CRITICAL ISSUES IN HISTORIC SITE INTERPRETATION: A CASE STUDY OF DUNSMUIR HOUSE IN OAKLAND, CALIFORNIA

by

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This study proposes a systematic review process for historical sites with the goal of revealing the potential for improvement of the interpretive program. There is a three part investigation of critical issues exploring site interpretation, physical characteristics of the site, and site administration. The process will be tested through a case study of Dunsmuir House and Gardens in Oakland, California.

The methodology used in this study of critical issues introduces an outline of steps to improve the interpretive program of historic sites. The steps include identification of the problem, literature review, evaluation of the literature review, choice of a course of action, institution of the new program, evaluation and modification of the new program.

The systematic review process proposed in this study was successful in identifying problems and proposing solutions which improve the interpretive program at Dunsmuir House and Gardens. The review process is feasible and could be applied to other historic sites with equal success.

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CHAPTER I

INTRODUCTION

Freeman Tilden defined interpretation as, "An educational activity which aims to reveal meanings and relationships through the use of original objects, by first hand experience, and by illustrative media; rather than simply by communicating factual information."[1] Interpretation of historic sites is a significant part of the historic preservation movement in this country. Interpretation, until recently, has been dismissed by some preservationists as not meriting serious study. Yet interpretation is an important aspect of historic preservation, and an exceptional promotional device. In preserving our heritage, administrators of historic sites take on the responsibility of public education and presenting an accurate representation of the past. Interpretation is an aspect of preservation which reaches the largest numbers of people in a positive way. Interpretation as an educational device is superior to classroom learning because it is dynamic and participatory. Interpretation provides education and knowledge through direct experience which cannot be gained in any other fashion. Interpretive programs have the potential to reach more people than any other

preservation related activity. An excellent interpretive program at a historic site may encourage visitors to participate in additional preservation activities. Good student programs encourage young people to understand preservation concepts and support historic preservation as voting adults. According to Tilden, "Interpretation must endeavor to bring a house to life. What is significant is the people, for people make history. Ideal interpretation implies a re-creation of the past and a kinship with it. The devices of interpretation are demonstration, participation and animation."[2] An understanding of the past helps Americans make better decisions for the future. Historic sites are important for public use, enjoyment and education; a good interpretive program can make these goals a reality.

The history of interpretation in the United States has provided background information and precedent for resolving many critical issues at historic sites. Administrators at every historic site must decide on a course of action to meet critical issues in their interpretive program. The best interpretive programs in the country reflect a commitment to excellence in their preservation programs. Often the answers which solve critical issues of interpretation challenge the previously accepted interpretive practices of historic sites.

Historic sites across the country need evaluation and improvement of their interpretive programs. There are many exceptional interpretive programs, but there is a lack of communication between administrators of historic sites about how issues of interpretation have been resolved. There is an absence of comparative studies of critical issues in the field. Administrators of historic sites need a method for improving the presentation of the site to the public and targeting weaknesses in their interpretive programs.

Purpose of the Study

This study will propose a systematic review process for historic sites with the goal of revealing the potential for improvement of the interpretive program. This process will involve an investigation of critical issues concerning three aspects of interpretation: (a) site interpretation, (b) physical characteristics of the site, and (c) site administration. The proposed process will be tested through a case study utilizing Dunsmuir House and Gardens in Oakland, California.

The study of these aspects of interpretation is used as the basis for this investigation into critical issues at historic sites. The three categories of issues provide an integration of the specific characteristics which many interpretive programs share. The three categories

discussed are not meant to be an exhaustive list of the critical issues of interpretation. Rather these issues reflect a selective listing of pertinent information from the literature review.

The main purpose of the proposed procedure is to improve the educational potential of historic sites while maintaining the historic integrity of the site. The review process is meant to be applicable to a wide variety of issues which administrators of historic sites face. The critical issues studied relate to nationally recognized interpretive programs as well as programs which are presented to a local audience. This study is meant to apply to historic sites comprised of house museums and their associated landscapes.

Chapter Content

Chapter II discusses the methodology of the systematic review process described in this study. Chapter II also introduces the reader to the literature review and gives a brief summary of the history of Dunsmuir House. Chapters III, IV, and V are an overview of general interpretive issues which all historic sites share. These chapters serve as an introduction into the world of interpretation and include a review of many basic decisions which administrators of historic sites must make.

The chapter on site interpretation covers issues which directly relate to the tour of the site such as what type of exhibits to prepare, restoration to a point in time, first or third person presentation of guided tours, training the docent staff and the use of costumes. The chapter on physical characteristics of the site includes aspects of the interpretation which represent a physical presence on the site. These issues include placement of modern facilities, parking, circulation systems, and handicapped access. The section on site administration reviews the types of decisions an administrator of a historic site would need to make. These decisions include development of a master plan, landscape preservation, fundraising, emergency procedures and whether to institute a living history program. Not all historic sites will have an interpretive program which the specific issues apply to, but generally there will be information in this section which will be applicable in some way to practically any historic site.

Chapter VI explores issues of interpretation planning at Dunsmuir House and Gardens as a case study. The systematic review process is applied to problems identified at Dunsmuir House and potential solutions are discussed. This chapter includes an examination of the current interpretive practices at Dunsmuir House. There is a section which describes the typical visitor experience at the site with

the present interpretive program. There is a brief review of special events and fundraising procedures, and a look at some secondary issues of interpretation at Dunsmuir House. These secondary issues are administrative decisions regarding the presentation of the site to the public. Some of the strengths and weaknesses in the current interpretation are noted in this section.

Chapter VI presents solutions to critical issues of interpretation which have been identified at Dunsmuir House. This chapter will use the methodology outlined in Chapter II to resolve these critical issues. Chapter VI presents suggestions for a new interpretive master plan. The chapter includes a section which describes the visitor experience at the site should the recommended programs and changes to the interpretation at the site be instituted. The recommended new programs are described, with suggestions on how to implement them. There is also a section which discusses fundraising techniques and potential income sources to support the recommended new programs. These new programs, if instituted would add to the overall quality of the interpretation at Dunsmuir House and Gardens.

Notes

[1]Freeman Tilden, Interpreting Our Heritage: Principles and Practices for Visitor Services in Parks, Museums, and Historic Places (New York: Van Rees Press, 1957), p. 8.

[2]Ibid. , pp. 69, 71.

CHAPTER II

METHODOLOGY

The methodology presented in this study takes issues of interpretation which are common at historic sites and introduces a step by step outline to produce an improved interpretive program. The interpretive guidelines will take generalized knowledge gathered from the literature review and propose new programs which can be applied to critical issues at a specific historic site. While the steps outlined to develop a set of interpretive guidelines are generalized for use at many historic sites, the programs are flexible enough to be site specific.

The steps to improve an interpretive program are simple. These ideas will work for most historic sites because the issues of interpretation are common to many historic sites. First the problem or issue to be studied must be identified. The interpretive program at a historic site may have many problems that need to be addressed, if so the review process should be applied to each issue. Programs at other historic sites dealing with the same issues can be studied and evaluated for their success in solving a similar weakness in the interpretation; this step is an aspect of a review of literature in the field. The

literature review may be augmented by interviews of administrators of other historic sites which have pertinent information on the issue being studied. The staff and administration at the historic site then chooses a course of action which most effectively addresses a particular issue, based on the literature review and information attained from other reliable sources. The next step is to institute a program or begin a project based on this decision. The person or persons responsible for overseeing the program should be identified. The administrators may choose to hire a professional to run the program or assign responsibility for the program to a qualified volunteer or board member. Once the new program is instituted, evaluation of the success of that program in answering the issue being addressed should be undertaken. Changes in the new program which are necessary can then be made.

This formula is an outline of the steps taken to provide new programs which resolve critical issues at a historic site. They are general enough to be followed by any historic site with a successful outcome. The use of Dunsmuir House as a case study illustrates how the steps outlined to improve historic site interpretation can be taken from the realm of abstract theory and tailored to fit a specific interpretive program in concrete ways.

The proposal which outlines a procedure for resolving issues at historic sites is effective because the broader

issues of interpretation are applicable to all historic sites. These are issues of concern for interpretive programs on a national level. Administrators of historic sites are solving these interpretive issues using different methods. The use of successful interpretive practices can be transplanted to other historic sites across the country. Since there is no one proven method of interpretation, administrators should be willing to experiment with new ideas and evaluate the results.

Introduction to the Literature Review

There are many critical issues in the field of interpretation today. Many of these issues were introduced during early preservation efforts at Williamsburg and by the National Park Service in the early 1900s. Both of these organizations required interpretive programs before interpretation was fashionable. The use of interpretation by the National Park Service from 1915 to 1940 as a new kind of public service brought it to the foreground as a means of assisting visitors and accomplishing management goals. Freemen Tilden and William T. Alderson were associated with the National Park Service and were pioneers in the field of interpretation. Their work concentrates on the interpretation of National Parks and some discussion of interpretation at historic sites. The restoration of

Williamsburg gave preservationists the opportunity to put the theories on interpretation into action.

Freeman Tilden began working for the National Park Service in his later years and wrote several books on interpretation. Interpreting Our Heritage was first published in 1957 and has remained a classic work in the field because it summarizes the ideology of interpretation. Tilden wrote on the principles of interpretation and provided a method for the institutionalization of interpretation. Organizations recognized interpretation formally and established interpretive positions, responsibilities, policies, and training programs.[1]

William T. Alderson and Shirley Payne Low wrote one of the most highly acclaimed books in the field of interpretation, Interpretation of Historic Sites, which was published in 1976. The book explores many facets of interpretation as it relates to historic sites. Some of the issues Alderson and Low explored were development of interpretation programs, student education programs, methods of interpretation, exhibits, and principles of interpretation. The authors used specific examples of historic site's interpretive programs to illustrate their points.

Williamsburg was financed in 1926 by John D. Rockefeller Jr. as a restoration and reconstruction project of unparalleled scope. For many years Williamsburg was regarded as the premier interpretive project in the country

and all other historic sites attempted to copy the programs there. Williamsburg capitalized on visitor participation by offering living demonstrations of everyday activities during the colonial period from 1699 to 1780. Williamsburg was considered by many experts in the field to be the first living history museum.[2] As the preservation of historic sites became popular, people sought to challenge the limits of the interpretation presented at Williamsburg. The newer program administrators at historic sites were willing to experiment with different interpretive techniques rather than copy wholesale from a previously existing program.

The literature in the field of interpretation includes books, magazines, journals and first hand experiences of program directors. A large body of work has been published in the field of interpretation by those involved with historic preservation. Much of this work is contained in periodicals and books which are compilations of the works of many authors. The best sources for information on interpretation in periodicals are magazines about history and historic preservation. Two of the most valuable periodicals reviewed were History News and Historic Preservation Magazine.

Today there are many highly acclaimed interpretive programs at historic sites in the United States. Several historic sites with model interpretive programs are reviewed in the chapters of this study on issues of

interpretation. Other historic sites are included in these chapters because of problems and their solutions in interpretive program planning which are common to many historic sites. Some of the historic sites studied were Old Economy Village, Drayton Hall, Woodlawn Plantation, Plimoth Plantation, and Greenfield Village. The study of these historic sites offered valuable insights into problems and solutions found at historic sites everywhere.

The reader will discover from the literature review that interpretation of historic sites includes many aspects of historic preservation besides the guided tour. There are planning concerns such as placement of parking and other modern facilities. There are issues of physical and social access. Specific interpretive issues result from problems of presentation of the site to the public.

Introduction to Dunsmuir House History

The history of Dunsmuir House and Gardens is included in this study in order for the reader to understand the significance of the site and why the decision was made by the City of Oakland to preserve and interpret the estate. The use of this historic site as an educational tool is enhanced by the fact that it is one of only a handful of large estates in the Bay Area which has survived intact to the present day and is open to the public.

The property of Dunsmuir House was originally the home of the Costanoan Indians of Northern California.[3] The land was given to Don Luis Maria Peralta as part of a Mexican Government land grant. The property was known as Rancho San Antonio. The property of Dunsmuir House was deeded to Don Peralta's son Ignacio.[4] In 1856 Ignacio Peralta deeded 525 acres of his parcel to William Souther and Ellis Haines.[5] Haines bought his partners portion of the land and established Souther Farm, named in honor of his old partner.[6] Senator Edward Tompkins purchased the farm from Ellis Haines in 1868. Gilbert Tompkins inherited the land from his fathers estate in 1872.[7] Gilbert Tompkins made Souther Farm famous for his fine horse breeding stock.[8] He sold the farm in 1894 to three gentlemen named Babbitt, Hackett and Payne.[9] Title to the farm changed hands several times until it was deeded to Josephine Wallace in March, 1899.[10]

Josephine Wallace was given the property as a wedding present by Alexander Dunsmuir, son of Robert Dunsmuir the man who developed the Vancouver Island Coal Mines. Alexander and Josephine met and fell in love when Alexander was sent to oversee the familys' business interests in San Francisco in 1878. Josephine was married to Wallace Waller at the time but obtained a divorce within a year. Alexander and Josephine couldn't marry for twenty years because Alexander's mother controlled the family fortune

and disapproved of the fact that Josephine was a divorcee. The couple finally wed in 1899 and Alexander had the mansion built at Souther Farm for his wife Josephine. Alexander died on the honeymoon and Josephine passed away less than a year later. The newly constructed mansion and property was inherited by Josephine's daughter Edna Wallace Hopper.[11] Edna Wallace Hopper sold the property to I. W. Hellman Jr. in January, 1906.[12]

I. W. Hellman Jr. was a prominent San Francisco banker and financier. He was the son of the founder of The Farmers and Merchants Bank in Los Angeles.[13] Three months after the property was purchased, the 1906 earthquake and fire devastated San Francisco. Mr. Hellman moved his family to the safety of the estate which was purchased as a summer residence. Mr. Hellman was responsible for many improvements to the property. The most notable addition was the landscaped gardens designed in consultation with John McLaren, the noteworthy landscape architect of San Francisco's Golden Gate Park.[14] A new water system and electric plant were also installed by the Hellmans. In later years a pool and golf course were added to the estate for the family's pleasure.[15] Mr. Hellman died in 1920, but the estate was held in trust for his wife until her death. The Hellman family used the estate as a summer residence until 1959 when Mrs. Hellman died.[16] The period of ownership by the Hellman family indicates an era of

stability for the property, and a time when the grounds were at the peak of their development. The heirs of the estate sold the property to the City of Oakland in 1961.[17]

The estate lay vacant and unused for ten years until public interest in the property encouraged the City to open the historic site for public enjoyment. The first tentative open houses were so popular that the City decided to open the house to the public on a regular basis. In 1971 the Oakland City Council approved a ten year contract with a non-profit corporation for operation and restoration of the site.[18]

Notes

[1]Gary E. Machlis and Donald R. Field, ed., On Interpretation: Sociology for Interpreters of Natural and Cultural History (Corvallis, Oregon: Oregon State University Press, 1984), p. 2.

[2]Michael Olmert, "The New, No-Frills Williamsburg," Historic Preservation 37 (October 1985): 27.

[3]Lois Rather, Dunsmuir House (Oakland, California: Rather Press, 1982), p. 30.

[4]Thompson and West Publishers, Oakland California, Official and Historical Atlas Map of Alameda County, (Fresno: Valley Publishers, 1878), p. 19.

[5]Rather, Dunsmuir House, p. 31.

[6]Alameda County Courthouse, Recorder's Office, Deed Book E, pp. 647-649.

[7]Alameda County Courthouse, Recorder's Office, Deed Book 29, p. 176.

[8]Oakland Public Library, Oakland History Room, Vertical File: Oakland Parks: Hellman Estate "History of Dunsmuir House," Oakland Tribune, The Knave, March 24, 1963.

[9]Alameda County Courthouse, Recorder's Office, Deed Book 539, p. 314.

[10]Ibid., Deed Book 679, pp. 192-194, Deed Book 630, p. 280.

[11]Rather, Dunsmuir House, p. 32.

[12]Alameda County Courthouse, Recorder's Office, Deed Book 1127, p. 68.

[13]Bailey Millard, History of the San Francisco Bay Region, 3 vols. (Chicago, San Francisco, New York: The American Historical Society, Inc. 1924), 3:65-66.

[14]Oakland Public Library, Oakland History Room, Vertical File: Oakland Parks: Hellman Estate, The McLaren Gardens, Oral History of I. W. Hellman III.

[15]Rather, Dunsmuir House, p. 50.

[16]Ibid.

[17]Ibid. , p. 60.

[18]Oakland Public Library, Oakland History Room, Vertical File: Oakland Parks: Hellman Estate, "House May Soon Be Closed Permanently to the Public," Oakland Times, August 17, 1971; Glimpse Magazine, "East Bay Civic Leaders Saved Dunmuir House," June 1972, p. 23.

CHAPTER III

ISSUES OF SITE INTERPRETATION

Issues of site interpretation are concerned directly with the presentation of the site to the public. The handling of these issues influence the quality of the experience the visitor has. Site interpretation covers what the visitor experiences on the guided tour, and how the interpreters present the information. The issues to be explored include the type of interpretation offered; whether it is first or third person and whether it is limited to a particular moment in time. There are also interpreter training questions, such as the use of student docents, student education programs and whether to use costumes. Issues included under site interpretation are concerned with the presentation of the site as it relates to the tour. This section includes questions about the type of exhibits and interpretive devices utilized, the furnishing plan and the development of living history programs. The issues reviewed in this chapter determine the accuracy of the interpretive presentation at the historic site.

Interpreter Training

The interpreter is often the most important link between the historic resource and the visitor. An understanding of the purpose of the historic site is directly related to how good a presentation the interpreter gives. Many administrators of historic sites use volunteer docents to give the guided tours. A good interpretive project has a formally structured training program based on scholarly research. The docent training should include lectures, discussions, seminars, tests and field trips to other historic sites. It is imperative for training to include demonstrations of the type of interpretation the volunteer is being asked to provide. Interpreters should know exactly what route to follow, be given sample tours, room descriptions, and library materials which enable them to express the desired message.[1]

The docent training program is based on research. To supplement the factual information there is a series of lectures giving information on social customs, costumes, area history and other pertinent material. Experts in these related fields should be invited to share their research with the docent program. Other material in the training program includes rules and regulations, minimum docent standards, emergency training, first aid and security procedures. A list of staff phone numbers and

notecards containing the answers to frequently asked questions are also helpful. Field trips to other historic sites bring new ideas to the interpretive training program.

The testing of the docents knowledge about the site is a prerequisite to becoming a tour guide. The job of docents is treated as any other job; the applicants are interviewed, told about the program, and given responsibilities. No group or individual should join a docent program without this clear ground rule: Those who do not measure up will be asked to change responsibilities or resign.[2] A common problem of docent tours is myth-making, or repetition of incorrect information.[3] Docents recruited prior to a formal training program often have misconceptions about the building and its furnishings.

A common pitfall of interpretive programs is not informing volunteer docents of new exhibits and procedures. A bulletin board or newsletter can help take care of this problem. An acknowledgement of the docents' contribution to the site is also necessary. Docents should have their own room or area to relax between tours. Procedures for basic tasks, such as ticket collecting and opening the house should be well understood by all docents.

Interpreter Training at Dunsmuir House

Docent training at Dunsmuir House has been loosely organized until recently. There were no specific training

sessions, thus misinformation was passed from one docent to another. There is presently no system for review of docents or the quality and accuracy of their presentation. An evaluation system is essential to monitor how effectively the interpreters convey the message to the visitors and how well they have mastered the historical material. The docent program manager needs to recruit more volunteers, and the volunteers must have organized tasks to complete. Interpreter training is a critical part of any historic site's master plan. The quality of the interpretive presentation will gauge whether the desired message is successfully delivered to the visiting public or lost. The newly instituted docent training program at Dunsmuir House should help these problems as long as there is a meaningful evaluation process. Misconceptions may be passed from one docent to another for years before they are finally corrected. At Dunsmuir House there is a family portrait of I. W. Hellman Jr. and his two sisters as children. The tour identified the portrait as the children of I. W. Hellman Jr., who had three boys and a girl. Not only was the interpretation one generation off, but the sex of one of the children had to be changed to fit the incorrect tour information. This myth became a fact in the docent's presentation; changed only after a Hellman relative pointed out the error. This type of mistake is common at historic sites and can only be dispelled with research.

Once the training program is fully operational other decisions must be made concerning the interpretive presentation. Should the docents wear costumes, and if so how can authenticity be assured? What are the best interpretive methods to convey the desired message to the visiting public? Should the interpretation revolve around a particular point in time which is significant, or should the whole history of the estate be presented to show changes through time? Will the guided tour be given from a first person or third person perspective? These and other difficult issues must be resolved by the administrative and interpretive staff.

Restoration to a Point in Time

One of the crucial questions in an interpretive program is whether to restore the building and property to a specific "moment in time," or attempt to illustrate the "layers of history." Either resolution has advantages and disadvantages. A "point in time" type of interpretation gives a specific time frame in which to anchor the restoration. A specific time frame makes a restoration and development of the interpretive program easier, but tends to leave out significant additions or alterations which are in themselves historic. A "point in time" philosophy can imply demolition of all structures constructed after the cut-off date. Demolition is not the goal of preservation.

Historic sites and buildings evolve as the property owners change their taste to conform to the stylistic preferences of the time period. In view of this, a "point in time" philosophy is an unrealistic interpretation. Interpretation of a site may decide to concentrate on a significant historic period which exemplifies the peak of the property's development, rather than a moment in time.

Drayton Hall is an excellent example of how this problem can affect interpretation. The interpretation at Drayton Hall is centered around the Colonial era.[4] Soon the National Trust members discovered certain features which were out of context with the Colonial time period of the early 1700s. Several Victorian elements; a garden mound, a cottage and an early 20th century balustrade, remained from this later time period. Some members felt that these elements should be removed since they were not in keeping with the interpretation of the site during the Colonial time period. Other members pointed out that the architecture was important and the historic changes incorporated at the site were valid.[5] A task force of specialists from outside the National Trust studied the dilemma and decided to respect all that had survived with the house. The task force stated, "Almost any alteration to Drayton Hall's structures or grounds, apart from what is necessary to preserve them, could diminish or destroy

potentially meaningful aspects of the history and character of this extraordinary resource."[6]

Directors of historic sites who attempt a "point in time" restoration must be conscious of what this decision implies. The destruction of potentially significant elements, even though out of the significant time period, can never be reversed. People do not live in a frozen moment in time and neither do buildings. Alterations and additions reflect the changing tastes of the owners and the society they lived in. These alterations can tell as significant a story as the original structure.

Restoration to a "Point in Time" at Dunsmuir House

The staff and administration at Dunsmuir House must decide whether to restore the estate to a specific "point in time" or not. This is a controversial issue among preservationists. Restoration to a point in time implies the destruction of all material culture which was constructed after the cut-off date. In many cases this removes potentially significant learning devices from the focus of the interpretation. An alternative view uses materials from all historic periods which the site represents to convey a sense of the progression of culture. Dunsmuir House is caught in the middle of this controversy. The idea is to recreate a period in time when Dunsmuir

House was at the peak of its development. Rather than pick a specific date, a "period of time" was chosen to recreate. The period of time chosen was 1906 to 1920, the years between when the Hellmans purchased the property, and the death of I. W. Hellman Jr. in 1920. The decision to choose a "period of time" not a "point in time" has worked for Dunsmuir House. The number of years within the chosen period gives the staff more leeway when planning the interpretive presentation. They can focus on significant historic events which occurred during that period of time, and show how these events would affect the residents of the property. The grounds have not been altered to recreate the time period of 1906 to 1920. Dunsmuir House administration does not view the time period as written in stone, but merely as a guideline for interpretation.

First or Third Person Presentation

First or third person presentation of the site significantly affects the visitor experience. A first person presentation allows visitors to feel as though they are actually eavesdropping on history. A first person narrative conveys the historic period in a more direct manner; and encourages more demonstrations and participatory activities. Unfortunately, a first person interpretation can easily become a Disney-like experience. Living

History Farms often use first person interpretation as a part of the experience.

The third person presentation includes more information than a first person presentation, and less direct participation of the interpretive staff and the visitor. The docent guides the tour, but does not demonstrate any period handicrafts. There is less opportunity for participatory activities on a guided tour. Third person interpretation is used for guided tours when there is not a living history presentation.

An alternative type of first person presentation is the incorporation of dramatic vignettes on the guided tour. The dramatic presentation need not be site specific. The drama may present important issues of the era without introducing people specifically related to the site. A vignette can show typical lifestyles of historic periods. Dramatic presentations guarantee greater empathy and retention of historic information than the regular guided tour.[7] Dramatic vignettes can illuminate important issues of a particular time period for the site visitor. A drama project requires a great deal of research and the hiring of professional talent and directors.[8]

Third Person Interpretation at Dunsmuir House

The administration at Dunsmuir House has chosen to use a third person perspective on the guided tour of the

mansion. The use of the third person interpretation allows the docents at Dunsmuir House to present the mansion and its furnishings in a general manner. The advantage of third person interpretation at Dunsmuir House is that it allows the docents to give a complete history of the owners of the property and furnishings, but only a glimpse of the lifestyle encountered on an estate of this type.

Student Docents

Administrators of historic sites are often faced with the problem of limited volunteer availability to help with special events and site maintenance. The recruitment of student docents is an issue of site interpretation because of the invaluable assistance offered by young volunteers. Trained student docents are as well qualified to present the guided tour of a historic site as regular docents. A good interpretive program effectively utilizes all potential sources of volunteer staffing, and student docents are an excellent source for recruiting new volunteers.

An overlooked source of volunteers to aid in site programs is high school age students. Youth is one of the country's greatest resources; they are a vast reservoir of talent and enthusiasm that can be tapped by the historic preservation field.[9] Student docents enable staff at a historic site to complete tasks which are shelved because

of a lack of volunteers. The training program treats the teenagers as adults, and contains the same information that adult docents are expected to know. A student docent program does not cost much in monetary terms. It requires a commitment of time by the staff members responsible for it. Young people want to work with people they see frequently and with whom they have established a rapport.[10] Teenagers have a different viewpoint on life and history; recruiting student docents brings fresh new ideas to the site and its interpretation. Involvement in a historic site at an early age encourages future voters with a sympathetic view of preservation. They also begin to appreciate the significance of museums as community resources.[11]

Old Economy Village in Pennsylvania, has a TAD (teenage docent) program which began in 1972, and was resuscitated in 1978; with the help of a grant from the National Endowment for the Humanities. The youth project program trains teenagers as interpreters and craft demonstrators. Each spring and fall the Village offers and publicizes classes for young volunteers. Old Economy issues press releases and contacts local schools, scouts and other youth organizations.[12] Each fall the staff conducts student training sessions which focus on the history of the Harmony Society. Teenagers study major characters in the society, investigate architectural features of the buildings, and examine the museum's collections. Role-playing is also

incorporated into the training sessions.[13] Staff members comment on the TAD's performance, "At Old Economy Village we stumbled across a group of volunteers who proved to be the most innovative and helpful bunch of people who ever set foot on the village grounds. Freed from staffing problems because of the group's hard work, we have established programs knowing the volunteers would operate them."[14]

Programs for TAD's are not condensed versions of the adult training program; they contain identical information and requirements.[15] The English colony and historic village of Rugby, Tennessee had a problem with romanticized accounts of the colonists which clouded over significant facts. The young guides, anxious to give a clear interpretation of the colony, were frequently the first to shoot holes in the stories.[16] The director of the Rugby youth program suggests that the main objective of the program is, ". . . To give young people a full stake in your historic sites and your common heritage . . . Take a few responsible youth into full participation on your regular board. Give your younger guides some burden of responsibility in preparing their own presentations. Suggest source materials and let them do their own research. Then have some sessions where you all get together and debate what you and they think are the important things about your site."[17]

Student Docents at Dunsmuir House

There is currently no use of student docent programs at Dunsmuir House. The administration of Dunsmuir House frequently has staffing problems, especially during special events. Institution of a student docent program would not only add extra staff to fulfill the needs of the site, it would also aid in the labor needed to add new programs to the interpretive program at the historic site.

Student Education Programs

The use of historic sites as an educational tool for school-age youth is one of their greatest potentials.[18] The challenge is to help young flexible minds understand and develop an appreciation for the past. The opportunity is to make these children a positive factor in encouraging greater visitation to the site and in providing future support for the historic preservation movement when they become voting adults.[19] Barnes Riznik, Director of Education at Old Sturbridge Village maintains that children learn more about life in the past at a historic site.[20] Research indicates that a well planned school visit can result in a significantly higher degree of learning than occurs in the classroom.[21] Students have a higher degree of retention at a historic site because the knowledge gained is through first-hand experience. The use of

artifacts and primary materials give students a feeling of participation in the learning process.

Several student education programs exist at historic sites throughout the country. While the specific programs differ from one site to the next; there are procedures which all successful student education programs follow. The first step in implementing a student tour project is a study of the local school curriculum.[22] Historic themes are introduced into the curriculum at different age levels. A representative of a historic site can request a teaching plan for each grade level and tailor their presentation accordingly.

Another aid in developing school programs is the theory of cognitive development formulated by Jean Piaget, a Swiss psychologist. Piaget's theory states that all children pass through four stages of mental development: the sensori-motor stage from birth to two years old, the preoperational stage from two to seven years old, the concrete operational stage from seven to eleven years old and the formal operational stage from eleven years old to adulthood. Children in each of these stages have certain characteristics that education programs can take into account.[23]

The education program at Old Economy Village is based on Piaget's stages of development. In the preoperational stage children can take into account more than one quality

of an object at a time. Their thought and speech patterns are egocentric. The best learning method in this stage is through activity and direct participation. The kindergarten program at Old Economy centers around an old fashioned Christmas. Children can relate this experience to their own past Christmases. The holiday setting excites children and makes them want to participate. By making the visit fun, the staff encourages positive feelings about the site.[24] The first grade program features visits to a pioneer schoolroom, house and garden; with a special emphasis on childrens activities at these sites. The children then try to think of ways their experiences are similar to or different from those of children in the 1830s. Both programs require participation to allow for learning by doing.[25]

In the concrete operational stage children can manipulate and reason about objects in their presence and about objects they have encountered in the past, but they cannot deal with abstract thoughts or concepts. Second and third graders participate in classroom activities, such as making dyes and weaving paper, prior to visiting the site. At Old Economy Village they are introduced to the concept of manufacturing. The staff demonstrates shearing sheep, carding, spinning and weaving. The assignment is to look for different jobs at the historic site. The fourth, fifth, and sixth graders dip candles in the classroom and then visit

the museum to explore the problem of lighting in a nineteenth-century community. At the museum they encounter grease lamps, kerosene lamps, the use of flint and candles. These tours geared to children in the concrete operational stage require initial activity in the classroom followed by a visit to the museum where they see the activities performed in a nineteenth century context. By using direct preliminary participation in coordination with the visit to the historic site, children at this stage can relate their past experiences to what they see at the site.[26]

The formal operational stage of development initiates the ability to deal in abstractions. Children can think and hypothesize about matters with which they have had no direct experience. Children at this age need plenty of opportunity to express themselves in order to give them practice in exploring concepts and abstract ideas. One tour for seventh through eleventh graders focuses on the philosophy of the Harmony Society, a religious group that lived in the village.[27] Another program for this age group uses the Harmony Society's manufactured furnishings to explore cultural influences on the decorative arts. Student tours for this age group do not require the use of tangible artifacts or demonstrations for comprehension of ideas. These grade levels can understand the history of the village in abstract terms.[28]

The National Trust for Historic Preservation has implemented a student activities program at Woodlawn Plantation, a property in Virginia. Prior to the tour the classrooms are given a pre-visit orientation. The orientation may be a slide show, lecture by a staff member or an educational packet. The students are given specific objects to look for on the tour. The orientation demonstrates the use of household objects on display at the site. Family activities in the different rooms of the mansion are also described. After the guided tour teachers are given post-visit packets of materials for classroom use, including tests or review sheets and vocabulary lists.[29]

The seventh grade tour at Woodlawn Plantation features the architecture of the mansion and research techniques used by historians, especially as they apply to restoration. Prior to the visit the class is provided with a bulletin board display titled, "Great Mansions of Virginia." The display is composed of postcard pictures of Woodlawn and other significant local properties. During the orientation lecture the students study Georgian architecture, including a discussion of the classroom display. Research of documents, archaeology, and the study of architectural evidence is explained. Examples of restoration projects at Woodlawn and other historic sites are reviewed. Following the tour students are provided

with materials on preservation and beautification for classroom discussion. They also receive copies of a letter written by a visitor to Woodlawn in 1817. The students are encouraged to read the letter and glean any information about Woodlawn and patterns of living by the Lewis family. Teachers are given a key to the letter as a discussion guide.[30]

In each of these programs the guided tour and experience on the site is supplemented by educational materials before and after the visit. A specific topic is chosen as the tour objective. Orientation packets prepare the students for the on-site experience. The activities at the site are planned to direct the students toward an understanding of the desired objective. Follow-up materials are provided to reinforce the concepts learned on the guided tour. Participatory activities, demonstrations and role-playing serve to reinforce, in a concrete way, the primary goals of the site.

Student Education at Dunsmuir House

Dunsmuir House currently has no special program for school age children. School groups comprise a large percentage of the Dunsmuir House visiting public and yet remain virtually ignored as a segment of the visitor population. A new student education program geared specially to children would be an excellent addition to the

interpretation of any historic site and at Dunsmuir House. A student education program requires some knowledge of the local school curriculum to introduce concepts at an appropriate age for the visiting school children. The education program would convey a feeling for past life traditions by tailoring the presentation to the learning capabilities of each age group. Dunsmuir House has the ability to develop a model program in historic site interpretation for school-age children.

Living History Farms

On living history farms men and women work as they once did during a specific time in the past using tools and equipment like those once used. They raise the same type of livestock and plant stock as people did during the specified era. The operations are carried on in the presence of visitors.[31] Living history farms present a holistic interpretation of the preservation philosophy. They strive toward a preservation of material and non-material culture in context and in process. Living history farms also play a significant role in preserving genetically diverse plant materials.[32] These farms provide experiential modes of discovering what life in the past was like; knowing directly through sight, sound, smell, touch and taste.

Living historical farms trace their origins to the European open-air museums. In 1891 Arthur Hazelius set up the first open-air museum, Skansen in Stockholm, to preserve the farm buildings and folk traditions that were rapidly disappearing in Sweden under the pressures of emigration and industrialization. Skansen and other open-air museums that followed are a by-product of late nineteenth century romanticism. In the United States the preservation of farms as museums began as an outgrowth of village restorations like Colonial Williamsburg and Old Sturbridge Village. In 1945 Herbert Kellar, curator of the McCormick Library in Chicago, proposed the idea of creating "living" farm museums. Seven years later Old Strubridge Village opened the Pliny Freeman Farm as a working re-creation of an 1820 New England farmstead. By the mid 1970s there were more than 50 living historical farms in the United States and Canada.[33]

Living history farms emphasize a stewardship of the land and document a significant American tradition which is slowly dying. It is not a coincidence that the number of living history farms has increased while the number of farmers in the nation has steadily decreased. Sometime around 1885 farmers became a minority among all types of American workers. By 1920 the United States Census reported that most Americans no longer lived on farms or in rural villages.[34] It is a popular notion that with the

declining number of family owned farm operations went a loss in the "national character" of virtues commonly attributed to country people. Deeply devoted to family, to the land, to hard work and to abiding the law; tillers of the soil are seen as the truest source of American ideals.[35]

A living history farm selects a specific time period, which dictates all other operations on the farm. This is the biggest single decision of the project. The time period will define the kind of agriculture, the type and number of buildings, and the types of antiques and furnishings. Living history farms emphasize the inter-relationship of people and their environment. Activity on a living history farm recreates the feeling of a family farm. Some living history projects have live-in programs for the interested visitor, while others use interpreters to carry on the daily farm activities in view of the public. Living history farms help preserve work processes and rural customs associated with American agricultural history.

Living history farms have different themes across the country. The various themes are intricately tied to the landscape where they take place. Living history farms portray themes which are historically significant to the area in which they are located. Plimoth Plantation in Massachusetts shows how the Pilgrims used the Indian technique of raising maize, beans and pumpkins together so

that the corn provided a pole for the beans, and the pumpkin foliage kept the weeds down. Conner Prairie Settlement illustrates Indiana frontiersmen clearing the land and breaking the prairie sod. The Gibbs farm in Minnesota depicts truck farming as it developed in the 1870s to supply vegetables for St. Paul.[36] The Georgia Agrirama in Tifton describes the reorganization of the Southern farm after the Civil War. Plantations using slave labor were replaced by small farms using family labor. The Agrirama's historical theme aims to tell how crop diversification and family farms helped form the origins of the New South.[37] Living History Farms in Des Moines, Iowa tells the story of the rich soil and rewarding farm life encountered by the settlers in that area. The Ronald Jensen Living Historical Farm in Logan, Utah is a re-creation of the Mormon farmers' struggle with the environment, set in about 1890. For the Mormons, struggling to make a desert environment productive, water was the key to farming. Gradually the Mormons introduced drought-resistant crops and developed effective moisture conservation techniques.[38]

Each of these museums has a particular story to tell. The critical limits set by weather and soil, the way the land was used and the wealth of the people who made their living from farming created different circumstances in rural life across the country. These museums also have

features in common. First, they are all working farms which depict actual farming methods employed in the area. Second, these museums aim to be fairly accurate historical re-creations. Finally, these museums are living portrayals of past cultural traditions. Biological change and rethinking of past thoughts are taking place. These living history farms are protected in a type of institution that theoretically expects a perpetual existence. By putting the spirit of the family farm into a museum an essential part of America's rural heritage is preserved for this generation and those to come long afterward.[39]

Living History at Dunsmuir House

The administration at Dunsmuir House has not instituted a living history program on the property. There have been experiments in living history such as the use of actors to present dramatic vignettes containing information about historical events of the time period. There have also been antique cars and carriages on the property for public viewing during certain special events. Dunsmuir House would be an excellent choice for a living history program. There is room to set up demonstrations and the outbuildings remain to reenact agricultural practices at the site.

Exhibits and Interpretive Devices

Exhibits and other interpretive devices are an excellent supplement to the basic interpretive program. A good exhibit illustrates the background history of the site and may document the restoration process. Audience interest is encouraged more by exhibits with dramatic or animated presentations such as movies and recorded sound rather than by the traditional media presentations such as mounted photos and text. Special exhibits may be developed with certain groups in mind such as students or handicapped visitors. An exhibit requires planning, research and good design.

Displays can be placed in a visitor center, outbuilding, or within the house. Lighting and other modern intrusions are a concern if the exhibit is placed within a historic structure.[40] A permanent exhibit requires a dry environment safe from weather and other elements. Exhibits vary according to the needs of the site. One type of exhibit is poster boards with historic photos and a detailed history of the site. Another type of exhibit includes a display of artifacts and primary materials connected to the site. This type of exhibit requires a decision on the type of display case to use for protection of these items. A third type of exhibit is a participatory type of display. Living history farms

generally have a display of farm tools and other hardware which may be touched and used by the visitor. A display of three-dimensional models of the site may be incorporated for the blind and partially sighted visitor. A portable display can be developed as a promotional device to send out to schools, interested organizations, or for use at preservation conferences.

Interpretive devices include signs, markers, brochures and other published materials, audio and audio-visual presentations, and botanical guide books. Interpretive signs and markers within an estate should reflect the character of the site. They are best kept to an efficient minimum; each must be an anachronism and an underminer of illusion.[41] Interpretive signs and museum labels are usually read by people who are standing up; they should be brief and to the point, using commonly understood language.[42]

Brochures, books and other publications must be historically accurate as well as attractive. The brochure is an important interpretive device for historic sites to utilize. A brochure summarizes the historical information presented in the guided tour for the visitor. Brochures are excellent for promotion of a historic site. Visitors take brochures home and use them as a visual aid to tell their friends of the experience at the site. Brochures should be free of charge. To aid in publicity and fund-

raising a more extensive publication may be sold in the gift shop. This book should include color photos, historic views and more information about the site than the free brochure.

Audio and audio-visual presentations are an excellent source of inexpensive promotion. Grant funding can easily be obtained to produce a slide show or oral history tape. A more comprehensive program may include a video production or filmstrip. If an audio or audio-visual program is implemented there are concerns about equipment maintenance to be addressed.[43] An audio-visual program which is constantly breaking down is worse than no audio-visual program at all. This type of interpretive device is supplemental to the interpretive program. The positive contribution of an audio-visual program is the ability to send it out to schools, clubs and other interested organizations as a promotional or orientation device.

The botanical guide or nature trail is another type of interpretive device for sites with significant landscape patterns. A detailed horticultural survey precedes the botanical guide. The guide includes maps of the site, and common and scientific names of plants for easy identification. The development and maintenance of nature trails allows for nature study and exploration of different habitats. Nature trails may also incorporate significant views of the property from higher elevations.

Exhibits at Dunsmuir House

Exhibits at a historic site can serve several purposes. They can encourage involvement in Historic Preservation, provide orientation for visitors to the site and educate the public about the significance of the site and why it was preserved. Exhibits also help control the flow of traffic at the site. A static exhibit will not do much to interest children and may seem unimportant to the adult visitors. A hands-on or dynamic exhibit which allows for audience participation will elicit a much greater response from the viewing public and have a greater impact. The exhibits at Dunsmuir House are static and unexciting. One problem is that there is no permanent exhibit, the exhibit moves to different outbuildings or is placed in storage, only to be dusted off and hung up for the special events. The traditional display explains the history of the property in an uninteresting manner. There is no sense of discovery, no explanation of why the site has been preserved. The history committee, which provides historical material for the exhibits and interpretation, has no storage area for the research information and historic photos gathered. Therefore much of the research completed over the years has been lost and so the detective work has been repeated over and over again. This duplication of research work is a problem which requires a resolution so

that other important projects can be begun. An exciting exhibit encompassing the entire history of Dunsmuir House might require professional assistance, or at the very least, a dedicated and talented group of volunteers.

Costumes

Many historic sites find that there is a heightened sense of realism if interpretation is done by people attired in period dress. Costumed guides look as if they belong in the setting, and make the setting look right for its period. Costumes bring a site to life. Costumes also set interpreters apart from visitors, so it helps with security and enforcement by clearly denoting a member of the staff.[44]

Most historic buildings and their treatment, furnishings, and interiors are as true to period as scholarship can make them. Yet costume for the human portion of the restoration is seldom accorded equal treatment. Period costume is treated as a frivolous concern, suffering from a real lack of serious research.[45] Anachronisms in period costumes are all too common. Modern jewelry, glasses, and shoes can ruin even thoroughly researched period dress. Costumes present particular difficulties because of the human element.

The use of original costumes is not an acceptable practice. Even one wearing destroys original material, and

they are usually incorrectly presented and worn. Many such "costumes" are pieced together; some are of mixed periods, and some have modern fabric additions applied in unorthodox ways.[46] Costumes often misrepresent the period by adding items from the wrong time period. Visitors to the site expect authenticity, an incorrect period costume will leave the visitor with misconceptions about the era being presented.

Costumes at Dunsmuir House

The docent staff at Dunsmuir House do use costumes in their interpretive presentation. These costumes represent various time periods of ownership at the historic site, and are usually handmade by the docents. There are no guidelines imposed by the administration or docent training program addressing the authenticity of these costumes. The costumes therefore are not correct representations of the time periods they wish to illustrate.

Furnishings

Furnishing a historic house begins with the furnishing plan. If no original pieces are available the administration may choose to furnish with furniture of the same time period. Furnishing, as with other aspects of interpretation, requires research. Rooms have different uses in different time periods. Furnishings are placed in

different patterns according to these uses. A furniture inventory will aid both administration and tour guides in presenting a clear, concise interpretation of the various rooms in the house. Interpreters should know which pieces of furniture are original to the house and which are donations from other individuals.

Research in photo records, wills and inventories are the best sources of information concerning the contents of the house in the past.[47] Photographs show the placement and use of furniture in the different rooms. The purpose of a room must be kept in mind when deciding on furnishings. Is the room arranged for utility and convenience; or is it a show room, opened only for the most prestigious visitors? How do servants quarters differ from those of family members? A well documented furnishing plan will avoid the application of twentieth century misconceptions to historic interiors.[48]

The furnishing plan of a historic house is dynamic. A collection is never complete as there are new donations and additions to the furniture. A touch of life may be added by incorporating fresh-cut flowers or fruit arrangements.[49] The furniture inventory must be kept up to date and include all donations and acquisitions.

Furnishings at Dunsmuir House

The furnishings at Dunsmuir House include some pieces which belonged to the various owners of the property. The majority of the furnishings are authentic period pieces which are appropriate to the interpretation, but did not belong to residents of the mansion. There is ample photographic documentation of furnishings for both the Dunsmuir and Hellman periods of ownership. Some of the original furnishings include tables and sofa in the library, and the Hellman master bedroom set upstairs.

Building Uses

Historic site administrators must make decisions on the best usage of outbuildings if any exist. The most desirable use of buildings for interpretive purposes is the historic use, but this is not always possible. There are needs for the interpretive presentation at the site which may preclude using a building for its original function. Space is often required for exhibits, office space, storage and other historic site administration needs.

Building Uses at Dunsmuir House

The buildings and outbuildings on the property have various functions depending on what holiday or special event is being presented. On a typical day with no special

event, Dinkelspiel House is used as the administrative offices for the city and corporation. The tennis courts are covered and are used for foods and crafts only at Christmas. The play house is in disrepair and is hidden from view. The mansion has three floors open for tours; the first and second levels and the basement. The swimming pool and bathhouse are unsafe and therefore off limits to the public. Located over a creek is an old refrigerator house which is in disrepair and used for storage. The poultry house is still standing but in disrepair. The Dairy Barn is sometimes used for historical exhibits and/or gift shop purposes. The Carriage House is used for a catering kitchen and as a restaurant for the Christmas Show. There is a shed across from the Carriage House used to sell flowers and gifts. Next to the Carriage House stand the stables and a coal shed which are not currently used. The gatehouse which burned down, stood across the driveway from the Carriage House.

Notes

[1]Mary Claire Bradshaw, "Volunteer Docent Programs: A Pragmatic Approach to Museum Interpretation," History News Technical Leaflet 28 (August 1973): 179.

[2]Ibid., p. 177.

[3]Ibid., p. 179.

[4]Gerald George, "The Great Drayton Hall Debate," History News 39 (January 1984): 7.

[5]Ibid., p. 10.

[6]Ibid., p. 12.

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[13]Ibid., p. 32.

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[16]Brian Stagg, "Getting Young People Involved," Historic Preservation 24 (April-June 1972): 18.

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[22]Shenkir, "Student Activities at National Trust Properties," p. 29.

[23]Candace Floyd, "Education at Old Economy: Programs Children Can Understand," History News 35 (March 1980): 12.

[24]Ibid.

[25]Ibid.

[26]Ibid., p. 13.

[27]Ibid.

[28]Ibid., p. 14.

[29]Shenkir, "Student Activities at National Trust Properties," p. 29.

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[31]John T. Schlebecker and Gale E. Peterson, "Living Historical Farms Handbook" (Washington D.C.: Smithsonian Institution Press, 1972), p. 1.

[32]Darwin P. Kelsey, "Harvests of History," Historic Preservation 28 (July-September 1976): 22.

[33]Terry Sharrer, "Hitching History to the Plow," Historic Preservation 32 (November-December 1980): 44.

[34]Ibid., p. 45.

[35]Ibid., p. 46.

[36]Ibid., p. 45.

[37]Ibid., p. 46.

[38]Ibid., pp. 47-48.

[39]Ibid., p. 49.

[40]Alderson and Low, Interpretation of Historic Sites, p. 63.

[41]Elizabeth Beazley, "Houses on Parade: Some Problems of Exterior Design and Detail," Architectural Review 147 (June 1970): 416.

[42]Freeman Tilden, Interpreting Our Heritage: Principles and Practices For Visitor Services in Parks, Museums and Historic Places (New York: Van Rees Press, 1957), p. 63.

[43]Alderson and Low, Interpretation of Historic Sites, p. 63.

[44]Ibid., p. 35.

[45]Joan Severa, "Authentic Costuming for Historic Site Guides," History News Technical Leaflet, 34 (March 1979): 71.

[46]Ibid., p. 72.

[47]Nina Fletcher Little, "An Approach to Furnishing," Antiques 70 (July 1956): 45.

[48]Ibid.

[49]Horace Hotchkiss, "Historic House Museums, Museum Villages and Public Education," Society of Architectural Historians Journal 34 (December 1975): 294.

CHAPTER IV

ISSUES OF PHYSICAL CHARACTERISTICS

Issues of physical characteristics of historic sites are concrete planning obstacles. These are characteristics which can be seen, touched or present physical barriers for the visiting public. Issues of physical characteristics are also concerned with the technical problems of the site, not the specifics of interpretive procedures. Many of the issues of physical characteristics represent questions which arise from the intrusion of modern day requirements on the historic site.

One issue of physical characteristics at a historic site is the placement of parking lots so that the presence of automobiles does not disturb the historic integrity of the site. Another issue of physical characteristics is the use of modern facilities at the site such as heating and plumbing. The installation of modern facilities is often required for the safety of the visitor. The challenge is to address the safety and comfort of the public without damaging the historic fabric of the buildings and landscape at the site. Historic sites often have physical attributes which present barriers to access for handicapped persons. Federal statutes mandate equal access for the disabled at

historic properties. Administrators of historic sites must achieve accessibility for the disabled with a minimum of structural alterations to the buildings or landscape.

Circulation systems, carrying capacity and the use of barriers also represent issues of physical characteristics. Circulation systems are the paths which direct the flow of visitor traffic on the site. Circulation systems are important for distributing people equally throughout the site so no one area becomes overcrowded. An issue which is directly related to the circulation system is the carrying capacity of the site. Carrying capacity is the number of people which may use the site at one time without damaging the overall visitor experience. Another issue of physical characteristics is the use of barriers to regulate the flow of traffic and ensure collection security. Barriers can limit the view of visitors and create a negative visitor experience.

Issues of physical characteristics are specific problems which can be studied and solved in ways which allow for the least amount of modern intrusions on the site. Good planning of the placement of modern facilities allows for greater visitor enjoyment of the interpretive presentation.

Parking

Automobiles are one of the predominant modern intrusions on a historic site. The circulation of traffic and placement of parking lots is a major concern for historic sites. Parking and automobile circulation are problems of exterior design and detail. Parking lots are visually the largest single design element in the landscape, and often the last to be considered. It is essential to get the parking lot out of sight of what the visitor has come to enjoy.[1] Parking lots should be located at a distance from the site, and if possible screened by trees. Trams may be used for transportation from the lot to the site if the distance is too great. Spaces must also be provided for groups arriving by bus. If possible, parking should not infringe on the neighbors on-street parking unless prior arrangements with them have been made. Automobiles should not, under any circumstances circulate within the historic site itself; unless they are vintage autos there for a special event. Another parking problem is the number of available spaces for docents and others working on the property. Estimates of the largest expected crowds will aid in determining the number of parking spaces necessary. A site may arrange to use the lots of neighboring businesses which are closed weekends for overflow parking.

Parking at Dunsmuir House

The issue of parking at Dunsmuir House is resolved by using street parking outside of the site at the main entrance and parking spaces outside of the secondary entrance at the southern end of the property. There are also a limited number of parking spaces outside of Dinkelspiel House, which is on the property. There is a driveway into the historic site which leads to areas around the mansion which are used for parking by the administration and staff on days when the public is not at the site. During special events carriages or trams have been used to ferry visitors from the main entrance and secondary entrance to the mansion.

Handicapped Access

Handicapped access to historic sites is a very important issue of physical characteristics. Equal access for the handicapped is a federal mandate. The law states that, "No otherwise qualified handicapped individual shall, by reason of his (or her) handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program receiving federal financial assistance." Section 504 pl. 93-112, 29, U.S.C.[2] The Advisory Council on Historic Preservation has addressed Section 504 as it relates to historic properties in the

following way: "In the case of historic properties, program accessibility shall mean that when programs are viewed in their entirety, they are accessible to and usable by handicapped persons. A recipient of federal assistance is not required to make building alterations or structural changes to historic properties where other methods are effective in achieving accessibility."[3] In some cases study of this problem will emphasize program development rather than architectural modification. This is because many obstacles to handicapped access are attitudinal rather than physical. There is a conflict between handicapped access and the structural integrity of historic sites. How much structural change is required in order to ensure equal access to the disabled? Will the structural changes damage the integrity of the site? Since the greatest difficulty encountered by the handicapped is individual and collective attitudes, major architectural revisions often prove unnecessary. What is required is increased staff awareness and interpreter training about obstacles encountered by the disabled.[4]

There are basic steps to follow when developing program access for the handicapped. These steps are:

1. Development of a comprehensive plan.

2. Appointment of one person to be responsible for the project.

3. Creation of a committee of site personnel to evaluate present accessibility and establish institutional goals.

4. Appointment of a consumer advisory council to represent various types of handicapped people, and aid in implementing accessibility programs.[5]

The Winterthur accessibility program suggests consulting with at least two persons for each of the major types of handicaps. One of these two people may be an advisor who is a relative of a physically or mentally disabled person.[6] Relatives who live with a handicapped person often understand the obstacles to access as well as the handicapped person themselves. There are also consultants who specialize in working with museum programs for the handicapped who may be recruited for the consumer advisory council.[7] At Cliveden, a National Trust property in Philadelphia, an audiovisual interpretation of the second floor accommodates handicapped visitors. The site also studied the feasibility of installing a chair lift or small elevator for second floor access. At Drayton Hall in South Carolina, the brochure includes a description of its obstacles so a disabled person may decide beforehand whether to visit the property.[8] Many museums now include touchable objects or three-dimensional models for blind visitors in their exhibits.[9] Interpreters must be made aware of the language used in their presentations.

Verbalism is a case in point; where words outside the experience of the blind visitor are used. At the Chicago Historical Society, interpreters are trained in the use of concrete words which convey accurate descriptions of objects.[10] Deaf visitors can be accommodated by learning sign language. Another concern of a handicapped program is safe egress from the building in case of emergency.

It is important to recruit advisors for each type of handicap. A solution for one type of handicap may be an added obstacle for another type of handicap. Allow the interpreters to take turns role-playing different handicaps for a direct experience of obstacles encountered by disabled persons. The fundamental conflict between accessibility and historical integrity can be resolved within the constraints of historic preservation.

Handicapped Access at Dunsmuir House

The problem of handicapped access which administrators of historic sites must resolve according to federal statutes, is an issue of interpretation which needs to be addressed at Dunsmuir House. The site is minimally accessible to handicapped persons. The circulation system of paths works well for wheelchairs and there is a ramp for wheelchairs in back of the mansion. There is no attempt to address a range of disabilities and there is no access to the second floor for visitors in wheelchairs.

Modern Facilities

Physical characteristics including the placement of modern facilities such as restrooms, heating and lights is a continuing dilemma for historic site administrators. Minimum requirements of heat and light and public restrooms must be met for buildings open to the public. Many historic buildings do not meet these requirements when they enter preservation status. The challenge is to install these modern facilities in the least intrusive manner possible. The integrity of the historic structure must be a priority.

Public restrooms are least intrusive when sited in existing buildings. Where this is not possible a building sited near the parking lot is the best solution.[11] Storage space is required for the necessary cleaning and paper supplies. Trailers with restrooms are unsightly and intrusive, they should be kept out of sight if no alternative to their use can be found.

Modern heating and lighting can be hidden or recessed so as not to interfere with the historic integrity of the site. Heating grills are easily placed out of sight of the visitor. Many modern lighting fixtures are replicas of historic styles. While lighting fixtures are not as easily hidden, they can closely approximate fixtures of the desired time period.

Historic sites may require modern kitchen facilities for catering and special events. A modern kitchen should be sited in an existing building, out of sight of visitor tours. The previous owners may have already built a modern kitchen on the site; in which case it should not be removed.

Modern Facilities at Dunsmuir House

Modern facilities at Dunsmuir House include bathrooms, a catering kitchen, and lighting fixtures. Public bathrooms are sited behind the mansion in a trailer, in the carriage house, and at Dinkelspiel House. The tennis courts, which have been covered with a structure, also contain public bathrooms. The City of Oakland installed a catering kitchen in the Carriage House which is out of sight of the visitor. The lighting fixtures on the property have been retained or replaced with period replicas for the most part. The notable exception to this is a docent coffee room in the basement of the mansion which has fluorescent lights.

Circulation

Circulation and carrying capacity are two related issues of physical characteristics. A well planned circulation system can increase carrying capacity. Circulation is the system of paths and walkways which carry people to

the various centers of activity on the site. Paths are channels along which people move and from which they observe surroundings. Since paths channel and direct movement activity as well as the flow of experience, they are among the most important elements of the site. Paths also direct views, long and short, and thus figure as important elements in revealing intentions towards use of the property.[12] Circulation also pertains to the way visitors move through the house on the guided tour.

A well planned circulation system allows for heavy visitation without affecting the visitor experience by avoiding bottlenecks and overcrowding. Centers of activity are placed on the site in such a way as to encourage the diffusion of the visitors throughout the property. The circulation system should offer various pathways to and from any center of activity. The circulation systems utilized in large city parks are excellent study guides for historic sites. More than one entry point aids in the diffusion of visitors. If there is only one entry point, then reservations are a way to control the number of people on the property at one time.

Circulation at Dunsmuir House

The circulation system at Dunsmuir House contains a series of interconnecting loops which separate the estate into visual units. The system works because of the

availability of two entry points at opposite ends of the estate. The circulation paths automatically lead people to the major views in each visual unit. The circulatory system's loop configuration gives the impression of a leisurely walk through the country, embellished by views of the mansion, outbuildings or other landscape units. The system serves to break up the flow of traffic on the property into manageable conversation sized groups at appropriate distances from each other. There are areas to stop and catch a breath or admire a breathtaking view.

There are two entrances to Dunsmuir House. One entrance is at the southern end of the property and is surrounded by a residential area; historically this was the main entrance to the estate. The driveway passes by the Carriage House, Dairy Barn, Grotto and Potting Shed, and Chicken Houses. The southern end of the estate was used for agricultural endeavors in historical times. The entrance at the northern end of the property is currently used as the main gate. There are many modern office and corporate buildings surrounding this entrance. A turn around drive leads to the Dunsmuir House entry gate. Dinkelspiel House sits above this entrance and dominates the view from the driveway. The pathway leading from the main entrance to the mansion is adorned with semicircular arbors and leads past the pond and garden towards the sweeping lawn in front of the mansion. The northern end of

the property is the formally landscaped part of the estate. On a typical day, the visitors enter at the north end and walk around the grounds at their leisure following the concrete paths through the gardens to the mansion and then to the outbuildings.

Carrying Capacity

Carrying capacity is the number of people that may occupy the site at one time without detriment to the quality of the visitor experience.[13] When a site becomes popular, the property is not always prepared for the impact of thousands of visitors. Crowds have a detrimental effect on preserved sites. A house built for the use of one family suddenly must accommodate hundreds of people walking through in a day. Thus preserved sites often require increased maintenance.

Popular special events which attract larger numbers of visitors may require a revision of the interpretation.[14] Rather than a guided tour, interpreters may be placed in strategic spots to outline the significant aspects of that particular area. Visitors should not have to wait in long lines to view the main focal point of the property. If long lines are unavoidable, then entertainment should be provided. Good circulation patterns on the guided tour are also essential to avoid overcrowding inside the buildings.

The tour should use a path through the house which is easy to follow and makes sense for the interpretation.

Carrying Capacity at Dunsmuir House

Carrying capacity is increased at Dunsmuir House because of the nature of the circulatory system. While the mansion is the main attraction, the paths and entrances at either end of the estate help maintain the flow of visitors to the various points of interest at the site. On a regular day carrying capacity is not an issue, however during the Christmas show the carrying capacity of the site is pushed to its limits by the influx of thousands of visitors. Long lines of people wait to see the mansion, and the outbuildings are crowded beyond capacity. There is an increased maintenance problem associated with the large crowds. All the buildings at the site are put under tremendous pressure because of the large numbers of visitors during special events. The Christmas Show attracts by far the largest crowd of any special event held on the property and each year pushes the estate beyond its carrying capacity.

Barriers

Barriers are a physical characteristic of historic sites which can mar the visitor experience when used incorrectly. Many historic properties make use of barriers

for special events or for the regular guided tour. There needs to be thought given to the necessity of using barriers vs. the experience of the visitor.

The question of the use and type of barriers at a historic site is an important decision. Barriers increase collection security, but often limit visibility. Self-guided tours require more barriers than an interpreter guided tour. The interpreter often acts as a security person for the collection by informing visitors of the house rules. The three most popular barriers are the rope barrier, wooden stiles and plexiglas gates.

In designing barriers, security, visibility and ease of access must be balanced. Traditional wooden stiles limit visibility for children. Plexiglas has high visibility, but is often inconvenient.[15] Rope barriers offer little security for the collections but do stop people from sitting on the furniture. Different types of barriers may be used at different times; a special event may require the use of barriers which are not normally present.

Barriers at Dunsmuir House

Dunsmuir House does not use barriers inside the mansion or outbuildings. The docents giving the guided tour watch for theft or breakage. The visitor is not allowed to walk through the mansion unattended. During

special events docents are placed in each room to answer questions and keep an eye on valuable pieces. The only use of barriers at Dunsmuir House is to keep the public out of areas which are deemed unsafe, such as the pool area.

Notes

[1]Elizabeth Beazley, "Houses on Parade: Some Problems of Exterior Design and Detail," Architectural Review 147 (June 1970): p. 414

[2]"In the Mainstream: Can You Meet the 504 Challenge," History News 36 (July 1981): 9.

[3]Ibid.

[4]Marianna S. James, "One Step at a Time," History News 36 (July 1981): 10.

[5]Ibid., p. 11.

[6]Ibid.

[7]Ibid., p. 12.

[8]Alice P. Kenney, "Open Door for the Handicapped," Historic Preservation 30 (July 1978): 14.

[9]Ibid., p. 16.

[10]Barbara Reque, "What You Can Do for the Blind for $108.86: Chicago Historical Society Provides an Innovative Program," History News 36 (July 1981): 18.

[11]Beazley, "Houses on Parade," p. 417.

[12]Charles A. Rapp, General Development Plan for Dunsmuir House and Gardens (San Francisco: Edaw Inc., 1971), p. 4.

[13]Ibid., p. 6.

[14]Edward P. Alexander, "Interpretation," Antiques 70 (July 1956): 49.

[15]Bruce Hilpert, "Constructing Doorway Barriers for Period Rooms," History News Practically Speaking 35 (April 1980): 45.

CHAPTER V

ISSUES OF SITE ADMINISTRATION

Issues of site administration are concerned with decisions of program development that the site administrator must make. These issues deal with the broader problems of site management. The administrative master plan states goals for the interpretive program and the use of the site. Pressures such as fundraising and publicity are administrative responsibilities. Access to the historic site is another responsibility of the administrator. The administration should ensure that use of the property is available to all social levels in the community. Access also means that clear directions to the site are available on printed materials, highway signs and when directions are given over the phone. The administration ensures that local building codes for public safety are met and that there are well understood emergency procedures. Landscape preservation is also an administrative decision. The administrator makes sure the interpretive program goals are well defined with clearly stated development plans. The administration makes the initial decisions about the development and use of the site, and then chooses qualified personnel to coordinate the management of the different

programs. Administrators fulfill different roles at various historic sites; this role may be purely administrative, concentrate solely on fundraising, or oversee program development. The quality of the administration will directly influence the quality of the interpretive presentation to the visitor.

The Master Plan

One of the most important parts of any interpretive project is the master plan. The interpretive master plan must include stated goals which are understood by the interpreters. Every aspect of the interpretation should be covered in the master plan, with a clearly stated objective as the primary concern of each project. Scholarly research is another requirement of any good interpretive program. Scholarly research does not necessarily require a professional; volunteers are able to do research in primary materials once they are trained.

The interpretive master plan begins with a statement outlining the goals and purpose of the interpretation at the historic site. This statement includes a list of concrete objectives and an interpretive thesis that will define goals for future program development. From the thesis statement sub-themes are identified and prioritized. There are programs included in the interpretive master plan which give solutions to problems that need to be

addressed at historic sites. Problem areas and weaknesses in the interpretation are targeted and recommendations which outline solutions and program proposals for a new type of interpretation can be instituted.

A master plan covers every aspect of the project in concrete terms. The plan coordinates all activity and breaks down the over-all problem to component parts and then molds them into an integrated whole. The master plan outlines standards and goals for future development. A master plan should include the following:

1. A topographic map
2. General development drawing
3. Historic base map
4. Measured drawings
5. Furnishing plan
6. Interpretive statement of major themes.[1]

For a site with extensive grounds a contour map is needed. This gives all the basic information to be used in other drawings; the boundaries, physical features, roads, buildings in scale, and names of significant features. The general development drawing is the over-all zoning and utilities plan for the area. It shows roads, parking areas, and major structures; as well as utilities including water systems, sewage systems, telephone, power and fuel. The historical base map shows the conditions which existed during the period when the site was historically important.

It is based on authentic original maps, surveys, reports, photographs, diaries and letters. It may include archaeological data if a survey has been made. This map requires scientific study and good solid research. Every house worth saving in perpetuity should have a set of measured drawings similar to those included in the HABS survey. The furnishing plan is equally essential. There should be a furnishing plan on paper; the product of the best research and the best advice that the preservation organization can obtain.[2]

The heart of the whole master plan is a derivative of the historical base map, an interpretive statement, and an interpretive plan for the project. On the basis of detailed research, one or more major themes which constitute the reason for preserving the site will be established. Major themes must be integrated with subordinate themes, and this will constitute the interpretive statement. From the interpretive statement the interpretive plan is derived. The interpretive plan is designed to "reduce the intellectual message to a few clear-cut, interest laden concepts and then to concentrate the material so that these pre-established ideas will stand out in terms of dramatic meanings."[3]

The Master Plan at Dunsmuir House

The master plan at Dunsmuir House currently is unclear. The interpretive program needs to clearly state goals and focus the presentation of the site to meet these goals. The interpretive master plan seems to be to give the public a historical summary of the site which includes information about each owner. There is no evidence that sub-themes have been outlined. The administration does not have a topographic map or general development drawing to use as aids in planning the interpretation at the site. There is no historical base map or measured drawings accessible on the site. The mansion is furnished, but it is unclear whether any sort of comprehensive furnishing plan was followed. The interpretive statement of primary goals and major themes has either never been completed or is not being followed.

The outline for an interpretive master plan presented in Chapter VI suggests recommendations for the interpretive program which, if implemented by the administration of Dunsmuir House, would improve the quality of the interpretive program at the site. This plan indicates a possible direction for the administrator to follow with its interpretive program, and could easily be applied to other historic sites. The issue of landscape preservation is one which should also be addressed in the master plan.

Landscape Preservation

Landscape preservation is sometimes an overlooked part of the historic preservation movement. Landscapes are significant as indicators of past activities whether they are part of an estate, a farm, or other environmental unit. Farms and agricultural tracts of land are examples of a significant part of the American heritage. Estates are significant landscape units because they are, "unspoiled open spaces with important environmental implications and include work of the finest architects and landscapers in America."[4] Landscape preservation problems are broadly comparable to architectural preservation with the important exception that a landscape is dynamic. The vitality of a landscape environment means a change in size, scale and the form of individual plants; and changes in species and varieties in use at any given historic period. The difficulty in landscape preservation is conservation of an environment which is constantly growing and changing. Landscape preservation utilizes many of the same concepts as architectural preservation but requires a dynamic methodology. Landscape preservation requires inventories and scholarly research along with photo documentation. If appropriate, archaeological data may be included in the inventory procedure. Historic gardens also require constant maintenance to preserve their historic flavor.

As in architectural restoration there is a specific program to follow for landscape restoration. The first step in landscape restoration is careful examination and recording of the site as it currently exists. "As-found" drawings, similar to measured drawings for buildings, are the basis for later restoration. These drawings include plans and photographs of conditions at the site when it entered preservation status. Survey the entire area, indicating contour lines, and spot elevations around significant features such as buildings, orchards, gardens and livestock areas. The plan should also include the location of shrubs, hedges, flower beds, grass and crop areas, water features, patios, walkways and retaining walls. Features such as telephone, water and sewer lines and other utilities are located for the operational aspects of the restoration. More detailed plans showing significant landscape features may also be included. A plant list keyed to the "as-found" drawings should list both common and botanic names.[5]

The second phase of the survey is historical research. Accurate research is of paramount importance in any successful restoration program. The study includes physical aspects of the site as well as information on how it was used and by whom. For domestic landscapes the family must be re-created and their lives re-lived. How did the family interact with the landscape? For farm landscapes the

system of agriculture, methods of homesteading, crops grown, livestock raised and methods of processing, storing and trading farm products are all important subjects of study.[6] Research in primary materials such as diaries, private papers and letters, sketch plans, traveller's reports and contemporary garden accounts prove useful as resources for documenting the material past.[7] Old photographs and documented oral histories add another dimension to the survey.

Archaeological investigation and landscape archaeology may add significant information not found in documentary research. Landscape archaeology combines documentary research with field work, but does not include digging for evidence. Vegetative evidence and other signs of occupancy such as fence lines, paths, road outlines, and earth mounds provide clues to property use and layout. Vegetative evidence suggests the types and placement of plant materials. Many plant types are indicators of former habitation. Trees of the same size or clumped in an unnatural pattern indicate a possible planting program.[8] Archaeological investigation requires a considerable amount of detective work, and is a significant aid in the location of old vegetable gardens, orchards, barnyards and other special agricultural features of the site.

A preliminary planting scheme should be proposed based on the research and previous planting patterns. The

planting scheme should express the ideal. A program of research and acquisition of plant material needs to be undertaken. This involves location and propagation of plants appropriate to the historic period. Many commercial nurseries maintain a variety of historic plant stock for restoration purposes. An in-house nursery with all plant material located and catalogued should be established. The nursery will provide plant stock for the restoration process. Based on the preliminary planting scheme, cost estimates and working drawings are prepared. At this point a technical director should be employed to organize the actual construction and restoration process. The technical director is a person with gardening expertise and extensive experience in working with landscape contractors. Their role is to work with landscape contractors supervising construction and use of proper materials. The technical director ensures that the working drawings are followed.[9] If budgetary constraints preclude a full restoration at one time, then a phased program should be established.

Maintenance is a vital part of the restoration. Historic site administrators should prepare guidelines on all aspects of maintenance and should include the types and location of annuals to plant, a schedule of care for other plant materials, and a grass cutting schedule. Use of modern maintenance methods can ruin the effect of the restoration. The maintenance person must think of ways to

maintain the restored landscape with the least possible intrusion of modern equipment. A landscape is a modified ecosystem where controlled succession is constantly taking place. Plant growth in time affects and finally transforms the appearance of an area.[10] This is the main difference between a dynamic restoration of historic landscapes and the static restoration of structures.

Landscape Preservation at Dunsmuir House

The issue of landscape preservation at Dunsmuir House is very important to the interpretation of the site. The special significance of Dunsmuir House is enhanced by the existence of splendid landscaped gardens planned by John McLaren; and the potential for restoration of the farm area at the southern portion of the property. Dunsmuir House is unique because it includes not only a mansion to interpret, but also outbuildings associated with past agricultural endeavors on the property and the land which historically produced the goods that were consumed by the people in the mansion. The administrative staff at The Dunsmuir House needs to develop a plan for restoration and preservation of the landscape at the historic site. This plan should include restoration, maintenance and development of interpretive programs based on the preservation of the landscape. The mansion has been restored and the formal landscaping of the McLaren Gardens is maintained, but there has

been no attempt to restore the landscape patterns of the farm area. The history of agricultural production at the site has significant implications for the educational potential of Dunsmuir House. The development and maintenance of an accurate landscape restoration requires money. To answer these increased monetary demands a good fundraising program is imperative.

Fundraising

Site administrators are being forced to look at the historic site as a business enterprise. Good business management is often the only chance for a preserved sites' survival. Site administrators are turning to techniques employed by the tourism industry to promote historic sites. Tourism is one of the largest sources of income for many states. America's travelers are heritage minded and interested in their national background.[11] Administrators of historic sites need to become more active in the tourism trade.

The most important aspect of fundraising is a good publicity program. Publicity not only promotes the historic site but is often directly responsible for increased visitation. The publicity program should be aimed at local, state and national audiences. The first step in creating a publicity program is to establish "press-pegs" for news media articles. These press pegs include special

events, new exhibits, visiting speakers, a new and unusual tour, or prominent visitors to the area.[12] Promotion relies on a good working relationship with the news media. Photographs are excellent promotion to include in newspaper articles or television announcements. Good publicity depends on repetition; this implies a constant flow of photographs and written material to all media outlets.

Other proven methods of promotion include information folders, handbills, posters and person to person campaigns. These advertising techniques are known as "direct mail" promotion. This type of promotion reinforces on an individual basis the information given in the press notices.[13] Local promotion increases visitation and offers opportunities to recruit new volunteers for the site. Word of mouth is another promotional tool. A good presentation and interpretation at the site will earn personal recommendations to family and friends by the visitor. A good site brochure and other publications are likely to be read by other potential visitors. Another promotional device is public service advertising on radio and television. Most radio and television stations allocate a percentage of their time to public service announcements. Information and material from historic sites qualifies for free public service time according to federal regulations.[14]

Fundraising includes all money making activities at the site, not just the publicity program. Special events

sponsored by local groups or annual holiday programs increase visitation. There are also admission fees, membership fees, and individual donations. The site may be rented out for weddings or movie productions. An administrator with experience in grant writing can secure funds from government agencies and charitable organizations. Grant funds are normally received to develop specific programs such as student tours or handicapped access. The local government may help by contributing maintenance personnel or technical expertise. A gift shop on the premises also adds to the income generated by visitors to the site.

Fundraising is a critical issue for most historic sites. Preservation of a site is only the first step in maintaining the property for future generations. If there are no funds for maintenance and program development; the site cannot fulfill its educational responsibility to the public. An innovative publicity program based on tourist industry techniques and a well developed fundraising plan help implement the goals of the historic site.

Fundraising at Dunsmuir House

The largest annual fundraising event at Dunsmuir House is the Christmas Show. The time frame and length of the show varies from year to year, but the basic concept remains the same; to present a traditional Christmas

celebration. The mansion is dressed in holiday finery with lights, wreaths and pine boughs decorating the exterior. The circulatory paths are framed with hanging lights and horse carriages provide transportation from the Carriage House to the mansion. The interior decor presents a tree decorated in a different tradition in each room. Many new display pieces and decorations are added to the interior just for the show. In the past there have been decorator showcases for the Christmas Show, but today most of the decorating is done by volunteers. The Christmas show includes various displays and activities in the out-buildings. The Carriage House is used for catering and restaurant purposes. The Dairy Barn houses the historical display, gift shop, and a coffee and popcorn counter. The tennis court contains food and craft booths. There are roving bands of entertainers as well as musical recitals in the mansion for visitor entertainment.

There are numerous special events besides the Christmas Show. Holidays such as Easter, Mother's Day, and The Fourth of July offer opportunities for showcasing the property which are taken advantage of. There are concerts, social gatherings, and special dinners to supplement the holiday programs. The visitor experience on the site varies according to whether the site is offering a special program or the normal tour on that particular day.

Dunsmuir House rents the property out to individuals and groups for special events. The most popular rental use of the grounds is for weddings. Income is also generated by renting the property to production companies for movies, commercials or photographs. Organizations often rent the estate as an appropriate setting for period parties or fundraising events. The character of Dunsmuir House as a multi-use property enhances the potential number of visitors attracted to the site. The nature of the property allows for many uses to be fulfilled. The community which Dunsmuir House belongs to offers the opportunity for use of the property by many different social levels, if the administration is willing to make a special effort to attract underprivileged families as well as the usual visitors.

Access

Access to historic sites for the purpose of this study has two definitions. Access to a historic site requires the use of understandable directions for the visitor to follow. Another definition of access is the availability of the historic site to all social levels. Social accessibility means low admission fees which all people can afford. The composition of the Board of Directors must also contain a diversified representation of all people in

the community. Locational access indicates that the site is easy to find with clear directional signs.

Locational access to a site includes directions which are easy to follow. A map on the site brochure and other informational materials is an invaluable aid to locating the property. A sign on the nearest freeway is an excellent locator and promotional device. Road markers and directional signs should be placed at all intersections where there is a choice of turns to make. The person answering the phone should be able to give clear directions to the site. If the public cannot locate the site then visitation is decreased. Incomplete directions can cause frustration to visitors trying to locate the site. This feeling of frustration may stay with the visitor on the site and mar their experience.

Social access is an important point for site administrators to keep in mind. Preserved sites are there to contribute to all levels of society, not just the wealthy. Recruitment of a more balanced visitor population and board membership enhances all aspects of the site's programming. Special events designed specifically to aid lower income families also encourage wider public access. Easter egg hunts for the underprivileged or special no admission cost Christmas shows where toys are handed out to low income families are examples of community service programs which are easily implemented. The admission fee at Christmas or

Thanksgiving may include canned goods or toys which are then given to families in need. Admission fees may be waived on particular days so low income residents and others can enjoy the site for free. It is the responsibility of the administration to ensure that equal access is guaranteed to all social levels. An active recruitment program for board membership which truly reflects the character of the surrounding community should be established. Institutes of higher education have recruitment programs which are easily tailored to historic site programs. Access is an issue which deserves serious study by site administrators. A historic site has an obligation to guarantee equal access to all members of the community it serves.

Access at Dunsmuir House

Locational access to Dunsmuir House is good. The site is easy to find due to its location next to a major freeway. There are directional signs at the freeway exit to show the visitor which way to go. The brochures and leaflets for the site all have maps which give directions to the site.

Social access at Dunsmuir House has been a problem. There are no programs to include all social levels in the activities at the site. The site is located in the City of Oakland, California which has a range of people at

different social levels. The nature of the site seems to exclude the underprivileged and cater to the wealthy. Even the Board of Directors does not reflect the variety of people in the neighborhood surrounding the property.

Fire Safety/Emergency/Security

Another important issue of site administration is public safety. Any building which is open to the public must meet minimum building and fire safety codes. These codes are for the safety of the visitor and site personnel. Certain building codes may be waived if they threaten the integrity of the site; but not the fire safety codes which ensure public safety. Government inspectors will certify that the buildings meet minimum code requirements prior to the site's being opened to the public. The interpreters are responsible for visitors while they are on the tour. One of the objectives of the interpreter training program is the teaching of emergency procedures and fire safety. Security is another issue to include in the interpreter training.

Interpreters are given rules to follow in emergencies for accident, illness, fire and security. These rules should be part of the required training program to make sure they are well understood. Administration and staff have certain responsibilities toward the public. These responsibilities include preventive measures for accidents

and a well outlined procedure for illness or accidents on the tour. Preventive measures which are administrative responsibilities include:

1. Adequate lighting for exhibition areas and walkways.

2. Railings and rubber mats on stairways, even if they are not authentic to the period.

3. Checking old floor and door sills for weak or uneven spots.

4. Not using wax on stairways and only lightly on floors where people walk.

5. Providing first aid kits at convenient locations.

6. Having access to a rescue squad in an emergency.[15]

Interpretive personnel should also be responsible for the following preventive measures:

1. If a person becomes ill, appears faint or is accidentally injured, make the person as comfortable as possible and call a doctor or rescue squad. Only minimal first aid should be administered by site staff unless there has been a complete first aid training program.

2. Make a full report of the incident to the administration, noting the condition of the area where the accident occurred, the type of shoes that the victim was wearing and special evidence of carelessness on the part of the injured person.

3. Never tell a guest that an area is dangerous. In potentially dangerous spots, ask guests to watch their step or to note a landing or rough spot.

4. Never tell guests that the organization will assume all responsibility for an accident or will bear all costs. Whether such liability exists is a legal matter.[16]

Certain preventive measures for fire safety are also the responsibility of the administration. The administration should provide fire extinguishers in a number of places, readily accessible for use in an emergency. If possible, the site should be protected by automatic fire alarms that tell the fire department exactly where the fire is. The building should be checked regularly for worn electric cords and fixtures. Interpreters should follow fire safety rules and procedures given in the training sessions. Cigarettes should be disposed of in an appropriate receptacle. Any electric utensils should be turned off when not in use. In case of fire, get all people out of the building, call the fire department, use the fire extinguishers, and report the details in full to the supervisor.[17] Fire escape routes should be posted in all areas of the building. Fire drills should be a part of the interpreter training program. Escape procedures must be developed for handicapped visitors as well.

Security means the safekeeping of the articles of furniture and furnishing in exhibition buildings and the

protection of such articles from loss or damage. Small easily concealed objects should be placed out of reach of visitors or wired down. Use ropes across chairs and other furniture that are not to be sat on. Use barriers which allow people to enter the rooms far enough to see the entire room but not far enough to endanger furniture and furnishings. Station security personnel in strategic places to help interpreters in the surveillance of guests. These may be police guards or interpretive personnel especially assigned for this purpose.[18]

Interpreters should create a sense of respect for the objects on display as an irreplaceable part of our American heritage that should be preserved for future generations. At the beginning of tours groups should be cautioned not to handle furnishings or sit on the furniture. Keep everyone in view while they are looking at an exhibit. If a theft actually occurs call the police and let them handle it. Take careful note of the appearance of the person, and the direction in which that person is travelling.[19]

Security, fire safety and emergency procedures are subjects which all administrators and interpretive staff should be aware of. As noted, certain preventive measures are administrative responsibilities. Interpretive personnel must be trained in routine procedures for any potential emergency. Interpreters must remain calm and follow procedures for fire, accident, illness or theft. A good

training program will address these security and emergency issues before they happen; not after they have become a reality.

Fire Safety/Emergency/Security at Dunsmuir House

This issue is a concern at Dunsmuir House. The City of Oakland is responsible for making sure the buildings are safe for the visiting public and that the fire safety codes are met. Any changes which were necessary to meet fire safety requirements in the mansion were completed before the site was opened to the public on a permanent basis. Emergency procedures should be a part of the interpreter training program at the site. Currently there is minimal attention given to this issue in interpreter training sessions. Another valuable addition to the interpreter training program would be classes in basic first-aid. Security at Dunsmuir House has been a problem in the past, with frequent instances of vandalism and trespassing. The City of Oakland has installed fences to keep unwanted intruders off the property. A California Highway Patrolman has lived on the property for several years and this has helped discourage vandals and trespassers. There is extra security hired during special events.

Notes

[1]Frederick L. Rath Jr., "The Challenge and a Plan," Antiques 70 (July 1956): 42.

[2]Ibid.

[3]Ibid.

[4]"Sharing The Wealth: New Uses for Large Estates," Historic Preservation 32 (November-December 1978): 5.

[5]John J. Stewart, "Historic Landscapes and Gardens: Procedures for Restoration," History News Technical Leaflet 29 (November 1974): 254.

[6]Ibid., p. 255.

[7]Ibid., p. 256.

[8]Ibid., p. 257.

[9]Ibid., p. 262-263.

[10]Ibid., p. 263.

[11]Thomas McCaskey, "Reaching Your Public: Turning Travelers into Visitors," AASLH Technical Leaflet 29.

[12]Thomas McCaskey, "Promotion and Development of Landmarks," Historic Preservation 21 (January-March 1969): 27.

[13]Ibid.

[14]Ibid., p. 28.

[15]Shirley P. Low, "Historic Site Interpretation: The Human Approach," History News Technical Leaflet 20 (November 1965): 242.

[16]Ibid.

[17]Ibid., p. 243.

[18]Ibid., p. 242.

[19]Ibid., p. 243.

CHAPTER VI

CRITICAL ISSUES OF INTERPRETATION PLANNING AT DUNSMUIR HOUSE

Dunsmuir House and Gardens in Oakland, California is a superb example of a preserved historic site which has the potential to become a model for interpretive programs at historic sites throughout the nation. The addition of innovative new programs at this historic site would improve the quality of the interpretation, and help publicize the significance of the historic preservation movement to the visiting public. The administrators of Dunsmuir House and Gardens have a unique opportunity to teach the visitor about history at the turn of the century. What makes Dunsmuir House and Gardens special as a preserved historic site is that it is one of the few remaining grand estates from the early twentieth century in the Bay Area that is open to the public. This site retains enough acreage so that visitors can see the mansion in the context of its original setting, including the gardens landscaped by John McLaren and the farm area with its associated outbuildings. The exciting opportunity offered at Dunsmuir House and Gardens is for the visitor to explore the interaction between the landscape, the architecture and the people who

lived on the property. Therefore, Dunsmuir House offers an excellent opportunity to test the effectiveness of the proposed review process for improving the interpretive practices at a historic site.

This chapter introduces new programs and ideas which could be instituted at Dunsmuir House. The recommendations are in response to weaknesses in the current interpretation which have already been identified in Chapters III, IV and V. The literature review which studied other historic sites' solutions to similar problems was also completed in the previous section on issues of interpretation. The purpose of this chapter is to evaluate the findings of the literature review in terms of the issues identified at Dunsmuir House. This study will propose a course of action for the administration of Dunsmuir House to answer the identified weaknesses in the interpretive program.

Outline for an Interpretive Master Plan

The interpretive master plan is a crucial step to the implementation of an interpretative program at a historic site. The intent of the interpretation is based on the goals outlined in the interpretive master plan. As discussed in Chapter III, Issues of Site Interpretation, this is a critical issue because a weak interpretive statement will lead to a confused and potentially inaccurate interpretation of the site. A lack of focus in the interpretive

master plan will lead to a negative experience for the visitor at the site.

The interpretive master plan begins with a statement outlining the goals and purpose of the interpretation at the historic site. This statement includes a list of concrete objectives and an interpretive thesis that will define goals for future program development. From the thesis statement sub-themes are identified and prioritized. The master plan outline which follows suggests recommendations for the interpretive program which, if implemented by the administration of Dunsmuir House, would improve the quality of the interpretive program at the site. This outline indicates a possible direction for the site to follow with its interpretive program, but is open to change. There are programs and exhibits included in this proposal which are suggestions for new possibilities, or solutions to problems which need to be addressed at Dunsmuir House. Problem areas and weaknesses in the interpretation are identified in the following recommendations which outline solutions and dynamic proposals for a new type of interpretation at Dunsmuir House.

Recommendations for an Interpretive Plan for Dunsmuir House

The current interpretive program at Dunsmuir House is unfocused. There is too much emphasis on the history of

the owners and not enough emphasis on the significance of the property and technology of the site as an example of the upper class lifestyle of the era. The recommendations proposed for a new interpretation program at Dunsmuir House must begin with a restatement of the interpretive goals of the site. The interpretive master statement is the core of any interpretive program and must be clearly stated. This statement is the guide for development of new programs and projects. An evaluation of any recommended new program must ask the question, does this project aid in the fulfillment of the primary interpretive goal of this historic site? An example of a statement of interpretive goals at Dunsmuir House would be as follows:

"The purpose of interpretation at Dunsmuir House is to illustrate the social interactions and technological methods involved in the administration of a large estate in the early twentieth century; and to provide an insight into the lifestyle and values of a prominent and wealthy family at the beginning of the century." Sub-themes:

1. What were the administrative tasks involved in running the estate on a daily basis? Who performed these duties?

2. What sort of personnel was required to run the estate? What types of jobs would there be?

3. What was the family's life like while living on the estate? What would a typical day be like? What was the typical day like for the help?

4. In what context did the estate exist, historically, socially and politically?

5. What sort of social events and parties or visits by dignitaries were likely to occur on this sort of estate?

6. What would a child's life be like on an estate?

7. What technological devices and innovations were available to the residents of the estate.

This example of a new interpretive master plan outline embodies a major shift in the interpretive approach currently in place at Dunsmuir House. The message concentrates on the experience of living on an estate of this size, rather than on the specific histories of the families which occupied the mansion. The history of the Dunsmuirs and Hellmans is significant and should be developed as part of the new interpretive program, but the major emphasis will shift to a social history viewpoint of lifestyles in the early twentieth century.

The goal of the interpretive program is to recreate the experience of estate living in the early twentieth century for a contemporary audience. This goal requires a slightly different approach to the house, outbuildings and grounds than the current interpretation provides. This outline for a new interpretive master plan includes a list

of suggested uses of the buildings on the property and gives recommendations for development of the grounds to support the stated interpretive goal.

Visitor Experience

What the visitor experiences at the historic site is a good gauge of how well the interpretation is succeeding in fulfilling the goals of the interpretive master plan. A positive visitor experience at the historic site will encourage the visitor to recommend the tour to friends and relatives. The administration of a historic site must ensure that the visitor experience on the property is the best possible one.

Visitor Experience at Dunsmuir House

Some aspects of the current visitor experience at Dunsmuir House are described in Chapter IV, in the section on circulation. The current visitor experience is lacking because the public does not leave the site with a clear understanding of the lifestyle which the site embodies. The visitor experience upon implementation of the outlined interpretive plan would differ from the current visitor experience at the site. At both entrances a historical exhibit will act as an orientation to the estate. Ideally these exhibits will be informative about the estate and its residents, and will not repeat information. Perhaps one

exhibit at the Carriage House could address the agricultural and horticultural production on the southern portion of the estate. The other exhibit, at Dinkelspiel House, could discuss the mansion and its owners, landscape preservation, or preservation efforts on the site.

A visitor entering by the Carriage House would continue on to the hands-on exhibit and agricultural displays in the Dairy Barn. The visitor then goes through the mansion on the guided tour. Much of the information now included on the guided tour will be presented in the historical exhibits as well. The guided tour of the mansion will remain the same except for those tours which are tailored to the needs of special visitor groups. The visitor continuing on from Dinkelspiel House would have the same visitor experience as they now do.

Special Events

Special events at historic sites are an important part of the interpretive program for two reasons. One reason is that for many historic sites the majority of the fund-raising efforts are tied to special events, celebrations and holiday shows. Another reason special events are critical to the interpretation of historic sites is the extra publicity which special events can generate. Administrators of historic sites need to review their list of special events and make sure that these special occasions

are used to the best advantage, and that they fit in with the interpretation.

Special Events at Dunsmuir House

There is a historical connection to the previous owners of the site which is lacking in the current special events planning at Dunsmuir House. Many of the current special events and fundraising activities are maintained in the proposed outline. Holidays like Christmas, Mother's Day, the Fourth of July, Easter and Thanksgiving are always good reasons to have a fundraising event. Special historical celebrations could be added to the schedule to give the visitor an old time holiday experience.

Special events constitute over half of the income of Dunsmuir House and deserve some extra consideration from the fundraising committee. The best income generators in the special events category are Christmas, Easter and Mother's Day. Given the availability of volunteer personnel there are additional events which would fit well into the new interpretive outline. Events which relate to the Dunsmuir or Hellman period of ownership should be added to the current calendar of events. Two ideas for new events are a Scottish Highlands Celebration in honor of the Dunsmuir ancestry, and a Wells Fargo Days in recognition of the Hellman family and their involvement in California's financial development. An advantage of these proposed

special events is that both events have easily recognizable publicity hooks for the media to exploit. A bagpipe player in full traditional Scottish attire would symbolize the Scottish Highland Celebration, and a Wells Fargo stage coach would symbolize Wells Fargo Days. The Wells Fargo Bank might donate use of a stage coach, financial support or help with publicity for Wells Fargo Days. Scottish Highland Dancers have organizations and celebrations across the country and could be called upon to supply entertainment, financial support or publicity for the Scottish Highlands Celebration. Another celebration with a historical precedent is a Fourth of July event. The Hellmans always had a large Independence Day celebration with fireworks, a barbecue and dance in the Carriage House for family, friends and servants.[1] This is yet another tradition which could be revived for additional special events income.

An agricultural project at the southern end of the property raises the possibility for other new events related to farming. Many living history farms celebrate two significant agricultural events: the planting and the harvest. These two events are celebrated in agrarian communities and living history farms use them to the best advantage. The planting celebration could coincide with an Easter open house. The harvest festival would increase visitation during a time which is traditionally slow.

Carrying Capacity

Carrying capacity at historic sites can be a problem, especially during holidays and special events. A historic site can only hold a certain number of people at one time without creating a negative visitor experience. During special events the carrying capacity of historic sites is often pushed beyond their limits. There are ways to offset the large number of visitors during special events. Some possible solutions will be discussed in relation to this problem at Dunsmuir House.

Carrying Capacity at Dunsmuir House

At Dunsmuir House the most popular special event is the Christmas show which attracts thousands of visitors from the Bay Area and other places. This show puts a strain on the carrying capacity of Dunsmuir House more than other special events and fundraisers. The result is long lines to tour the mansion and crowds at other points of interest on the property. Here are some suggestions to help ease this problem at Dunsmuir House:

1. Make reservations for large groups during Christmas.

2. Make sure people arriving during the same time slots are distributed equally to both entrances.

3. Have better displays and exhibits set up near entrance and other points of interest to avoid traffic jams at the mansion.

4. Put nodes of activity at less crowded areas on the site to decrease pressure on the more crowded areas.

5. Have a sign up list for tours of the mansion so people are not forced to wait in line for hours.

6. Provide entertainment and refreshments for people waiting in long lines.

Building Uses

Buildings at historic sites often are used for purposes other than their historic function. While historic sites do require space for certain necessities such as offices, exhibits and storage, there are ways to use historic buildings in a manner that enhances their historic character. The best use of a building at a historic site is always the historic use, but this is not always possible. The next best solution is to use the building in question for a similar purpose.

Building Uses at Dunsmuir House

The outbuildings at Dunsmuir House represent a significant part of the propertys' history. Many of the outbuildings which remain on the site are underused or used for inappropriate purposes. Each buildings function on the

property is quite specific in the proposed outline for a new interpretive master plan. The proposed uses are closer to the historical function of the buildings. When entering the estate from the northern entrance, the buildings will have the following uses: Dinkelspiel House will be used for office space, storage and to house an introductory exhibit. The first floor would be used for the exhibit or as an audio visual show area and a gift shop. The second floor would be used to store historic records and photos. The tennis courts will still be used for storage normally or craft shows during special events. The mansion will maintain the guided tours. The pool area will be rehabilitated and visitors given access to that part of the estate.

When the visitor enters the site from the southern entrance, the buildings will have the following uses: the Carriage House will be used for catering and will also house a historical exhibit. A gift shop will occupy the shed across from the Carriage House. The Dairy Barn will contain a hands-on tool display. The chicken coops will be rehabilitated and put into use for raising chickens. The Grotto and potting shed will host horticultural displays. The old refrigerator shack will be rehabilitated or reconstructed and used to illustrate technological developments used on the estate. In the proposed outline all the buildings will be used as much as possible for their

original functions to add to the holistic recreation of daily activities on the site.

Recommendations for New Programs at Dunsmuir House

Research shows that the southern portion of the estate worked in much the same way as a small farm. The idea was to produce goods for the consumption of the family residing in the mansion. The agricultural nature of the southern area of the estate has been lost in the current interpretation of the site. Two of the recommended programs are an agricultural project and hands on old tool exhibit. Another proposed program addition is the introduction of a student education program to meet the needs of the large population of school-age visitors to Dunsmuir House. The increased time demands of these various new projects would be met by enlisting the aid of student and teenage volunteers on the docent staff. The final new program recommendation is a comprehensive review for reduction of barriers to access of handicapped persons at the site. The administrators of the historic site would be responsible for implementation of a modified interpretive plan and would oversee the expenditure of money needed for each program.

The Director of Dunsmuir House and Gardens would appoint docents, board members or hire professional

consultants to set up and run each of the new projects The docents, board members or consultants would be responsible for directing the volunteers and setting up the individual programs.

Agricultural Project

The agricultural project deals with the issue of landscape preservation at a historic site. The preservation of the landscape includes both the buildings and plantings in an attempt to recreate the role played by the agriculturally related outbuildings on the southern portion of the estate. In the current interpretive program there is little attempt to recreate the historic landscape of the property, particularly the area which was associated with the agricultural production of the site. Research and old aerial photos show that this area of the estate was, in fact, a productive agricultural unit on a small scale. The produce and flowers from the lower estate supplemented the groceries both at the mansion and the home in San Francisco. The main items produced on the lower estate were eggs, flowers, and garden fruits and vegetables. It's a simple matter to once again produce these items on the southern end of the property. Following are several ideas to recreate an agricultural atmosphere with a minimal cost to the site.

1. Rent the land out to an interested party to plant a vegetable garden and manage a modest chicken farm or flower nursery. Stipulate in the contract that the public is allowed to view all proceedings; and that the planting and harvest be carried out in a historical context, with old style implements used.

2. Have a neighborhood vegetable and flower garden project. This is an excellent motivator for community involvement in Dunsmuir House and a project which benefits everyone. All volunteers would take a portion of the produce home, and perhaps a portion can be reserved for sale at the site. The garden could be cultivated by using old style farm implements like those on display at the tool exhibit.

3. Have Dunsmuir House volunteers work on the garden for a portion of the produce. Produce could also be sold at the site to raise revenue. This would require some administrative personnel, a gardening expert and dedicated volunteer effort. There are many living history farms to use as models in the development of such a program.

Landscape preservation in the agricultural project at Dunsmuir House means a return to historic uses for the land and buildings. The agricultural project is only a part of the larger landscape preservation plan which includes historic research and development of the property to recreate the past landscape. The landscape preservation plan could

include projects such as reforestation of the hillsides, planting trees to define the driveway, building nature trails for visitors to enjoy, planting a terraced orchard, recreating the maze or Japanese gardens, and rebuilding the greenhouse. More research is required for a detailed landscape plan that best conveys the feel of the estate in historic times.

Tool Exhibit

The new tool exhibit proposed at Dunsmuir House answers critical issues surrounding the use of exhibits at historic sites. The goal of the participatory style of this exhibit is to spark an interest in the visitor at the site. As noted in Chapter III, in the section on exhibits, audiences react favorably to an exhibit which involves them physically in the interpretation of the site. The problem at Dunsmuir House is that the traditional style of informational exhibit is boring for the visitor. By adding a hands-on tool exhibit at Dunsmuir House the interpretation of the site and the visitor experience are both enhanced. This type of exhibit is an example of a site specific solution to improve an unexciting exhibit presentation at Dunsmuir House.

The hands-on old style farm tool exhibit is an interactive display which children and adults can enjoy. Participation always makes historic site interpretation more

interesting for the visitor and leads to a higher degree of retention of information. A display which encourages the involvement of the visitor adds to the experience on the site. A farm tool display would reinforce the agricultural nature of the southern end of the estate while actively engaging the public's attention. A hands-on display creates interest among schoolage children who are often bored by the traditional interpretive approach.

The exhibit requires a lot of work to set up initially, and would require some maintenance and cleaning periodically. The display should be the responsibility of one person, perhaps a professional exhibit manager. This responsible party would head a committee of volunteers to help with display assembly. The tools can be donated for a tax deduction. The tools will require easy to read labels and stands. Some old tools to include in the display might be an old cider press, old plows, shinglemakers, grinding wheels etc. An excellent example of a hands-on tool display exists in Portland, Oregon at the Bybee-Howell House, run under the auspices of the Oregon Historical Society.

Student Education

Student education programs are a necessary development for historic sites with visiting school groups. The need for a special interpretive program for children is crucial

to historic sites. This issue has been addressed by several historic house museums with varying degrees of success. In many cases visiting school groups make up a large portion of the visitors to a historic site and to ignore the special needs of this group is a critical oversight. A student education program at a historic site is an excellent opportunity to impress upon children the importance of the historic preservation movement. Currently there is no specialized student education program at Dunsmuir House, yet a large part of the annual admissions of the site are school children. The potential to address this issue at Dunsmuir by instituting a new student education program is exciting.

The proposed student education program is broken down into lesson plan units that are geared to particular age groups. For example younger children have shorter attention spans and require more play time. The lesson plans should take these differences into account when developing a storyline or program for a particular age group. Each lesson plan will concentrate on a different aspect of life patterns for a child in the early twentieth century. The older the group of children represented by each lesson plan, the more complicated the concept introduced in that section will be. Lesson plans for early age groups will emphasize participation of the individual. Lesson plans

for older age groups will emphasize concept oriented learning.

The student education program will include orientation, guided tour and post visit materials for all age groups. Once the lesson plans for each age group are developed an orientation package is prepared to introduce the concepts of the appropriate lesson plan to the students. This orientation package is mailed to each classroom prior to their visit to the site. The guided tour is designed to reinforce the information included in the orientation packages by giving concrete examples of the new concepts introduced. The post visit materials serve as a review of what was learned at the historic site when the children have returned to the classroom.

A sample lesson plan for each age group of school children follows:

Ages 5-6: Children at this age need to understand the site in terms of some past or present experience in their lives. The tour must consist of some type of participatory activities for children this age. The tour should also include time for play activity. The kindergarten lesson plan revolves around the experience of children beginning school. The orientation package includes copies of old school books and games used by children beginning school at the turn of the century. The tour of the site compares a child's first experiences at school with what school was

like back in the early 1900s. The tour will include a discussion of how a child would get ready for school in the morning and how the child would get to school each day. There is an investigation of what types of lessons were taught, what games were played and what a typical day in a classroom might be like. This lesson plan includes a section on old school primers, samplers and school games.

Ages 7-10: Children at this age learn best when classroom activities are the basis for the presentation at the site. Role playing is an important concept for assisting this age group to understand the type of lifestyle to be expected on an estate of this size. The orientation package asks the children to make up a list of childrens games and activities which were popular in the early 1900s. The class is then asked to use role playing to bring alive the life of a child living on an estate. At the site the class is taught about the lifestyles of the children on the property. The types of activities in a normal day are discussed from a child's point of view.[2]

Ages 11-14: Children at this age can understand history in terms of abstractions. The program for this age group emphasizes deductive reasoning and deals with technologically oriented concepts. The orientation package asks the students to go through their own homes detailing the technological devices and systems on which life today depends. The guided tour compares contemporary and

historical technological systems used to maintain a home. These systems include everything from kitchen appliances to farm tools or carriage equipment. The post visit materials include a review of the various technological systems utilized on the estate.[3]

Ages 15-18: Children at this age are actually young adults and should be treated as such. This age group can understand philosophical ideas and real life values. The program for this age group educates the students about architecture and historic preservation. The orientation package includes a styles guide and historic preservation packet. The class studies architectural styles and details to gain an understanding of the goals of the historic preservation movement. The tour at the site concentrates on preservation and administration of a historic site. A display illustrating the preservation history of Dunsmuir House is used for this presentation. The post visit materials show how to get involved in community preservation projects or historic preservation as a career.[4]

The student education program requires a substantial investment of funds and personnel in order to be effective. These efforts would need the professional assistance of a specialist in the field of children's education or historic site management. The recruitment of a professional director for the program may involve a nationwide search. Once the program is in place there is still an investment

of time on the part of the interpretive staff to learn the new information for each age group. One way the staff may deal with the large amount of work involved in this and other projects is by introducing a student docent program.

Student Docents

Students are an overlooked source of volunteers with a high level of enthusiasm and energy. It requires little effort to institute a student docent program. Placing one or two docents in charge of administering a student docent program is all that is required in terms of staff time. Student docents need to have the same people to meet with and get assignments from each week. A student docent program at Dunsmuir House would generate benefits for the site which far outweigh the time required to administer the program. Student docents are an untapped source of volunteers for historic sites. The administrators at Dunsmuir House face the problem of too few volunteers at peak visitation times, there is also an absence of volunteers to help with new programs which could be instituted. Instituting a student docent program adds the extra people necessary to help with new projects and regular maintenance at the site. A responsible group of student docents can give guided tours, put together new exhibits and other tasks. Running the program demands much time and patience on the part of the project director, but needs little

financial support from the site. The student docent program would provide a motivated work force with many new ideas for the interpretive program. The program supervisor must have weekends and summers free to work with the students during their free hours. The program should be in place before recruitment begins. The student volunteers will need training sessions with the information presented to the regular docents.[5]

At Dunsmuir House a group of enthusiastic volunteers would be a welcome addition. The student volunteers then can begin to work on specific tasks on the estate. Categories of interest might include gardening, interpretation, building maintenance, grounds maintenance or exhibit design. The students sign up for the category which they find most interesting. Tasks might include repair or reconstruction of buildings, reforestation of hillside, helping with new exhibits, aiding in research and writing for the interpretation, costume research, and building and maintenance of nature trails. Each category would include several tasks to complete which the student docents could help with. Many of the projects and programs recommended in the master plan require a large volunteer effort and student docents could play an important role in development of the new programs.

Dunsmuir House could arrange an internship program or summer program with local schools to provide credit for

time spent at the site. The student docent program provides students with hands on experience in historic preservation at a historic site. The program produces a receptive young audience for the goals of historic preservation. A positive experience with history in youth leads to a more sympathetic view toward the historic preservation movement later in life.

Handicapped Access

In order to correct barriers to handicapped persons at a historic site the administration needs to follow a disabled persons access review procedure. An evaluation or review of current practices at the site is necessary to identify barriers to handicapped access. The evaluation should be conducted with the aid of disabled persons to point out specific problems they encounter at the site. Then a comprehensive program can be developed offering solutions to the problems discovered by the evaluation. The next step is implementation of the new program. Disabled people must be recruited to serve on the committees involved with the drafting of the new handicapped access program. Barriers must be defined in terms of attitude or architecture; that is whether they are solved by changing attitudes or changing architecture. An interpreter training program which stresses an adjustment in attitude towards the disabled may be much more effective than

expensive remodelling solutions. Any solution which requires an architectural solution should be reviewed again to make sure that there is no alternative. If the committee deems that construction is necessary then the construction should be carried out in a way which is the least damaging to the historical fabric of the building or site. The committee should review and evaluate any course of action which was instituted.

Interpreters need to be aware that there are levels of impairment within each category of disability. For example, not all sight disabled people are blind. The staff must also be sure that a solution to one problem doesn't create difficulties for people with another type of disability. There are simple answers to some access problems, for example not using visual terms with blind visitors, taking sign language classes to help deaf visitors and creating special tours for the mentally disabled. An open dialogue between interpreters and disabled persons will aid the interpretive staff in creating a more rewarding experience for their handicapped visitors.

The following list indicates problems typically encountered at a historic site by people with particular disabilities.

(1) Sight Disabled:
Sign lettering too small to read, no braille.
Walkways with obstructions.

Touching not allowed.
Sight oriented words used in guided tour.

(2) Wheelchair Bound:
Stairs.
Walkways with obstructions.
Doors not wide enough to accommodate wheelchairs.
No access to second floor.
Guided tour geared to standing visitors.
Trails too steep to negotiate in a wheelchair.

(3) Hearing Disabled:
No interpretation in sign language.
Tour guides walk and talk at same time.
Intellectual level of presentation altered unnecessarily.

(4) Mentally Disabled:
Difficulty understanding interpretation.
Difficulty reading signs.
Inappropriate attitudes.[6]

Handicapped access at Dunsmuir House is a critical issue because there are both physical and attitudinal barriers which prevent full use of the site by visitors with disabilities. A phased program may be instituted to correct the most pressing problems immediately and prioritize program development according to the finances available. For example at Dunsmuir House, the first phase might stipulate the acquisition of a portable mechanical conveyance for wheelchair access into all buildings used as part of the interpretation. At the same time the interpretive staff can take the guided tour of the house from a wheelchair to spot problems with the interpretation. A docent may be trained in sign language. Signs in braille and/or large lettering can be added to those which currently exist. The second phase would then concentrate on

more specific projects like a three-dimensional model of the grounds for the blind or an audio-visual tour of the second floor for wheelchair bound guests. If more funds are available an elevator or chair lift can be installed for access to the second floor.[7] The installation of a stair chair at Dunsmuir House would be an appropriate solution to the problem of access to the second floor. In her later years Mrs. I. W. Hellman Jr. had problems walking and used a stair chair to get up and down the main staircase. A stair chair at Dunsmuir House not only allows access to the second floor, but does so in a manner which copies the historical solution to this problem. The City of Oakland removed the stair chair prior to opening Dunsmuir House to the public.

The staff can study other historic sites' solutions to the question of handicapped access and use some of the more appropriate solutions at Dunsmuir House. A committee should be formed to study potential solutions to access problems for the physically challenged. This committee must weigh the potential damage of the physical integrity of the site against the possibility for greater access and use of the site by the handicapped. An evaluation should be made by the committee as to the quality of the proposals. Some suggestions for guidelines are: the retention of the historic fabric of the site, the avoidance of contextual damage, the effectiveness of the proposal in solving an

access problem for one group without limiting access for another group, and the feasibility of the proposed solution. Since many problems of handicapped access at historic sites are attitudinal, there should be a section of the interpreter training program at Dunsmuir House devoted to facilitating the interpretation of the site for visitors with various disabilities.

Implementation of the program requires money and a large amount of volunteer labor. The money can be raised for the program by writing grants, requesting donations or holding fundraisers. Student docents can do all the labor intensive jobs. The interpreter training must be altered to include awareness of disabled persons access problems. At The Chicago Historical Society a handicapped access program was instituted for as little as $100. Increased awareness of the problem will lead to a marked improvement in the handicapped visitor experience at the site.[8]

The implementation of the proposed new programs at Dunsmuir House will require time, money and a lot of hard work to incorporate into the already existing interpretation program. The main ingredient in the success of any interpretive program is organization. The interpretive master plan and new programs recommended are viable projects which can be undertaken with minimal alteration of the current interpretation for the best possible visitor experience at the site. Most of the programs require no

more than a supervisor or coordinator, a volunteer labor force, organization and money. There are many innovative new programs of interpretation already in place at historic sites across the country to use as models for the development of the recommended projects. The new programs outlined in this chapter would make Dunsmuir House a model preservation project on the west coast. As with all new projects the question of funding is always worrisome. The following section suggests fundraising ideas to help pay for the cost of all these new projects.

Fundraising

Fundraising is a constant challenge for any historic site which is open to the public. Dunsmuir House has many options for fundraising unavailable to other sites because it is an Oakland City Park. The Dunsmuir Corporation is responsible for raising funds for maintenance costs. Labor for maintenance of the site is donated by the Oakland City Parks Bureau. There are several strategies of fundraising for historic sites which Dunsmuir House can and does use. Many of the potential sources of revenue have been explored by the administration of Dunsmuir House; however some fundraising areas have been ignored in the past. The main categories of fundraising discussed are grant writing, donations, fees, rental of the property, and gift shop revenue.

Grant Writing and Other Revenue Sources

Grant writing is an invaluable addition to any fund-raising program at a historic site. A part time grant writing specialist is ideal for generating income. Unfortunately most historic sites do not have the resources to hire a grant writer. One option is locating a volunteer board member or administrative assistant with grant writing experience. There are several grant writing guides available and often universities or colleges offer grant writing seminars. There are guides published annually listing local charitable organizations, with information on what type of projects they fund. The administrative staff at Dunsmuir House have limited grant writing capabilities now, but could easily institute a grant writing program using professional or volunteer help. Several of the programs discussed earlier in this chapter are excellent prospects for grant funding. These projects could also be funded in phases depending on availability of money and labor.

Dunsmuir House does make use of several fundraising techniques which do generate income. The bulk of the sites' revenue comes from special events, donations, memberships, facility rentals and tours. By far the greatest amount of income is raised by the special events, and of these the Christmas tour is the most popular. Facility rentals for weddings and private parties also

brings in a fair amount of income. Donations and tour fees account for only a small portion of the total revenue. Memberships and sale of gift items bring in a very small percentage of the total annual income. These fundraising strategies work well at Dunsmuir House and should be maintained with a few changes.

Rental of the facility for weddings is already a very popular tradition in the San Francisco Bay Area. The rental program would benefit from a full time property rental manager. The fee for tours of the grounds and mansion should be kept as low as possible to encourage the greatest number of visitors. Membership drives and solicitation of donations could be improved by adding names to the mailing list. New names can be included from the Chamber of Commerce business list. The membership committee can solicit donations or membership from corporations, historical organizations, clubs and local businesses. Businesses and corporations should also be encouraged to donate goods, labor or publicity. Organizations and clubs could be allowed to sponsor a room in the house for public recognition and good publicity. There are special events which could easily be added to the calendar that have a place in the history of Dunsmuir House.

Publicity

Another important aspect of a well rounded fundraising program is publicity. Reaching the public is the goal of historic site administrators; and publicity makes that goal attainable. Historic landmarks need a steady flow of visitors, and that requires development of promotional techniques. Dunsmuir House needs a full time publicity program to mount an all out promotional campaign. Publicity should be continual and repetitive. There are several areas of promotion which need to be addressed by a Dunsmuir House Publicity Committee. Some of these areas are media promotion, direct mail, informational publications and public service advertising. The need for publicity is a critical issue at Dunsmuir House because many bay area residents are unaware that this exceptional historic site exists.

Media promotion is based on "press pegs" such as special events which create opportunities to invite the media to the historic site. A good working relationship with local media is invaluable in keeping the Dunsmuir House in the public eye.[9] Media contacts should include newspaper, radio and television stations, and magazine publishers. At Dunsmuir House the development of exciting new programs is an excellent lure for media attention. Any

grants which are funded should be announced for publicity; as well as any special events, and new programs.

Dunsmuir House needs to make use of promotional devices such as direct mail and promotional publications. Direct mail and informational publications work together to promote the landmark both on and off the site. Direct mail includes items which are used for publicity away from the site; such as handbills, posters, information folders and person to person campaigns. Inside promotional materials consist of guidebooks, brochures, books and other printed materials given or sold to visitors. Brochures and other printed materials contribute to favorable word of mouth recommendations. Often these materials are shared with friends and family, encouraging them to visit the site.

Another aspect of publicity which is under utilized at Dunsmuir House is public service advertising. Public service advertising is an excellent means of generating publicity for special events. Public service announcements reach a large number of potential visitors who watch television or listen to radio. This type of advertising supplements the media promotion program. Public service advertising has great advantages in that it is usually offered by television and radio stations free of charge, and it is publicity which is accessible to large audience. The public service announcement may include a feature on the historic site or a series of short announcements. The

information must always be well organized for presentation and newsworthy.

Thomas McCaskey defines seven rules to follow for a successful campaign to promote a historic site:

1. Operate on a regular and well announced daily basis of hours and admittance fees, avoiding fluctuating hours and schedules.

2. Provide interpretive materials of interest to the general public for use at the historic place and promotional materials for use elsewhere.

3. Conduct special events and use them as "press pegs" to create a continuous flow of publicity.

4. Develop an extensive list of public relations contacts and use them often.

5. Invite editors, writers, and communicators to the project for special activities and to cover feature stories.

6. Diligently circulate photographs to communications media.

7. Request public service time for free aid in advertising and promoting visitation to your historic place from all segments of the travel potential--local and national.[10]

Recommended Studies at Dunsmuir House

Given the spirit of cooperation between the City of Oakland, the Dunsmuir Corporation and the Director of the

site, there are several studies which would aid in development of the site to its' full potential. The first recommendation would be development of a new master plan and interpretive plan with clearly stated goals. These goals would indicate the primary purpose for preservation and interpretation of the site. The master plan would include a comprehensive landscape plan. The interpretive plan would recommend new programs and review old programs. A fundraising program should be incorporated into the master plan with suggestions for new events and promotional ideas to increase visitation to the site.

Other studies which would aid in accomplishing the goals of the master plan and interpretive plan are a site survey, user analysis, and a study on circulation or carrying capacity of the site. While these studies are not crucial, they would aid in development of quality programs and point out weaknesses in current practices. The site survey would accurately note topography and significant site features such as streams, roads and buildings. It should also include fault traces, old foundations and other ruins, and the size and location of major trees and landscape units. A user analysis survey would help tailor new programs to specific user groups such as schools, retired people, tourists, foreigners, and the handicapped. A carrying capacity or circulation study is primarily recommended to correct a specific problem of current

interpretation at the site. During special events the mansion is overcrowded, while other buildings on the property are under utilized. The solution is to spread visitors out on the property and take pressure off the mansion.

Summary

The critical issues of interpretation reviewed in this chapter illustrate the need for administrators of Dunsmuir House to redefine the goal of the interpretive program. By using the methodology outlined in Chapter II solutions were found for a wide range of issues at Dunsmuir House. These issues include a restatement of the interpretive master plan, visitor experience, special events, carrying capacity and building uses. The issues reviewed are examples of the three categories of historic site interpretation studied. Building usage is an issue of site interpretation and explores ideas about maintaining the historic context of the site by using the outbuildings for their original purpose. Carrying capacity and circulation systems are issues of physical characteristics which are concerned with physical attributes of the historic site. Visitor experience is studied in terms of the circulation system; how the public is moved through the site and what they experience at the various buildings and paths on the property. The issue of special events and the outline for a new

interpretive master plan explore the responsibilities of site administration.

The recommendations for new programs to be instituted at Dunsmuir House also reflect an exploration of the three categories of interpretive issues studied. The tool exhibit, student education program and student docent program are all examples of issues of site interpretation. The review of barriers to handicapped access and suggestions to eliminate these barriers are issues of physical characteristics. The agricultural project recommended as part of a larger landscape restoration program is an issue of site administration. All of the program additions suggested at Dunsmuir House dramatically improve the educational potential of the site without damaging the historic integrity. The new programs also offer the opportunity to interpret Dunsmuir House as a complete historic unit by making use of all the historic buildings and landscape patterns.

Notes

[1]Interview with Margery Hellman Strass, Menlo Park, California, January 1986.

[2]Candace Floyd, "Education at Old Economy: Programs Children Can Understand," History News 35 (March 1980): 12.

[3]Ibid., p. 13.

[4]Ibid., pp. 13-14.

[5]Patricia F. Black, "Teenage Docents at Old Economy," Historic Preservation 24 (April-June 1972): 20-21.

[6]Marianna S. James, "One Step at a Time," History News 36 (July 1981): 13-15.

[7]Ibid.

[8]Barbara Reque, "What You Can Do for the Blind for $108.86: Chicago Historical Society Provides an Innovative Program," History News 39 (July 1981): 19.

[9]Thomas McCaskey, "Promotion and Development of Landmarks," Historic Preservation 21 (January-March 1969): 27.

[10]Ibid., p. 28.

CHAPTER VII

CONCLUSION

The purpose of this study was to develop a systematic review process for historic sites to improve the educational potential of their interpretive programs. The process investigated critical issues of interpretation including site interpretation, physical characteristics and site administration. The review process was applied to critical issues of interpretation identified at Dunsmuir House and Gardens. The use of Dunsmuir House as a case study proved the feasibility of the review process by illustrating its ability to target interpretive issues and resolve them.

The review process involved seven steps which were outlined in Chapter II. The first step was to identify a weakness in the current interpretation used at a historic site. The second step was to conduct a review of pertinent literature in the field. Upon completion of the literature review, an evaluation of the findings of the review should be performed by the administrators of the historic site. The administration should then choose a course of action which best answered the problem identified in step one. Once the course of action was decided upon a program could

be instituted based on the decision. The administrators of the site should identify a responsible person to administer any newly instituted programs. This person might be a docent, board member or hired professional in the field. After the program has been instituted, there would be an evaluation process to gauge the success of the new program. The program would then be modified to alleviate any problems which had been identified in the evaluation process.

This process to systematically review the interpretive programs at historic sites involved a three part investigation of critical issues in the field. The unique nature of this three fold investigation of interpretive issues offered a way for administrators of historic sites to comprehensively assess the weaknesses in their programs and develop realistic program-related solutions. The use of three major categories of issues of interpretation should help the administrators of the site in tailoring the proposed programs to the type of problem being studied. Issues of site interpretation included aspects of the guided tour and decisions made regarding specific attributes of the interpretive program. Issues of physical characteristics explored interpretation at a historic site in terms of concrete planning obstacles. Issues of site administration were related to decisions which an administrator at a historic site must make. These decisions

covered a broad range of interpretive issues and illuminated the goals of the interpretive program. The goals of this study were accomplished by using this three part investigation of critical issues to identify problems in the interpretive program at Dunsmuir House and Gardens. The applicability of the systematic review process was proven by identifying and resolving specific issues encountered in the interpretation of Dunsmuir House. The review process was a significant aid in proposing new programs which would address these critical issues at Dunsmuir House.

In the future as researchers in the field of interpretation apply this systematic review process, there may be new issues which arise. The emergence of alternate interpretive issues as this methodology is applied to other case studies of historic sites is a welcome addition to the information base on interpretation of historic sites. New interpretive issues and whole new categories of interpretation may be developed as viable areas of research. It is recommended that researchers publish any future results of interpretive program reviews at historic sites using this process.

Future publications in the field of historic site interpretation might concentrate on comparative studies of critical issues of interpretation rather than documenting solutions to problems found at one particular site.

Researchers and administrators of historic sites should keep in mind the applicability of interpretive program solutions to problems encountered at other historic sites. The problem is to find a method which administrators of historic sites can use to relate their findings in a manner which will be of benefit to the educational activity of all historic sites. There is a need for a process which will give administrators of historic sites the tools necessary to review an interpretive program and share the results with other historic sites which have similar problems. The review process described in this study of interpretation at historic sites provides a means of applying a systematic review to any historic site using the information gathered as a point of comparison for critical issues of interpretation at all historic sites.

Epilogue

Interpretation of historic sites plays a significant role in preserving our national heritage. Historic sites are important cultural resources for public enjoyment and education. Interpretive programs at historic sites document past traditions which are valuable reminders of our common heritage. The use of cultural resources as a physical anchor in a rapidly changing world helps Americans to define a meaningful direction for the future of our society. The preservation of our cultural heritage

represents a retention of positive social values. Preservation of cultural resources provides America with a sense of history and a sense of traditional values to be passed on to future generations.

APPENDIX A

HISTORY OF DUNSMUIR HOUSE

A History of the Property of Dunsmuir House

The property on which Dunsmuir House was built has a varied and fascinating history spanning almost two centuries. The property was owned by several individuals and families, each owner leaving an indelible imprint of their lives on the property as a legacy to the next owner. The property tangibly illustrates the years of history of the Oakland/San Leandro area from the native inhabitants to the present day. The significance of Dunsmuir House to the region is pointed out in the book, San Leandro: A History, "This is almost the only large estate of our area which has come down to the present time intact."[1] The unique history of Dunsmuir House is highlighted by the fact that the estate survived intact to serve as an educational tool for social and regional historical study.

The property which Dunsmuir House occupies began as Costanoan Indian territory. These Native Americans survived on roots and berries found in the hills, and shellfish from the Estuary's edge. The term Costano, meaning coast people, came from the Spanish explorers who first encountered these Indian tribes.[2]

The Spanish Government laid claim to the California Territory; sending expeditions northward from Mexico. Large land grants were given to soldiers and others who served their country in the New World. One such land grant

of 44,000 acres was given to Luis Maria Peralta on August 23, 1820. Peralta had spent forty years as a soldier in service to the Spanish Government. In 1776 Peralta, a native of Tubac Sonora, came to the Presidio at San Francisco with a group of emigrants from Mexico. Peralta served as commander at Pueblo San Jose. The land grant comprised much of what is today Oakland, Piedmont, Berkeley, Albany, Alameda and San Leandro. In 1842, four of Peralta's sons settled on the land grant which was named "Rancho San Antonio". The eldest son Ignacio received property which later became Oakland and San Leandro. The property at Dunsmuir House once was part of Ignacio Peralta's 9,416 acre cattle ranch.[3]

In 1856 Ignacio Peralta deeded approximately 525 acres to William Souther and Ellis A. Haines.[4] Souther and Haines divided the acreage in October 1856, with Souther claiming 161 acres and Haines retaining 346 acres.[5] The land became known as Souther Farm during this period of ownership. The actual title to Ignacio Peralta's land was not formalized until 1858, when the U.S. Land Commission under President Buchanan confirmed land grants of the Spanish Government. At this time the transaction between Ignacio Peralta, William Souther and Ellis Haines was legally recorded.[6]

On January 17, 1868 Souther sold 315 acres to Senator Edward Tompkins.[7] Senator Tompkins was the first regent

and benefactor of the University of California. He died in 1872 and his son Gilbert inherited the property. Gilbert was the owner of the "San Leandro Reporter", a local newspaper, which he sold in 1889 to concentrate his efforts on Souther Farm. Gilbert Tompkins farmed the property, raised fruit and began acquiring trotting horses. By 1894 he had acquired some of the best American trotting blood-lines in the country. The farm was dedicated to the care and exercise of the horses. The property included a one mile track and a unique horse swimming tank for exercise.[8] The ingenious idea of exercising his horses in a swimming tank gained Tompkins and Souther Farm publicity when one of the horses was the first to swim across the San Francisco Bay.[9]

A History of Dunsmuir House

In 1894 Gilbert Tompkins sold his property to S. W. Babbitt, Hackett and Payne.[10] In February 1899 the land was deeded to Josephine Wallace.[11] Josephine Wallace was the mistress of Alexander Dunsmuir, who had the mansion built as a wedding gift for Josephine in 1899. Alexander Dunsmuir was born in Nanaimo British Columbia in 1853. He was sent to San Francisco in 1878 to oversee the Dunsmuir family business interests of coal and shipping in America. He stayed at the home of a business associate named Wally Wallace and soon became involved with Wally's wife

Josephine. Josephine and Wally were divorced a year later and Josephine retained custody of their daughter, Edna. Alexander would not marry his mistress for fear of being disinherited by his mother, who controlled the family fortune. Marriage to a divorced woman was considered inappropriate by Alexander's mother, so for 20 years Alexander and Josephine lived together. When Alexander and his brother James bought out their mother's controlling interest in the family business, Alexander and Josephine were finally free to marry. The wedding was held in December 1899 and Dunsmuir House was Alexander's wedding present to his beloved wife. Unfortunately, the stress of his living situation took its toll on Alexander, who had taken refuge in alcohol. Alexander died on the honeymoon in New York in January 1900 at the age of 46. Josephine returned to Dunsmuir House alone. She died a year and a half later of cancer in June 1901. Josephine's daughter Edna Wallace Hopper inherited the property and the mansion, but none of the Dunsmuir money for maintenance of the estate.[12]

Edna Wallace had gone to New York to pursue her stage career and was very successful. She married her leading man, DeWolf Hopper, and together they starred in many theater productions. After her retirement from the stage Edna Wallace Hopper became the Director of Edna Wallace Hopper Cosmetics Company, another successful endeavor.

She was in litigation several years in an attempt to expand her claim to Alexander Dunsmuir's estate, but to no avail.[13] In 1902 Edna Wallace Hopper commissioned a European agent to buy a number of horses of notable bloodlines in order to operate a stock farm for thoroughbreds at Dunsmuir House. She planned on reviving the Souther Farm reputation of excellent horse breeding. Mrs. Hopper also tried to operate a fruit and vegetable farm to maintain the property.[14] None of these ventures succeeded and eventually she was forced to rent the property during summers to well-to-do San Franciscans. One of the summer renters was I. W. Hellman Jr, who eventually bought the estate for $50,000 on January 26, 1906.[15]

I. W. Hellman Jr. was the son of Isaias Wolf Hellman, a prominent banker in California. I. W. Hellman Sr. had forged a financial empire which encompassed much of the west coast and contributed significantly to the development of that region.[16] I. W. Hellman Jr. had followed in his father's footsteps and was influential in the world of banking, particularly in the San Francisco Bay Area. I. W. Hellman Jr. was born in Los Angeles in March of 1871. He graduated from the University of California in 1892. After the earthquake and fire of 1906, I. W. Hellman Jr. was a member of the Committee of Fifty, an organization which took active control of San Francisco's affairs during the period following the disaster. Many members of the

Hellman family, including I. W. Sr. lived at Dunsmuir House after the earthquake, until the city and its' buildings were in stable condition. I. W. Hellman Jr. was Vice President and Director of the Panama-Pacific Exposition of 1915, a huge event for the growing city of San Francisco. At the time of his death in May of 1920, Mr. Hellman was President of Union Trust Company of San Francisco, President of the Wells Fargo Nevada National Bank, Chairman of the Board of Columbus Savings and Loan, Vice President of Farmer and Merchants National Bank of Los Angeles, Director of the Spring Valley Water Company and President of the Banker's Investment Company. Mr. Hellman's philanthropic interests included the Federation of Jewish Charities, Mt. Zion Hospital, Mills College and the University of California.[17]

I. W. Hellman Jr. and his family used Dunsmuir House as a summer residence for 55 years. After his death, the property was held in trust for the use of his wife and children. Mrs. Hellman was the person who truly influenced the ambiance of the Hellman summer home with her love of flowers and gracious lifestyle. The Hellman lifestyle was affluent, yet friendly and comfortable. The home was always filled with people in the summer months, including family, servants and guests. I. W. Hellman III remembered the estate was staffed by 20 gardeners, 2 chauffeurs, a groom for the horses and a large number of household

servants. During the summer the family gave parties almost every weekend and the spare rooms were filled with guests.[18] The lifestyle during the ownership of the Hellman family is what the administrators of the historic site hope to exemplify in its interpretation. The Hellman years represent a period of stability and development which transformed Dunsmuir House into one of the most beautiful estates of the San Francisco Bay Area.

The Hellman family made many improvements to the property and mansion. These improvements included remodelling the house, constructing an electric plant and water system on the property, a golf course, swimming pool and paving the tennis courts.[19] The Hellman's also had a thriving farm with vegetable gardens and orchards, flower cultivation, chickens, cows and horses. Milk, eggs and flowers were all produced at Dunsmuir House for the use of the family and guests in the summer, and also shipped into the city twice a week during the winter.[20] According to Lois Rather, the property included, "vegetable gardens, orchards of fruit trees and almonds, berry bushes, wisteria arbor, Japanese Garden, aviary, cow barn and dairy, chicken coops, a lath house and grotto."[21]

There is evidence that John McLaren, the famous developer and landscape architect of Golden Gate Park and friend of I. W. Hellman Jr., consulted on the design of a portion of the property. According to an interview with

I. W. Hellman III, "Father had his friend, John McLaren, who was the Superintendent of Golden Gate Park in San Francisco, plan and execute the changes. Looking towards the house the garden on the right side was already there. The garden area on the left when we first came was a plowed field, possibly not including the tennis courts which according to my earliest recollections was a dirt court, but at some given time it was changed to an asphalt court." Interviewer: "Was the pond there?" I. W. Hellman III: "No, he (John McLaren) put it in and everything on that side that was cultivated was added. The Dunsmuir's had left it. I think it was a hay field when we first came . . . no trees, no shrubs."[22]

The McLaren Gardens, completed between 1908 and 1910 included the area west and northwest of the house, not the large lawn on the east side in front. This was a lawn and garden already planted by the Dunsmuir's, but simplified by the Hellman's. The archway entrance and other arches along the road may also have been put in by the Dunsmuir's. The McLaren Gardens include the ponds and surrounding landscaped area.[23] During the Hellman era the improvements and the excellent maintenance of the estate made the Hellman country place one of the showplaces of Alameda County.[24]

The City of Oakland purchased the property in 1961. Part of the property was sold for office and research buildings, another portion was sold to the East Bay

Municipal Utility District for a reservoir, and the State of California bought part of the property for freeway rights. Forty-eight acres of the original estate remained after the sale of these parcels of land. The property remained unused for ten years and fell into a state of disrepair. In 1971 a non-profit corporation was formed to restore and develop the property as a cultural, horticultural and historical center.[25]

The City of Oakland had studied many alternative uses for the property, many of which proved unfeasible. Some of these proposals included: a retreat for business, professional and civic groups, a conference center for government and industry, a local version of Williamsburg, a garden apartment complex, a botanical garden and arboretum.[26] For many years Dunsmuir House was viewed by city officials as a 'white elephant;' beautiful to look at but impossible to turn into a financial asset for the city. The City of Oakland may well have sold the property except for money received from the Federal Government for the purchase of the property as an open space land grant. The grant stipulated that the property was to be held forever for park and recreation use.[27] This condition prevented the sale of Dunsmuir House, but the logistical nightmare of converting the estate from private to public use was overwhelming to city officials. The main problem was meeting modern fire, safety and building regulations for

public use buildings. Converting the private home with outdated electrical wiring and plumbing into a site for public use was very costly. Modern fire regulations required installation of an expensive sprinkler system and an additional means of exit from the second floor. In 1971 the Oakland City Council approved a ten year contract with a non-profit corporation for operation and restoration of the house. The contract provided that the corporation raise at least $10,000 a year in net proceeds for financing improvements to the estate.[28] Since 1972 the Dunsmuir House Corporation has weathered political and financial controversies, but the property has been restored and preserved for public use.

Construction and Alteration of Dunsmuir House and Outbuildings

The Dunsmuir House and outbuildings reflect two major periods of construction. There was also a significant remodelling of the mansion during the Hellman period. The first major construction period predates the construction of the mansion and encompasses the buildings on the southern end of the property. These buildings were primarily utilitarian in function. All of the buildings from this period reflect the architectural style and detailing of the Shingle Style. These buildings include the carriage house, dairy barn, potting shed and chicken

coops. It is believed that these buildings remain from the Souther Farm era.

The mansion was constructed in the Dunsmuir era and represents a change in the use of the property from farming and ranching to residential. The Colonial Revival style mansion was constructed in 1899 and was designed by architect Joshua Eugene Freeman of San Francisco. The construction was overseen by contractor H. E. Wharton.[29]

The Hellman's made several alterations to the residence in 1913. The alterations and additions were designed by architect Frederick H. Meyer. The alterations occurred while the Hellman family was in Europe. The floor plan of the second level of the mansion was reversed. The original master bedroom was made into a children's suite. A large palladian window on the north side of the house was removed to make way for the daughters room. The master bedroom was moved to the west side of the second floor and the master bathroom was added with his and hers showers. Servants quarters were added to the third floor. A half-bathroom was added on the first floor. The back porch was enlarged and new electrical fixtures replaced the original gas and electric fixtures. The Hellman's also painted the foyer white.[30] The Hellman alterations indicated another change in the use of Dunsmuir House. The property was now used as a summer residence only and new accommodations were necessary for the Hellman's four children.

The City of Oakland was responsible for major restoration of the property and mansion. The City was required to update plumbing and wiring and install a fire sprinkler system. The back porch was used to add a fire escape from the second floor. A stair chair used by Mrs. Hellman was removed. The chauffeur's cottage was renovated as an apartment. In 1961 central heating was added to the mansion, and a modern kitchen installed in the Carriage House. The Dairy Barn had new electric fixtures and plumbing added. At the rear of Dunsmuir House the city also added trailers with bathrooms and a wheelchair ramp.[31] The alterations to the property by the City of Oakland reflect yet another change in the use of the estate from private residential use to public ownership and use.

Previous Studies of Dunsmuir House and Grounds

To implement the most effective public use of The Dunsmuir estate, the City of Oakland and other organizations have funded several in-depth studies. These studies have helped clarify potential uses of the property and specific goals to strive toward. Some plans concentrated on the development of the property financially, others toward restoration of the landscape and buildings. The plans funded by the city were focused on developing income generating uses for the property. Other organizations,

such as horticultural societies would fund studies with a narrower scope which coincided with their interests. The studies funded by the City include The Peralta Oaks Plan, The Dunsmuir House and Gardens Restoration Plan, and The Edaw Inc. Master Plan for Dunsmuir House. Studies carried out by other organizations include horticultural studies and student proposals from the University of California at Berkeley.

The Peralta Oaks Plan of 1963 was the City's first attempt to address the adaptive reuse of Dunsmuir House. The plan called for the property to be turned into a research and development complex called Peralta Oaks. The contract to prepare a master plan for the complex was awarded to the San Francisco architectural firm of John Carl Warneke and Associates in 1965.[32] The plan called for the demolition of most of the farm buildings, and proposed the construction of new buildings which were not sympathetic to the surrounding features of the site. This plan destroyed the unity and cohesiveness of the site; retaining certain buildings and landscape features merely as decoration to enhance the conference center.[33] Luckily the funds for implementation of the Peralta Oaks Plan were unavailable.

The next proposal was submitted to the City in 1970 by a developer who wished to turn Dunsmuir House into an office park. When the City of Oakland considered selling

the property for development there was a public outcry. The members of the Oakland East Bay Garden Center suggested using Dunsmuir as a landscape conservation project at this time. The center submitted a landscape plan by John Vogeley in 1971.[34] The Dunsmuir House and Gardens Corporation was formed in 1972 to protect and rehabilitate the estate. A management agreement between the city and the corporation was signed July 1, 1972. An amendment to the agreement called for the development of the property as an educational, historical and horticultural park. This amendment gave the City responsibility for administration and maintenance, while the corporation was in charge of fundraising and development of displays and exhibits for the visiting public. In 1973 the corporation submitted a master plan for rehabilitation of the mansion and gardens. This was primarily a restoration plan, with limited attention to the issues of fundraising or increased public use.[35]

In 1976 a master plan was commissioned by the Dunsmuir House board of trustees. The plan was submitted by Edaw Inc., a San Francisco design and planning firm. The plan called for "adaptive restoration" of the site, which included demolition of structures considered detrimental to development of the whole site. The plan added several landscape features to the property, some of which were historically accurate and many which were not. Some of the

features were a rhododendron walkway to the south of the mansion, improvements to the sag pond, a japanese garden, a boxwood maze and croquet court, a conservatory and aviary, a performing arts area and the use of ornamental lighting. The maze, japanese garden, conservatory and aviary existed during the Hellman period of ownership; the other landscape features did not.[36] The Edaw Inc. master plan was more extensive than the master plan of 1973, and addressed concerns about fundraising, increasing visitation and phasing of the additions. But the Edaw Inc. plan virtually ignored the importance of the farmscape at the southern end of the property in establishing the historic framework of the estate.

In 1984 landscape students at the University of California, Berkeley prepared master plans for the property as a class project under the guidance of Professor Joseph Rodriguez. This project led to a master thesis by Zina Merkin on Dunsmuir House. The thesis was submitted in October 1985 and was a master plan with a landscape emphasis. In February 1985, Russell Beatty, a landscape architect and faculty member at the University of California, Berkeley presented a proposal for a Center for Urban Horticulture based at Dunsmuir House. The center was a clearing house for information on urban horticulture topics such as urban forestry, inner city gardening, landscape rehabilitation, and urban farming.

There have been many proposals and master plans presented to the City of Oakland and the Dunsmuir Corporation, but the recommendations were never acted on. There have been development plans, master plans and landscape plans but the funds were never made available to implement the proposals. Many years have been wasted in political power struggles; the potential of Dunsmuir House suffering the consequences. A feasible set of goals must be adopted for Dunsmuir House to progress to a quality interpretive program which transcends politics.

Notes

[1]Reginald R. Stuart, San Leandro: A History (San Leandro, California: First Methodist Church, 1951), p. 202.

[2]Lois Rather, Dunsmuir House (Oakland, California: Rather Press, 1982), p. 30.

[3]Thompson and West Publishers Oakland California, Official and Historical Atlas Map of Alameda County (Fresno: Valley Publishers, 1878), p. 19.

[4]Rather, Dunsmuir House, p. 31.

[5]Alameda County Courthouse, Recorder's Office, Deed Book E, pp. 647-649.

[6]Rather, Dunsmuir House, p. 31.

[7]Alameda County Courthouse, Recorder's Office, Deed Book 29, p. 176.

[8]Oakland Public Library, Oakland History Room, Vertical File: Oakland Parks: Hellman Estate, "History of Dunsmuir House," Oakland Tribune, The Knave, March 24, 1963.

[9]Interview, Margery Hellman Strass, January 1986.

[10]Alameda County Courthouse, Recorder's Office, Deed Book 539, p. 314.

[11]Ibid., Deed Book 679, pp. 192-194, Deed Book 630, p. 280.

[12]Rather, Dunsmuir House, p. 32.

[13]Ibid. , p. 47.

[14]Stuart, San Leandro: A History, p. 202.

[15]Alameda County Courthouse, Recorder's Office, Deed Book 1127, p. 68.

[16]Bailey Millard, History of the San Francisco Bay Region, 3 vols. (Chicago, San Francisco, New York: The American Historical Society, Inc. 1924), 3:65-66.

[17]Ibid.

[18]Rather, Dunsmuir House, p. 50.

[19]Ibid.

[20]Oakland Public Library, Oakland History Room, Vertical File: Oakland Parks: Hellman Estate, "Hellman Estate to Become Park," Oakland Tribune, September 1, 1971.

[21]Rather, Dunsmuir House, p. 51.

[22]Oakland Public Library, Oakland History Room, Vertical File: Oakland Parks: Hellman Estate, The McLaren Gardens, Oral History of I. W. Hellman III.

[23]Ibid.

[24]Mills College: Today and Tomorrow, January 1943, p. 8.

[25]Rather, Dunsmuir House, p. 60.

[26]Oakland Public Library, Oakland History Room, Vertical File: Oakland Parks: Hellman Estate, Oakland Tribune, November 11, 1961; March 9, 1963; March 17, 1963; March 25, 1963; January 29, 1967; San Francisco Chronicle, November 13, 1960; San Leandro Montclarion, December 30, 1970; June 21, 1972.

[27]Ibid., "How Dunsmuir House Could Be Saved," San Leandro Montclarion, October 21, 1970.

[28]Ibid., "House May Soon Be Closed Permanently to the Public," Oakland Times, August 17, 1971; Glimpse Magazine, "East Bay Civic Leaders Saved Dunsmuir House," June 1972, p. 23.

[29]John Kidder, Dunsmuir House and Gardens Interpreter's Guide, Mansion Tour, p. 4.

[30]Ibid.

[31]Interviews with John Kidder, Director Dunsmuir House and Gardens; and Dan Ustin, Preservation Consultant at Dunsmuir House and Gardens, San Leandro, California, 17 March, 1986.

[32]Oakland Public Library, Oakland History Room, Vertical File: Oakland Parks: Hellman Estate, "Dunsmuir Site Contract OK'd," Oakland Tribune, January 5, 1965.

[33]Zina R. Merkin, "Dunsmuir House and Gardens: A Master Plan: Integrating Modern Uses in an Historical Setting," Master's Thesis, Department of Landscape Architecture, University of California, Berkeley, 1985, p. 16.

[34]Oakland Public Library, Oakland History Room, Vertical File: Oakland Parks: Hellman Estate, "East Bay Civic Leaders Saved Dunsmuir House," Glimpse Magazine, June 1972, p. 23.

[35]Zina R. Merkin, "Dunsmuir House and Gardens: A Master Plan: Integrating Modern Uses in an Historical Setting," Master's Thesis, Department of Landscape Architecture, University of California, Berkeley, 1985, p. 16.

[36]Charles A. Rapp, General Development Plan for Dunsmuir House and Gardens, San Francisco: Edaw Inc., 1971, pp. 15-20.

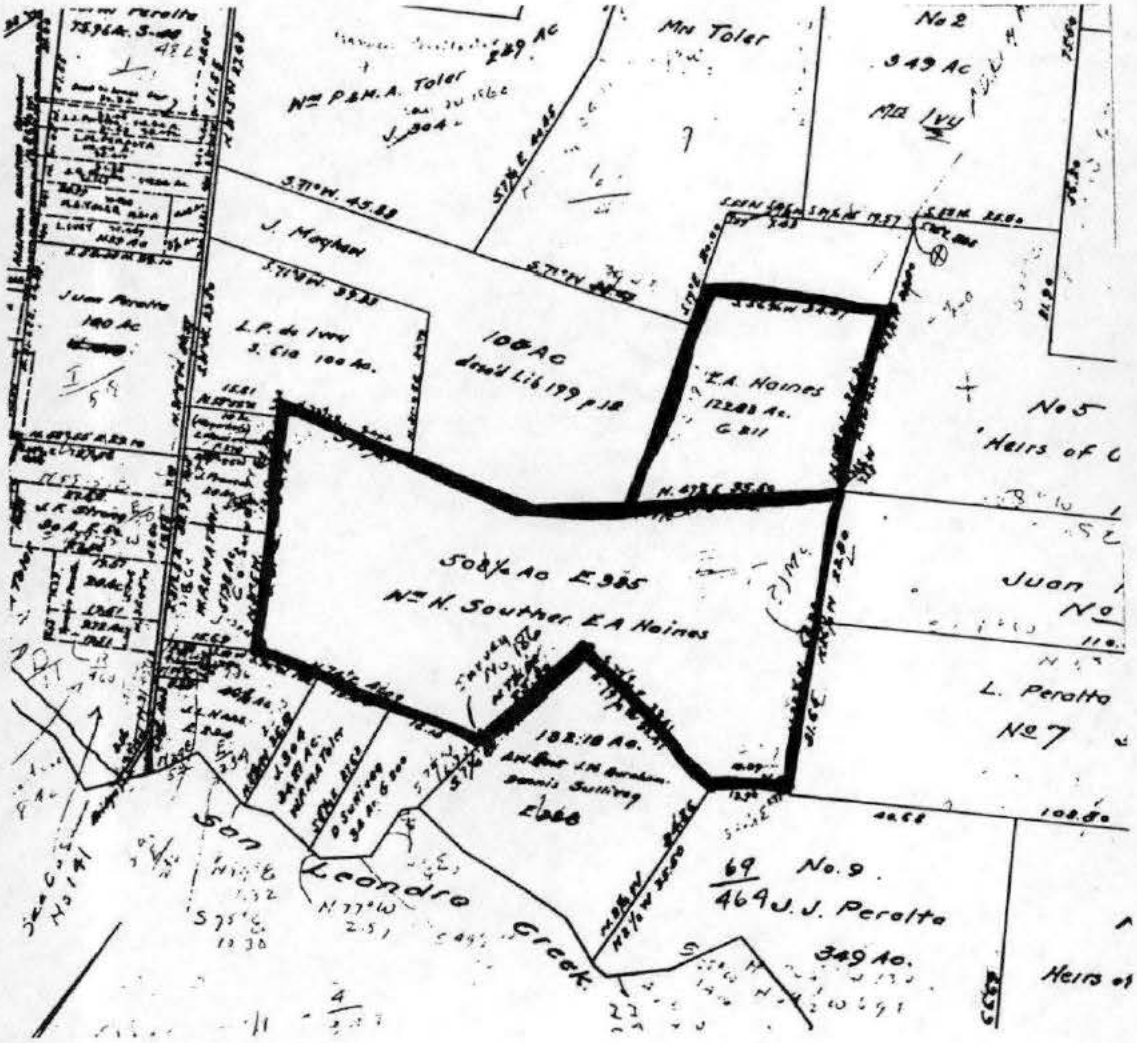
APPENDIX B

ILLUSTRATIONS AS INTERPRETIVE MATERIALS

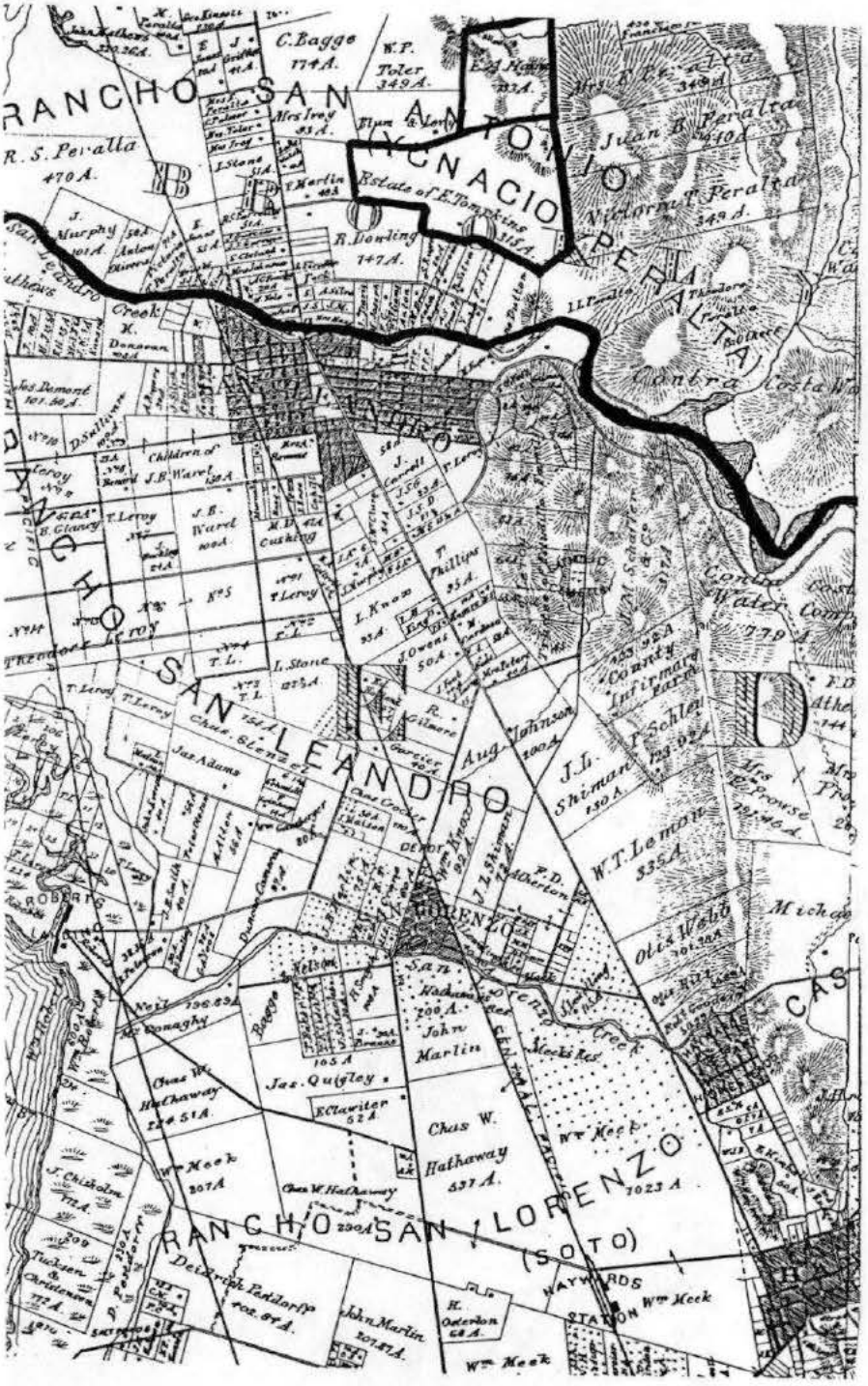
Maps

Maps are effective interpretive materials in exhibits at historic sites. Maps of property boundaries and ownership give visitors an understanding of the development of the property through time.

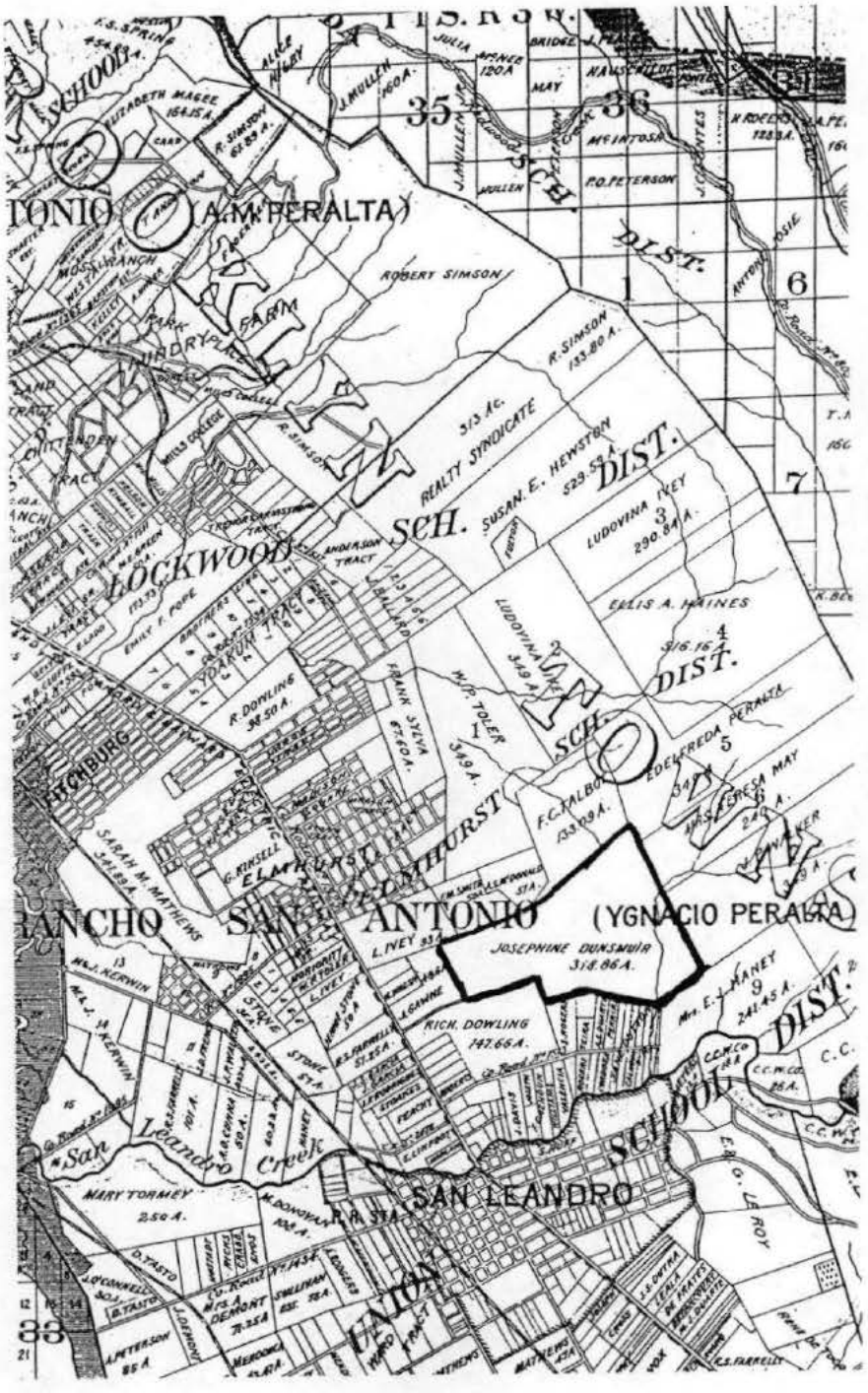
Boundaries of Rancho San Antonio, owned by Luis Maria Peralta. From: An Historical Map of the East Bay Area, San Leandro Public Library, California History Room.



Property ownership: William Souther and Ellis Haines, 1857. From: U.S. Geologic Survey, Alameda County 1857 (Souther & Haines landholdings).



Ownership: Estate of Edward Tompkins and Land Holdings of Ellis Haines, 1878. From: Official and Historical Atlas Map of Alameda County, Map #3, 1878 property ownership. Compiled by Thompson and West Publ., Fresno: Valley Publishers, 1976, pp. 36-37.



Property ownership: Josephine Dunsmuir. From: UC Berkeley Map Room Official Map of Alameda County, California. Compiled by George L. Nusbaumer & W. F. Boardman, Tribune Publishing Co., Oakland, CA 1900.

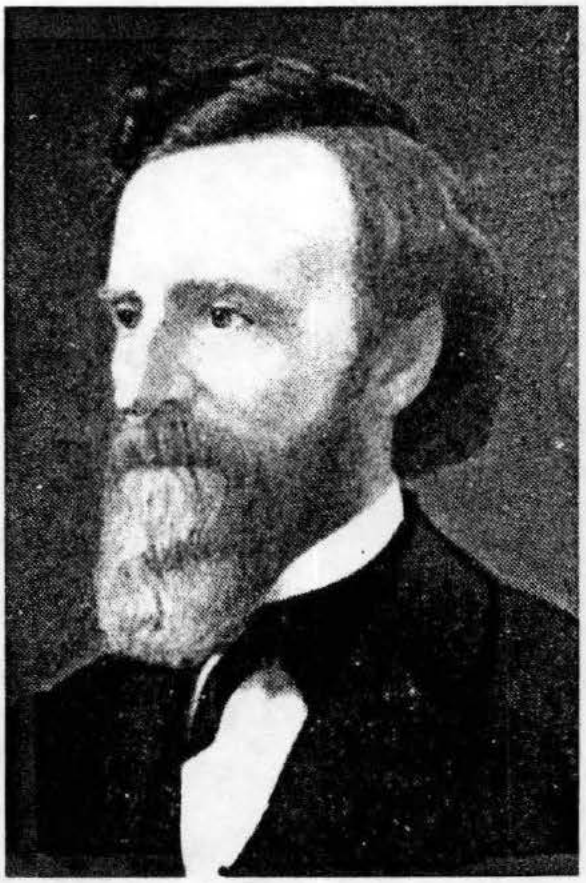
Property ownership: Estate of Josephine Dunsmuir and Land Holdings of I. W. Hellman Jr. From: Map of Oakland & Vicinity. Published by The Realty Union, San Francisco, CA, 1911. Compiled by T. J. Allan, San Leandro Public Library, History Room.

Portraits

A display of portraits of the owners of a historic property aids visitors in understanding the history of the site. The use of early photographic and sketched portraits gives the visitor an insight into the character of early property owners.

Ellis A. Haines
Photo courtesy of Mrs. D. Tallman
and Audrey Lasson)

William Henry Souther
(Photo courtesy of San Leandro
Public Library and Audrey Lasson)

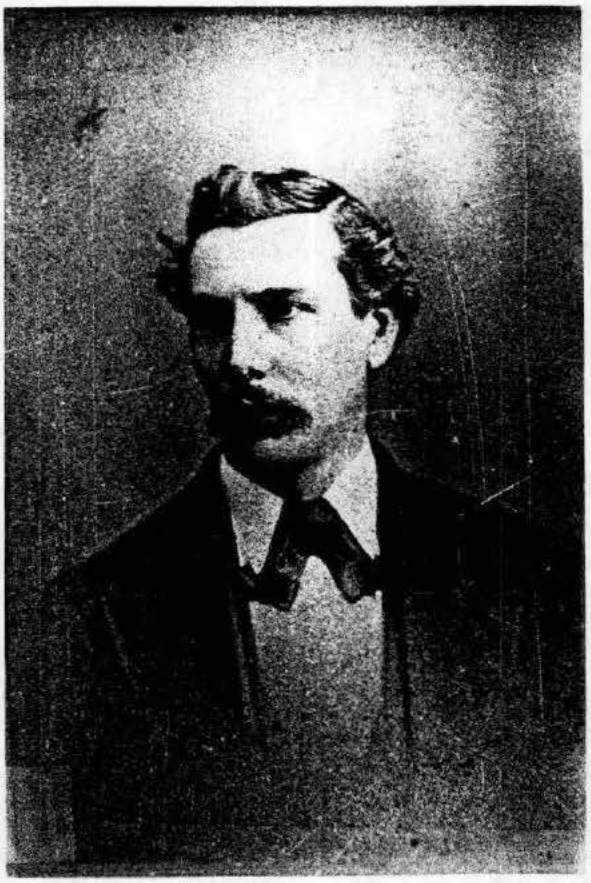


Edward Tompkins, Sr.
(Courtesy of Bancroft Library, University of California, Endowed Chairs of Learning, 1947 and Audrey Lasson)

Gilbert Tompkins
(The San Francisco Call, "An Equine Village," April 3, 1892, p. 15. Courtesy of Audrey Lasson)

Residence of Mrs. Alexander Dunsmuir, 1900. (Art and Architecture, vol. 1, Nov. 1900, p. 65. Courtesy of Audrey Lasson.

Sketch of Josephine Dunsmuir (The San Francisco Call, Feb. 13, 1900, p. 12. Courtesy of Audrey Lasson)



Alexander Dunsmuir
(From British Columbia Archives, courtesy of Audrey Lasson)

I. W. Hellman, Jr.
(Ira B. Cross, Financing An Empire: History of Banking in California. Chicago, San Francisco, Los Angeles: The S. J. Clarke Publishing Co., 1927, p. 226.)

Mr. I. W. Hellman, Jr.
(Anna Pratt Simpson, Problems Women Solved: Being the Story of the Women's Board of the Panama-Pacific International Exposition: What Vision, Enthusiasm, Work and Cooperation Accomplished. San Francisco: The Women's Board, 1915, plate 22.

Primary Materials

Primary materials are illustrations, photos and documents from a historic time period. An exhibit at a historic site should include primary materials. The use of primary materials gives visitors a glimpse into the past.

SOUTHER FARM

P. O. Box 208. San Leandro, Cal.

1¼ miles northwest of San Leandro; 8 miles southeast of Oakland. Turn off county road between above places at "Stanley Road," ¼ mile north of San Leandro.

Horses boarded at all times in any manner desired. Best of care but no responsibility for accidents. Colts broken and handled for the road or track. Terms reasonable.

—:o:—

Glen Fortune,	Jester D,	El Benton,	Figaro,
By Electioneer.	By Almont.	By Electioneer.	Hambletonian 725
$50 for 1889.	$50 for 1890.	Private Stallion.	Private Stallion.

If horses are to last for a profitable time they must occasionally have a change from hard pavements, wooden floors, and dry, hard feed.

THE SOUTHER FARM

Has Green Feed the Year Round,

and feeds Hay in connection with the green feed, which a horse must have if he is to thrive. Every animal is given

A Dry, Warm Place to Sleep,

No matter how stormy the weather. All Stock under cover when it rains.

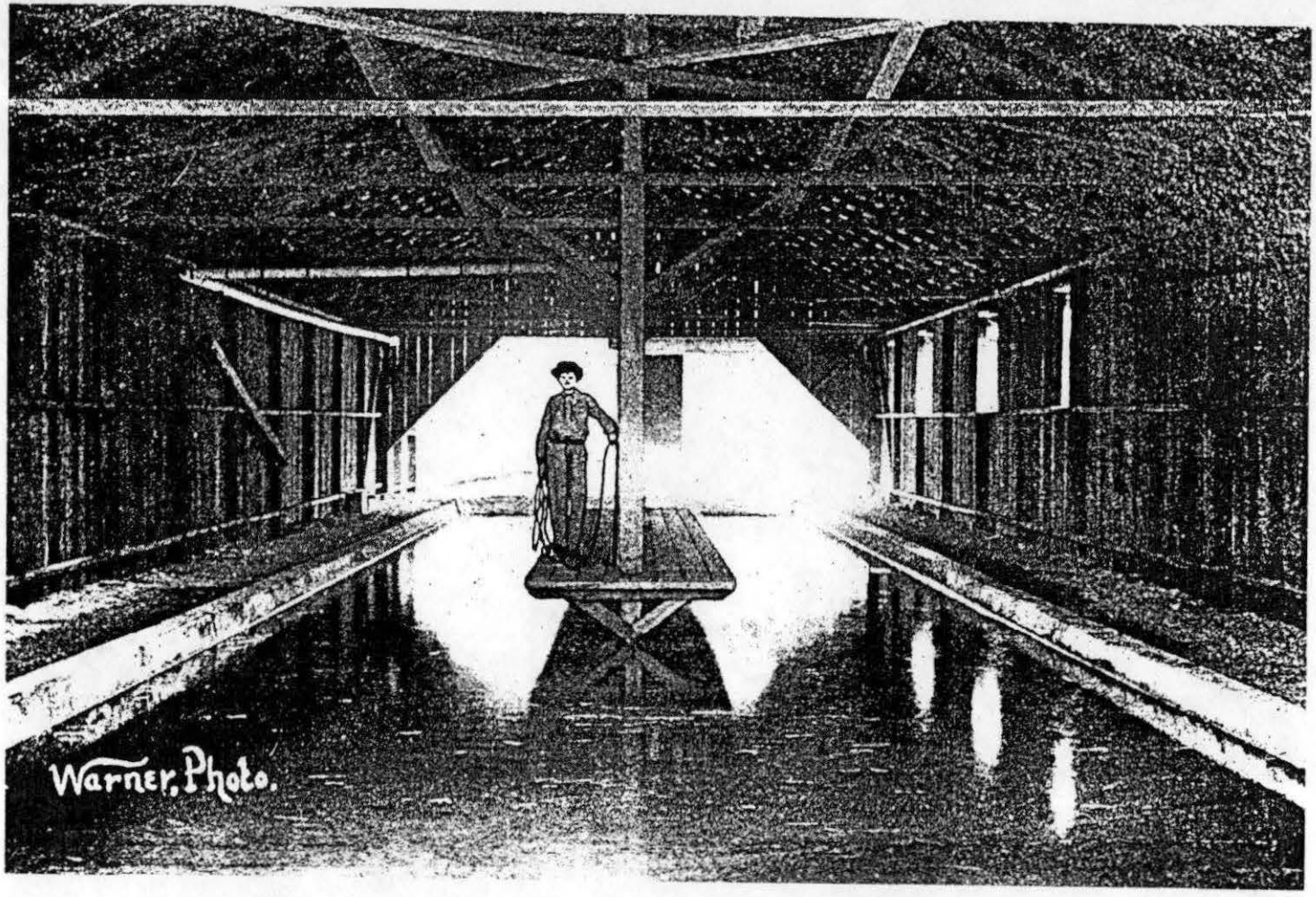
VISITORS WELCOME ANY DAY EXCEPT SUNDAY.

Write to the above address for references, circulars and price list's. Terms reasonable.

GILBERT TOMPKINS, Proprietor.

Advertisement for Souther Farm, 1889. From: The Breeder & Sportsman, Dec. 21, 1889. Courtesy of San Francisco Library and Audrey Lasson.

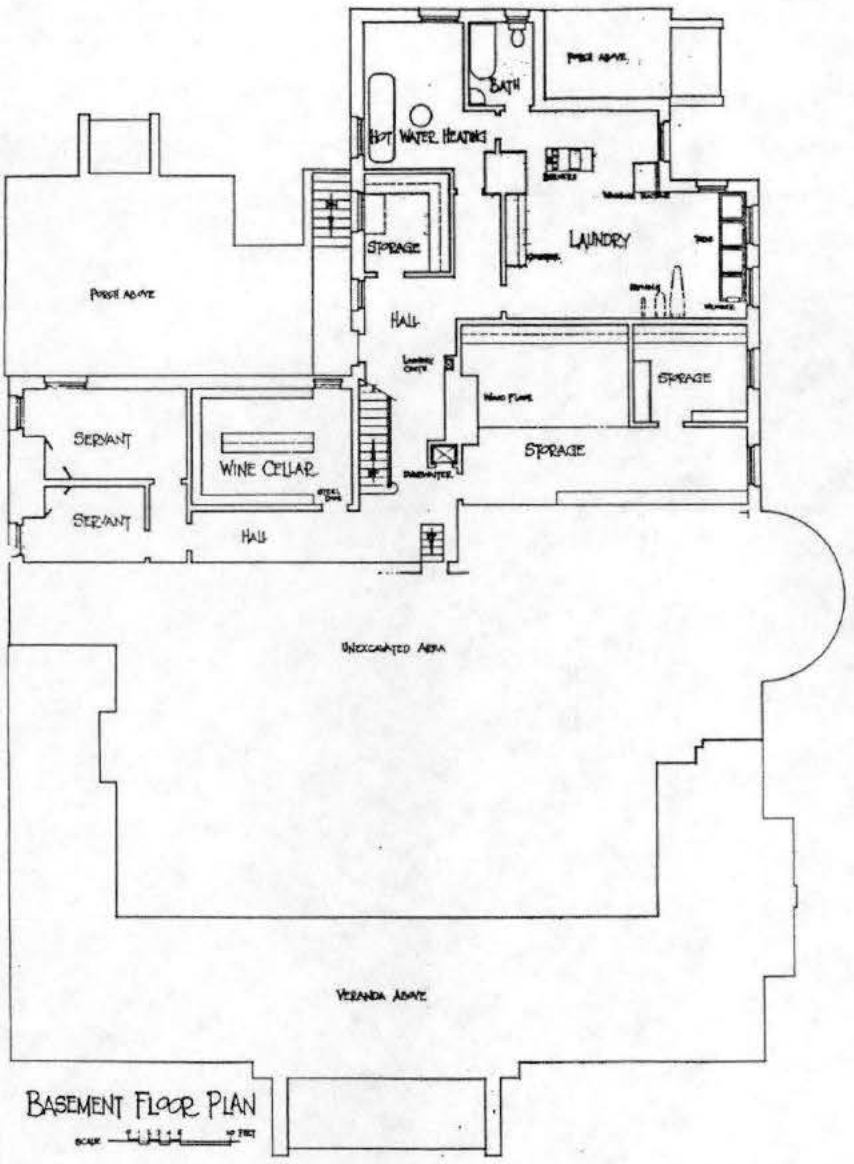
Historical View of Souther Farm, 1892. From: San Leandro Public Library, A Birdseye View of San Leandro. Published by J. E. Quinn Real Estate Co., 1892.



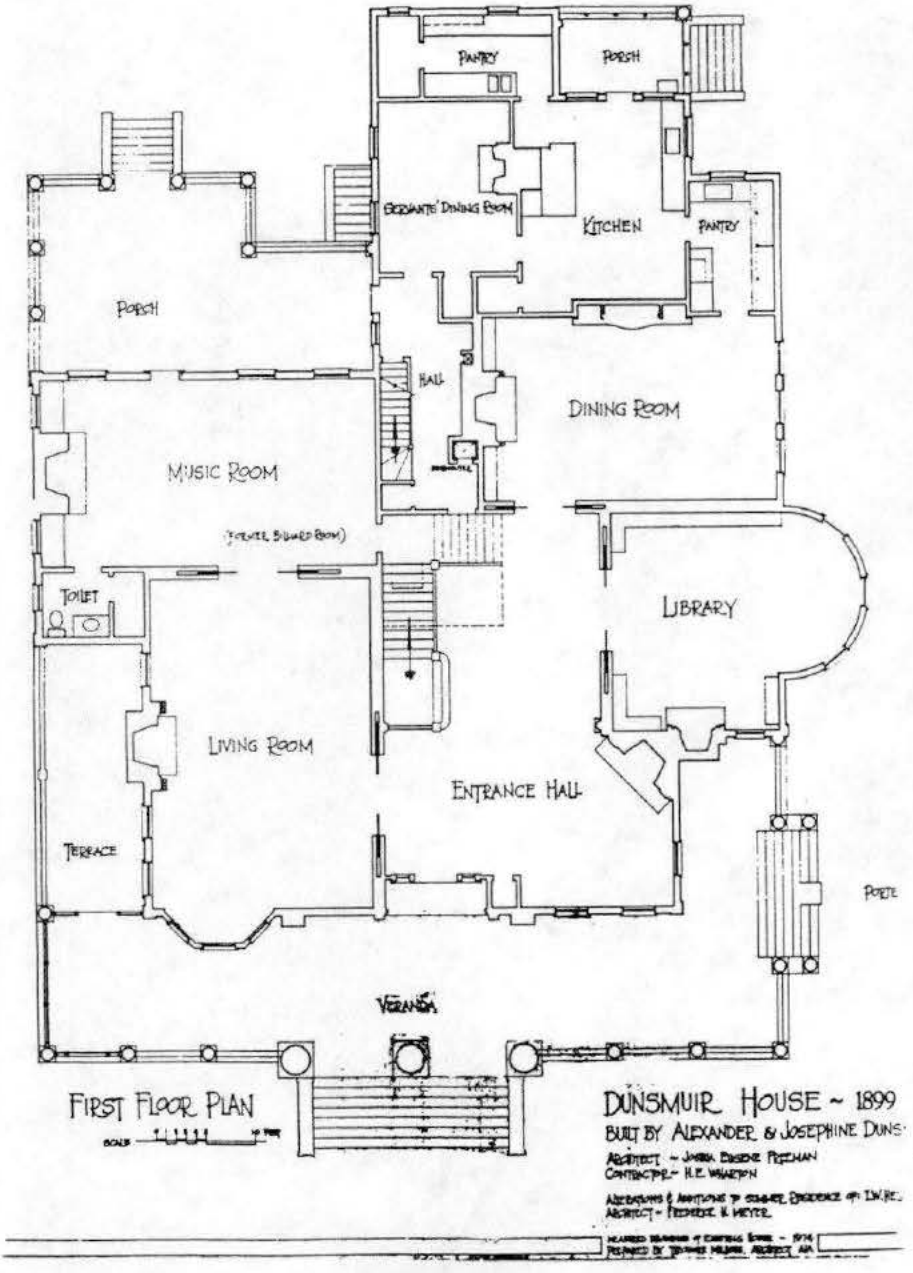
The Souther Farm Swimming Tank, 1892. From: 2nd Souther Farm Sale, Wednesday, April 20, 1892 booklet. Courtesy of California Historical Society and Audrey Lasson.

Floor Plans

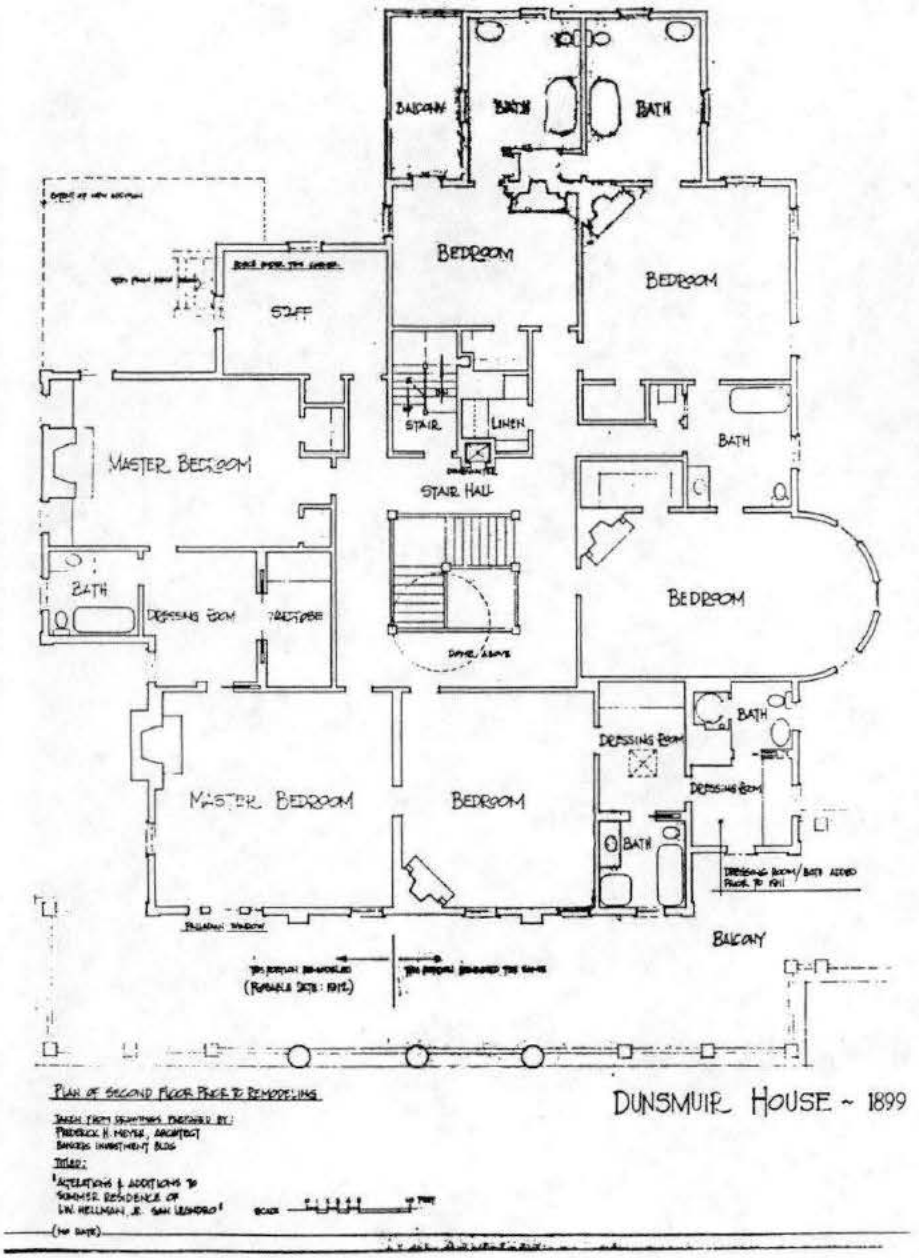
Floor plans of buildings at historic sites may be used as part of a historical exhibit. Floor plans give the visitor an overall view of the points of interest in a historic building and can also show alterations to the structure. Floor plans can also be used as visual aids in a presentation for disabled visitors to show areas of the building which are not accessible by wheelchair.



Basement Floor Plan, Dunsmuir House
(Dunsmuir House Brochure, Oakland Public Library, California Room.)

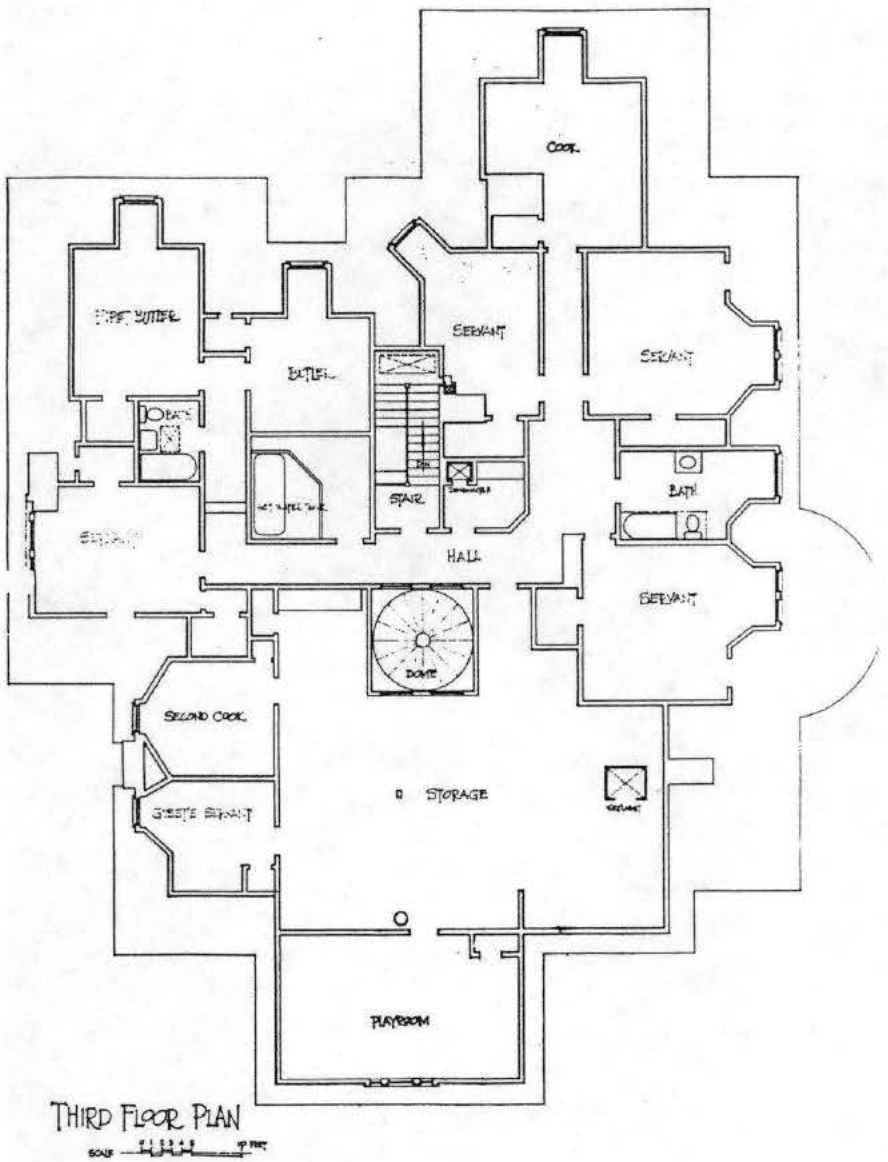


First Floor Plan, Dunsmuir House
(Dunsmuir House Brochure, Oakland Public Library, California Room.)



Second Floor Plan, Dunsmuir House prior to 1913 Remodeling by Hellman Family. (Dunsmuir House Brochure, Oakland Public Library, California Room.)

Second Floor Plan, Dunsmuir House
After 1913 remodeling by Hellman family.
(Dunsmuir House Brochure, Oakland Public Library, California Room.)



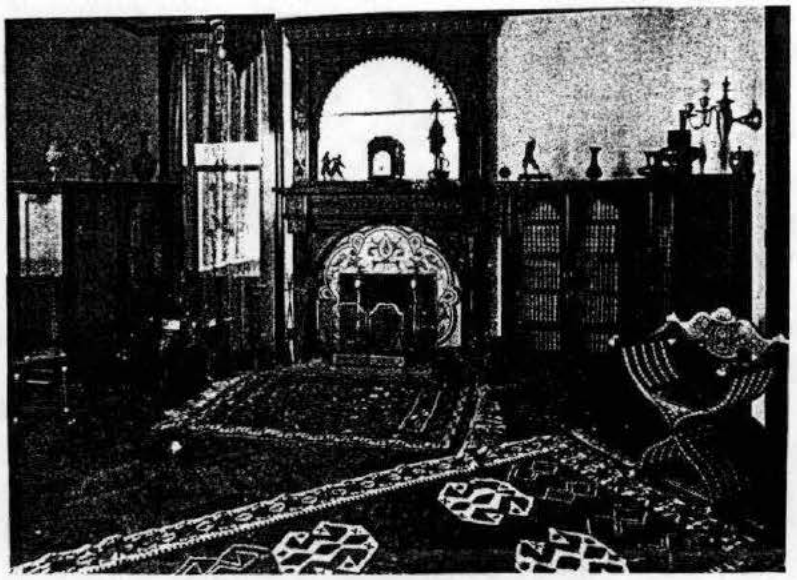
Third Floor Plan, Dunsmuir House
(Dunsmuir House Brochure, Oakland Public Library, California Room.)

Interior Photographs

A comparative exhibit utilizing interior photographs documents the changes in the style of furnishings in a historic building. An exhibit of interior furnishings from different time periods and owners illustrates changes in taste and lifestyle through time.

Reception Hall, Dunsmuir House, 1900
(Art and Architecture, November 1900. Photo courtesy of Audrey Lasson)

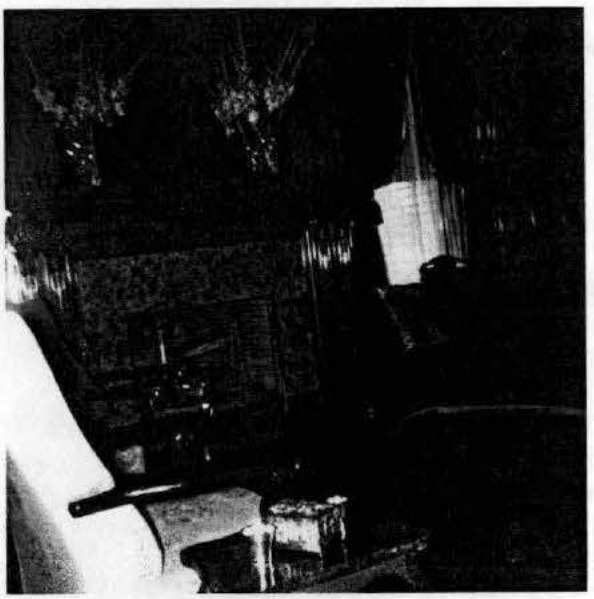
Reception Hall, Dunsmuir House, 1955
(Photos courtesy of Margery Hellman Strass)



Smoking Room, Dunsmuir House, 1900
(Art and Architecture, November 1900. Photo courtesy of Audrey Lasson)

Smoking Room, Dunsmuir House, 1955
(Photo courtesy of Margery Hellman Strass)

Living Room, Dunsmuir House, 1900
(Art and Architecture, November 1900. Photo courtesy of Audrey Lasson)



Living Room, Dunsmuir House, 1955
(Photo courtesy of Margery Hellman Strass)

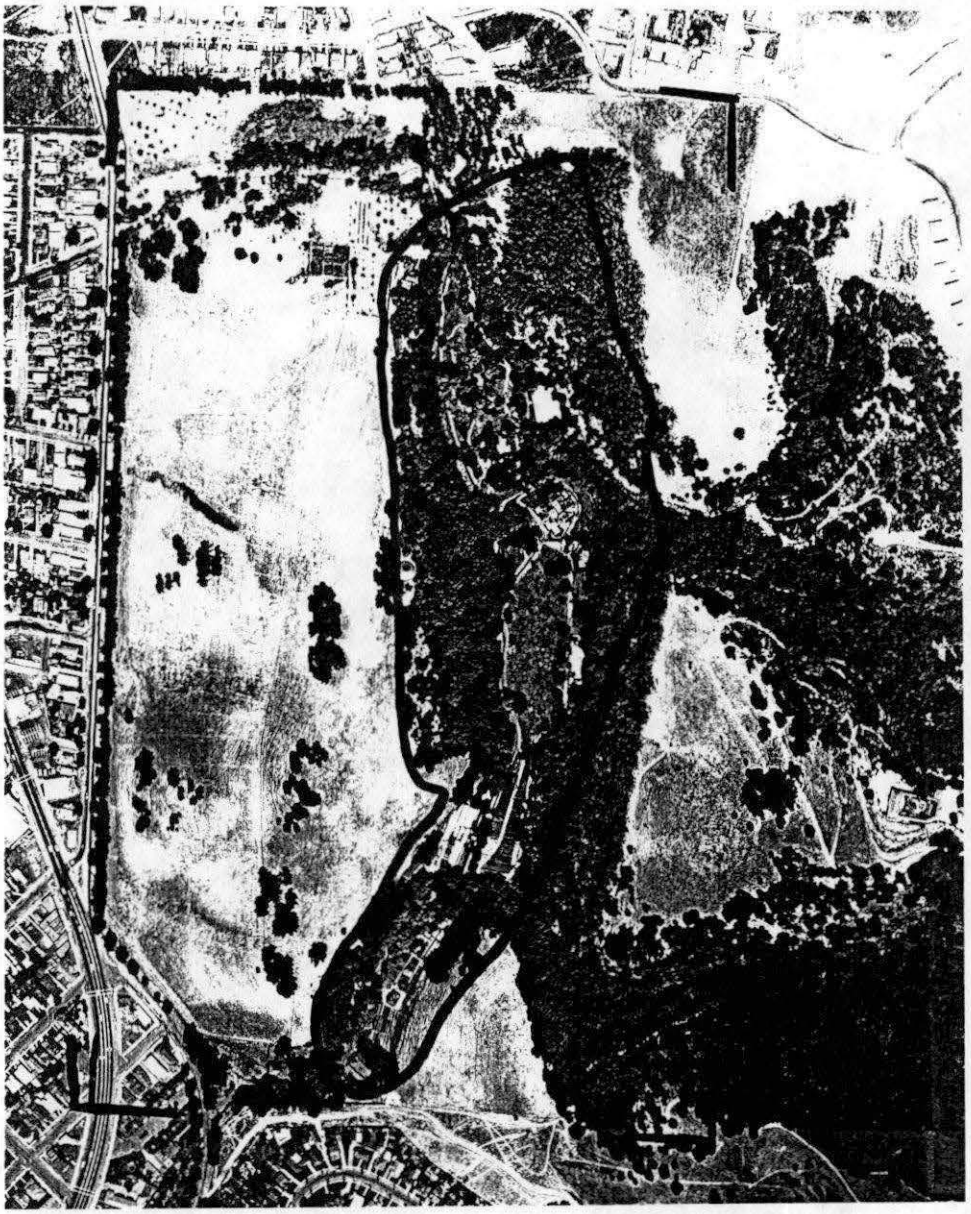
Dining Room, Dunsmuir House, 1900
(Art and Architecture, November 1900. Photo courtesy of Audrey Lasson)

Dining Room, Dunsmuir House, 1900
(Photo courtesy of Margery Hellman Strass)

Aerial Photographs

A careful analysis of aerial photographs taken during different time periods shows the development of a historic property. These photographs can show changes in the area surrounding a historic site or the retention of basic landscape patterns at the site.

Aerial Photo - Dunsmuir House, 1947
(Photo courtesy of Pacific Aerial Surveys)



Aerial Photo - Dunsmuir House, 1959
(Photo courtesy of Pacific Aerial Surveys)

Aerial Photo - Dunsmuir House, 1985
(Photo courtesy of Pacific Aerial Surveys)

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