

**Interpretive Plan
for**

**KAM WAH CHUNG
State Heritage Site**



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Interpretive Plan

for

Kam Wah Chung State Heritage Site

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Glossary of Terms

The following terms are used in this document:

Visitor Information Network

This refers to all of the information that supports a visitor's interpretive experience at Kam Wah Chung SHS. Components of such a network typically include:

- 'Didjacks' – these are tidbits of information; the type that piques curiosity and makes a person want to know more. These essentially market the interpretive experience.
- Interpretation – informal education strategies, such as signs, exhibits and presentations that typically focus on history, natural history and management.
- Orientation – strategies designed to provide overall orientation to a visitor to a location and increase awareness of visitor opportunities in that area. This is typically in the form of a map.
- Wayfinding – strategies focused on guiding that person to all interpretive sites and features, i.e., showing them the way. It includes maps, directional signs, orientation panels and similar strategies.

Media Prescription

This is the set of recommendations for interpretive and wayfinding strategies in the planning area, such as talks, presentations, exhibits, signs, kiosks, brochures, and interpretive trails. It typically identifies and describes the strategy, identifies the location for the strategy and provides a description and concept to provide information to the designer.

Strategy or opportunity

This refers to a sign, brochure, presentation or some other technique for communicating information.

Sustainable Tourism

Sustainable Tourism as defined by the Organization of Eastern Caribbean States (OECS) is:

" the optimal use of natural and cultural resources for national development on an equitable and self sustaining basis to provide a unique visitor experience and an improved quality of life through partnership among government, the private sector and communities."

It has also been defined as an approach – always trying to provide tourism in an ecologically and sociologically friendly manner so as to sustain the cultural and natural environment, the people who live there, and the qualities of the environment they value as part of their home.

Universal Design Standards

This is a set of standards for the design of facilities, sites, products, services and environments that accommodate the widest range of potential users, including people with mobility, visual and auditory impairments and other special needs.

Executive Summary

Introduction

In anticipation of upgrading the visitor experience at Kam Wah Chung State Historical Site, classified as an Interpretive Level 4 site according to the Regional Interpretive Framework, OPRD contracted for this interpretive plan to be prepared. The planning process was participatory, involving key stakeholders, specialists and OPRD staff at the state, regional and local levels through a series of on-site meetings and review opportunities. The process began with identifying desired outcomes for the interpretive experience, identifying the target audiences to be served, identifying key parameters affecting the development and functioning of the interpretive network and identifying key features that created good interpretive opportunities. The next step focused on developing the themes to be communicated and the information network storylines and delivery strategies to communicate those themes.

Objectives

Working from the mission statement of OPRD, the following objectives and desired outcomes were developed to help guide development of the information network:

Information Network Objective #1:
Contribute to the protection and conservation of cultural resources of Kam Wah Chung SHS and other cultural resources.

This objective can be achieved in part by developing an information network to achieve the following Desired Outcomes in terms of visitor attitudes and behaviors:

- 1-1: An increase in the extent to which visitors value Kam Wah Chung specifically and cultural artifacts in general
- 1-2: An increase in appropriate use patterns and behaviors among users of the park; in other words, an increase in per capita appropriate stewardship behaviors. This includes a decrease in negative behaviors such as touching artifacts. *Note: Achieving this desired outcome will involve an increase in awareness among users of negative personal impacts to the resources at the site and ways those impacts can be minimized.*
- 1-3: An increase in support for management actions regarding protecting and/or enhancing cultural resources.

Information Network Objective #2:
Increase public support and strengthen the constituency for OPRD in general, and for the efforts at Kam Wah Chung SHS specifically.

Put in terms of desired outcomes, we want the following to occur as a result of implementation of the plan:

- 2-1: An increase in awareness and approval of OPRD as the entity responsible for the preservation, restoration and management of the site, and for the interpretive and recreational opportunities provided within the site.
- 2-2: An increase in satisfaction by visitors as a result of the upgraded and expanded interpretive and wayfinding network at Kam Wah Chung SHS.
- 2-3: An increase in the number of people volunteering time and/or donating money to State Parks in general and to Kam Wah Chung SHS specifically to support preservation, restoration and interpretation.
- 2-4: An increase in membership in the Friends group.

Information Network Objective #3: A significant increase in the number of visitors taking advantage of interpretive opportunities, both fixed and programmatic.

The interpretive program can help by achieving the following Desired Outcomes in terms of visitor attitudes and behaviors:

- 3-1: An increase in awareness on the part of the potential traveler of the array of desirable visitor opportunities, especially interpretive opportunities, associated with a visit to Kam Wah Chung SHS.
- 3-2: An increase in the perceived value of the interpretive experiences associated with the park. This can be accomplished by increasing the *array* of opportunities and/or by increasing the *quality* of experiences desired by target markets.
- 3-3: An increase in the number of people from nearby communities using interpretive opportunities associated with the park, especially ones in the interpretive center and ones outside of the museum. This can be accomplished by increasing the number of opportunities tailored to the interests of residents of nearby communities and the characteristics of that target market. *(This is an important market because a major reason people travel in general is to visit friends and relatives.)*

Audiences

Key audiences to reach in order to achieve these objectives and desired outcomes include school children, residents, tour groups and independent travelers. These groups were analyzed to determine the package of opportunities that would be effective in attracting and holding members

of each group. Analysis of these groups can be found in Appendix A of this report.

Parameters

Although all factors noted in this report are significant, the following points are critical to understanding the project.

- Funds for implementation and ongoing operation and maintenance are likely to be limited.
- Staffing for interpretation and orientation may be limited.
- Vandalism and theft are potential issues. Historic structures in other parts of the United States suffer from visitors removing artifacts or pieces of artifacts as souvenirs.
- Many of the artifacts will require environmentally controlled areas for display and storage.
- Kam Wah Chung is a National Historic Landmark.
- Kam Wah Chung and the existing Visitor Center are currently separated by about ¼ mile. Because of the location of the existing Visitor Center and Kam Wah Chung, visitors could start their on-site experience in two different locations.
- Visitors cannot be in KWC unaccompanied.
- Capacity for a tour is 10 and tours take an hour.
- The Visitor Center is housed in a leased building. The lease can be cancelled at any time.
- A new Interpretive Center is planned, but the time frame depends on finances and on acquiring property.

The complete parameters section can be found in Appendix A of this plan.

Interpretive Opportunities

The key interpretive feature is Kam Wah Chung and the artifacts it contains. Together they create the opportunity to tell the story of the Chinese in eastern Oregon in the latter half of the 19th century – why they came, how they lived, how they helped in the development of the eastern part of the State, and why they left. The array of artifacts also allows us to tell the unique stories of Doc Hay and Lung On. Doc Hay was a practitioner of eastern medicine who stayed on after most of the Chinese left to find work elsewhere and overcame racial prejudice to become a revered figure in the John Day community. Lung On was his partner, an educated businessman who also stayed on and also became an integral part of the John Day community. The complete opportunities section can be found in Appendix A of this plan.

Information Network and Delivery Strategies

Based on analysis of the key audiences, parameters, and opportunities, a concept for the interpretive network was developed that fits the situation now, but has flexibility to be modified as necessary to adapt to changes. The information sequence prescribed for the proposed network flows from orientation and wayfinding to interpretive overview to detail as participants move through their experience. This is the most effective sequencing for this type of communication network because it matches the way visitors use information. The key features of the proposed communication network include:

- Guided Tours of Kam Wah Chung
- Temporary exhibits in the existing visitor center building
- A virtual tour of the building and artifacts

The complete descriptions of the Information Network and the design concepts for the Delivery Strategies occupy most of this plan.

Priorities for Implementation

Given the situation, the following steps are recommended as highest priorities:

1. Continue working with the City of John Day to install signage on Canton Street directing visitors to the existing Interpretive Center.
2. Develop the Introductory AV program.
3. Re-develop the script for the tour to be more in line with the themes.
4. Develop the audio portion for the existing tour and for the 20-minute tour, including background sounds.
5. Develop a plan for field trips and group tours and the associated Teacher's Packet and Group Tour Packet.
6. Write and print the Self-Guided Walking Tour booklet. (May want to install a fully accessible path and benches around the exterior of the Museum prior to developing the tour.)
7. Prepare an RFP and let a contract to design the exhibits for the interior of the existing Interpretive Center.
8. Prepare an RFP and let a contract to fabricate and install the exhibits for the existing Interpretive Center.
9. Conduct Familiarization Tours after the new exhibits are installed.
10. Plan, advertise and conduct a "What's New in Your Backyard" night out for residents to see the new exhibits first.
11. Plan, advertise and conduct a special event for the Grand Opening of the new exhibits.

The complete set of priorities can be found in the main report.

The Plan

Introduction

Objectives and Desired Outcomes

Themes

Implementation Plan

Design Concepts for Delivery Strategies

Cost Range Estimates

Introduction

This interpretive plan is a blueprint for the information networks – interpretation, orientation and wayfinding – necessary to support the visitor experiences at Kam Wah Chung State Heritage Site. The plan consists of the following key parts:

1. Objectives and Desired Outcomes:

These identify the impacts on visitors that are to be achieved through the interpretive network.

2. Themes: These are the key messages to be communicated. The interpretive stories are selected and developed to communicate the themes.

3. Implementation Plan: This is the schedule for developing the components of the information network.

4. Delivery strategies: These are the media – signs, exhibits, publications, etc. – and other strategies for communicating the interpretive stories and the orientation and wayfinding information.

Project Background

The 150-year-old structure that is Kam Wah Chung provides an unmatched glimpse into the life and culture of the early Chinese community in Oregon. Constructed circa 1860 as a trading post, the building evolved over the years to become the social, medical and religious center for the Chinese in eastern Oregon. Housed in the original building, the Museum contains a vast collection of artifacts, including business and financial records, supplies, and Chinese herbs and medicines, some dating back to the 1800's.

The Museum recently went through a significant restoration phase that involved repairing walls, upgrading the drainage

system, and adding security, lighting, and a museum-grade fire suppression system. The 50,000+ artifact collection is in the process of being inventoried and entered into a data base while conservators help to restore many fragile artifacts. Public access to the Museum is limited to guided tours to ensure protection of artifacts. The Museum and temporary interpretive center are currently open seasonally from May 1st – October 31st and host over 5,000 visitors per year.

At the time this plan was prepared an off-site Interpretive Center a few blocks from the Museum contained an exhibit about the Chinese in the American West, a place for viewing a video about the site and the collections, and a Friends Group-operated gift store. The exhibit was on loan from another institution and was scheduled to be returned soon after the planning process began. The Master Plan adopted in 2009 contains a recommendation and design for a new interpretive center that will be located just east of the Museum building. The project requires acquisition of several parcels of land, which had already begun.

In terms of interpretation, Kam Wah Chung SHS is classified as a Level 4 Service Park according to the OPRD Regional Interpretive Framework. This is the second highest designation for interpretation in the State Park system. Level 4 sites are to deliver world-class visitor experiences and can include a visitor facility of some kind. The facility can range from a small visitor contact building to a full service interpretive/nature center operated on a seasonal basis. In addition, as a Level 4 park, the site is to serve as a base for outreach educational programming and offer staffing and public access 7 days a week from May 1st through October 31st. As a Level 4 park, there are to be multiple interpretive sites in the park with both guided and self-guided tours and trails.

The Interpretive Plan is a required step in the development of interpretive services within any park in the State Park system.

This plan builds on the 2006 Draft Master Plan, approved in May 2009, to establish the array of interpretive opportunities to be developed, the themes to be used in developing those interpretive opportunities and a 10-year plan for developing the complete interpretive network. When the plan is complete, projects will be selected based on the 10-year Implementation Plan and implemented when funding becomes available.

Project Process

Developing the plan occurred in two major phases:

Phase I: Establishment of the foundation information on which the planning decisions were based. Foundation information includes goals and desired outcomes, profiles of target audiences, parameters affecting the development and functioning of the interpretive program and identification of the key visuals at Kam Wah Chung SHS that create significant interpretive opportunities. It also includes the overarching themes and the outline of the information network to support visitor experiences at the site.

This phase culminated in identification of the desired visitor experiences at Kam Wah Chung and an outline of the network of information strategies necessary to support those experiences. That process was based on the concept that people are receptive to different types of information at different places in the continuum of a visitor experience. For example, when they are trying to find their way to Kam Wah Chung SHS they need wayfinding information, such as is offered on a map coordinated with highway signs. When they arrive at the site they want orientation information to the site so they can plan their visit. When they go on the tour they want interpretive information. With that variation in information needs in

mind, the keys to determining the information network to support the visitor experiences at Kam Wah Chung SHS are to:

- Determine the entire visitor experience from starting points such as their homes, to KWC and back again;
- Determine what information they need or will be receptive to at each point in the continuum of that experience;
- Determine the best way to deliver the necessary information along the way.

That was the process used to develop the recommended interpretive network to support visitor experiences at Kam Wah Chung.

Organization of the Document

This document is organized into two sections. Section 1, the Interpretive Plan, contains:

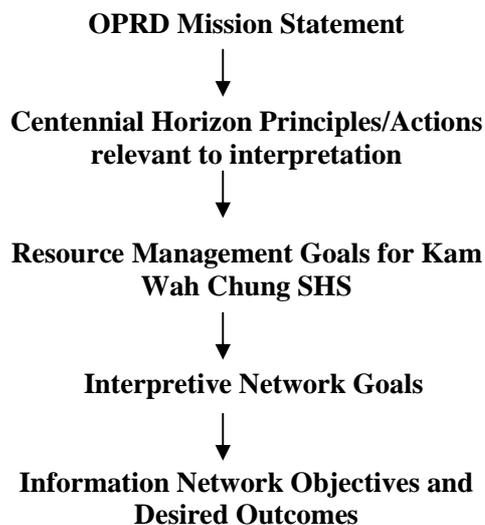
- The objectives and desired outcomes that established the focus for the information network;
- The themes to be communicated;
- An implementation plan containing a narrative of the visitor experience available at each phase of development, with actions identified for that phase.
- A summary of the implementation plan;
- The concepts for delivery strategies for communicating the themes.

Appendix A contains the foundation information on which the planning decisions were based. That information includes the background for the objectives and desired outcomes, the profiles of target audiences, key parameters affecting the implementation and functioning of the interpretive strategies and the inventory of interpretive opportunities.

Objectives and Desired Outcomes

Introduction

The goals and desired outcomes were determined by constructing the following hierarchy:



The hierarchy is developed in this manner to clearly show the link between recommended actions associated with developing a network of orientation and interpretive opportunities and the mission statement and resource management activities of OPRD. The information for the rest of the hierarchy is included in the Foundation Information, Appendix A.

Objectives and Desired Outcomes

Information Network Objective #1:
Contribute to the protection and conservation of cultural resources of Kam Wah Chung SHS and other cultural resources.

This objective can be achieved in part by developing an information network to achieve the following Desired Outcomes in terms of visitor attitudes and behaviors:

- 1-1: An increase in the extent to which visitors value Kam Wah Chung specifically and cultural artifacts in general
- 1-2: An increase in appropriate use patterns and behaviors among users of the park; in other words, an increase in per capita appropriate stewardship behaviors. This includes a decrease in negative behaviors such as touching artifacts. *Note: Achieving this desired outcome will involve an increase in awareness among users of negative personal impacts to the resources at the site and ways those impacts can be minimized.*
- 1-3: An increase in support for management actions regarding protecting and/or enhancing cultural resources.

Information Network Objective #2:
Increase public support and strengthen the constituency for OPRD in general, and for the efforts at Kam Wah Chung SHS specifically.

Support for efforts at Kam Wah Chung SHS can be accomplished in part simply by upgrading the interpretive and recreational opportunities available to the public. Support for OPRD comes from making visitors aware that the opportunities they are enjoying are made possible by OPRD. Put in terms of desired outcomes, we want the following to occur as a result of implementation of the plan:

- 2-1: An increase in awareness and approval of OPRD as the entity responsible for the preservation,

restoration and management of the site, and for the interpretive and recreational opportunities provided within the site.

- 2-2: An increase in satisfaction by visitors as a result of the upgraded and expanded interpretive and wayfinding network at Kam Wah Chung SHS.
- 2-3: An increase in the number of people volunteering time and/or donating money to State Parks in general and to Kam Wah Chung SHS specifically to support preservation, restoration and interpretation.
- 2-4: An increase in membership in the Friends group.

Information Network Objective #3: A significant increase in the number of visitors taking advantage of interpretive opportunities, both fixed and programmatic.

A significant amount of money is being spent to restore the site, and plan and develop infrastructure, interpretive and wayfinding opportunities associated with Kam Wah Chung SHS. Having more people take advantage of those opportunities will help provide justification for the action. Additional interpretive opportunities can help achieve this objective by increasing the attraction and holding power of the site. More specifically, it can help by achieving the following Desired Outcomes in terms of visitor attitudes and behaviors:

- 3-1: An increase in awareness on the part of the potential traveler of the array of desirable visitor opportunities, especially interpretive opportunities, associated with a visit to Kam Wah Chung SHS.
- 3-2: An increase in the perceived value of the interpretive experiences associated with the park. This can be

accomplished by increasing the *array* of opportunities and/or by increasing the *quality* of experiences desired by target markets.

- 3-3: An increase in the number of people from nearby communities using interpretive opportunities associated with the park, especially ones in the interpretive center and ones outside of the museum. This can be accomplished by increasing the number of opportunities tailored to the interests of residents of nearby communities and the characteristics of that target market. (*This is an important market because a major reason people travel in general is to visit friends and relatives.*)

Note: Interpretation, especially high quality unique interpretive experiences, can help increase visitation, but the key is to develop an entire visitor experience that is highly attractive. To do so requires addressing all aspects of the visitor experience, including infrastructure, amenities and other such factors. The proposed Interpretive Center will be a key in increasing the attraction power of the visitor experience significantly.

Themes

Introduction

The following Primary Theme, Themes, Sub-themes and Supporting Stories were developed through an iterative process involving park staff, OPRD staff from the Regional and State offices and reviewers from outside the agency.

The elements of the theme hierarchy in this plan reflect the direction for theme development in Oregon State Parks. There are four types of themes in this hierarchy:

Primary Theme

This is the key concept reflecting the significance of the park.

Themes

These are the ideas or concepts that together support the Primary Theme. Ideally, all visitors will understand at least one of the themes based on their specific area of interest (cultural history, natural history, etc.)

Sub-themes

These are the ideas or concepts that support a theme.

Supporting Stories

These are the stories that communicate a sub-theme or theme.

Primary Theme

Kam Wah Chung is the premier site in Oregon and the nation, and one of the most significant sites in the world for telling the unique story of the Chinese abroad and the contributions they made during the late 19th and early 20th centuries.

Selection of Primary Theme

The primary theme links the key tangible resources of the park with intangible concepts to convey the major reasons why a particular property is significant and why it is a park. The primary theme is intended to answer the questions, “why is this park?” and, “what is significant about this park?” The intent of communicating the primary theme is to establish a sense of value among users of the park so they support the work of OPRD.

Intent of Themes

In essence, the themes were selected to answer the following questions and convey the following key points:

Theme 1 will answer why they came and why they moved on. It will also support why this migration was unique – they were not looking for a better life, but only a temp job to support their family in difficult economic times. Ironically, it is something that a lot of families are probably doing now.

Theme 2 focuses on why Kam Wah Chung became a hub, shows why it was considered a hub, and sets the context for the difficulty in becoming a hub due to racial prejudice. Within this theme, Doc Hay and Lung On are featured prominently.

Theme 3 focuses on how the unique circumstances of KWC led to it becoming the premier site for telling the story of the Chinese. It is not because it was the most prominent or influential hub in the American West or in other parts of the world. It is more because it remained relatively intact due to Lung On and Doc Hay becoming integral and beloved members of the community, the fact that they stayed on while the rest of the Chinese left, and the fact that other places in the world have disappeared.

Finally, Theme 4 focuses on the contributions of the Chinese.

In sum, the set of themes explains why this is the best site in the world for telling the story – because it did become a hub primarily due to the efforts of Doc Hay and Lung On and because it remains relatively intact while other such sites have disappeared. They also explain why this story should be told – it is an international story that played a key role in the history of the American West and in many other countries.

Themes

Theme 1: Unlike most human migrations, most of the Chinese did not seek a better life in other countries, but temporary jobs to support their families through a difficult economic time.

Sub-theme 1-1: Famine and political unrest in China forced men to seek jobs elsewhere to support their families.

Example of Supporting Stories:

- Letters from home asking for money/support;
- Letters asking Lung On for help through immigration;
- Chinese war bonds and Chinese patriot poster;
- Famine in China;
- Political unrest in China and the conditions that created for the people;
- The desire by emigrants to return home (supports the concept that they were forced to go due to economic conditions).

Sub-theme 1-2: The Chinese traveled anywhere that held the promise of jobs, including Oregon and the rest of the American West.

Example of Supporting Stories:

- Similar settlements elsewhere in the world;
- California and the US were known as “Gold Mountain;”
- The impact of the gold strikes in eastern Oregon on the migration of Chinese to this part of the state;
- Chinese moving on to big cities for work when the gold played out;
- Chinese working any job they could get – railroad labor, digging ditches, laundry, growing produce, working played out mines and tailings, etc.;
- The travel required to get to places like eastern Oregon.

Sub-Theme 1-3: The majority of the Chinese that came intended to return after a few years.

Examples of supporting stories;

- Most did not bring their families; there were few women;
- Letters in which they speak of coming home soon or letters from home asking when they will be returning;

Theme 2: Because of the skills and perseverance of Doc Hay and Lung On, Kam Wah Chung became a major hub for the Chinese community in eastern Oregon in the late 19th and early 20th century;

Sub-Theme 2-1: Perseverance was necessary because life in eastern Oregon and the American West was a struggle for the Chinese.

Examples of supporting stories:

- The Exclusion Act;
- Laws forbidding the Chinese from owning land or mines;
- Accounts of massacres, violence, claim jumping;
- The Chinese being forced out of Canyon City;

- Presence of cleavers in every room in KWC;
- The building as a “fort” with metal door and shutters;
- Chinatowns were located on the outskirts of town;
- The tone of newspaper articles about the Chinese during the period;
- Racial slurs;
- The lawsuit brought against Doc Hay.

Sub-theme 2-2: Doc Hay’s skill as a healer was a key in overcoming racial prejudice and extreme distrust of eastern medicine to become an integral and beloved figure in John Day and to change the treatment of the Chinese in the area.

Examples of Supporting Stories:

- Prejudice against the Chinese;
- Comparison of eastern medicine, especially pulsology, with western medicine;
- Accounts of Doc Hay healing members of the white community;
- The size of the area from which people came to be treated by Doc Hay;
- The need for doctors plus Doc Hay’s skill changed the way people of the area viewed the Chinese.
- The results of the lawsuit brought against Doc Hay.

Sub-theme 2-3: Lung On’s array of skills and the roles he played in the Chinese community were a key asset for Doc Hay, and a major reason that Kam Wah Chung became a major hub of the Chinese Community in eastern Oregon during that time.

Examples of supporting stories:

- The Chinese in John Day survived like most migrant communities – by banding together behind community leaders such as Lung On.
- Lung On sending bones back to be buried in China;
- Lung On as a labor contractor;
- Lung On as a letter writer;

- Lung On as the leader of local Sze Yup Association;
- Lung On as a banker for the Chinese laborers.
- Lung On as a business man who eventually came to serve both the Chinese and EuroAmerican communities.

Sub-theme 2-4: Kam Wah Chung was the hub of the Chinese community in John Day and the rest of eastern Oregon

Examples of supporting stories:

- KWC as a social gathering place for the Chinese;
- KWC as a distribution center for incoming goods and letters and a distribution;
- KWC as an Inn for Chinese travelers;
- KWC as a place for religious practices;
- KWC as a recreation center and library and post office for the Chinese;
- KWC as a place where the Chinese could get goods from home – foods, firecrackers, religious items;
- KWC as a labor hall;
- Chinese not wanting to be assimilated into US society and wanting to go home were also a reason for forming separate communities;
- Traditional Chinese settlement patterns were replicated in Oregon.

Theme 3: The unique story of Doc Hay, Lung On and the people of John Day led to the preservation of Kam Wah Chung with its vast array of artifacts while most other similar sites disappeared from the American West and other countries.

Sub-theme 3-1: Unlike most Chinese who came over during this period, Lung On and Doc Hay did not move on to the bigger cities with the rest of the Chinese community, but instead continued as integral parts of the John Day community.

Examples of Supporting Stories:

- Treatment in John Day compared to elsewhere;
- Doc Hay joined the masons
- Lung On owned the first car dealership;
- Chinese could not own land but Lung On could;
- Lung On's relations with white women;
- Buried in the cemetery with the white community;
- Townspeople protected the building even though they could not protect the rest of the buildings.

Sub-theme 3-2: Kam Wah Chung has one of the most extensive and relatively intact array of artifacts relating to the Chinese in the United States during that time period.

Examples of supporting stories

- Compare the collection at Kam Wah Chung, including the building, to other sites today.
- Sites similar to Kam Wah Chung existed in many locations in the American West and other Pacific Rim countries, but most have disappeared.
- The story of Chinese communities in other parts of the West and in other Pacific Rim countries such as New Zealand and Australia.

Theme 4: As in most of the American West, the Chinese contributed significantly to the development of the John Day area and eastern Oregon.

Examples of Supporting Stories:

- Labor for the railroads;
- Labor for the mines;
- Providing services to the white community such as laundry, laborers, etc.;
- Digging ditches for irrigation;
- Building water raceways for mining operations;
- At the height of gold mining activity, almost everyone had a Chinese laborer.

Visitor Experiences after implementation

Introduction

Due to the lag time before the new Interpretive Center is constructed, it is likely that the development of the interpretive opportunities will occur in the following two major phases:

- **Phase 1:** Temporary Interpretive Center is still in use. Focus on developing the interpretive experience in that area and on developing a more effective orientation and wayfinding network.
- **Phase 2:** The focal point of this phase is construction of the new Interpretive Center with the associated exhibits and other opportunities.

To help clarify those stages, the information on visitor experiences and delivery strategies is organized to reflect those two phases.

Phase I: Visitor Experiences

This section contains narratives of the visitor experiences that will be available after Phase I is complete.

Pre-Visit and approach

Before arriving at KWC, visitors will encounter information about the Heritage Site from the **Web Site, Table Teasers, the Kam Wah Chung SHS Orientation map/brochure** and other publications in Visitor Centers, Welcome Centers and nearby hotels, or from people who know about the site because of **Familiarization Tours**.

Before leaving home to visit KWC, travelers can download the Orientation Map/brochure

and driving directions from their location. Directions are reinforced by **Signage** on the highway guiding them to Canton Street. Upon turning, travelers will have clear visual access to a sign indicating that the Interpretive Center and parking are to the right. They park and enter the facility.

Existing Interpretive Center

The exhibit room will be set up so it can be staffed by a single person (see figures 1 and 2 on pages 12 and 13). It will consist of the following areas and opportunities:

Welcome area: This area into which the visitor arrives provides direct and easy access – facilitated by visual access and area/room identifiers – to the restrooms, back offices, orientation information and a staffed **Welcome Counter**. The site brochure and other relevant literature and tour sign up are at the staffed Welcome Counter as is the Interpretive Store. Signage will let visitors know where to sign up for tours of the museum.

Exhibit Area: The visitor will move through the exhibits in a clockwise direction, beginning with a short (2– 3 minutes) audiovisual program “**The Maligned Minority: the Chinese in the American West,**” which provides an overview of the story of the Chinese in the American West and focuses in on the story of John Day as a transition to the main exhibits.

The visitor will now encounter a series of exhibits set in chronological order beginning with “**Why They Came,**” which focuses on the factors that led them to the John Day Area, followed by “**The Conditions They Faced,**” which focuses on the racial prejudice and other hardships they encountered. That is a prelude to the primary exhibit – “**Kam Wah Chung as a Hub and**

Doc Hay and Lung On.” This exhibit focuses on the role of Kam Wah Chung in the Chinese community in John Day and the rest of eastern Oregon and on the roles of Doc Hay and Lung On in making Kam Wah Chung a hub and helping the Chinese carve out a niche in John Day.

The exhibit experience now splits. The perimeter wall continues the story of the Chinese with “**The Chinese Leave/Where Did They Go?**” and “**What Makes This Place Special?**” which includes a section focusing on the legacy left by the Chinese. It also focuses on why Kam Wah Chung is so special – because it has so many artifacts and an intact structure. In fact, this site may have the best array of preserved artifacts relating to the Chinese in eastern Oregon in the state and perhaps in the region.

The core wall continues the story of Lung On and Doc Hay with “**Doc Hay and Lung On Stay On**”, which focuses on their lives after the other Chinese left and how they gradually became integral parts of the John Day community.

As an option for people who don’t have time to take the tour or who are physically unable to get into the building, the exhibit area contains a small seating space where they can view the **Virtual Tour of KWC** in the small theater area.

As they are leaving the exhibit area they encounter the “**Discovering the Elusive Story**” exhibit that features an artifact that the curators are currently researching and that asks the visitor to guess as to what it might be used for. They also encounter the **Regional Orientation exhibit**, which highlights the State Parks in the region and provides appropriate maps and brochures so people can plan to include a stop in one or more of their parks on their way to wherever they are going.

Outside Experience

The site currently has a **Site Orientation Panel** and **Thematic Overview panels** set just outside the Museum building. In addition, visitors will be able to pick up the **Self Guided Walking Tour** brochure, which focuses on stories that can be told by looking at the outside of the building. The tour is also available in the **Guide to Kam Wah Chung**, which can be purchased.

Kam Wah Chung

Visitors will have the option of taking the full **Guided Tour of Kam Wah Chung** that now exists, or the **Mini-Guided Tour of Kam Wah Chung**. The shortened version takes no more than 20 minutes and provides a brief glimpse of the artifacts and an overview of the story. It is designed in part to motivate people to come back when they have more time to take the full tour.

Other Opportunities

Visitors can choose to come to Kam Wah Chung during an event celebrating one of the following Chinese Holidays:

- **Dragon Boat Festival (Dragon Festival) / Tuen Ng Festival** (occurs the 5th day of 5th lunar month, which usually falls between late May and mid-June);
- **The Night of Sevens /Magpie Festival/ Qi Xi** (occurs the 7th day of 7th lunar month, which usually falls in the first three weeks of August);
- **Mid-Autumn Festival (Moon Festival)** (occurs the 15th day of 8th lunar month, which falls between mid-September and early October).

Note: It is likely that the Chinese at KWC celebrated these special days because they are historic celebrations. However, research should be conducted to verify this.

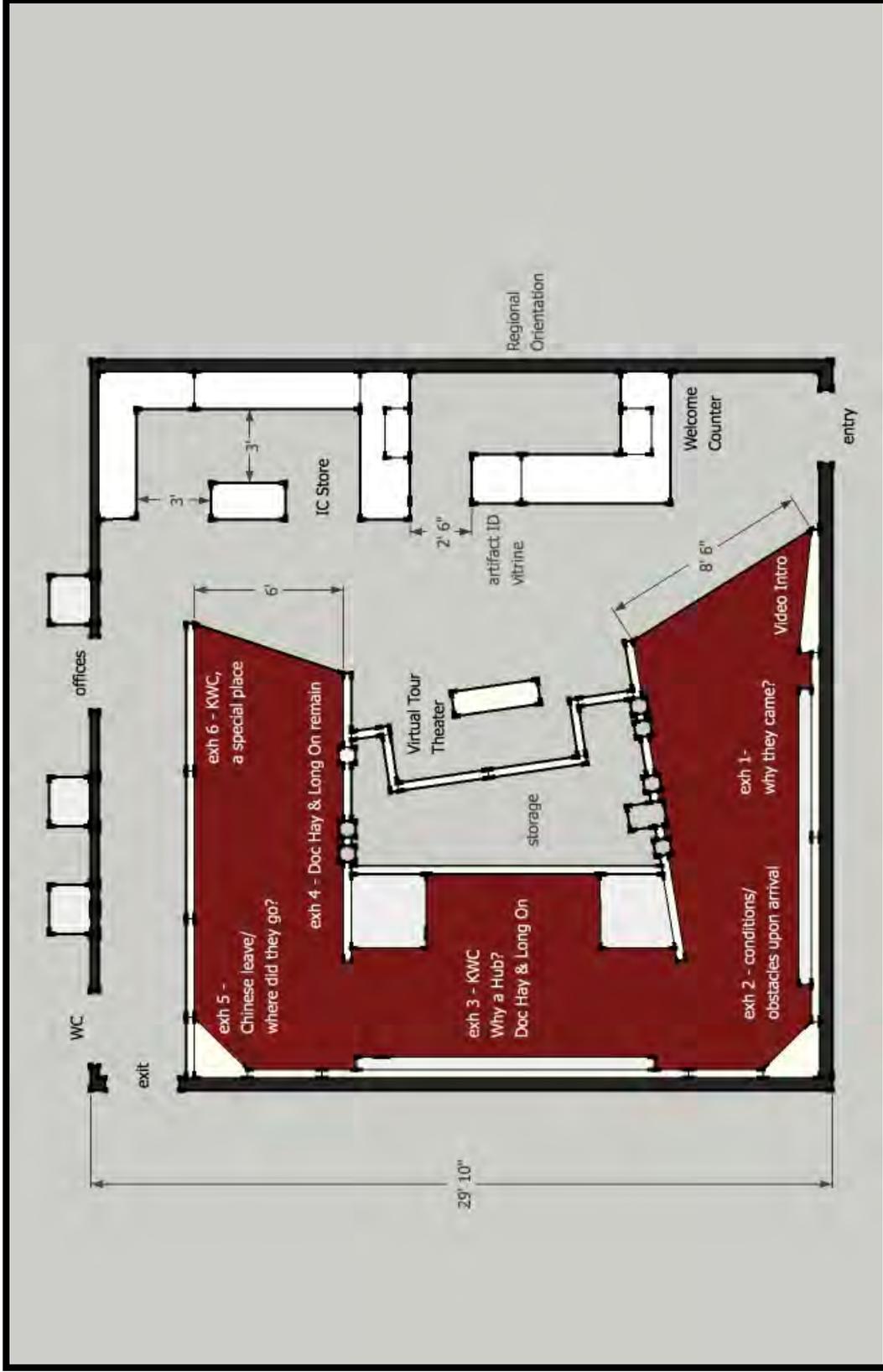


Figure 1: Recommended Floor Plan for temporary Visitor Center

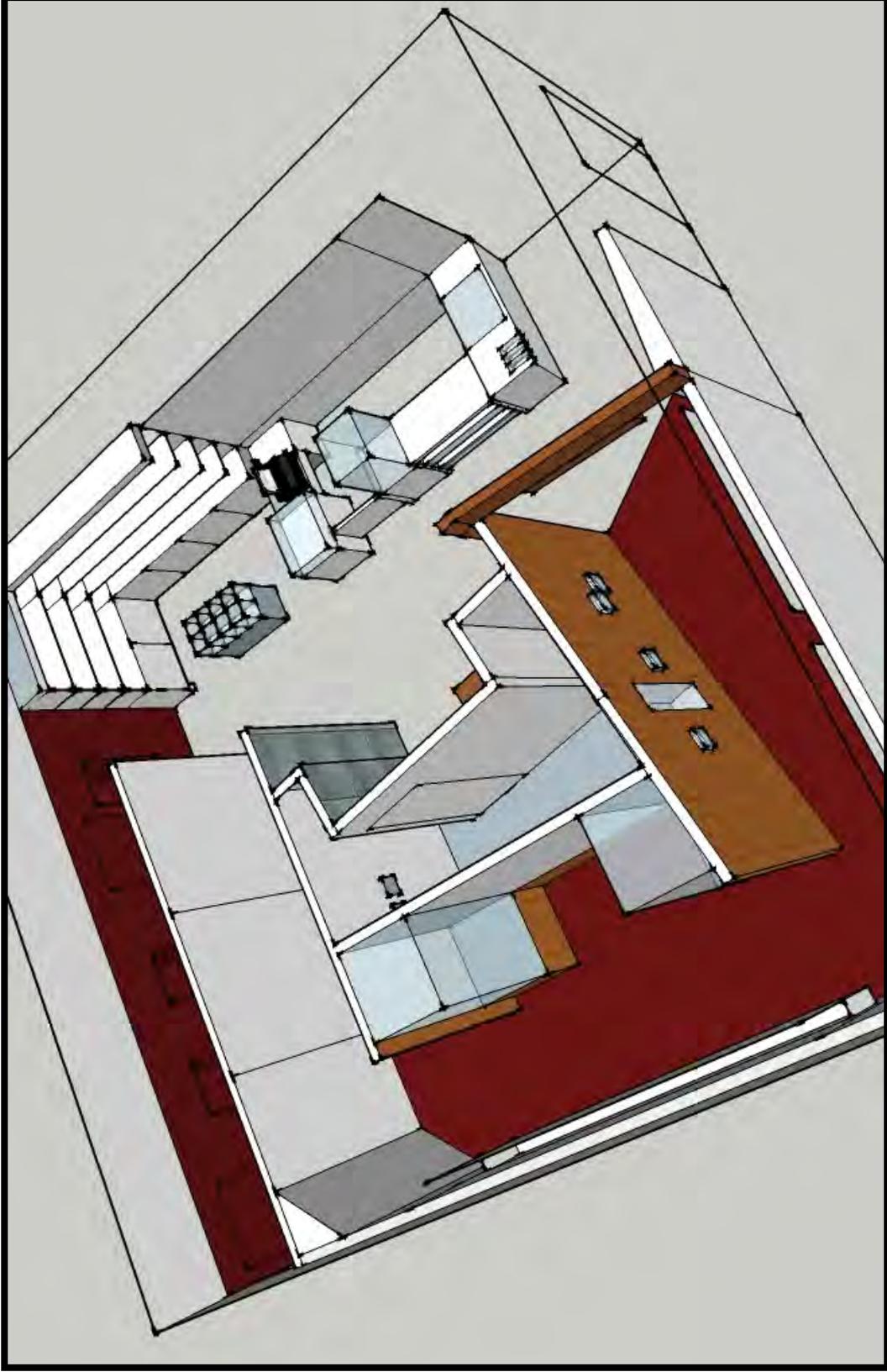


Figure 2: Perspective of exhibit visitor area in temporary Visitor Center

Visitors arriving by bus

Bus tours will be pre-arranged and a **Group Tour Packet** or **Teacher's Packet** of information sent prior to arrival. The packet will instruct the tour leader to divide the group into small groups of no more than 10, and will provide specific instructions as to where each group is to go upon arrival. At this time, the experience can easily accommodate 4 small groups if the weather is decent and 3 if not. Two groups could go to the Interpretive Center where one would watch the presentation and the other would go through the exhibits. The other two groups would go to the site, where one group would go through the building and the other would use the walking tour brochure and stay outside the building.

Note that this will still only accommodate about 40 people total, including teachers and chaperones. If another station is needed, you might be able to use a visit to the artifact cleaning area.

Phase I: Specific Actions

At the time this plan was completed, the **Site Orientation Panel** and **Thematic Overview Panels** were in place. The following are the key actions to be taken during Phase 1 to begin developing the complete information network.

1. Continue working with the City of John Day to install signage on Canton Street directing visitors to the existing Interpretive Center.
2. Develop the Introductory AV program.
3. Re-develop the script for the tour to be more in line with the themes.
4. Develop the audio portion for the existing tour and for the 20-minute tour, including background sounds.
5. Develop a plan for field trips and group tours and the associated Teacher's Packet and Group Tour Packet.

6. Write and print the Self-Guided Walking Tour booklet. (May want to install a fully accessible path and benches around the exterior of the Museum prior to developing the tour.)
7. Prepare an RFP and let a contract to design the exhibits for the interior of the existing Interpretive Center.
8. Prepare an RFP and let a contract to fabricate and install the exhibits for the existing Interpretive Center.
9. Conduct Familiarization Tours after the new exhibits are installed.
10. Plan, advertise and conduct a "What's New in Your Backyard" night out for residents to see the new exhibits first.
11. Plan, advertise and conduct a special event for the Grand Opening of the new exhibits.
12. Develop the Web Site for KWC.

Phase I: Delivery Strategies

Note that the interior exhibits recommended for the existing interpretive center are relatively simple, basically modular and relatively inexpensive. This is because they will be replaced when the new Interpretive Center is complete, or used as a part of new exhibits in the new facility. Consequently they do not have as many interactive, 3-dimensional or electronic components as the exhibits for the new Interpretive Center are likely to have.

Web Site

Objectives

After interacting with the web site, visitors will:

- Want to visit KWC;
- Know the major themes associated with the interpretive network;
- Have a simple map of the area with directions to the site (downloaded as a PDF);

- Be aware of the next major special event at the site;
- Have contact information for KWCSHS;
- Be aware that a Friends Group exists and know where they can get additional information about that group;
- Be aware of upcoming and annual special events related to the site and story;
- Be aware that the web site contains links to additional information and provides updated information on events and other changing information.

Themes

All themes will be communicated at some location within the Web Site.

Description and Concept

The home page must market both the Web Site in order to motivate viewers to keep moving through it, and the KWC experience. To do so, the home page and every linked page must be captivating and user friendly. The home page should be dominated by visuals of different types of visitors enjoying different opportunities associated with KWC, such as taking the tour, perusing the exhibits, attending a special event, etc. Captions should be brief, identifying the opportunity and providing a clue on where to get more information about that opportunity. The home page could also have “didjacks” to pique interest in the interpretive stories told at KWC. Links should provide access to the remainder of the information on the site, including:

- Driving directions and printable map;
- Downloadable version of the KWC Orientation Map/Brochure;
- Downloadable version of the Guide to KWC (walking tour);
- An overview of the story;
- Upcoming events;
- Contact information;
- A list of sources for more information on the Chinese story including other sites to visit.

Table Teasers

Objectives

After interacting with Table Teasers, visitors will:

- Be interested in visiting KWC;
- Know where they can obtain more information.

Description and Concept

Table Teasers are place mats, laminated cards, or booklets to name a few possibilities, which visitors can browse while waiting for or eating food. They contain tidbits of information associated with the stories covered by the interpretive network and simple directions to the site and/or contact information so visitors can obtain more information. The goal is to grab attention and pique interest so the visitor is more likely to visit KWC, or pick up the KWC Orientation Map/Brochure if it is available in a place they might stop during their trip. They should be available at dining tables in restaurants within about a 150-mile radius.

KWC Orientation Map/Brochure

This is the standard OPRD map/brochure for the site.

Guide to Kam Wah Chung SHS

Objectives

After interacting with this booklet, visitors will:

- Be inspired to visit KWC;
- Know all the major themes;
- Know why the center of the Chinese Community in eastern Oregon was located here;
- Understand the significance of KWC on a regional and national basis;
- Understand the basic story of the Chinese in the American West in

general and the story of KWC specifically;

- Be inspired to take the guided tour;
- Be inspired to take the self guided walking tour;
- Be inspired to search other sources to get more information on the Chinese in Oregon and in the American West, especially in their home city.

Themes

All themes will be included within this publication

Description and Concept

This booklet will contain two major sections: the walking tour of the site and an overview of the story told inside the Museum. The walking tour uses historic photos and features visible from the outside, such as the metal door, metal shutters and lack of a well for water, to tell the story of the Chinese in eastern Oregon and in John Day. The overview of the story told inside the Museum uses images of key features to focus on the story of Doc Hay and Lung On and the roles they played in creating a hub of the Chinese community in eastern Oregon and in paving the way for a better life for Chinese in John Day specifically. The booklet should be easy to carry around and read.

Note: You may want to put in a pathway around the building and some benches to help facilitate use of the exterior walking tour.

Teachers' packet for field trips

Objectives

After using this information packet, educators will:

- Be able to plan and organize a trip to KWC;
- Be interested enough to plan and implement a field trip;
- Know where to get more information;
- Have student activities for before,

during and after the field trip;

- Have originals of the KWC Orientation Map/Brochure and Guide to Kam Wah Chung SHS for copying;
- Have contact information;
- Have a clear list/description of key stewardship behaviors expected of visitors to the site.
- Be willing to follow instructions and divide their group up per the instructions prior to arrival.

Description and Concept

This packet should contain the following information:

- Directions to the site;
- A description of the educational opportunities available;
- Information for scheduling visits and arranging for special programs;
- A suggestion of information to be presented prior to a trip;
- What to take and what to wear;
- Written projects that could be copied and used first in the classroom with a follow-up involving an actual trip to KWC;
- Suggestions for additional stops in the area to fill out a field trip.

The Teacher's Packet could be made available in a printed format and on CD and/or high definition DVD for flexibility. One or more of the latter formats could also be used to provide a quick overview of this opportunity on a touch-screen monitor at the Interpretive Center.

Guided Tour Packet

This is a shortened version of the Teacher's Packet. It contains all the instructions for organizing a trip and the contact information, but does not include information focusing on educational opportunities such as the pre-trip and post trip activities.

Familiarization Tours

Objectives

After going on this tour, participants will:

- Be aware of the new interpretive opportunities at KWC;
- Know where to direct people for additional information on these opportunities;
- Have copies of the Site Orientation Map/Brochure and Guide to Kam Wah Chung to distribute.

Description and Concept

These tours are intended to provide people associated with tourism and/or trying to market the cultural history of the area a clear idea of what a visitor can expect on a visit. Familiarization Tours should be offered every time a significant improvement is instituted, such as installation of new exhibits in the temporary interpretive center and the opening of the new Interpretive Center.

Guided Tours

Guided tours were developed as part of previous contracts. They consist of groups no larger than 10 people. The group enters into the main room, moves to the back room with the kitchen, and from there to Lung On's bedroom, where the tour concludes. The main room is set up with directional lighting that highlights specific areas about which the guide is talking. As a consequence, there are several "stops" in the room. Given the nature of the lighting, the value of the artifacts in the museum, the accessibility of those artifacts and the restrictions on group size, it is not feasible to offer different opportunities within the Museum, such as to station staff in each room to allow visitors to flow through the facility and simply ask questions, follow a printed tour or listen to a podcast. With that in mind, we suggest the following:

- Modify the existing tour to reduce the total time to 50 minutes or less from

Interpretive Center to Interpretive Center. This will be easier when there are exhibits telling part of the story, especially if you suggest people review the exhibits or watch the virtual tour prior to taking the guided tour.

- Develop a Mini Tour of KWC that is only about 20 minutes long. The intent of this tour is to accommodate visitors with little time while using the opportunity to whet their appetite so they come back when they have more time to take the full tour. This should only be offered during peak times when it is difficult to accommodate all visitors.
- Tweak the tour to emphasize the revised themes.

Site Orientation Panel

This opportunity already exists. It is listed here to confirm that it is part of the information network to be developed.

Thematic Overview Panels

This opportunity already exists. It is listed here to confirm that it is part of the information network to be developed.

Special Events

Special events can take several forms, including talk series, presentations, demonstrations and celebrations. At this time the lack of interior space creates issues with trying to accommodate any special event because they are typically designed to attract a large crowd at one time. Consequently, we suggest considering developing celebrations of historic Chinese holidays that occur during the summer or early fall when they can be held outside. The following are possibilities:

Dragon Boat Festival (Dragon Festival) / Tuen Ng Festival

Occurs: 5th day of 5th lunar month, which usually falls between late May and mid-June.

Description: This festival commemorates the ancient poet Qu Yuan - related to the White Snake Lady legend. Traditions include drinking yellow rice wine, staging dragon boat races, and eating dumplings wrapped in lotus leaves.

Comment: Children make “dragon boats” to display at festival.

The Night of Sevens /Magpie Festival/ Qi Xi

Occurs: 7th day of 7th lunar month, which usually falls in the first three weeks of August.

Description: According to legend, the goddess "Zhi Nü" (the star *Vega*) fell in love with the farmer boy "Niu Lang" (the star *Altair*), but the union was disapproved of by her mother goddess. As punishment, they were separated by the Milky Way and could only meet once a year on this night. On this day young girls traditionally demonstrate their domestic arts, especially melon carving, and make wishes for a good husband. In recent years, this holiday has been referred to as Chinese Valentine's Day.

Mid-Autumn Festival (Moon Festival)

Occurs: 15th day of 8th lunar month, which falls between mid-September and early October.

Description: Related to the legend of Chang E. Traditions including eating mooncake and having a family union meal.

Comments: A children's book relating to this festival is available.

Special Tours

Rather than plan special tours, you should put yourself in a position to facilitate them if the demand arises. For example, you could line up a specialist in eastern medicines to lead tours of medical professionals, and line up someone who speaks Cantonese and/or Mandarin to lead tours for Chinese tour groups.

The Maligned Minority: The Chinese in the American West

Location

In the existing facility (see Figure 1).

Objectives

After visitors finish with this exhibit, they will:

- Be aware of the basic story of the Chinese abroad during the latter half of the 19th century – why they came, where they went, the conditions they faced, how they survived, why they left, and what they left behind;
- Be aware that Kam Wah Chung is THE place to get this story.

Themes

All themes will be introduced in this program.

Description and Concept

This is a short (2-3 minute) audiovisual program that provides an overview of the Chinese story in the American West during the latter part of the 19th and the first part of the 20th centuries. It should start with a big picture of what was happening in China and the resulting exodus of male laborers around the Pacific Rim including to the American West. That should segue into a focus on eastern Oregon, Kam Wah Chung and the significance of the site.

“Why They Came” Exhibit

Location

In the existing facility (see Figure 1).

Objectives

After visitors finish with this exhibit, visitors will:

- Know that conditions in China forced young men to seek employment elsewhere so they could feed their families;
- Know that the men planned on returning as soon as possible;
- Know that the Chinese went anywhere there was work, not just the American West;
- Know that it was the gold strikes in eastern Oregon that brought them to this area;

Themes

- **Theme 1:** Unlike most human migrations, the Chinese did not seek a better life in other countries, but temporary jobs to support their families through a difficult economic time.
- **Sub-theme 1-1:** Famine and political unrest in China forced men to seek jobs elsewhere to support their families.
- **Sub-theme 1-2:** The Chinese traveled anywhere that held the promise of jobs, including Oregon and the rest of the American West.
- **Sub-Theme 1-3:** The majority of the Chinese that came intended to return after a few years.

Description and Concept

One possible design approach is to use a map of the Pacific Rim area as a backdrop for highlighting the province from which the vast majority of Chinese came and the destinations around the Pacific Rim where they ended up. A series of historical images across the bottom would begin by depicting the conditions in China, followed by men embarking, men disembarking and men traveling by foot ostensibly in search of

work. The final visual would be a replica gold pouch with gold dust spilling out to represent the goal of the Chinese that came to the US. This could be accompanied by a photo of a Chinaman who was clearly wealthy. Captions and supporting text blocks would tell the story of why they came and the difficulties in that journey.

The exhibit should also include some artifacts or replicas, especially items that can be touched or examined. Possibilities include:

- A box similar to the ones the Chinese used to bring all of their possessions. Supporting text would ask visitors what they would bring if this is all the space they were allowed.
- Advertisements to attract Chinese labor for mining operations or the railroad.
- US posters advertising Chinese labor for hire.

Figure 3 and figure 4 depict the concept for this exhibit. Figure 3 is the perimeter wall and figure 4 is the core wall.

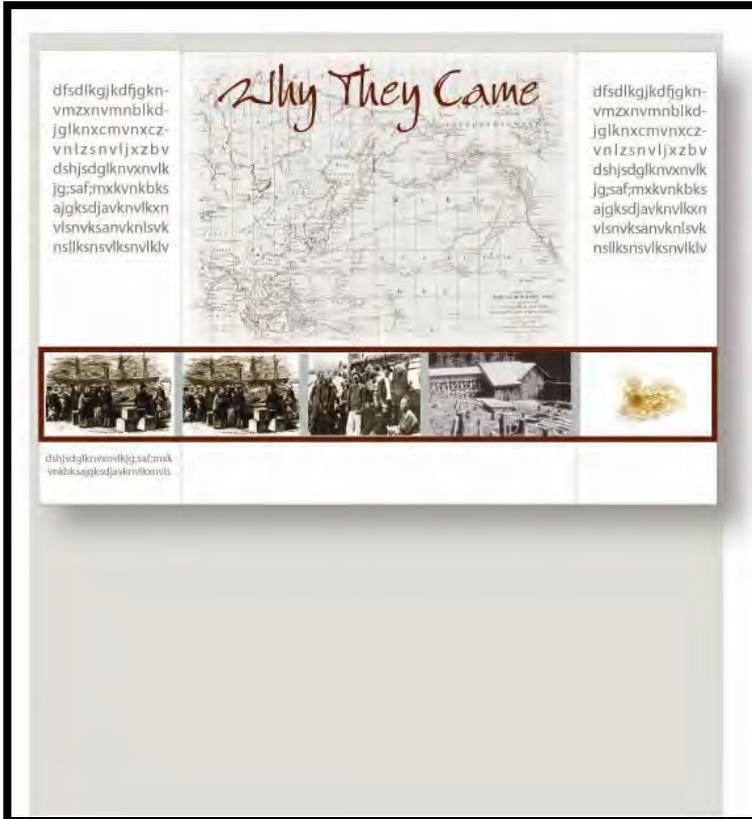


Figure 3: Concept for perimeter wall of Exhibit 1

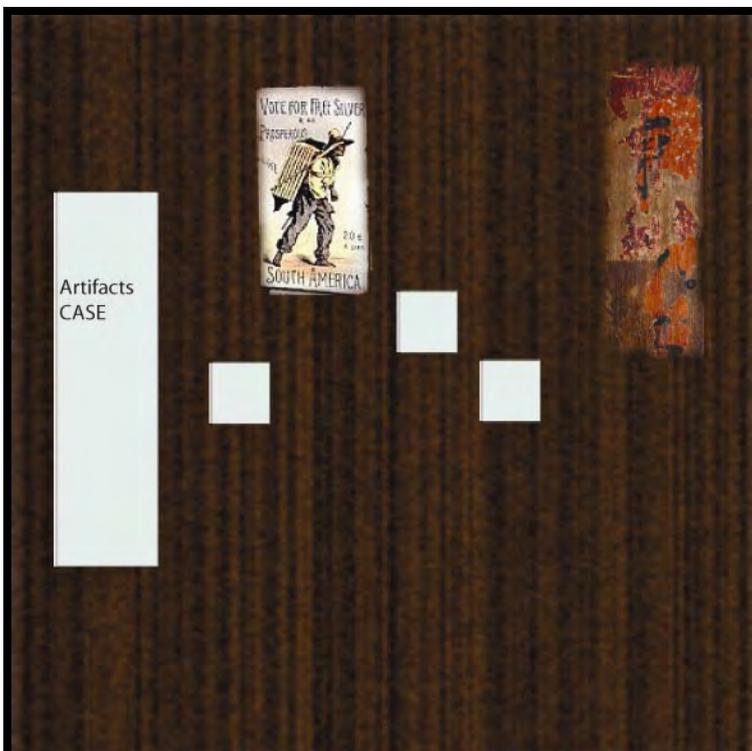


Figure 4: Concept for core wall of Exhibit 1

“Conditions/Obstacles They Faced” Exhibit

Location

In the existing facility (see Figure 1).

Objectives

After visitors finish with this exhibit, they will:

- Be aware of the difficult conditions that the Chinese had to endure in order to survive and make money
- Be aware of the racial prejudice against the Chinese;
- Be aware that the US passed a Chinese Exclusion Act to keep the Chinese out.
- Be aware that they survived in part by banding together into working communities separate from the white communities.

Themes

- **Sub-Theme 2-1:** Perseverance was necessary because life in eastern Oregon and the American West was a struggle for the Chinese.

Description and Concept

This exhibit focuses on the difficulties for Chinese in the United States due to racial prejudice. One possible design concept is to separate the main part of this exhibit from Exhibit 1 with a vertical band containing a collage of enlarged headlines or lines from newspapers in Oregon that reflect the racial prejudice. This could also include political cartoons. Supporting text would focus on the difficulties faced by Chinese in the John Day area. The main part of the exhibit could use a map of eastern Oregon as a backdrop for historic photos of Chinese engaged in different jobs, most of which would be hard labor. For example, Chinese digging irrigation ditches, working on the railroad, wielding hydraulic hoses in mining operations, doing laundry, etc. The map would also identify where the Chinese communities were located.

A string of photos across the bottom of the map would depict living conditions and photos reflecting prejudice. These could include ramshackle houses or entire Chinatowns, signs on businesses indicating no Chinese, Chinese murdered, etc.

The core wall would contain items that helped with the ambience and story. These should focus on items the Chinese might have hung on their walls, such as calendars, posters of important Chinese persons, religious icons, etc. It could also include an enlarged section of a letter from home asking for money and/or asking when the Chinese man was returning (translation necessary).

“Kam Wah Chung as a Hub” and “Doc Hay and Lung On”

Location

In the existing facility (see Figure 1).

Objectives

After visitors finish with this exhibit, they will:

- Know that a key to the survival of the Chinese was to band together as a community;
- Know that KWC was a hub of the Chinese community in John Day and for the Chinese community in eastern Oregon.
- Know that Lung On was a key figure in developing KWC as a hub for the Chinese community in eastern Oregon;
- Be able to name at least 3 ways that Lung On helped make KWC a hub for the Chinese community;
- Know that Doc Hay was an integral figure in the Chinese community.
- Be motivated to find out more about pulsology and the herbs Doc Hay used;
- Be motivated to take the tour of Kam Wah Chung;

Themes

- **Theme 2:** Because of the skills and perseverance of Doc Hay and Lung On, Kam Wah Chung became a major hub for the Chinese community in eastern Oregon in the late 19th and early 20th century;
- **Sub-theme 2-4:** Kam Wah Chung was the hub of the Chinese community in John Day and the rest of eastern Oregon

Description and Concept

The exhibit section on the exterior wall will focus on the KWC as a hub. The part on the interior wall will focus on Doc Hay and Lung On.

The perimeter wall exhibit (see figure 5) is anchored on the left by a full size image on the diagonal of a Chinese heading to the right, as if they are going to KWC. The right

is anchored by a full size image on the diagonal of an abandoned mine to signify lack of work.

Vertical bands on the left and the right contain text blocks and graphics relating to KWC as a hub, such as letters of introduction to Lung On; letters bearing c/o KWC, requisitions from other locations for foods and other goods that were imported by KWC; labels from shipping containers showing they ordered goods and foods from all over; logs of orders; logs of banking accounts kept by Lung On; logs of labor requests etc.

The center contains a large image of KWC as a backdrop for portraits plus brief captions of different Chinese who lived in Chinatown at that time. A row of images and/or artifacts across the bottom reflect KWC’s status as a supplier of the needs of the Chinese, photos and/or artifacts of the foods that were imported, firecrackers, religious icons, medicines, etc. It could also contain artifacts and/or photos relating to KWC’s role in providing beds for travelers, as a social gathering place and as a place for practicing religion.

The core wall (see figure 6) contains cases with two full size mannequins plus other objects and artifacts. One contains a likeness of Doc Hay in Chinese clothing. A partial chair, representing the one he used in his practice, plus items from his apothecary that clearly reflect eastern medicine are also in the case to support the story of Doc Hay. An example of a prepared remedy with a translation of the ingredients and the malady it was supposed to cure could be included.

The other case contains a likeness of Lung On, plus a partial writing table with paper, writing instruments of the time and books with English titles to convey the idea that Lung On was an educated man and that he spoke English. The center contains historic images plus text focusing on their lives leading up to their arrival in John Day and their roles in the Chinese community.



Figure 5: Concept for perimeter wall of Exhibit 3



Figure 6: Concept of core wall of Exhibit 3

“Doc Hay and Lung On Stay On” Exhibit

Location

In the existing facility (see Figure 1).

Objectives

After visitors finish with this exhibit, they will:

- Be aware that despite being a doctor in an area where medical skill was always in demand, it took time and patience for Doc Hay to become an accepted member of the community;
- Know that Lung On and Doc Hay were anomalies in that they decided to stay, and that they were integrated into the white community;
- Be aware that Doc Hay did become an integral and respected member of the John Day community;
- Be aware that Lung on became an accepted member of the John Day community;
- Be aware that acceptance of Doc Hay helped with the acceptance of Lung On and of Chinese in general in John Day, and that life for the Chinese in John Day at the turn of the century was better than in most places;
- Be motivated to take the tour of Kam Wah Chung;

Themes

- **Sub-theme 2-2:** Doc Hay’s skill as a healer was a key in overcoming racial prejudice and extreme distrust of eastern medicine to become an integral and beloved figure in John Day and to change the treatment of the Chinese in the area.
- **Sub-theme 3-1:** Unlike most Chinese who came over during this period, Lung On and Doc Hay did not move on to the bigger cities with the rest of the Chinese community, but instead continued as integral parts of the John Day community.

Description and Concept

This exhibit area is anchored on the right by large images of Lung On and Doc Hay in western clothes, to signify a transition from their role in the Chinese community to their integration into the John Day community. On the left the exhibit is anchored by images of the interior of KWC today as mute testimony to the status of Doc Hay in the community when he died. In between are images and artifacts reflecting their integrated status. These could include an image of Lung On’s car dealership; images of Doc Hay and/or Lung On with white residents; images and/or artifacts from the interior of the store depicting items for sale to the white community; a property ownership map showing how much land was owned by Lung On; any of Doc Hay’s regalia related to him being a Mason; and images of Doc Hay’s Masons funeral.

“The Chinese Leave/Where did they go?” Exhibit

Location

In the existing facility (see Figure 1).

Objectives

After visitors finish with this exhibit, they will:

- Know that the Chinese left because the mines played out so not only was there less demand for their labor in mining operations, but whites came back and took many of the jobs they previously held so they had to go in search of other work.
- Know that the Chinese moved on primarily to cities, where labor was more in demand.

Themes

- **Sub-theme 1-2:** The Chinese traveled anywhere that held the promise of jobs, including Oregon and the rest of the American West.

- **Sub-Theme 1-3:** The majority of the Chinese that came intended to return after a few years.

Description and Concept

This exhibit should be primarily visual so it can be taken in easily as visitors transition from the exhibits on the north side of the room to the exhibits on the south side. One possible design concept is to use images on the left side of the exhibit indicating the exodus of the Chinese from eastern Oregon and the reasons for that exodus. These images could include ones of vacant buildings in a Chinatown, closed down mines and other indicators of the lack of labor. On the right side of the exhibit would be images of a thriving urban Chinatown (Portland) and images of Chinese at work in urban jobs. These would be separated by a vertical image of a Chinese or group of Chinese traveling on the road from left to right, as if they are leaving the lack of work and heading toward the urban Chinatown.



Figure 7: Concept for Exhibit 5: The Chinese Leave/Where Did They Go?

“Why is this Place Special?” Exhibit

Location

In the existing facility (see Figure 1).

Objectives

After visitors finish with this exhibit, they will:

- Be aware that the Chinese played a significant role in the development of eastern Oregon and of the American West;
- Be able to name at least 3 contributions to American lifestyles by the Chinese during that time period in terms of foods or other cultural items;
- Be able to name at least 3 ways the Chinese contributed to the development of Oregon;
- Be aware of several places nearby where they can see evidence of the Chinese from that time period;
- Be motivated to explore some of the places where evidence of the Chinese still exists;
- Be impressed with the Chinese, their perseverance and their contributions;
- Be aware of the significance at a national and perhaps international level of Kam Wah Chung and its artifacts;
- Be aware that this treasure was possible both because Lung On and Doc Hay stayed on and because of the people of John Day;
- Be motivated to support the efforts to preserve Kam Wah Chung and its artifacts;
- Take pride in their heritage if they are from this area.

Themes

- **Primary Theme:** Kam Wah Chung is the premier site in Oregon and the nation, and one of the most significant sites in the world for telling the unique story of the Chinese abroad and the contributions they made during the late 19th and early 20th centuries.

- **Sub-theme 2-4:** Kam Wah Chung was the hub of the Chinese community in John Day and the rest of eastern Oregon
- **Theme 3:** The unique story of Doc Hay, Lung On and the people of John Day led to the preservation of Kam Wah Chung with its vast array of artifacts while most other similar sites disappeared from the American West and other countries.
- **Theme 4:** As in most of the American West, the Chinese contributed significantly to the development of the John Day area and eastern Oregon.

Description and Concept

One possible design concept (see figure 8) is to use a map of the region as a backdrop for enlarged images and associated artifacts (or replicas) representing the legacy of the Chinese. For example, images of the Chinese working on the railroad from Baker next to an image of the railroad today would be connected to the appropriate location on the map with a line. Other possible images/highlights include the Chinese walls near Granite, the transcontinental railroad, significant buildings built with Chinese labor, other significant engineering projects built with Chinese labor such as irrigation ditches that are still in use today, etc. The map would also contain paired images of towns in eastern Oregon that had Chinatowns. One would be a historic image of the Chinatown, but faded to look like a ghost image. The other would be of the same section of town today where the Chinatown once stood. The idea is to convey that the buildings of the Chinese have largely vanished. Supporting text would focus on the gradual disappearance of the evidence due to the Chinese moving on to seek work elsewhere, thus a vibrant cultural community simply melted away. It should also include the fact that the remains of many Chinese were shipped back to China, further eliminating evidence of their presence. Any key buildings, Chinese cemeteries, and other evidence of their presence should be highlighted to convey the paucity of remains. Kam Wah Chung should be highlighted as having the most

extensive and relatively intact collection of artifacts relating to the Chinese story during that period of time in the region.

This could be expanded to include the Pacific Rim and the lack of any comparable sites anywhere else in the world.

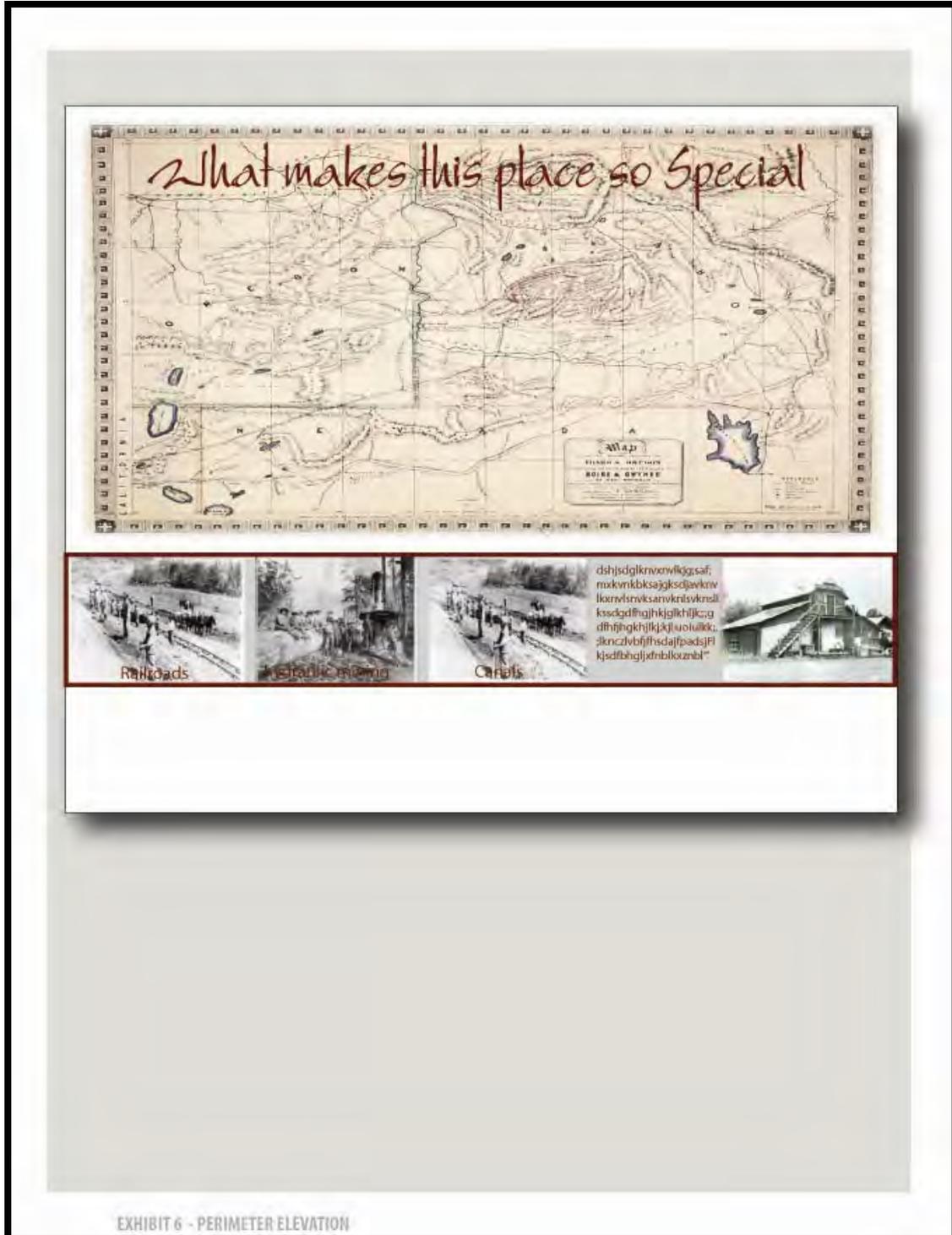


Figure 8: Concept for Exhibit 6: What Makes This Place Special?

Virtual Tour of Kam Wah Chung

Location

In the existing facility (see Figure 1).

Description and Concept

This is essentially a condensed version of the guided tour, complete with the use of lights to highlight different areas, close ups of items being talked about, etc. It is not meant to be a program that all would take in because it will be longer than audiovisual programs should be for an interpretive center experience. It is meant for those who don't have time for a tour or who cannot access the building.

Discovering the Elusive Story

Location

In the Interpretive Center at the Welcome Counter

Objectives

After visitors finish with this exhibit, they will:

- Have a much better understanding and higher appreciation of the value of artifacts as a tool for discovering the "story;"
- Be inspired to return to view this exhibit again and again to find out what has been discovered;
- Contribute to the conservation of artifacts through donations to the effort at KWC.

Description and Concept

This is a 3-part exhibit focusing on the process of using artifacts to piece together history. The following are parts of this exhibit:

- "What's This?" This exhibit component involves putting an artifact on display and having people guess its purpose and function. A flip plate or some other strategy would be employed so a person

could guess and then check to see if he or she was correct. This part of the exhibit would change frequently. One possibility is to use an artifact that was being researched at the time so the answer would be "we don't know yet." The answer could then be posted when researchers figured out the identity/use of the artifact.

- "What's New?" This exhibit component is a changeable piece focusing on a recent discovery.
- "Discovering the Story: This exhibit component focuses on the process of discovering the story.

Regional Orientation Exhibit

Location

In the existing Interpretive Center on the wall behind the Welcome Counter

Objectives

After visitors finish with this exhibit, they will:

- Be aware of the State Parks in the area and what each has to offer;
- Be aware of State Parks along their route after they leave the area and what each has to offer;
- Be motivated to stop in at one or more State Parks on this or future trips.
- Have information for the State Parks highlighted in the exhibit.

Description and Concept

One possible approach is to use a stylized map of eastern Oregon to highlight State Parks in the region. Associated with each State Park would be images of visitors engaging in interpretive and/or recreational opportunities in that park. Supporting text/captions would highlight the key opportunities at each park. Brochure holders or some other method for distributing site brochures would be included at the Welcome Counter.

Phase 2: Visitor Experiences

Introduction

The focal point of this phase is construction of the new Interpretive Center with the associated exhibits and other opportunities. This section contains an overview of the visitor experiences after the new center is built, and any new delivery strategies.

Note that the focus of the exhibits in the new center is the same as in the old building, but they would be more extensive than the ones in the old Interpretive Center, and should be able to incorporate more 3-dimensional characteristics and items.

Need for a new floor plan/design

Changing parameters and objectives have created opportunities to modify the floor plan (see figure 9) and adjacencies (see figure 10) proposed in the 2006 Draft Master Plan (approved in May, 2009) for the new Interpretive Center. Specifically, the decision not to store all the artifacts in the building is a major change in building programming that creates opportunities for including a multipurpose room. In addition, a recommended exhibit (Virtual Tour of KWC) creates the need for a small theater space. With that in mind, we recommend revisiting the floor plan and layout to consider a multipurpose room and to consider clustering functions around the lobby to allow for better sight lines and consequent visual access from the Welcome Counter. Any subsequent re-evaluation should build on the previous work since it took many of the same parameters into account in developing the concept, specifically, the need to avoid dominating the surrounding neighborhood and museum. That was the reason for a series of smaller volume spaces connected by halls.

The key issues that should be addressed in the re-evaluation include the following:

- **The constriction between the visitor services area and the exhibits.** It has the potential to cause a bottleneck during moderate to heavy use, especially since the staging area for the tours is located in this area.
- **Visual access.** The person at the Staff Counter does not have visual access to the exhibits. This may be an issue since the exhibits are to have artifacts. Also, the facility manager and volunteers are separated from immediate visual and physical access to the rest of the rooms in the facility.
- **Flexibility in staffing.** Although the person staffing the Welcome Counter has visual access to the store, it is difficult to manage both at the same time since they are on opposite sides of the lobby. Also, the staff person may have vision obstructed by large crowds in the lobby.
- **Expanded space for exhibits.**
- **Multipurpose Space.**
- **Small Theater space.** A new exhibit (Virtual Tour of Kam Wah Chung) was added that needs a small theater space.

Figure 10 depicts the adjacencies in the currently designed building and Figure 11 depicts the adjacencies we are suggesting. In the proposed set of adjacencies, exhibit space is maximized, one person can more easily manage the facility, including the Welcome Counter and the Store, bottlenecks and constrictions are minimized, and space in the form of a multipurpose room allows for handling large groups. However, the constraints regarding actual footprint and the need for minimizing building volumes have to be considered to determine how close you can come to achieving a good balance.

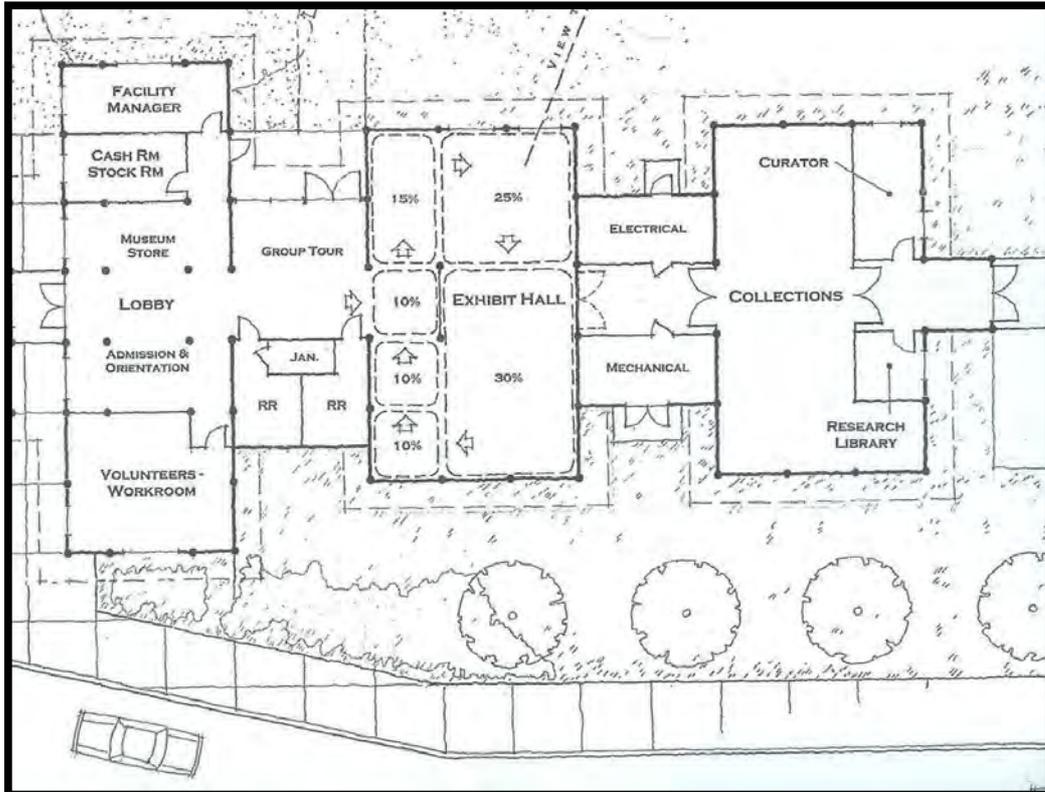


Figure 9: Floor plan for new interpretive center proposed in 2006 Draft Master Plan, approved in May, 2009

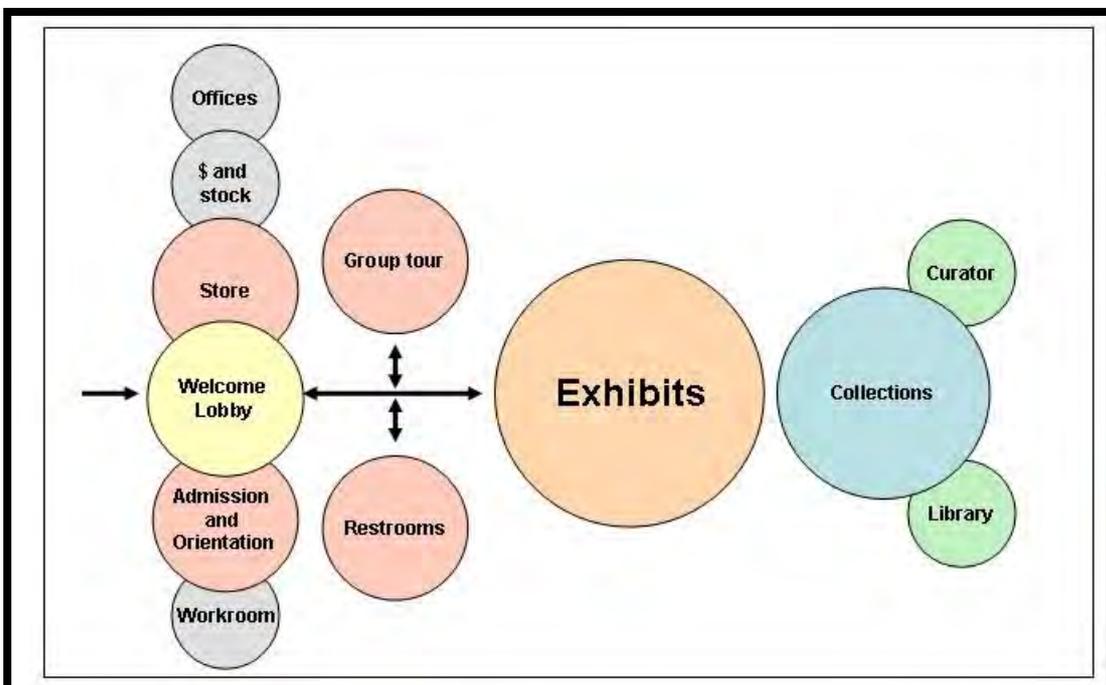


Figure 10: Adjacencies in floor plan proposed on 2006 Draft Master Plan (approved in May, 2009)

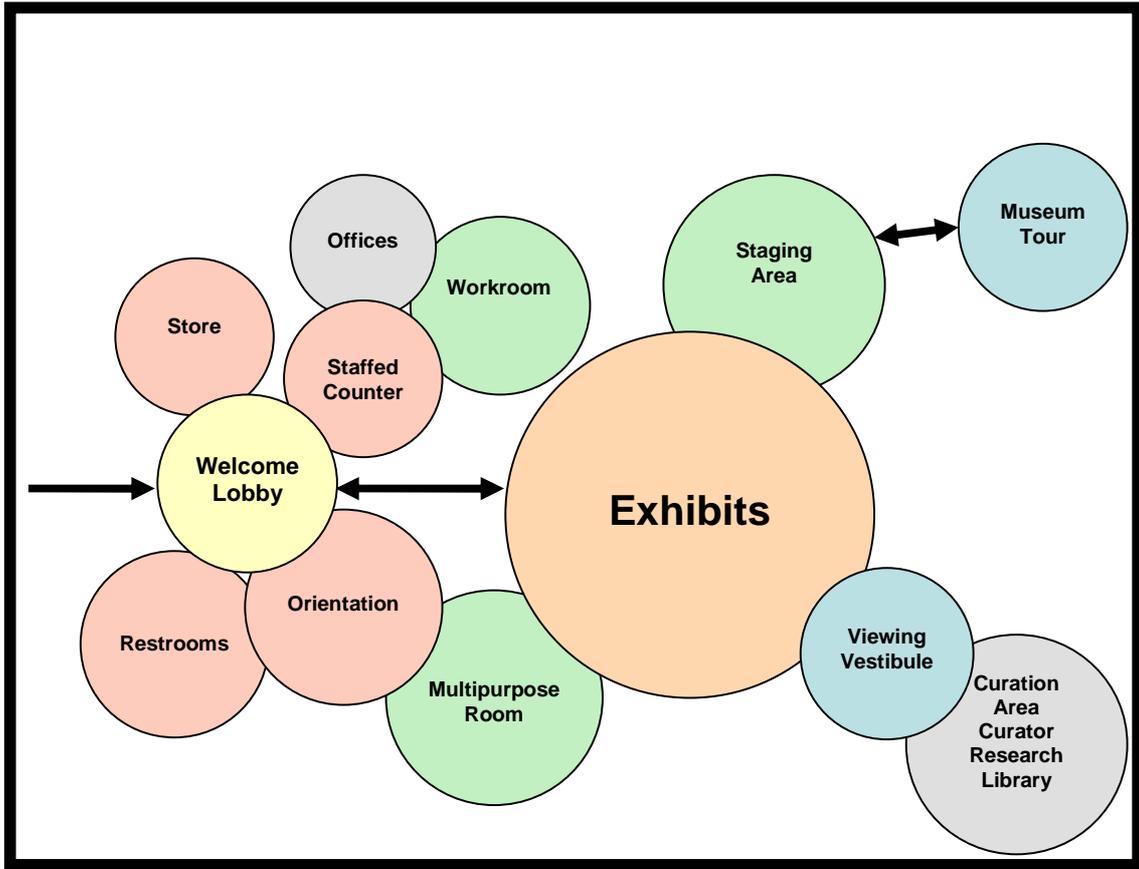


Figure 11: Recommended adjacencies for new Interpretive Center

Pre-Visit

Before arriving at KWC, visitors will encounter information about the Heritage Site from the **Web Site, Table Teasers, the Kam Wah Chung SHS Orientation map/brochure** and other publications in Visitor Centers, Welcome Centers and nearby hotels, or from people who know about the site because of **Familiarization Tours**.

Before leaving home to visit KWC, travelers can download the Orientation Map/brochure and driving directions from their location. Directions are reinforced by **Signage** on the highway guiding them to Canton Street. Upon turning, travelers will have clear visual access to the entry to the Interpretive Center and signage directing them to the new parking area to the south of KWC. They park and enter the facility.

Interpretive Center

Welcome/Orientation Area: When visitors enter this area they will have direct and easy access – facilitated by visual access and area/room identifiers – to the restrooms, orientation information, a staffed Welcome Counter and the bookstore. The **Welcome to Kam Wah Chung State Heritage Site** exhibit is the prominent exhibit in the Orientation Area from the vantage point of those walking in the door. On their way out they will notice the **Regional Orientation Exhibit** in the Orientation Information Area because it will be oriented to catch the eye of visitors as they leave.

Visitors can sign up for the **Guided Tour** at the staffed **Welcome Counter** and can choose to browse the **Interpretive Store** before or after their visit to the Interpretive Center. Note that the area is set up so one person can staff the counter and keep an eye on the bookstore if necessary.

Exhibit Area: After taking care of their needs and planning their visit, visitors will move to the interpretive opportunities, beginning with the **“The Maligned Minority: The Chinese in the American West”** as they did in the old Interpretive Center. They then move through the same sequence of information presented through modified versions of the exhibits in the old center – **“Why They Came,” “Conditions/Obstacles They Faced,” “Kam Wah Chung as a Hub and Doc Hay and Lung On,” “Doc Hay and Lung On Stay On,” “The Chinese Leave/Where did they go?,”** and **“Why is this Place Special?”**

For those who are not going on the physical tour but want to know what is in the Museum, the **Virtual Tour of Kam Wah Chung** will be shown periodically in the Multipurpose room.

Tour Staging Area: This area, located so visitors can view the Museum building out a window, allows people waiting for the tour to congregate out of the traffic flow. To pass the time, visitors will have the opportunity for looking at historic photos matched to the view out the window or just sit and contemplate life for the Chinese in that time period. The tour will use a side exit associated with this area to walk to the Museum and to enter back into the center from the tour.

Outside Experience

This experience is unchanged.

Kam Wah Chung

Visitors will still have the option of taking the full **Guided Tour of Kam Wah Chung** that now exists, or the **Mini Guided Tour of Kam Wah Chung** as before.

Other Opportunities

In addition to the festival celebrations developed in Phase 1, a special event should be developed around Chinese New Year. That doesn't mean that the site has to stay open during the winter; just that it has to be open for that special event.

Also, consideration should be given to developing a talk series that is offered one day a week for residents and for visitors who might be in town on that evening.

Visitors arriving by bus

Tour groups and school groups will be taken into a multipurpose room for a personal orientation to the site and story. There they will be split into smaller groups to be pulsed through the site. The following are all possible options for stations for small groups:

- Exhibits in the Interpretive Center
- Tour of Kam Wah Chung
- Interpretive opportunities outside the building
- Audiovisual presentation
- Presentation by a specialist in preserving artifacts

Phase 2: Specific Actions

1. Modify the footprint and floor plan of the new Interpretive Center to function better. The current plan creates bottlenecks, does not accommodate desired adjacencies, does not maximize the floor space for exhibits and does not

contain a multipurpose room – a necessity for accommodating school field trips and other large groups and for supporting special events.

2. Develop an RFP and let a contract for the design of the new exhibits.
3. Develop an RFP and let a contract for fabrication and installation of the new exhibits.
4. Plan and conduct a Grand Opening for the new exhibits and Interpretive Center.
5. Develop a special event around Chinese New Year;
6. Develop special events during the off-season for residents, such as a talk series.

Phase 2: Delivery Strategies

The focus of the exhibits remains the same. However, they will have to be redesigned to take advantage of the new space.

Welcome to Kam Wah Chung

Location

Adjacent to the entry in the new Interpretive Center

Objectives

After visitors finish with this exhibit, they will:

- Be aware of the interpretive opportunities at KWC;
- Be aware that they have to sign up for a guided tour and know where to sign up;
- Be motivated to sign up for the tour;
- Be motivated to spend time in the exhibits;
- Be aware that the Museum is not fully accessible, but that a virtual tour is available;
- Be aware of how much time is necessary for a visit;
- Be aware of the annual events and what event is coming up next;
- Be motivated to return for the event.

Description and Concept

One possible design approach is to create a “visual menu” of the interpretive opportunities at KWC. Use a stylized oblique aerial perspective of the site, with the Interpretive Center and Museum larger than normal, as a backdrop for enlarged images highlighting visitors enjoying different opportunities, including attending a festival or celebration. Use “didjknows” accompanying the activities to identify the interpretive opportunity while piquing interest about the story. A special section on Guided Tours entitled “*How to sign up for the guided tour*” includes the length of time it requires, how to sign up, the fact that it is not fully accessible and the alternative for getting the information (the Virtual Tour).

Cost Range Estimates

Introduction

As with construction of anything from an exhibit to a house, accuracy of the estimate is relative to the accuracy and detail of the design. An interpretive plan does not include designs, but rather design concepts, and those are limited to the interpretive strategies rather than infrastructure. Consequently, it is not possible to develop estimates with any meaningful degree of accuracy. However, it is possible to make some basic assumptions for interpretive panels and other strategies in order to develop cost range estimates that can be useful for budgeting.

Basic Cost Information

Interpretive Panels

A typical, digitally produced, laminate panel containing about 6 square feet of surface (2' x 3'), with powder coated steel frames and posts will cost between \$3500 and \$5000 for all design, text writing and fabrication. Shipping and installation are not included because those costs vary significantly with location of the site. The variation in cost is primarily due to the design. Signs with original artwork and complex text are going to cost more than signs with embedded photos and limited text. Interactive and 3-dimensional elements negate this price range. Replacement panels with the same design will cost between \$300 and \$350 (2009 prices). The posts cost about \$500 (2009 prices) so additional panels with posts, such as duplicate site orientation panels, would cost between \$800 and \$850 (2009 prices).

Audio Listening Posts

The hardware for an audio listening post, including the chip, can be obtained for as little as about \$1500-\$2000. However that does not include the cost of recording the message, which can be relatively inexpensive if done in-house, and very expensive if a professional voice is hired and the work done in a recording studio.

Brochures

Publications are virtually impossible to price without more specific design information because there are so many variables that significantly affect the cost, such as number of pages, folds, binding, colors, source of text, type of artwork, and other variables.

Exhibits

Exhibits can cost as much or as little as you want. However, as a general rule of thumb, simple exhibits will cost around \$250 per square foot of exhibit space. If more complex exhibits are used, such as dioramas, the cost will be closer to \$500 per square foot. If electronics are used, particularly interactive components, the cost-per-square foot application do not apply. The smaller the facility, the less accurate the cost-per-square foot approach. OPRD currently (2009) uses a \$300 per square foot figure to obtain exhibits with some interaction.

In terms of cost breakdown, 28-32% of total exhibit cost goes to design. The rest is for fabrication and installation.

Specific Cost Range Estimates

The following are cost range estimates based on the information available at this time. They include design development, fabrication and installation at Kam Wah Chung. All panels include design, layout, resource acquisition, text writing, digital file preparation, graphic production, mounting system and installation on-site. Costs are based on current (2009) material prices. The final project cost will vary depending on the length of time that passes prior to the project moving ahead. In order to effectively develop the design concepts presented in this plan into detailed exhibit designs, it will be critical for the designer to have a fabrication budget to use as a guideline for what may and may not be considered, especially when considering 3-dimensional or interactive components. The range of options outlined in the plan is wide, as it should be at this point in the process, but the budget must be established by the client before the designer could proceed efficiently.

Strategy	Unit Cost	Cost	Comments
Site Orientation Map/Brochure			Exists – standard OPRD park brochure
Self-Guided Walking Tour Booklet			
Web Site			OPRD can do this one in-house
Special Events			Depends on the event and what you want to set up and offer.
Temporary Interpretive Center exhibits		\$70-85,000	This was the fabrication figure used in the design of the exhibits included in the Design Intent Package prepared as part of this contract. Includes design, fabrication and installation. Does not include AV programs or Welcome Counter
New Interpretive Center Exhibits	Assume \$450/square foot	Depends on whether the floor plan is modified and the amount of exhibit space available in new floor plan	Higher cost per square foot due to need for conservation of artifacts used in exhibits.
Virtual Tour of KWC	\$3000/finished minute		Depends on finished length.
Overview		\$10,000 - \$12,000	Depends on finished length. Generally assume \$3000 per finished minute. Maximum length – 4 minutes
Audiovisual Program			
Site Orientation/Trip Planning Exhibit	\$4,000 to \$8000 for all parts	\$4,000 to \$8000 for all parts	
Regional Orientation Exhibit	\$4,000 to \$8000 for all parts	\$4,000 to \$8000 for all parts	

Appendix A: Foundation Information

**Objectives and Desired Outcomes: Background
Audiences**

Parameters

Inventory of Interpretive Opportunities

Themes: Background

Goal and Desired Outcomes: Background Information

OPRD Mission Statement

The OPRD mission statement is:

To provide and protect outstanding natural, scenic, cultural, historic, and recreational sites for the enjoyment and education of present and future generations.

Kam Wah Chung is an outstanding cultural history site, containing one of the most extensive collections of artifacts relating to the history of Chinese in Oregon. The artifacts reflect an important era in the history of the area, northeast Oregon and the western United States.

Centennial Horizon Principles/Actions relevant to interpretation

From an interpretive perspective, the primary action affecting this plan is Principle 4, Action 5: *Refine cultural and historical interpretation at coastal lighthouses, historic forts, Champoeg and Sumpter Dredge State Heritage Areas and Kam Wah Chung State Heritage.*

Resource Management Goals

The goals, in order of priority, established in the 2009 Master Plan for the site that are relevant to the interpretive effort are:

1. **Protect important cultural resources.** This includes protecting, conserving, and when appropriate, restoring significant cultural features and resources, including the area around the historic building. This is consistent with the Target 2014 Goal #2.

2. **Provide appropriate educational and recreational facilities.** At this time, the current interpretive center is too far away to provide a seamless visitor experience and too small to adequately tell the story and serve large groups. Consequently, a new interpretive center is being planned for the site. The new facility, additional site development and outdoor interpretive facilities and associated interpretive opportunities will all be focused on providing a high quality visitor experience that will improve the public's understanding of the history of Kam Wah Chung and its importance to Oregon and the nation.
3. **Establish good park access and orientation.** Achieving the goal will depend in part on changes to the infrastructure. From the perspective of this plan, an effective orientation and wayfinding network will help improve visitor access and orientation and is critical to providing a good visitor experience.
4. **Heritage site improvements will be compatible with the neighborhood and the city and will work with the city and each of the neighbor's timelines.** Building the Interpretive Center requires first obtaining property adjacent to the historic building. Since the timetable depends on actions by others, the interpretive network will have to be planned to function effectively within the current layout of opportunities, but will have to address the transition when the new Interpretive Center is constructed.
5. **Encourage implementation and investment partnerships.** This includes fostering a strong relationship with the Friends Group and with the City of John Day. From an interpretive perspective, this means maintaining a good relationship with the Friends Group and the City of John Day, which can be

supported by developing interpretive opportunities and visitor experiences that support local tourism, and by developing opportunities that are of interest to and complementary with other opportunities in town.

These are all consistent with the desired behavioral changes identified during the work session on November 20th, 2008. Results of that part of the work session are included in Appendix B.

Determining Interpretive Objectives and Desired Outcomes:

The next level of goals is determined by viewing interpretation as a tool to help achieve the site's Resource Management Goals through changes in visitor knowledge, attitudes and/or behaviors. This approach is based on the following concept:

Information is a tool to cause impact on the recipient of the information.

Information obviously can change knowledge, but through that change, attitudes and behaviors can be influenced. So whether a change in knowledge is sought as a means of enhancing a visitor experience, as a means of influencing attitudes to influence opinions, or as a means of directly influencing behavior to minimize negative impacts on a resource, communication can be used to help achieve desired impacts. The desired changes in behavior, attitude and knowledge represent the Desired Outcomes of the communication effort and are the justification for the time and effort spent developing and maintaining the information network.

Based on this approach, the next step in the process is to define specifically what attitudinal and behavioral changes are desired as a result of a visitor being involved in the interpretive part of the visitor

experience at Kam Wah Chung. This set of impacts, termed Desired Outcomes, can then be used to develop a network of interpretive and wayfinding strategies that focus on achieving those outcomes while also enhancing the recreational experience.

To arrive at the Objectives and Desired Outcomes, the following question was asked: ***“How can an information network help achieve the Resource Management Goals?”*** The following objectives and outcomes for the information network were derived in that manner.

Audience Profiles

Introduction

One challenge with planning the interpretation for a park or site is in understanding the different audiences who will be using the interpretive opportunities. The goal is to build profiles of the different audiences to determine the type of experiences, including interpretive experiences, they are willing to “buy” with their time. Consequently, the focus of the profiles is on types of characteristics shared by different categories of visitors that affect the communication process. For example, a key characteristic of family groups is the different levels of education and interest inherent within such a unit, which requires creating opportunities where all members of the family can be involved at the same place and time.

The following represent brief profiles of different visitor types. The brevity is intended as it allows a focus on the key aspects of the visitor type that affect the interpretive network at Kam Wah Chung SHS.

Visitor types based on type of experience sought

Falk’s categories of museum visitors offer a good starting point for considering the different types of visitors to the site. His categories, with key characteristics noted are as follows:

1. **Spiritual Pilgrim** – wants to immerse themselves in the setting; don’t necessarily need interpretation to have a great experience. These people will want to stand or sit inside Kam Wah Chung, often without having someone talking to them.
2. **Facilitator** – wants to facilitate a positive experience for someone else. Parents and teachers are the typical facilitators, but groups typically have one or two people who like to facilitate the experience for others in the group.

These people can use some of the same interpretive strategies as the Discoverer, but also wants ones that require or can accommodate a group leader. Self-guided interpretive trails using a brochure are an example of the type of opportunity that appeals to a Facilitator.

3. **Discoverer** – wants to learn the story; absolutely needs interpretation. Wants some of the opportunities to be self-guided.
4. **Professional/hobbyist** – already knows a lot about the subject. Interpretive opportunities are not developed for this type of visitor. They typically need more detail and depth than can be developed cost-effectively in interpretive opportunities. This group really wants a specialty tour or to look through your files.
5. **Experience seekers** – “been there, done that” crowd. They will have a good experience just taking the tour.

All of these visitor types need a good orientation and wayfinding network. However, only the Discoverer and Facilitator depend on interpretive opportunities as a key factor in the quality of the experience. It is not that the other types of visitors would not use it or enjoy it, or that it wouldn’t be considered value-added, it is just that it is not as integral a part of the overall experience for these other visitors. The other types of visitors need particular types of opportunities to have the type of experience they desire.

Visitor types based on Learning Styles

According to most experts, most people have a specific style of learning that he or she prefers. David Kolb has identified 4 different basic learning styles typically represented in our society. The following visitor types, with key characteristics noted, reflect Kolb’s work:

1. **Social Learners:** These people learn through discussion. They do not like

signage, computer work, computer assisted instructions and environments where they cannot talk to others. They will typically arrive in groups (so they can talk with each other), and are more likely to go on guided interpretive walks or attend programs, especially if they are interactive. Staff presence, especially at the beginning of the experience, is a key factor contributing to a high quality experience for this group. This type of learner will thoroughly enjoy the tour.

2. **Observers:** This type of person learns by observing and tends to avoid social interaction. (*Typical classrooms were set up for this type of learner.*) As a consequence, they don't like being asked questions. You will find them on guided walks, but they hang back, not ask questions and not provide answers. (That does not mean they are not enjoying the tour.) These types of learners are likely to prefer self-guided opportunities that don't require hands-on manipulation, but rather ones where they can come to conclusions through observation. In the case of the tour, where they have to go with a guide, the key is not to target them with a question, but allow them to just listen and observe.
3. **Hands on:** This group likes to figure things out themselves, especially if it involves hands-on activities. They don't like long lectures; information without graphics; or being told the answers. This type of learner will have difficulty keeping their hands off items in Kam Wah Chung. Providing opportunities to operate a mortar and pestle and play Chinese games in the Interpretive Center will appeal to this type of visitor.
4. **“Jack of all Trades:”** This learner likes to have options and does not like to be limited to one learning style. They also do not like formality.

Having regular exhibits, interactive exhibits, presentations, a guided tour and outdoor signage will be a good array of opportunities to provide the necessary options for this type of learner.

The key to accommodating different learning styles is in the delivery strategies. For example, if you had a specific set of exhibits designed to communicate a key point where a person could read about it or get involved in a hands-on opportunity, or ask an interpreter about the topic – all in the same place – you would have created a situation where learning styles would not be a barrier. The implication for the interpretive network is that we will try to design a network where the same information is delivered in different forms to accommodate learning preferences.

Other key visitor types

The following visitor categories, with key characteristics noted, will also be considered in developing the interpretive network:

1. **Local residents:** This group of people has the greatest potential to be repeat visitors, but they need new opportunities to draw them back, such as new programs, exhibits, events, etc. They also are more likely to have a greater degree of knowledge about Kam Wah Chung, Lung On, Doc Hay and the history of John Day. For those people, fixed interpretive opportunities are not going to provide the level of detail that would interest them beyond the first visit. They also may find basic information redundant whereas those with less familiarity would find such information necessary. Special programs, tailored to their level of expertise, may be necessary. At this time, the existing interpretive center experience does not work for this group because it does not change significantly.

2. **Visitors from out of the area:** This refers to all other leisure-oriented travelers, such as vacationers and day-trippers, and also other travelers with some discretionary time to spend, such as business travelers and people visiting friends or relatives in the area. They are likely to know a lot less about the story than residents, so interpretation for this group must start at a more basic level. They will also need more extensive orientation and wayfinding information than residents, and will be interested in places they can visit after they leave John Day.
 3. **Organized Groups:** It is not the visitor type that is the key factor in this category, but rather the number of people that have to be accommodated at the same time. Infrastructure is a key to serving this category of visitors, with bus parking and turn-around space, multiple toilet facilities and staging areas key factors. Also, organization of the on-site experience into multiple sub-experiences allows large groups to be split up and pulsed through a site. This is particularly important for school groups. It is also often important to separate the large groups from other visitors to avoid the large group having negative impact on the experience of others. For school groups, anything that can help make the trip easier and more rewarding in terms of meeting the teacher's objectives increases the likelihood of use by such groups. Pre-trip packets, staff presence to assist on-site, the opportunity to have questions answered on-site by a specialist or interpreter, and post trip activities are all factors that affect the degree of use by school groups. In the case of Kam Wah Chung, especially prior to the new interpretive center being constructed, having these groups schedule their visit and requiring them to split into smaller groups prior to arrival would facilitate their experience.
 4. **Families:** Families are a special type of group due to the challenges that arise out of the variation in educational and ability levels. The key is to develop opportunities that allow people of different levels of education and ability to learn to be occupied at the same time and place, ideally with the same opportunity.
 5. **Those with disabilities (which encompass seniors):** The intent of ADA provisions is to promote equal access to the built environment and/or to information gained from access to the built environment for those with impairments. Braille and audio supposedly address the needs of those with visual impairments; elevators, lifts, grade and surface of trails, and other modifications to the physical environment address the needs of those with mobility impairments; and visuals and text, including captioned multi-media programs, address the needs of those with auditory impairments. However, most of the ADA provisions focus on physical access to information, not content. They also do not address the needs of these audiences at the experiential level. We prefer to use a *Universal Design Approach*, which focuses on creating experiences that can be enjoyed by all parts of the target audience, including those with impairments. This approach involves integration of multiple delivery strategies that include all senses. The result is an overall experience with opportunities that meet the needs of the few while enhancing the experience of everyone.
- A Universal Design Approach also benefits our aging population because it is physical limitations that are the core of the issues that seniors have

with interpretive and recreational experiences, such as deteriorating eyesight, hearing and physical capabilities, not their age. When this project moves to the design phase, this approach should be used by the designer.

- 6. Children:** Children are a challenge because they cannot learn the same way adults learn. Whereas adults can learn by processing incoming verbal information based on existing knowledge, a child up to around the age of 8 is primarily focused on acquiring information first hand. Since they have not completely mastered the symbol system we call “language,” and because they have not completely developed the connection between their right and left brains that allows for higher order processing, they use a human’s primary information-gathering tools – their senses. That is why opportunities to touch, smell, taste, see and hear are critical to an effective experience for children. This is an important point because we often focus on the need for activities to be interactive, and believe we have accomplished our goal if they can push buttons. Although the opportunity to interact in such a way increases the attraction power of an opportunity, if it is not an opportunity to discover information first hand, it is not nearly as effective in terms of gathering and processing information.

Parameters

Introduction

Parameters are those conditions under which an interpretive program must be developed, such as monetary constraints, and under which it must function, such as climate. Identifying parameters ensures selection and design of interpretive and wayfinding strategies and infrastructure that are effective and realistic, not idealistic. In reviewing the parameters, it is important to remember that they represent what is, not what should be or what is desired.

Key Parameters

Budget

B-1: Funds for implementation and ongoing operation and maintenance are likely to be limited. This has several implications:

- A phased approach to developing the interpretive network will be important.
- The first phase should contain projects that can be completed easily and show results in order to maintain enthusiasm and motivation.
- Low maintenance opportunities should be prime components of the basic program.

B-2: It is likely that OPRD can get about \$2M at one time for projects. The phasing should take this amount into account and set up an implementation plan that is organized into chunks that cost about \$2M.

B-3: HHL Grants are available.

Staffing

S-1: Staffing for interpretation and orientation may be limited. Paid staff may or may not be dedicated to providing or

assisting with interpretive opportunities at the site on a full-time basis. Volunteers will be available, but depending on volunteers is not without issues. Since the tour will require someone to lead it, self-guided opportunities should form the basis of the remainder of the interpretive network.

Note: This is not a recommendation against personal interpretive services. In fact, teachers have indicated that a staff person to answer questions and give a brief tour is a highly desirable part of a field trip experience and is a factor in attracting that target audience. Rather this is a recommendation against personal interpretive services as a critical part of the program for the general public. In other words, the program should be designed so it can function without personal interpretive services, but be enhanced by the addition of such opportunities.

S-2: A “Friends of Kam Wah Chung” group exists. The potential for help in terms of volunteers is high. They could be used to guide, monitor and/or manage specific aspects of the site.

S-3: Pre-trip planning and information needs can be satisfied for some visitors by providing a good website. Significant efficiencies may be gained by utilizing the Internet. On-line information about hours of operation, tours, fees, accessibility and events will take pressure off reception staff.

Vandalism and Theft

V-1: Vandalism and theft are potential issues. This has several implications:

- Outdoor signage, kiosks, brochure racks and other structures should be constructed of vandal-resistant materials.
- Artifacts used in indoor exhibits will have to be protected in some way.

- Visitors will not be allowed in the Museum building except under supervision.

V-2: Historic structures in other parts of the United States suffer from visitors removing artifacts or pieces of artifacts as souvenirs. Limiting access, fastening artifacts in place, using remote surveillance, using security alarms and maintaining a personal presence when and where artifacts are displayed may be required. Given the significance of the artifacts in the building and of the building itself, visitors cannot access the building without a staff person present.

Note: According to personnel at self-guided sites such as The High Desert Museum in Oregon, Lyman Museum and Mission House in Hilo, Hawaii, and the Museum in Pella, Iowa, ropes demarcating the limits of public access in interior spaces are not sufficient to prevent theft. Alarms are necessary to alert staff when a person moves into that space or artifacts are contacted in any way. Kam Wah Chung itself has alarms, so this note is relevant to situations where artifacts might be used in exhibits in the Interpretive Center.

Location and Access

LA-1: Although close to the highway, Kam Wah Chung and the temporary interpretive center are not visually accessible from the highway and not obvious from the access road. Good identification and wayfinding signage is required along the major routes in the area to alert travelers and guide them to the site and to the locations of the two buildings.

Environmental Conditions

E-1: Summers are likely to be warm and winters relatively cold and wet.

Exterior informational and interpretive opportunities must be either stored during winter months or constructed of materials highly resistant to the anticipated weather conditions.

E-2: School groups are likely to visit in the spring or fall, when the weather is likely to be cold. This has the following implications:

- Covered staging areas, covered information or teaching stations and a place to spend time indoors would be an advantage.
- Covered walkways between the new interpretive center and the parking area or existing shelter may be desirable.

E-3: Many of the artifacts will require environmentally controlled areas for display and storage. This is a significant cost that will have to be taken into consideration when planning and designing the exhibits for the interpretive center.

Policy and Legal Issues

PL-1: Kam Wah Chung is a National Historic Landmark. This has several implications:

- This limits the degree to which the structure can be altered to accommodate visitors.
- Creates expectations amongst visitors who are aware of its status.

PL-2: All operations must comply with ADA rules and regulations. All significant areas of the site will be accessible to all people. Also, all information presented within the interpretive network will be accessible in some way for those with disabilities. Note that the museum building has an exemption to the requirement for ADA access because it would significantly compromise the historical integrity. However, the information gained by going into the building on a tour must be made

available in some other form that is accessible to those with disabilities.

PL-3: Fire Code limits the size of the visitor group to 10 maximum at any one time in the facility.

PL-4: Visitors cannot be in the museum building unaccompanied.

Site Parameters

SP-1: The site is surrounded by modern structures. This simply makes it more difficult for visitors to visualize the scene as it might have looked when this was the center of Chinatown.

Physical Infrastructure and Layout

PI-1: Kam Wah Chung and the existing Visitor Center are currently separated by about ¼ mile. This is an issue for many visitors. If they get back in their car to cover the distance in between, the likelihood of them leaving increases significantly. It will be important to market the experience in each at the other site to motivate visitors to visit each facility.

PI-2: The temporary Visitor Center is housed in a non-descript building that does not, in itself, contribute to the attraction power of the facility. It will be important to provide as much pre-arrival marketing information as possible so visitors arrive with the intent of going to the Interpretive Center.

PI-3: Because of the location of the Visitor Center and Kam Wah Chung, visitors could start their on-site experience in two different locations. The information and interpretive network must be designed to function so either location can be used as a starting point.

PI-4: Parking adjacent to Kam Wah Chung is limited, and is used by residents to access the park. It will be important to provide directions to all nearby parking, and to market the experience so that visitors are still inclined to visit even if they have to park away from the site.

PI-5: Parking adjacent to the Interpretive Center is very limited and has a confusing access. A better orientation and wayfinding network is necessary.

PI-6: Kam Wah Chung is small with small spaces. This factor, combined with the need to protect the artifacts, limits the size of the groups that can be taken into the structure. Also, visitors should be made aware of the size of the space, and the fact that the door must be closed to conduct a tour, prior to going on the tour. (This is to make people with claustrophobia aware of the situation prior to going on the tour.)

Also, it will be important to communicate with tour groups prior to their arrival so they are aware of the limitations of the tour in terms of number of people allowed in at any one time.

P1-7: The Visitor Center is housed in a leased building. The lease can be cancelled at any time. Any improvements, such as exhibits, should be modular to allow for easy removal.

P1-8: A new Interpretive Center is planned, but the time frame depends on finances and on acquiring property. The visitor experience has to be improved under the existing set of constraints and opportunities.

Existing Interpretive Opportunities

EO-1: Kam Wah Chung SHS currently offers the following interpretive opportunities:

- Interpretive signage adjacent to Kam Wah Chung;
- Guided tours of the building;
- Books for sale in the bookstore;
- An audiovisual program focusing on the story of Kam Wah Chung;
- A traveling exhibit focusing on Chinese in the West.

The interpretive plan should attempt to incorporate existing opportunities when appropriate.

Surrounding Attractions and Events

SAE-1: The following attractions and events should be taken into consideration when developing the interpretive program:

- Chinese New Year
- Grant County Historical Museum (Canyon City)
- Sumpter Dredge State Historic Area
- Chinese walls in Granite
- Chinese cemeteries in Baker
- Grave sites of Doc Hay and Lung On
- Ranch Rodeo Museum in John Day
- Railroad Museum in Prairie City
- John Day Fossil Beds
- The building that housed Lung On's car dealership
- The city is developing a mining trail for interpreting the story of mining in the area
- Pendleton offers Underground Tours that include a focus on the Chinese community in the same time period; however, reports indicate that the story being told is not accurate.

Interpretive Opportunity Inventory

Introduction

In general, people become more interested in a subject when they can *see* something related to it, and they are more likely to believe what they can see than what they only hear or read. Therefore, the more an interpretive presentation – whether on a sign, in an exhibit, in a personal presentation or in a trail guide – connects with and uses actual artifacts or features in conveying information, the more effective the presentation will be. Consequently, the inventory of interpretive opportunities focuses on inventorying artifacts and features available for use as supporting visuals for interpretive opportunities in order to develop themes and storylines based on what visitors can *see* or *experience*. Note that the inventory of interpretive opportunities is like a menu – just because it is possible to tell a particular story does not mean that it should be told.

Background Information

The following stories were identified as part of National Historic Landmark (NHL) nomination:

- Peopling places
- Expressing cultural values
- Development of American economy
- Changing role of US in world community

The stories recommended in this interpretive plan are similar, but more specific to the site. The Peopling Places story is reflected in the part of the story focusing on the migration of Chinese to the United States during this time period; the “Expressing Cultural Values” is covered in the focus on the Chinese lifestyles; the “Development of the US Economy” is considered in the whole story of the development of the American West and the role of gold mining and

railroads in that development; and the story of “Changing Role of the US in the World Community” is reflected in the story of the Chinese experience over the span of years covered in this story.

Recommended Stories

Based on the prominent visuals at KWC, the history of the site and the current situation, the following appear to be the key stories that can be communicated effectively within the interpretive network at Kam Wah Chung SHS. They are not the only stories, but they are the major ones.

The development and status of Kam Wah Chung as a center of the Chinese community and culture in eastern Oregon.

This encompasses the communal way of life that the Chinese depended on to survive the rugged conditions and racial prejudice and the roles of Lung On and Doc Hay in creating a hub of the Chinese community at Kam Wah Chung.

The status and contributions of Lung On and Doc Hay within the context of the treatment of Chinese in the West

A person cannot really understand the significance of what Lung On and Doc Hay accomplished without understanding the manner in which Chinese were treated in the West. This would include the following sub-stories:

- The story of why and how the Chinese came to the US in general and to this area in particular.
- The story of the treatment of the Chinese during the time Kam Wah Chung was operational.
- The personal story of Lung On
- The personal story of Doc Hay.

The contributions of Chinese to the development of eastern Oregon specifically and the West in general:

Given the array of artifacts and the presence

of Kam Wah Chung, this is one of the premier sites for interpreting the Chinese story in the West.

Note: Stories related to pulsology and different shrines, although interesting, are subordinate to the larger stories.

Existing Features and Stories

Table 1 contains the key features and associated stories that could be told using those features. This table does not include what could be brought to the site and displayed outdoors or indoors in existing or new facilities.

Table 1: Stories and supporting features and events

Story or sub-story	Features/events supporting the story	Comments
How and why Chinese came to area	<ul style="list-style-type: none"> • Historic photographs of Chinese workers coming to the US • Letters home • Diaries 	There are probably other artifacts that could support this
Treatment of Chinese during that time period, which can be reflected in their lifestyle	<ul style="list-style-type: none"> • Iron door and iron coverings on windows • Newspaper headlines and articles • Bunks for Chinese • Chinatown • Historic photos of Chinese in western dress (attempts to be accepted) 	<p>There are probably other artifacts that could support this</p> <p>Note difference between treatment in John Day and treatment in other parts of Oregon and the West.</p>
Personal story of Lung On, with contributions emphasized	<ul style="list-style-type: none"> • Business desk • Business ledger • Historic photographs – car dealership, pictures of Lung On well-dressed, etc. • Bunks for Chinese • Foods imported for Chinese • Foods carried for whites • Letters written for others • His grave 	There are probably other artifacts that could support this
Personal story of Doc Hay, with contributions emphasized	<ul style="list-style-type: none"> • Apothecary • Letters from patients • Testimonials from patients • Historic photographs showing him with whites • Extent of area in which he practiced • The number of people and locations of those people who sought him out for treatment • His grave 	There are probably other artifacts that could support this
Contributions of Chinese to Oregon	<ul style="list-style-type: none"> • Historic photos of Chinese working on the railroad, working on mining operations, digging irrigation ditches and engaged in other similar projects. 	There are probably other artifacts that could support this
Kam Wah Chung as the center of Chinese community in eastern Oregon	<ul style="list-style-type: none"> • The fact that the building still stands • Records • Supplies for Chinese imported from China 	There are probably other artifacts that could support this

Themes: Background

Background/input for developing the themes came from two major sources. One source was from the working group who developed ideas for themes as part of an exercise during an early work session. Results of that work are included in Appendix C.

As a part of the process of developing the interpretive panels for KWC during a previous project, tentative themes for the site were developed. Those themes, listed below, were used as the starting place for developing the final themes for KWC.

Themes from previous work

1. Chinese immigrants left political upheaval and famine, coming to Oregon to find work to support their families and improve their standard of living.
2. Life in John Day as in the rest of the United States was a struggle, often dangerous, because of negative sentiment for Chinese and other ethnic minorities.
3. The Chinese helped each other through the struggle by providing services for each other and a home away from home. (Ing Hay and Lung On were two who stayed and provided a home away from home through the Kam Wah Chung & Co.'s commercial activities.)
4. Most of the Chinese eventually left to find jobs elsewhere in their quest to improve their standard of living and support their families back home. Need for services in the John Day area may have led EuroAmericans to judge Lung On and Doc Hay on their merits and eventually accept them into the John Day community.
5. Kam Wah Chung & Co. was a symbol of Chinese in the American West and a touchstone for linking Chinese with their homeland and heritage.
6. The legacy of KWC is that it validates the contributions and perseverance of the Chinese and other ethnic minorities as they struggled to survive and prosper in a frontier environment that favored EuroAmericans.

Residents of John Day area	Will	Appreciate/understand Chinese history ?? in area; take action such as volunteer, donate
Teachers	Will	Utilize educational kit; plan curriculum with OPRD
Visitors who planned visit	Will	Make experience worth the effort
International visitors	Will	Take action – donate, spread the word, ???
All	Will	Visit other sites
All	Will	Return to the area
All	Will	Spread the word
Tourist	Will	Learn the historic significance
Youth	Will	Appreciate Chinese culture
Youth	Will	Learn or want to learn more about Chinese impact to their region
Resident	Will	Get involved with the development of this site
Youth	Will	Learn their past – what went before
Tourist	Won't	Have close activities to experience after [
Tourist	Won't	Have ability to touch – only look inside
Tourist	Won't	Have ability to see collections all at once
Out of town visitors	Will	Visit other local attractions
All grant organizations	Will	Donate money/grants
Local residents, others	Will	Join Friends group
Oregonians – Voting age	Will	Support OPRD in 2014
All visitors	Will	Seek further info on Chinese history in area
Those visitors motivated	Will	Support conservation of historic areas
All	Will	Visit other state parks in region
All	Will	Tell friends/family to visit KWC
Locals	Will	Tell locals to increase visitation
Locals	Will	Increase local understanding and support
Out of town visitors	Will	Visit local museums/library
Teachers/principals/parents	Will	Support school programs/involvement
All	Won't	Touch artifacts on tour
Kids in park/pool	Won't	Vandalize building exterior/panels
Teachers/principals/parents	Will	Create Chinese history school curriculum
Locals	Will	Support effort for new interpretive center
Locals	Will	Provide local political support for master plan
City/County employees	Will	Support highway signs
Large Groups	Won't	Be upset for limiting tour size
	Will	Come back for another visit
	Will	Want to learn about the influence of the Chinese on the development of the West
	Won't	Damage historic buildings
	Will	Appreciate history – local, regional, national
	Will	Tell their friends and family to visit
	Will	Respect other cultures
	Will	Donate money (large amounts)
	Will	Want to wait for tour
	Won't	Get mad at having to wait
	Will	Understand intolerance and change that behavior
	Will	Understand why money was spent to restore the building

Appendix C: Theme input from working group

The following information was generated during the first work session by having participants fill out a worksheet on which they filled in the blanks in the following statement:

When (**target audience**) finishes learning about (**topic**), I want them to know that (**theme**).

Target Audience	Topic	Theme
	Chinese immigration to the US	Chinese settlement in Oregon was part of a larger pattern
	Eastern medicine practices	Doc Hay practiced a form of medicine unfamiliar to Western culture
	Design of house	The materials and design of the KWC building related directly to how secure the men felt.
	Chinese settlement in John Day	They settled in John Day because they were driven out of Canyon City
	Doc hay	He was a gifted medical practitioner and was highly respected by many cultures
	Lung On	He was a man of many abilities, spoke and wrote English well, became the scribe of the Chinese community
		Why Chinese came to John Day – where are they now?
		Chinese lifestyle is adaptive – food, work, religion, social, transportation
		Doc Hay was special - a pulsologist, non-English speaking yet was accepted and revered by locals.
		Lung On was special – businessman accepted – thrived in area
		KWC was a vital hub for Chinese community for supplies, religion, social, communication with locals and family back home
		KWC survived the period from then until present – why? Says a lot about how people view the site.
	Doc Hay/Lung On	These two Chinese gentlemen were an integral part of the John Day/Canyon City community
	Kam Wah Chung & Co.	KWC is one of a kind
	Chinese in Grant County	The Chinese were instrumental in the development of this area.
	Kam Wah Chung	Integral to area Chinese

Medicine	Helped all people – not just Chinese
Lung On and Doc Hay personalities	They are human too
KWC	Chinese did thrive in the local area
Doc Hay/Lung On	These two men well respected in community
Chinese	The Chinese were vital to building the West
Doc Hay	Doc Hay was known for his herbal remedy cures
Lung On	Lung On was well educated and spoke fluent English
KWC	Chinese played an important role in the development of the West
Shrines/altars	Religion was integral to how the Chinese viewed and acted in life
All objects in KWC	Chinese are a forgotten part of our shared history
All objects n KWC	Having all these things show why it is important to preserve objects/history (the impact of people coming into building –the impact of stepping back into history)
Objects	Chinese were an advanced society
KWC	Doc Hay and Lung On integrated themselves in society that did not want them
KWC	The community accepted DH and LO when they did not accept other Chinese – Unique story that happened here.
Displays/exhibits	Chinese played a significant role in western history
Displays/exhibits	Chinese were very creative and adaptive – introduced numerous items used across the world
Displays/exhibits	Chinese left evidence of their role at KWC
KWC building	DH and LO were important and valued in community, eastern Oregon and the region
	Chinese history in John Day is different than in other western states and cities – accepted, valued, integrated, trusted (stayed and were buried)
Chinese culture	Vital part of eastern Oregon culture
Global connection	Similar communities around the world
Artifacts	Huge wealth of historical timeline ??? viewing of the artifacts
China/trade	??? of trading to introduce the Chinese products to the community
Doc Hay	Advance medicine doctor for the times