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*Public's knowledge, interests, misconceptions.* Surveys administered to two segments of the potential museum audience found considerable interest in the proposed museum. Ninety percent of the bingo players stated that they would visit the museum if they arrived early at the bingo hall. Almost 50 percent indicated that they had previously visited a museum containing Native American exhibitions. Topics of particular interest included: Indian burials, arts and crafts, history, and Indian artifacts and culture.

While respondents were aware of some of the negative effects the white man had on Native Americans, there was no discrimination between the various Indian tribes and there was little understanding of how Southeastern Native Americans live today.

Common misconceptions included:

- Geographical (e.g., respondents could not correctly place where individual tribes lived in the past or live now).
- Heritage/culture (e.g., belief that the Indian heritage was destroyed and that Southeastern Indians used teepees).
- History (e.g., confusion over Southeastern Indian tribes relocation to Oklahoma).
- Current life (e.g., view that all Indians are poverty stricken alcoholics living on a barren reservation in the desert).

*Native American exhibitions in the geographical area.*

Visitation at Native American exhibitions in the surrounding area of the proposed museum revealed one museum with exhibits on the Mississippian Culture Indians and a brief history of contact with the white man leading to the Creek Indian War. Another facility contained a historic fort built by the French during their early occupation of what is now the Southeastern U. S. A third facility was a battleground between the Creek Indians and U. S. Soldiers.

*Analysis of potential audiences.* Three general audiences are likely to visit this proposed museum: school groups, bingo players, and the general, museum-visiting public. Ordinarily school groups are greatly attracted to Native American exhibitions and one would expect a high visitation from primary school groups. In the case of the proposed museum, the largest county near the proposed site has a policy of not allowing field trips outside the county. Unfortunately, the proposed site is a few miles outside the county line. The museum might overcome this obstacle by developing an outreach program for the schools.

The second potential audience, bingo players, are likely to attend only if it does not conflict with the bingo game. Thus, once bingo begins, there will be little interest in museum visitation. However, since many players arrive as much as one or two hours early and wait in the parking lot for the bingo hall to open, these early arrivals are a prime target

audience, particularly on special game days when the total payoffs are high (special games attract a wealthier clientele from many miles away).

The third audience is the museum-visiting public. The same population who visit the other area exhibition facilities are likely to visit the proposed museum.

Information obtained from this evaluation is now being used in plans for the museum.

## MAKING A FLAP ABOUT FLYING

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A Summary of Birney, Barbara (1988). Brookfield Zoo's 'Flying Walk' Exhibit. *Environment and Behavior*. 20(4), 416-434.

Formative evaluation was used in the development of Brookfield Zoo's "Flying Walk" exhibit. The exhibit was designed to teach visitors the proper wing movement of birds. Because questions arose on the way visitors might use the exhibit and whether the exhibit would be able to achieve its purpose, a prototype was built. This prototype was used in a four-part evaluation which included: a baseline measurement of current perceptions of bird wing movement; relationship between group size, participation, and length of stay; observational data on use by adults; and a post-use demonstration of wing movement with a subsample being questioned on perceived prior knowledge of wing movement.

In the first part, current perceptions of bird wing movement fell into three categories: flapping (straight-armed), flap-flex (bending at wrists and elbows), and figure eight. The proper movement resembles a figure eight. Of the sample of visitors, 96 percent failed to make the proper movement. The second part made use of observation techniques to determine the variables. Subjects were scored if they were drawn to the exhibit by seeing other visitors participating or participating themselves. Of the groups, 47 percent either watched or participated. The third part measured proper use of the exhibit which included putting both hands on the rails and completing the entire sequence of motions. The fourth part measured children's mastery of wing movement after completing the exhibit. It was found that the children who presented a flapping motion were more likely to claim they knew proper movement before the exhibit. The ones who presented proper figure eight motion said they didn't know prior to the exhibit. The exhibit was found to be successful based on the questions and criteria of the committee. The question about visitors using the exhibit as a "jungle gym" was answered with a definite "No".