

Fort Totten State Historic Site Interpretive Plan



Submitted to: The State Historical Society of North Dakota
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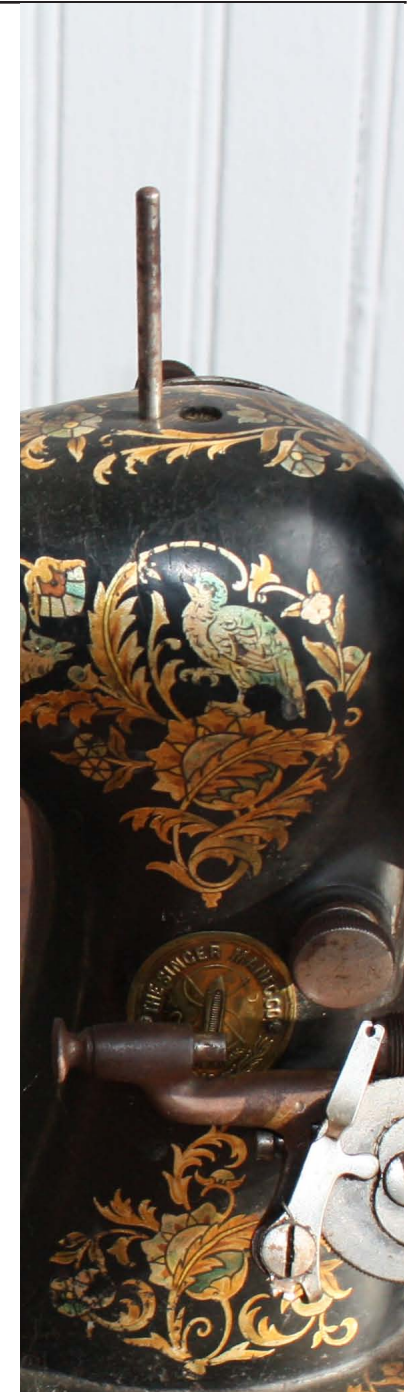
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The history of both soldier and Sioux exist at Fort Totten. To understand the story of the fort, you must listen to both, for they each have a story to tell that is heroic and tragic, monumental and trivial.

—Michael McCormack





Introduction

What is Interpretation?

When people unfamiliar with cultural and natural resource management hear the word interpretation, the first thought that usually comes to mind is something related to translation. In a sense this is correct. Interpretation is a communication process that translates the special meanings of a place to visitors.

**National Association for Interpretation's
Definition of Interpretation:**

A mission-based communication process that forges emotional and intellectual connections between the interests of the audience and meanings inherent in the resource.

Interpretation reveals a site's story or message to help visitors connect to the site in a personal and engaging way. The goal of interpretation is not to instruct, but to help provoke thoughts and change attitudes. Interpretation translates information into meanings.

At Fort Totten State Historic Site, we want to provide visitors with more than factual information. We want to convey a deeper meaning, connecting visitors to the resource so they will want to protect and preserve it for future generations.

Purpose of an Interpretive Plan

What will this Interpretive Plan provide the State Historical Society of North Dakota?

Taylor Studios will work with the State Historical Society of North Dakota and other stakeholders including the Friends of Fort Totten State Historic Site and the Spirit Lake Reservation to develop an exhibit master plan for Fort Totten State Historic Site. This exhibit master plan will be used as a long-range planning document for the development of future exhibit components throughout Fort Totten's 9.8 acre site and its 16 historic buildings.

When completed, this exhibit master plan will address at minimum the following areas:

1. The exhibit master plan will identify key interpretive themes that should be discussed at Fort Totten State Historic Site.
2. The exhibit master plan will determine which parts of Fort Totten State Historic Site are best suited to discuss these interpretive themes.
3. The exhibit master plan will provide suggestions for future exhibit components that could be used to interpret these themes.
4. The exhibit master plan will lay out a ten year timeline for the development of these future exhibit components.

Continued on following page

5. The exhibit master plan will provide budget estimates for what these future exhibit components could cost.
6. The exhibit master plan will establish a style guide that provides recommendations for the look and feel of future exhibit components.

Fort Totten State Historic Site Background

Fort Totten is one of the best-preserved frontier military posts in the Trans-Mississippi west. It was built between 1868 and 1873 as a military outpost, but it served most of its history as an Indian boarding school. Sixteen original structures used by the U.S. military between 1867 and 1890 still stand at Fort Totten State Historic Site.



Photo Courtesy of State Historical Society of North Dakota

The original garrison policed the surrounding military reservation, guarded overland mail and transportation routes, and oversaw Dakota Indians living on the Devils Lake Sioux Indian Reservation. Military Units stationed here included detachments of the famous 7th U.S. Cavalry.

In December 1890, Fort Totten was decommissioned as a military post. It quickly became an industrial school for Indian children in January 1891. The military buildings were adapted to the various needs of the school. Dakota children were the first students at the boarding school but were later joined by Chippewa children from the Turtle Mountain Indian Reservation and others. Students received vocational and academic training in skills such as seamstressing/tailoring, harness and shoe making, baking, farming, dairying, printing, and carpentry.

The Fort Totten school functioned as a tuberculosis preventorium between 1935 and 1940, a five-year experimental program to care for and educate children with tuberculosis. After 1940, Fort Totten returned to its boarding school function until 1959, when the facility and students moved to a new school just east of the site. Fort Totten became a North Dakota State Historic Site in 1960 and was listed on the National Register of Historic Places in 1971.

Introduction

Fort Totten Chronology

Military Fort (1867 – 1890)

- The Treaty of Traverse des Sioux in 1851 gave the U.S. government Dakota land in Minnesota, Iowa, and Dakota Territories in exchange for cash and annuities.
- A treaty in 1867 between the Dakota and the U.S. government established the reservation at Devils Lake.
- Construction of Fort Totten begins on July 19, 1867
- The raw materials to make the brick, mortar, and saw-milled lumber were local.
- Both infantry and cavalry units carried out primarily police functions.
- Famous personages stationed at the post include Marcus A. Reno, Miles Keogh and his horse Comanche, Frank Baldwin, and others.
- Units of the 7th Cavalry from Fort Totten were among those that were under the command of Lt. Col. George Armstrong Custer, killed in action at the Little Bighorn River in Montana in 1876. Following that battle, the horse Comanche, as a survivor, was briefly returned to his home station at Fort Totten.
- Fort Totten was decommissioned in 1890. The remaining military units were transferred to Fort Abraham Lincoln.
- On January 5, 1891, the post became the property of the Bureau of Indian Affairs.

Indian Industrial School (1891 – 1935)

- Education efforts among the Wahpeton, Sisseton, and Cuthead bands of Dakota on the Fort Totten Reservation began in 1874 when the Grey Nuns of Montreal, Canada established the first school.
- In 1891, the Bureau of Indian Affairs opened a boarding school at the Fort Totten post and, for the following 45 years, students from reservations throughout the northern plains were provided an education.

- To adapt the post to its new purpose, many of the buildings were greatly altered.
- A changing federal policy toward Indian education brought about the closure of the school in 1935.

Tuberculosis Preventorium (1935 – 1939)

- Following the closure of the industrial school, the site became a center for prevention of the spread of tuberculosis.
- The purpose: to isolate people considered at high risk of contracting the disease from the rest of the community and provide increased opportunities for exercise and sunshine.
- Two or three hours a day were set aside for education classes.
- In 1939, the preventorium was moved to the Little Flower Mission at St. Michaels, North Dakota.

Fort Totten Community School (1940 – 1959)

- The site was used as a grade school and high school for the neighboring community. With staff provided by the Bureau of Indian Affairs, the school emphasized manual and academic training.
- Its athletic teams were highly respected in the Devils Lake region.
- The school closed in 1959 and a new school was built immediately east of the site. In 1983 that school became Little Hoop Community College, and the Four Winds School was then located about one mile west of the historic site.

State Historic Site (1960 – PRESENT)

- Fort Totten was formally transferred to the State Historical Society of North Dakota on January 18, 1960.
- Fort Totten was named to the National Register of Historic Places on December 9, 1971, and is considered one of the best-preserved frontier military posts in the Trans-Mississippi west.

Site Layout



Introduction

Current Facilities

The original brick military structures surround the original parade ground. Each building is represented by a number and a letter that corresponds to its use during the Military Period (M), the School Period (S), and its Present Use (P).

1. (M) 2nd Lieutenant's Quarters
(S) Girl's Sewing Room/Boy's Tailor Shop
(P) Sewing Room Exhibit
2. (M) Captain's and 1st Lieutenant's Quarters
(S) Girl's Dormitory
(P) Window Exhibit
3. (M) Commanding Officer's Quarters
(S) Superintendent's Quarters
(P) Walk-in Exhibit
4. (M) Captain's and 1st Lieutenant's Quarters
(S) Employee's Quarters and Dining Facility
(P) Totten Trail Historic Inn*
5. (M) 2nd Lieutenant's Quarters
(S) Chief Clerk's Office
(P) Window Exhibit
6. (M) Chaplin's and Surgeon's Quarters
(S) Principal's and Married Teachers' Quarters
7. (M) Hospital and Chapel
(S) Cafeteria
(P) Pioneer Daughters' Museum**
9. (M) Black Powder and Magazine Storage
(S) Flour Storage
(P) Exhibit of Magazine and Flour Storage
10. (M) Quartermaster's Storehouse
(S) Baker/Harness Shop/Laundry
(P) Exhibit of Fire and Agricultural Equipment
11. (M) Company Quarters
(S) Boy's Dormitory
(P) Video and Temporary Exhibit Rooms
12. (M) Company Quarters
(S) Boy's Dormitory
(P) Window Exhibit/Odd Fellows Lodge***
13. (S) Gymnasium
(P) Storage
14. (M) Company Quarters
(S) Main School Building
(P) Concessions/Fort Totten Little Theatre****/
Plummer Store/Site Supervisor's Office
23. (M) Commissary
(S) Shop
(P) Interpretive Center, Museum Store
24. (M) Bakery
(S) Community Store
(P) Shop
25. (M) Adjutant Office
(S) Office/Reservation Headquarters
(P) Window Exhibit

Cooperating Entities

*The Totten Trail Historic Inn is a bed & breakfast located in the Officer's Quarters (later the school employees' quarters).

**The Pioneer Daughters' Museum is housed in the hospital building. Displays and artifacts interpret the settling of the Lake Region.

***The Independent Order of Odd Fellows is a fraternal organization who believes in a Supreme Being, Creator and Preserver of the Universe, and faith to their Country. Through support of projects they seek to improve or elevate the character of mankind. "regalia collection"

****The Fort Totten Little Theater runs a Broadway style musical each July. A combination of local and professional talent perform in the historic theater building.

Current Interpretive Elements

Several buildings are open for exploration by the public and several structures feature interpretive panels in the windows.

The Fort Totten Interpretive Center, located in the Commissary Storehouse (Building 23), houses exhibits that provide visitors with an overview of the military and Indian school periods.

The Company Barracks/Main School (Building 14) houses the Fort Totten Little Theater, a local musical theater that stages productions in July. An Indian school classroom display as well as artifacts from Plummer's Mercantile Store are exhibited in this building.

The Hospital/School Cafeteria (Building 7) is used by the Lake Region Pioneer Daughters as a museum. The Commanding Officer's Quarters (Building 3) was recently restored and open for tours.

The Powder Magazine/School flour storage (Building 9) contains a small display. The Company Barracks/Boy's Dormitory (Building 11) hosts TIES (Traveling Interpretive Exhibit Services) exhibits. Also, Building 11 has a room outfitted like a First Sergeant's Quarters.

Interpretive panels in three buildings feature photographs of life at the fort and school. The three buildings are: the Second Lieutenant's Quarters/Principal's Office and Print Shop (Building 5), the Quartermaster's Storehouse/Bakery, Laundry and Harness Shop (Building 10), and the Company Barracks/Boy's Dormitory (Building 12).

In progress (4-15-10) is restoration of Building 2—one of the Captain's and First Lieutenant's Quarters/Girls' Dormitory.

Introduction



Black Powder and Magazine Storage Exhibit, Building #9



Window Exhibits from Buildings #5 and #6



Current Interpretive Resources

- Maps of Fort Totten
- Object Data Sheets
- *Fort Totten Military Post and Indian School* Book
- Strategic, Long Range Plan
- Photos
- List of Photos and Artifacts used in the past
- *Images of Fort Totten* Video
- Oral Histories
- Bugle Calls CD
- Exhibit Cases, used
- Props
- Models
- National Register Nomination
- Fort Totten Master Plan
- Lockers from gymnasium
- Plummers Mercantile store (See Appendix B)



Principal Interpretive Resource

The interpretive resources listed to the right can help develop the visitor experience. However, these resources may not fully shape the experience. Fort Totten's best resource is authenticity. Several stakeholders alluded to authenticity when, in the kickoff meeting, they said things similar to “the site surrounds the visitor” or “the site is one big artifact.” Taylor Studios agrees...the site's authenticity is the main interpretive resource.

In *The Five Principles for Successful and Sustainable Cultural Heritage Tourism*,¹ principle four states:

The true story of your area is the one worth telling. The story of the authentic contributions previous generations have made to the history and culture of where you live is the one that will interest visitors, because that is what distinguishes your area from every other place on earth. It's authenticity that adds real value and appeal. Your area is unique, and its special charm is what will draw visitors. By doing the job right—by focusing on authenticity and quality—you give your area the edge.



¹. “The Five Principles for Successful and Sustainable Cultural Heritage Tourism.” National Trust for Historic Preservation



Chapter 1

Management

We will remember what we are reminded of.

~Clifford A. Pearson

One defining characteristic of interpretation is that it is mission-based. If interpretation does not help achieve a site's goals, then it adds little value to an operation.

The **Management** chapter of this interpretive plan will identify the mission, goals, objectives, and purpose of the site and the organization that manages it. This section will also identify issues, challenges, and opportunities identified by historic site management and their implications for interpretation.

Mission Statement

Fort Totten State Historic Site preserves the buildings and shares the stories of cultural interchange, good and bad, to enlighten us.

Action

Share multiple perspectives concerning:

- The story of the people and land before Euro-Americans
- The story of the military fort
- The story of the Indian school
- The story of the TB Preventorium
- The story of the historic site and preservation

Outcome

- Understand daily life prior to military arrival
- Understand military daily life on the Northern Plains
- Understand the military people were not the first people in the area
- Understand the impact of the Indian school on the lives and culture of Native Americans
- Understand the complexity of keeping old buildings stable

Value (to the visitor)

- Insight into the Native American community—past, present, and future
- Ability for resurfacing memories and new memories to occur
- Insight into how military life at the fort changed into Indian boarding school life and into reservation life
- How the site continues to be a vital part of the community

Site Vision

Where do you want to be 10 years from now?

A site vision normally looks out over the next 5 to 10 years to project what a site will become. This interpretive plan has a phased schedule to be implemented over the next 10 years, therefore the vision fits nicely into the boundaries of this plan.

The initial stakeholder meeting elicited a host of responses to the question “How do you see this place in 10 years?”

Responses included:

- All of the buildings open with interpretation
- Interpretive programming throughout each day
- Consistent media
- The site tells the whole story of the school
- Restored site that is a more accurate historical portrayal
- Exhibits are low maintenance and holding up
- More people coming to the site
- More buy-in from the locals
- Open for Christmas parties and events
- An enhanced site for everyone
- Get younger people involved

After further consultation with site staff, the formal vision is:

In ten years, the site will present a cohesive, complete, and engaging visitor experience in which all the site's buildings are utilized in an interpretive fashion.

Chapter 1 Management

Interpretive Goals

What do you expect interpretation to do for your site?

Goals describe outcomes that will help an organization accomplish its mission. Not to duplicate concepts already established, several of the following site goals are stated in the *Value to the Visitor* section of the mission statement on the previous page.

Fort Totten State Historic Site expects interpretation:

- To provide insight into the Native American community of the past.
- To provide insight into how and why military life at the fort changed into Indian boarding school life and into reservation life.
- To provide insight into how and why the site continues to be a vital part of the community.

Interpretive Objectives

How will interpretation help accomplish the site's interpretive goals?

Interpretive objectives offer a way to assess how successfully Fort Totten is fulfilling its mission and interpretive goals.

The objectives listed here are organized into learning, emotional, and behavioral objectives. Visitors generally need to satisfy learning objectives before behavioral objectives can be achieved—they must first have and understand information (learning), before they generate a “feeling” (emotional), before they determine to change any behavior (behavioral) (Veverka p. 45-46).

In order for these objectives to be useful, there must be follow up. They can be measured either through counters at different locations or through the use of visitor surveys, interviews, and/or focus groups.

Learning Objectives

What do we want visitors to learn or remember?

- All visitors will understand that Fort Totten was a place of isolation.
- All visitors will understand that Fort Totten is a place where positive and negative events occurred.
- 75% of visitors will be able to identify one of the Indian school periods.
- 75% of all visitors will view Fort Totten as a controlling environment.
- 75% of all visitors will be able to identify one example of a federal policy's influence on Indians at Fort Totten.

Emotional Objectives

What do we want visitors to feel after exploring Fort Totten?

- 75% of visitors will feel mixed emotions about the things that took place at Fort Totten.
- 80% of all visitors will report a sense of satisfaction for visiting the fort (once the 10-year plan is implemented).
- 75% of visitors will report a desire to come back to the site.
- 80% of visitors will feel appreciation for historic preservation of the buildings and the stories.

Behavioral Objectives

What do we want visitors to do after exploring Fort Totten?

- 10% of visitors will purchase *Fort Totten Military Post and Indian School* (2nd ed.).
- 25% of visitors will inquire about other regional attractions.
- Increase statewide historical society membership by 10%
- Increase seasonal pass membership by 10%
- Increase donations by 25%
- Increase number and length of stays at the INN by 15%
- Increase length of site visit by 50%

Management Objectives

What will this interpretive plan do for site management?

- Reach the visitation mark of 15,000 by the year 2020.
- This plan will show a track record of achievement that will make soliciting funds easier.
- Time spent on site will increase every two years until full implementation. This measurement: 1) can be included with budget requests, and 2) signifies an increase in site utilization.
- To establish a plan that provides all stakeholders with a common blueprint that they can work towards fulfilling.

Interpretation Ramifications of Objectives

The design team references the above objectives when they begin to develop and design exhibits. So, beyond the fact that useful objectives are measured objectives (setting the measurement bar—to either succeed or fail), objectives inform the design. They let designers know, “I’d better get this message through loud and clear...it is important.”



Chapter 1 Management

Operational Resources

How will the site's operational resources affect implementation of this interpretive plan?

There is an emphasis in this interpretive plan to provide site recommendations that are practical, feasible, and realistic.

Staffing Parameters

There is one full-time staff member and one staff member that is full-time in the tourist season and part-time in the winter. There are also two staff members that are grounds keepers and maintenance from May to September. In addition, a number of part time employees aid the core staff (their numbers vary).

This plan is developed with the understanding that staff levels will remain at the current level throughout the implementation phase.

Financial Parameters

To avoid the planning pitfall of providing a plan that cannot be realistically implemented, a financial ceiling for all forthcoming media elements was pre-determined.

The total budget for the proposed 10-year plan (the period covered by the interpretive plan) is \$348,700-\$424,300. Recommendations for potential exhibits have been organized by biennium (phases). These recommendations take several variables into consideration, including: available financial resources, the State Historical Society's projected workloads, and significant fort milestones. Each

biennium should be less than \$100,000 to help insure that requests to appropriate funds for the exhibits are approved without significant revision. While \$35-\$40K per biennium is a reasonable sum to pursue. However, the range for each biennium varies greatly (as reflected on page 86).

In Phase 2 the prescribed budget ranges from \$51,700-63,000 and in Phase 6 just \$17,000-\$21,000. Taylor Studios believes that it is important to complete all of the exhibits for the Entrance Gate and Corridor in Phase two of this project, and so we are suggesting a more aggressive effort for fundraising for this biennium. In turn, a relaxed, stress free approach could be taken when soliciting funds for the last Phase of the 10-year plan. Lastly, there is a one-time spike in the budget in Phase 4 (years 2015-2017) \$117,700-\$143,900. The year 2017 marks the 150 year anniversary of the creation of Fort Totten, and in an effort to celebrate this monumental occasion, the State Historical Society of North Dakota plans to open two new exhibits.

Issues, Challenges, and Opportunities

- Each site building essentially represents three distinct time periods to interpret.

Implications for Interpretation

A strong site introduction panel, organized wayfinding signs, and methods of site organization must be made explicit to visitors to minimize potential confusion. The staff suggestion of dividing the fort into east and west segments may benefit organization, but Taylor Studios recommends matching the content on the inside of the buildings with the colors on the outside of each building.

- The history of the site includes elements of oppression.

Implications for Interpretation

To successfully tell the whole story of Fort Totten, thorns and all, the interpretation must incorporate multiple views and perspectives. The first step in incorporating multiple points of view is establishing a central theme that is willing to do so. The central theme and its exploration of prevalent attitudes and policies invites multiple perspectives. First-person narratives may also help balance the story. Personal interpretation by Dakota people would add an element of authenticity to the story of the fort. Also, a small exhibit panel addressing the value of interpreting painful elements would be impactful. This panel could be incorporated in a Subtheme IV exhibit, where the purpose and responsibilities of the Historical Society is related to visitors.

- One of the largest buildings is occupied by the Pioneers Daughters' Museum.

Implications for Interpretation

During Taylor Studios' site visit it took considerable discussion with staff to determine what the museum was and why exactly it is located at Fort Totten. Taylor Studios understands that the museum is here to stay. Therefore, an interpretive sign/exhibit to answer some of these basic questions is recommended.

- A segment of the general public is afraid of the reservation.

Implications for Interpretation

There is a limited amount of impact that this interpretive plan can provide to address this challenge. However, Sully's Hill, also within the confines of the reservation, has greater visitation numbers according to a study mentioned in the Markets section. This plan can work to increase visitation numbers from the existing market of those willing to visit reservations.

Chapter 1 Management



- The inside walls of the commissary are too fragile to have visitors potentially brushing up against them.

Implications for Interpretation

This plan will provide several options and recommendations on how to handle this challenge. The options depend in a large part on the format of the exhibit design.

- Visitors expect to have access to all the buildings.

Implications for Interpretation

Sharing the fact that there is a time frame and plan in place for final completion may ease visitor dissatisfaction. They will be happy knowing Fort Totten chose the route of quality over quantity.

- There is no electricity or heating in the majority of the buildings.

Implications for Interpretation

This simply means that the design and fabrication of the exhibits must be creative, without the “crutch” of technology. The silver lining: no signs reading “Down for Repair.” There are several audio formats that require no electricity and are designed for outdoor use.

- Visitors have expectations of a wood, John Wayne-type fortification.

Implications for Interpretation

An initial expectation that is not met is not permanently dissatisfying when it is quickly replaced by a set of new expectations. Once again, the entrance experience and the initial experiences on site have the ability to generate a new set of possibilities.

- The most popular attractions onsite are the Inn, the Pioneer Daughters’ Museum, and the Little Theater.

Implications for Interpretation

One success objective Taylor Studios would like to implement is the following: Taylor Studios will have succeeded when one of the new exhibits displaces one of the current top three attractions.





Chapter 2

Markets

The important point is that you should understand the market environment in which you are planning to operate and who you intend to serve so that you can determine how to serve them most appropriately.

–Lisa Brochu, *Interpretive Planning: The 5-M Model for Successful Planning Projects*

The **Markets** chapter of this interpretive plan analyzes the audience to be served by new interpretation at Fort Totten. The chapter includes an analysis of available demographic and site visitation data, the existing market environment, and trends in outdoor recreation. It also includes results and conclusions gathered from a visitor survey distributed at the site during this interpretive planning process.

Existing Visitors

There are several sources of Fort Totten existing visitation statistics: (1) observational sources; (2) site guest book; (3) Zoomerang; and (4) Visitors to North Dakota Heritage and Cultural Tourism Sites.

Each source's data sets have strengths and weaknesses. Forthcoming Media recommendations will look at each data source.

Who are Fort Totten's known audiences?

(1) Existing Visitors by Informal Staff Observation

- Children during activities and events
 - 17 to 20 school groups a year (2 to 3 a week)
 - 3rd and 4th graders, 200 kids
- Overseas Tourists
- Elderly Visitors
- Younger Adults in Spring
- People from the Reservation during Summer
- Traveling Couples

(2) Existing Visitors by Guest book Numbers

	2005	2006	2007	2008	2009
US	9330	9805	8681	8771	8913

(3) Existing Visitors via Zoomerang (2006)

Fort Totten total Visitors Surveyed: 218

Group Type

Individual	14%
2 Adults	42%
Group of 3 or more Adults	26%
Family with Children	7%
Group of Children	1%
Bus Tour	9%

Is this your first Visit to this site?

Yes	79%
No	21%

Primary Reason to visit the area (if not local)?

Visit the site	26%
Visit area attractions	34%
Visit relatives/friends	10%
En route to/from destination	26%
Business	3%
Lewis & Clark	1%
Other	12%

How many nights are you staying in the area?

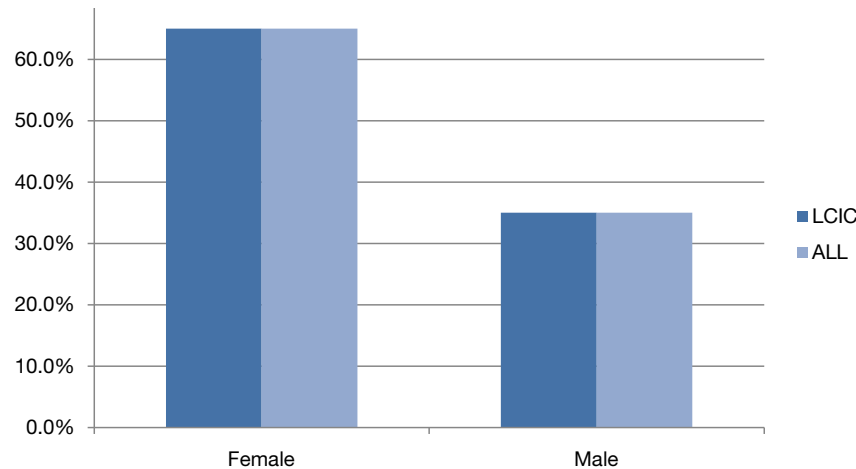
0	15%
1	35%
2	22%
3	9%
4	3%
5	2%
6	2%
7+	13%

Chapter 2 Markets

(4) Visitors to North Dakota Heritage and Cultural Tourism Sites

This demographic study evaluated three sites in North Dakota—Lewis and Clark Interpretive Center, The International Peace Garden, and Medora. The *Visitors to North Dakota* study is the source for the graphs on pages 23-27. Taylor Studios determined that the more useful statistics were those that examined the demographics from the Lewis and Clark Interpretive Center. Evaluating Medora and International Peace Garden's statistics seemed of little value because of visitor motivation, remoteness, and dissimilarity of content. However, the sum of all sites were included. Below, each graph shows Lewis and Clark Interpretive Center (LCIC) finding as well as a sum of all sites Lewis and Clark, International Peace Garden, and Medora (ALL). Many of the graphs below reinforce *(1) Existing Visitors by Informal Staff Observation* on the previous page.

Figure 4-1 Gender

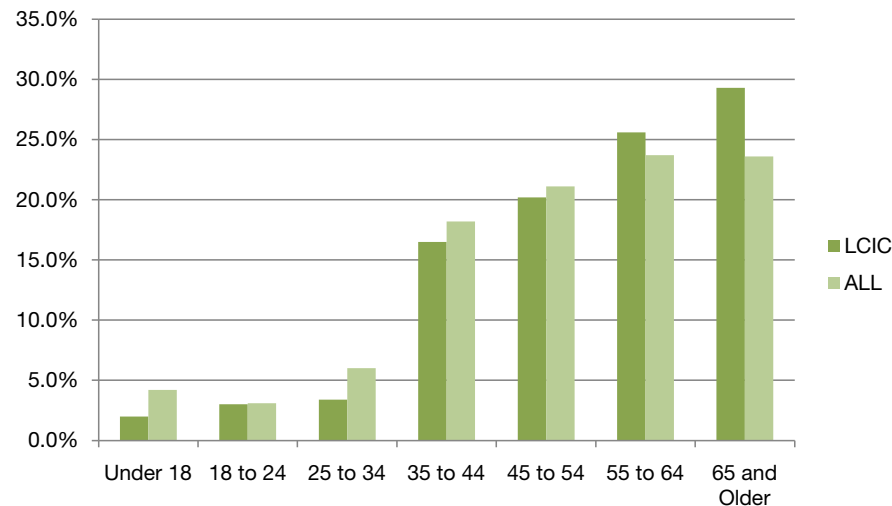


Implications for Interpretation

Interpreting the role of women during the military and school phases was requested by the staff during the kickoff meeting. This statistic supports this request. The development and creation of site itineraries (discussed in Media chapter, following), provides two major opportunities to view aspects of the fort from the perspective of women.

Visitors to North Dakota Heritage and Cultural Tourism Sites

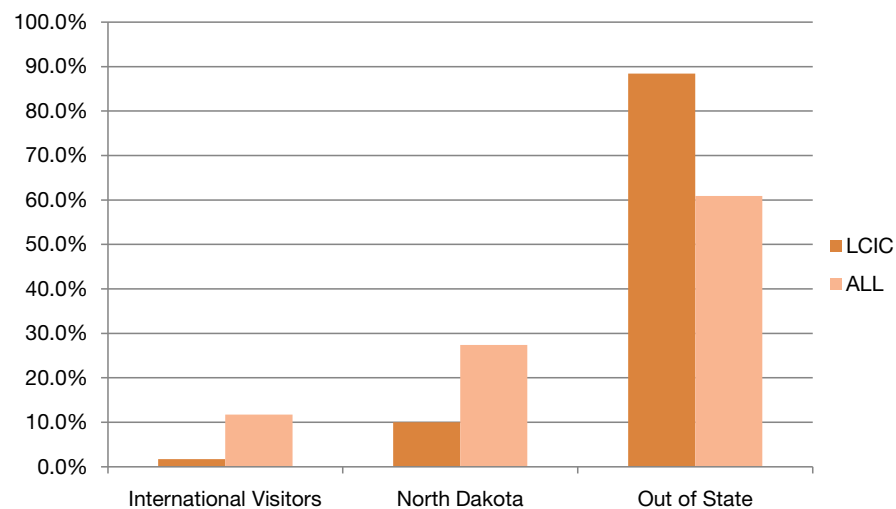
Figure 4-2 Age



Interpretive Implications

This figure reinforces site staff observations as to the age of current visitors. It also delineates the need to expand visitation to younger audiences. Taylor Studios recommends a two-pronged approach—focus on adults, but include interpretive elements that are geared to children. To address both visitor groups, four itineraries are recommended. One of the itineraries is specifically for middle-school children.

Figure 4-3 Respondents' Residency



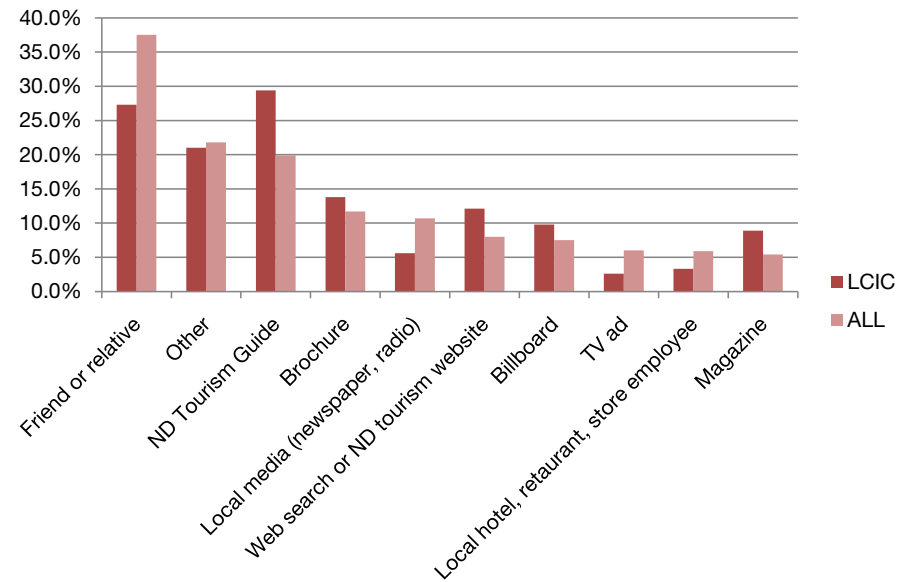
Interpretive Implications

The amount of out-of-state visitors provides an opportunity for the Totten Inn, as well as the creation of two and three day itineraries or agendas.

Chapter 2 Markets

Visitors to North Dakota Heritage and Cultural Tourism Sites

Figure 4-4 Information Sources

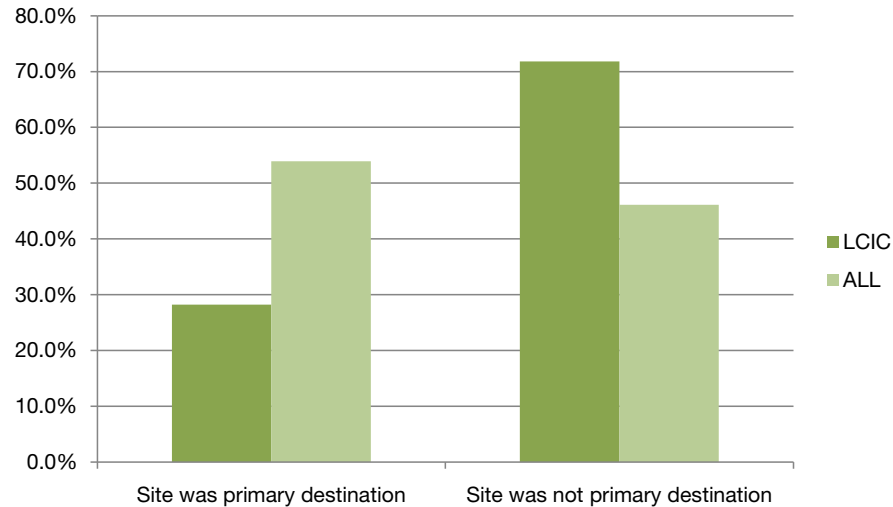


Interpretive Implications

Word of mouth, a marketing process that comes with no marketing costs, is something that will increase once steps toward a cohesive, engaging visitor experience is further developed. The North Dakota Tourism Guide and web presence can be enhanced or re-cast depending upon future marketing energies (please see marketing recommendations in Markets chapter).

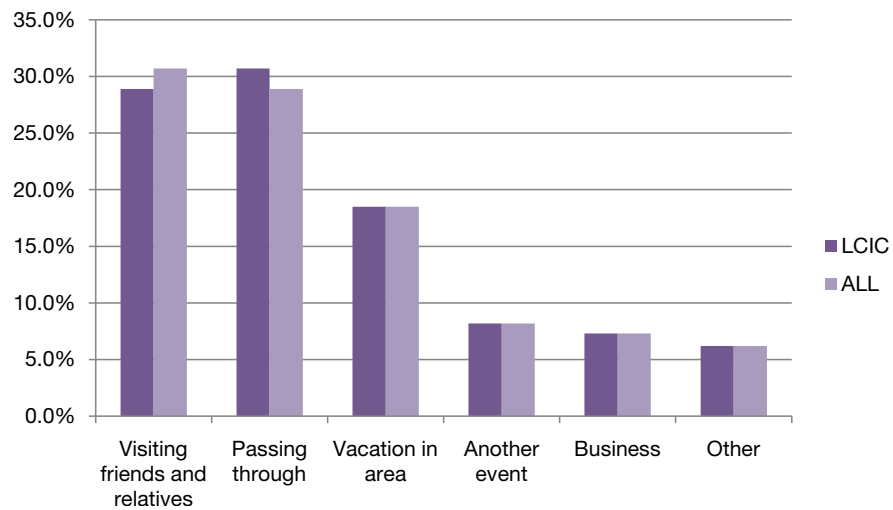
Visitors to North Dakota Heritage and Cultural Tourism Sites

Figure 4-5 Reason for Visiting Area



Interpretive Implications
This is quite amazing that over 70% went to LCIC and it was not the primary destination. This might be indicative of the amazing building that can be seen from the road.

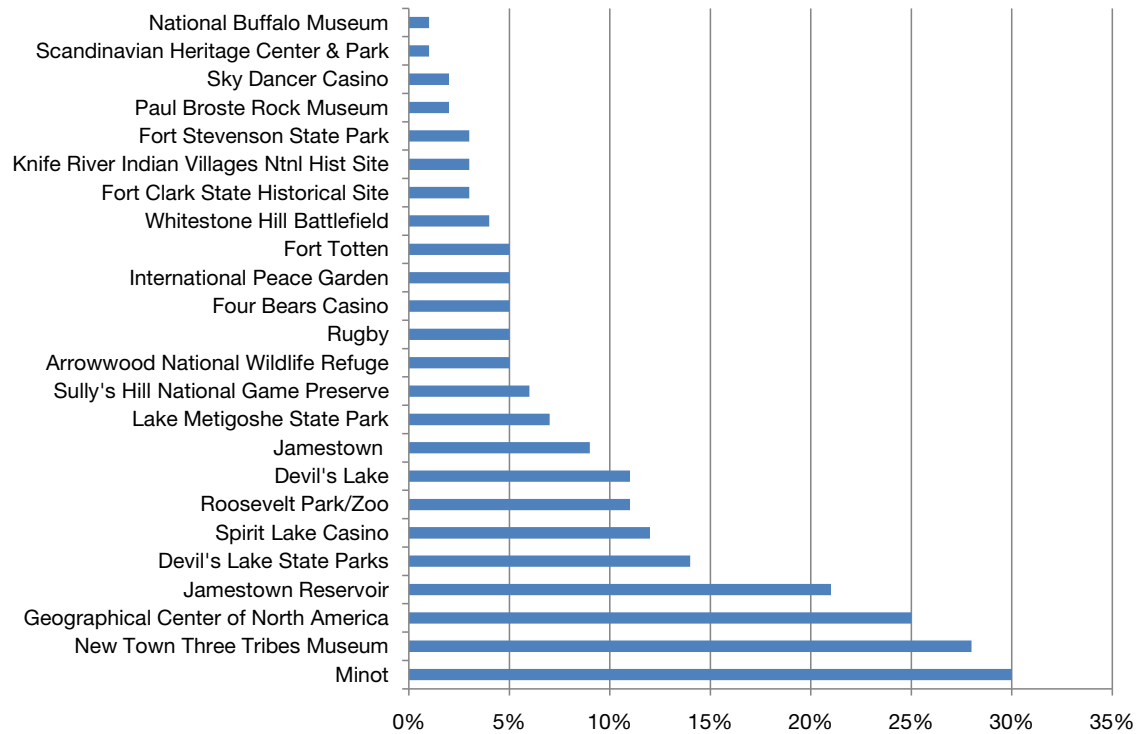
Figure 4-6 Primary Reasons



Chapter 2 Markets

Visitors to North Dakota Heritage and Cultural Tourism Sites

Figure 4-7 Most Popular North Dakota Attractions - Central Region



Interpretive Implications

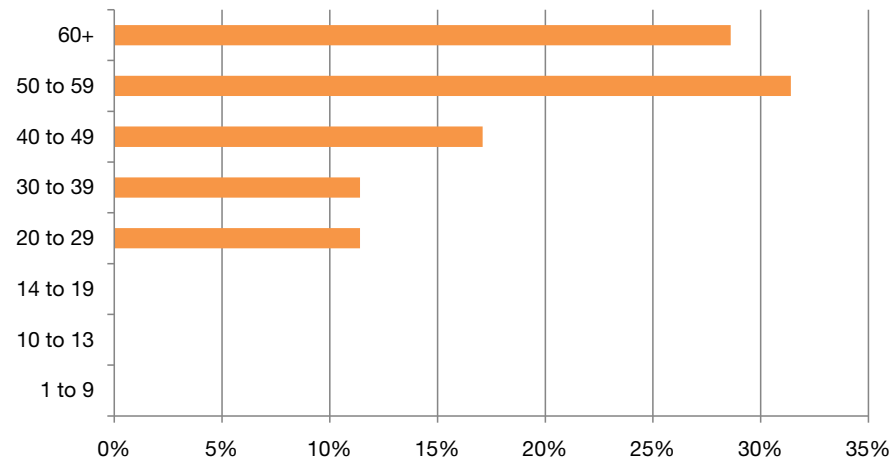
The graph above illustrates the fact that there are other sites in North Dakota on reservations that receive greater visitation than Fort Totten. For the purposes of this plan, Taylor Studios recommends increasing the number of visitors who are willing to travel to a reservation. Meaning, that the scope of this plan can increase visitation from the segment willing to go to a reservation, but the scope of this plan cannot practically change the minds of visitors unwilling or unlikely to travel to a reservation. Converting Devils Lake people into supporters of the site would increase word-of-mouth promotion.

Fort Totten Visitor Survey Results

The following findings were the result of a site survey that the site staff implemented. A total of 35 surveys were returned. The results are not considered scientific, however they remain useful as a tool, revealing some of the thoughts and characteristics of visitors.

Chapter 2 Markets

Figure 4-8 Age of Survey Takers



Interpretive Implications
These findings as well as those directly below fit squarely with the informal observations by site staff as to the ages of visitors.

Figure 4-9 Ages Represented in Respondents' Group

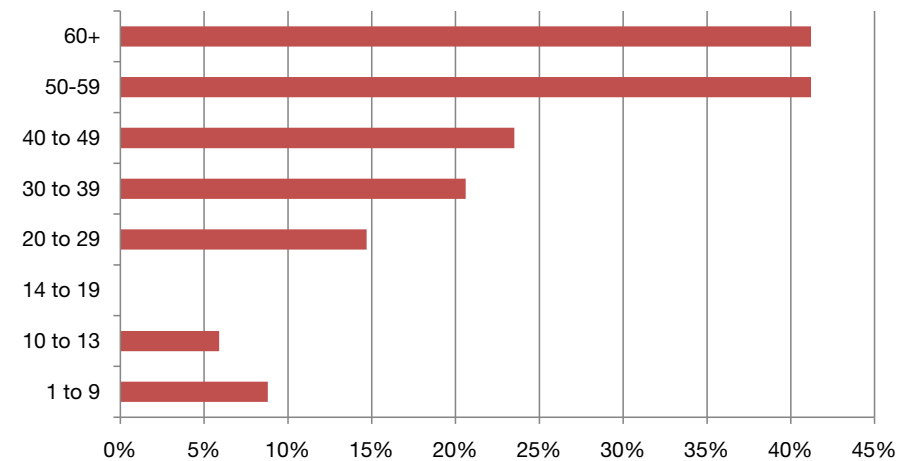
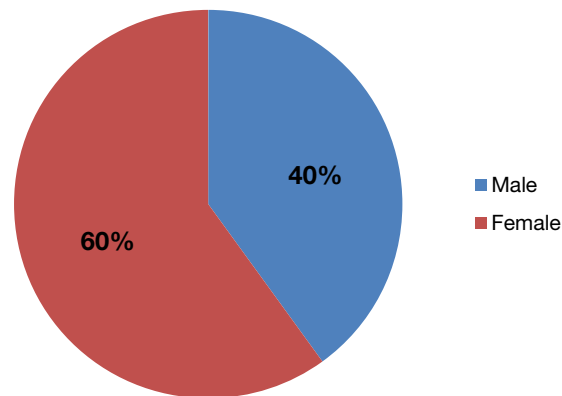


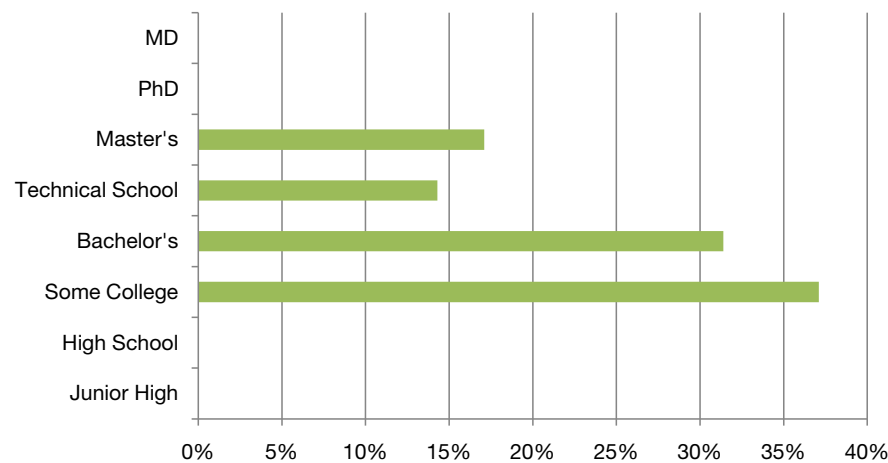
Figure 4-10 Respondents' Gender



Interpretive Implications

Seemingly consistent with previous findings, this is another indicator of the prevalence of female visitors. Providing two female likenesses/itineraries is recommended. Beyond two itinerary "characters" is the potential for involving the female story of the fort elsewhere, i.e. sewing room likeness, fabricated letters home to wife or mother on a desk in the company quarters, etc.

Figure 4-11 Respondents' Highest Level of Education

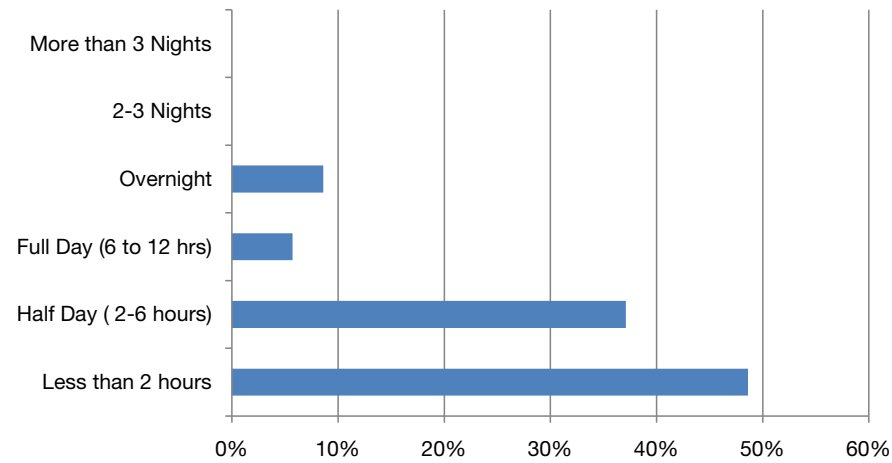


Interpretive Implications

The education level of visitors allow the future designs a bit of interpretive flexibility in that the central theme and text does not need to be boiled down to its simplest denominator. However, the design requires child-friendly elements considering the target audience is two-tier (children, older adults). This seeming inconsistency can be addressed through the itineraries.

Chapter 2 Markets

Figure 4-12 Length of Stay



Interpretive Implications
Multiple itineraries, several audio programs, an enhanced History on Call and a refurbished Interpretive Center should go a long way towards increasing the visitors that choose to leave in less than two hours.

Figure 4-13 Respondents' Lifetime Visits to Fort Totten

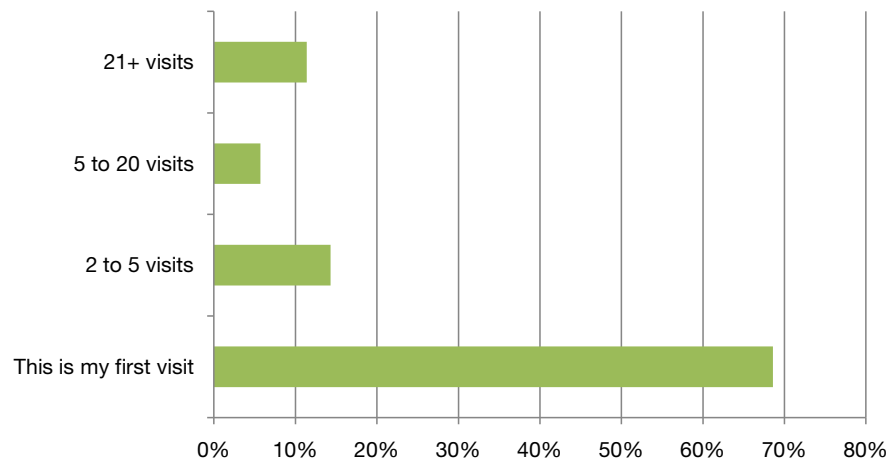
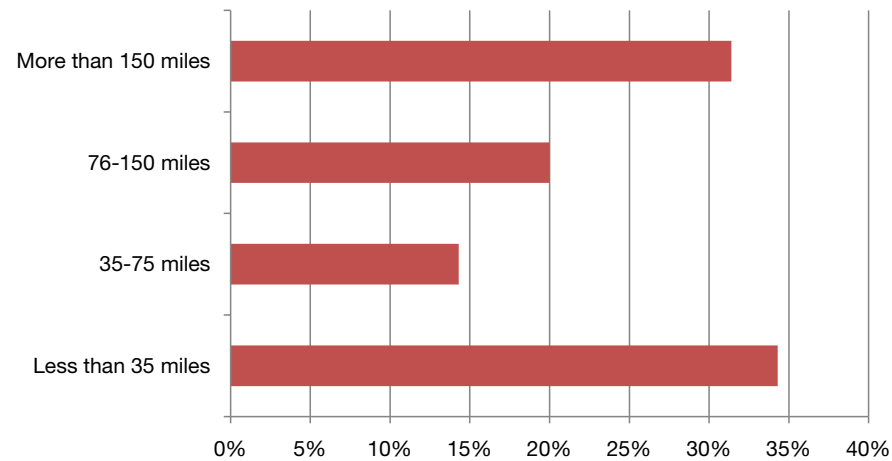


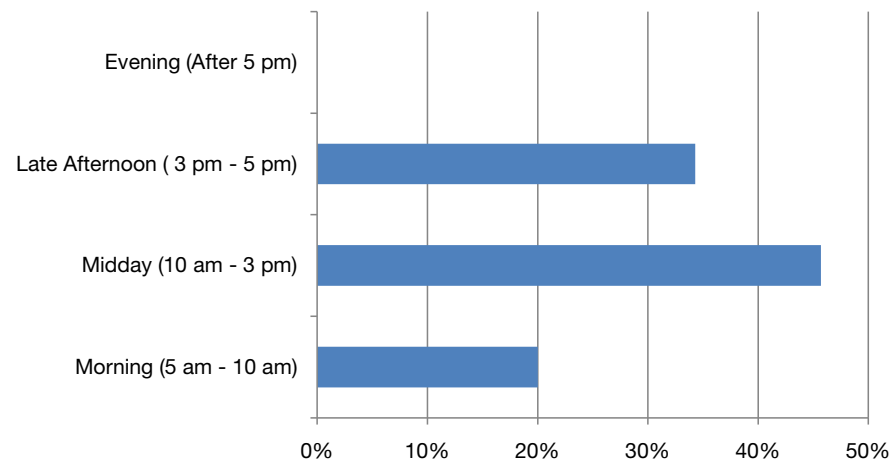
Figure 4-14 Distance Traveled to Fort Totten



Interpretive Implications

The Totten Inn will hopefully take advantage of the increased exhibitry to capture guests from the more than 150 miles category. Perhaps the enhancement of a two-day and three-day itinerary would convince some guests to stay the night. For the less than 35 miles group, this number might increase with a sustained focus on local brochure focus (especially Sully's Hill).

Figure 4-15 Time of Arrival at Fort Totten



Chapter 2 Markets

Figure 4-16 Respondents' State of Residence

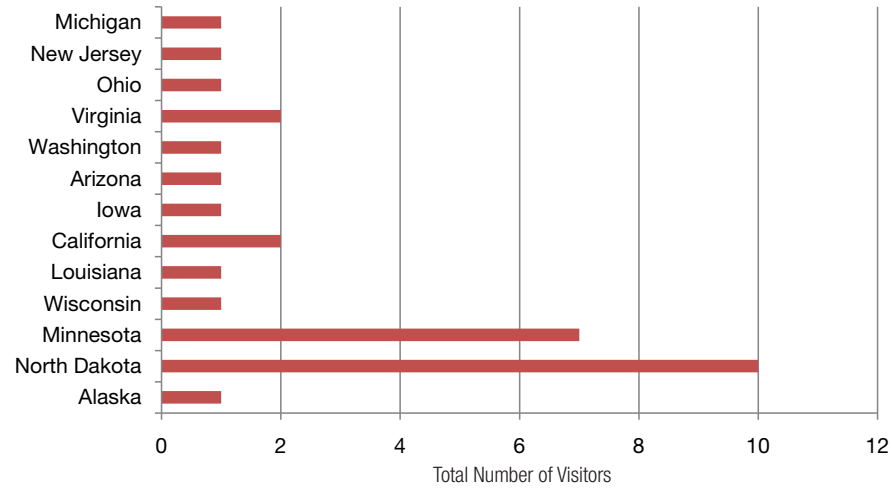


Figure 4-17 Number of Respondents Planning to Visit Nearby Sites

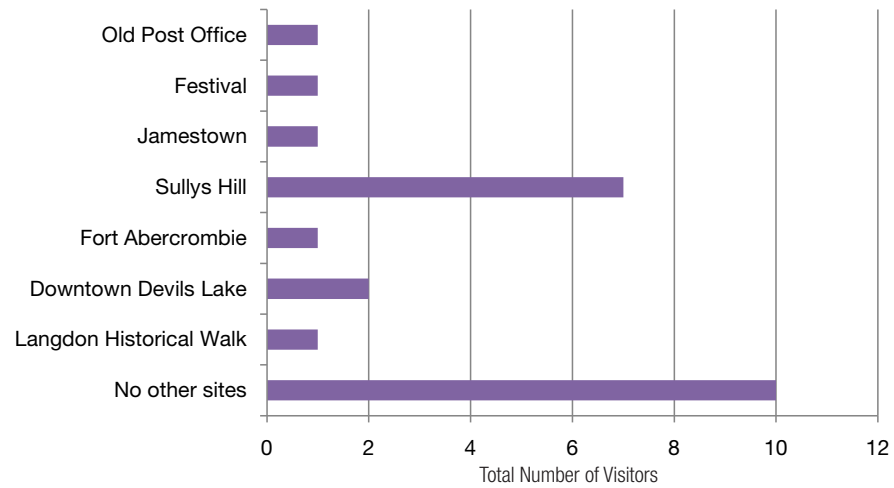


Figure 4-18 Primary Reason for Visiting Fort Totten

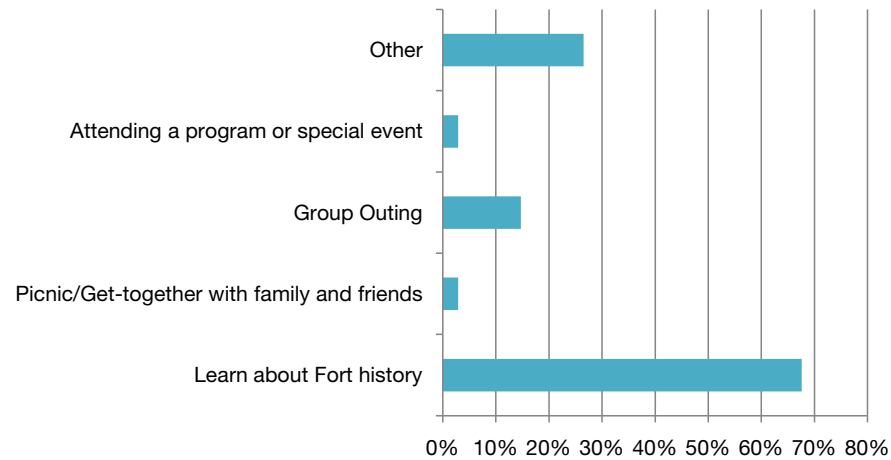
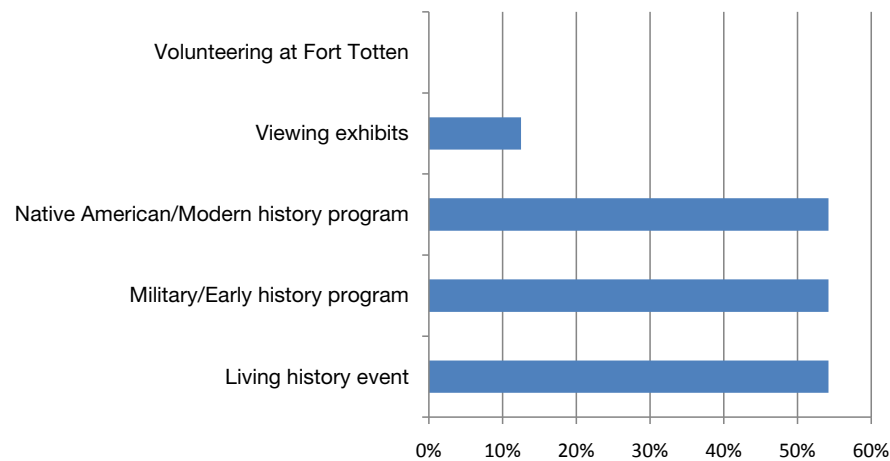


Figure 4-19 Respondents' Activity Interests

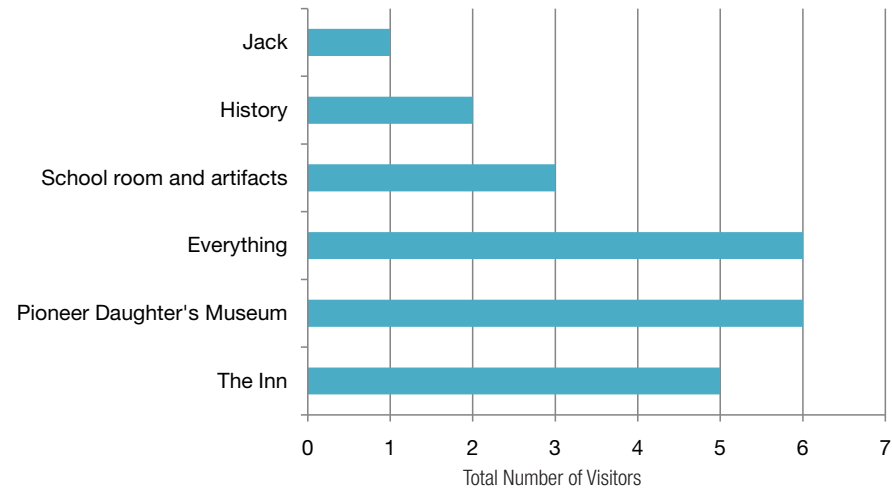


Interpretive Implications

The uniqueness of the site as a fort and then a Native American school is not lost on this limited sample. Personal interpretive programming would only enhance the experience. There is so much that Jack or someone similar can share that is not obvious to the casual visitor.

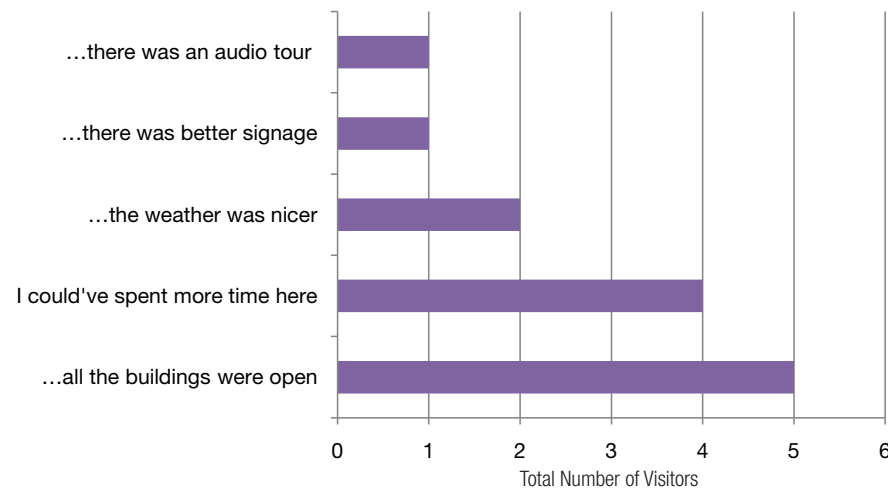
Chapter 2 Markets

Figure 4-20 Respondents' Favorite Visit Elements



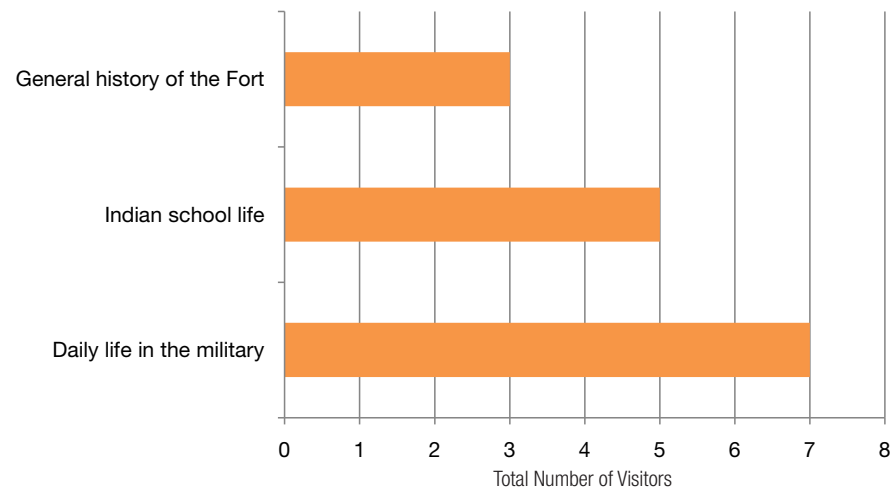
Interpretive Implications
Taylor Studios would like to see the itineraries and the visitor center perform as well or better than the Pioneer Daughters' Museum.

Figure 4-21 Elements that Would Enhance Respondents' Visit



Interpretive Implications
The interpretive plan cannot help visitors concerned with #3 and #4, however the other three enhancements are addressed in this plan.

Figure 4-22 Topics Respondents Would Like to Learn More About



Interpretive Implications

All three of these topics will be integrated into a cohesive interpretive experience upon completion of the 10-year plan.

Chapter 2 Markets

Potential Markets

Who isn't Visiting The Site?

According to site staff:

1. Families of fishermen
2. Locals from Devils Lake
3. North Dakotans
4. People from outside the reservation who are scared
5. During Fall—couples

The first thing to determine with the above markets that are not visiting the site is whether or not it is worth the efforts needed to attract these segments to the site. To make this determination, it might be helpful to rank them according to perceived importance and then focus on the top one or two groups.

Potential Markets require a different delivery system to reach previously untapped audiences. The challenge is creating a delivery system that is inexpensive and quick.

With the exception of number four above, which is more an image challenge than a market segment, the other segments can be addressed through the website and the brochures. For examples, let's focus on #1 and #5.

For families of fishermen, place brochures in the location of known hotels or campgrounds where they stay. Add an inexpensive sticker on the brochure that specifically addresses this market by name. This sticker can provide a 10% off admission fee, a free bottle of water, an interpretive guide when available, or some other relatively nominal offering that works more because it is personalized than for any other reason. Perhaps the sticker says something along the following: "Families

of Fishermen: Bring this brochure to receive 10% off admission to Fort Totten State Historic Site." Site staff could track the number of these discounted brochures to assess whether or not this market group provides enough traffic to continually pursue. This sticker idea could be used for North Dakotans or locals or all three at the same time.

An example of a sticker that saves is Taylor Studios' 5-year warranty sticker. The 5-year warranty was developed after the latest brochures were printed. Taylor Studios could not reprint thousands of brochures to include the warranty announcement, however the word needed to be spread. The answer that has worked well is the following sticker at a fraction of the cost of reprints.

For segment #5, couples during Fall, the website might be an advantageous method of gauging interest in pursuing this group. The fact that there is a bed and breakfast on the site and bed and breakfasts are a couples' activity, a nominal discount for the bed and breakfast during a Fall promotional period might provide enough data for the determination of whether to maintain the promotional period each Fall. Coupons could be printed out on the home computers of those interested.

Marketing Recommendations

There is stakeholder consensus regarding the necessity of increasing site visitation numbers and duration of stay. Providing an increasingly engaging visitor experience over the next ten years should, in and of itself, increase attendance, particularly for the group who learned of the site from a Friend or Relative (see figure 4-4; page 25). However, additional increases in visitation numbers requires additional marketing effort in the form of hours or dollars. Considering the reality of the circumstances, both forms of effort are at a premium. Therefore, the following recommendations are practical and achievable.

Reinventing the Wheel

There is a body of existing marketing materials that highlights the state's cultural offerings. Instead of creating new materials for Fort Totten, ensure that existing materials have not overlooked the fort. The most evident example that Taylor Studios noticed was the brochure entitled "Explore Dakota Forts." This brochure was created cooperatively by the South Dakota Department of Game, South Dakota Fish and Parks, North Dakota Parks and Recreation Department, and the State Historical Society of North Dakota.

Recommended Action: Track the aforementioned brochure and take the steps to get Fort Totten placed in it. Create a spreadsheet or inventory of existing brochures and make certain Fort Totten is highlighted.

I Would Love A Brochure

As part of Taylor Studios acquainting itself with site and surroundings, we spoke to local folks and businesses. There were numerous places that had available brochure racks, but did not carry Fort Totten brochures.

Recommended Action: Ask a volunteer to canvas the region, perhaps to a 30-mile radius, and stock brochure racks. This volunteer could create a spreadsheet and an itinerary for future volunteers to follow a couple times a year to do the same.

What's in it For Me?

The final question asked by the State Historical Society of North Dakota in the interview for this project was "Why, specifically, should we hire you for this job?" In a related sense, visitors need to know why they should visit, specifically, Fort Totten State Historic Site. The current 8.5" x 3.5" brochures wonderfully inform visitors as to the historical significance of Fort Totten, but future brochures might also include the answers to the following question "Why should I visit, specifically, Fort Totten?"

Recommended Action: Background history is certainly necessary for a brochure. However, adding a short "marketing blurb" sharing the benefits of visiting Fort Totten could make a positive impact.

Chapter 2 Markets

I Love Our Central Theme

A great deal of thought and energy was used in developing a central theme. So, let's use it. Visitors crave a good storyline, just like the one that was developed for the site.

Recommended Action: Highlight the central theme when creating new brochures. This will let visitors know there is an overall story and help organize their thoughts before arrival.

Increasing the Length of Stay

One site objective was an increase in visitation numbers. Another objective was to increase the length of stay for those onsite. For these objectives, offering two and three day agendas could persuade visitors to stay an extra day or two.

Recommended Action: Create a simple 2 and 3 day agenda, and offer them as PDFs on the websites. Perhaps they include the forts within driving distance or some of the other cultural sites.

My Child Loves Fort Totten

Adding a child-centered itinerary improves the chances that someone with children would consider visiting.

Recommended Action: While you are highlighting the site's central theme in the next brochure, be sure to mention the fact that kid-friendly activities have been created for Fort Totten.

Redesign Site Brochure

The current brochure has much of the needed information. However, it could easily be upgraded through professional designers.

Recommended Action: A new brochure including logo development can be designed, based upon the current format for state sites, by Taylor Studios for roughly \$5,500 to \$8,000

Cooperative Partnership Opportunities

There is a current cooperative partnership that might present a built-in opportunity to enhance. The Dakota Forts brochure was developed by the SD Department of Game, Fish and Parks, the ND Parks and Recreation Department, and the State Historical Society of North Dakota. It stands to reason that enhancing a current relationship is less time consuming than creating a new relationship.

Reaching out to Sully's Hill might guarantee a portion of their traffic spends some time at Fort Totten. Perhaps a Natural and Cultural History brochure could be developed in tandem. The brochure could focus on the geological history of the area that gave rise to the lake and the surroundings and how that affected the eventual population of the area.

With the addition of the itineraries, potential personal interpretation, an engaging central theme, and the goal of making the site a repository of idea sharing, it might be time to re-double efforts to establish cooperation with the casino.

Social Media

Your brand isn't what YOU say it is, it's what GOOGLE says it is...

—C. Anderson

Three Reasons to Use Social Media

1. *It's effective.* Once successfully mastered, social communities can be a great source of web traffic on top of any traffic you are already receiving from search engines.
2. *It's low-cost/high returns.* If done by yourself, costs are limited to time. The benefits will often exceed the cost. It would take you thousands of dollars to buy many links; social media has the ability to generate links for free.
3. *It complements other efforts.* Social media optimization and marketing is usually community-specific. It doesn't interfere with any other methods of getting traffic to your website.

Creating a web presence for Fort Totten will be a valuable marketing tool. While the North Dakota Historical Society has a Facebook page, one should also be created specific to Fort Totten. Once created, Fort Totten and the Historical Society should “like” one another along with other pages that may be of interest. This will increase the page's presence.

New posts should be added at least three times a week by site staff, if not daily. A post could be a factoid about the site, an event announcement, a quote from a visitor, etc. Tabs can also be added to the page. One should be “Events.” This tab will allow staff to add an event calendar to promote the various activities at the Fort. Another tab could be “Coupons.” Here, staff can create coupons for potential visitors to use for admission (buy one, get one free; half off; etc.)

Twitter is another tool that will allow Fort Totten to establish their presence. Posting regularly is a must, however. Creating a Twitter plan with several weeks' worth of tweets will help with frequency. Having a goal of three tweets per day in a year might seem overwhelming, but with a plan it won't be. Downloading TweetDeck will help keep track of what is being said about Fort Totten and other similar sites. By using key search terms, the staff will be able to respond immediately when someone mentions Fort Totten.

Both Facebook and Twitter will help increase Fort Totten's Google ranking. Be sure to search Google using several key search terms at least every six months to track the site's ranking. Also, use Google Alerts to see what is being said about Fort Totten. Alerts can be set for nearby sites as well to see what is being said about them.



Chapter 3

Messages

Tell me a fact and I'll learn. Tell me a truth and I'll believe. But tell me a story and it will live in my heart forever.
—Native American Proverb

The **Messages** chapter is the heart of an interpretive plan. This chapter includes the thematic messages that interpretation should convey to visitors, and the significant stories that make Fort Totten special and unique.

Interpretive Themes

Themes are the key stories or concepts that visitors should remember after they visit a site—the foundations from which the entire site's interpretation flows. Good interpretive themes are a balance of the three elements—the site's most significant stories, the stories that most interest visitors, and the stories that management needs to communicate.



Central Theme

The central theme is the guiding principle behind all interpretation at a site. It is what visitors should walk away with in their hearts and minds.

What are some key characteristics of a central theme?

- It is one idea.
- It is a single, complete sentence.
- It connects tangibles and intangibles.
- It has a point of view.

Subthemes

Subthemes further develop and support the central theme. The interpretive weight of each subtheme is represented by a percentage. Percentages guide design by establishing the importance of each subtheme. Subtheme I has a weighted percentage of 10. This represents, generally speaking, that it comprises, generally, 10% of the entire story, exhibits and all. Each subtheme is further divided into storylines. The storylines are the content points that will be interpreted.

Fort Totten State Historic Site's Central Theme

Fort Totten's purpose has changed over time—each purpose reflecting the current attitudes, understanding, and policies concerning the Native American population.

Subtheme I 10%

By the mid-1800s, bands of Dakota people lived in the area around Devils Lake, in part because of the lake and surrounding woodlands.

Subtheme II 30%

The purpose of the Fort Totten military post was pacification of the plains Indians.

Subtheme III 50%

The Fort Totten Indian Industrial School (1891-1959) was one result of the desire for Euro-Americans to settle the Dakotas, the newly crafted policy of settling Native Americans on fixed parcels of land, and the government belief that Native American assimilation and education are linked.

Subtheme IV 10%

The State Historical Society of North Dakota preserves and interprets Fort Totten's past, present, and future.

Chapter 3 Messages

Interpretive Content Outline

Central Theme

Fort Totten's purpose has changed over time—each purpose reflecting the current attitudes, understanding, and policies concerning the Native American population.

Subtheme I 10%

Context-setting Subtheme

By the mid-1800s, bands of Dakota people lived in the area around Devils Lake, in part because of the lake and surrounding woodlands.

Storylines

- 1-1: Native Americans have lived in the Devils Lake area for over 10,000 years.
- 1-2: According to Dakota oral history, the Dakota were always in areas of present-day Minnesota.
- 1-3: Throughout the 1700s, the Dakota bands began moving westward onto the open plains. Some of them may have left the forest in search of game or other food. Many were pushed out by the Chippewa.
- 1-4: Devils Lake was a consistent water supply which resulted in rich vegetation, wild game, and fish, making it an oasis of food and shelter.
- 1-5: The Great Dakota Nation formed a political alliance known as the Seven Fireplaces, or Council Fires, or Oceti Sakowin. This alliance was composed of people with similar language and culture.
- 1-6: The Dakota of Spirit Lake in North Dakota comprise two of the Bands of the Eastern Dakota: the *Wahpeton* and the *Sisseton*.
- 1-7: The people of Spirit Lake are often called Dakota Sioux, a term dating back to the 17th century. *Dakota* means friends or *Oyate*—the people. The Dakota at Fort Totten are called the Mni Wakan Oyate —*the people of the Spirit Water*.

Subtheme II 30%

The purpose of the Fort Totten military post was pacification of the plains Indians.

Storylines

- 2-1: The U.S. and Dakota ratified several treaties, including treaties in the years 1837, 1851, and 1868.
- 2-2: Interpretations of these treaties and the circumstances from which they were processed and administered is a matter of dispute.
- 2-3: The Minnesota Indian War of 1862 was the culmination of generations of Euro-American incursion and broken treaties.
- 2-4: The Minnesota Indian War of 1862 provided the initial impetus for military and post construction across the Northern Plains.
- 2-5: The War Department wanted to put a halt to any activities that would threaten the expanding agricultural frontier.
- 2-6: After Congress cancelled all existing treaties in 1863, many Dakota migrated to areas of refuge, including Devils Lake.
- 2-7: Military campaigns in 1863 and 1864 sought to crush the Dakota in the Dakota territory, but they were unable to find any hostile activity on the Devils Lake region.
- 2-8: In 1865, Sully, after establishing a base at Fort Rice, camped on the south shore of Devils Lake. An officer with Sully mapped the lake and checked resources for the possible establishment of a fort.
- 2-9: Sully came across a camp of Metis while in the Devils Lake area, and he was convinced that the Metis would damage the region's Indians by killing all the buffalo and selling illegal liquor. He believed that a military fort was needed to protect the Indians.
- 2-10: If newly created reservations, older posts, and new towns were to be supplied (the military reasoned) additional posts would need to be built.
- 2-11: Military units began construction of Fort Totten in July, 1867.
- 2-12: Ideally, Fort Totten would police and contain the area Dakotas, protect travel and mail routes, and prevent reservation Indians from moving beyond the reservation boundaries.
- 2-12a: Other roles of the Fort Totten military was to keep peace between the Sioux and Chippewa and protect workers surveying the Canadian border.
- 2-13: Fort Totten became a link in a chain of posts including Forts Abercrombie, Stevenson, and Buford in Dakota Territory

Chapter 3 Messages

- 2-14:** Soldiers coped with the isolation of life at Fort Totten in a variety of ways. Some were positive, some negative.
- 2-15:** The growing need for mobile military might saw the garrisoning of companies D and I of the 7th Cavalry at Fort Totten in 1873.
- 2-16:** In the late 1860s and early 1870s many Dakotas were dependent on the military for support. Reservations were remote from supply lines.
- 2-17:** Conventional wisdom held, that if the Fort Totten Dakotas were fed and cared for other Native Americans might settle down on the reservation.
- 2-18:** As the Fort Totten Dakota became less dependent in the late 1870s, relations with the military began to sour.
- 2-19:** The Judge Advocate's ruling that military reservations could not be established in an Indian reservation made the continued existence of the fort doubtful.
- 2-20:** Beginning in 1874, a series of Indian schools began training Native Americans in agricultural and associated skills.
- 2-21:** Indian Agent John W. Cramsie believed that the military presence stifled the growth of Indian education. He reasoned that the post could provide its buildings for a proposed five-hundred-student school.
- 2-22:** As the 1880s progressed, the men of Fort Totten found themselves with fewer duties.
- 2-23:** The final military unit left the post for Fort Abraham Lincoln on December 21, 1890. On the same day all the buildings were officially turned over to William Candfield, the Superintendent of the Indian School at Devils Lake.
- 2-24:** The Devils Lake Dakotas opened their first school session at the decommissioned military post of Fort Totten on January 19, 1891.

Subtheme III 50%

The Fort Totten Indian Industrial School (1891-1959) was one result of the desire for Euro-Americans to settle the Dakotas, the newly crafted policy of settling Native Americans on fixed parcels of land, and the government belief that Native American assimilation and education are linked.

The Mission Phase Storylines (1874-1891)

- 3-1:** December 5, 1870, President Grant to Congress: "Indian agencies being civil offices, I determined to give all of the agencies to such religious denominations as had heretofore established missionaries among the Indians."

- 3-2: Sisters of Charity in Montreal, known as the Grey Nuns, received their first pupil on November 23, 1874.
- 3-3: During its first decade the manual labor school accommodated up to 90 students almost exclusively from the Devils Lake Reservation.
- 3-4: The daily curriculum reflected the dominant culture’s philosophy that speaking English, tilling the soil, and embracing Christianity was absolutely essential for “civilizing” Native Americans.
- 3-5: In 1881, the Commissioner of Indian Affairs stated that Native Americans faced two options—civilization or extinction. He noted, “we are fifty million, and they are one-fourth of one million. The few must yield to the many.” The new policy called for rapid assimilation, increased emphasis on farming, expanded industrial education, and sustained allotment of reservation lands.
- 3-6: The General Allotment Act, signed in 1887, moved the goal of Indian education from civilization and Christianization to preparing Indians students for the end of tribalism, agricultural pursuits, and eventual citizenship.
- 3-7: In 1890 the War Department approved the transfer of the buildings and land to establish an Indian industrial School.

The Industrial School Period Storylines (1891-1935)

- 3-8: The new school at Fort Totten was a reservation boarding school providing primary school curriculum over eight years.
- 3-9: The opening of the Fort Totten Indian Industrial school coincided with legislation authorizing the Commissioner to “make and enforce by proper means such rules and regulations as will Secure the attendance of Indian children...”
- 3-10: January 19, 1891 the Fort Totten Indian Industrial School opened up with 121 students evenly divided between the fort school and the Grey Nuns Department.
- 3-11: Both land allotment and education were intended to extinguish the last remnants of tribal culture.
- 3-12: The ultimate objective of the Industrial School was to prepare students for agricultural work on allotted land offered by the U.S. government. The boys would be farmers and the girls mothers and keepers of the hearth.
- 3-13: School curriculum followed the 1890 Course of Studies for Indian Schools.
- 3-14: Under William Canfield (1890-1902) runaways, strict discipline, increased manual labor, abuse, and neglect were common.
- 3-15: In 1906, wide ranging changes in schooling occurred. Students were no longer served by highly regimented boarding schools that separated parents and children. The Office of Indian Affairs began to highlight the virtues of public schools.

Chapter 3 Messages

- 3-16:** A wood-frame gymnasium was built at Fort Totten in 1922. Soon after, it burned to the ground and a new one was built in 1923.
- 3-17:** From 1926 onward a new philosophy was gaining ground at Fort Totten: a greater cultural inclusion in school life. The harsh elements of forcible assimilation were gradually receding as a more enlightened approach began.
- 3-18:** Fort Totten has had relatively successful sports teams throughout the school period.

Tuberculosis Preventorium Storylines (1935-1939)

- 3-19:** Following the closure of the industrial school, the site became a prevention center of the spread of tuberculosis.
- 3-20:** It was an experiment to see if undernourished or tuberculosis-prone Indian children could be brought back to health with proper nutrition, hygiene, and rest.
- 3-21:** Boarding schools and their cramped quarters, overwork, and cheap food, became a breeding ground for TB.
- 3-22:** A 1904 health survey reported that TB was more widespread among Indians than whites, due to “failure to disinfect tubercular sputum, poor sanitation, and a lack of cleanliness, improper and badly prepared food, overcrowding in dormitories, lack of proper medical attention”
- 3-23:** A 1908 report was conducted by the Smithsonian which advocated the isolation of tubercular patients and treatment in sanitariums.
- 3-24:** By the 1930s, much progress had been made to improve life on the reservation; however tuberculosis was still seven times higher among Indians than the general public.
- 3-25:** Operated cooperatively by the Indian Bureau’s education and health departments, the preventorium began in September, 1935 with an enrollment of 51.
- 3-26:** Daily schedule: four hours of daily classroom instruction; lengthy rest and relaxation periods, leisurely meals, and early bedtime. Health education received a major emphasis.
- 3-27:** Gym activities were an important part of community life. One incentive was each child’s growth chart; the boy and girl with the largest weight gains were given a red felt “G,” which entitled them to be the leaders in the games played in the gymnasium.
- 3-28:** The preventorium, although short-lived, was a valuable tool in the fight against tuberculosis afflicting the children of Fort Totten.

Day and Boarding School Storylines (1940-1959)

- 3-29:** When the preventorium closed in 1940, Indian officials argued that a school facility was still needed, arguing remoteness of the reservation, resistance to public schools, and the desire for vocational training.
- 3-30:** The government reinstated the fort's combination day and boarding facility for approximately 200 students. A high school was added in 1942. Academics mirrored North Dakota State requirements.
- 3-31:** In 1953, Congress passed Resolution 108, formally establishing a policy of gradual elimination of federal trusteeship and special services provided by the Bureau of Indian Affairs.
- 3-32:** On March 6, 1959, the Department of the Interior gave Fort Totten to the State of North Dakota.
- 3-33:** The legacy of the Indian School movement holds relevance today. Understanding the movement allows one to understand how the government viewed Native Americans as a people.
- 3-34:** Limited firsthand accounts of Native American who attended Fort Totten frequently refer to the culture clash at school—haircuts, English-only policies, regimentation, and discipline.
- 3-35:** While some Native Americans credit their experiences at Fort Totten with preparing them for life challenges, most have ambivalent or negative memories of the institution.

Subtheme IV 10%

The State Historical Society of North Dakota preserves and interprets Fort Totten's past, present, and future.

Storylines

- 4-1:** Fort Totten became a North Dakota State Historic Site in 1960 and was listed on the National Register of Historic Places in 1971.
- 4-2:** The historical society's mission is to identify, preserve, interpret, and promote the heritage of North Dakota and its people.
- 4-3:** Why does the historical society preserve a place with a history that includes many disagreeable elements? Those who cannot remember the past are condemned to repeat it.



Chapter 4

Mechanics

Humans have definite limits in their ability to keep unorganized information straight in their minds.

-Dr. Sam Ham, *Environmental Interpretation*

The physical practicalities of a site and the organization of interpretation can go a long way in creating a positive and impactful visitor experience. Part of this process is ensuring visitors can easily find and move throughout the historic site (i.e. directional signage is clear), as well as ensuring that all of their basic needs are met (i.e. rest rooms and orientation information are visible immediately upon entrance to the visitor center).

The **Mechanics** chapter of this interpretive plan will provide recommendations on how to treat Fort Totten's physical practicalities to create the best possible visitor experience.

Visitor Experience Model

The Entry Phase of a site involves more than the front door. It includes everything during a visitor's approach to that front door. If one considers the front gate as the front door to Fort Totten, the initial entry phase occurs on the way to the front gate. Upon arrival, visitors are looking for clear indication of where to park, how to enter the Fort, and where to go next. The entry phase provides the opportunity to reassure visitors that they are in the right place and that their impending experience is going to be great. (Brochu p. 10).

Current Entry Phase–Taylor Studios' Arrival Experience

Taylor Studios traveled by car from Fargo to Fort Totten. The directional signage to the site was helpful. There was only one moment of uncertainty (there was a directional sign nearby, but faded). Taylor soon learned that the site was informed about the faded sign and working towards enhancing it.



Taylor soon pulled into the parking lot. As first-time visitors, we were confident that we had located the correct place, but there was little overt indication of this. The distance from the gate opening, several parked vehicles, and the low-contrast welcome sign did not provide potential anticipatory build-up.



Once inside the gates, there was some confusion as to where to proceed next. The natural procession seemed directly forward to read the bronze sign. However, we bypassed this sign perhaps because of the wet grass or perhaps because it looked well-worn. Determining our next steps seemed arbitrary. We eventually proceeded toward the Commissary Building because its sign was most visible.

Chapter 4 Mechanics



Pine and Gilmore's book *The Experience Economy* that Pine and Gilmore's book *The Experience Economy* argues that today's visitors are looking for complete experiences. These complete experiences are composed of five factors: (1) a themed experience; (2) An experience that harmonizes impressions with positive cues; (3) an experience that eliminates negative cues; (4) an experience that mixes in memorabilia; and (5) an experience that engages all the senses.

Fort Totten is such a great resource that all five of the preceding factors can easily be incorporated.

Simple, highly-visible directional signage can readily enhance the entry phase experience. This signage can harmonize positive cues with color and clarity, readily answering questions visitors have upon arrival. They will also de-emphasize negative cues such as visitor uncertainty.

As Taylor Studios was exiting the site during the last stakeholder meeting, a car pulled up to the gated fence. The driver of the car asked, "Is this place open now?" Our Media recommendations will attempt to make this question obsolete.

Projected Future Arrival Experience (see Media Section).

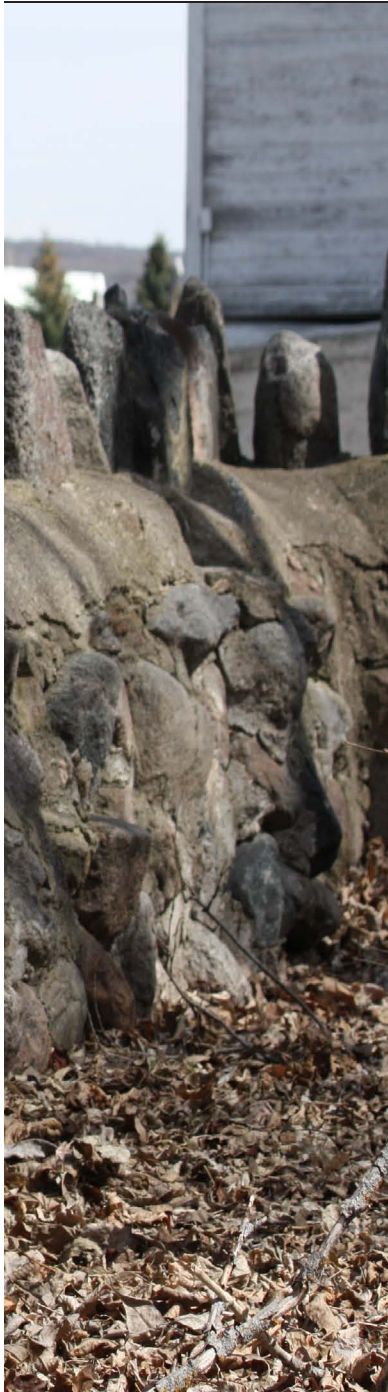
Options to Protect Interpretive Center's Masonry

As the design of the interpretive center's exhibits gets underway, the internal walls must be protected from visitors brushing up against them. There are several methods to prevent this occurrence. The first and likely the best from a visitor standpoint is to design exhibit elements that prevent visitors from accessing the walls. This method might look similar to the photo below. Strategic placement of graphic panels, walls, and dimensional objects protect walls without diminishing the visitor experience.

Another method is to strategically place acrylic or glass panels in areas that are most susceptible to traffic. These panels would need to become part of the established exhibitry, matching the look, feel, and materials utilized in the rest of the exhibit.

The method ultimately used or, more likely, the combination of methods used will become apparent as the design progresses.





Chapter 5

Media

Media is the means by which the messages of Fort Totten are communicated to the public. This can include anything from exhibits and signage to personal programming.

Balancing Exhibit Media

Since there is no single set of abilities running throughout human nature, there is no single curriculum which all should undergo.

~John Dewey

Everyone learns differently. Therefore, successful interpretive exhibits should appeal to multiple learning styles and abilities. On the right is a matrix for classifying exhibits that was developed by Dr. Gabriel Cherem. Classifying our media recommendations helps ensure that an appropriate mix of exhibit types is included.

		Exhibit Mode	
		Motion	Inert
Viewer Mode	Passive	Active-Motion	Active-Inert
	Active	Passive-Motion	Passive-Inert

Active-Motion Mode (AM)

There is interaction between the visitor and the exhibit—the exhibit responds to the actions of the visitor. Interactive exhibits can range from mechanical devices and touch screens to open-ended discovery stations.

Active-Inert Mode (AI)

The viewer is invited to interact with a static exhibit. A visitor's experience can be improved through mental and physical participation with an exhibit. Examples could include flipbooks and touchable exhibit elements.

Passive-Motion Mode (PM)

The exhibit performs (moves, emits sounds or smells), and the person receives. A visitor's attention is attracted and held by adding motion and sensory stimuli. Examples could include animatronics or videos.

Passive-Inert Mode (PI)

The exhibit is static and the visitor views passively or reads. This type of exhibit can be very effective if it is rich in universal concepts and symbolism. Examples could include interpretive panels, dioramas, and sculptures.

Media Recommendations

After discussing and noting each of our individual experiences as visitors to Fort Totten, Taylor Studios identified two key challenges that media recommendations must address. The first challenge is the cohesion of visitor experience. The second challenge is the depth of visitor experience.

Cohesion of Visitor Experience

This category, closely associated with site mechanics, incorporates how consistent and coherent the interpretive elements are perceived by visitors. 16 separate buildings, each with three historical periods challenge a cohesive visitor experience.

Depth of Visitor Experience

This category incorporates how the site's interpretive elements utilize storytelling and intangibles to impact visitors. The visitor experience can be cohesive and logical, yet lack depth or provocation. 16 separate historical buildings challenge notions of content that is personal, relevant, and pleasureable.

Taylor Studios recommends providing visitors with a selection of site itineraries from which to choose. Each itinerary is based on the experiences of a person that has spent time at Fort Totten. Four itineraries feature one person per itinerary or four separate people. The visitor-selected itinerary determines the interpretive path of discovery a visitor takes. One itinerary could focus on an adult Native American (modern day, reminiscing), one on a soldier, one on a female teacher during the school period, and one on a female, pre-teen Native American student. This last itinerary could target child visitors. *Finalizing the itinerary characters must continue into design.*

As to how this itinerary would function, let's take the example of one of the Native American student's itineraries. Inside the recast interpretive center, visitors find the various itineraries. A visitor choosing the Native American student itinerary exits the interpretive center, where the itinerary guides the visitor where to go next. The itinerary can be formatted in multiple ways: small diary, letter to a loved one, identification card, or simply printed on standard paper. A sketch of the student, name, tribal affiliation, date of birth, years attended Fort Totten School, and other basic personal information would be included.

Beyond this basic information, the itinerary relates a first-person account of the student's life at school. It is the perceptions of the student that help shape the visitor's experience. Perhaps the student relates the strictly regimented school day. In doing so, the visitor is asked to explore certain site buildings in a certain order to reinforce the concept of the student's strictly-controlled school day. Much like an exhibit's central theme, each itinerary might have an overarching theme.

Each itinerary would include a non-themed site key (similar to the current site brochure) that would allow visitors that choose to disregard the interpretive itinerary enough information to wayfind as they see fit. On a related note, each exhibit is self-standing in content, meaning it can be enjoyed in any order, with or without an itinerary. The itineraries are merely a type of story-telling vehicle to guide and enhance visitor experiences.

The preceding interpretive media recommendation directly addresses both the depth and cohesion of the visitor experience.

Chapter 5 Media

Example “Stops” Suggested by the Native American Student Itinerary

Stop #1 Chief Clerk’s Office

Intangible to be interpreted: Authority; Regimentation; Rules; School Mission

Stop #2 Main School Building

Intangible to be interpreted: Classroom Schedule; Topics of Study; Assimilation; Regimentation.

Stop #3 Girl’s Sewing Room

Intangible to be interpreted: Regimentation; Assimilation; Gender “Appropriate” Training

Stop #4 Boy’s Tailor Shop

Intangible to be interpreted: Work Load; Regimentation; Gender “Appropriate” Training

Stop #5 Girl’s Dormitory

Intangible to be interpreted: Loneliness; Contrast to Home Life

Stop #6 Parade Grounds

Intangible to be interpreted: Exercise; Play; Preventorium

Stop #7 Flour Storage

Intangible to be interpreted; Nutrition; Isolation of Fort

Stop #8 Gymnasium

Intangible to be interpreted; Fond Memories;

Example “Stops” Suggested by the Soldier Itinerary

Stop #1 Company Quarters

Intangible to be interpreted: Daily Life

Stop #2 Quartermaster’s Storehouse

Intangible to be interpreted: Isolation; Daily Life

Stop #3 Black Powder and Magazine

Intangible to be interpreted: Daily Work; Isolation

Stop #4 Commanding Officer’s Quarters

Intangible to be interpreted: Authority; Fort Totten’s Mission

Stop #5 Chaplain and Surgeon’s Quarters

Intangible to be interpreted: Disease; Sickness; Isolation; Spirituality

Stop #6 Parade grounds

Intangible to be interpreted: Authority; Regimentation; Daily Life

Visitor Narrative

Coming around a curve, just past the Totten Inn, approaching visitors spy Fort Totten's entranceway standing out against the backdrop of fort buildings. "There it is" and "that must be it" can be heard inside the approaching vehicle.

The visitors park their car as the fourth grader of the family starts to bolt towards the entranceway. "I see something," she hollers before her mother motions her to stay close. Mother, father, and daughter now walk together towards the site entrance.

Upon approach, the family notices a series of human likenesses standing alongside building 23. They quicken their gait to explore up close. Four graphic likenesses each from a different period of Fort Totten's history welcome the family. The family takes a second to look over each one, noticing their names and the period from which they resided at the fort. They were surprised to learn that this cast of people had such different lives, at different times, in the exact same location.

The family moves further into the fort a directional sign points their attention to the Interpretive Center, which they eagerly move toward.

Inside the Interpretive Center, clear signage highlights the amenities of the Interpretive Center, preempting several basic questions the visitors had already formulated—availability and access to water and restrooms as well as where to pay. Once these initial needs are taken care of, the family starts through the exhibits.

The exhibits are thoughtfully designed, guiding the visitors along a route that reinforces their inclinations. The Interpretive Center's exhibit opens with a gallery introduction panel that interprets the central theme. Adding visual interest and fortifying interpretation, the four "characters" from the site entranceway might be represented in the gallery introduction panel as well as other place in the exhibit.

Perhaps, the first exhibit beyond the introduction interprets the Devils Lake region before the advance of Euro-Americans. At this point, the family learns about who and what was here long before the idea of a fort. Helpful, supporting exhibit media might take the form of a map, which helps visitors establish a spatial context. Also useful may be the beginning portion of a timeline (the timeline is to be carried throughout the gallery) to serve as a touchstone if visitors begin to feel confused as to the relative time periods. To interpret the convergence of multiple cultures in the area, a large graphic winter count can be juxtaposed next to the conventional timeline.

As the visiting family begins to construct and make sense of time and place, they move towards the next exhibit that catches their eyes. They move towards an area that interprets the Dakota more fully. Here they learn of the Dakota's self-sufficiency, lifestyle, trading practices, and eventual migrations. As they move forward along the exhibit timeline, they learn of several treaties entered into by the Dakota and the U.S., the interpretations of these treaties, and how difficult a situation the Dakota people faced during the treaty "negotiation."

Chapter 5 Media

Successfully prepared by the introduction exhibit as well as the Subtheme I exhibit timeline, the visiting family moves through the remainder of the gallery.

The child's favorite part of the Subtheme II area was the artifacts from the fort and the photograph of Comanche. The parents, who grew up in North Dakota, were partial to the exhibits that interpreted the effect of the bitter temperatures and isolation at the fort.

In Subtheme III, the entire family was in agreement on their favorite exhibit—the exhibit that focused on the rules of Indian schools and the schedule of Indian schools. Several times the father asked the child if he could imagine going to a school like the one at Fort Totten.

The family shopped a bit in the gift shop before they started to head outside to the rest of the site. Before they exit, they pause at the last exhibit. Here they are invited to choose a Fort Totten site itinerary. The itinerary lays out a sequence of buildings to help guide them. There are four itineraries, each focusing on different buildings. Looking over the itineraries, the family decides to grab two. The child naturally chooses the itinerary of the Native American child. The parents choose the itinerary of an enlisted man.

As they moved from building to building in sequence, they enjoy talking to each other trying to see which (if any) buildings were part of both itineraries.

Non-Personal Media Recommendations: Entry Phase

MR-1.0: You Have Arrived and We Are Open

Location: Entrance Gate

Primary Focus Period: Present day

Description: The chain link swing gates of the fort entrance as well as a portion of the chain link fence might be replaced by a solid wood gateway. The fence color (as illustrated) is brown, because the gateway's purpose is not historical realism as much as providing a visually pleasing entranceway (this is a recommendation, however establishing a truer historical fence is a viable option). The gateway informs visitors that they have formally stepped onto the site. Graphic signage, which matches the eventual graphic look of the site, provides a color splash. When the gates are closed, graphics on the outer side of the gates inform visitors of hours and prices. When the gates are open, the fence frames the site for approaching visitors as graphics welcome visitors to the site. As an option, the current bronze sign embedded in the brick stand that sits just within the parade ground could be refurbished and placed outside the gates for visitors who arrive during off hours.

Related Themes/Storylines: Central theme and historical summary.

Interpretive Goals:

- Provide visitors with certainty that the site is open and they are welcome.
- Provide hours of operation and entrance fees (exterior side).
- Provide a historical summary of the site (exterior side).
- Establish a fresh, formal entrance.

Target Audience: All

MR-2.0: Welcome to Fort Totten: Site Introduction

Location: On the right side of entrance gate, visible to visitors when the gate is open.

Primary Focus Period: Military, School, Present

Description: This is the formal introduction to the site, located here instead of within the grassline of the parade grounds to maintain the parade grounds' clear sightlines. This introduction panel could incorporate the likenesses regardless of whether the site staff intends to have 2D likenesses in the entryway or not.

Related Themes/Storylines:

Central Theme: Fort Totten's purpose has changed over time—each purpose reflecting the current attitudes, understanding, and policies concerning the Native American population.

Interpretive Goals:

- To introduce the central theme
- To provide wayfinding
- To provide a welcome
- To potentially introduce the likenesses

Target Audience: All

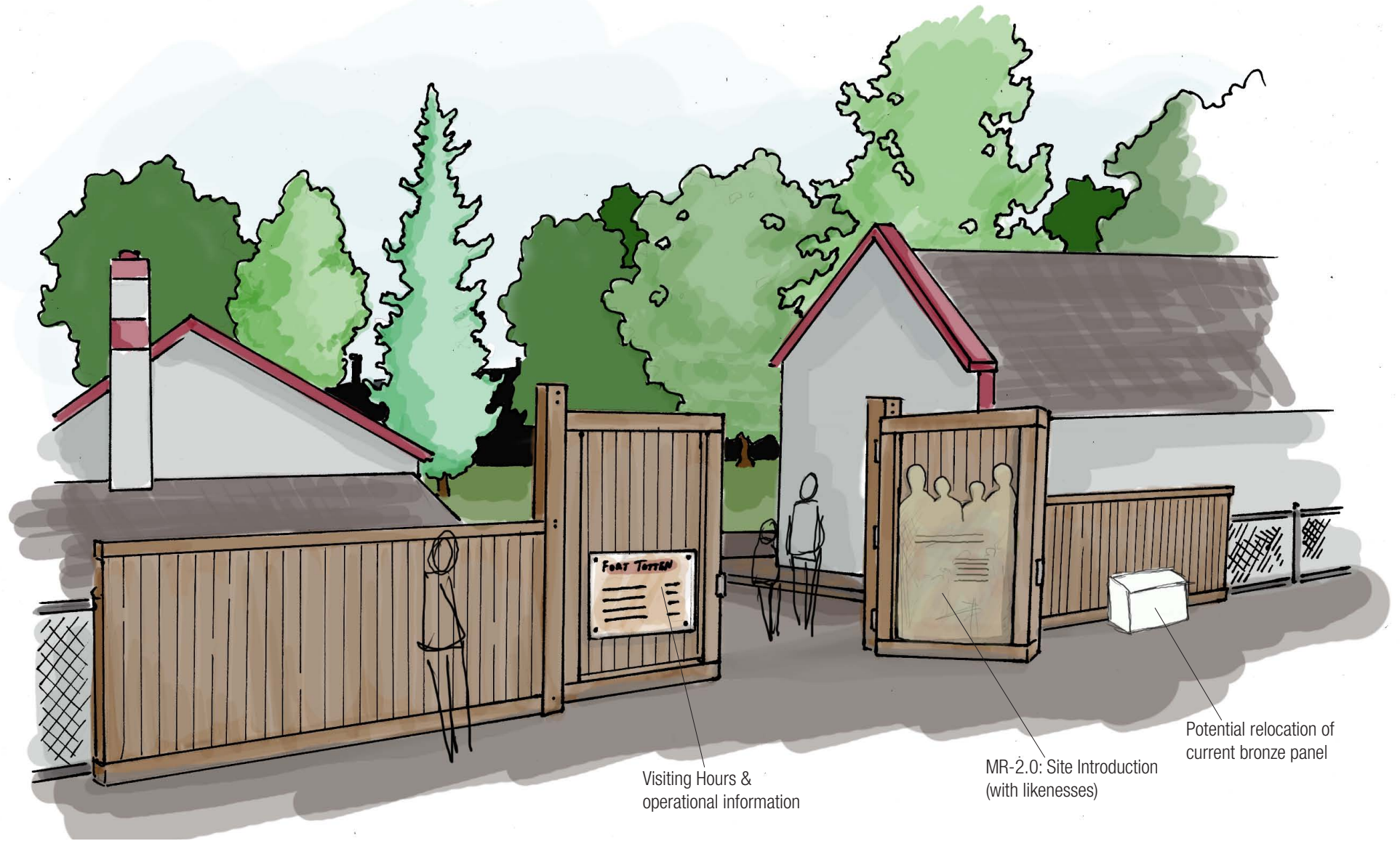
Chapter 5 Media

Note: All media recommendations and sketches are conceptual suggestions. Specific characteristics (size, shape, material, colors) of any recommendation cannot be advanced without a full design process.

This includes the eventual graphics, which must be consistent and complimentary to other cultural and historical locations throughout the state.

Chapter 5 Media

MR-1.0 You Have Arrived and We Are Open
Conceptual Sketch



MR-3.0: Residents of Fort Totten

Location: Entranceway just past gates

Primary Focus Period: Military, School, Present

Description: Four two-dimensional likenesses of one-time residents of Fort Totten “greet” approaching visitors. These likenesses, introduced here, will be recurring exhibit elements in the Interpretive Center, in the itineraries, and perhaps in several of the buildings. The illustration shows possible placement of the likenesses, which would be modular for purposes of off-season protection or snow removeable. A concrete base, perhaps with pressed brick patterns to evoke the site’s brick buildings provides anchoring. The graphic panel is supported by a wood post, which references the site architecture. Simple, concise interpretation introduces each likeness.

Related Themes/Storylines:

Central Theme: Fort Totten’s purpose has changed over time—each purpose reflecting the current attitudes, understanding, and policies concerning the Native American population.

Interpretive Goals:

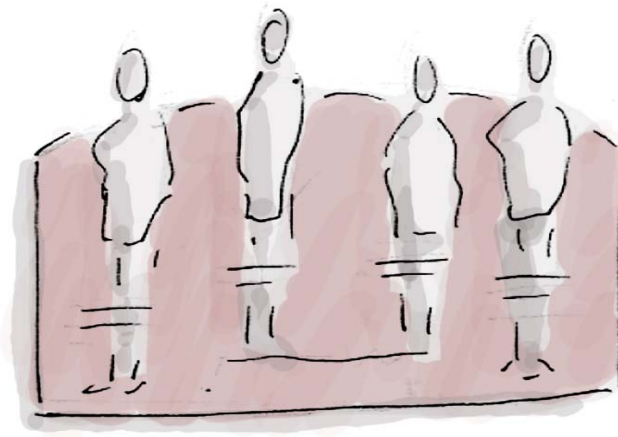
- To develop a “human presence” onsite.
- To introduce and establish early in the visit a human element from which to build the storylines around.
- To heighten entrance anticipation.
- To provide a vehicle (the likenesses) that links internal and external exhibits.

Target Audience: All

MR-3.1: Residents of Fort Totten Alternative

Location: Just inside the Interpretive Center’s doors

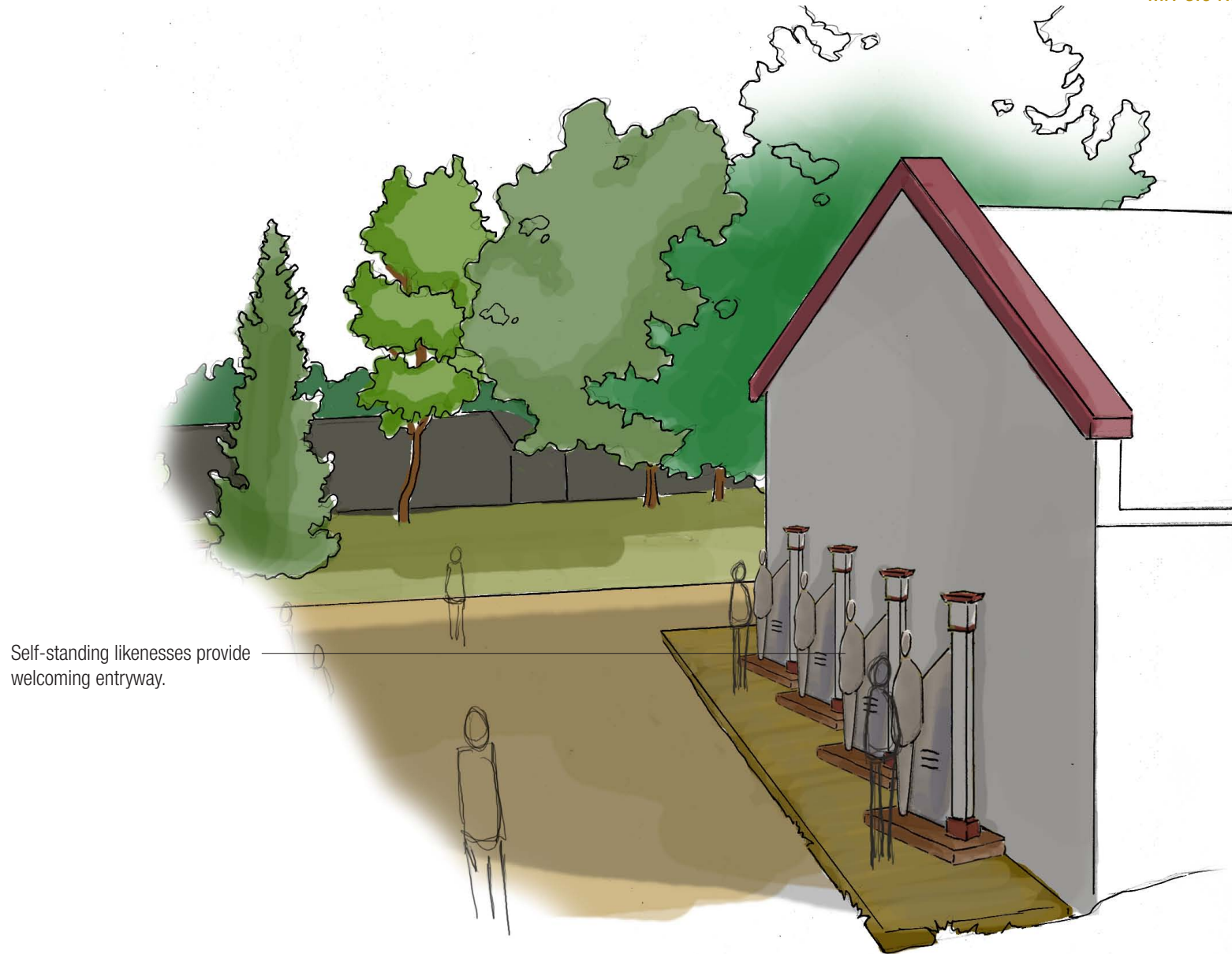
Description: If entryway likenesses are decided against, it does not mean that the likenesses will not be incorporated elsewhere. Including the likenesses indoors is recommended regardless of the entryway decision, for the itineraries need to be displayed in conjunction with the likenesses.



Inside the Interpretive Center, itineraries would likely be disseminated from an exhibit featuring the likenesses/authors of the itineraries-regardless of entryway decisions.

Chapter 5 Media

*MR-3.0 Residents of Fort Totten
Conceptual Sketch*

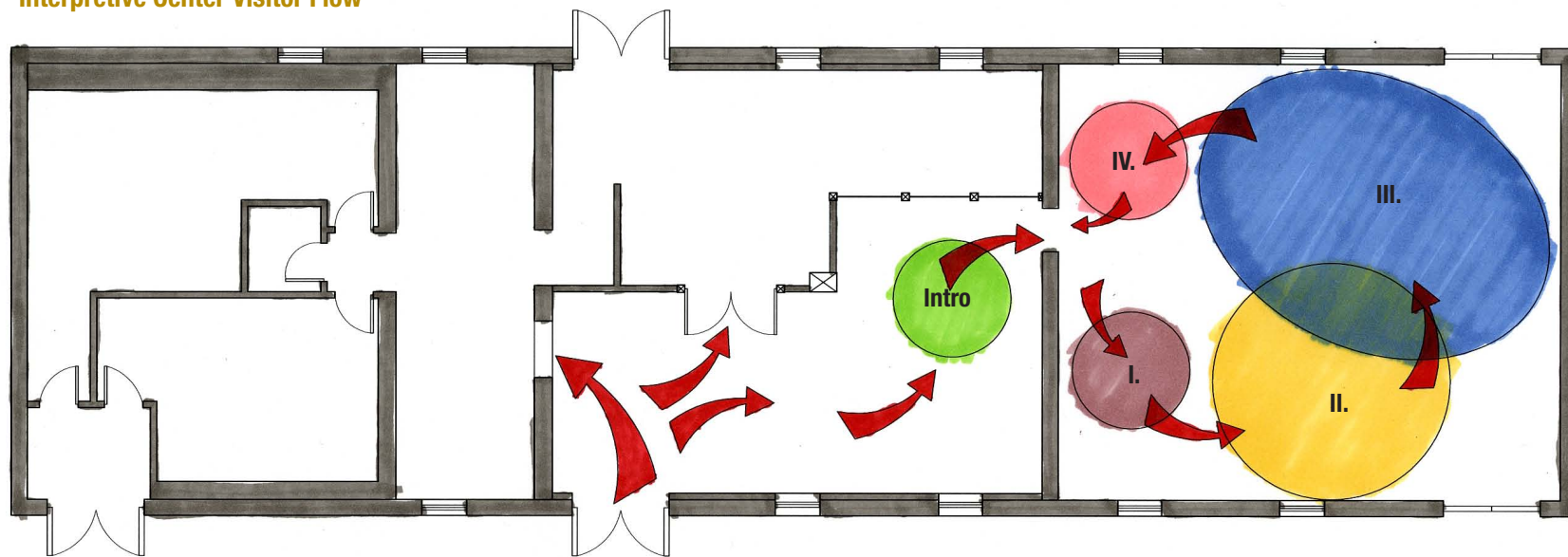


Self-standing likenesses provide welcoming entryway.

Non-Personal Media Recommendations: Interpretive Center Visitor Flow

In order to provide an organized interpretive plan for the entire site, some consideration had to be made about the interpretive center's likely flow and potential exhibits. Represented below is a potential flow pattern for the visitor center incorporating the latest measurements provided. The numeral in each bubble corresponds to a numeral in the content outline.

Interpretive Center Visitor Flow



Chapter 5 Media

Non-Personal Media Recommendations: Interpretive Center

Because the Interpretive Center is a vital part of the site experience, several media elements are recommended. The following recommendations are not comprehensive, but instead include elements Taylor Studios' believe need to be interpreted for a cohesive story.

MR-4.0: A Day in My Life Itineraries

Location: Interpretive Center- Just shy of exit door

Primary Focus Period: Military, School, Present

Description: Four distinct itineraries offer individual, sequential site tours. Each of the four itineraries traces the experiences of a one-time resident of Fort Totten. The itineraries are written in the first-person to encourage visitors reading them to identify and empathize with the “authors.” The most effective method of creating these authors may be to not make them historical per se, but historical in the sense that they are a collection of historical experiences personified. As thus far developed, the authors of the itineraries might include: a young female Native American student; a modern day Native American who is reminiscing about his experiences at Fort Totten; an adult male soldier; and an Indian School period teacher. Each itinerary author is one of the four two-dimensional likenesses that greet visitors upon entering.

Four itineraries are recommended to offer visitor choice, however the number of itineraries and the authors of the itinerary is flexible. The format of each itinerary can remain consistent, regardless of author. Taylor Studios' provided a mockup example. It consists of a cover page with an image of the author and her name. Inside, visitors might find a short biographical sketch, a typical day at the fort schedule, and the itinerary proper.

In this mockup, the daily schedule of the young author forms the interpretive heart of the itinerary. Using “her” schedule

to shape the story of the itinerary, each building is viewed from the perspective of her feelings toward the level of control, regimentation, workload, and constant shuffling between buildings that compose her schedule. Each of the four proposed itineraries would include the content of the current site brochure, in case visitors are interested in visiting buildings other than those highlighted.

At each building stop, additional, specific interpretation might be included in the exhibits. For instance, this mockup itinerary calls for exploring the sewing room. In the sewing room, the itinerary's author (Edna) might be represented in the wall graphics, in a 2-D likeness, or as part of an interpretive panel or reader rail. If she is incorporated as part of a reader rail, an icon with her face and name on it might help visitors with her itinerary identify itinerary-related content. This interpretive feature would work very well for the itinerary geared to children; they would actively pursue locating these icons throughout the site. The itineraries should include the fort's contact information, for they also serve as a take home piece of memorabilia.

Related Themes/Storylines: Vary according to itinerary

Interpretive Goals:

- To add depth of experience by incorporating a human element.
- To advance site organization
- To provide a story-based take home.
- To encourage repeat visitation through multiple itineraries.
- To offer multiple perspectives.
- To add a child-centered interpretive opportunity.

Objects/Artifacts/Graphics: Brochure with historical, illustrated person on cover; Site map key.

Target Audience: Each of the four itineraries addresses one (or more) of the following audiences: Children; Women; Fort Enthusiasts; School Period Curious.

Sample Native American Itinerary

The new look itinerary has adopted a new format to remain consistent with other site cards. This itinerary could easily be printed in black and white format. Everything contained within the itinerary is placeholder, from the sketch to the name. The finalized itinerary would need to be designed in the next phase with guidance by client. The sketch of the child is an example of the detail of artwork recommended. This sketch was developed from a historical person, however it can be modified in design to look like a historical person without being so.

Chapter 5 Media

MR-5.0: Fort Totten Timeline

Location: Interpretive Center- Subtheme I Area

Primary Focus Period: Present

Description: One of the largest challenges to understanding the site was deciphering the “what” and “when” elements of the site story. A timeline that visitors can reference to determine the time frames of the fort periods, would free up visitor energies to be spent contemplating deeper interpretive considerations.

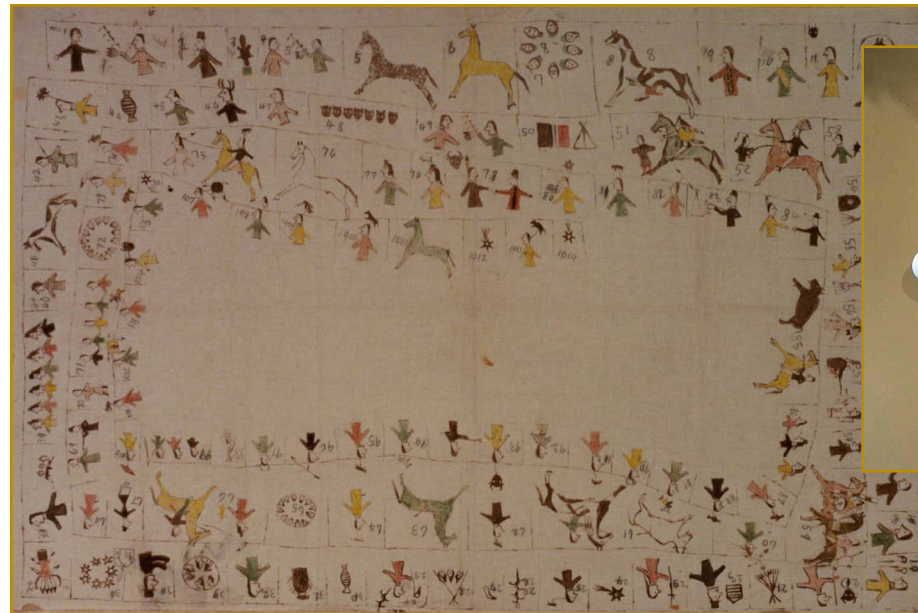
Related Themes/Storylines: All

Interpretive Goals:

- To help organize fort chronology.
- To provide context.
- To provide a ready reference.
- To decrease the potential pitfall of making a visitor feel less than informed.

Objects/Artifacts/Graphics: Reader rail; historical photos; wall graphics

Target Audience: All



Example of a Winter Count and a Timeline Exhibit. Combining the two into a timeline exhibit would juxtapose the two cultures while providing multiple perspectives.

MR-6.0 Homelands & Migrations

Location: Interpretive Center - Subtheme I Area

Primary Focus Period: Military

Description: In order to fully grasp the military reason for the fort, the lifeways change of the Dakota, and the subsequent reasoning for the school, this exhibit reaches back in time to contextualize and interpret the homelands of the Dakota and their forced movement west. The recommended media is a large map with the option of small acrylic cases containing Native American objects/artifacts and a reader rail for supporting content.

Related Themes/Storylines:

Subtheme I - By the mid-1800s, bands of Dakota people lived in the area around Devils Lake, in part because of the lake and surrounding woodlands.

Storylines

1-1: Native Americans have lived in the Devils Lake area for over 10,000 years.

1-2: According to Dakota oral history, the Dakota were always in areas of present-day Minnesota.

1-3: Throughout the 1700s the Dakota bands began moving westward onto the open plains. Some of them may have left the forest in search of game or other food. Many were pushed out by the Chippewa.

1-4: Devils Lake was a consistent water supply which resulted in rich vegetation, wild game, and fish, which made it an oasis of food and shelter.

1-5: The Great Dakota Nation formed a political alliance known as the Seven Fireplaces, or Council Fires, or Oceti Sakowin. This alliance was composed of people with similar language and culture.

1-6: The Dakota of Spirit Lake in North Dakota comprise two of the Bands of the Eastern Dakota: the Wahpeton and the Sisseton.

1-7: The people of Spirit Lake are often called Dakota Sioux, a term dating back to the 17th century. Dakota means friends or Oyate—the people. The Dakota at Fort Totten are called the Mni Wakan Oyate—the people of the Spirit Water.

Interpretive Goals:

- To establish the fact that people were here before Euro-Americans.
- To view the fort as one of a number of actions affecting Dakota.
- To establish geographic context.

Objects/Artifacts/Graphics: Large period map, historical photographs, artifact cases; reader rail

Target Audience: All



Example of a Map-based Exhibit. For this project, the 1843 German, full-color might work well.

Chapter 5 Media

MR-7.0: Broken Treaties

Location: Interpretive Center – Subtheme II Area

Primary Focus Period: Military, School

Description: The project’s central theme and input from stakeholders have determined the need to take a close look at the treaties that were created between the Dakota and the United States. These treaties, as well as how they were agreed upon, and the multiple perspectives concerning them provides far-reaching insights into attitudes, understandings, and philosophies between both treaty parties that is at the heart of the central theme.

Related Themes/Storylines:

2-1: The U.S. and Dakota ratified several treaties, including treaties in the years 1837, 1851, and 1868.

2-2: Interpretations of these treaties and the circumstances from which they were processed and administered is a matter of dispute.

2-3: The Minnesota Indian War of 1862 was the culmination of generations of Euro-American harassment and broken treaties.

2-4: The Minnesota Indian War of 1862 provided the initial impetus for military and post construction across the Northern Plains.

2-5: The War Department wanted to put a halt to any activities that would threaten the expanding agricultural frontier.

2-6: After Congress had its “revenge” by cancelling all existing treaties in 1863, many Dakota migrated to areas of refuge, including Devils Lake.

Interpretive Goals:

- To provide insight into the thought processes of the U.S. government concerning the Dakota
- To explore historical documents
- To explore how difficult the situation was likely to be for the Dakota

Objects/Artifacts/Graphics: Reader rails with reproduced originals where effective, perhaps incorporating flipbooks.

Target Audience: Adults

MR-8.0: Nutrition in Seclusion

Location: Interpretive Center – Subtheme II Area

Primary Focus Period: Military, School

Description: Considering the food and diet of the residents of Fort Totten provides insight into their daily lives. This exhibit would compare and contrast typical meals at the fort in the military period and the school period and further compare them to a typical North Dakota public school meal today. Beyond calorie counts and consideration of how appetizing the meals were, this exhibit would interpret how isolated the fort and school were by tracing the source of all foodstuffs. Nutrition and health could also be evaluated. Three separate fabricated plates of food (the last would be modern day, perhaps a steak and mashed potatoes) provide relevance to visitors and a means to have them consider how uncomfortable life at the fort must have been.

Related Themes/Storylines:

2-14: Soldiers coped with the isolation of life at Fort Totten in a variety of ways. Some were positive, some negative.

3-21: Boarding schools and their cramped quarters, overwork, and cheap food, became a breeding ground for tuberculosis.

Interpretive Goals:

- To convey the sense of the fort's true isolation by discussing where its food comes from.
- To connect to visitors through a contemporary phenomenon—fast food.
- To use food as a bridge to intangibles including nutrition, isolation, health, and disease.

Objects/Artifacts/Graphics: Three plates of realistic fabricated food; historical imagery; graphs and charts.

Target Audience: Younger visitors



Examples of Exhibitory with Faux Food



Chapter 5 Media

MR-9.0 Gym Locker

Location: Interpretive Center – Subtheme III Area

Primary Focus Period: School

Description: Several of the gymnasium lockers could easily be refurbished or recreated for an exhibit. The exhibit could be quite effective because many visitors would be reminded of times in their own lives when they used lockers. In doing so, this exhibit might help bridge feelings of cultural and temporal otherness. A glass or acrylic front would protect artifacts and objects inside the locker while visitors peer inside. Adjacent lockers could house interpretive panels revealed once a visitor opens the locker. Also quite effective (but not for everyone) would be the use of scents.

Related Themes/Storylines:

3-16: A wood-frame gymnasium was built at Fort Totten in 1922. Soon after, it burned to the ground and a new one was built in 1923.

3-17: In 1926 onward a new philosophy was gaining ground at Fort Totten: a greater cultural inclusion in school life. The harsh elements of forcible assimilation were gradually receding as a more enlightened approach began.

3-18: Fort Totten has had relatively successful sports teams throughout the school period.

Interpretive Goals:

- To show that even though these children were at Fort Totten, they have the same hopes, dreams, and fears of all children

Objects/Artifacts/Graphics: Gym locker; assorted objects inside the locker; supporting exhibit graphics

Target Audience: All



Example of a Gym Locker Exhibit

MR-10.0 State Historical Society of North Dakota

Location: Interpretive Center

Primary Focus Period: Present

Description: Likely composed of graphic panels, this exhibit explores the people that care for the fort.

Related Themes/Storylines:

Subtheme IV

Interpretive Goals:

- To inform visitors as to the group responsible for providing the Fort Totten experience and upkeep.

Objects/Artifacts/Graphics: Graphic panels; Possibly facsimile of National Register of Historic Places document.

Target Audience: Adults

Chapter 5 Media

Non-Personal Media Recommendations: Buildings other than Interpretive Center

MR-11.0: Sewing Room

Location: Building 1

Primary Focus Period: School

Description: To provide dimension and additional interpretive space while avoiding simply a bunch of stuff on the walls, a double-sided platform anchors the room. Doubling as a platform divider, a two-dimensional likeness (in this case a sewing teacher) monitors her sewing class of Native American girls. A large historical image showing an actual classroom of girls sewing is fit into the architecture of the room, as if the separating wall was taken down and visitors peer into a back classroom. An audio box is anchored to the classroom wall and it shares memories of Native American girls that experienced the rigors of sewing class. Surrounding the teacher, visitors can view some of the materials needed for sewing.

On the other side of the teacher platform, the teacher's large wooden box is open and visitors are encouraged to peer in. Additional graphics on the walls might be printed directly to a cloth covered substrate to enhance the theming of the graphics and the space. Perhaps other panels on the walls look like reference posters that illustrate some of the stitches that the girls must master in their first year, second year, and so on. A homemade or "school-made" curtain hangs in each window encouraging interpretation focusing on the fact that most sheets, blankets, and clothing for the fort is created right here. Other interpretive elements might be a quote on the wall, a student sewing book which was required of each student for their notes and details about stitches, clothing, and cloth. Reader rails might include itinerary icons as well as excerpts and facsimiles from 1892 Rules for Indian Schools and 1901 Course of Study for the Indian Schools of the United States.

Related Themes/Storylines:

3-6: The General Allotment Act, signed in 1887, moved the goal of Indian education from civilization and Christianization to preparing Indians students for the end of tribalism, agricultural pursuits, and eventual citizenship.

3-8: The new school at Fort Totten was a reservation boarding school providing primary school curriculum over eight years.

3-12: The ultimate objective of the Industrial School was to prepare students for agricultural work on allotted land offered by the U.S. government. The boys would be farmers and the girls mothers and keepers of the hearth.

3-13: School curriculum followed the 1890 Course of Studies for Indian Schools.

3-34: Limited firsthand accounts of Native American who attended Fort Totten frequently refer to the culture clash at school—haircuts, English-only policies, regimentation, and discipline.

3-35: While some Native Americans credit their experiences at Fort Totten with preparing them for life challenges, most have ambivalent or negative memories of the institution.

Interpretive Goals:

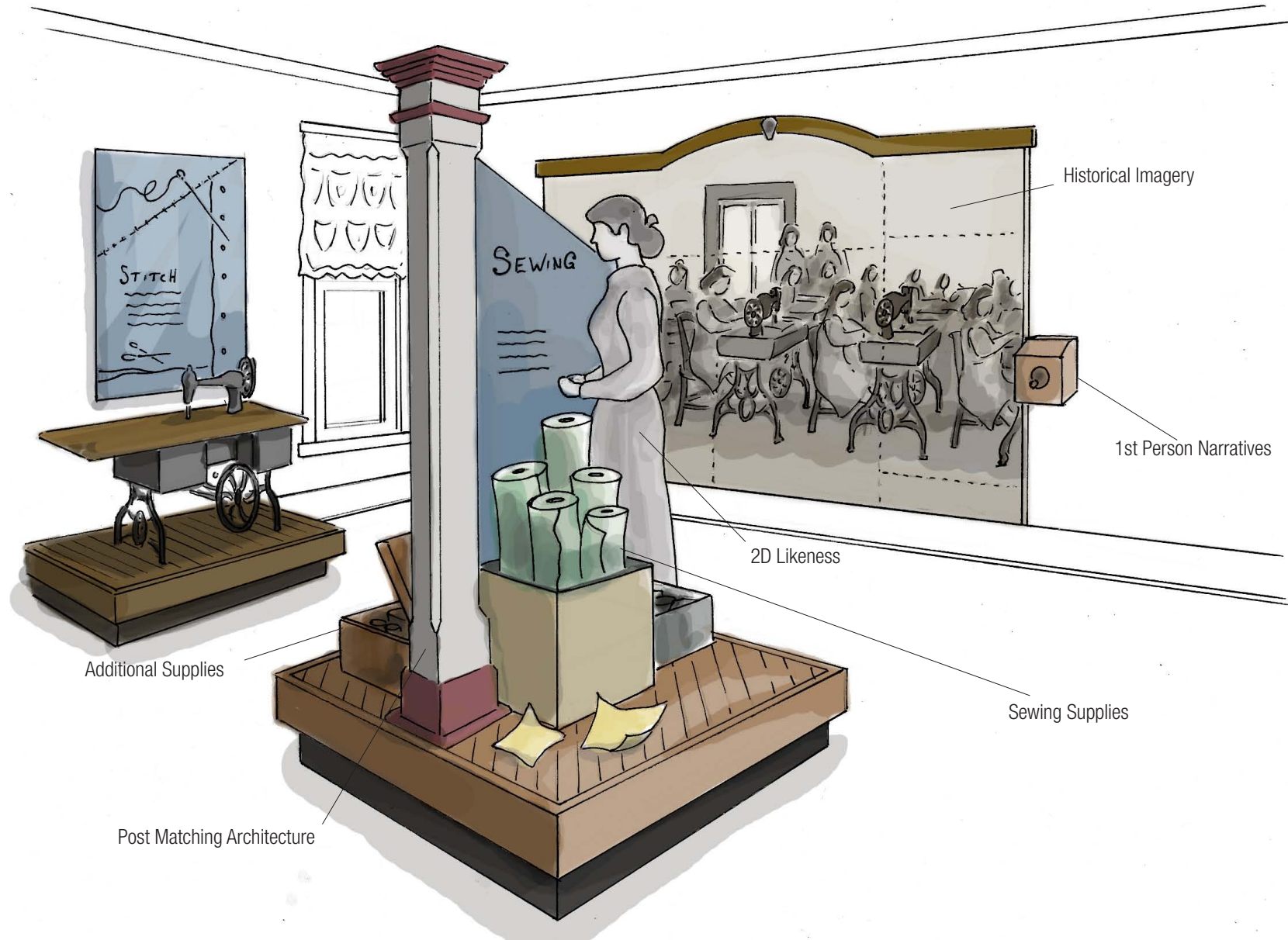
- To show the labor side of the children's school day.
- To project a sense of strict adherence to rules, manual training, and regimentation.
- To show how domestic training was part of every school girl's day.

Objects/Artifacts/Graphics: Large, historical photo mural; two-dimensional likeness; Exhibit personal reminiscences audio; reader rails; reams of cloth and sewing materials; Course of Study panel; Rules for Indians panel.

Target Audience: All

During the design process for each of the buildings, spatial configurations must allow for personal interpretation.

MR-11.0 Sewing Room Conceptual Sketch



Chapter 5 Media

MR-12.0: Cramped Quarters

Location: Building 2

Primary Focus Period: School

Description: Some of the more powerful reminiscences of the life at boarding schools are the recollections of dorm experiences. Several of these experiences can be incorporated into the audio box pictured in the illustration next to the historical photo. Using common exhibit elements in each building (i.e. two-dimensional likenesses, an audio box, etc.) allows visitors to perceive patterns and organizational techniques that will enhance their comfort and comprehension. The two-dimensional likeness in the illustration stands over a bed ringing a bell.

A quote on the wall informs visitors as to the meaning of these bells. One could see how well this exhibit would fit into the itinerary of the young Native American girl—both relate the sense of regimentation, authority, and activity. This exhibit room emits a feeling of coldness and sterility. Visitors think twice about their comforts when they explore a crate of simple belongings. Although this exhibit addresses the girl's dorm, the interpretive elements can be readily repeated or relocated to the boy's dorm. Reader rails might include itinerary icons as well as excerpts and facsimiles from 1892 Rules for Indian Schools.

Note: This room has multiple uses and the eventual design must consider this in its final form.

Related Themes/Storylines:

3-14: Under William Canfield (1890-1902) runaways, strict discipline, increased manual labor, abuse, and neglect were common.

3-15: In 1906, wide ranging changes in schooling occurred. Students were no longer served by highly regimented boarding schools that separated parents and children. The Office of Indian Affairs began to highlight the virtues of public schools.

3-21: Boarding schools and their cramped quarters, overwork, and cheap food, became a breeding ground for TB.

3-26: Daily schedule: four hours of daily classroom instruction; lengthy rest and relaxation periods, leisurely meals, and early bedtime. Health education received a major emphasis.

Interpretive Goals:

- To paint a picture of how difficult it must have been to be away from home and sleeping in facilities at the fort.
- To show how few luxuries the children and staff possessed.

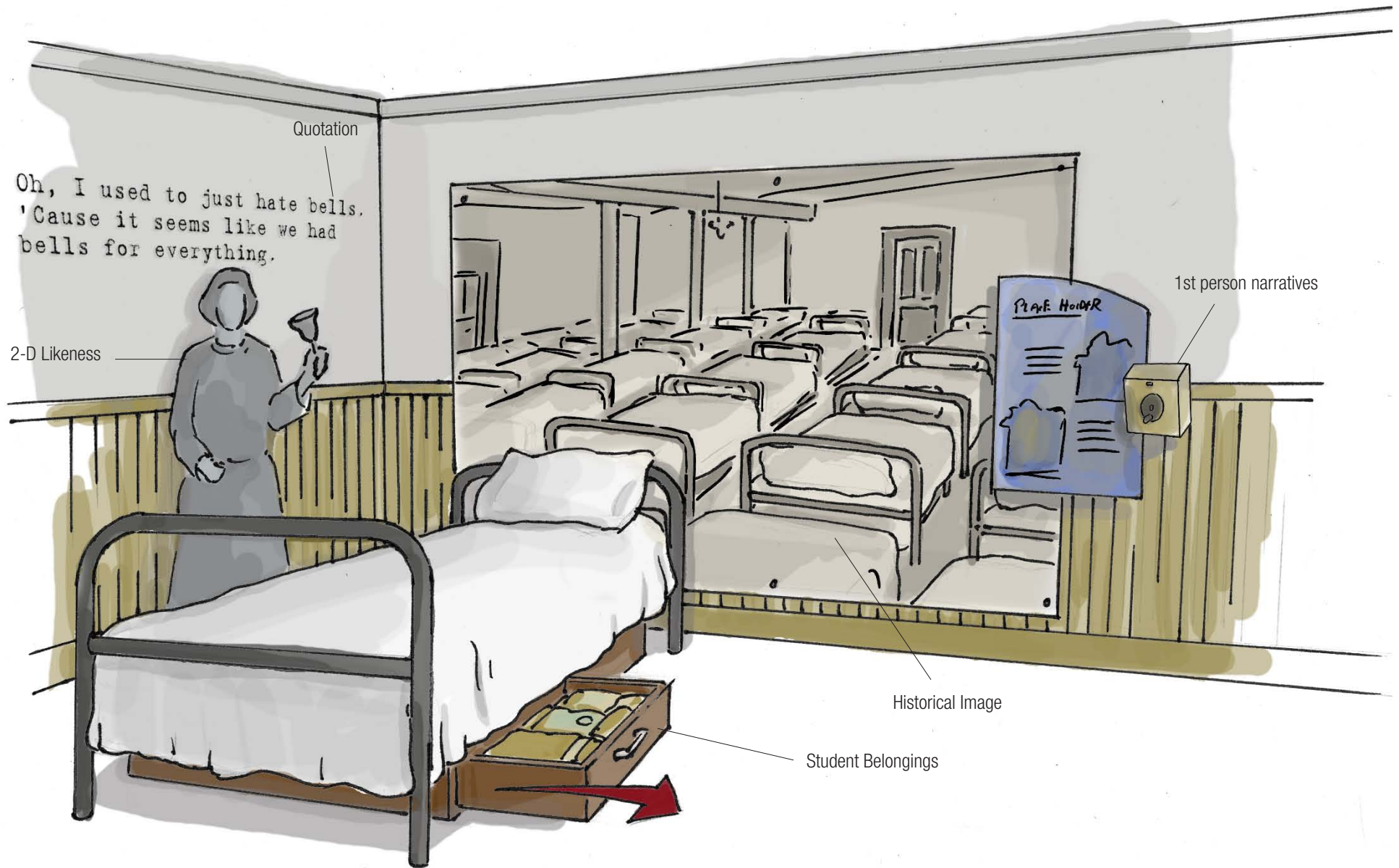
Objects/Artifacts/Graphics: Audio Box; Reader Rail; Quotation; Pull-out drawer of possessions; historical image; 2-D likeness; supporting graphics.

Target Audience: All



Example of a Barracks Exhibits

MR-12.0 Cramped Quarters Conceptual Sketch



Chapter 5 Media

MR-13.0: Building 3

Primary Focus Period: Military, School

Description: The budget calls for (6) 11”x 17” exhibit signs. The “Touch of Home” exhibit could be transferred to current standards, while graphics could also interpret “How This Building Was Used,” and “This Is What A Parlor Looked Like.” The priority of this upgrade is based on the fact that the Friends’ Group utilizes this building frequently.

MR-14.0: Interpretive Graphic Support for Existing and Closed Buildings

The following buildings have exhibits currently in them. For these buildings, Taylor Studios recommends adding a graphic panel sometime in the future to match the style and look of the graphics to be developed for the Interpretive Center. Interior graphics will be wall or cleat mounted.

E-0-00 Building 4

E-0-00 Building 7

E-0-00 Building 10 (Eliminated the potential exhibit to substitute graphics to match future site graphics.)

E-0-00 Building 14

Providing a matching exhibit panel provides a sense of site cohesion and an additional interpretive element that could be cross-referenced in the itineraries. For instance, in Building 3, a new graphic panel can interpret the building from the perspective of Subtheme III: The purpose of the Fort Totten military post was the pacification of the plains Indians. This brings Building 3 and its exhibits into the fold of the story. Once it is part of the story, the Soldier’s Itinerary might then refer to this building.

The following buildings are closed and could benefit from an exterior interpretive sign and/or a cross-reference in one of the itineraries. In the budget, all exterior signs include an allowance for a reader rail or graphic stand.

E-0-00 Building 5

E-0-00 Building 6

E--0-00 Building 13

E-0-00 Building 25

MR-15.0: A Day in the Life of a Soldier

Location: Building: NW Corner of Building 11

Primary Focus Period: Military

Description: What are some of the typical objects that a soldier might have that provide insight into his daily routine? We know there was a local brewery and Fort Totten had a bit of a history for alcohol consumption. Perhaps several mugs that seem to have been recently utilized sit near a desk, supported by simple text labels that interpret this occurrence. Next to the mugs, a letter from the soldier to a loved one brings to light the sense of isolation at the fort. In the letter, the complaint of disease—frostbite, ulcers, constipation, or the like—are brought to light, the evidence of which sits next to the letter in the form of common remedies. We know that food was planted on a 100-acre plot that included corn, potatoes, turnips. In a small crate next to the bed, fabricated vegetables are exhibited.

Continued on following page

Related Themes/Storylines:

2-13: Fort Totten became a link in a chain of posts including Forts Abercrombie, Stevenson, and Buford in Dakota Territory.

2-14: Soldiers coped with the isolation of life at Fort Totten in a variety of ways. Some were positive, some negative.

2-22: As the 1880s progressed, the men of Fort Totten found themselves with fewer duties.

Interpretive Goals:

- To show the grueling nature of the fort
- To highlight the isolation

Objects/Artifacts/Graphics: Fabricated diary or letter; disease remedies; audio box

Target Audience: Fort Enthusiasts; All

MR-16.0: Communal Life

Location: Building 11

Primary Focus Period: Military

Description: This exhibit recommendation divides the exhibit space equally between military and school. In order to add interpretive depth to this room that served as dorm for both periods is to create an exhibit that compares and contrasts the quarters to the dorms. Even though both stages were likely examples of spartan living, it would be provoking to juxtapose the two periods and allow visitors to draw parallels and conclusions.

The exhibit space could be divided by a wall that visitors moved around to glimpse each side of the exhibit. Visitors find several beds, small personal items, and a two-dimensional likeness on opposing sides of the walls. Each side might also feature audio, which shares narratives from each exhibit. The two-dimensional likeness on the quarters side might very well be the likeness from the soldier itinerary.

Related Themes/Storylines:

2-14: Soldiers coped with the isolation of life at Fort Totten in a variety of ways. Some were positive, some negative.

2-24: The Devils Lake Dakotas opened their first school session at the decommissioned military post of Fort Totten on January 19, 1891.

3-7: In 1890 the War Department approved the transfer of the buildings and land to establish an Indian industrial School.

3-21: Boarding schools and their cramped quarters, overwork, and cheap food, became a breeding ground for TB.

3-34: Limited firsthand accounts of Native American who attended Fort Totten frequently refer to the culture clash at school—haircuts, English-only policies, regimentation, and discipline.

Interpretive Goals:

- To convey a sense of how public the sleeping arrangements were.
- To juxtapose life as a student and life as a soldier.
- To provide a scene that allows for a comparison between two entirely different cultures here at the fort for two entirely different reasons.

Objects/Artifacts/Graphics: TBD

Target Audience:: All

Chapter 5 Media

Recurring Non-Personal Media Elements

There are several media elements that work well as recurring elements in each of the buildings. The purpose of the following “menu of choices” is to provide budgeted exhibit elements that could be used as single pieces or used together in any of the buildings. These elements increase flexibility and options while advancing exhibit cohesion throughout the site.

MR-17.0: 2-D Likenesses

Strengths/Advantages/Purposes:

This media choice introduces a human element to each building and storyline. It provides an additional human face to exhibits where humans are located mostly in historical photographs. These 2-D likenesses or “characters” have the flexibility to be historical or fictional people. These characters would work equally well as authority figures or simple one-time Fort Totten residents. Another advantage to this media selection is their ability to continually bring a potential, brick-and-mortar story back to a human story.

MR-18.0: Matching Exhibit Graphics

Strengths/Advantages/Purposes:

The existing exhibits that need little additional exhibits (i.e. Black Powder, Classroom, Quartermaster’s, etc.) would be incorporated into a cohesive visitor experience by the addition of a graphic panel (or several) to reflect the new graphic look, while reinforcing the central theme, and itineraries.



2-D Likenesses Example

MR-19.0: Double-sided Exhibit Pods

Strengths/Advantages/Purposes:

To avoid the pitfall of strictly peripheral exhibitry, Taylor Studios recommends utilizing a central or nearly central exhibit pod. This two-sided, walk-around pod adds visual interest to each building while providing functional space for exhibits. Even though each pod can be unique, it is composed of uniform attributes such as a platform, a central divider, and double-sided interpretive space.

MR-20.0: Audio Boxes

Strengths/Advantages/Purposes:

This specific audio media recommendation is rugged, self-powered and warranted. The flexibility it offers is extremely beneficial to the site and the story. First-person narratives, which are personal, powerful, and engaging can be used to hear first-hand experiences at Fort Totten. Bugle calls, songs, and sounds emanating from the audio unit can transform areas difficult to interpret, such as the parade grounds into a compelling interpretation device (see Appendix D).



Example of an Outdoor Audio Box

MR-21.0: This Building's Historical Uses Graphic Element

Strengths/Advantages/Purposes:

Each building must be a stand-alone exhibit, meaning if someone walked into one of the buildings, bypassing the interpretive center and any type of brochure, the exhibits must still have meaning. Therefore, a graphic panel or related that informs visitors of the other uses of each building is recommended. This panel would have the same format, coloring, look, and placement in each building to further organize and aid visitors from building to building.

MR-22.0: Exhibit Quotations

Strengths/Advantages/Purposes:

First person quotations offer a concise statement that focuses the big idea behind each of the exhibits. They remind visitors that real people lived here and they had real-life concerns and opinions.

Chapter 5 Media

MR-23.0: Modular Reader Rails

Strengths/Advantages/Purposes:

Modular reader rails offer a non-walled surface to enhance each building's storylines. They also have the capability to direct visitor flow, and when needed cut off general access. Stories from the itineraries could be referenced and reinforced on the reader rails, to provide another level of cohesion and connection among exhibits.



Modular Reader Rail Examples



Non-Personal Media Recommendation: Parade Grounds

MR-24.0: Dial into History

Location: Throughout Site

Primary Focus Period: All

Description: At minimum it would be helpful to add theme and itinerary content to this useful media format. The amount of interpretive content that can be transferred to Dial into History seems substantial. The itineraries could take on an audio aspect which would further the connection between visitors and the first-person narrator. If, as suggested, a current day Dakota was to be the author of an itinerary, the audio would be perfect to relate Dakota cadence and Dakota words.

Related Themes/Storylines: All

Interpretive Goals:

- To use this available technology to help establish the big idea of the site.

Objects/Artifacts/Graphics: None

Target Audience: All

Personal Media Recommendations

MR-25.0: From Jail to Gym: Evolution of Assimilation

Location: Begin at Building 1; Finish at Building 13

Primary Focus Period: School

Description: Using the bent bar and gymnasium as tangibles, an interpreter has the opportunity to discuss what the meaning of assimilation and the evolving philosophy of how best to attain it.

Related Themes/Storylines:

3-14: Under William Canfield (1890-1902) runaways, strict discipline, increased manual labor, abuse, and neglect were common.

3-15: In 1906, wide ranging changes in schooling occurred. Students were no longer served by highly regimented boarding schools that separated parents and children. The Office of Indian Affairs began to highlight the virtues of public schools.

3-27: Gym activities were an important part of community life. One incentive was each child's growth chart; the boy and girl with the largest weight gains were given a red felt "G," which entitled them to be the leaders in the games played in the gymnasium.

Interpretive Goals:

- To provide an in-depth perspective of the gradual evolution of the "missions" of the fort's school period.
- To provide opportunities for Dakota interpretations.

Objects/Artifacts/Graphics: None

Target Audience: All

MR-26.0: Buildings as Historical Documents

Location: Begin in Commissary/Interpretive Center and then tour the grounds

Primary Focus Period: Military

Description: Considering the fact that Fort Totten is considered the "best preserved frontier military post in the trans-Mississippi West" it seems appropriate to provide a program that interprets the buildings themselves. Some of the more engaging storylines include: isolation dictated that troops built the post with the materials that were at hand; building foundations made from boulders and rocks from Devil's Lake; local supply of ash oak and elm provide the wood; bricks made locally; crumbling bricks due to excess lime; underground tunnel system; the tunnel system and the flooding of building 25; why all the brick is painted; the mortar joints of the commissary; and more.

Related Themes/Storylines:

2-11: Military units began construction of Fort Totten in July, 1867.

4-2: The historical society's mission is to identify, preserve, interpret, and promote the heritage of North Dakota and its people.

Interpretive Goals:

- To provide a program geared to those interested in the structure of the fort.

Objects/Artifacts/Graphics: None

Target Audience: Adults; Fort Enthusiasts

MR-27.0: Philosophy and Standards of Dakota Civilization

Location: Begin in Commissary/Interpretive Center, Finish at Parade Ground

Primary Focus Period:

Description: As a potential depository or venue for interpreting what the fort means (or does not mean) to the Dakota people, it is encouraged to develop personal interpretation programs with the Spirit Lake Dakota. One interpretive opportunity is outlined in Vernon G. Lambert's "Dakota Survival Institute." The proposed Dakota Survival Institute is more along the lines of a museum to discuss the history of the Dakota. However, the outline provides a point-by-point content summary that could be adapted for use as a personal interpretation program. It could be a powerful insightful program which interprets the Dakota perspective.

Themes/Storyline summary (per Dakota Survival Institute document):

- A. Pre-treaty Civilization
 - 1. Self-sufficient lifestyle
 - 2. Our Dakota Standard
 - 3. Dakota learning system and non-ownership of land principles.
- B. Treaty Implementations
 - 1. Treaty Summaries
 - 2. Dakota Interpretations
 - 3. Treaty comparison between U.S. and Dakota vs. U.S. and foreign countries.

- C. The Minnesota War
 - 1. Treaty Violations
 - 2. Aftermath and Plight of the Dakota
 - 3. Crow Creek
 - 4. Early days of relocated life and present Reservation
- D. Attempts at Assimilation
 - 1. Government's Lack of a Long-Range Plan
 - 2. Ban on self-government
 - 3. School Creation
 - 4. Language and ceremony bans
 - 5. Appropriations developed for welfare-type systems
- E. Establishment of Our Three Separate Identities
 - 1. Treaties identify Dakota as other than American
 - 2. Snyder and Reorganization Acts
- F. How We Survived
 - 1. Early years on Reservation
 - 2. Before Welfare
 - 3. Tribe's first Constitution
 - 4. Still young, self-governing tribe.

Interpretive Goals:

- To provide an authentic experience
- To establish multiple points of view
- To learn how treaties and attitudes are related
- To provide a unique and unforgettable interpretive experience

Target Audience: All

Chapter 5 Media

MR-28: Preventorium Exercise

Location: Parade Ground

Primary Focus Period: School

Description: One of the more difficult things to grasp and find evidence of onsite is the preventorium period. An onsite interpreter bringing a group of visitors to the parade grounds could present a program in the location where much of the exercise and “fresh air letting” took place. The daily schedule of the Preventorium as well as types of exercises could be included as topics, as well as drinking Vivatose and rewards for weight gain.

Related Themes/Storylines:

3-19: Following the closure of the industrial school, the site became a prevention center of the spread of tuberculosis.

3-20: It was an experiment to see if undernourished or tuberculosis-prone Indian children could be brought back to health with proper nutrition, hygiene, and rest.

3-21: Boarding schools and their cramped quarters, overwork, and cheap food, became a breeding ground for TB.

3-22: A 1904 health survey reported that TB was more widespread among Indians than whites, due to “failure to disinfect tubercular sputum, poor sanitation, and a lack of cleanliness, improper and badly prepared food, overcrowding in dormitories, lack of proper medical attention”

3-23: A 1908 report was conducted by the Smithsonian which advocated the isolation of tubercular patients and treatment in sanitariums.

3-24: By the 1930s much progress had been made to improve life on the reservation, however, tuberculosis was still seven times higher among Indians than the general public.

3-25: Operated cooperatively by the Indian Bureau’s education and health departments, the preventorium began in September, 1935 with an enrollment of 51.

3-26: Daily schedule: four hours of daily classroom instruction; lengthy rest and relaxation periods, leisurely meals, and early bedtime. Health education received a major emphasis.

3-27: Gym activities were an important part of community life. One incentive was each child’s growth chart; the boy and girl with the largest weight gains were given a red felt “G,” which entitled them to be the leaders in the games played in the gymnasium.

3-28: The preventorium, although short-lived, was a valuable tool in the fight against tuberculosis afflicting the children of Fort Totten.

Interpretive Goals:

- To interpret the evolution of the philosophies and purposes of the school period
- To inform visitors about a unique period in school period history
- To show another challenge that Native Americans of the period and locale had to grapple with.

Target Audience: Children; All

MR-29.0: The Close of Day/ Guard Mount Ceremony

Location: Near flagpole

Primary Focus Period: Military

Description: A personal interpretive program could highlight some of the parade ground's activities during the military period. The program would help visitors understand that the parade ground was an active area when the military were there. The ceremonial process of lowering the American flag each evening, while a bugle played *Retreat* and *To the Colors* might interest visitors fascinated by the fort history. Other topics might include: a cannon firing on the last note of *Retreat*; how everyone at the fort would stop what they were doing during this Reverie to salute the flag; as well as the process of Guard Mount—what it entailed, its purpose and the times of the day that it was performed.

Related Themes/Storylines:

2-12: Ideally, Fort Totten would police and contain the area Dakotas, protect travel and mail routes, and prevent reservation Indians from moving beyond the reservation boundaries.

2-12a: Other roles of the Fort Totten military was to keep peace between the Sioux and Chippewa and protect workers surveying the Canadian border.

2-13: Fort Totten became a link in a chain of posts including Forts Abercrombie, Stevenson, and Buford in Dakota Territory.

2-14: Soldiers coped with the isolation of life at Fort Totten in a variety of ways. Some were positive, some negative.

Interpretive Goals:

- To help bring to life the daily activities and duties of soldiers

Target Audience: Fort Enthusiasts

MR-30.0: Drilling

Location: Parade Ground

Primary Focus Period: Military

Description: Visitors learn that “Drill” was held on the grounds and was a lot like basic training. Many of Fort Totten's soldiers had little experience and were taught on the Parade Grounds to march, salute, carry their weapons, etc. A potential program might include the different stances (attention, about face, forward march) as well as some of the exercises the soldiers performed.

Related Themes/Storylines:

2-12: Ideally, Fort Totten would police and contain the area Dakotas, protect travel and mail routes, and prevent reservation Indians from moving beyond the reservation boundaries.

2-12a: Another role of the Fort Totten military was to keep peace between the Sioux and Chippewa.

2-13: Fort Totten became a link in a chain of posts including Forts Abercrombie, Stevenson, and Buford in Dakota Territory.

2-14: Soldiers coped with the isolation of life at Fort Totten in a variety of ways. Some were positive, some negative.

Interpretive Goals:

- To help bring to life the daily activities and duties of soldiers

Target Audience: Fort Enthusiasts

Media Budget & Implementation Guide

Industry Pricing Guidelines

Listed below are general industry pricing guidelines for interpretive exhibit design and fabrication projects. This guide is applicable for exhibit spaces of 1,000 square feet or large. Certain projects are composed of simple exhibit units at a relatively low cost (price/sq. ft.) and other projects are composed of complex multi-media exhibit units at a higher cost. The majority of projects are a mix of both types, therefore the following cost breakdowns serve simply as range indicators:

\$235 - \$350 Per Square Foot – Conventional cases, pedestals, panels with printed graphics and copy, mounted photographs, and some artifacts. Simple audiovisuals, in the form of slides and auto-repeaters. Simple dioramas and custom artwork.

\$350 - \$585 Per Square Foot – Walk-in dioramas or replicated environments. May include some electronic exhibits and/or computer interactives, such as games and/or short films. May include creative artwork and custom background murals. Audiovisual is more complex in this price range with custom photography, and special effects. Controlled climate artifact preservation.

\$585+ Per Square Foot – Above, plus highly interactive exhibits and complex audiovisual, multimedia presentations, animated figures, and full sensory immersion exhibits.

Preliminary Opinion of Probable Cost

The following is Taylor Studios' preliminary opinion of probable cost estimates for professional interpretive exhibit design and production (fabrication and installation) services for the Fort Totten Interpretive Center exhibits and associated signage. The cost estimates are formulated using a range of factors including but not limited to:

1. The character and complexity of the presented media concepts (description, objects/artifacts, graphics and equipment).
2. Taylor Studios' past experience (actual cost data) with projects of similar size and complexity.
3. Industry standard pricing guidelines for the interpretive design-build projects.

Based on the factors listed above, Taylor Studios' professional preliminary opinion of probable cost for the design, fabrication and installation of interpretive exhibits and associated interpretive signage are as follows:

See following page

Biennium	Location	Description	Design Cost	Production Cost	Total Cost
Phase 1					
2009-2011	Interpretive Center	A Day in My Life Itineraries	\$ 12,000 - \$ 14,000	\$ - - \$ -	\$ 12,000 - \$ 14,000
2009-2011	Interpretive Center	Fort Totten Timeline	\$ 2,600 - \$ 3,100	\$ 9,800 - \$ 11,800	\$ 12,400 - \$ 14,900
2009-2011	Interpretive Center	Homelands & Migrations	\$ 3,700 - \$ 4,300	\$ 13,500 - \$ 16,100	\$ 17,200 - \$ 20,400
2009-2011	Interpretive Center	Broken Treaties	\$ 2,100 - \$ 2,600	\$ 7,900 - \$ 9,500	\$ 10,000 - \$ 12,100
2009-2011	Interpretive Center	Nutrition in Seclusion	\$ 2,300 - \$ 2,800	\$ 8,700 - \$ 10,500	\$ 11,000 - \$ 13,300
2009-2011	Interpretive Center	Gym Locker	\$ 1,700 - \$ 2,000	\$ 6,300 - \$ 7,700	\$ 8,000 - \$ 9,700
2009-2011	Interpretive Center	State Historical Society of North Dakota	\$ 400 - \$ 500	\$ 1,600 - \$ 1,900	\$ 2,000 - \$ 2,400
Exhibit Subtotal			\$ 24,800 - \$ 29,300	\$ 47,800 - \$ 57,500	\$ 72,600 - \$ 86,800
Phase 2					
2011-2013	Entrance Gate	You Have Arrived and We Are Open	\$ 3,700 - \$ 4,500	\$ 14,500 - \$ 17,700	\$ 18,200 - \$ 22,200
2011-2013	Entrance Gate	Welcome to Fort Totten: Site Introduction	\$ 800 - \$ 900	\$ 3,000 - \$ 3,600	\$ 3,800 - \$ 4,500
2011-2013	Entrance Corridor	Residents of Fort Totten	\$ 6,000 - \$ 7,400	\$ 23,700 - \$ 29,000	\$ 29,700 - \$ 36,400
Exhibit Subtotal			\$ 10,500 - \$ 12,800	\$ 41,200 - \$ 50,300	\$ 51,700 - \$ 63,100
Phase 3					
2013-2015	Building 2	Cramped Quarters (540 Square Feet)	\$ 5,100 - \$ 6,200	\$ 20,200 - \$ 24,700	\$ 25,300 - \$ 30,900
2013-2015	Building 3	Building 3	\$ 1,100 - \$ 1,400	\$ 4,400 - \$ 5,300	\$ 5,500 - \$ 6,700
Exhibit Subtotal			\$ 6,200 - \$ 7,600	\$ 24,600 - \$ 30,000	\$ 30,800 - \$ 37,600
Phase 4					
2015-2017	Building 1	Sewing Room (217 Square Feet)	\$ 13,500 - \$ 16,500	\$ 53,800 - \$ 65,700	\$ 67,300 - \$ 82,200
2015-2017	Building 11	A Day in the Life of a Soldier	\$ 10,100 - \$ 12,400	\$ 40,300 - \$ 49,300	\$ 50,400 - \$ 61,700
Exhibit Subtotal			\$ 23,600 - \$ 28,900	\$ 94,100 - \$ 115,000	\$ 117,700 - \$ 143,900
Phase 5					
2017-2019	Building 12	Communal Life	\$ 11,800 - \$ 14,400	\$ 47,100 - \$ 57,500	\$ 58,900 - \$ 71,900
Exhibit Subtotal			\$ 11,800 - \$ 14,400	\$ 47,100 - \$ 57,500	\$ 58,900 - \$ 71,900
Phase 6					
2019-2021	Various	Interpretive Graphic Support for Existing and Closed Buildings	\$ 3,400 - \$ 4,300	\$ 13,600 - \$ 16,700	\$ 17,000 - \$ 21,000
Exhibit Subtotal			\$ 3,400 - \$ 4,300	\$ 13,600 - \$ 16,700	\$ 17,000 - \$ 21,000
Phases 2-6 (All inclusive for design and fabrication)					
2011-2021	Various as Specified Above	Non-Personal Interpretation as Specified Above	\$ 80,300 - \$ 97,300	\$ 268,400 - \$ 327,000	\$ 348,700 - \$ 424,300
Recurring Non-Personal Media Elements					
NA	NA	Likenesses - Price Per Element	\$ 1,000 - \$ 1,200	\$ 3,700 - \$ 4,500	\$ 4,700 - \$ 5,700
NA	NA	Matching Exhibit Graphic - Price Per Element	\$ 400 - \$ 400	\$ 1,300 - \$ 1,600	\$ 1,700 - \$ 2,000
NA	NA	Double-sided Exhibit Pods - Price Per Element	\$ 5,100 - \$ 6,200	\$ 20,200 - \$ 24,700	\$ 25,300 - \$ 30,900
NA	NA	Audio Boxes - Price Per Element	\$ 1,700 - \$ 2,000	\$ 6,500 - \$ 7,900	\$ 8,200 - \$ 9,900
NA	NA	This Building's Historical Uses Graphic Element - Price Per Element	\$ 600 - \$ 700	\$ 2,100 - \$ 2,600	\$ 2,700 - \$ 3,300
NA	NA	Exhibit Quotations	\$ 200 - \$ 200	\$ 500 - \$ 600	\$ 700 - \$ 800
NA	NA	Modular Reader Rails - Price Per Element	\$ 800 - \$ 1,100	\$ 2,800 - \$ 4,100	\$ 3,600 - \$ 5,200
Alternate - Replaces Residents of Fort Totten in Phase 2					
2011-2013	Entrance Corridor	Residents of Fort Totten Alternative	\$ 1,300 - \$ 1,600	\$ 5,000 - \$ 6,100	\$ 6,300 - \$ 7,700

Cost-Breakdown Guide

The design and production costs vary depending on the contracted work timeframe, total contracted scope of work, project schedule, location of the selected contractor in relation to the project site, the selected contractors labor rates and material costs, and the design complexity and material selection presented in final design.

Statements of the preliminary opinion of probable cost estimates prepared by Taylor Studios represent our best judgment as design and production professionals familiar with the exhibit design and production industry. It is recognized, however, that neither Taylor Studios nor the Client has control over other Contractor's cost of labor, materials, and equipment, or another party's methods of determining bid process, or over competitive bidding, marketing, or negotiating conditions.

Accordingly, Taylor Studios cannot and does not warrant or represent that bids or negotiated prices will not vary from the preliminary opinion of probable cost or other estimate or evaluation prepared by Taylor Studios.

The cost estimates are for the interpretive media elements only and do not include site infrastructure work, building remodeling/construction, excavation, landscaping, walkways, fencing, playground equipment, or park furniture/equipment.

Budget Assumptions:

1. This budget is based on the quantity of work presented and is subject to change based on the actual contracted scope of work. A reduction or increase in the final contracted scope of work may affect the individual budget lines.
2. This budget assumes that the exhibit site will be clean, environmentally stable, absent of Client's construction trades and ready to receive exhibits on the agreed installation start date and the contractor will have reasonably unencumbered access to all exhibit areas.
3. This budget does not include and assumes taxes, fees, permits and inspections required in connection with the work are the responsibility of the Client.
4. This budget does not include building permit fees, engineering stamps, special certifications, performance bonds or payment bonds, if these items are applicable.

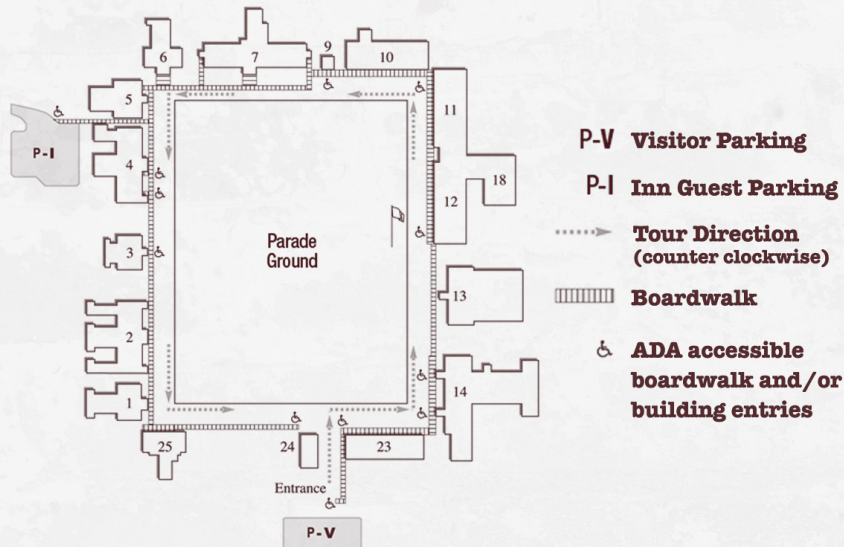
References

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Appendices



Fort Totten Building & Tour Directory

- M - Military
 S - School
 P - Present
- 1. 1871: M-2nd Lieutenant's Quarters; S-Girls' Sewing Room, Tailor Shop
 - 2. 1871: M-Captain's and 1st Lieutenant's Quarters; S-Girls' Dormitory; P-Undergoing restoration
 - 3. 1869: M-Commanding Officer's Quarters; S-Superintendent's Quarters; P-Photographic exhibit
 - 4. 1869: M-Captain's and 1st Lieutenant's Quarters; S-Employees' Quarters; P-Restored to adaptive use as Totten Trail Historic Inn
 - 5. 1870: M-2nd Lieutenant's Quarters; S-Chief Clerk's Office, Principal's Office, Print Shop
 - 6. 1870: M-Chaplain's and Surgeon's Quarters; S-Principal and Married Teachers' Quarters
 - 7. 1870: M-Hospital and Chapel; S-Cafeteria; P-Pioneer Daughters' Museum
 - 9. 1870: M-Magazine; S-Storage area; P-Exhibit
 - 10. 1868: M-Quartermaster's Storehouse; S-Bakery, Harness Shop, Laundry; P-Firefighting equipment exhibit
 - 11. 1870: M-Company Quarters; S-Boys' Dormitory; P-Exhibit and video room
 - 12. 1869: M-Company Quarters; S-Boys' Dormitory; P-Odd Fellows and Rebekah Lodge memorabilia rooms and Boarding School exhibit
 - 13. 1925: S-School Gymnasium
 - 14. 1869: M-Company Quarters; S-Main school building; P-Site administrative office, Fort Totten Little Theatre, Pioneer Merchantile Store, Classroom exhibit, Concessions area
 - 18. 1871: M-Mess Hall; S-Boys' Latrines
 - 23. 1868: M-Commissary; S-Shop; P-Interpretive Center, Restrooms, Gift shop
 - 24. 1871: M-Bakery; S-Store; P-Shop
 - 25. 1871: M-Adjutant's Office; S-School Offices

Notes:

A Day in My Life:

Edna

Sisseton Wahpeton Dakota



Fort Totten
 Benson County
 North Dakota

Note: This is the page layout used for printing and does not represent how the brochure would appear in its finished, folded form. Please see example brochure inserted on page 64.

Appendices

1 Chief Clerk's Office

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2 Classroom

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3 Girl's Sewing Room

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4 Flour Storage

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5 Bakery / Harness Shop

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6 Parade Ground

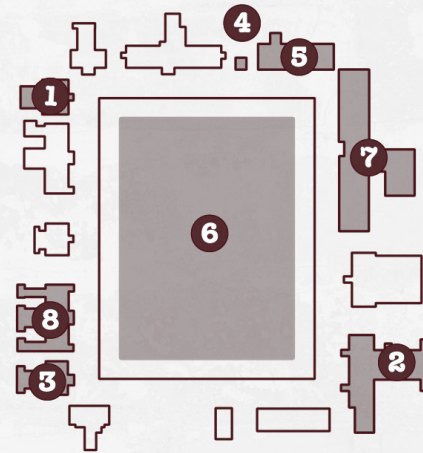
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7 Boy's Dorm

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8 Girl's Dorm

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Edna's Story

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My schedule each day was hectic. We continually moved from activity to activity. Take a look at my daily schedule.

Edna's Schedule

5:45 A.M. Reveille.
 5:55 Setting Up Exercise & Drill.
 6:12 Air Beds.
 6:12 Recreation.
 6:45 First Call for Breakfast.
 6:55 Assembly. Roll Call.
 7:00 Breakfast.
 7:30 Care of teeth.



Edna, Sisseton Wahpeton Dakota

7:35 Make beds.
 7:40 Police Quarters.
 7:55 Industrial Call.
 8:00 Industrial work begins.
 8:50 First School Call. Roll Call and Inspection.
 9:00 School.
 11:30 Recall. Pupils at liberty.
 11:55 Assembly and Roll Call.
 12:00 P.M. Dinner.
 12:30 Recreation.
 12:50 School and Industrial Call. Inspection.
 1:00 Industrial work and School.
 3:30 School dismissed.
 4:30 Industrial recall. Drill and Gym classes.
 5:15 First Call.
 5:25 Assembly. Roll Call.
 5:30 Supper.
 6:00 Care of teeth.
 6:10 Recreation.
 7:15 First Call.
 7:25 Roll Call. Inspection.
 7:30 Lecture.
 8:15 Call to Quarters. Intermediate children play.
 8:45 Tattoo. Pupils retire.
 8:55 Check.
 9:00 P.M. Taps.

Appendix B William Plummer Company Collection

COLLECTION NAME: William Plummer Company collection

SUMMARY OF COLLECTION:

William Plummer Company, 1892-1941. Main store in Minnewaukan, with a smaller store in Oberon, ND. Dealer in general merchandise, farm implements, hardware, lumber, and grain.

William Plummer Company, incorporated in 1901, although family lumber, hardware, dry goods, and implement business had been founded in 1884 the business continued until 1939. William Plummer (1838 - 1916) and Sarah C. Horr (18? - 13 December 1899) arrived in Minnewaukan on 1 June 1884 to found a business with their sons: Bertrand & Clarence.

Sarah H. Plummer died in Pomona, CA of TB complications and is buried there. William Plummer married in 1903 in Waterford, MA, to his cousin, Anna Plummer (1855 - 30 September 1926). She lived in the Plummer home in Minnewaukan and her telephone number was 76, which also served as her nickname.

Clarence Franklin (11 April 1867 - 27 April 1951)* He came from Waterford, Maine in 1884. Clarence married Laura Bertina Nelson (27 October 1880 - 20 August 1970) on 10 May 1903. Laura Nelson was born at Leeds, ND to John Nelson. To this union were born:

- Mildred Sae (7 May 1904 - 28 February 1992) - (Mrs. Ivan Wertenberger), Webster, ND
- Carol William - (5 April 1906 - 13 July 1925) - died of blood poisoning, Northwestern Hospital in Minneapolis, MN after an unsuccessful hernia operation.
- Burton Hugh "Bunny" (31 March 1909 - 24 April 1969) - Marine City, MI
- Lois Diantha (24 August 1915 - 11 February 1996) - (Mrs. Edward Frey), Washington, NJ
- Eunice Dorothy (24 August 1915 - present) - (Mrs. Myron .A. Rognlie), Hudson, WI - (Rognlie is pronounced WRONGLY)
- Garvin (31 August 1921- present) - Minnewaukan, ND

Appendices

Bertrand William (3 August 1874 - 28 July 1961)** - never married, lived with his brother's family (Clarence F. Plummer) his entire life.

In 1961 the Plummer family gave the State Historical Society three truck loads and three pick-up loads of fixtures and stock. By June of 1962 the Country Store with fixtures and equipment transferred from the Plummer Store at Minnewaukan by the State Historical Society exhibit at Fort Totten State Historic Site had been installed.

Reference:

William Plummer Company, Records, 1892-1941. Preserved as SAHRL MS 10097, in the State Archives and Historical Research Library, State Historical Society of ND, Bismarck, ND. Thirty cubic feet of business records, correspondence, and catalogs.

*Obituary, "Clarence Franklin Plummer," Benson County Farmers Press, Thursday, 3 May 1951, page 1.

**"Funeral Held Monday for B.W. Plummer, Pioneer Merchant," Benson County Farmer's Press, Thursday, 3 August 1961, pp. 1 & 8.

Appendix C Draft Artifact Summary

OBJNAME	CREATOR	TITLE	DESCRIP	CONDITION	STATUS	IMAGEFILE	RECFROM	NOTES	COLLECTION	DATE
Bell, Church	Mc Shane Bell Foundry		BELL, BRONZED CHURCH - INDIAN MISSION Diameter: 24" Height: 20". Bronze bell with cast iron yoke, and stand, all cast iron painted green. Cast in relief on bell: Mc Shane * Bell Foundry * Baltimore, MD 1892. Top of bell, next to mounting on yoke is stamped the serial number, 324. On opposite side of bell, cast in relief: Wovatan * Raven Hill Presbyterian * Church * Cast December 15th, 1892. Yoke has "300" cast in relief. Carl Smith originally paid \$25.00 for this bell for his bell collection. Color: Silver, Black	Stable			SMITH, CARL F.		History	1890-1899
Book	American Poultry Association		BOOK - "THE AMERICAN STANDARD OF PERFECTION" Full title: "The American standard of Perfection: A Complete Description of All Recognized Varieties of Fowls." Printed and published by the American Poultry Association in 1930. Found at Ft. Totten in 1982. Used during the Indian School period there.				Unknown		History	1930-1930
Book	J.P. Lippincott Co.		BOOK - "TODAY'S AGRICULTURE" Copyrighted in 1938 and 1943 by the J. P. Lippincott Co. of Chicago, Philadelphia and New York. Used during the Indian School Period at Ft. Totten. Found there in 1982.				Unknown		History	1943-1943
Book	American Book Company		BOOK - "PRACTICAL AGRICULTURE FOR HIGH SCHOOL Copyrighted by The American Book company in 1937. Found at Ft. Totten in 1982. Used during the Indian School period there.				Unknown		History	1937-1937
Book	E.M. Hale and Co.		BOOK - "HANDBOOK OF FARMING FOR BOYS AND GIRL Found at Ft. Totten in 1982. Used during the Indian School period there.				Unknown		History	1937-1937
Plate, Commemorative	Tidemark Co	Commemorative Ceramic Plate	COMMEMORATIVE PLATE NORTH DAKOTA 1976 North Dakota Fort Totten 1867-1890 "THE LAST OUTPOST BEFORE THE NORTHWEST WILDERNESS" 1976.	Stable	General	004\19830015800005.JPG	STOCKMAN L		History	1976-1976
Bell, School			SCHOOL BELL that may have been used for fire drills. It is an electrically operated bell that consists of a flat nickel plated bell, mounted on an enameled cast iron base which in turn is mounted on a 3/4" piece of soft wood, probably fir.			004\198300424.JPG	SCHOOL FOR THE DEAF		History	
Button, Commemorative			FORT TOTTEN DAYS BUTTON, 1969	Monitor	General	005\19860016000894.JPG	WINEMAN, LILLIAN		History	1960-1969
Button, Commemorative			FORT TOTTEN CENTENNIAL BUTTON, 1862-1867	Monitor	General	005\19860016000895.JPG	WINEMAN, LILLIAN		History	
Rack, Cooling			RACK TO HOLD BREAD PANS (93.13.2-.13) DESCRIPTION: FOUR VERTICAL "L" SHAPED METAL, SUPPORTS RIVETED TO HORIZONTAL CROSS PIECES WHICH SUPPORT THE PANS, FOUR HARD RUBBER CASTERS. DIMENSIONS: APPROX: 183 CM H X 38 CM W X 58.5 CM L HISTORY: USED AT FORT TOTTEN INDIAN SCHOOL. FOUND UPSTAIRS IN THE OFFICER'S QUARTERS. COMMENTS: FAIR CONDITION, RUSTED LOCATION OF ACCESSION NUMBER: NOT NUMBERED CATALOGER: J YEAROUS DATE: 12/2/98 Color: Brown/Grey	Stable			SHSND - HS (Fort Totten)		History	1890-1910

Appendices

OBJNAME	CREATOR	TITLE	DESCRIP	CONDITION	STATUS	IMAGEFILE	RECFROM	NOTES	COLLECTION	DATE
Pan, Bread			FOUR RECTANGULAR PANS ATTACHED TOGETHER DESCRIPTION: ATTACHED TOGETHER BY A METAL BAR AROUND THE RIM. PANS FIT INTO 93.13.1 - RACK DIMENSIONS: 76 CM H X 32.5 CM W X 52.7 CM L HISTORY: USED AT FORT TOTTEN INDIAN SCHOOL. FOUND IN POWDER MAGAZINE COMMENTS: RUSTED, CORRODED LOCATION OF ACCESSION NUMBER: ON END CATALOGER: J YEAROUS DATE: 12/2/98 Color: Brown,Grey	Stable			SHSND - HS (Fort Totten)		History	1890-1910
Pan, Bread			FOUR RECTANGULAR PANS ATTACHED TOGETHER DESCRIPTION: ATTACHED TOGETHER BY A METAL BAR AROUND THE RIM. PANS FIT INTO 93.13.1 - RACK DIMENSIONS: 76 CM H X 32.5 CM W X 52.7 CM L HISTORY: USED AT FORT TOTTEN INDIAN SCHOOL. FOUND IN POWDER MAGAZINE COMMENTS: RUSTED, CORRODED LOCATION OF ACCESSION NUMBER: ON END CATALOGER: J YEAROUS DATE: 12/2/98 Color: Brown,Grey	Stable			SHSND - HS (Fort Totten)		History	1890-1910
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Pan, Bread			FOUR RECTANGULAR PANS ATTACHED TOGETHER DESCRIPTION: ATTACHED TOGETHER BY A METAL BAR AROUND THE RIM. PANS FIT INTO 93.13.1 - RACK DIMENSIONS: 76 CM H X 32.5 CM W X 52.7 CM L HISTORY: USED AT FORT TOTTEN INDIAN SCHOOL. FOUND IN POWDER MAGAZINE COMMENTS: RUSTED, CORRODED LOCATION OF ACCESSION NUMBER: ON END CATALOGER: J YEAROUS DATE: 12/2/98 Color: Brown,Grey	Stable			SHSND - HS (Fort Totten)		History	1890-1910
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Pan, Bread			FOUR RECTANGULAR PANS ATTACHED TOGETHER DESCRIPTION: ATTACHED TOGETHER BY A METAL BAR AROUND THE RIM. PANS FIT INTO 93.13.1 - RACK DIMENSIONS: 76 CM H X 32.5 CM W X 52.7 CM L HISTORY: USED AT FORT TOTTEN INDIAN SCHOOL. FOUND IN POWDER MAGAZINE COMMENTS: RUSTED, CORRODED LOCATION OF ACCESSION NUMBER: ON END CATALOGER: J YEAROUS DATE: 12/2/98 Color: Brown,Grey	Stable			SHSND - HS (Fort Totten)		History	1890-1910

Appendices

OBJNAME	CREATOR	TITLE	DESCRIP	CONDITION	STATUS	IMAGEFILE	RECFROM	NOTES	COLLECTION	DATE
Cup			ROUND BOTTOM WITH RING FOOT, STRAIGHT SIDES; St. Denis cup (handle less). No lip, no marks.	Stable	General	008\19930008100032.JPG	SHSND - HS (Fort Totten)		History	1910-1929
Button, Commemorative	Fargo Rubber Stamp		"FT. TOTTEN DAYS / JULY 28-29-30, 1972" 95.2.19 NOTES: BUTTON, COMMEMORATIVE - FLAT ROUND DISC, "FT. TOTTEN DAYS / JULY 128-29-30, 1972". RED INK AND IMAGES ON A WHITE BACKGROUND. ISOLIDER, INDIAN AND TIPIS, PLASTIC COVERED PAPER, METAL BACK IWITH SAFETY PIN CLOSURE. 6 CM DIAM X 0.8 CM D #LOCATION: BACK Color: White,Red	Stable		008\19950000200019.JPG	Burdick, Jocelyn		History	1972
Shingle			METAL SHINGLE GENERAL DESCRIPTION: FLAT, RECTANGULAR, METAL SHINGLE WITH INDENTED TRIANGULAR DESIGN ON BOTTOM WITH RECTANGULAR, VERTICAL INDENTATION ABOVE, EDGES ALL BENT DOWN. DIMENSIONS: 23.25 CM X 34.75 CM HISTORY: THIS IS AN ORIGINAL SHINGLE FROM THE FORT TOTTEN GYMNASIUM WHICH WAS BUILT IN 1922. COMMENTS: THIS SHINGLE WAS SOMEWHATBENT WHEN REMOVED. THE SHINGLE ALSO HAS AREAS OF A BITUMINOUS COATING AND SHOWS SIGNS OF RUST. LOCATION OF NUMBER ON OBJECT: LOWER RIGHT HAND SIDE ON BACK. ORIGINAL CATALOGER: JIM SELNESS DATE: 2-13-96 Color: Brown,Red	Monitor		008\19950008500001.JPG	SHSND - HS (Fort Totten)		History	1922-1930
Knife, Dinner			Fragment of a dinner knife, with metal blade and bone handles riveted on each side.	Monitor	General		SHSND - HP (Fort Totten)		History	
Comb			Red plastic comb, fine and coarse teeth. Incised on end with fine teeth.	Stable	General		SHSND - HP (Fort Totten)		History	
Scissors			Nickel plated steel, children school-type scissor. STEEL/FORGED/U.S.A. incised near pivot screw.	Stable	General		SHSND - HP (Fort Totten)		History	
Knife			Nickel plated steel, dinner knife. Blade has corrosion, handle heavily rusted.	Unstable	General		SHSND - HP (Fort Totten)		History	
Plate, Soup			Circular gray enamel on tin, with rolled edges, soup plate.	Monitor	General		SHSND - HP (Fort Totten)		History	
Pen			Nib type pen, wood handle with brass and steel replaceable tip. E130 incised on tip. Shiny finish to wood.	Stable	General		SHSND - HP (Fort Totten)		History	
Print, Photographic	Hover Studio	Photograph	Rectangular cardboard back with an oval photographic image. On cardboard back with an oval photographic image of a young man in boarding school uniform (possibly an instructor).	Stable	General		SHSND - HP (Fort Totten)		History	
Pants			Pants, brown canvas with 3 brass button fly and four brass buttons for suspenders. Made of overall weight fabric, lined with a striped brown flannel, child size. Buckle on back. Three pockets - two on front and one on back; also watch pocket. 55 stamped in black ink outside on back. Location of Accession Number on Object: Inside front fly.	Stable	General		SHSND - HP (Fort Totten)		History	1930-1949
Glass, Water			Clear glass, water glass with octagonal bottom and round top.	Stable	General		SHSND - HP (Fort Totten)		History	
Jar, Honey	Anchor Hocking Glass Co.	Honey Jar	Clear glass jar: Ribbed sides, two-piece mold, oval flat side panels for label. embossed on bottom: "Design Pat. 150801/AH (Anchor Hocking glass Co. logo) 6618" above logo and "6" below logo.	Stable	General		SHSND - HP (Fort Totten)		History	

Appendices

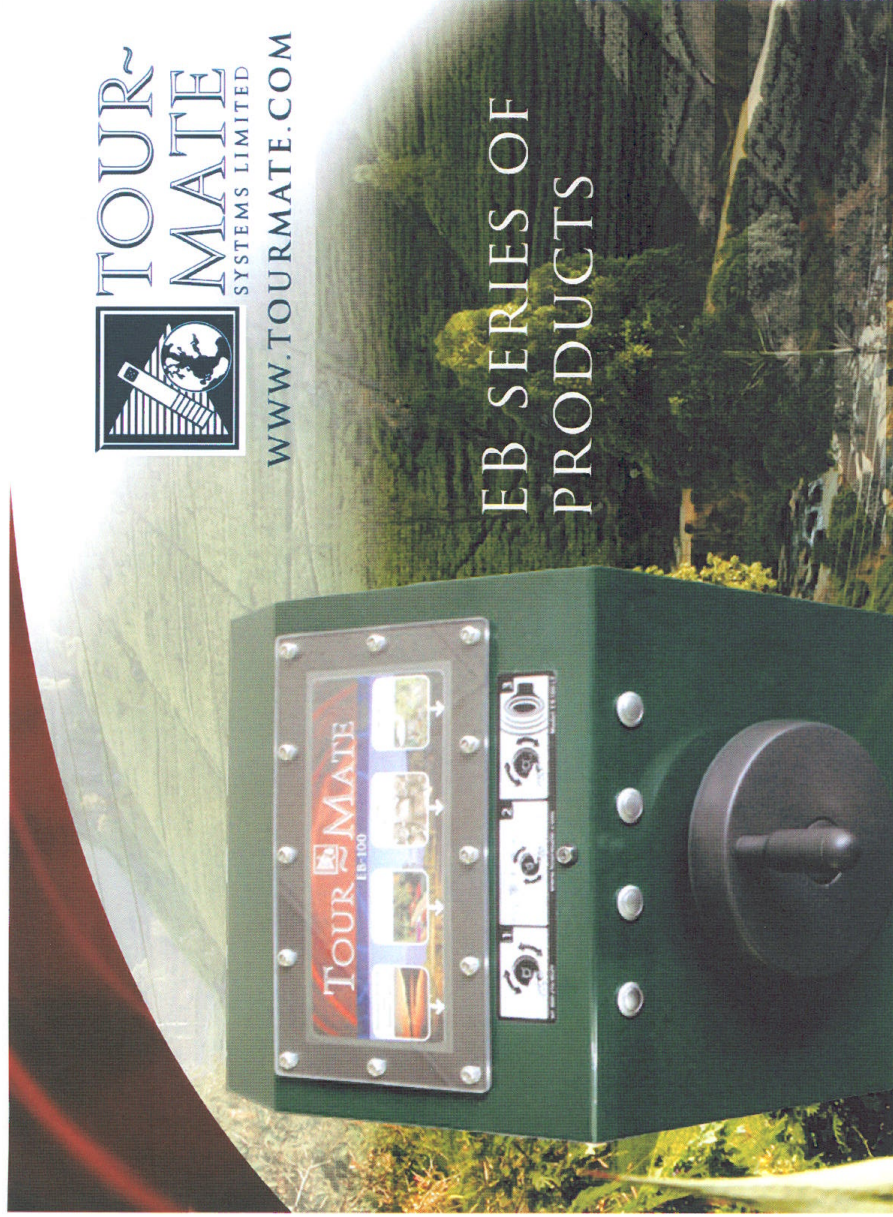
OBJNAME	CREATOR	TITLE	DESCRIP	CONDITION	STATUS	IMAGEFILE	RECFROM	NOTES	COLLECTION	DATE
Apron			White ladies apron with black vertical designs. Sleeveless, straps over shoulders. 4 buttons down back, 3 buttons missing. Pocket on front. Belt across breast area. 2 red felt-like cloth flowers on pocket. Comments: Heavily stained. Has dried dirt and mud inside bottom. Lots of fuzz. Should be vacuumed. (Vacuumed 12/03 - JY) Location of Accession Number on Object: Inside shoulder strap. Cataloger: Cleo M. Moore Date: 10-30-02 Color: White,Black	Stable	General		SHSND - HP (Fort Totten)		History	
Ring			silver ring with light blue stone Detailed description: Thin silver band with a leaf/flower design below the stone setting. 2 larger designs with 6 leaves on the ends that connect to the main part of the band and 2 smaller flowers with two leaves on the other ends. Leaf/flower designs are connected by a ladder-type design. Ring has one rectangular light blue stone held on with 6 prongs. Dimensions: 0.75" Diam (without stone) x 1" Diam (with stone) x 0.5" W of stone. 1.9 cm Diam (without stone) x 2.5 cm Diam (with stone) x 1.3cm W of stone History: The ring was found at Ft. Totten in Building #4 along the left side of the door casing of the southeast upstairs room on 4/3/02. Comments: Some dirt on the inside and outside of the ring. Band is worn. Location of Accession Number: tag, outside of bag Cataloger: Emily Bradbury 7/13/06 Color: Silver, Blue	Stable	General		SHSND - HP (Fort Totten)		History	
Jacks			Two metal jacks, star shaped with two straight pegs and 4 pegs with metal knobs at ends.	Stable	General		SHSND - HP (Fort Totten)	object label: "Found during renovation at Fort Totten State Historic Site under a floorboard in the walkway between Buildings 11 and 12. When Fort Totten was an Indian boarding school, these two buildings were the boys' dormitories. The toys show a few of the ways the boys entertained themselves. A large number of marbles were found in this location. Were these marbles lost, or did they represent a child's secret hiding place? We may never know."	Archeology (Museum)	
Marble			576 varieties of glass, clay and steel marbles. Multicolored, 552 small glass marbles (21 which are chipped or cracked), 17 large glass marbles (8 which are chipped or cracked), 4 steel marbles, 3 clay marbles.	Stable	General		SHSND - HP (Fort Totten)	object label: "Found during renovation at Fort Totten State Historic Site under a floorboard in the walkway between Buildings 11 and 12. When Fort Totten was an Indian boarding school, these two buildings were the boys' dormitories. The toys show a few of the ways the boys entertained themselves. A large number of marbles were found in this location. Were these marbles lost, or did they represent a child's secret hiding place? We may never know."	Archeology (Museum)	
Knife, Pocket			Single blade pocket with plastic sides and a wire clasp on end.	Monitor	General		SHSND - HP (Fort Totten)		Archeology (Museum)	
Knife, Pocket			Double bladed pocket knife with black plastic handles and a wire clasp at end. On one handle in white image of the Lone Ranger / "THE/LONE RANGER/HI-YO SILVER" / image of Silver. Opposite side are 2 rusted dots, bullet shaped and 3 more dots. The blade is worn/resharpened. .	Monitor	General		SHSND - HP (Fort Totten)	object label: "Found during renovation at Fort Totten State Historic Site under a floorboard in the walkway between Buildings 11 and 12. When Fort Totten was an Indian boarding school, these two buildings were the boys' dormitories. The toys show a few of the ways the boys entertained themselves. A large number of marbles were found in this location. Were these marbles lost, or did they represent a child's secret hiding place? We may never know."	Archeology (Museum)	

Appendices

OBJNAME	CREATOR	TITLE	DESCRIP	CONDITION	STATUS	IMAGEFILE	RECFROM	NOTES	COLLECTION	DATE
Weight, Balance	Unknown		Round metal weight with hole drilled completely through weight. Plate for D Weight Set. Dimensions: 9.5 Cm Diam. X 2. Cm H. HOLE: 3. Cm Diam. History (item specific): From Ft. Totten Gym. Comments: Heavy rust overall, white areas of corrosion primarily on top surface. Location of Accession Number on Object: Bottom. Cataloger and Date: Cleo M. Moore 2-11-04 Color: Brown	Stable	General		SHSND - HP (Fort Totten)		Archeology (Museum)	1930-1940
Jacket	Unknown		Child's Jacket Detailed Description: Child's Lined cotton jacket - 3 button front - 3 lower pockets on outer jacket - one breast pocket. One inside pocket - sleeves unlined - buttons appear to be two plastic and one metal - 4 button holes. Dimensions: 44. Cm L x 30. Cm SH x 41. Cm SL. History (item specific): Worn by child at Fort Totten Boarding School. Found in Building #4 during renovation in 1999. Comments: Very dirty - fabric shattered and caked with dirt. Button missing. Location of Accession Number on Object: Inside neck. Cataloger and Date: M. Hastings 4-7-05 Color: Green	Stable	General		SHSND - HP (Fort Totten)		History	
Pants			Boys Pants: Twill - side seam pockets - two pockets on back. Metal buckle adjustment at back waist. Button fly - watch pocket at waistband. Location of Accession Number on Object: Inside waist.	Monitor	General		SHSND - HP (Fort Totten)		History	
Vest	Unknown		Vest - Button Front Detailed Description: Vest: Wool front - cotton lining and back. Adjustable strap with buckle at back. Four pockets on front. One pocket in lining. Six button holes. Dimensions: 46. Cm L x 30. Cm SH x 75. Cm WA. History (item specific): Worn by child at Fort Totten Boarding School. Found in Building #4 during renovation in 1999. Comments: Very dirty - fabric eaten away - buttons missing. Location of Accession Number on Object: Inside front right. Cataloger and Date: M. Hastings 4-7-05 Color: Gray Blue	Stable	General		SHSND - HP (Fort Totten)		History	
Vest	Unknown		Child's Canvas Vest Detailed Description: Child's Vest: Heavy cotton canvas - fully lined. Four metal buttons. Three patch pockets on front. Back half belt with metal adjustment. Dimensions: 43. Cm L x 30. Cm SH x 68. Cm WA. History (item specific): Worn by child at Fort Totten Boarding School. Found in Building #4 during renovation in 1999. Comments: Soiled - stains - fabric wear on front opening and back hem. Location of Accession Number on Object: Inside shoulder. Cataloger and Date: M. Hastings 4-7-05 Color: Brown	Stable	General		SHSND - HP (Fort Totten)		History	
Pants	Unknown		Canvas Pants Detailed Description: Lined canvas pants - button fly - front pockets - one back pocket - half belt at back with metal adjustment. Seven metal buttons on waistband. Dimensions: 78. Cm L x 71. Cm WA. History (item specific): Worn by child at Fort Totten Boarding School. Found in Building #4 during renovation in 1999. Comments: Mud - stains - worn badly at hems - holes. Location of Accession Number on Object: Inside lining. Cataloger and Date: M. Hastings 4-7-05 Color: Brown	Stable	General		SHSND - HP (Fort Totten)		History	

Appendices

OBJNAME	CREATOR	TITLE	DESCRIP	CONDITION	STATUS	IMAGEFILE	RECFROM	NOTES	COLLECTION	DATE
Pants	Unknown		<p>Child's Blue Jeans Detailed Description: Child's Blue Jeans. Button fly with 5 metal buttons on waistband. Patched knees. Half belt at back with metal fastener for adjusting. Marked "106" on pocket lining. Dimensions: 69. Cm L x 48. Cm WA.</p> <p>History (item specific): Worn by child at Fort Totten Boarding School. Found in Building #4 during renovation in 1999. Comments: Dirt - stains - large rip on back - missing buttons (one on waistband, one on fly). Paint stains. Location of Accession Number on Object: Inside waistband. Cataloger and Date: M. Hastings 4-14-05 Color: Blue</p>	Stable	General		SHSND - HP (Fort Totten)		History	



QUALITY, SERVICE, VALUE

ECO-FRIENDLY TOUR DEVICES

ECOLOGICAL, POWER-SMART, AND SELF-CONTAINED TOUR GUIDE SYSTEM

QUALITY, SERVICE, VALUE

TOUR-MATE EB SERIES OF PRODUCTS

KEY FEATURES:

- USER POWERED ● INTERNALLY ADJUSTABLE VOLUME CONTROL ● MARINE GRADE SPEAKER
- OUTDOOR RATED ● HIGH QUALITY AUDIO ● 1 YEAR WARRANTY

THE ECO-BOX IS LEAD FREE AND WAS DESIGNED TO HAVE A MINIMAL CARBON FOOTPRINT ON THE SURROUNDING ENVIRONMENT.

POWERED WITHOUT BATTERIES, THE EB100 ECO-BOX USES A DIRECT DRIVE GENERATOR TO PROVIDE ECOLOGICAL SOLUTIONS TO INTERPRETATION.

THE EB150 HAS BEEN DESIGNED FOR INCREASED ACCESSIBILITY. THE ACCESSIBLE WHEEL ALLOWS USERS WITH LIMITED GRASP STRENGTH TO MANUALLY POWER THE ECO-BOX BY PUSHING AGAINST A METAL HANDLE RATHER THAN GRASPING THE WHEEL HANDLE.

THE EB200 DIFFERS FROM THE 'DIRECT DRIVE' EB100 IN THAT IT STORES ENERGY AS THE USER TURNS THE WHEEL, PERMITTING VISITORS TO STOP TURNING AFTER 30 SECONDS WHILE CONTINUING TO LISTEN TO A MESSAGE FOR UP TO AN ADDITIONAL 60 SECONDS.

FEATURE	STANDARD EB100	ACCESSIBLE EB150	EXTENDED PLAY EB200
AUDIO FORMAT	MP3 AUDIO SAMPLED @ 128KBPS, MONO	MP3 AUDIO SAMPLED @ 128KBPS, MONO	MP3 AUDIO SAMPLED @ 128KBPS, MONO
SPEAKER	MARINE GRADE SPEAKER MINI SD	MARINE GRADE SPEAKER MINI SD	MARINE GRADE SPEAKER MINI SD
MEMORY STORAGE CAPACITY	128 MB UP TO 2GB	128 MB UP TO 2GB	128 MB UP TO 2GB
MESSAGE CAPACITY	32 HOURS MAXIMUM (SAMPLED @ 128KBPS)	32 HOURS MAXIMUM (SAMPLED @ 128KBPS)	32 HOURS MAXIMUM (SAMPLED @ 128KBPS)
MESSAGE SELECTION	4 MESSAGE SELECTION	4 MESSAGE SELECTION	4 MESSAGE SELECTION
BUTTONS	BUTTONS	BUTTONS	BUTTONS
VOLUME	INTERNAL ADJUSTABLE VOLUME CONTROL	INTERNAL ADJUSTABLE VOLUME CONTROL	INTERNAL ADJUSTABLE VOLUME CONTROL
PROGRAMMING	EXTERNAL FLASH CARD READ / WRITER	EXTERNAL FLASH CARD READ / WRITER	EXTERNAL FLASH CARD READ / WRITER
OPERATING METHOD	SINGLE WHEEL HAND CRANK POWERED	DUAL WHEEL HAND CRANK POWERED	SINGLE WHEEL HAND CRANK POWERED
SECURITY FEATURES	FASTENED BY SPECIAL SECURITY SCREWS	FASTENED BY SPECIAL SECURITY SCREWS	FASTENED BY SPECIAL SECURITY SCREWS
PHYSICAL DIMENSIONS	W-12 IN X D-10 IN X H-14 IN (W-30.5 X D-25.4 X H-35.6 CM)	W-12 IN X D-10 IN X H-14 IN (W-30.5 X D-25.4 X H-35.6 CM)	W-12 IN X D-10 IN X H-14 IN (W-30.5 X D-25.4 X H-35.6 CM)
WEIGHT	20 LBS (9KG)	20 LBS (9KG)	20 LBS (9KG)
ENVIRONMENTAL COMPLIANCE	WEEE AND ROHS COMPLIANT	WEEE AND ROHS COMPLIANT	WEEE AND ROHS COMPLIANT
OPERATING TEMPERATURE	-40 TO +60°C	-40 TO +60°C	-40 TO +60°C
COLOR	GREEN (CUSTOM COLORS AVAILABLE)	GREEN (CUSTOM COLORS AVAILABLE)	GREEN (CUSTOM COLORS AVAILABLE)
MOUNTING TYPE	DESIGNED 2 L-MOUNTING BRACKETS FITTED FOR A 4X4 WOOD POST	DESIGNED 2 L-MOUNTING BRACKETS FITTED FOR A 4X4 WOOD POST	DESIGNED 2 L-MOUNTING BRACKETS FITTED FOR A 4X4 WOOD POST
ENCLOSURE	HEAVY GAUGE ALUMINIUM	HEAVY GAUGE ALUMINIUM	HEAVY GAUGE ALUMINIUM
FACE PLATE	L - 8 IN X H 3.38 IN (L -20.3 X H-8.6 CM)	L - 8 IN X H 3.38 IN (L -20.3 X H-8.6 CM)	L - 8 IN X H 3.38 IN (L -20.3 X H-8.6 CM)

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