environment. This is exactly why I think more could be done with the space; more intense diverse biomes, more living species displayed and better displayed, literature available to help understand everything that you are looking at and why it is the way it is, video tutorials and interactive environments. The basic idea of giving a worldly view and not just focusing on Wisconsin I think should remain, it is a lot easier to see Wisconsin living in Wisconsin that to see and sort of be in the dessert or artic or tropical forests. If I was to return I would like to see these changes and know that there would be more exhibit oriented space available. Thus giving the space both a permanent source of knowledge and ongoing source of visual experience and education for everyone who attended.

Michelle Bong

At this point, I like what the Natural History Museum has on display, and I think it has the potential to be a great learning tool in the future. I think that showing the different biomes gives people the chance to see what it is like in a different part of the world. I do not think that the displays should be changed, but I do think the descriptions that go along with them could be expanded on. For that reason, I would not visit the museum again because there are not sufficient descriptions and, in my opinion, the museum would not make sense to someone unless they had background information about it.

From my experience in the museum, there was very little information given about the biomes, aside from the name of the biome and a label for each organism in it. I think for the museum to be beneficial more information needs to be provided. Giving people an idea of what kinds of animals live there is a good start but I think information on plant life, climate, and the differences between the biomes would also be good to have. I think it would also be interesting if there were information on the people that live in these areas. In my opinion, it would be interesting to know a little about their culture and life style, like what they eat and how they get their food or what they live in. By providing information like this people, especially younger kids, will be able to learn more about their own surrounding environment as well as what it is like to live in another part of the world. One last thing I would change about the museum is the lighting. While I was there, I found it difficult in some areas to read about the different biomes because the lighting was too dim. By adding more information and improving the lighting, I think this space could be a great learning device for any students.

Nick Hebel

I have recently visited the UWSP Natural History Museum in the LRC for a lab assignment in geography class. I have to admit for the last year and a half I didn't even know UWSP had a "natural history museum." Before doing that assignment I had never

seen nor heard about this museum. I will admit once I actually made it to this museum I was very impressed. When I began walking through the museum I was amazed at how big it actually was, I figured it was just going to be a small room with small fake displays! The displays were all very impressive to me and I had no idea that there would be actual mounted animals in it. The displays of all of the different biomes actually helped me understand the information much better than the book could have ever explained. If you haven't realized it yet, I think this museum should stay just the same as it is, or expand. I think the reason that not too many people go to this museum is just because they don't know about it. I think you should really try to get all of the science classes more involved in the museum and try to get the teachers to do assignments working with the museum. Another suggestion that I have been thinking about is if you could somehow work with the plant biology teachers and have the biology classes preserve or somehow represent all of the common plants to each biome and then have each plant labeled like the animals are. Overall I was very impressed by this display and I will definitely be visiting it every time I stop by the library. In about five minutes of walking through the museum, I learned about the same amount of material as I would have from reading our class book for an hour!

Paul Nowak

The Natural Museum in the LRC, in my opinion, is a very interesting and informative display. I thought the biome dioramas offer an astounding 3-D experience of how different places have different habitats, climates, biota, and animals around the world. I think I would definitely go back there to learn more about each biome and learn about the relationships between the animals, plants, and weather patterns. The African biome diorama and others were very telling. I also believe this exhibit could be a very good learning tool for aspiring geography students if it is utilized correctly. I believe the museum shows the different environmental issues that affect each place of the earth. It might be able to be improved by possibly putting more information like more descriptions and explanations of how each biome is created with the accompanying displays. Also, I think posting more major characteristics of each biome next to each display could be possibly more helpful to each observer. I liked how each biome diorama had their animals and plants in, and I had fun visiting and learning about the place. I think the museum should stay existent and in the same place, since I believe that would be the easiest route to take. If possible, it should be publicized better and have bigger signs made for it so more people know that it exists and where it is located. I believe the museum could also include more topics, but whatever it does has it continue to display information in an interesting and captivating fashion. The museum has great potential to be used as a focal point for K-12 students involving their science education. I feel it is important to have natural history displayed in such a way that students will be able to learn more easily while enjoying the learning experience at the same time. Also emphasizing on the native cultural history of Wisconsin would be a great idea as students would be more willing to learn about their home state, in my opinion. I hope that the place stays existent and it is a great place to visit and learn first hand of the different geography and biome regions of the world.

Raechel DeChenne

In my opinion, I think that the museum should remain the same. I have only been to the museum once, and I was really surprised by what I saw. I thought that it would be a small, poor quality museum; however, it was not at all like that. Someone put a lot of time and work into making it look nice. All of the biomes were very detailed and realistic looking. By going to this museum, you got a look at what various biomes really look like. It's a lot more influential when you get to actually see something in person, rather than

reading about it in a book or looking at a picture. It's a lot more likely to be stored in your memory when you experience something. By going to the museum, in a sense, it was like going to different parts of the world. I don't think that it should be expanded upon. The only reason that I think that is that I don't think that it's very useful for many classes. It may be useful for a couple classes, but that would probably only be for a short section of the chapter the students were on. Also, if they do use it for class, they would most likely need a secondary source to get much use out of it. I think that it could be really interesting for younger children to go to, such as elementary school aged children. They would probably find it interesting. On the other hand, younger children may be frightened by the museum. Some of the animals are huge and very close to the glass. They look so real. Even when I was walking through I felt a little uncomfortable. I turned the corner and I saw a huge moose staring in my face. I never knew that moose were got so big! I think that they should keep it, because it is done very well. I'm sure it cost a lot of money to create. However, any additions would be a waste of money. It's fine how it is now.

Renee Haas

In my opinion the museum should be removed, rather than updates, kept up, or changed. I feel this way for several reasons. My first reason is that it would cost money to pay someone to keep it clean, and it would cost even more money to make changes to the museum. I did not even know that the museum existed until I was required to go there for a class assignment. I feel that the museum gets little use from students. I feel that making any changes to improve or keep the museum would be a waste of time, money and resources. I would prefer seeing our resources put somewhere else. However, in the event that it is decided that the museum will not be removed, I have a few suggestions. In the event that we decide to see the museum, I believe that it should be left where it is. If it were to be moved off campus, it would make it difficult for some students to access it. I think that moving it would also be more costly and timely. As for making any changes to the museum, I believe that it should remain as it is. It does a good job of highlighting different biomes around the world. It was interesting to see animals that I would not ordinarily see in a lifetime. Secondly, if the museum is to stay, I think that greater advertisement of the museum should be done. If we are to keep the museum, people should know it exists. To sum things up, I believe the museum should be permanently removed because it is not greatly used and is, in my opinion, a waste of resources. However, if it is decided that the museum is staying, we should keep it as it is, and advertise it more.

Sarah Bauer

As a lab assignment for Geography 100 I was asked to visit the UWSP Natural History Museum. This was my first experience at the museum and I was not sure what to expect. Upon arrival I discovered it was nothing like I imagined. I pictured large displays, and tons of information, scattered everywhere. To my surprise, there were displays, but they were nothing I could have imagined. I found the displays very boring and somewhat pointless. Also, I discovered there was not all that much information to read and study. Therefore, I feel some major changes should be made to the Natural History Museum. I feel there should be more history considering it is part of the name. true, the biome depictions are amusing for a few minutes, but they lack reality. The animals are great and an interesting site but I feel more would be gained if they were more randomly spread about and not necessarily depicted in a biome. Also, it would be nice to have some specific information on each animal including habitat, lifestyle, purpose, etc. Furthermore, I think it would be much more interesting and a place where more people would visit if there were more information in many subject areas such as

geography, archaeology, and history of Wisconsin. I think it would be a great idea to include student/faculty research in order to draw people of all ages. Variety is the spice of life and I think variety would greatly improve the museum. The one thing I did find most fascinating was the egg collection, it should defiantly remain in the museum. On a side note, not only would new displays and additional information improve the museum, I think it would be very beneficial to add some natural lighting. At present the museum seems scary because it is so dark and somewhat eerie. By adding in some windows the museum would be much more inviting and hopefully a place where more people would visit. Not to mention, some sort of seating arrangement would be greatly appreciated. I feel the museum has a lot to offer if it were to make some updates, changes, and additions. There is not better place to gain knowledge than a museum, so let's make the Natural History Museum one of them. In all honesty, if no changes are made to the current museum I know I probably will never be back, and that is not the goal of a true museum. Change is a good thing, make the most of it!

Sarah Karoses

Here at UW Stevens Point, the library is an area in which I, and many other college students devote a large portion of time doing school related work. As a sophomore, I have recently explored the Natural History Museum thanks to my Geography 100 Lab. I had seen it many of times as I walk past, but never understood the purpose or reason it was there until this year. As I worked on my lab, I was confused as to why this was not exposed as much as it could be to campus students, elementary students, or others. It is obvious there was much time and effort to set up this museum, so why is it behind doors in a dark area? If there is a possibility for a positive future towards this Historical Museum, I feel as if UWSP should do as much as they are allowed. Possibly open it up to make it part of the library lobby, opposed to what it is now, a separate area with individual rooms.

When I walked through, I was unsatisfied with the level of comfort. I understand that there cannot be constant light or energy usage considering the amount of people walking through, but I felt it was a bit quiet and dark. Appropriate noise effects or soft music to go along with the showcases would add excitement. However, I did enjoy the motion light turning on when walking into certain areas. What caught my eye inside that museum was the display of live snakes. I feel that if there were more live visuals, there is going to be more attention drawn. This does not refer to large animals that need constant care, but possibly an addition of smaller reptiles in relation to this museum. However, this does open up a position to care for and tend to these animals. I have found this museum to be very fascinating. The appropriate habitat for each display of species allowed a demonstration for creativity.

If we can expand this museum in ways of enlarging the overall effect and design, it could go in many directions. This could open up an opportunity to allow K-12 classes explore and learn in a different environment. If this museum is going to stay located as part of the University Library, it's availability and purpose needs to be more convenient to all ages that enter.

Sarah Porwell

After visiting UWSP's Natural History Museum and reflecting upon my experience, I believe that the museum should be kept, but expanded. If some improvements or expansions were made, I would be likely to visit again. The displays are generally very good visually, but many of them are not as informational as I would like. Also, the lighting is so low that sometimes it makes it difficult to read what information that is there. I think the displays would benefit from containing more specific information about

the flora and fauna they are presenting, rather than just labels and scientific names for most of them. The only display I felt had close to enough informational content to go with the visual was the first African Savanna display, because it actually elaborated some on the different species represented. With what the museum currently contains, only visitors seeking very basic information can fully benefit from the experience. If the written information aspect was improved, I believe this would be a great field trip destination for grade schools, as well as an excellent community resource. One addition that would enrich the content of the museum and probably draw a greater number of visitors would be showcasing faculty, and especially student, research from our campus. Adding a cultural history section could also be a great addition, as this is a big part of what makes Wisconsin what it is, and would help people be more aware of the native cultures of Wisconsin and the way the state has developed through time. In conclusion, I believe that there needs to be more effort put into the information provided with the displays in UWSP's Natural History Museum. If as much effort is put into this aspect of the museum as has been put into the visual, it would enhance this valuable resource to our university and community greatly. I believe that everything currently in the museum should be kept, but that it should be expanded upon in itself, as well as have some new things added to it. If these things are considered, I would be happy to return to the museum for another visit, and to recommend it to others as well.

Stephanie Hennings

As I walked into the museum I was very impressed with the quality of the biomes. There was so much interesting information in there that really helped me with understanding the biomes of the world. I also really liked the section on the eggs and the dinosaurs. I was really impressed with where the things all came from. I think that this museum was very resourceful. I would probably revisit it again. The first time I walked through it I did not have much time to spare so I looked for the things I really needed. If I would walk through it the second time I would love to spend more time in egg section. If the museum would happen to be changed, I would hate to see the section of the eggs gone. I also really enjoyed the quality and the accuracy of the animals in their natural habitat. I am sure that the museum is mainly used by students who have classes that involve nature and those kinds of things.

If there were something to be done with the museum, I would suggest make the dinosaur exhibit larger. I think that there is a majority of students who find the life of the dinosaur very interesting and would come to see the museum or request it to other people if that was changed about the museum now. I think that space really puts a damper on the museum. Although, having it right on campus is very nice, I think that with more space the exhibits of the biomes would be much more affective. As you look at the showcases, everything seems to be scrunched together. With more area, the plants and animals can give a more real life affect to the viewers of the museum. I really think that the museum is a very nice aspect to the campus and I would hate to see it gone for good. I have recommended it to some friends and they thought that it was really nice as well

Stephanie Kennedy

The Natural History Museum is already put together very nicely. When I visited for our geography lab it was very easy to get around and locate the different environments. I think that the actual environments that are present don't need too much of a change. The animals and how they are arranged are very realistic in their placement and everything, I don't know as much about the plants, or that I can remember, but I was very pleased with the animals. Especially the big buffalo head, actually that was kind of

scary, I was afraid it was going to fall, but impressive non the least. However, I feel that there should be more descriptions and pamphlets to read. The captions for each showcase are kind of weak. They didn't explain much of what I saw. This could be good because it made me think a lot on my own, but I would have rather learned more and maybe read about things that would point different things out that I wouldn't think of. I was hoping to read more in depth about the animals I saw, like how they fit in their and their roles in each of the environments. I'm not sure how many students would really go and visit on their own time, unless it is for an assignment. Personally, before I was assigned to go there, I didn't even know it was there. I think if it was made more approachable, in a friendlier matter, maybe more modern or artsy since this is a large art school- it needs something to trick students or draw them in. This could just be my opinion, since I am an art major myself. But, if I see any art or even bright colorful walls, I defiantly make an effort to check it out.

Terra Rock

Upon walking into the Natural History Museum in the UWSP Library, your eyes are met with a variety of interesting artifacts from the different types of stones and rocks there are, to information about the planets and universe. I really enjoyed all of these tid-bits of facts, and I spent a lot of my time reading what was posted. It looks as though there was a lot of time and effort put into the beginning portion of the museum (as well as the rest of it). I think it's relevant to have these sorts of artifacts at the beginning of the museum as a symbolic way of organization to represent material as the basics of what this world and universe are made up of. Continuing on, the different representations of biomes initially threw me for a loop. The set-ups look so realistic I was actually scared for a moment as I looked into the eyes of the lion. Granted, I was alone and it was my first time there, I thought that the lively looking animal habitats were effective and attractive. I sat at each display reading and learning about the animals in each environment set-up for a good amount of time before moving onto the next. Over all, I am pleased with the current displays in the museum; however, if there is a possibility to expand the museum, I am fore the idea. I think it would be interesting to have Wisconsin history related set-ups that present changes in the local environment and lifestyle over the last several hundred years. From Indian reservations, to the times of lumberjacks and paper mills, to Wisconsin prairies and lakes, to northern Wisconsin vs. southern Wisconsin lifestyle; all of these real life set-ups would grab the interest of most students, since it is something they can learn from and relate to due to location. It would be interesting to see human set-ups as well as the animal biomes. I agree with the idea of making some of the areas child attractive. The more age groups that can be brought in and enjoy history, the better. It would be a great way to include children in learning the history of Wisconsin in a simpler way that they could benefit from. I hope that it is decided to keep the museum open and running because I think it's a great opportunity for diversity of learning tools around the UW campus. There will always be a class that could benefit from visiting the Natural History Museum. I enjoyed it and am looking forward to what the future of it has in store. Thank you for taking the time to read my statement.

McKee, Jeffrey J

Leave the museum alone. There is nothing wrong with it. Everytime a new director comes in, they make changes back and forth and spend valuable money which could be better spent elsewhere. Also, my dad is an electrician and worked very hard to make it the way it is now...with the motion sensor lights and everything. If you decide to redo everything for no reason, he's going to have to go in and redo everything and it just becomes a useless headache. Spend the money on something worthwhile that will

actually make a difference rather than saying "We need to put in more lights in front of the Indian display to attract people." No one is going to look at it anyways, let's not be naive.

Tina Haufschildt

I enjoyed visiting the Natural History Museum here on campus. The interesting thing about the week we had to visit the museum is that I had just been to the Milwaukee Zoo the day before I went to visit the museum. After being at the Zoo I thought the museum had depicted the biomes they have very well and real to life. As for the future of the museum I think it should be kept here on campus because it is a great learning tool, not only for us here at the university but it could be for local near-by grade schools. I would most defiantly visit it again and bring my nieces and nephew to see it too. One thing I believe could be improved in the museum is the labeling of the animals. To me it didn't seem clear for all of them; granted the larger animals in the exhibits were obvious, but some of the smaller animals that were not right up by the glass and were harder to identify. Possibly one way to make this extinction more clear could be the placement of the animals in the certain biomes. Another thing that would benefit the museum would be to tell more about all the animals in each biome, such as where they like to live, what they do to survive, where they are on the food chain, and maybe some crazy fact about that animal. For the biomes themselves it is neat that they have two for the Tropical Savanna, one that has limited rainfall and one that the river runs through. I think it would be nicer and easier to understand that they are the same biome just at different times of the year if they were closer together in location. They could also expand the biome of Australia by a little since there are only about three animals in it. Also it doesn't say much about that particular biome either. The bird egg collection is very fascinating. The lab for geography was not the first time I had to go to the museum so I already knew something about what was there. In one of my biology classes we went to see the bird egg collection. If they were to move the museum off campus then the title for the eggs would go someplace else and that would be a shame. I believe having the Natural History Museum right here on campus gives people more of a reason to come here and check it out. The more people that come and check it out then the more people that might like it just the same as I do. With the knowledge of the museum gets out there in the public (which it probably already is) then there is a greater chance that the museum will have a future here on campus at UWSP.

Travis McCoy

The natural history museum was actually an interesting experience for me. I personally think that the museum should maintain its position as part of the UWSP community. I enjoyed seeing the different African savanna exhibit and finding out about the animals that call that area home. I think it would be a terrible idea on the other hand to turn the museum to the public and orient the exhibits to kindergarteners to senior in high school. If this were to take place that area of campus would become too popular of a place and would crowd the campus. This would hurt the campus feeling that UWSP gives. The one area that I feel could be changed though is the celebrate diversity area. To me it seemed like that area is something that should be displayed in tv commercials and not in a museum. It doesn't really have much to do with the natural resources title. I think that if this museum went off campus it would have to do some seriously expanding because the few things that are available are not appealing to all audiences. It is a thing that is mainly for education purposes and if the only things that are in there are the things now I don't think it would be very popular with all ages. I really think that there are more things that could be placed in the museum if needed to though. A jungle exhibit would be an

excellent addition for the museum if it did decide to go off campus because of its interesting biome and the creatures that inhabit the area. This would also bring some new light to the museums overall publicity. The museum has a few things that could be changed but overall I feel it is good where it is at.

Trenton Pommer

This semester was the first time that I have actually visited the University of Wisconsin Stevens Point Natural History Museum in the UWSP Library. In fact, I had not even known that it was there. Having visited the UWSP Natural History Museum there are a few suggestions that I can give that I hope are useful in your deliberations of the future of the museum. I believe that the museum should be expanded to include more on dinosaurs and related information. Some of the cases, such as the Africa case, should also include more variety. The egg collection was very impressive and immense. There was also a lot of information on birds and Native American history. Another area where they could expand is in oceanic displays that would show more deep sea life. More arctic animals like penguins would also be nice to see. Another thing that I think would be interesting to me would be a big display on ducks. Maybe not practical to a lot of people but, personally, I think that it would be pretty cool. I think that the museum provides an excellent educational opportunity for the local schools but a more unique way to present the displays and information to children would be nice. I think that the museum should be advertised more, as I was unaware of it until I took this class (Geography 100). Other students that I have talked with knew about the museum and have utilized it in the past however, so perhaps I am an anomaly. Now that I know about the Natural History Museum, I will probably visit it more often and would like to see some form of expansion in the future. I hope that my opinions and suggestions are helpful and of some use to any discussions pertaining the future of the museum.

SUMMARY OF STUDENT INPUT

STRENGTHS

- Diversity of world environment
- Great dioramas
- Excellent dioramas
- Native American carvings in library
- Great for kids
- Dioramas
- Large collection
- Complete habitats
- Timeline (starts w/ beginning of time)
- Plenty of info to read and learn
- Minerals and rocks (good labeling)
- Wide variety
- Good art
- Able to touch things
- Habitats
- Live snakes
- Dino evidence on earth
- Realistic habitat
- Animal detail
- Factually quizzes

Information attainable
Flip question/answers
Realistic habitats
Varied habitats
(yes)
animals out of state
display paintings
different, non-native species
opportunity for kids
horizon for kids- learn more
seeing dioramas better than classroom
"the content is great, it will make people want to learn more"
content very educational
good to have Midwest and diversity
good for local elementary trips
diversity of displays gives you idea of diversity in nature
good geology display
impressive egg collection
northern wildlife useful tool for classes
hands on
interesting
mounted animals and bird display
"if Indian figures in lobby are part of the Museum they are superb"
egg display (diversity)
Jurassic very informing animal exhibits
Interactive info is useful for students
Cool dinosaurs
Helpful staff
Wonderful collection
Unique chance in Stevens Point
Learned a lot from exhibits
Well designed exhibits
Egg collection
Diversity of exhibits
Diversity of specimens in exhibits
Amounts of specimens for small museum
Habitats/animals helpful for study
Bird mounts for study
Excellent collection display
Study in the back corner
Great animal diversity
Lots of animals
Live snakes
Lots of info for size
Egg collection
Local
Can't be seen anywhere else locally
Enforces book learning
Dioramas
Good flow between sections
Diorama painting
Can see lion from main doors
Dioramas
Variety of animals
Strong exhibition standards
Good labeling

Variety of animals
Good layout
Nice backgrounds
Good to have familiar and non familiar animals
History of geology
Good Wisconsin exhibits
Good info on exhibits
Amount of specimens
Diverse habitat displays
A great resource for the region

WEAKNESSES

Awkward layout
Lighting
More interactive
Lighting
Larger text
Old mounts
Lighting
More interactive
More information
More Africa
More dino. fossils
No snakes in cage
Cold in museum
Real early man fossils
Light
No constant sound
Empty cages
Lights (creepy)
Think unlighted areas are closed
Make it bigger
Snakes out in the open
Lighting
No habitat reconstruction for fish
Bigger
Sound
Audio talking (explanations)
No lecture hall/conference room for presentations
Need refurbishing
Expand
Gift shop hours slim
More interactive
Advertising
Confusing labeling
More interactive
Button w/ info (sound)
Not advertised
Small
Some exhibits unclearly labeled
Location (unsure if they're allowed to go in)
Thought it was a museum of Native Americans
More advertising
More live displays (kids love live)
Layout
No guide

Crowded displays
More info for each exhibit
More info for animals than name
More advertisement
Tag/specimen relationship
"Needs more promo! People need to know museum is here!"
Poorly lit
poorly advertised
lack of student interactive exhibits
more publicity
public programs
more written interpretation
utilize it to reveal habitats in peril for conservation purposes
poor lighting
poor ad.
No idea what was all in museum
More realistic animal arrangement
More relevant info. For our area
Need evening hours
Lighting
Not so many live creatures
Lighting
Silly to have gift shop in museum
More interactive
Poor lighting
Un fluid layout
Poor advertisement
More sounds
More interactive
Better mounts
More lights
Wisconsin geology
Indigenous people to Stevens point (more on)
Specimen id hard to match w/ specimen
More commentary on exhibits
Fish mislabeled
Better labeling of species

SUGGESTIONS

Publicity, advertising, and promotion mentioned many times (in relation to the public, to UWSP classes (drawing, forestry, bio), to public schools, "people don't know it's there")

Programs, activities
School tours k-12
Public programs
Day care kids
Native American section public, work w/ native Americans
Bulletins in paper and around campus
Posters, flyers, tours
A section on the museum's history
Field trips (bio classes)
Field trips schools
traveling exhibit from other museums w/ presentations or speakers
seek state funds to stay open
workshops
speakers presentation like planetarium
expand

guest lecture
traveling exhibits
seminar education people about world and environments
integration of CNR
geo. Dep't involvement
always something new offered, let public know about changes
rotate front window to draw people in
more staff and hours
outreach to schools
staff could visit schools
"the museum is like a small, shining jewel-it would be a shame if the University trod it under foot because it wasn't cost-effective and then called it progress"
class visits
provide interaction (talks, workshops, presentations)
archaeological exhibits
set up the Bat Conservation Int'l display to draw public (masters of the night program)
set up the reptile show in the museum
more classes
school groups
public "shows"
hours lengthened
hours- closed
link museum themes to college courses
birding ID, bird songs
link to issues- habitats to global warming effecting bird habitats everything within the exhibits
connects to a field of study
bigger
more interactive
special monthly exhibit
special visitor's day
special exhibits
tours
requirement w/ Nat'l science GDR to experience it
could be part of NR 150 course- different biomes